

Professionalism of Christian Religion Education Teachers at Public Elementary Schools in Southeast Minahasa Regency

Meike Rondo*¹, Ellen S. Kambey², Wolter Weol³

^{1,2,3}Post Graduate Institut Agama Kristen Negeri Manado

Abstract

Received: 18 December 2022
Revised: 23 December 2022
Accepted: 30 December 2022

The purpose of this study was to obtain data on the Professionalism of PAK teachers in interpreting and analyzing material, structures, concepts, and scientific mindsets that are relevant to learning Christian Religious Education at Public Elementary Schools in Southeast Minahasa Regency. This study uses a qualitative research approach. The results showed that PAK teachers had not analyzed and interpreted the material, structures, concepts, and scientific mindsets that were relevant to the learning of Christian Religious Education in Public Elementary Schools in Southeast Minahasa Regency because they experienced various obstacles such as not fully understanding the material, structure, concepts, and a scientific mindset that is relevant because the teacher does not read enough. In addition, KKG activities have not been carried out, and there has been no guidance provided by the PAK supervisor. Therefore, efforts that can be made to overcome these problems include teacher initiatives to increase literacy, carry out KKG activities, optimize guidance from PAK supervisors.

Keywords: professional, teacher, Christianity

(*) Corresponding Author: rondomeike@gmail.com

How to Cite: Rondo, M., Kambey, E. S., & Weol, W. (2023). Professionalism of Christian Religion Education Teachers at Public Elementary Schools in Southeast Minahasa Regency. *International Journal of Education, Information Technology, and Others*, 6(1), 72-83. <https://doi.org/10.5281/zenodo.7571325>

INTRODUCTION

Education 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 the skills needed by themselves, society, nation and state (Law -Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System). The educational process that takes place formally involves several parties such as students, teachers or educators, leaders of educational units as well as elements of educational goals, curriculum, educational content and educational environment. All parties and elements of education are very important in the educational process.

In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, in Chapter I article I states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education. formal education, primary education, and secondary education. Chapter 2 Article 2 emphasizes that (1) Teachers have a position as a professional staff at the levels of basic education, secondary education, and early childhood education in the formal education pathway who are appointed in accordance with statutory regulations. (2)

Recognition of the teacher's position as a professional as referred to in paragraph (1) is proven by an educator certificate.

Furthermore, in article 8 it is explained that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy and have the ability to realize the goals of National Education. Thus, teachers are required to become professionals who have been accompanied by the provision of teacher professional allowances. Musfah (2021: 2,3) states "Providing teacher professional allowances with the aim of determining teacher eligibility, improving the process and quality of educational outcomes, increasing teacher dignity, increasing teacher professionalism, while the benefits are protecting the teaching profession, protecting society from educational practices that are not of high quality. and improve the welfare of teachers".

The teacher is one of the factors that also determines the quality of students and determines the level of quality of education. As professional teachers who have competence, teachers must be able to master their teaching profession and be able to live it, must have a commitment to work hard for the advancement of education, keep abreast of developments in science, technology and art, and develop their abilities and professional attitudes on an ongoing basis by attending seminars and scientific activities others so as not to miss information, and be active in teacher professional organizations.

Zehm Stanley J, and Jeffrey. A. Kottler (1993:5-16) suggests that the Attributes of a Great Teacher are Charisma, Compassion, Egalitarianism, Sense of Humor. So a great teacher must have charisma, compassion, believe that everyone is treated equally, and have a sense of humor.

The teacher is a profession whose job is not only to provide information on science and technology but also has responsibility in transforming the orientation of students from ignorance to knowing, from dependence to being independent, from unskilled to skilled, and forming attitudes and character. To produce this, high competence, responsibility and dedication are needed. The role and duties of the teacher have developed in line with the times, because at this time there are increasing student needs and must be met in the classroom, the curriculum is constantly changing, the demands for innovation are also increasing, taking the time to consult with parents, communication with colleagues for teaching development, as well as the need for facilities and infrastructure. Based on data from the Regional Education Balance, which is an information platform for regional education performance portraits, it is stated that the Regional Education Balance resulting from the Teacher Competency Test in Southeast Minahasa in 2021 in the pedagogic field is 53.86 and in the professional field is 52.79. The data shows that the competence of teachers in Southeast Minahasa is below the National Minimum Competency Standards (SKM), namely 55.

With this low teacher competency, the question is what causes teacher competence to be low while activities to improve teacher competence by the government have been carried out starting with the establishment of teacher certification with three models namely: Portfolio, Teacher Professional Training, and Teacher Professional Education (PPG) (Government Regulation Number 87 Concerning Pre-service Teacher Professional Programs, 2013). In addition, there

are follow-up activities followed by teachers in the form of Education and Training activities, seminars, workshops, KKG, MGMP, and MKKS activities.

In connection with the low competence of teachers, Mulyasah (2005:20-31) suggests that there are at least seven mistakes that are often made by teachers in learning that can affect the growth and development of students by assessing character and imitating what is done by the teacher. The seven teacher mistakes referred to by Mulyasah are: 1) taking shortcuts; 2) waiting for students to behave negatively; 3) using destructive discipline; 4) ignore the differences of students; 5) feel smartest; 6) unfair (discriminatory); and 7) enforce the rights of students.

