Teacher Consultation Efforts of Islamic Religius Education in Improving teacher Professionalism

Komarudin[1], Fikri Rizkia Muhammad[2], Etep Rohana[3]

[1] *STAI Darul Falah Cihampelas, Indonesia*
[3] *STAI Darul Falah Cihampelas, Indonesia*
[2]*Universitas Islam Nusantara Bandung, Indonesia*
* Corresponding Author. E-mail: [1]komarudin@staidaf.ac.id, [2]fikrizkia@staidaf.ac.id,
[3]eteprohana@uninus.ac.id

Abstrak

Pentingnya peranan MGMP sebagai wadah pengembangan kompetensi guru dalam meningkatkan pengetahuan, kemampuan dan keterampilan. Penelitian ini bertujuan untuk menggambarkan secara mendalam upaya MGMP PAI Kabupaten Bandung Barat dalam peningkatan profesionalisme guru PAI SMP Bandung Barat dan memberikan penjelasan mengenai keefektifan MGMP PAI GUGUS 4 Kabupaten Bandung Barat dalam peningkatan profesionalisme guru PAI di SMP serta untuk mengetahui problem MGMP PAI GUGUS 4 Kabupaten Bandung Barat dalam peningkatan profesionalisme guru PAI SMP Kabupaten Bandung Barat. Penelitian ini adalah penelitian kualitatif dengan mengambil latar MGMP PAI GUGUS 4 Kabupaten Bandung Barat. Pengumpulan data dilakukan dengan mengadakan pengamatan, wawancara mendalam dan dokumentasi. Analisis data dilakukan dengan memberikan makna terhadap data yang berhasil dikumpulkan dan dari makna itu ditarik kesimpulan. Pemeriksaan keabsahan data dilakukan dengan menggunakan triangulasi, dengan cara Check recheck dan Cross checking. Hasil penelitian menunjukkan: (1) Upaya MGMP PAI Kabupaten Bandung Barat dalam meningkatkan profesionalisme guru, adalah melalui supervisi, pembinaan, dan pelatihan yang terwujud dalam program rutin dan program pengembangan, melalui hal tersebut kompetensi guru diharapkan meningkat (2) MGMP belum berjalan secara efektif karena Manajemen tidak optimal dan tidak terpenuhinya standar MGMP (3) Hambatan yang dihadapi MGMP PAI GUGUS 4 Kabupaten Bandung Barat, yaitu wilayah yang luas dan kompleknya permasalahan guru, MGMP tidak dapat merefleksikan kebutuhan kondisi tiap sekolah atau guru yang nyata, manajemen MGMP belum berjalan dengan baik, serta dana pendukung operasional MGMP tidak memadai. (4) adapun pemecahan masalah yang di lakukan oleh MGMP PAI GUGUS 4 adalah membuat jaringan yang lebih kuat antar anggota, memanfaatkan media telekomunikasi dan internet, pengoptimalan musyawarah mupakat dalam setiap pertemuan.
Kata Kunci: Guru, Musyawarah, Profesionalisme

Abstract

The importance of the role of MGMP as a forum for teacher competency development in increasing knowledge, abilities and skills. This study aims to describe in depth the efforts of the PAI MGMP in West Bandung Regency in increasing the professionalism of PAI teachers at West Bandung Junior High School and provide an explanation of the effectiveness of the PAI Cluster 4 MGMP in West Bandung Regency in increasing the professionalism of PAI teachers in SMP and to find out the problems of the PAI Cluster 4 MGMP in Bandung Regency. West in increasing the professionalism of PAI teachers in West Bandung Regency Junior High School. This research is qualitative research by taking the background of MGMP PAI Cluster 4, West Bandung Regency. Data was collected by conducting observations, in-depth interviews and documentation. Data analysis was carried out by giving meaning to the data that had been collected and from that meaning drawn conclusions. Checking the validity of the data is done by using triangulation, by means of Check recheck and Cross

checking. The results showed: (1) MGMP PAI efforts in West Bandung Regency in improving the professionalism of teachers, are through supervision, coaching, and training which are manifested in routine programs and development programs, through which teacher competence is expected to increase (2) MGMP has not been running effectively because Management is not optimal and MGMP standards are not met (3) Barriers faced by MGMP PAI Cluster 4 West Bandung Regency, namely the large area and complexity of teacher problems, MGMP cannot reflect the real needs of each school or teacher, MGMP management has not run properly good, and inadequate funding for MGMP operations. (4) the solution to the problem carried out by MGMP PAI Cluster 4 is to create a stronger network between members, utilize telecommunications and internet media, optimize deliberation and consensus in every meeting.
Keywords: Teacher, Deliberation, Professionalism

Introduction

Education is the only way to make someone better than before, be it through formal education or informal education, education at home or at school, family education or the environment. Because indeed someone is born into this world knowing nothing, not to know addition, subtraction and multiplication in mathematics, just to know who the mother and father are even a baby will not know. The sentence that states "education is better than before" can be meant to be better in terms of morals, skills and knowledge. Of course, education that can make a person better is a balanced education, between religious education and general education. Religious education is more oriented to morals while general education is more oriented to skills and intelligence.

