

## PAI TEACHER PROFESSIONALISM IN RESPONDING TO TECHNOLOGY TO INCREASE STUDENT LEARNING MOTIVATION

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**Abstract:** *This study aims to explore the difficulties faced by Islamic Religious Education (PAI) teachers in responding to technology in the digitalization era. The method used in this study is a qualitative method with a descriptive analysis approach where the research focuses on collecting data based on the experience of the subjects studied (PAI teachers). The survey stated that the response of PAI teachers to the touch of technology to increase students' motivation in learning was determined by three respondents: (1) accepting technological advances wisely and taking positive impacts, (2) rejecting and not accepting change for fear of not being able to filter out negative impacts, and (3) hesitant because of the teacher's lack of knowledge of the positive and negative impacts of technology. The use of information technology by mankind, including Islamic religious education teachers, must be based on religious norms, which are used as guidelines for doing good and positive activities, such as being able to take advantage of available sources, media, methods, and learning tools. A professional teacher will be responsible for accepting technological advances wisely and taking positives from technological advances. Teachers as learning agents must be supported by the availability of technological facilities both from the government, institutions, and individuals, as well as knowledge and skills in using technological tools and resources. Thus, teacher professionalism can be accounted for along with increased student motivation in learning.*

**Keywords:** *Teacher, Professionalism, Technology, and Information*

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### Introduction

The quality of education can be achieved if the teaching process takes place effectively, is directed, and by following learning objectives (Amirudin & Muzaki, 2019). Islamic Religious Education (PAI) is an important position in the national education system. Religious Education is a subject that must be taught to everyone in national education institutions. Islamic Religious Education, in principle, provides learning that instills spiritual values in students so that they become human beings who have morals, ethics, and culture as part of national education goals. Meanwhile, implementing religious education learning in schools can be internalized in intra- and extra-school activities and prioritizes application in everyday life.

The success of human education is determined by their understanding of educational resources for the teaching and learning process, as perceived by humans as a whole, especially the problem of Islamic education for students in particular. With the increase in madrasas and other Islamic educational institutions, it is necessary to emphasize that the human need for Islamic

religious education is not only to develop aspects of individualization and socialization but also to direct human development in science and technology and immorality.

Education always develops following the dynamics of community life. Indonesian society is currently experiencing a transition from an agrarian society to an industrial society. There has been a leap of change from an agrarian society to an information society. Islamic education, part of the national education system, is now faced with new challenges as a consequence of the dynamics of the era, which is called the era of globalization. So we need a new strategy that is solutive and anticipatory in dealing with these challenges. According to Tilaar (1998: 245) if new challenges are faced by using the old strategy, then all efforts undertaken will fail. This requires practitioners of Islamic Religious Education to be able to improve strategies suitable for dealing with technology in the era of globalization to increase the professionalism of Islamic Religious Education teachers in responding to technology in the era of disruption.

Islam is a religion that does not close itself to various developments of the times, including technological developments, precisely with its flexibility, Islam even advocates for a dynamic life and can develop into the best human being in line with the changing times based on faith and piety. Therefore, PAI teachers in every educational institution are required to be able to create relevant learning technology innovations and be able to apply learning models with approaches that suit learning needs. The development of information technology has promised great potential in changing the way a person learns, obtains information, adjusts information, and so on. Technology also provides opportunities for educators to develop learning techniques to provide maximum results. Likewise for students, with technology, it is hoped that students can more easily absorb information appropriately and efficiently. Sources of information are no longer focused on textbooks alone but can be accessed through internet sites that provide learning materials for students, of course through the availability of computer facilities, internet networks, and skills in operating them.