Based on related research conducted by researchers in the field regarding Christian Religious Education teachers who teach in Public Elementary Schools in Southeast Minahasa district, it shows that there are practices in teaching and learning activities where an PAK teacher forces all students to understand the subject matter in a method that the same at every meeting. In addition, the teacher also seemed to be less prepared in presenting material, the teacher lacked knowledge of Christian Religious Education material because when teaching, the teacher seemed to only focus on the teacher's book and without using other references. Teachers also lack mastery of Competency Standards and Basic Competences. In terms of formulating learning objectives, the teacher has not maximized the use of operational words, in paying attention to the characteristics of students and the preparation of learning media, the teacher also lacks skills. Other findings are that the teacher has not been able to make a learning implementation plan, the teacher has not made teaching aids in the form of learning videos, and in terms of making evaluation tools, the teacher only focuses on assessing aspects of knowledge while aspects of attitudes and skills are still not given enough attention. Teachers no longer learn new things in accordance with the times, teachers do not attend training both online and offline, teachers do not master technology, information and communication, and continuous professional development is still not given enough attention.

Furthermore, with regard to the act of reflecting on one's own performance it was found that this had not been done by the teacher. Unpreparedness to apply learning innovations and motivation for improvement and self-development have not been prioritized by teachers who have received certification allowances. Even the provision of teacher certification allowances does not have a direct impact on improving student achievement. Likewise with problems in learning activities, in this case the teacher is faced with changes from the 2013 Curriculum to the Independent Curriculum, the teacher has never conducted Classroom Action Research.

In addition to these findings, researchers also see that the interest in becoming a teacher seems to be getting bigger, although it is not certain what the motivation for this action is. Is it motivated because they have sincere intentions, or is it just because they see in terms of the material that will be obtained if they become a teacher by putting aside the professionalism and competence that a teacher must have. Also pay attention to the Minister of Education and Culture Number 87 of 2013 which allows non-educational S1/DIV graduates to become teachers if they pass the PPG program.

METHOD

This study uses a qualitative research approach. According to Bogdan and Biklen (in Sugiyono 2010: 8) that qualitative research is carried out in natural conditions where researchers directly collect data from sources and researchers as instruments. Qualitative research does not use instruments because qualitative research does not measure but explore to find hypotheses. Qualitative research is descriptive in nature where the data collected is mostly in the form of words or pictures and emphasizes process. Furthermore, the data obtained will be analyzed inductively in other words in this study will use data analysis and not statistical data because in it we will understand the meaning of the data obtained. Bogdan and Taylor (in Moleong, 2001: 3) argue that qualitative research is research that produces descriptive data in the form of written or spoken words from people and observable behavior. That is why researchers use analytic descriptive methods because the problems are unclear, holistic, complex, dynamic and meaningful and researchers want to understand social situations in depth, find patterns, hypotheses and theories.

According to Creswell (Sugiyono, 2014: 39) there are five types of qualitative research, namely phenomenological, grounded, ethnographic, case studies and narrative. In this study researchers used a case study. According to Sugiyono (2002: 43) there are three stages of research as the design, namely the description, reduction and selection stages which are explained as follows:

1. Stage Description or Orientation Stage.

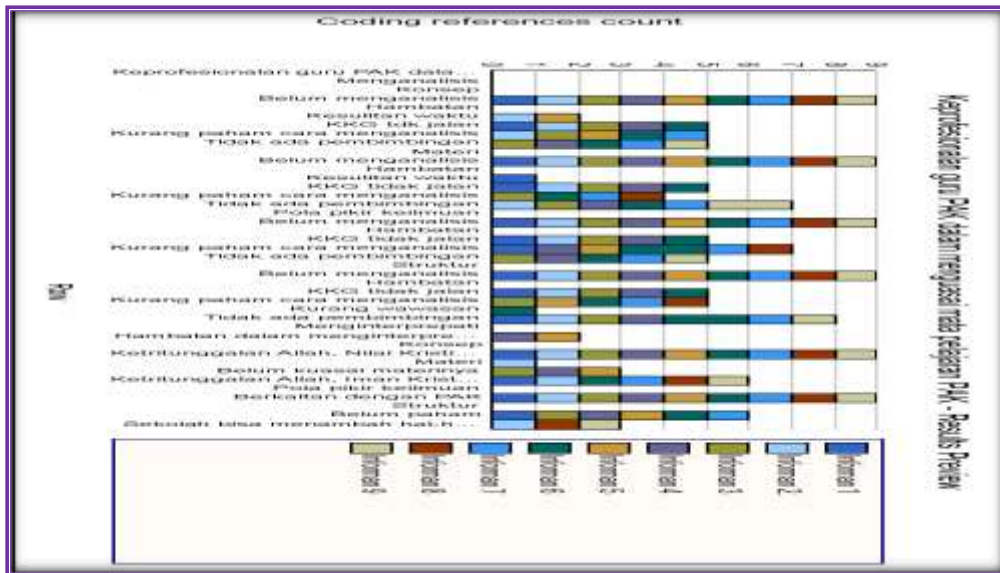
At this stage the researcher describes what he saw, heard and felt. New researchers at first glance know about the information obtained.