Education is an important factor and cannot be separated from human life. Education is an effort to develop individual abilities and potentials through developing the ability to think, speak and act so that they are able to develop themselves as active, creative and noble human beings in accordance with Islamic teachings which are based on the Qur'an and Sunnah.

This is in line with the words of Allah SWT:

وَاللّٰهُ أَخْرَجَكُمْ مِنْ بُطُوْنِ أُمَّهٰتِكُمْ لَا تَعْلَمُوْنَ شَيْئاً وَّجَعَلَ لَكُمُ السَّمْعَ والْأَبْصَارَوالْأَفْئِدَة لَعَلَّكُمْ تَشْكُرُوْنَ (الْقُران, سُورَة النَّحل: 78)

And Allah brought you out of your mother's womb knowing nothing, and He gave you hearing, sight and reason, so that you may be grateful.

And also the hadith of Rasulullah SAW narrated from Abi Hurairah r.a, namely:

عَنْ أَبِى هُرَيْرَةَ رضى الله عنه, قَالَ : قَالَ رَسُوْلُ الله صَلَى الله عَلَيْهِ وَسَلَّمْ "ما مِنْ مَوْلُودٍ يُوْلَدُ عَلى الفِطْرَةِ فَأ بَواهُ يُهَوِّدَانِهِ, وَيُنَصِّرَانِهِ, وَيُمَجِّسانِهِ كما تُنْتَجُ البَهِيْمَة جَمْعاءَ هَلْ تُحِسُّونَ فِيها مِنْ جَدْعاء(رواه البخارى ومسلم)

Narrated from Abi Hurairoh r.a. He said: Rasulullah SAW said, every child born is in a state of fitrah. It was his parents who made the child a Jew, Christian or Magian. Just as cattle that give birth to their offspring in the form of perfect animals, do you consider them to have separate limbs (H. R Bukhari and Muslim)

The Shah said that education is a deliberate effort by adults to increase the child to maturity which is always interpreted as being able to cause moral responsibility for all his actions. (Syah, 2014). In addition, Muhibbin Syah stated that the teaching and learning process in schools involves at least 4 main components, namely: 1) Individual students; 2) teacher; 3) classrooms; and 4) student groups (Syah, 2014).

Social life cannot be equated with life in the world of mathematics, if in the world of mathematics everything is certain then in the social world it is inversely proportional. For example, if in the world mathematics it says "1 + 1 = 2", then we can be sure that it will remain the same at any time. And in any hemisphere will remain the same, even in superpower countries such as the United States or even in countries that are often hit by hunger such as countries on the African continent, the results are guaranteed to be the same. Let's pay attention to social life, when a man and a woman get married, it is not certain whether the couple will have 1, 2, 3 children or it could even result in the couple having no children. This proves that in social life there is no definite law but in social life the law of probability applies (perhaps, maybe he has 1 child, or maybe he has more than 2 children, or even the couple has no children). That is the art of social life. Another example, if someone dies due to illness, it cannot be concluded that every sick person will die immediately, there are times when after being sick the person recovers and can carry

out daily activities. There are still many examples in this social life that are "possible". However, the author also does not deny that in social life there are certain things, for example, that every living thing will feel death. And a man will not be able to menstruate, these things are certain but still relatively few when compared to what is possible in this social life.

Here the author would like to point out that even people who attend education cannot be sure of the results, even though education aims to make humans better, but indeed not every human being who attends education will become human beings whose categories are better. For example, there is a corruptor who is caught even though the corruptor is a doctoral graduate, or when a Constitutional Court Judge is caught in a gratification and drug case. Aren't they people who have completed their formal education from elementary, middle, high school to university? But why are they breaking the rules? Doesn't education make a person better? Isn't the title perched on their name already so complete? From Bachelors, Masters and Doctoral Degrees. The simple answer from the author is;

1. That is the reality of social life that is possible (uncertain) education does not make a human being better but aims to make humans better. It is this purpose that must be noted that not all of them can achieve this goal. Some actually achieve the goal completely, or even only reach half of it.

2. And the facts above prove that an academic degree is not a guarantee for someone to be said to be a good person.

3. General education alone is not enough to shape a human being into a human being.

In the minds of the people the role of a teacher is not only an educator who teaches science in schools, guides students in class discussions, gives assignments to be done at school, but a teacher has a dual role in the minds of the Indonesian people, especially in addition to being an educator as well as being a substitute for parents. Not infrequently the brutal behavior of students at school or at home is often blamed on the teacher at school. It is often heard from the community that the teacher does not educate well so that the child becomes naughty. That is the duty and function of teachers in Indonesia, apart from being a science teacher, they are also a moral educator.

According to Mulyasa, a teacher in a simple sense is a person who facilitates the process of transferring knowledge from learning resources to students (Mulyasa, 2010). According to Atmaka, educators are adults who are responsible for providing assistance to students in their physical and spiritual development. In order to reach the level of maturity, they are able to stand alone and fulfill their duties as God's creatures, social beings and independent individual beings.