The phenomenon that is found at this time is the lack of attention from educational institutions to the progress of PAI teachers so that they can compete in the world of technology and can take advantage of technological sophistication to then be used as learning media according to the demands of the times. This can be felt through the lack of knowledge of PAI teachers on the use of digital technology-based learning media. The lack of knowledge of technology can be noticed when teaching takes place. Since long ago, the approach used was only teacher center based. This is why students get bored very easily. Therefore, it is necessary to evaluate and train PAI teachers so that they can easily adjust learning methods according to the times.

PAI teachers as central figures in fostering children's morals at school, carry heavy but also noble duties and responsibilities. Therefore, PAI teachers are required to have high dedication and loyalty to their professional duties. The teacher's professional duties include making good lesson plans, being able to carry out the learning process, and being able to evaluate the learning. Motivation is one of the factors that influence the effectiveness of student learning activities. Motivation might be can encourage students to carry out learning activities to achieve optimal results. The learning process cannot be done alone but must involve several learning components that are interrelated to create the expected goals (Ahmad and Tambak, 2017; Dahlan, 2016).

You can feel now the impact of Covid-19 is the enactment of a virtual learning process. That is, the access needed to be able to provide learning is no longer face-to-face but through the internet, a network with various available media models, and equipped with adequate facilities. In this situation, PAI teachers must have qualified knowledge of technology, where it is no longer humans who move to provide knowledge or transfer knowledge, but also internet-based supporting media such as e-books, e-learning, zoom apps, whatsapp, and so on which might replace teacher effectiveness in the classroom. Competent PAI teachers are urgently needed in this era of very

rapid technological development, where access is given to technological sophistication to beat the expectations of the social world in world. Therefore the role of parents and the professionalism of an Islamic Religious Education teacher is the main thing and is very much needed to regulate, supervise and assist the learning development process of students to increase their learning motivation in this digitalization era.

## Literature Review

### *a. PAI teacher professionalism*

Professionalism is a standard term for preparing competitive 21<sup>st</sup>-century human resources. Some emphasize professionalism in the mastery of knowledge and tips on its application. David H. Maister quoted by H.A.R. Tilaar (2002: 90) emphasizes professionalism, not just knowledge of technology and management, but professionalism emphasizes more on attitude. Muhibbin Syah (2000: 229) says professionalism is a quality and special behavior that characterizes a professional. Professional teachers must show good quality work by demonstrating their abilities which are certainly not possessed by other professions. (Ellisa Fitri Tanjung, 2020) In this case, a professional teacher can teach subjects using learning methods, models, and media by utilizing computer and internet-based information technology.

### *b. Response theory*

The response or response is the impression that is experienced if the stimulus is gone, or the observation process has stopped, and only impressions remain. Responses are images of memories from observations (Kartono, 1990). Find out the community's response can be seen from participation, perceptions, and attitudes. According to Soekanto (1993: 48), a response is a behavioral consequence of previous behavior as a response or answer to a particular problem or problem. The response appears in humans through a reaction in the following sequence: temporarily, hesitantly, and carefully which is called a trial response, then the response will be maintained if the organism feels the benefits of the incoming stimulus. Susanto (1988: 73) says the response is a reaction, meaning acceptance, rejection, and attitude toward what has been conveyed by the communicator in his message. The response of PAI teachers to the emergence of technology must be realized quickly because the need for the internet will increase rapidly.

### *c. Technology*

In this era of globalization, humans are required to keep up with the changing times. To be able to master the field of technology, it is necessary to have comprehensive knowledge of information technology, especially for educators. PAI teachers must be able to master at least two or three learning media that allow them to be applied every day. Arifin (200: 41) explains that technology as an applied science is the result of human culture which depends a lot on the people who use it. If technology is not balanced with human values, it will harm human life. Challenges like these demand that educational institutions be able to base them on religious norms. This means that the use of technology must be based on applicable religious norms so that it can be used as a guide for humans to carry out positive activities.

### *d. Motivation*

Motivation is one of the factors that influence the effectiveness of student learning activities. Motivation can encourage students to carry out learning activities. Therefore, in carrying out learning activities, motivation is very important for students to have because it can increase enthusiasm for learning so that the teaching and learning process can succeed optimally. Because

there are many challenges faced by teachers, especially PAI teachers to develop students' interests, where PAI teachers have not been fully able to fully develop technology-based learning. Therefore, to be able to motivate students in learning, PAI teachers must be aware and literate of technological advances that might swallow anyone unable to operate them.

### **Methods**

This study used a qualitative research method with a descriptive analysis approach. Qualitative research is a type of research that produces findings that cannot be achieved using statistical procedures. This research is used to examine the social life of society, history, behavior, organizational functionalization, social movements, or kinship relations. This research is intended to determine the effectiveness of the use of technology in learning carried out in educational institutions with PAI teachers as secondary research subjects. Analysis of data from research results using descriptive analysis, namely trying to explain in detail what it is about the object under study (Bagong Suyatno, 2008: 70).

The data analysis model in this study follows the concept given by Miles and Huberman which reveals that the activities in qualitative data analysis are carried out interactively and continuously at each stage of the research until it is complete. In collecting data, the researcher conducted data research regarding information related to the professionalism of PAI teachers in responding to technology in the digitalization era to motivate students in learning. The data was collected from the experience of teaching PAI teachers and the use of information technology so three opinions emerged based on the readiness of educational institutions for the openness of information technology and the readiness of PAI teachers for the new era.

### **Results and Discussion**

Globalization has an impact on technological advances. A professional teacher must address this by taking the positive side of technological advances. Arifin in Akmal Hawi (2008: 8) explains that the presence of sophisticated tools such as radio, television, computers, and other electronic devices will affect the learning process. These sophisticated tools will bring challenges to education in human resource development. Advances in information technology will have an impact on human resources. Therefore, researchers found three ways or responses of a PAI teacher to technological developments in this digitalization era, which are as follows:

#### **a. Embrace technological advances**

Professional PAI teachers will accept technological advances wisely and take the positive impact of technological advances. Teachers can use computers to create subject matter in the form of Microsoft Word or PowerPoint and can search for references to teaching materials using internet facilities. Arifin (2008: 41) explains that technology as an applied science is the result of human culture which depends a lot on the people who use it. If technology is not balanced with human values, it will harm human life. Challenges like these demand that educational institutions be able to base them on religious norms. The use of information technology by mankind, including Islamic religious education teachers, must be based on religious norms, meaning that religious norms serve as guidelines for humans to carry out activities including the use of technology. Religious norms describe things that are commanded by Allah and prohibited by Him. Religious norms are also used as a deterrent or filtering tool. The use of information technology must also be based on the norms that apply in society.

Teachers as learning agents in using information technology must be supported by the availability of technological facilities from both the government, institutions, and individuals as well as the knowledge and skills of teachers in using technological tools and

resources. Availability of facilities and teacher skills are essential elements in the use of technology, without both, it is difficult or even impossible for technology to be utilized.

b. Refuse information technology

Refusing, namely not accepting negative changes, because they realize that it will harm them (Ali, 2009: 123). The second teacher's attitude towards information technology is to reject the negative impact of using information technology because it will harm the teacher himself. Rejecting does not mean not using, but rather an attempt to filter a professional teacher to bring good to himself and others. This assertive attitude is an attitude that is needed by PAI teachers who play an important role as role models for their students, especially in fostering their faith and morals. The attitude of rejecting PAI teachers can be shown through problems with the use of cell phones in the classroom which can interfere with the learning process, and playing online games excessively which will make the teacher negligent in carrying out his duties. Meanwhile, regulations that allow mobile phones to be brought so that students can easily access e-learning or Google Classroom are certainly a serious consideration for PAI teachers.

c. Doubt about information technology

Doubtful, that is, unable to decide because they do not know the positive or negative impacts of the change, but if the positive or negative impacts are known, one of the decisions to adopt or reject will be taken (Ali, 2009: 123). Doubtful attitude towards information technology due to the teacher's lack of knowledge of the positive and negative impacts of information technology. In this case, PAI teachers feel doubtful that using technology in learning, will have an impact on children's concentration on the material presented.

From the three responses of PAI teachers to technology, the conclusion that can be drawn is that PAI teachers have not been fully able to apply internet-based learning media such as Google Classroom, Whatsapp, e-learning, PowerPoint, and the use of learning devices in class such as in focus and those that are commonly used to support the more practical learning process. The conclusion drawn is that some PAI teachers in several educational institutions are still ignorant of the use of information technology-based learning media. (Hasrian Rudi). According to PAI teachers who are against this decision, stating that learning using technology as a learning medium will hamper the student learning process and turn off student motivation. Because learning is a form of love and affection for an educator toward his students. The statement is not wrong, but also not right. This is because the phenomena found today are inversely proportional to those of the past.

Challenges are used as an increase in motivation for PAI teachers to always develop according to the changing times. In the teaching and learning system, PAI teachers must have the skills to increase students' learning motivation.

a. Skilled in mastering the subject matter

The teacher's ability to master the subject matter is an integral part of the teaching and learning process. Mastery of teaching materials will influence student learning outcomes. so the relationship between the mastery of the teacher's subject matter and the learning outcomes achieved by students is very close. The higher the mastery of the subject matter by the teacher, the higher the learning outcomes of students

b. Skilled in class management

Classroom management is a teacher's task that should not be abandoned. Classroom management is very necessary because the behavior and actions of students are always changing. This is because students do not always behave calmly and well, but can also change. Because the attitudes and behavior of students are dynamic, adjusting mentally

and emotionally. Therefore, it is mandatory for PAI teachers to always coordinate classes so that they are always harmonious

c. Skilled in the use of teaching methods

One effort that should not be abandoned is how understanding the position of the method as a component that takes part in the success of teaching and learning activities. Therefore, good teaching methods will foster students' enthusiasm for learning.

In the past, PAI teachers only used the lecture or teacher center method as a mainstay for providing material to students, as a result, lessons that required more practice, they could only be delivered via text and orally. Course this kind of thinking requires renewal. To increase student motivation in learning, PAI teachers are required to be able to create fun learning creativity, and innovation by following the demands of today's times. In addition, the educational institution that houses every Islamic Religion educator must also be able to accommodate teacher professionalism to balance existing knowledge by providing training or training to create professional teachers. Not only professional but also able to take responsibility for the results of his work.

### Conclusion

From the results and discussion above, that Islam is a religion that does not close itself to various developments of the times, including technological developments, which precisely with its openness advocates for a dynamic life and is able to develop into the best human being in line with the changing times based on faith and piety. Based on the phenomenon that is often found today is the lack of attention from educational institutions to the progress of PAI teachers where they are left without touching technological knowledge.

The response of PAI teachers in using information technology to increase students' learning motivation is (1) accepting technological advances wisely and taking the positive impact of technological advances. Teachers can take advantage of all information technology-based learning resources such as infocus, videos, films, computers, and learning media such as power point, classroom, google meet, e-learning to support the success of learning in class. Students not only get material in class, but can also study material that has been given, (2) reject and do not accept negative changes, realizing that the use of information technology will be detrimental, an PAI teacher filters/mantabulates the negative impact that is given from the use of information technology in learning in the classroom and outside the classroom. The assertive and professional attitude of the PAI teacher is a necessary attitude so that unwanted things do not happen and reduce the adverse effects on students on gadgets that cannot be fully handled by the teacher or their parents, (3) are hesitant due to the teacher's lack of knowledge about the positive impact and negative from information technology. There needs to be intensive attention from educational institutions towards PAI teachers so that they are fully able to apply technology-based and internet-based learning media, so as to increase students' learning interest in Islamic Religious Education subjects.

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