RESULTS AND DISCUSSION

The teacher understands that Christian Religious Education material in Elementary Schools contains the triune God, namely God the Father, Son and Holy Spirit, about Christian faith, Christian values, nature and humans, morals and spirituality. The teacher's understanding is still limited, the teaching resources they have are also lacking as a guide or reading material to understand PAK subject matter. Likewise understanding the structure of PAK, teachers do not really understand about structure so what they do is carry out tasks based on what has been arranged at school by the representative who handles curriculum. There are also differences in the understanding of the PAK concept between teachers so that each teaches with material in the textbooks for teachers and students. The scientific mindset has not been understood by some teachers so that what they understand is that all subjects are related to PAK. Likewise, the existing documentation describes the teacher's low understanding of relevant material, structure, concepts and scientific mindsets, while through observation it is clear that the activities carried out by related parties are related to the teacher's understanding. The collected data also illustrates that the teachers have not analyzed the material, structure, concepts and mindset of the relevant sciences.

DISCUSSION

PAK teacher professionalism in mastering Christian Religious Education subjects.



Picture 1. PAK teacher's professionalism in mastering points PAK lesson.

From the picture chat via matrix coding in the use of NVIVO above, it is explained that the professionalism of Christian Religious Education teachers in mastering Christian Religious Education subjects was analyzed based on 8 indicators, namely interpreting Material, Structure, Concepts, Supporting scientific mindsets, analyzing material, structure, concepts and a scientific mindset that supports PAK subjects. These indicators are analyzed separately as described below.

a. Analyzing Christian Religious Education Materials.

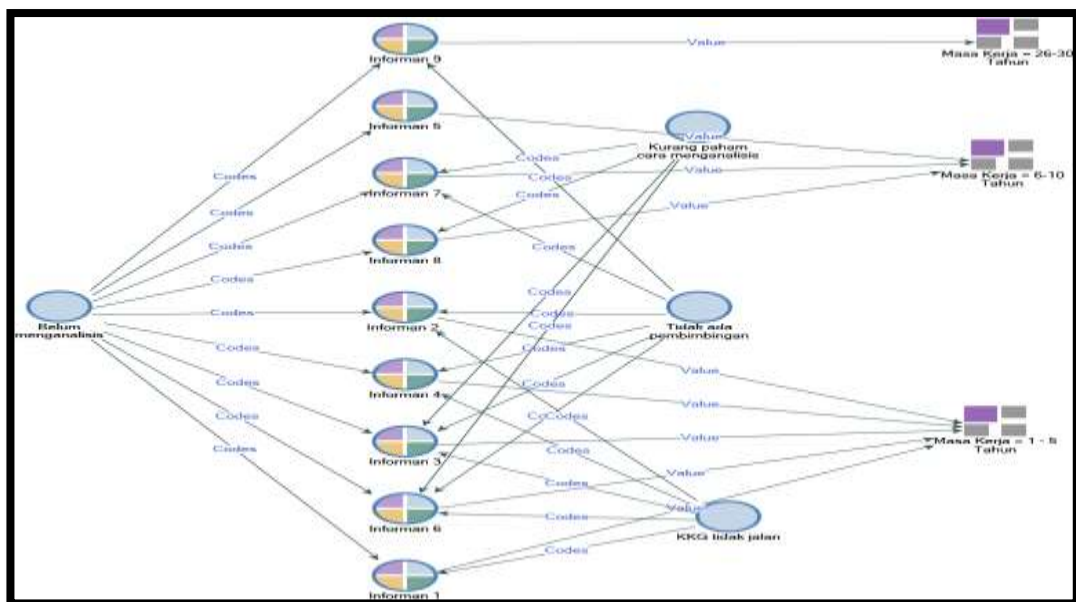


Figure 2. Analyzing Christian Religious Education Materials

Based on the picture above, it illustrates the results of data analysis that 9 informants have not carried out data analysis on the grounds that the KKG is not working (5 informants) with 1-5 years of service, do not understand how to analyze (5 informants) with details of 1-5 years of service, 2 informants, and 2 informants with 6-10 years of service, no guidance from supervisors (6 informants) consisting of 3 informants with 1-5 years of service, 1 informant with 6-10 years of service, 1 informant with 21-30 years of service .

b. Analyzing the Structure of Christian Religious Education.