According to Mulyasa, educators must have academic qualifications and competence as agents of learning, be physically and mentally healthy, and have the ability to realize the goals of National Education. (Mulyasa, 2009). Meanwhile, according to Ahmadi, educators are the supervisor's role in carrying out the teaching and learning process. Provide conditions that allow students to feel safe and believe that the skills and achievements achieved are rewarded and paid attention so as to increase student achievement motivation (Ahmadi, 2004).

According to Usman, a teacher is every person who has the duty and authority in the world of education and teaching at formal educational institutions (Usman, 2010). Teachers are required not only as educators who must be able to transform the values of science, but also as moral guardians for students. Even teachers are considered as the second person, after the parents of students in the global education process (Fauzian, 2019; Firdaus & Fauzian, 2018).

Along with the issuance of Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning academic standards and teacher qualifications, every teacher is required to improve professionalism, namely every teacher in Indonesia must improve their competence, both pedagogic, social, personality and professional competencies. With this, a teacher is expected not only to be able to design the implementation of learning, teaching in the classroom but also to be able to be a role model for students at school and work with high professionalism. So that it is able to humanize humans, and achieve the goals of national education.

From these facts, at least it raises the assumption that the quality of this teacher plays an important role in the world of education. The Indonesian government has done a lot through

the MENDIKNAS, holding various activities with the aim of improving the quality of teachers. Such as TRAINING, WORKSHOP, PLPG, CERTIFICATION, TOT, and so on. Even what is being promoted now is the formation of clusters in each region as an effort to improve the professionalism of a teacher

In principle, the school cluster is a forum for certain teachers from certain areas. This is very necessary, of course, because then every teacher has the opportunity to discuss with other teachers who are in the same field in solving problems of preparation, process and evaluation of learning. For example, a mathematics teacher from school "A" can meet with a mathematics teacher from school "B" and then form a group of mathematics teachers to discuss how to deliver a teaching material that is considered difficult by students and the teacher concerned has difficulty in conveying it. Or PAI teachers from various schools in the area form groups of PAI teachers to discuss and equalize perceptions about the different nisab of zakat mal. In elementary schools, this cluster of schools is known as the Teacher Working Group (KKG), in SMP/MTs and SMA/MA with the term Subject Teacher Consultation (MGMP) and in SMK with the term Education and Training Teacher Consultation (MGMD).

The role of the Subject Teachers' Consultation (MGMP) in the preparation and development of educational programs in schools is certainly very important, because this institution is a means of improving the quality of teachers. Through MGMP, teachers can stay in touch with other teachers, to exchange ideas and discuss matters related to education, whether it's the learning process in the classroom, mastery of teaching materials, mastery of teaching methods, etc. In addition, the MGMP is also a professional forum for teachers to improve their abilities, skills or knowledge. There are many professional teacher activities that can be discussed in this forum, for example in the preparation of the education unit level curriculum (KTSP).

As is known, the government issued a curriculum at the education unit level. After going through trials, starting in 2006 it has been implemented. Based on PP No. 19 of 2005 concerning National Education Standards (SNP) Article 17, curriculum at the education unit level is developed in accordance with the education

unit, regional potential/characteristics, social culture of the community, and the characteristics of students. Schools and school committees develop education unit curricula and their syllabus based on the basic curriculum framework and graduate competency standards and are guided by the guidelines prepared by the National Education Standards Agency (BSNP).

In general, PAI teachers in West Bandung Regency have participated in the MGMP, including those in the Kec. Cililin, Cihampelas and Cipongkor which are members of cluster 4. According to the secretary of MGMP PAI KBB; Mr. Nende Setiajid S.Ag. The MGMP carried out in cluster 4 is the most active MGMP. This can be seen from the existence of a well-organized work program, the existence of regular monthly meetings that are held, there is always a representative in activities at the district level. This is in line with what was stated by the chairman of the MGMP PAI Cluster 4 for the 2015-2020 period; H. Kusdinar. TM, S.Pd.I that the PAI MGMP in cluster 4 was the most active MGMP compared to the other clusters.

This turns out to be inversely proportional to the fact, with the fact that the MGMP in cluster 4 is the most active MGMP, it turns out that the authors interviewed several teachers who participated in MGMP activities. They admitted that there were still difficulties and some obstacles faced in the activity process teaching and learning is the confession conveyed by Bpk.H. Kusdinar, S.Ag as one of the PAI teachers at Darul Falah Middle School, Cihampelas Cililin.

Based on this background, the author assumes that it is important to raise the theme of the incident. Cluster 4, which is the most active MGMP in West Bandung Regency, turns out that there are still obstacles faced by teachers who participate in the MGMP activities. So the title of the author's research is the Deliberation Efforts of Teachers of Islamic Religious Education (Mgmp Pai) in Cluster 4, West Bandung Regency in Improving the Professionalism of Pai Teachers in Cluster 4.

Method

This type of research is field research with a qualitative approach (Sugiono, 2016). Therefore, efforts are made to bring up field data that are actually in accordance with actual conditions, using interviews, observations, and direct

documentation with research subjects. Bogdan and Taylor quoted by Moleong reveal qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2013).

