

Strengthening Teacher Responsibility towards Islamic Education In Ibtidaiyah Madrasah at Kasih Sayang Foundation

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Abstract

A phenomenon that has been seen during the fact that most teachers do not carry out their obligations as they should due to having different educational backgrounds, the ability of children who are lacking with a background low socioeconomics and demands on the fulfilment of administrative completeness as a teacher receiving a professional certification. This activity aims to strengthen the responsibility of teachers as a profession, especially religious teachers. This method of service activity uses a Participation Action Research (PAR) approach through socialization, training and mentoring to teachers, especially in aspects of faith, morals, physical, and intellectual improvement of students, student psychology and society. The target of this activity is the total number of teachers who teach Ibtidaiyah Madrasah at The Kasih Sayang Foundation, which is 20 teachers. The instrument in this activity uses a pre and post-test questionnaire while the difference test uses a Wilcoxon test with $p = 0.001$. There is a change in the responsibility of teachers of Islamic religious education after this activity ends

Keywords: Responsibility; Education; Islam

Abstrak

Sebuah fenomena yang telah terlihat selama fakta bahwa sebagian besar guru tidak melaksanakan kewajiban mereka sebagaimana mestinya karena memiliki latar belakang pendidikan yang berbeda, kemampuan anak-anak yang kurang dengan latar belakang sosial ekonomi yang rendah dan tuntutan pemenuhan kelengkapan administrasi sebagai guru yang menerima sertifikasi profesional. Kegiatan ini bertujuan untuk memperkuat tanggung jawab guru sebagai profesi khususnya guru agama. Metode kegiatan pengabdian ini menggunakan pendekatan Participation Action Research (PAR) melalui sosialisasi, pelatihan dan pendampingan kepada guru, khususnya dalam aspek iman, moral, peningkatan fisik, dan intelektual siswa, psikologi mahasiswa dan masyarakat. Sasaran kegiatan ini adalah jumlah guru yang mengajar Madrasah Ibtidaiyah di Yayasan Kasih Sayang, yaitu sebanyak 20 guru. Instrumen dalam kegiatan ini menggunakan kuesioner pra dan pasca tes sedangkan uji beda menggunakan tes Wilcoxon dengan $p = 0,001$. Ada perubahan tanggung jawab guru pendidikan agama Islam setelah kegiatan ini berakhir

Kata Kunci: Tanggung Jawab; Pendidikan; Islam

BACKGROUND

Islamic education has several terms of education, but in naquib al-Attas's opinion prefers the term *al-ta'dib* to provide an understanding of education compared to other terms, because *al-ta'dib* denotes education for humans only, while the terms *al-tarbiyah* and *alta 'lim* apply to other beings (animals) stated by (Al-Attas, 2019). Education is an activity carried out by humans with the aim of being able to develop human individuals. Islam as a religion is very concerned and even emphasizes to its people to always follow the educational process. Even Islamic education comes directly from the Qur'an and Hadith. This Islamic education is used to develop human beings from the time they live in this world until their life in this world ends, so Islamic education is a lifetime. There should be a difference between adult education and children's education

In the process of education, human beings are also required to have a sense of responsibility to carry it out properly. This certainly has a good effect on the person and also this responsibility has been emphasized by the Prophet SAW "Each of you is a leader and is responsible for what he leads. The priest is a leader and is in charge of his people. Men are leaders in their families and are in charge of their family members. And a woman is a leader in her husband's household, and she is in charge of all her family members. A servant is a leader for his employer's property, and he is responsible for the safety and integrity of his property "(Bin Ismail, 1993). Jela, K., Kerawing, O. Y., Pai, I., & Margaretta, M. (2022)

GENERAL DESCRIPTION OF THE COMMUNITY, PROBLEMS AND TARGET

SOLUTIONS

General description

Islamic education has been carried out from an early age to human adulthood. Meanwhile, in formal education, Islamic education is held starting from early childhood education to the university level. In this case, the role of the teacher as one of the elements of providing education becomes very vital for the success of Islamic education itself.