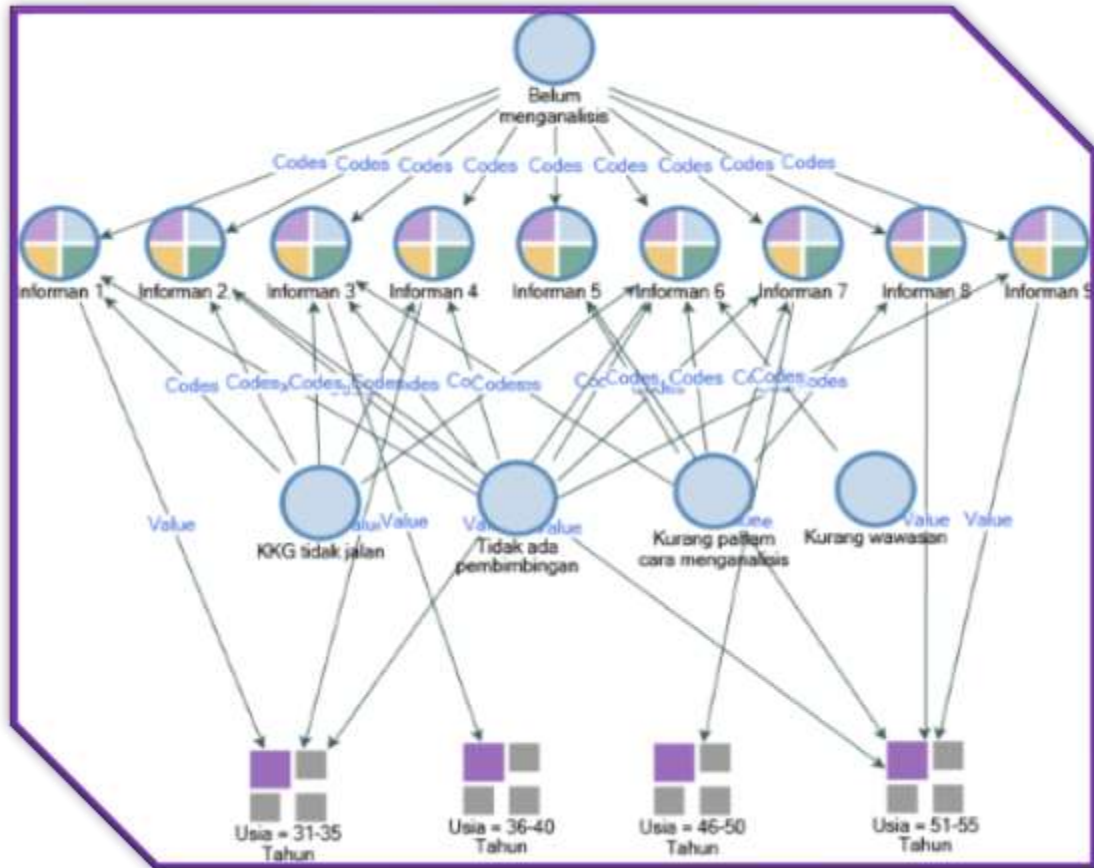


Figure 3. Analyzing the Structure of Christian Religious Education

Based on the picture above, the results of the analysis are that there are 9 informants who state that they have not analyzed the structure of the Christian Religious Education subjects with the following description:

Table 1. Results of PAK structure analysis

Reason	Age				Number of Informants
	31-35	36-40	46-50	51-55	
KKG doesn't work	3	1	-	1	5
There is no guidance from the SD supervisor	3	1	1	2	7

Kurang paham cara Don't understand how to analyze menganalisis	1	1	1	2	5
---	---	---	---	---	---

c. Analyzing the Concept of Christian Religious Education.

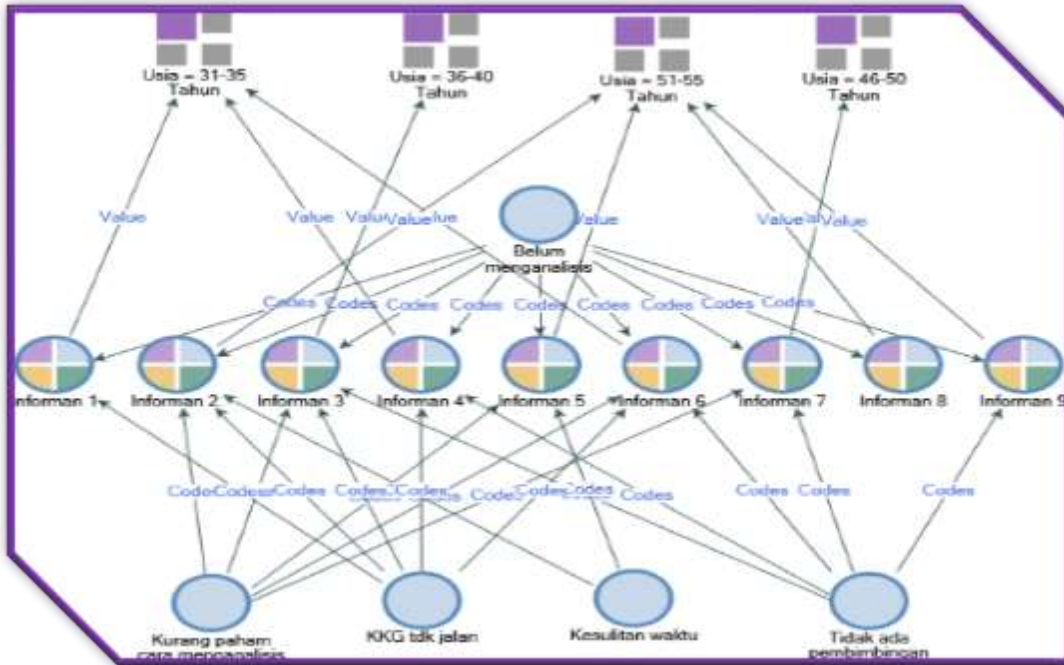


Figure 4. Analyzing the Concept of Christian Religious Education
The analysis based on existing data is shown in the picture above as follows:

Table 2. Results of PAK Concept analysis

Reason	Age					Number of Informants
	31-35	36-40	41-45	46-50	51-55	
KKG doesn't work	1	1	-	1	2	
There is no guidance from the SD supervisor	3	1	-	-	2	
Kurang paham cara Don't understand how to analyze menganalisis	-	-	-	-	2	

d. Analyzing the scientific mindset that supports Christian Religious Education subjects.

Based on the picture below, it illustrates the results of the analysis that there were 9 informants who stated that the scientific mindset that supported the Christian Religious Education subject was interrelated and the informants who stated that they had an undergraduate educational background from STAKAM Manado, STT IKAT Jakarta and Pineleng Seminary.

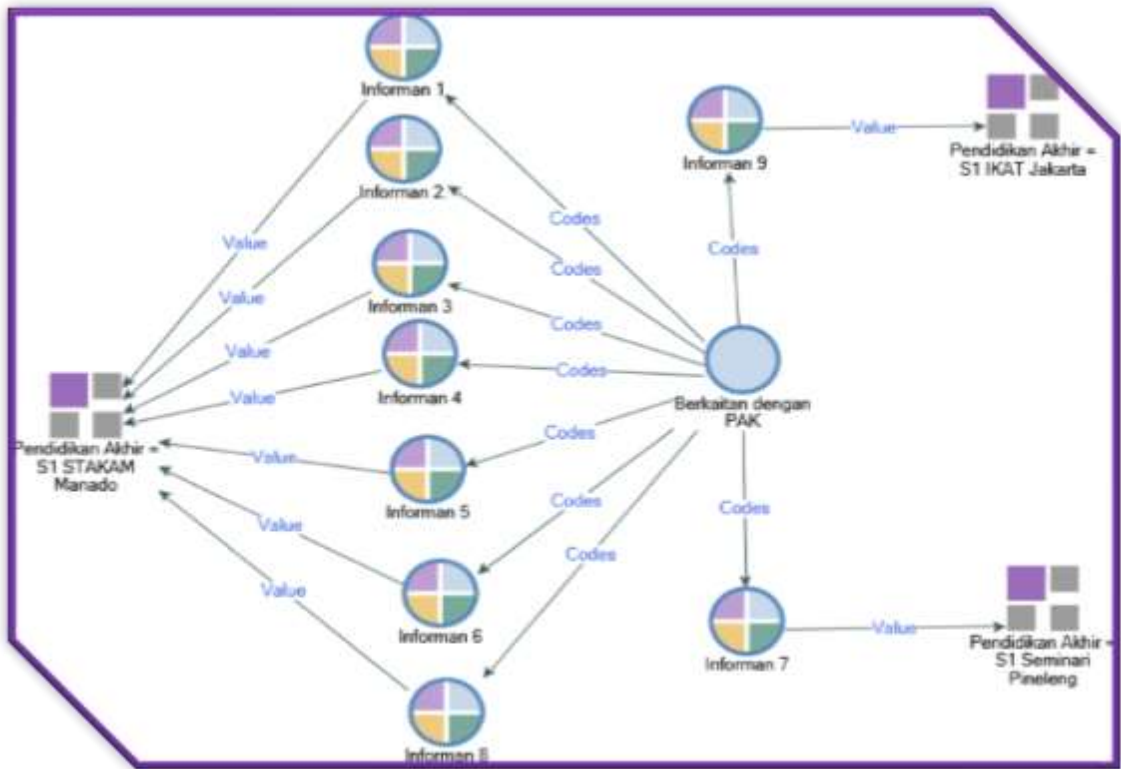


Figure 5. Analyzing the supporting scientific mindset Christian Religious Education subjects.