The research subject has an important position, because it is on the research subject that the data about the variables studied are located and observed by the researcher. Arikunto revealed that research subjects can be people (Suharsimi Arikunto, 2010). Based on the explanation above, the research subjects in this thesis are people related to MGMP, which consist of key informants and informants. The Key Informant is the Chair of the PAI MGMP Cluster 4, Mr. H. Kusdinar. TM, S.Pd.I, and Secretary of MGMP PAI West Bandung Regency, Bpk. Nende Setiajid, S.Pd.I, while the informants include PAI teachers who are in Cluster 4.

Data collection methods used are observation, interviews, and documentation. The data analysis method used in this research is descriptive qualitative, namely the data obtained are collected and analyzed in accordance with the actual situation and situation with the benchmark provisions or regulations and applicable laws, namely by collecting in-depth information about the actual situation and conditions. at the MGMP, then the information and data obtained are synchronized with standards or regulations such as MGMP management and operational standards to be able to formulate problems and required solutions. As for the technique of checking the validity of the data, in this study the triangulation technique was used (Creswell, 2013).

In one study, of course, the data source is something that cannot be ruled out because considering how big the effect is if it is wrong to determine the data source. So here the author will carefully determine where the source of the data was obtained so that the results of the author's research can be accounted for. The data sources are as follows:

1. Interview with PAI MGMP management in Cluster 4
2. Interview with PAI MGMP members in Cluster 4
3. Observations on PAI MGMP activities in Cluster 4
4. Documentation of PAI MGMP activities in Cluster 4

Results and Discussion

Profile of MGMP PAI Cluster 4 West Bandung Regency

MGMP PAI Cluster 4 is located at SMP Darul Falah Cihampelas Cililin KBB which is located in Cihampelas Village, Kec. Cihampelas KBB, located 8 km from the center of the KBB government which is addressed at Kec. smack.

The location of the MGMP secretariat can be accessed via 2 main roads from three cardinal directions, namely north, south and east. From the north it can be accessed via the Cimareme-Batujajar road, from the south from Cililin and from the east it can be accessed via the Patrol-BBSroad which goes directly to the Secretariat of MGMP PAI Cluster 4 KBB.

The boundaries of the PAI Cluster 4 KBB MGMP Secretariat are as follows:
a. East side: Soreang
b. West side: Gununghalu
c. North side: Batujajar
d. South side: Sindangkerta

The location of the MGMP secretariat is on Jl. Raya Cihampelas No. 45, and is the easiest location to go to, so the location is very strategic and can be easily accessed by members and administrators. This strategic location is the background for choosing Darul Falah Middle School as the Secretariat of the PAI MGMP in the KBB Cluster.

Not different from the background of the establishment of other MGMPs, the PAI MGMP Cluster 4 KBB was established against the background of the awareness of PAI teachers to increase their ability to carry out their roles as teachers, the development of scientific progress and development of education requires adjustments, the reality on the ground that appearance and performance teachers in teaching and learning activities are still very varied and diverse qualifications are not standardized, as well as the arrangement of credit scores for functional teacher positions requires the ability of teachers to improve the skills and professionalism of teachers.

The objectives of the PAI Cluster 4 KBB MGMP consist of general and specific objectives, namely: 1) Improving the quality of education, especially

PAI, namely through developing teacher abilities and skills, 2) Increasing teacher professionalism for performance and self-ability in carrying out functions and duties as teachers, 3) Assisting teachers in obtaining educative technical information related to activities, curriculum development policies and PAI subjects, 4) As a forum for exchanging information and experiences in order to follow the development of education in Indonesia, 5) Providing opportunities for teachers to practice and work and achieve through MGMP.

The vision of the PAI Cluster 4 KBB MGMP is to improve and empower skilled and professional PAI junior high school teachers, so it is hoped that from this vision it can improve the quality of education, while its mission is to realize and enhance the role of MGMP as a forum for professional competence development of PAI teachers. can create professional teachers in supporting quality education.

Efforts of MGMP PAI Cluster 4 West Bandung Regency

MGMP is a forum or forum for the professionalism of subject teachers at the district, city, sub-district and school cluster levels. The scope of this is subject teachers at the junior high and senior high school levels. Whether the teacher is a civil servant or non-civil servant, GTY or GTTY, all of them are expected to join the MGMP in their closest area. The management principle is from, by and for the teacher so that MGMP is a non-structural organization that is independent and based on the principle of kinship.

MGMP PAI Cluster 4 KBB is a forum for meetings of PAI subject teachers at Junior High Schools in West Bandung Regency. This institution was formed not only as a forum for friendship, but also as a forum to accommodate various problems faced by teachers in their respective schools in accordance with their duties and responsibilities. The PAI MGMP in West Bandung Regency was formed by PAI teachers who served in junior high school level educational institutions. This organization is independent and open to all subject teachers, both civil servants, non-permanent teachers, and teachers in private schools. MGMP PAI Cluster 4 Kab. West Bandung is under the auspices of the Ministry of Religion office under the coordination of West Bandung Mapenda. The formation of this forum is based on the professional needs of PAI teachers in providing learning in front of students, and the performance of teachers in teaching and learning activities is still very varied and the qualifications are diverse and not standardized.

