

The Implication Of Certification In Improving The Professionalism Of Senior High School Islamic Education Teachers In Southeast Sulawesi

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Abstract

This qualitative study aims to describe the competence of professionalism and the implications of certification in improving the professionalism of Senior High School Islamic Education teachers in Southeast Sulawesi. Data collection technique include observation, interview and relevant document. At the same time, data analysis technique is data collection, reduction, discussion and conclusion. The results showed that Islamic education teachers have a decent ability to develop their professional competencies. These capabilities include interpreting and analyzing the materials, structures, concepts, and mindsets of relevant disciplines to Islamic education. In addition, the teachers also understand standards of competency, basic competencies of subjects, learning objectives, select and manage Islamic education materials creatively. Furthermore, teachers reflect that the results are applied in developing the profession. Among other self-development activities are conducting class action research, undertaking professional subsidiary activities, reform the current knowledge and adhere to the development of information and communication technology. In addition, employing Islamic education teacher certification program, either by portfolio or PLPG and PPG, advance the professional competencies of teachers, enhance the awareness and educational insight, enrich precious experiences for educational and learning development, furthermore, strengthen the capability to plan and carry out Islamic educational learning activities.

Keywords: Professional Competence, Teacher, Certification, Islamic Education Teachers.

Introduction

The teacher is one of the most important factors in improving the quality of education, especially Islamic religious education teachers, because in addition to having a role in transferring knowledge, he also has a role in helping the process of moral internalization to students. In addition, Islamic education teachers must have provisions for self-

preparation in mastering a number of knowledge, skills, and special abilities as basic competencies related to the teaching profession, so that they can carry out their duties properly, and can meet the needs and expectations of their students, become perfect human beings, both outwardly and inwardly, devoted to religion, nation and state.

Teachers are the primary resource in efforts to develop the ability of college students within

the destiny, consequently, people with the coaching career have a strategic that means, due to the fact they perform a true challenge for the procedure of humanization, intelligence, civilizing, cultivating values and constructing countrywide individual. Reputation of the position of instructors as professionals is evidenced through an educator certificates, that's obtained thru trainer certification. Teacher certification is the method of supplying educator certificates for teachers in formal training devices. An educator certificates is a proper proof of recognition given to teachers as specialists. Teacher certification as an attempt to improve the satisfactory of instructors is predicted to improve instructor overall performance in sporting out their responsibilities and duties as teachers within the subjects they train. Teachers are predicted so as to perform great getting to know, that can enlighten and direct students to grasp the desired capabilities, which in turn can improve the satisfactory of education in Indonesia in a sustainable manner. With the certification of educators, it's far predicted to enhance trainer performance, or in different words, the possession of an educator certificate by teachers is a illustration of the nice of the instructor's overall performance itself.

Every job is definitely required to always prioritize professionalism in all its aspects. Being a teacher is required to work professionally. Professionalism is the main aspect that must be attached and it really exists and is not made up. Teachers are one of the professions that demand professionalism in their work, especially in teaching. The teacher is a very decisive component in the implementation of a lesson. Without a teacher, no matter how good and ideal a learning theory is, it is impossible to apply and only read as reading. The success of the implementation of a lesson will depend on the expertise of the teacher in using the theory and its application in teaching and learning activities.

The teacher in the learning process plays a very important role. The teacher does not only act as a model or role model for students, but also as

a learning manager. The teacher is also known as the running curriculum. Thus the effectiveness of the learning process lies on the shoulders of the teacher. Therefore, the success of a learning process is largely determined by the quality or ability of the teacher. In other words, the teacher is very decisive for the success of students because of the strategic position of the teacher as a teacher, mentor, and guide for students in learning.

An instructor is needed to work professionally in teaching, due to the fact instructor professionalism is the main key to the smooth and successful gaining knowledge of technique in faculties/madrasahs. Handiest expert teachers can create an energetic state of affairs for college kids in studying sports. Expert teachers are believed for you to lead college students in studying to locate, manage, integrate their acquisitions, and resolve troubles related to know-how, attitudes, values or life abilities. Expert teachers are believed as a way to make students think, behave, and act creatively.