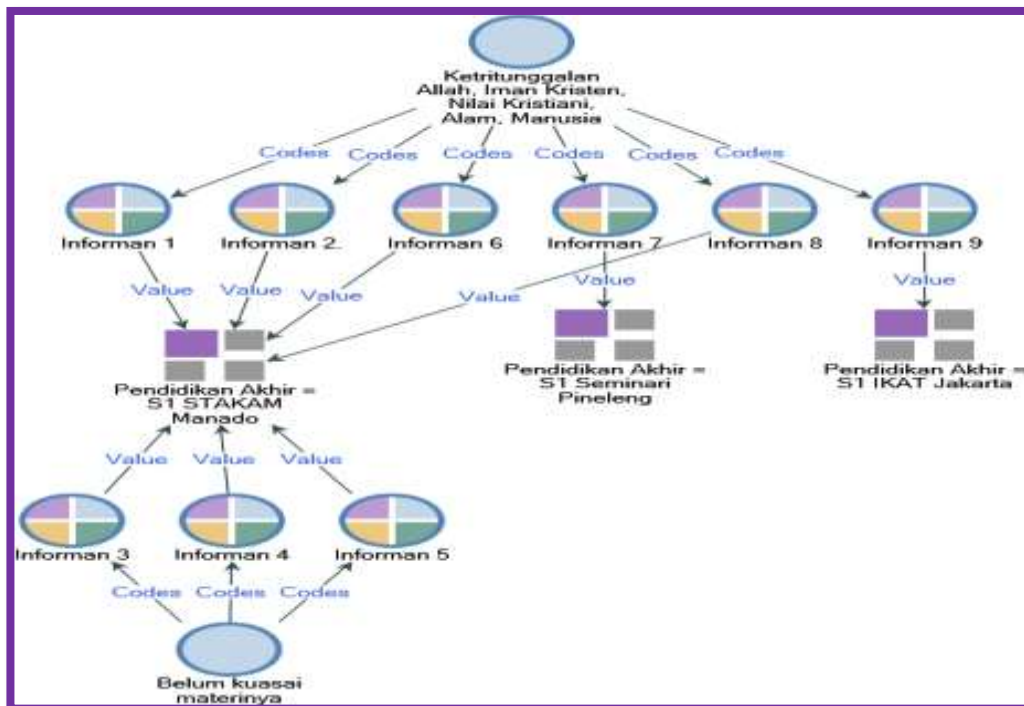


Figure 6. Interpreting Christian Religious Education Materials

Based on the picture above, it illustrates the results of the analysis that the interpretation of the informants is Christian Religious Education material talking about the Trinity of God, Christian Faith, Christian Values, nature and humans. However, there were 3 informants who had not mastered Christian Religious Education material. If viewed from the attributes of final education, then there are 3 informants who have not mastered the material from S1 STAKAM Manado while those who can provide interpretations come from 3 attributes of final education namely from STAKAM Manado, Seminary Pineleng and STT IKAT Jakarta.