Problem

Lack of interventions aimed at Strengthening educational responsibilities related to The Responsibility of Faith/Tawhid Education; Responsibility for Moral Education; Physical Education Responsibilities; Responsibility for Intellectual Education; Mental Education Responsibilities; and Social Education Responsibility.

METHOD

The service method used is Participation Action Research (PAR). Participation Action Research is a research activity in the form of research carried out with participation in the form of implementing socialization in schools to teachers to make changes for the better. PAR is a research that actively involves all relevant parties (stakeholders) in reviewing ongoing actions in order to make changes and improvements in the expected direction.

RESULTS AND DISCUSSION

Indicators of aspects of strengthening the responsibility of Islamic Education Teachers pre and post test

Table 1. Strengthening the Responsibility of Islamic Education Teachers in Ibtidaiyah Madrasah at Yayasan Kasih Sayang

NO	Teacher Strengthening Indicators'	Pre		Post	
		Frequency	Percentage	Frequency	Percentage
1.	Strengthening Teacher Responsibility for Faith / Student Tawhid Education	11	55%	1	5%
2.	Strengthening Teacher Responsibility for Student "Moral" Education	4	20%	7	35%
3.	Strengthening Teacher Responsibility for Students' Physical Education	5	25%	12	60%

4.	Strengthening Teacher Responsibility for Students' Intellectual Education	20	100%	20	100%
5.	Strengthening Teacher Responsibility for Students' Mental Education	15	80%	15	60 %
6.	Strengthening Teacher Responsibility for Student Social Education	15	80%	15	20%
Wilcoxon Signs Statistical Test Ranking Test			Result P value = 0.001		

The PAR method is able to provide Strengthening teacher responsibility toward faith/student tawhid education. This is because the PAR model is able to develop abilities and shape character, fostering motivation so that physical and spiritual innate potential can develop rapidly in accordance with community values and cultural norms (Djumransjah, 2010).

Faith education means education that keeps children attached to the foundations of faith, the pillars of Islam and the foundations of Islam and this is given when children understand something. The obligation of educators is basically to cultivate the basis of understanding and the basis of faith education in children from the beginning of their growth (Ulwan, 1981). The child will later carry out his obligations as a Muslim both in faith and worship because he already feels bound.

The results of mental and physical training can form humans who have high culture and can carry out duties and responsibilities in the personal life of teachers who carry them out in the teaching and learning process activities and in society. Moral education makes good personality and behaviour with good manners and noble character. (Maimunah, S., & Masita, E. D. 2019).

In physical education activities or physical education is an integral part of total education that seeks to achieve the goal of developing physical, mental, social and emotional fitness for the teacher. Teachers are very enthusiastic about running it based on tutorials recommended for physical health because it is very useful for maintaining physical health. With physical activity carried out there are leisurely walks, heart-healthy gymnastics and holding competitions between teachers and other competitions.

Intellectual education (ratio) shapes the mindset of the child towards something that has benefits, both culture, *shari'a* science, consciousness, modern science, thinking and even human civilization. Intelligence makes humans mature in thinking and is formed in science and culture (Ulwan, 1981). If it is drawn on the education of reason, then the education of reason actually increases knowledge and improves education. Intellectual education can also make human beings free from doubt. A person's mind will be able to accept the new arrival and not stay in the old one before it is determined by his own thoughts. Islam carries out the development of the power of reason by proving and seeking the truth (Qutub, 2013).

The responsibility of mental education is the result of thinking to perform and act on all activities that produce good results. Education that has been more emphasised in terms of intellectual cognitive knowledge must be improved by cardiac education, so as to cultivate psychomotor qualities and spiritual awareness in everyday life and apply to a healthy body there will be a healthy soul. The app gave birth to a policy that gives initiatives to teachers to deal with problems that cause conflicts, fights, physical crimes, theft and others. (Masita, E. D., Isnaini, Y., & Lestari, P. C. A. (2021).

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CONCLUSION

The PAR method is able to provide strengthening responsibility to religious teachers as an effort to form student character

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