Based on the initial observations made to Islamic education teachers at Kendari Senior High School, that the ability of the teacher is still low, as well as the motivation, both intrinsic motivation and extrinsic motivation. The results of an interview with Islamic education teachers stated that in general the professional competence of Islamic education teacher was good, but personally there were still some who were not so professional, not only in terms of Islamic education teachers material, but also from the aspect of their development activities, including their discipline (Rusman, 2019). Ability and motivation will appear by itself if accompanied by sincerity. That is, teachers can be said to be professional if they have high work skills and the sincerity to teach as well as possible. This sincerity will be reflected and seen when the learning process takes place.

Professional teachers could be meditated inside the implementation in their determination to tasks marked by way of expertise and thoroughness, each in material and sensible methods. Professional teachers must be able to

build commitment to their careers and work, to be consistent with everyone and to learning. There are 470 teachers of Islamic Religious Education at SMANs throughout Southeast Sulawesi from 237 SMANs spread across the Regency/City of Southeast Sulawesi Province (Sumber, 2019). Professional teachers must be able to show their responsibility in carrying out all their services. Responsibility for work and career, service oriented to stakeholders, work according to priorities, social responsibility, moral, scientific, personal, spiritual, and have a sense of devotion, as well as a call to conscience.

Professional teachers must also have openness, namely being open to new ideas, accepting suggestions and input, oriented to the outside world, exchanging opinions and group studies. Having the behavior of true, qualified, and dedicated professional teachers, developing collaboration norms, being able to work together with the community, discussing new strategies or strategic innovations, and being able to solve problems, teach, analyze data, improve strategies, control risks, be able to deal with every human being who different and able to motivate each other, have special skills, competence, high creativity in learning and read a lot of educational books.

Method

This type of research is descriptive. The approach used in this study is a qualitative approach, which is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2012). Qualitative research is a research method based on post positivism or interpretive philosophy, used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is done by triangulation (combined observation, interviews, documentation), the data obtained tend to be data qualitative, inductive/qualitative data analysis, and qualitative research results are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses

(Sugiyono, 2018).

Results

Basic Concepts of Teacher Professional Competence

In line with Bahri, teachers are folks that provide expertise to college students. Teachers inside the community's view are people who carry out education in positive places, not always in formal academic establishments however also can be in mosques, in surau/mushala, at home, and so on. Bahri further said that Guru is the figure of a leader. The teacher is an architectural figure who can form the soul and individual of college students. The instructor has the energy to form and build the persona of students to end up someone who's beneficial for faith, hometown and state. The instructor is tasked with preparing sufficient ethical people and may be anticipated to build the country and the state (Bahri, 2010). Instructor is a career, specifically a process that must be performed with certain qualifications of know-how required for the teaching profession, has the abilities, abilities and meets the minimal excellent standards acquired thru expert training (Article I paragraph (4), law No. 14 of 2005). Then its miles defined in Article 7 bankruptcy III. law No. 14 of 2005 regarding instructors and academics, that the coaching career is a unique subject of work done with the subsequent ideas, having competencies, interests, vocations, and beliefs; have a commitment to enhance the best of education, faith, piety, and noble person; have academic qualifications and academic heritage according with the field of labor; have the important abilities according with the sector of duty; have duty for the implementation of professional obligations; obtain income determined according with work overall performance; have the possibility to expand professionally in a sustainable way through lifelong getting to know; have guaranteed felony protection in carrying out professional obligations; and, having a expert agency that has the authority to regulate subjects regarding the professional

responsibilities of instructors. Then, it's far defined in Article 8 chapter IV that teachers need to have educational qualifications, educator abilities and certifications, be physically and mentally healthful, and have the potential to understand country wide schooling desires. The educational qualifications as cited in Article eight are acquired thru a better education diploma software or a four-diploma program. In the meantime, teacher competence as referred to in Article 8 consists of pedagogic competence, personality competence, social competence, and professional competence obtained thru professional education.

Certification of educators (teachers) as described in Article 11 Chapter IV, is given to teachers who have met the requirements, organized by universities that have programs for procurement of accredited educators and education personnel. Certification will be carried out in competency tests in four areas of teacher competence, namely, professional competence, pedagogic, personal (personality), and social.