f. Interpreting the Structure of Christian Religious Education

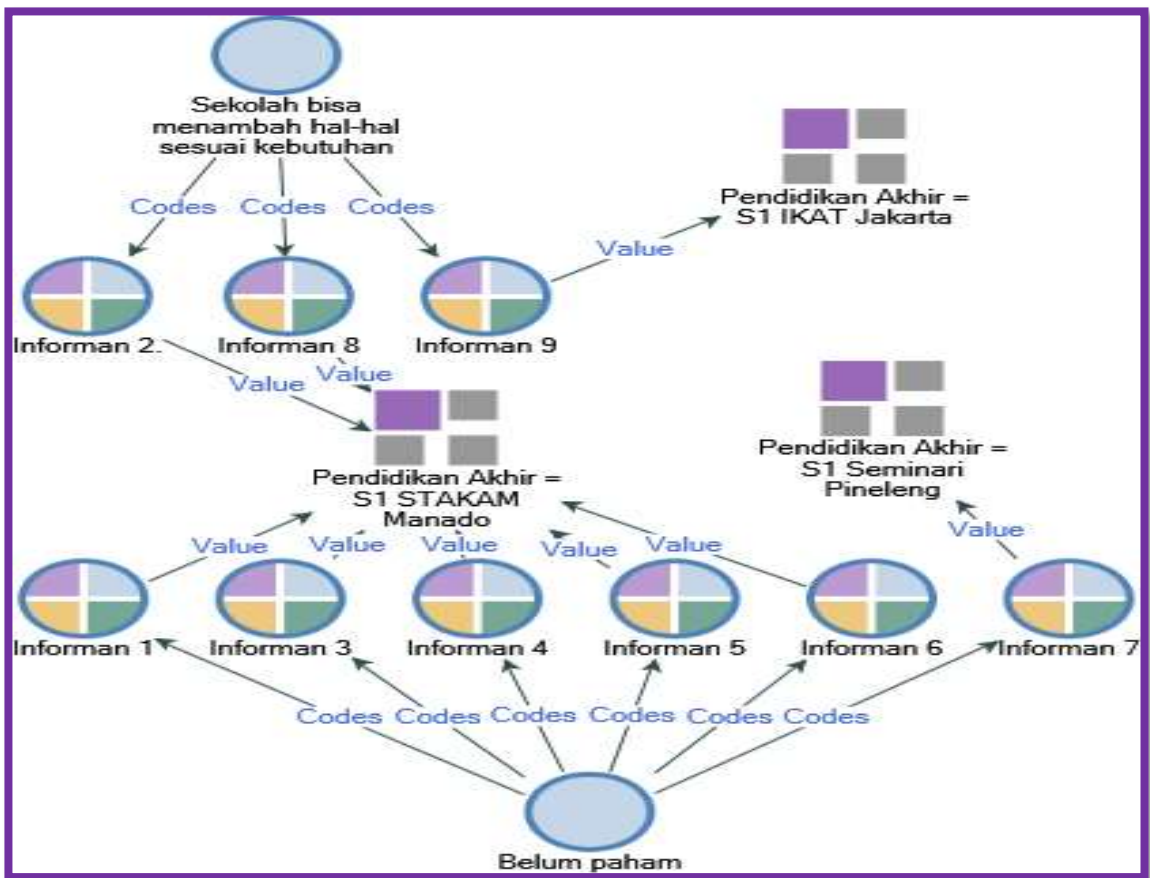


Figure 7. Interpreting the Structure of Christian Religious Education

Furthermore, the data in Figure 4.1.3 illustrates that 3 informants interpreting the structure of Christian Religious Education subjects from the school can add things related to school needs that can be added by the school according to existing needs, 2 informants with an educational background from STAKAM Manado and 1 informant from STT IKAT Jakarta, but there were 6 informants who stated that they did not understand the structure of Christian Religious Education subjects and 1 educated informant from Pineleng Seminary S1 and 5 came from STAKAM Manado.

g. Interpreting the Concept of Christian Religious Education

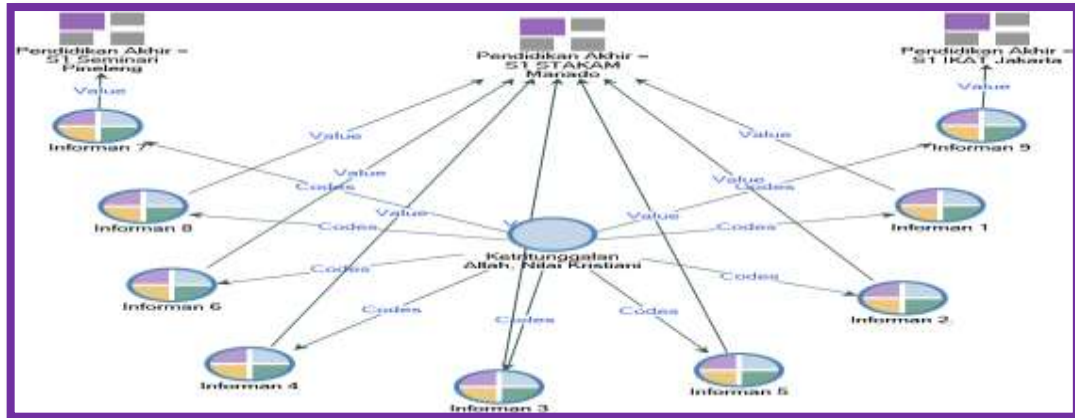


Figure 8. Interpreting the Concept of Christian Religious Education

The interpretation of the concept of the Christian Religious Education subject according to the data in the picture above shows that there were 9 informants who stated that the concept of the Christian Religious Education subject discussed the Trinity of God and Christian Values. These 9 informants have educational backgrounds at educational institutions STAKAM Manado, Pineleng Seminary, and STT IKAT Jakarta.

h. Interpret scientific mindsets that support Christian Religious Education subjects.

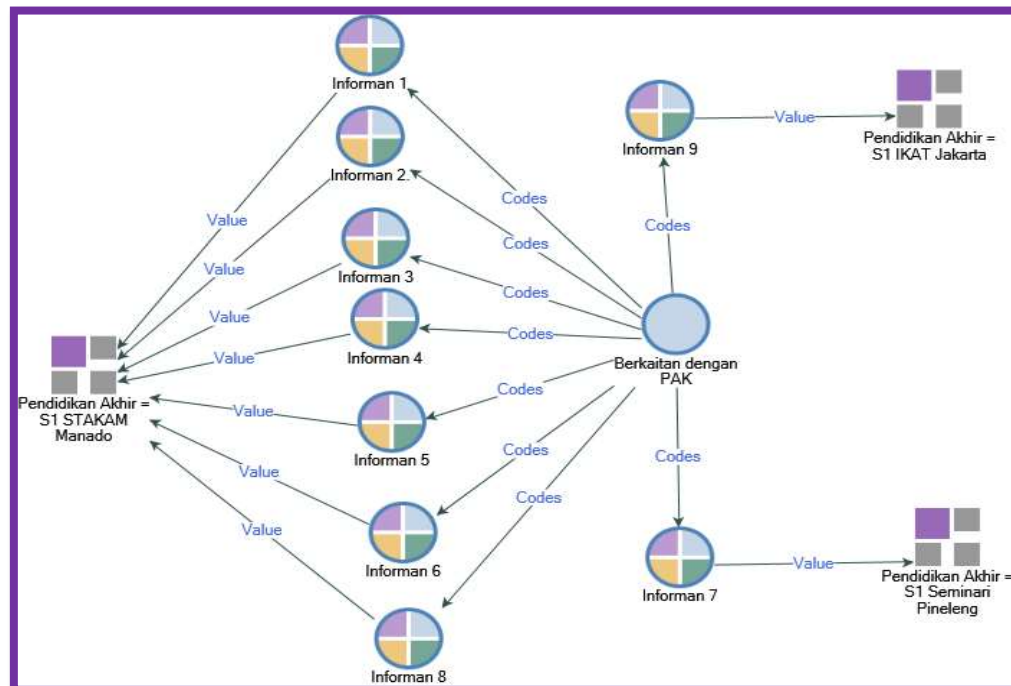


Figure 9 Interpreting the Scientific Mindset support Christian Religious Education.