In addition to the need for professionalism, the formation of this organization was also driven by a common goal. Among other things, the goal to be achieved by this forum is to broaden insight and knowledge in various matters relating to the development of education in general, to realize effective, creative, innovative and fun learning. In an effort to increase the professionalism of PAI teachers, MGMP PAI Cluster 4 Kab. West Bandung has a very important role, in providing knowledge and improving the ability of teachers.

MGMP PAI Cluster 4 Kab. West Bandung in its efforts to achieve its goals and realize its vision and mission to improve teacher professionalism, carries out several activities and programs. Among these efforts are the following:

1. Supervision or supervision of MGMP member teachers

Supervision is a fostering activity and by helping growth so that everyone experiences personal and professional improvement. In this case teacher supervision is an effort to provide services to teachers both individually and in groups in an effort to improve teaching with the aim of providing services and assistance to develop teaching and learning situations carried out by teachers in the classroom.

Supervisors are people who serve as resource persons for teachers, facilitators, motivators, controllers and assessors for teachers. Supervisors in the MGMP are included in the structure of the PAI MGMP of West Bandung Regency, namely from the Supervisory Working Group (Pokjawas), which functions as a director or supervisor, who comes from the West Bandung Department of Religion, which is under the Head of Mapenda.

Supervisors supervise by carrying out their duties as MGMP supervisors, so that the supervision carried out by supervisors is not only in schools. The results of the supervision of teachers in schools are taken into consideration in the preparation of the MGMP activity program, and the supervisor has the authority to participate

in determining the MGMP activity program.

Supervision is intended to provide assistance to teachers so that teachers can overcome difficulties in carrying out their teaching tasks and improve their abilities in teaching and learning activities in the classroom. Supervision is done not to find fault with the teacher but to see if the teacher has difficulties in teaching. If difficulties are found, the supervisor as supervisor will provide assistance to overcome them, one of which is through the MGMP.

As usual in any supervisory activity, the essence of this supervision is control or control of the teacher, so that teaching becomes effective and achieves the expected goals. Supervision that runs in MGMP PAI Cluster 4 West Bandung Regency has not run optimally, because the supervision carried out is more directed at teacher behavior, not on the results and effectiveness of teaching, in fact supervision is more directed at administrative things such as teacher attendance, making lesson plans, applying methods teaching and others, because the essence of supervision is the development and improvement of teaching and learning situations which ultimately leads to student development, not only teacher behavior. Professional teachers must also be able to discipline themselves in managing time for self-interest, family, duties and society.

1. Routine and development programs

In addition to supervising teachers, a form of quality improvement carried out by MGMP PAI Cluster 4 Kab. West Bandung in an effort to foster teachers is the direction and provision of material by resource persons appointed by the management or the results of a joint decision.

MGMP PAI West Bandung Regency develops programs that aim to improve teacher competencies which are carried out on an ongoing basis so that teachers can be more active and creative, so that the learning objectives implemented can be achieved. Based on the results of interviews and documentation, the program of activities carried out by MGMP PAI GUGUS 4 West Bandung Regency in improving the ability of teachers can be classified into routine and development programs.

The routine program carried out by the PAI MGMP in West Bandung Regency is a program aimed at all participants, which aims to improve the quality of PAI educators. Includes improving the quality of material and presentation of PAI,

solving problems faced, managing education, and matters relating to teacher skills.

This program is a coaching program that is directly related to learning programs in schools. This program aims to equip teachers with the skills to manage learning in accordance with the KTSP, so that the teaching and learning process (KBM) becomes effective.

The development program is the PAI Cluster 4 MGMP program in West Bandung Regency which is intended for all participants which aims to support the success and effectiveness of learning, increase the knowledge and abilities of teachers in matters relating to their functions and duties as professionals. Implementation of development programs through training and workshops aimed at honing skills, to support the implementation of learning. Training activities for teachers are basically an integral part of management in the field of manpower and are an effort to develop teacher knowledge and skills so that in turn it is hoped that teachers can gain a competitive advantage and can provide the best learning and can work more productively and efficiently. able to improve the quality of its performance.

Management and Effectiveness of MGMP PAI Cluster 4 West Bandung Regency This section will discuss and discuss the management of the PAI MGMP in West Bandung Regency, the management in question is the management of the PAI SMP MGMP in running the organization, program activities, financing, human resources, facilities and so on. So from this discussion it can be assessed the effectiveness of the PAI MGMP at West Bandung Junior High School. The development standards and operational standards of the West Bandung Regency PAI MGMP implementation are referring to the standards set by the Ministry of National Education, as described in the theoretical basis. Fulfillment of development and operational standards of MGMP PAI West Bandung Regency will be explained as follows:

1. Program

Program standards include the preparation of the MGMP program, starting from preparing the vision, mission, objectives, to the calendar of activities. The MGMP program consists of routine programs and development programs. The

MGMP program must be known by the Head of the Middle School Principal Working Group (K3SMP) and approved by the Head of the District Mapenda. MGMP PAI West Bandung district already has the above components, the vision, mission and goals are prepared based on circumstances and needs. The program preparation process is carried out by means of a SWOT analysis which is discussed jointly between the management and members, then a solution to the problem is sought, then realized in the form of a vision, mission and objectives that are applied in the program of activities.