Teachers Professionalism

Professionalism comes from the word profession which means a field of work that someone wants or Professionalism comes from the phrase career because of this a area of labor that someone needs or will do (Kunandar, 2009). Career is a discipline of work based totally on understanding training (skills, vocational, and so on) (Nurdin & Usman, 2003). Profession way as a bridge or a specific task that requires special information and skills received from intensive educational schooling (Kunandar, 2009).

So, a career is a task or role that calls for certain abilities. Which means that a process or position known as a profession cannot be held by using just all people, but requires education through unique education and schooling. Accordingly, the coaching career is a special information and authority inside the fields of training, coaching, and schooling that is occupied for use as a livelihood in assembly the needs of the character concerned. Instructor is a

career, because of this a position that calls for special competencies as a teacher and cannot be carried out through simply everybody out of doors the field of training.

The professionalism of teachers in positions is determined by 3 (three) important factors, namely: (1) must have special skills prepared by the expertise or specialization education program; (2) the willingness to improve abilities (special skills and expertise mastered); (3) from the application of this professionalism, adequate income is obtained as a reward for the special expertise he has.

Professionalism is a dynamic attempt inside the context of optimizing the utility of obligations so that it will come to be expert by improving the high-quality of elements of Competence. Expert teachers are teachers who're capable of manipulate themselves in wearing out their daily obligations. Professional teachers are instructors who perform teacher obligations with excessive capabilities (talent) as a source of existence. Instructor professionalism is the nice of instructors who've unique skills and know-how within the subject of teaching so that they're able to carry out their obligations and features as teachers properly, supported through maximum abilities. As an expert instructor, he need to be capable of perform his obligations professionally and need to have expert competencies as well. Professional competence approach that a teacher must have wide, in-intensity know-how of the sector of take a look at he teaches, pick and use diverse coaching techniques inside the coaching and getting to know process he organizes.

Characteristics of a Profession.

In line with Robert W. Richey in Daman Hermawan that the traits of a career are as follows : (1) More involved with perfect humanitarian offerings than personal pursuits; (2) an expert employee calls for an enormously long time to analyze the ideas and concepts of special understanding that supports his information; (3) have positive qualifications to enter the profession and are capable of follow traits in the boom of positions; (4) have a code

of ethics that regulates membership, behavior, attitudes and work techniques; (5) requires a high intellectual activity; (6) the lifestyles of an business enterprise that may enhance provider standards,

30afb5cb81d2c864346e13b9bc61f312 within the profession, and the welfare of its individuals; (7) offer possibilities for advancement, specialization and independence; (8) views the profession as a live career and becomes a permanent member (Sanusi, 1991) Sanusi expresses the main characteristics of a profession as follows: (1) a position that has a crucial social significance and function; (2) positions that require certain skills/expertise; (3) the skills/expertise required by the position are obtained through problem solving using scientific theories and methods; (4) the position is based on a clear, systematic and explicit body of scientific disciplines, which is not just the opinion of the general public; (5) the position requires tertiary education for a long period of time; (6) the educational process for the position is also the application and socialization of professional values itself; (7) in providing services to the public, members of the profession adhere to a code of ethics controlled by professional organizations; (8) each member of the profession has the freedom to give judgment on the professional problems he faces; (9) in practice serving the community, members of the profession are autonomous and free from interference from outsiders; (10) this position has high prestige in society, and therefore gets high rewards too (Sanusi, 1991). According to Westby in Daman Hermawan (Hermawan, 2007) state in detail the characteristics of the profession as follows: (1) recognition by the community of certain services that can only be performed by groups of workers categorized as a profession; (2) it has a set of disciplines that form the basis of a number of unique techniques and procedures; (3) the need for deliberate and systematic preparation before people are able to carry out professional work; (4) having a mechanism to screen, so that only those who are considered competent are allowed to work for certain

occupations; (5) having a professional organization which in addition to protecting the interests of its members from rivals from outside groups, also serves to improve the quality of services to the community, including professional ethical actions for its members..

Professional Competence of Islamic Education Teachers at SMANs in Southeast Sulawesi

Professional competence is the ability of teachers to master knowledge in the fields of science, technology and art, which at least includes mastery of subject matter broadly and in depth according to the standard content of the educational unit program, subjects, and subject groups they hold, concepts and methods of scientific disciplines, conceptually relevant technology, or art that overshadows or is coherent with the educational unit program, subject, and subject group being taught.

