



PROFESSIONAL COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN IMPROVING STUDENT LEARNING ACHIEVEMENT AT SMP MUHAMMADIYAH SURAKARTA

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ABSTRACT

Professional competence refers to an individual's ability or expertise in demonstrating meaningful teacher behavior. The professional competence of Islamic Religious Education (IRE) teachers involves their capability to understand the scientific content of their field and to apply structured scientific methods to help students realize their potential. This study aims to explore three aspects: the role of teachers' professional competence in enhancing student achievement at SMP Muhammadiyah PK Kottabarat Surakarta; the implementation of IRE teachers' professional competence in improving student achievement; and the impact of this competence on student achievement. This qualitative research adopts a case study approach. Data collection methods include observation, interviews, and documentation, while data analysis follows four stages: data collection, data reduction, data presentation, and conclusion drawing. The findings reveal: (1) the role of IRE teachers' professional competence in improving student achievement involves teachers acting as educators, instructors, and mentors; (2) the implementation of professional competence encompasses several aspects: (a) planning, (b) strategy development using methods such as lectures, demonstrations, discussions, assignments, and drills, and (c) evaluation, addressing cognitive, affective, and psychomotor domains; and (3) the impact of professional competence includes improvements for both teachers and students. Teachers benefit from increased awareness of their roles after receiving supervision and training, while students experience heightened enthusiasm and engagement, leading to improved performance and interest in Islamic Religious Education.

ARTICLE INFO

Article History:

Submitted/Received 25 Jan 2025

First Revised 31 Jan 2025

Accepted 12 Feb 2025

First Available online 01 Mar 2025

Publication Date 01 Mar 2025

Kata Kunci:

Professional Competence;
Islamic Religious Education;
Learning Achievement.

1. INTRODUCTION

Education is the process of instilling culture in young individuals, shaping them to live in accordance with the standards recognized by society. It is deeply interconnected with humanity and involves various aspects of development. Education encompasses a wide range of areas, including physical and spiritual growth, as well as the development of thoughts, emotions, willpower, health, skills, social awareness, moral conscience, and compassion. According to Insan Kamil, education is a deliberate and systematic effort to develop all the potential within individuals, enabling them to become well-rounded and complete human beings. The main problem of education in Indonesia today is about teacher professionalism, where many cases are found that teachers do not achieve the indicators of professionalism proclaimed by the government (Edu et al., 2017). In the quality of education is very important from the education program carried out. Quality education can be obtained if the teaching staff can carry out their duties properly. The education that is taken is basically an effort to increase one's knowledge from not knowing to knowing and understanding so that the quality of education is determined from teachers and students as well as all educational components that carry out learning activities (T. A. Mustofa, 2022).

Teachers in the process of education and learning are individuals who provide illustrations, he became one part in the process of education and learning, and teachers take part in efforts to form human resources who have the ability in the scientific field. According to H.A. Ametembun, teachers are all people who have the authority and responsibility for the education of students, either individually or classically, both at school and outside school (Akmal, 2014). Teaching is a profession, just like any other profession that has a reference to a job or position that demands expertise, responsibility, and loyalty. The profession here cannot be done by just anyone who is not trained. Then after doing training, it can develop more mature and be supported by 3 things; skills, expertise, commitment from these three things can form an equilateral triangle in the middle of which there is professionalism (Jamin, 2018).

A professional refers to an individual's activity or occupation that serves as a source of livelihood and requires proficiency, skills, expertise, and adherence to established quality standards or norms, often necessitating formal professional education (A. Mustofa, 2019). According to Law No. 14 of 2005 regarding Teachers and Lecturers, a professional is defined as a job or activity performed by an individual that serves as a source of livelihood, requiring specialization, expertise, or skills aligned with specific quality standards or norms, and necessitating formal professional education (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, 2005). Government Regulation No. 19 of 2005 concerning National Education Standards explains that teachers must be able to have a better level of competence, both pedagogical, personality, professional, and social competencies (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, 2005).