Based on the data in the picture above, it illustrates the results of the analysis that there are 9 informants who state that the scientific mindset that supports

Christian Religious Education subjects are all related and 1 informant from STT IKAT Jakarta, 1 informant from Pineleng Seminary and 7 informants from STAKAM Manado.

Based on the data that has been put forward regarding the professionalism of PAK teachers in mastering PAK subjects with indicators in the form of analyzing and interpreting material, structures, concepts, and scientific mindsets that support PAK subjects above, it was found that the cause of the PAK teachers had not mastered PAK subjects. This is because teachers are still focused on the character problems of students who are elementary school students with all their problems. According to Sundari (2017) mastery of PAK subjects and educating student character are responsibilities that are interrelated with each other for an PAK teacher. To be able to educate students' character well, a teacher needs to master PAK subjects in order to be able to connect the subject matter with everyday life which aims to develop student character. This is in line with Froebel in Boehlke (1977: 413), who says that Christian religion teachers play an important role apart from being teachers who control and teach the field of Christian education studies, they also act as caretakers of the faith.

Another reason is because there is no KKG yet. According to (Datuwela et al., 2020) the KKG has a function to improve teacher professionalism. KKG is a forum formed by the government to improve teacher quality, namely to become a forum for teachers to discuss, ask questions, and receive various training and coaching to solve learning problems. However, there are other alternatives that can be taken by the teacher when the KKG has not been carried out according to (Situmorang et al., 2019) teachers can take part in various training and learning communities which are now numerous and easily available.

Furthermore, several informants said that one of the other reasons was that there was no specific guidance from supervisors. Based on the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 21 of 2010 Article 5 states that one of the duties and functions of supervisors is to provide guidance to teachers (Kaiman et al., 2020). However, the findings in the field show that in addition to the Human Resources factor from supervisors who are still classified as below average, one supervisor is charged with supervising 52 PAK teachers in Southeast Minahasa Regency. This causes complex problems and the implementation of supervision becomes ineffective, because the supervisor's workload is too heavy. According to Marsalin (2018) the solution that can be taken to overcome this problem is that supervisors can involve school principals and senior teachers as companions in assisting supervision activities. Meanwhile, the government should increase the quota of supervisors so that the ratio between the number of supervisors and the schools being coached is balanced.

Another finding based on the results of interviews and observations is that the teacher does not understand how to interpret the structure of the Christian Religious Education subject because the teacher does not read enough. The Head of Service and Head of Field as key informants in this study said that teacher mastery of PAK subjects is an obligation so that mistakes do not occur, and one of the efforts that must be made by teachers is to increase literacy. This statement is in line with (Wahyu & Sulfemi, 2019) which says that a professional teacher is a teacher who will continue to equip himself with various literature in order to

increase his knowledge and insights which have an impact on the results of the learning process carried out.

CONCLUSION

Based on the results of the study, it was found that PAK teachers had not analyzed and interpreted material, structure, concepts, and scientific mindsets that were relevant to learning Christian Religious Education in Public Elementary Schools in Southeast Minahasa Regency because they experienced various obstacles such as not fully understanding the material, structure, concepts, and scientific mindsets that are relevant because teachers don't read enough. In addition, KKG activities have not been carried out, and there has been no guidance provided by the PAK supervisor. Therefore, efforts that can be made to overcome these problems include teacher initiatives to increase literacy, carry out KKG activities, optimize guidance from PAK supervisors.

BIBLIOGRAPHY

- Djamarah, S. B. (2010). *Guru dan Anak Didik dalam Interaksi Edukatif: Suatu Pendekatan Teoretis Psikologis*. Rineka Cipta.
- G. A. Kosoko-Oyedeko and Adeyinka Tella. (2017). *Teacher's Perception of the Contribution of ICT to Pupils Performance in Christian Religious Education*.
- Indarta, Y., Jalinus, N., Waskito, Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). Relevansi Kurikulum Merdeka dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 3011–3024.
- Musfah Jejen. (2021). *Analisis Kebijakan Pendidikan. Pendidikan di Era Revolusi Industri 4.0*. Kencana.
- Mulyasa Enco. (2005). *Menjadi Guru Profesional, Menciptakan Pembelajaran Kreatif dan Menyenangkan* (Ketiga). PT Remaja Rosdakarya.
- Situmorang, E. B., Simanjuntak, H., Evimalinda, R., Lahagu, A., S, L. D., Butarbutar, R., & Situmorang, E. L. (2019). *Peningkatan Profesionalisme Guru Pak Melalui Pelatihan*. 2(2), 2003–2009.
- Marsalin. (2018). *Pelaksanaan Supervisi Akademik Pengawas Sekolah Sebagai Upaya Peningkatan Profesionalisme Guru di SD N Antara*. VIII, 63–70.
- Wahyu, A., & Sulfemi, B. (2019). *Pengaruh Kelompok Kerja Guru (KKG) Terhadap Peningkatan Kompetensi Pedagogik dan Kemampuan Menulis Karya Ilmiah*. September, 53–58.