SWOT analysis is an approach that functions to determine the map of strengths, weaknesses, opportunities, threats, in order to determine the leading factors and the right strategy to achieve organizational goals. With a SWOT analysis it will be possible to observe the needs and adapt or adjust to the needs of the teacher. Through a SWOT analysis, it will be possible to adjust the organization's vision, mission, and goals according to the needs of teachers, both from laws and regulations such as curriculum changes and community demands.

However, not all program plans are included in the activity agenda, because the agenda for the program is determined by its priority scale. Weaknesses in the preparation of the PAI MGMP activity program Cluster 4 Kab. West Bandung, namely many programs are arranged which are directives from K3SMP, so that these programs do not describe the needs of teachers and the problems that exist in the field or schools faced by teachers. Besides that, the MGMP programs mentioned above are more directed at improving pedagogic and professional competencies, whereas other competencies such as personal and social are no less important, because personal and social competencies can help the effectiveness of learning both inside and outside the classroom. Moreover, PAI lessons are religious subjects that aim to make students implement and practice Islamic teachings correctly. So that the development of personal competence is also very much needed, because the learning objectives will run optimally if the teacher has a good personality. Likewise, social competence is no less important, a concrete form of social competence, namely being inclusive, acting objectively, and not discriminating. Teachers must also communicate effectively,

empathically, and politely with fellow educators, education staff, parents, and the community.

These social competencies will help teachers interact with students and provide good communication between teachers and students so that it will help the learning process. Besides, learning will run effectively if the teacher directly gives examples to students in daily practice. This practice is expected to foster obedience to Islamic law, discipline and high social responsibility in personal and social life which are the goals of PAI learning.

1. Organization

Organizational standards include the structure of the MGMP consisting of management, members, SK endorsement by the Regency Mapenda, and having AD/ART. The MGMP management consists of a Chair, Secretary, Treasurer and is elected by members based on the AD/ART. MGMP members consist of subject teachers in junior high schools whose members come from 8 to 10 schools and are recruited according to certain procedures. From the aspect of organizational standards, the West Bandung Regency PAI MGMP already has management and members based on the Ministry of Religion Decree and consists of more than 8 schools with a total of 18 schools with details of 10 public junior high schools and 8 private junior high schools, however the PAI West Bandung Regency MGMP does not have AD and ART. So far, the management has been carried out without AD and ART.

In an organization, AD and ART are needed as the foundation of the organization, so that the organization can run well, and run effectively. AD and ART regulate all matters regarding organizational management, starting from organizational operations, management, financing and accountability.

The absence of an organizational foundation can have a negative impact, generally on the implementation of the organization because clear work references are needed to become the basis for implementing organizational activities and operations, so that the implementation of activities can be directed and achieve targets. AD, ART and terms of reference can be drawn up by the management themselves by taking into account matters relating to the condition of member teachers and schools, such as the education calendar, related office policies,

funding and so on.

The core management structure of the PAI Cluster 4 KBB MGMP is very simple, consisting of only the chairman, secretary and treasurer and members as well as R&D. The structure is certainly not very supportive in the implementation of activities in achieving organizational goals. There should be areas in the management structure that specifically handle organizational programs, so that the goals to be achieved are efficient. It is hoped that with a field that helps core/daily administrators in carrying out the organization's wheels, the implementation of activities can run efficiently and can empower and encourage members to play an active role in managing the MGMP.

2. Management

The management standard regulates the overall management of the MGMP program, the implementation of each program, the implementation of the program based on the Terms of Reference (KAK) prepared by the MGMP management, the preparation of activity proposals which include planning, implementation, financing, and reporting of activities as well as monitoring and evaluation. activities. (Directorate of Professional Educators: 2008: MGMP development standards).

In preparing the program, MGMP PAI Cluster 4 West Bandung Regency chooses priority programs, both routine programs and development programs. The entire program is the joint responsibility of all MGMP management, each program has a committee led by a person in charge of the program.

Reporting on activities or evaluating activities is carried out jointly by all management and members, usually carried out at the beginning and end of each semester with a meeting of the management and members. Then proceed to K3SMP. However, not all programs are reported to K3SMP, due to the weakness and lack of supervision, as well as the lack of accountability of the MGMP.

1. Facilities and infrastructure

Facilities and infrastructure are physical facilities to support MGMP activities. Facilities and infrastructure are very important for the efficiency and effectiveness of the program to be implemented. The PAI MGMP Cluster 4 KBB did not have difficulties in fulfilling the facilities and

infrastructure, this was because the teacher schools of the PAI MGMP members had supported the implementation of the PAI MGMP program in West Bandung Regency.

Operationalization of the provision of facilities and infrastructure carried out by MGMP PAI West Bandung Regency, namely by holding activities in rotation to each school, the turn is adjusted to the needs of the facilities / tools needed to support the activities to be carried out. Before the activity is carried out, the MGMP management conducts planning and analysis to determine the need for facilities and infrastructure to be used, then determines the most supportive place for the activities to be carried out. So far, PAI MGMP does not have infrastructure, all facilities needs are met through borrowing from member schools. The borrowing of places, facilities and infrastructure is usually done by submitting an application to the school that will be used.