Beforehand, an educator must possess specific competencies to ensure that the learning process is effective and dynamic. According to the Regulation of the Minister

of Religious Affairs, Chapter IV, Article 16, Paragraph 1, Islamic Education teachers are required to demonstrate competencies in pedagogy, personality, social interaction, professionalism, and leadership. However, this study concentrates solely on the professional competence of Islamic Education (PAI) teachers, which plays a crucial role in enhancing student academic performance. Learning achievement refers to the outcomes attained by students after participating in teaching and learning activities (Wachidi et al., 2022). Learning achievement can be shown through the grades given by the teacher from what students have learned. From every learning activity, the hope that is always desired is maximum learning activities (Inayati & Ariona, 2023). The influencing factor in the learning process so that the achievement is what is desired, namely the core factor in the success of learning is the existence of the teacher. Given the existence of teachers in the process of teaching and learning activities has a very important influence, the quality of teachers must be considered (Syafi'i, 2018).

Learning achievement reflects students' success following the learning process. It is considered complete when it encompasses three key aspects: cognitive, affective, and psychomotor. Students are deemed successful in their learning if at least 85% of the class achieves mastery in the subject (Waidi, 2019). Vice versa, Achievement is considered unsatisfactory if an individual fails to meet the objectives across all three aspects. Low learning achievement is influenced by two main factors: internal factors, originating from within the students, and external factors, stemming from outside the students.

In his thesis research, Habib Athoilah stated that the professional competence implemented at State Senior High School 3 Malang and National Vocational High School Malang includes several key aspects. Firstly, it involves mastering the material, structure, concepts, and scientific mindset relevant to Islamic religious education; understanding the standard and basic competencies of the subject; creatively developing the learning materials; continuously improving professionalism through reflective practices; and utilizing information and communication technology (ICT) for communication and self-development. Secondly, the professional competence is reflected in its application during the teaching and learning process, where all these competencies are integrated as part of effective performance and self-presentation (Athoilah, 2019).

According to research conducted by Mohammad Rizqullah Masykur, the findings reveal the following: First, there is a significant and strong positive correlation between the professional competence of Islamic Religious Education (PAI) teachers and student academic achievement at SMPN 1 Pohjentrek and SMPN 2 Kraton, as evidenced by a t-test with a significance value of $0.00 < 0.05$ and a coefficient of 0.682. Second, there is a significant and strong positive correlation between the personality competence of PAI teachers and student academic achievement at the same schools, supported by a t-test with a significance value of $0.00 < 0.05$ and a coefficient of 0.075. Lastly, there is a combined significant positive influence of professional and personality competence of PAI teachers on student achievement, as demonstrated by an F-test with a significance value of $0.00 < 0.005$ and a contribution rate of 0.841 or 84.1% (Masykur, 2018).

Supportive environmental conditions can encourage students to influence students' desires in learning activities, regardless of this, the desire to learn is influenced by the student's own situation when learning if the atmosphere does not support learning, students will be less able to understand the lessons delivered by the teacher, automatically the learning achievement obtained is less than the maximum good and vice versa. The purpose of teaching and learning activities in the school environment is to achieve high learning achievement characterized by changes in behavior from cognitive, affective and psychomotor aspects. Education according to the National Education System Law No. 20 of 2003 (Indonesia, 2003) is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society (Amoes & Amoeka, 2017). Education can be obtained through the learning process, where learning is an instinct that has been carried since birth. Nasanius argues that the decline of education is not caused by the curriculum but the lack of professionalism of teachers and students are reluctant to learn (Suryana & Fathurrohman, 2012).

The solution that can overcome global and local problems is to maximize Islamic Religious Education (PAI) in schools. Islamic Religious Education (PAI) teachers in the future must have various abilities and expertise to be able to anticipate so that future generations or the younger generation can minimize the negative influence of global progress. Thus, in order for Islamic religious education to be empowered and successful, human resources must have maximum ability and standard performance. Until now, learning in the classroom is dominated by using the one-way lecture method, lack of questions and answers, thus reflecting that there are still teachers who do not try to develop their professionalism (Sumardjoko & Musyiam, 2018).

Based on observations conducted at SMP Muhammadiyah PK Kottabarat Surakarta, researchers noted the relatively high academic achievements of students, as reflected in their academic scores over the past few years. This observation sparked the researchers' interest in exploring the professional competence of Islamic Education (PAI) teachers in enhancing student learning achievements. The primary reason for choosing this topic is the researchers' desire to understand the extent of the role played by Islamic Education teachers in guiding students toward achieving such accomplishments.