Islamic education teachers master the subject matter being taught, concepts, and scientific mindsets that support the subjects being taught. The way Islamic education teachers interpret the material, structure, concepts and mindset of the sciences that are relevant to Islamic Religious Education (PAI) learning is to adjust the material with the learning objectives, then provide opportunities for students to develop students' knowledge (St. Hajar). (Hajar, 2020) According to Sutri, by designing and implementing learning activities that encourage students to learn according to their respective skills and learning patterns (Sutri, 2020). St. Salma Alwi stated that by making a report on learning outcomes as an accountability for learning outcomes to the school, parents, community or related agencies (Alwi, 2020). Nurdin Baluambi stated that I analyze material, concepts and mindsets of other sciences that are relevant to Islamic education teachers learning (Baluambi, 2020). Andi Saidah stated that he understood the curriculum material and structure, adapted the material to the concept, and adapted to the students' thinking ability (Saidah, 2020). La Arhawi stated that the teacher must master the material, structure and

scientific concepts of the subject so that the teacher is able to implement the material. Darmawati stated that by collecting media sources that will be used as well as those related to the learning process (Darmawati, 2020). Wa Ndoama stated that by giving an assignment to look for material, which had been given an assignment by the teacher, the results were presented in front of the class (Ndoama, 2020). Zairah stated that by cultivating a strong faith in students (Ndoama, 2020). Jaenadi stated that it provides a good opportunity to obtain information, ideas, skills, values and ways of thinking as a means to express himself (Jaenadi, n.d.). La Ude states to formulate material that includes structure, concept and mindset (Ude, 2020). Jumina stated that by using learning media that is relevant to the material (Jumina., n.d.). Kamaldin stated by returning memories about the theory he had studied and practical experiences he had experienced that were relevant to the material for the Islamic education teachers discussion (Kamaldin, 2020a). Sukmawati Sahibu stated that by mastering the subject matter broadly and deeply (Sahibu, 2020). Abdul Janudin stated that students were given an affirmation of the material reference, then students were given assignments in groups, and practiced directly in front of the class (Januddin, 2020). Hasmina stated that PAI teachers are able to instill and grow strong and correct faith in students, and teachers must have adequate abilities or competencies (Hasmina, 2020).

Based on the views of the informants stated above, Islamic religious education teachers at State Senior High Schools throughout Southeast Sulawesi Province in interpreting the material, structure, concepts and mindset of the sciences that are relevant to Islamic Religious Education (PAI) learning are having the ability or competence adequate for designing, adapting and carrying out learning activities with materials and the use of learning media that encourage students to learn according to their respective skills and learning patterns, develop student knowledge, and make reports on learning outcomes as accountability for

learning outcomes to the school , parents, community or related institutions.

The way Islamic education teachers analyze the material, structure, concepts, and mindset of the sciences that are relevant to Islamic religious education (PAI) learning is by reading and explaining various sources and then analyzing them, especially books that are relevant to PAI material (Ndobara, 2020). Nurdin Baluambi stated that by searching for the appropriate and relevant curriculum concepts, then doing data analysis by reduction (Baluambi, 2020) . Darmawati stated that she studied all related books and relevant supporting books systematically and had an accurate foundation (Darmawati, 2020) . Wa Ndoama stated that he saw from the level of difficulty of the material to be discussed (Darmawati, 2020). Jaenadi stated that he needed solid insight about the possibilities of teaching strategies that are in accordance with the objectives of Islamic education teachers learning (Jaenadi, 2020). Kamaldin stated by suggesting and connecting other sciences that are relevant to the subject matter by bringing back memories and understanding of other sciences related to Islamic education teachers material (Kamaldin, 2020b). Sukmawati Sahibu stated that she must master science-related material that is relevant to Islamic education teachers subjects (Sahibu, 2020). Abdul Janudin stated, namely: Given student worksheets so that they are more familiar, Formulate each competencies, Formulate each learning goal (Januddin, 2020). Sutri stated that by analyzing learning outcomes based on all forms of assessment to determine the level of progress (Sutri, 2020). St. Hajar stated that she studied the suitability of the material with the learning objectives, and adjusted the concept to reality (Hajar, 2020).