2. Financing

The financing of MGMP activities includes the source of funds, use, and accountability. Sources The funds for the PAI MGMP activities have been obtained from the Regional Office of the DIPA, West Bandung K3SMP, respective schools, and teachers' personal money. Funds for MGMP forum activities generally come from the APBD, this budget is proposed by the Regional Office of the Ministry of Religion through the regional government and approved by the DPRD and distributed through the Regional Office DIPA. The lack of funds experienced by the West Bandung Regency PAI MGMP was explained by the Head of West Bandung K3SMP, Drs. Ahmad Dahlan, M.Pd because so far MGMP in general has not been able to take advantage of existing sources of funds, both from the agency and sponsors, "MGMP can actually actively submit proposals to K3SMP, related agencies, or look for sponsors.

If that can be done, then the MGMP can meet its needs independently." The funds used by the MGMP PAI West Bandung Regency are only used for the purposes of implementing the MGMP program, this is in accordance with MGMP operational standards. However, there are financing procedures that have not been implemented by the MGMP, namely the steps of proposal, use and accountability have not been carried out according to the established

operational standards, namely cost analysis and identification of funding needs have not been carried out.

1. Quality assurance

The Quality Assurance System has realized its form and benefits in improving quality on a regular basis in institutions, including educational and professional institutions. Professionalism is characterized by the existence of a standard or quality assurance of a person in carrying out a professional effort, this quality assurance can be carried out among limited circles within the MGMP profession. The function of quality assurance is to audit the conformity between implementation and established standards.

MGMP PAI Cluster 4 KBB as an institution that aims to improve the ability of its members, should have standard quality assurance. However, MGMP PAI Cluster 4 KBB does not yet have a standard system of quality assurance to control the conformity of standards and their fulfillment, so that the success of the output to achieve the vision, mission and goals is difficult to measure and develop. MGMP quality assurance can actually be attempted by the management from internal, namely by making an assessment of performance standards, namely operational and management standards that are made referring to the MGMP guidelines in collaboration with MGMP supervisors from the Pokjawas Subjects element or can cooperate with the local Quality Assurance Institution (LPMP), so that fulfillment of predetermined standards can be implemented and monitored, and controlled so that the MGMP can continue to improve the quality of performance in achieving the goals to be achieved.

Based on the description above, it can be concluded that the PAI Cluster 4 KBB MGMP in compliance with the standards there are still shortcomings and things that have not been met, including:

a. Organizational standards, namely the unfulfilled working and administrative foundations, can be seen in the absence of AD, ART and calendar of activities.

b. Management is that there is no framework of reference for work and a thorough evaluation and clear follow-up of each activity.

c. Quality assurance, namely MGMP PAI

does not yet have a quality assurance system to control and control the organization, to audit between standards and their fulfillment.

Based on the shortcomings and unfulfilled standards mentioned above, the performance and effectiveness of MGMP PAI Cluster 4 Kab. West Bandung can be said to be still very lacking and not optimal, because the standards that have been set were made to become the basis for the MGMP so that the goals of the MGMP as a professional forum for teachers can be achieved.

Problem MGMP PAI West Bandung Regency

MGMP PAI Cluster 4 West Bandung Regency in an effort to increase teacher professionalism has faced many obstacles in achieving its vision, mission and goals. The obstacles faced by MGMP PAI Cluster 4 KBB include:

1. The breadth of the area and the complexity of teacher problems in the field.

The vastness of the area and the many problems faced by teachers cause the MGMP to be unable to reflect the needs of the conditions of each school or teacher according to the circumstances experienced by the teacher. This is due to the large number of MGMP members who come from 18 schools throughout West Bandung district, so the problems faced are quite numerous and varied, resulting in not all problems and teacher needs being able to be solved through activities and programs due to the lack of MGMP time.

Besides that, MGMP activities are mostly designed based on the instructions of the Regency Mapenda, or K3SMP not from the initiative of the PAI teacher group itself. This results in the activities carried out not being able to answer the real needs of teachers in carrying out learning. This can be seen from the overlapping authority of K3SMP and Pokjawas as supervisors who have the authority to determine the MGMP program.

2. Not optimal MGMP Management

Another obstacle faced is that the management of MGMP has not functioned optimally, so that the effectiveness of program implementation is very lacking, this can be seen from the absence of clear guidelines/guidance for

working group activities to be used as a reference for teachers and MGMP administrators in carrying out work group activities or deliberation. work. The guidelines/instructions referred to are not having AD and ART as the organizational basis and work reference and the absence of documentation of activities and archives owned by the MGMP. This has a very negative impact on the implementation of the organization, because the basis for AD ART is absolutely needed in managing the organization. Besides that, documentation is needed for evaluation material and to measure the success of achieving the activities that have been carried out. The management of MGMP PAI in West Bandung Regency is not optimal because the development and operational standards have not been met. As well as the absence of quality assurance standards to maintain and direct and control the MGMP PAI Cluster 4 KBB in setting policies, targets, plans and processes. The participation of PAI MGMP members is still lacking.

Another obstacle encountered by MGMP PAI Cluster 4 West Bandung Regency was the lack of teacher participation, namely some teachers were still not open to expressing the obstacles experienced in carrying out teaching and learning activities in schools, so that the administrators and supervisors had difficulty in determining the needs analysis steps to be carried out in form of activities. Besides that, the low participation of teachers is due to the fact that there are still some principals who ignore the routine schedule of MGMP meetings. Some teachers still have teaching assignments on the day of the MGMP meeting, which is Thursday at 10 o'clock

Lack of funds for MGMP operational activities is a classic problem, which has not been resolved. The lack of activity funds has an impact on the quality of activities and the results achieved. The sources of funds that have been obtained so far, said the MGMP supervisor, are still far from sufficient. Most activities are funded by MGMP members' self-help.

The researcher saw that the management of MGMP PAI Cluster 4 West Bandung Regency had not taken the existing problems seriously so that the authors saw that there was no problem solution offered to overcome the 5 problems that occurred. So the author offers 5 alternative solutions for 5 problems that occur in MGMP PAI Cluster 4, West Bandung Regency. The

description is as follows:

1. To solve this problem, the PAI MGMP can divide the MGMP members into 2 work units, the work units can be based on the geographical location of the SMP which is close to each other, for example the PAI MGMP work unit of West Bandung Middle School in the west and east. It can also be based on the characteristics of the school, for example from the aspect of the school's condition, students and others. So that problem mapping can be more focused and accommodate the needs of teachers as a whole.

2. There needs to be a real and practical sharpening of programs by providing flexibility for teachers to determine the issues to be raised, so that MGMPs are truly able to assist teachers in mastering competencies according to the standards of educators required in the SNP.

3. So it is necessary to fulfill the standards that must be carried out by the MGMP PAI West Bandung Junior High School so that the management and implementation of the organization can run according to the provisions. So that the vision, mission and goals can be achieved properly with a clear foundation. In addition, it is necessary to increase the role of supervisors and supervisors of the MGMP in directing and providing input on matters that are not yet appropriate and fulfilled, so that there is an increase in performance from time to time.

4. Solutions to the problems of teachers participating in MGMP, namely providing stimulation to teachers to openly convey the obstacles experienced so that solutions can be found together, by providing awareness for teachers that MGMP is a means to find solutions to problems faced by teachers in their respective schools. There needs to be an approach and socialization to the school so that it plays a role in efforts to increase teacher competence through

MGMP. Considering that MGMP has a very important function and role for improving the ability of teachers. If the teacher has good competence and quality, then learning will run well and achieve the expected goals. So there needs to be awareness of all parties, to support MGMP, both from stakeholders, and the teachers themselves.

5. This can actually be overcome by seeking external sources of funds, such as sponsors, business units, donors and so on. So that the MGMP does not depend on funds from the agency, so that the MGMP can develop wider activities and can accommodate the needs of teachers in improving their abilities as professionals.

Conclusion

MGMP PAI efforts in West Bandung Regency in improving teacher professionalism are through supervision or supervision, coaching and training which are arranged in routine programs and development programs. Routine programs include: discussion of learning problems, carrying out MGMP activities in turns, compiling syllabus and lesson plans, making question grids and compiling learning evaluation instruments. The development program includes training in the preparation of teacher administration tools. The effectiveness of the management of MGMP PAI Cluster 4 West Bandung Regency in an effort to increase teacher professionalism as measured by management management and conformity between standards and their fulfillment. The performance of MGMP PAI Cluster 4 West Bandung has not run effectively, because the standards that have been set have not been met. Several standards have not been met by the MGMP, including: Organizational standards,

namely no working and administrative foundation, AD/ART and calendar of activities. Management is that there is no comprehensive evaluation and clear follow-up of each activity. Quality assurance, namely MGMP PAI does not yet have a quality assurance system to control and control the organization, to audit between standards and their fulfillment. With quality assurance, MGMP can develop and improve quality, so that the goals and objectives can be achieved.

Bibliography

Ahmadi, A. (2004). *Sosiologi pendidikan*. Rineka Cipta.

Creswell, J. W. (2013). *Research Design; Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Pustaka Pelajar.

Fauzian, R. (2019). *Isu-isu Kontemporer PAI*. Deepublish.

Firdaus, M. A., & Fauzian, R. (2018). *Pendidikan Akhlak Karimah Berbasis Kultur Kepesantrenan* (Vol. 1). Rinda Fauzian.

Moleong, L. J. (2013). *Metode Penelitian Kualitatif*. Rosda.

Mulyasa. (2010). *Menjadi Guru Profesional, Menciptakan Pembelajaran Kreatif dan Menyenangkan*. PT Remaja Rosda Karya.

Mulyasa, E. (2009). *Implementasi Kurikulum Tingkat Satuan Pendidikan Kemandirian Guru dan Kepala Sekolah*. Bumi Aksara.

Sugiono. (2016). *Memahami Penelitian Kualitatif*. Alfabeta.

Suharsimi Arikunto. (2010). *Prosedur Penelitian (Suatu Pendekatan Praktik)*. Rineka Cipta.

Syah, M. (2014). *Psikologi Pendidikan dengan Pendekatan Baru*. PT Remaja Rosda Karya.

Usman, U. (2010). *Menjadi Guru Profesional*. Rosda.