The aim of this research is to explore the role of professional teachers in enhancing student academic performance, examine how the professional competence of Islamic Religious Education (PAI) teachers contributes to improving learning outcomes, and analyze the impact of PAI teachers' professional competence on student achievement at SMP Muhammadiyah PK Kottabarat Surakarta.

In this writing, researchers explore information from previous researchers as a comparison material both regarding the advantages and disadvantages of previous researchers, so as to obtain a scientific theoretical basis. In connection with the title above, there are several previous studies that researchers have dug up information on, namely as follows:

The difference in this study is how the development of PAI teachers' professional competence in improving student learning achievement at SMP Muhammadiyah PK Kottabarat Surakarta. So that the position of this research is expected to be able to improve the skills of a teacher, especially Islamic Religious Education teachers.

2. RESEARCH METHODS

This study employs a quantitative research design to investigate whether pre-service teachers' preparation significantly influences their self-efficacy in handling culturally diverse classrooms. The research was conducted within Quezon City University (QCU) during the 2nd semester of the school year 2022-2023. The general population includes all Bachelor of Early Childhood Education (BECEd) students officially enrolled at QCU during this period, totaling 182 students. These students are distributed across four sections, with two sections from the Batasan Campus and the other two from the San Bartolome Campus.

Research methods are methods for obtaining data for specific purposes and benefits and research methods require four things which mean practical methods, evidence, objectives, and uses (Sugiyono, 2016). Researchers use a qualitative approach with a type of case study research. This research technique uses descriptive analysis method. According to (Sugiyono, 2016) this method describes with writing and data. The researcher presents the data in the form of descriptive data obtained from interviews, observations and documentation which are then poured into the researcher's understanding and then supported by the theory that has been presented. For data collection, researchers used several sources at SMP Muhammadiyah PK Kottabarat Surakarta. The research subjects were directed to the head of curriculum, PAI teachers, and students at SMP Muhammadiyah PK Kottabarat Surakarta.

Given the type of research and research sources above, researchers used three approaches to collect data (Sugiyono, 2016), including: (1) Observation to find concrete data in the field in the implementation of professional competence of PAI teachers; (2) Interview or interview by using recording devices and a number of questionnaires that have been prepared in accordance with the situation, conditions, and focus of the research; and (3) Documentation method that focuses on observing references such as personal documents, official documents, books, photos, or cassette recordings (Iskandar & Pd, 2009) related to the implementation of PAI teachers' professional competence in improving students' learning achievement at SMP Muhammadiyah PK Kottabarat Surakarta.

Researchers in qualitative data analysis with reference to Miles and Huberman, suggest that qualitative analysis is carried out interactively and continuously until completion, so that the data is clear (Abubakar, 2021). Activists in data analysis are: (1) data collection; (2) data reduction by summarizing things about the professional competence of PAI teachers at SMP Muhammadiyah PK Kottabarat

Surakarta and discarding unnecessary data; (3) presentation of organized data; and (4) drawing conclusions. More easily, data analysis can be described in the figure 1:

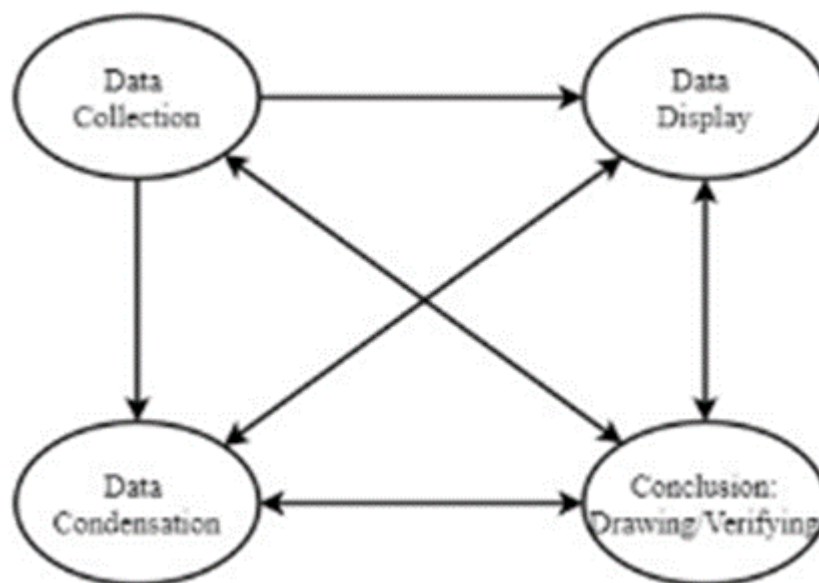


Figure 1. Data Analysis

Checking the validity of the data in this study using credibility test with triangulation technique (Moleong, 2017) such as triangulation of data sources, triangulation of theories that cross-check data in the field with various theories or opinions of experts put forward (Ghony & Almanshur, 2012), and triangulation of methods by means of trustworthiness checks.

3. RESULTS AND DISCUSSION

3.1 Results

The Role of Professional Teachers in Improving Student Learning Achievement at SMP Muhammadiyah PK Kottabarat Surakarta

Content preparation is a critical aspect of teaching, especially for an Early Childhood Education teacher working in a culturally diverse classroom (Suri & Chandra, 2021).

The role of professional teachers is a process in improving teacher skills through Teacher Professional Education (PPG) so that learning outcomes reap maximum results. In addition, it also uses theories about the role of a teacher in guiding students well. Therefore, PAI teachers at SMP Muhammadiyah PK Kottabarat Surakarta feel the need to always improvise in learning according to student needs, so as to create dynamic learning.

The research data that researchers found through observations, interviews and Silbus documents, lesson plans that teachers at SMP Muhammadiyah PK Kottabarat Surakarta in an effort to improve student learning achievement by carrying out the roles in the following table 1:

Table 1 – Teachers' Efforts in Improving Student Learning Achievement

Teacher's Role	Teacher Efforts
Teacher as educator.	Teachers must have responsibilities such as attending training because they are responsible for doing learning to the maximum so that what is conveyed to students can be felt well. In addition, teachers must also be able to become role models for students and their environment.
The teacher as a teacher.	The role of the teacher as a teacher at SMP Muhammadiyah PK Kottabarat Surakarta is the responsibility of providing knowledge to students that is not yet known, forming competencies, and understanding the standard material studied.
Teacher as mentor.	Teachers as mentors must be able to formulate what will be given to students in order to have clear goals, therefore teachers must plan and identify the competencies to be achieved, in learning students must have activeness, teachers must be able to give deep meaning to learning activities and evaluate or assess learning.

Implementation of Professional Competence in Improving Student Learning Achievement at SMP Muhammadiyah PK Kottabarat Surakarta

The implementation of professional competence at SMP Muhammadiyah PK Kottabarat Surakarta in improving student learning achievement includes several aspects, namely: (1) planning, (2) teacher strategies, and (3) evaluation. First, planning includes activities in preparing lessons such as syllabus or lesson plans. Second, teacher strategies refer to activities that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently. The following are some of the methods used in the teacher's strategy at SMP Muhammadiyah PK Kottabarat Surakarta, including lecture, discussion, demonstration, renovation, and drill methods. Third, the evaluation which is the end of the learning process is carried out by paying attention to the extent to which the activity is carried out. There are several domains that need to be considered to assess students, namely: (1) cognitive, related to brain activities such as understanding, knowing, application, and analysis; (2) affective, related to attitudes and values such

as caring, learning motivation, discipline, respect for teachers or friends, and learning habits; (3) psychomotor, aspects related to physical activities such as jumping, writing, or hitting.

The Impact of Professional Competence in Improving Student Learning Achievement at SMP Muhammadiyah PK Kottabarat Surakarta

The various roles and implementations carried out by PAI teachers at SMP Muhammadiyah PK Kottabarat Surakarta have had significant impacts on both teachers and students. For teachers, the impact is observed after receiving supervision from the school principal, participating in training sessions, and completing Teacher Professional Education (PPG), which helps them better understand and embrace their roles. Meanwhile, for students, the impact is evident through the application of diverse strategies and teaching methods employed by the teachers.