Based on the information provided by the Islamic education teacher above, the PAI teacher in analyzing the material, structure, concept, and mindset of the sciences relevant to Islamic religious education (PAI) learning is by reading, explaining, searching, studying, developing insight, studying, formulating ,

analyze various sources, discuss and then analyze especially books that are relevant to Islamic education teachers material, master the material and connect other sciences relevant to the subject, prepare student worksheets, analyze learning outcomes based on the form of assessment to determine the level of progress and depth of material from learners.

Professional competence is a broad and in-depth mastery of science and technology material regarding the field of study or subjects that will be given to students by using an instructional system and appropriate learning strategies. This professional competence includes mastery of learning materials or fields of study that include theoretical and practical science, technology and art.

One key main task and position of teachers as professionals according to the provisions of Article 4 of the Law on Teachers and Lecturers is as a learning agent whose function is to improve the quality of national education. As a learning agent, the teacher has a central and strategic role, among others, as a facilitator, motivator, learning engineer, and inspirational learner for students (Trianto & Triwulan, 2007). For success in carrying out the role as a teacher, it is necessary to have a standard of competence. Based on the National Education System Law no. 14 concerning teachers and lecturers, Article 10 determines that teacher competencies include cognitive competence, personality competence, professional competence and social competence.

What is meant by professional competence is the ability to master the subject matter broadly and deeply (Níám, 2006).

Expert competence is the potential to grasp the cloth, vast and deep studying that allows guiding college students to fulfill the competency standards set out inside the countrywide training requirements. The scope of expert competence is as follows:

Teacher competence means the ability of a teacher to carry out his obligations responsibly and appropriately or the ability and authority of a teacher in carrying out his teaching profession (Mulyasa, 2007). Teacher competence is a set of mastery abilities that must exist within the teacher in order to realize his performance appropriately and effectively (Kunandar, 2009).

however, if the trainer's competence is associated with Islamic non secular schooling, it's miles education that is very crucial for human existence, specifically in attaining inner peace and intellectual fitness in popular. Islam is the exceptional way of lifestyles, the most powerful deterrent to incorrect and evil deeds, the incomparable moral controller. Then the competence of Islamic religious instructors is the authority to decide Islamic non secular training in order to study at a sure degree in the school wherein the trainer teaches (Daradjat, 1994).

Professional competence in which there are center capabilities of teachers, particularly learning the cloth, structure, principles, and scientific mind-set that supports the topics being taught; gaining knowledge of competency standards and fundamental capabilities of the subjects taught; increase creatively guided learning materials; broaden professionalism in a sustainable manner via taking reflective actions; utilize records and conversation generation to expand themselves. Meanwhile, the competence of subject teachers, such as the competence of teachers of religious education subjects at SD/MI, SMP/M.Ts, and SMA/MA, SMK/MAK, is said to interpret the material, structure, concepts, and mindset of the sciences relevant to learning. Islamic religious education, as stipulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, the professional competence of Islamic education teachers, is:

Table I.

Professional Competence		
No	TEACHER CORE COMPETENCIES Getting to know the material, structure, Ideas, and clinical mindsets that help the subjects taught. Gaining knowledge of competency requirements and basic abilities of the topics taught. Broaden creatively guided mastering materials. Broaden professionalism in a sustainable way by taking reflective actions. Utilize data and verbal exchange era to expand themselves.	KOMPETENSI GURU MATA PELAJARAN Competency of Teachers of Religious Education subjects at SD/MI, SMP/MTs, and SMA/MA, SMK/MAK* Competencies of Islamic Religious Education Teachers: a. Interpreting the material, structure, concept, and mindset of the sciences that are relevant to the learning of Islamic Religious Education. b. Analyzing the material, structure, concept, and mindset of the sciences that are relevant to the learning of Islamic Religious Education. Understand the competency standards of the subjects taught. Understanding the basic competencies of the subjects taught. Understanding the learning objectives being taught. Choose learning materials that are taught according to the level of development of students. Processing the subject matter that is taught creatively according to the level of development of students. