Enhancing PAI teacher professionalism through PPG implementation at SD Negeri 2 Tragan, Temanggung

Prisa Widya Indarni Masfufah [a,1,*], Sigit Tri Utomo [b,2], Ana Sofiyatul Azizah [c,3] , Mohamad Ardin Suwandi [d,4]

[*a,b,c] INISNU Temanggung, Indonesia; [d] National Research Polytechnic Tomsk University, Russian Federation
[1] ekongabdulshodikin@gmail.com; [2] rudynur2805@gmail.com; [3] dayat270689@gmail.com; [4] mohamad.ardin.suwandi@yandex.ru
*Correspondent Author

ARTICLE INFO

ABSTRACT

The aim of this research is to analyze the implementation of Teacher Professional Education in improving the professionalism of PAI Teachers and analyze the supporting and inhibiting factors for PAI Teachers at SD Negeri 2 Jragan, Tembarak District, participating in Teacher Professional Education. This research method uses a qualitative method with a pedagogical approach, and a type of field research. The results of this research are as follows. First, the Professional Teacher Education program can improve the professionalism of PAI Teachers, as evidenced by the PAI Teacher Performance Assessment before PAI Teachers took Professional Teacher Education getting a score of 79.98. Meanwhile PAI teachers who have taken Teacher Professional Education received a score of 81.23. After PAI Teachers participated in Professional Teacher Education and received professional allowances, most PAI Teachers have succeeded in developing themselves by achieving teacher competencies which consist of 5 competencies. This shows that PAI teachers can teach well, have good personalities, socialize well, and carry out their duties as professional teachers with full responsibility. Second, supporting factors for PAI teachers implementing Professional Teacher Education, include: support from various parties, receiving facilities from the school, colleagues who help with various Professional Teacher Education activities, competent lecturers at LPTK UIN Salatiga, and LPTK concern UIN Salatiga. Meanwhile, inhibiting factors include: limited time, uncertain Professional Teacher Education schedules from lecturers, boredom because work outside of Professional Teacher Education sometimes coincides with Professional Teacher Education activities, responsibilities as a teacher that must continuing to teach, the laptop used sometimes suddenly goes blank, it is hampered when recording the Comprehensive Examination due to lack of skills in using Information and Communication Technology (ICT).

Introduction

The current developments in the field of education emphasize the importance of teachers becoming more creative, innovative, and productive (Milati & Hamidulloh Ibda, 2020). The success of education largely depends on teachers (Zaidatul Hamidulloh Amanda, 2021). Teachers are expected to possess a wide range of competencies, both in personal and professional development, to support the overall educational objectives (Harning Baedhowi Sigit Tri Utomo, 2021).

Islamic Education (PAI) teachers are educators who teach and instill Islamic values through leadership, by setting an example, and by helping students achieve physical and mental maturity. This aligns with the goals of religious education, which aim to guide children to become true Muslims—faithful, resilient, devout, pious, morally upright, and beneficial to society, religion, and the nation (Putri Zulia, Sarmidin, 2020). The ideal teacher's role goes beyond merely "teaching"; it also involves "educating" the students (Harning Baedhowi Sigit Tri Utomo, 2021).

According to Government Regulation No. 19 of 2005, Article 28, Paragraph 3, there are at least four competencies that a teacher must possess to keep up with the ever-evolving times. These competencies include pedagogical competence, personal competence, professional competence, and social competence (Government Regulation No. 19 of 2005, Article 28, Paragraph 3, n.d.). For PAI teachers, based on the Minister of Religious Affairs Regulation No. 16 of 2010, Article 16, there is an additional competence required—leadership competence (Minister of Religious Affairs Regulation No. 16 of 2010, n.d.).

Improving the quality and competence of teachers is one of the objectives of the Teacher Professional Education (PPG) program. Minister of Education and Culture Regulation No. 87 of 2013, Article 1, states that the Teacher Professional Education (PPG) program is an educational program conducted for graduates of Bachelor of Education (S-1) and S-1/D-IV Non-Education who are interested in becoming teachers. To ensure that teachers master competencies in accordance with national education standards, professional teachers must obtain a teaching certification. A professional teaching certificate can be obtained through the Teacher Professional Education (PPG) program, which plays a central role in enhancing the professionalism and quality of education.

Teachers who have completed the Teacher Professional Education (PPG) program will receive a professional allowance, as stated in the Director-General of Islamic Education Decision No. 7180 on the technical guidelines for the distribution of professional allowances for PAI teachers. One of the specific criteria for receiving the Islamic Education Teacher Professional Allowance (TPG) is that teachers with a certification in the PAI subject area can teach PAI at all levels (Director-General of Islamic Education Decision No. 7180 of 2018 on the Technical Guidelines for the Distribution of Professional Allowances for Islamic Education Teachers, n.d.). Additionally, the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, Article 16, states that teachers who hold a teaching certification receive a professional allowance equivalent to one month's salary, which is paid by the government, regardless of whether they work in public or private schools (Law of the Republic of Indonesia No. 14 of 2005, n.d.). Therefore, it is expected that after completing the Teacher Professional Education (PPG) program and receiving a professional allowance, teachers will continue to enhance their professionalism.

According to the Law of the Republic of Indonesia No. 14, Article 2 of 2005 on Teachers and Lecturers, the recognition of a teacher's professional status is evidenced by a teaching certification. Based on initial documentation obtained from the Tembarak District Education and Culture Office in 2024, it is known that only 46% of PAI teachers at the elementary school level have obtained a teaching certification, meaning that the majority of other PAI teachers cannot yet be considered professional.

Table 1. Data of Elementary School PAI Teachers with Teaching Certification

Category	Certified	Not Certified
SD Negeri I Greges	✓	
SD Negeri 1 Greges		✓
SD Negeri Gandu	✓	
SD Negeri Botoputih	✓	
SD Negeri Drono		✓
SD Negeri 1 Menggoro		✓
SD Negeri 2 Menggoro		✓
SD Negeri Tembarak	✓	
SD Negeri 1 Wonokerso	✓	
SD Negeri 2 Wonokerso		✓
SD Negeri 1 Jragan		✓
SD Negeri 2 Jragan	✓	
SD Negeri Komloko	✓	
SD IT Istiqomah		✓
SD IT Cendekia Mulia		✓

Based on the table above, one of the elementary schools with a PAI teacher who has obtained a teaching certification is SD Negeri 2 Jragan. SD Negeri 2 Jragan is one of the elementary schools in Tembarak District and has achieved numerous accolades, such as in the Islamic Subject and Art Competition (MAPSI) at the elementary level and the National Student Skills Festival and Competition (FLS2N). SD Negeri 2 Jragan has a robust Islamic Education program, including extracurricular activities like Quranic recitation (tilawah), the practice of reading Asmaul Husna and short Surahs before starting lessons, Dhuha prayer, and the Friday morning sermon (KUJUMPA). Additionally, SD Negeri 2 Jragan is the only school in Temanggung Regency that hosts the ENUMA school program, chapter Secang, under the An Nur Foundation in collaboration with The Head Foundation Singapore. The ENUMA program offers opportunities for digital literacy to first, second, and third-grade students in an engaging manner. SD Negeri 2 Jragan has 8 teachers, 6 of whom have already received teaching certification. These factors led the researcher to choose SD Negeri 2 Jragan in Tembarak District as the focus of this study.

Muhadjir Effendy, the Minister of Education and Culture, acknowledged that the majority of teachers still do not meet professional standards in their duties. He stated that the purpose of the professional allowance, which is to boost teachers' enthusiasm and professionalism, has been misunderstood by some educators. Many teachers receive the professional allowance but do not improve their professionalism (Jafar M Sidik, 2016).

Moreover, there are still teachers who neglect administrative completeness, such as not preparing teaching modules, syllabi, annual programs, semester programs, and providing insufficient evaluation of learning. The use of teaching methods remains limited, often relying on lectures with little use of diverse media, making the lessons seem less engaging. This approach leads to student boredom and a lack of interest, as the preparation of lessons is not comprehensive, and the teachers are not keeping up with current information, making them reluctant to innovate according to the developments in the educational world (Rini Muliawati, 2022).

According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Article 1 states that teachers must have the appropriate academic qualifications based on the type, level, and formal education unit where they are assigned. At SD Negeri 2 Jragan, the PAI teacher has a bachelor's degree in Islamic Education (S-1

PAI), meaning that the teacher's qualifications are aligned with their teaching duties, and they have completed the in-service Professional Teacher Education (PPG) program in the Islamic Education subject.

At SD Negeri 2 Jragan, some teachers still create lesson plans (RPP) or teaching modules only at the beginning of the semester, not daily. Additionally, some teachers have not yet varied their teaching methods, and the evaluation of learning is not yet optimal. Given the importance of teacher performance in education, efforts are needed to enhance teacher professionalism or competence through the Professional Teacher Education (PPG) program.

By enhancing the professionalism of PAI teachers through quality professional education, it is hoped that these teachers will become spiritual leaders, drivers of positive change, and promoters of goodness in society. This will positively impact the character development of young generations who are morally upright, knowledgeable, and committed to Islamic values, thus contributing to the creation of a prosperous and civilized society. Based on this background, the author is interested in conducting a study titled "The Implementation of the Professional Teacher Education (PPG) Program in Enhancing the Professionalism of PAI Teachers at SD Negeri 2 Jragan, Tembarak District."

The objectives of this research are to analyze the implementation of the Professional Teacher Education (PPG) program in enhancing the professionalism of PAI teachers and to analyze the supporting and inhibiting factors for PAI teachers at SD Negeri 2 Jragan, Tembarak District, in participating in the PPG program. The difference between previous research and this study is that this research focuses on the significant role of the Professional Teacher Education (PPG) program in enhancing the professionalism of PAI teachers. Additionally, this study reviews the outcomes of PAI teachers participating in the PPG program and receiving professional allowances, followed by an analysis of their competence to assess their professionalism, as well as an analysis of the supporting and inhibiting factors for PAI teachers in participating in the PPG program.

Method

This research employs a qualitative method with a pedagogical approach and is categorized as field research. The type of data used is qualitative data. The data sources include primary data obtained from interviews and observations, and secondary data gathered from documents related to this research, such as the Teacher Performance Assessment (PKG) documents for PAI teachers by the school principal from the years 2022 and 2024, PAI teacher certification documents, the Merdeka Mengajar Platform (PMM) certification documents from 2023 and 2024, documentation of PAI teachers' diplomas for completing the Basic Level Scout Master Training Course (KMD), documentation of popular articles written by PAI teachers published in Harian Jateng Pos, and documentation of official letters for Technical Guidance (BIMTEK) as a Garuda Scout examiner team. Data collection techniques include observation, interviews, and documentation. The data analysis techniques used are data reduction, data presentation, and conclusion drawing. The data triangulation methods employed are source triangulation, theory triangulation, and method triangulation.

Results and Discussion

Implementation of the Teacher Professional Education (PPG) Program in Enhancing the Professionalism of Islamic Education Teachers (PAI) at SD Negeri 2 Jragan, Tembarak District

Teacher Professional Education (PPG) The Teacher Professional Education (PPG) program is an advanced education program aimed at enhancing the skills and expertise of

teachers to professionally fulfill their Duties, Principal Tasks, and Functions (TUPOKSI). There are two types of Teacher Professional Education (PPG) programs: in-service and pre-service. The in-service PPG is an advanced education program for teachers already teaching in schools and registered in the Basic Education Data (DAPODIK). On the other hand, the pre-service PPG is an advanced education program for graduates of education or non-education bachelor's degrees (S-1/D-IV) who are interested in becoming teachers (Observation, Interviews, and Documentation at SD Negeri 2 Jragan, Tembarak District, n.d.).

The Teacher Professional Education (PPG) program is conducted by higher education institutions that have an Institute of Teacher Education and Training (LPTK) (Ministry of Education and Culture Regulation No. 87 of 2013, n.d.). One such institution is the State Islamic University (UIN) Salatiga. The Teacher Professional Education (PPG) program is seen as a way to address educational challenges (Afrianto, Novitri, 2021). One of the current challenges in education is the presence of underqualified teachers. Therefore, the Teacher Professional Education (PPG) program serves as a solution to enhance teacher professionalism.

Once admitted as a student of the Teacher Professional Education (PPG) program, participants are required to follow a series of activities, including material deepening followed by the Final Module Test (TAM), the development of learning tools such as creating lesson plans (RPP), and presenting the RPP to the Examiner Lecturer in what is called a Comprehensive Exam (UK). Other activities include Field Experience Practice (PPL) twice, reviewing the Field Experience Practice (PPL), and having a Supervisor Lecturer and Mentor Teacher oversee the process. The Supervisor Lecturer's role is to guide, while the Mentor Teacher's role is to assist in preparing the lesson plans (RPP) and checking them before the Field Experience Practice (PPL). The final stage includes the Teacher Professional Competency Test (UKMPPG), which consists of the Performance Test (UKIN) and the Knowledge Test (UP).

From the above explanations, it can be concluded that the Teacher Professional Education (PPG) program involves various activities aimed at improving the quality of teachers in planning, implementing, and assessing learning activities. As stated in the Ministry of Education and Culture Regulation No. 87 of 2013, the specific goal of the Teacher Professional Education (PPG) program is to produce prospective teachers who possess expertise in planning, implementing, and assessing learning; monitoring assessment results through guidance and training of students; and conducting research and developing continuous professional skills.

The curriculum of the Teacher Professional Education (PPG) program includes workshops on developing learning tools, peer teaching, and Field Experience Practice (PPL). The Field Experience Practice is conducted under the direct supervision of Supervisor Lecturers and Mentor Teachers assigned specifically to these activities (Zulfitri Hanifa, Nadya Putri, 2019). Therefore, the Teacher Professional Education (PPG) program can significantly contribute to improving teaching quality.

According to the teacher education standards, the workload for the Teacher Professional Education (PPG) program ranges from 36 to 40 credits (SKS) (Minister of Religious Affairs Decree No. 745 of 2020 on the Implementation of the In-Service Teacher Professional Education Program by the Ministry of Religious Affairs, n.d.). The in-service Teacher Professional Education (PPG) program undertaken by PAI teachers at SD Negeri 2 Jragan comprises 36 credits (SKS).

A student is considered to have passed if they achieve a minimum passing grade of 80%. To determine the graduation of in-service Teacher Professional Education (PPG) students, they must take the Teacher Professional Competency Test (UKMPPG), which

consists of the Performance Test (UKIN) and the Knowledge Test (UP).

The competency standards for graduates of the Teacher Professional Education (PPG) program include attitudes, knowledge, and skills, as outlined in the learning outcomes (CPL) of the program. The learning outcomes include pedagogical competence, personality competence, professional competence, and social competence.

The learning outcomes comprise four teacher competencies and four elements based on national higher education and teacher education standards. These four teacher competencies include professional, pedagogical, social, and personality competencies, while the four elements of the learning outcomes include attitudes, knowledge, general skills, and specialized skills.

According to documentation data, the results of the in-service Teacher Professional Education (PPG) program attended by PAI teachers at SD Negeri 2 Jragan from October 2022 to January 2023, conducted online, resulted in a GPA of 3.92 with a total of 36 credits (SKS), and the PAI teacher earned the title "Gr."

The Teacher Professional Education (PPG) diploma lists nine courses, including pedagogical material development with 6 credits (SKS), lesson plan preparation with 6 credits (SKS), professional competence development with 6 credits (SKS), learning administration management with 3 credits (SKS), learning innovation with 3 credits (SKS), pedagogical material deepening with 2 credits (SKS), professional material deepening with 3 credits (SKS), learning tool development with 3 credits (SKS), and Field Experience Practice (PPL) with 4 credits (SKS).

After completing the Teacher Professional Education (PPG) program and obtaining a teaching certificate, teachers are entitled to receive a professional allowance. The amount of the professional allowance is equivalent to one month's salary. However, the professional allowance is not immediately disbursed after completing the PPG program. For instance, a PAI teacher who completed the program in January 2023 only received the allowance in May 2024, covering the period from January 2024 to April 2024.

According to information obtained from the PAI teacher, the professional allowance significantly impacts teachers' motivation to improve the quality of their teaching, enhance the learning process, and develop their professional skills. Additionally, the professional allowance contributes to the overall well-being of the teacher.

Regarding the professionalism of PAI teachers, there is a noticeable difference between PAI teachers who have completed the PPG program and those who have not. This difference can be seen in the following table.

Table 2. Teacher Performance Assessment (PKG) of PAI Teachers by the Principal at SD Negeri 2 Jragan, Tembarak District.

No	Period	Performance Assessment (PKG) by the Principal for PAI Teachers After Attending the Teacher Professional Education (PPG)	Performance Assessment (PKG) by the Principal for PAI Teachers After Attending the Teacher Professional Education (PPG)
entry 1	02 Januari 2022—31 Desember 2022	79,98	
entry 2	02 Januari 2023—31 Desember 2023		81,23

Based on the table above, it can be concluded that there has been an increase in professionalism after the PAI teachers attended the Teacher Professional Education (PPG)

program. The Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, Article 1 Paragraph 4, explains that professionalism is a person's job or activity that becomes a source of livelihood, requiring skills, knowledge, or abilities that meet quality standards and necessitate professional education.

Teacher professionalism plays a highly significant role in shaping the nation's future generations. Professional teachers tend to have strong competencies in teaching and educating students. A professional teacher can plan effective lessons, build trust with parents and the community, create a positive learning environment, and guide students.

The professionalism exhibited by PAI teachers at SD Negeri 2 Jragan includes the ability to teach well according to the applicable curriculum, as evidenced by the implementation of differentiated learning tailored to the needs and characteristics of students. Differentiated learning is one of the essential aspects of the "Merdeka" curriculum, which is used alongside the 2013 curriculum at SD Negeri 2 Jragan.

Additionally, PAI teachers have demonstrated the ability to adapt to the latest technology and information, as shown by their active involvement in creating educational videos, integrating Information and Communication Technology (ICT) into lessons, using varied teaching strategies, methods, and media, and committing to professional development. This is evidenced by their active participation in various training activities, serving as speakers in Technical Guidance (BIMTEK) sessions, and engaging in the SEROJA Learning Community (KOMBEL). They are also actively involved in the "Merdeka Mengajar" platform and contribute to the development of exam questions for the Final Summative Assessment for Grade VI (PSAS 2). Furthermore, their active participation in extracurricular or other school activities is marked by their role as trainers in extracurricular tilawah (Quran recitation).

PAI teachers also demonstrate good collaboration and communication with colleagues, students, and parents, as seen when organizing school events such as pesantren kilat (intensive Islamic learning programs) and commemorating Isra' Mi'raj, where they coordinate with classroom teachers, the school principal, and parents.

PAI teachers are responsible for teaching Islamic Religious Education (PAI) and play a vital role in guiding students to understand religious values, morality, Islamic etiquette, and in developing students' spirituality. As facilitators of learning, PAI teachers not only transfer religious knowledge but also help students apply these values in their daily lives, aiming to achieve happiness in both this world and the hereafter (Zida Haniyah, 2021).

At SD Negeri 2 Jragan, PAI teachers have already implemented Islamic religious values in daily student life. For example, during pesantren kilat activities, students are taught to care for others by cleaning nearby mosques, conducting social work at the Darul Hadlonah Orphanage in Temanggung by donating items, and participating in the Friday morning infaq (charity), with the money collected used to help build the school's ablution area. PAI teachers also emphasize monotheism, such as through the duha and dzuhur prayer programs at school, monitoring obligatory prayers at home by distributing forms, as prayer is an essential duty for Muslims. In prayer, a Muslim directly communicates with Allah, affirming belief in His Oneness (Tauhid). Additionally, PAI teachers instill student etiquette towards teachers at school, such as by encouraging students to slightly bow and bend their bodies as a sign of respect when passing the teachers' office. They also monitor Ramadan activities by distributing Ramadan activity books to students.

These efforts demonstrate that most of the objectives of Islamic religious education have been achieved, namely shaping individuals who reflect Islamic teachings and are devout to Allah (Hanawi, 2014). Islamic education encompasses various topics, including normative material (Al-Qur'an), belief in the existence of God (aqidah), human life norms (Sharia/Fiqh), human attitudes and behavior (morals), and the historical reality of the past

(history/dates) (Hasanah et al., 2023).

Teachers must possess four competencies: personality, social, pedagogical, and professional. These four competencies must be understood, internalized, and applied to ultimately become professional teachers in carrying out their duties (Muchith, 2016). According to the Minister of Religious Affairs Regulation Number 16 of 2010 Article 16, PAI teachers must possess pedagogical, personality, social, professional, and leadership competencies.

Pedagogical competency encompasses knowledge and skills related to teaching activities (Minister of Religious Affairs Regulation Number 16 of 2010, n.d.). The pedagogical competencies demonstrated by PAI teachers at SD Negeri 2 Jragan include:

Understanding the different characteristics of students, both socially and intellectually, by implementing differentiated learning as an aspect of the Merdeka Curriculum.
1. Utilizing various methods and strategies in teaching.
2. Using instructional media effectively.
3. Integrating Information and Communication Technology (ICT) in teaching activities.
4. Managing the classroom effectively.
5. Assessing and evaluating students' performance.
6. Conducting reflection at the end of the teaching process.
7. Developing students' potential in religious activities.
8. Communicating politely and empathetically with students.

Personality competency includes personal characteristics that align with religious, legal, social, and cultural norms, exhibiting maturity, being a role model, respecting ethical codes, having a strong work ethic, and taking pride in being a teacher. The personality competencies shown by PAI teachers at SD Negeri 2 Jragan include:
1. Adhering to established norms.
2. Displaying maturity and serving as a role model.
3. Demonstrating a high work ethic and responsibility.
4. Respecting and adhering to the teacher's code of ethics.
5. Taking pride in being a teacher.

Social competency involves inclusive attitudes, objectivity, non-discriminatory behavior, and effective communication with fellow teachers, school members, and the community. The social competencies demonstrated by PAI teachers at SD Negeri 2 Jragan include:
1. Inviting parents/guardians for discussions when students face challenges in learning activities.
2. Exhibiting good and positive behavior both in and out of learning activities.
3. Treating colleagues and students relatively equally.
4. Frequently participating in ceremonies for national holidays organized by the school.
5. Involving colleagues, the school principal, the community, and students' parents in coordinating PAI programs and activities at the school.

Professional competency involves mastery of the material, structure, concepts, and scientific thinking patterns that support the subjects taught, and the continuous development of professionalism. The professional competencies exhibited by PAI teachers at SD Negeri 2 Jragan include:
1. A deep understanding of PAI teaching materials.
2. Active participation in Teacher Working Groups (KKG).
3. Active involvement in the "Merdeka Mengajar" Platform (PMM).
4. Writing a popular article in Harian Jateng Pos.
5. Participating in training and webinars.
6. Serving as a speaker in Technical Guidance (BIMTEK) and the SEROJA Learning

Community (KOMBEL).
7. Completing the Basic Level Scoutmaster Course (KMD).
8. Serving as a Garuda Scout examiner.

Leadership competency involves planning and organizing the practice of religious teachings at school, the ability to be an innovator, motivator, facilitator, and counselor in developing religious culture, and the ability to maintain and guide religious culture in accordance with the principles of the Unitary State of the Republic of Indonesia (NKRI). The leadership competencies demonstrated by PAI teachers at SD Negeri 2 Jragan include:

Acting as an innovator, motivator, facilitator, and counselor in developing religious culture at school, as evidenced by active involvement in extracurricular activities, such as serving as a coach for Quran recitation and organizing the Friday Morning Cultivation of Faith (KUJUMPA), which is an innovation introduced by the PAI teacher.

Instilling respect for other religions and teaching tolerance, both between people of different religions and among people of the same faith.

Supporting and Inhibiting Factors for PAI Teachers at SD Negeri 2 Jragan in Implementing Teacher Professional Education (PPG)

1. Supporting Factors for PAI Teachers in Implementing Teacher Professional Education (PPG)

Several factors support PAI teachers in implementing Teacher Professional Education (PPG), including: a. Support from various parties, such as the school principal, family, and colleagues, who provide encouragement and motivation. b. Colleagues who assist in various activities, such as recording the Practical Field Experience (PPL) and providing technical support during the Comprehensive Examination (UK) recording. c. Access to facilities and infrastructure at SD Negeri 2 Jragan, such as laptops and a stable Wi-Fi network, while implementing Teacher Professional Education (PPG). d. Competent lecturers at the Teacher Education Institute (LPTK) of the State Islamic University of Salatiga (UIN). e. Concern and support from the Teacher Education Institute (LPTK) of the State Islamic University of Salatiga (UIN) for students undertaking Teacher Professional Education (PPG).

2. Inhibiting Factors for PAI Teachers in Implementing Teacher Professional Education (PPG)

Several factors inhibit the implementation of Teacher Professional Education (PPG), including: a. Time constraints due to responsibilities as a PPG student, as well as other responsibilities as a wife, mother, and daughter-in-law, preventing maximum performance. b. Uncertain schedules and timing of PPG activities set by lecturers. c. Fatigue, as additional duties outside of teaching, coincide with the schedule of PPG activities. d. The responsibility to continue teaching despite looming deadlines for PPG assignments. e. Technical issues, such as a laptop suddenly malfunctioning with unsaved files, leading to the use of a school-provided laptop. f. Obstacles during the Comprehensive Examination (UK) recording, such as lost audio in the recording, which was eventually resolved with the help of a colleague and successfully uploaded to YouTube. g. Lack of skills in using Information and Communication Technology (ICT), although completing PPG has enhanced knowledge about ICT usage and its benefits.

Conclusion

Teacher Professional Education (PPG) activities can enhance the professionalism of PAI teachers. Prior to participating in PPG, PAI teachers lacked in-depth knowledge of effective teaching strategies, methodologies, orderly lesson administration, and optimal evaluation practices. However, after attending PPG, PAI teachers gained substantial knowledge, skills, and a deeper understanding in various areas, including teaching

methodologies and lesson administration. This improvement is evidenced by the Performance Evaluation of Teachers (PKG) conducted by the school principal. Before PAI teachers attended PPG, they received a score of 79.98 for the period from January 3, 2022, to December 31, 2022. After completing PPG, the PKG score for PAI teachers increased to 81.23 for the period from January 2, 2023, to December 31, 2023.

Following their PPG participation and receipt of professional allowances, most PAI teachers have successfully developed their competencies across five areas: pedagogical competency, personality competency, social competency, professional competency, and leadership competency. The teacher competency model includes three categories: professional knowledge, professional teaching practice, and professional development. This demonstrates that PAI teachers can teach effectively, exhibit good personal qualities, socialize well, and perform their duties as professional educators with full responsibility.

References

Afrianto, Novitri, M. (2021). Guru Profesional dan Pendidikan Profesi Guru. In *UR Press* (p. .hlm.15.).

Hanawi, A. (2014). Kompetensi Guru Pendidikan Agama Islam. In *PT Raja Grafindo Persada* (p. hlm. 20).

Harning Baedhowi Sigit Tri Utomo. (2021). Konsep Guru PAI Ideal dalam Buku "Guru Dilarang Mengajar" Karya Hamidullah Ibda. *Jurnal Pendidikan Islam Dan Kebudayaan*, *3*(1), .hlm.56.

Hasanah, U., Hakim, I. U., & Zain, Z. F. S. (2023). Islamic Education in the Society 5.0 Era: Lesson to Learn. *IJECA (International Journal of Education and Curriculum Application)*, *6*(1), .hlm.22. https://doi.org/10.31764/ijeca.v6i1.12151

Hasil Observasi, Wawancara, dan Dokumentasi di SD Negeri 2 Jragan Kecamatan Tembarak. (n.d.).

Jafar M Sidik. (2016). *Mendikbud Akui Tenyata Banyak Guru Belum Profesional*. Antara News. https://m.antaranews.com/berita/588700/mendikbud-akui-ternyata-banyak-guru-belum-profesional

Keputusan Direktur Jenderal Pendidikan Islam Nomor 7180 Tahun 2018 tentang Petunjuk Teknis Penyaluran Tunjangan Profesi Guru Pendidikan Agama Islam. (n.d.).

Keputusan Menteri Agama Republik Indonesia Nomor 745 Tahun 2020 Tentang Penyelenggaraan PPG Dalam Jabatan Kementrian Agama. (n.d.).

Milati & Hamidulloh Ibda. (2020). Penanaman Karakter Melalui Kegiatan Rohani di SD Negeri 3 Pendowo Kranggan Temanggung. *Jurnal Citra Ilmu*, *16*(31), .hlm.44.

Muchith, M. S. (2016). Guru PAI Yang Profesional. *Jurnal Quality*, *4*(2), hlm. 224.

Peraturan Direktur Jenderal Guru dan Tenaga Kependidikan Nomor 2626/B/HK.04.01/2023 Tentang Model Kompetensi Guru. (n.d.).

Peraturan Menteri Agama Nomor 16 Tahun 2010. (n.d.).

Permendikbud Nomor 87 tahun 2013. (n.d.).

PP Nomor 19 Tahun 2005 Pasal 28 Ayat 3. (n.d.).

Putri Zulia, Sarmidin, M. I. (2020). Peran Guru Pendidikan Agama Islam Terhadap Perilaku Keagamaan Suswa di MTS Tarbiyah Islamiyah Sungai Pinang Kecamatan Bulu Kuantan. *Jurnal Pendidikan Dan Pendidikan Agama Islam*, *2*(2), hlm.2.

Rini Muliawati. (2022). *Guru antara harapan dan fakta*. Disdik Purwakarta. https://disdik.purwakartakab.go.id/guru-antara-harapan-dan-fakta

Undang-undang RI Nomor 14 Tahun 2005. (n.d.).

Zaidatul Hamidulloh Amanda. (2021). Peningkatan Profesonalisme Guru Dalam Mengembangkan RPP di MI Al Ma'arif Kupen. *Junal Kependidikan Islam Dan Keagamaan*, *3*(1), .hlm.64.

Zida Haniyah, N. I. (2021). Peran Guru PAI Dalam Pembentukan Karakter Islami Siswa Di SMP N 03 Jombang. *Jurnal Studi Kemahasiswaan*, *1*(1), hlm. 78.

Zulfitri Hanifa, Nadya Putri, I. (2019). Pendidikan Profesi Guru (PPG) Sebagai Upaya Meningkatkan Profesionalisme Guru. *Jurnal Bahasa Dan Sastra*, *19*(2), hlm.134.