3.2 Discussion

The Role of Professional Teachers in Improving Student Learning Achievement at SMP Muhammadiyah PK Kottabarat Surakarta

The role of the teacher can be interpreted as a responsibility in which there is a behavior or action that a person has in providing knowledge to students. It can be said that a person fulfills his rights and responsibilities which must always go hand in hand with the owner, it can be said that the person has been able to carry out the role.

In (T. R. K. B. Indonesia, 2008) A role can be interpreted as a set of behaviors that are expected to be possessed by someone who has a position in society. According to the community's view of a teacher, it is not only carrying out education in certain places or in formal institutions but can also be carried out in small surau, mosques and mushollas. So that in the teaching and learning process the teacher acts as an intermediary, which affects the insight and knowledge and understanding of students so as to cause changes in knowledge and behavior and even attitudes. This can be seen from the role of the teacher as an educator, teacher, and guide (Mulyasa, 2019).

The role of a teacher as an educator is to serve as a role model for students, which requires the teacher to meet specific personal quality standards, such as responsibility, authority, independence, and discipline. Regarding responsibility, teachers must understand and uphold moral and social norms, making them accountable for their actions in the classroom and the community. In terms of authority, teachers should embody spiritual, emotional, moral, social, and intellectual values, giving them credibility in their role. Additionally, teachers must be capable of making independent decisions, especially those related to the learning process and the development of student competencies, while aligning their actions with the needs of students and the school environment. When it comes to discipline, teachers must adhere to established rules and regulations as part of their professional commitment. Since teachers are responsible for instilling discipline in students,

especially in the learning process, they must model disciplined behavior in their own actions and conduct.

The role of the teacher as an educator begins with life, so since then the teacher starts learning. Along with the development of technology, especially information technology, which is developing very rapidly, it cannot replace the function of the teacher, but the teacher must be able to utilize various learning resources. Thus the teacher must help students to develop in exploring knowledge that they do not yet know, forming competencies and being able to understand the material being studied. For teaching and learning activities that are influenced by several factors such as maturity, motivation of student-teacher relationships, ability to level freedom, a sense of security, and teacher competence in communication. Most likely if the above factors can be met in learning students can learn well.

The role of the teacher as a guide can be compared to a journey guide, with the knowledge and experience that underlies the teacher is expected to be responsible for the smooth running of the journey. In the journey of the teacher as a guide, it is not only physical that is needed but also mental, emotional, creativity, moral, and spiritual in a deeper complex manner. The journey here can be interpreted as a learning process in the classroom and outside the classroom which includes daily life, therefore a teacher who acts as a guide must formulate clear goals so that the required time allocation can be achieved properly. The success of the teacher in guiding students does not escape the good cooperation between teachers and students, but the teacher as a guide is more important in terms of his rights and responsibilities from planning to implementation.

As for the research found by researchers at SMP Muhammadiyah PK Kottabarat Surakarta about the role of teacher professional competence in improving student achievement, namely teachers as educators, teachers as teachers and teachers as mentors. This is also corroborated by the results of research conducted by Hamid Darmadi which states that professional teachers must have the ability to carry out their professionalism appropriately so that they are able to carry out their duties as educators, teachers and mentors, professional teachers are required to have intellectual, professional, social, moral and spiritual responsibilities, and personal responsibility (Darmadi, 2015). This is in line with the words of Allah contained in the holy verse of the Qur'an Surat Al-Baqarah: 129. With this verse we can see that the teacher is the basis of success for his students practiced by the Prophet where he taught his people. This is also in line with verse 11 of Surah Al-Mujadalah which states that believers must provide spaciousness in scientific assemblies so that Allah will provide spaciousness for you then Allah will raise the degrees for those who are knowledgeable.

Implementation of Professional Competence in Improving Student Learning Achievement at SMP Muhammadiyah PK Kottabarat Surakarta

In (T. R. K. B. Indonesia, 2008) implementation is the implementation or application, then in (Presiden RI, 2005) The Law on Teachers and Lecturers No. 14 of 2005 Chapter I Article I states that teachers are educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education in formal education, primary education and secondary education. Even (Sugiarta et al., 2019) It is said “Ing Ngarso Sung Tulodho Ing Madyo Mangun Karso” which means that the teacher is not enough to master the subject matter alone but to nurture students and be a role model for students and encourage students to participate more. Which in it there must be planning and activities carried out to achieve certain goals. In line with Nurdin Usman that implementation focuses on the implementation of activities that have been arranged to achieve predetermined goals (Usman, 2002).

Professional competence is the quality of a (Saputro, 2017) For teachers, the ability to understand scientific substance is a benchmark of their professionalism. Hatta divides the professional competence of teachers into 10 aspects, among others: being able to master learning materials, managing teaching and learning programs, being able to manage classes, being able to utilize media and learning resources, mastering educational foundations, assessing teaching and learning achievements, understanding the principles of managing school education programs, mastering thinking methods, improving abilities and carrying out professional missions, and skillfully providing assistance and guidance to students. Which of the ten aspects is basically summarized into 4 aspects, among others: (1) teachers must plan goals and examine the competencies to be achieved; (2) teachers must see student involvement in learning, the most important thing in learning students not only physically but must be psychologically involved as well; (3) Teachers must interpret learning activities, and (4) teachers must be able to carry out assessments (Hatta, 2018).

The research proposed by (Saputro, 2017), that professional skills or abilities are described by teachers being able to master the field of study as seen from the educational background of teachers who have academic qualifications and teachers teach according to their skills or expertise and majors, the ability to understand students, the ability to master educational learning through the ability to understand subjects, organize subject matter well and be able to use learning resources. Likewise, the research proposed by (Aisyah, 2012), that PAI teachers in Masohi High School are adequate, because there are still weaknesses. The professionalism of PAI teachers is evidenced by the academic qualifications of S1 majoring in PAI, some have been certified by developing professionalism by attending training, workshops, seminars understanding the foundation of education, planning by making syllabuses and lesson plans mastering the standard competencies (SK) and basic competencies (KD), being able to manage classes, evaluating and understanding the professional code of ethics.

And the findings that researchers found related to the implementation of professional competence at SMP Muhammadiyah PK Kottabarat Surakarta in improving learning achievement include: (1) Planning, carried out by teachers at SMP Muhammadiyah PK Kottabarat Surakarta in improving student learning achievement by designing syllabus, lesson plans before the learning process. (2) Strategy, teachers apply the previously designed planning by conducting the learning process with various methods, as shown in table 2:

Table 2 – Learning Methods of PAI Teachers at SMP Muhammadiyah PK Kottabarat Surakarta

Method Type	Explanation	Implementation in School
Lecture Method	As a way of delivering material orally by the teacher in front of the class. The role of students here is to receive the subject matter, listen, pay attention and take notes from the teacher when needed. (Basyiruddin, 2002), so as to create learning interactions by delivering learning materials orally by a group of students.	Using oral directly to students in front of the class accompanied by the use of media so that the teacher in his explanation is more practical (practice simple) to achieve the competencies and learning indicators set so that students can understand well and apply it in life in accordance with Islamic teachings.
Discussion Method	Stimulate students in learning and thinking critically so that they are able to bring up their opinions rationally and objectively in solving a problem (Basyiruddin, 2002) or exchanging ideas, information, opinions and	Providing material in the form of problems, and asking students to solve a problem based on student knowledge, after that students are able to make decisions where this method is exchanging ideas or experiences to solve a particular problem together with continued control by the teacher.

experiences on a regular basis.

Demonstration
Method

Generates attention and changes in student behavior in learning. According to Wina Sanjaya, the demonstration method is a method of presenting lessons by demonstrating and showing students about a certain process, situation or object, either actually or just an imitation (Sanjaya, 2011).

Demonstrating the material taught to students to make it easier for students to understand the material because it combines the material with direct movement (the process of running the core material) exemplified by the teacher.

Resitation
Method

Homework method, because students are given assignments outside of school hours or outside of KBM (Teaching and Learning Activities) (Basyiruddin, 2002).

Student learning efforts by giving assignments to read and collect material which is then discussed in class, in order to stimulate students to be more active in learning to search and find ideas and arise a courage in expressing opinions and responsibility for the work done.

Drill
Method

An activity of doing the same thing, repeatedly in earnest with the aim of reinforcing an association or to perfect competence so that it is permanent. This method has a core feature of activities in the form of repeated repetition

Asking students to practice the material that has been taught so that students will have better dexterity or skills from what is learned, which activities do not require too much concentration and acquire mental skills in students.

of the same thing
(Sudjana, 2021).

And (3) Evaluation, with teachers conducting assessments based on cognitive aspects (evaluation of student understanding, affective aspects (attitudes and values), and psychomotor aspects (physical). This is described in the verse that describes the planning, strategy, and evaluation of learning in QS Al-Anfal: 60.

The Impact of PAI Teacher Competence in Improving Student Learning Achievement at SMP Muhammadiyah PK Kottabarat Surakarta

The impact of professional competence is felt when the teacher feels when the teacher can apply what characterizes an effective teacher according to Gary A. Davis and Margareth A. Thomas taken from (Restian, 2020): (1) having skills relevant to the learning climate in the classroom; (2) having skills related to learning management strategies which include: being able to handle inattentive students such as interrupting, diverting the conversation, and being able to provide interesting transitions to the substance of the subject matter during the learning process, and being able to ask questions and provide tasks that require different strata of thinking for all students; (3) having skills related to providing feedback and reinforcement; and (4) having skills related to self-improvement which include: implementing curriculum teaching methods in a varied and innovative manner, gaining insight into teaching methods and utilizing what a group of teachers do to create and develop appropriate teaching methods.

From the explanation above, if the effectiveness in learning can be created by the teacher, it is likely to cause positive things in the learning process Learning is a process of developing a person to become more mature. William Burton quoted from Oemar Hamalik's book says that experience is a learning and becomes the forerunner of knowledge and skills. Experience itself is divided into two, namely direct experience in the form of direct participation and substitute experiences such as in the form of studying images, graphics, words and symbols (Hamalik, 2006).

While learning achievement is an achievement that is produced after participating in learning activities (Arifin, 1991). Learning achievement itself is also the result of efforts obtained both individually and in groups after participating in activities so that achievement cannot be obtained if there is no activity (Hidayatullah, 2019). This is also in line with (Agot & Walipah, 2019) who said that learning achievement and learning activities cannot be separated because both are continuous because learning activities are a process to achieve learning achievement. According to (Syah, 2001) learning achievement is divided into three domains, namely cognitive related to thinking, affective related to attitudes and psychomotor related to skills.

The various roles and implementations carried out by PAI teachers at SMP Muhammadiyah PK Kottabarat Surakarta have had notable impacts on both teachers

and students. For teachers, the impact is evident after receiving supervision from the principal, which increases their awareness of their roles. This also motivates teachers to continue learning and enhancing their professionalism, preventing stagnation and encouraging them to adopt better and more diverse teaching strategies. For students, the impact is seen through the application of various strategies and methods by the teachers, which makes learning more enjoyable and engaging. This, in turn, increases students' enthusiasm and interest in learning, ultimately improving their performance in Islamic Religious Education lessons. These outcomes align with the principles outlined in Q.S. At-Taubah: 122.

4. CONCLUSION

The role of professional teachers in improving student learning achievement at SMP Muhammadiyah PK Kottabarat Surakarta is that teachers act as: (1) the teacher as an educator in the process of improving teacher skills through Teacher Professional Education (PPG); (2) the teacher as a teacher must help students to develop in exploring the knowledge they do not know, forming competencies and being able to understand the material being studied; and (3) the teacher as a mentor must formulate clear goals so that the required time allocation can be achieved properly. The success of the teacher in guiding students does not escape the good cooperation between teachers and students, but the teacher as a mentor is more important in terms of his rights and responsibilities from planning to implementation.

5. SUGGESTION

To all Islamic Religious Education (PAI) teachers at SMP Muhammadiyah PK Kottabarat Surakarta related to the professional competence of PAI teachers in improving student learning achievement in order to always improvise so as to create meaningful learning with the learning outcomes learned especially in PAI subjects, so that students can apply what is obtained in everyday life. PAI teachers can carry out their duties to educate teach and guide students to make students more accomplished in accordance with the planning, strategy and evaluate according to what the teacher has planned. It is hoped that further researchers can develop research related to the professional competence of PAI teachers in improving student learning achievement because this research is still far from perfect.

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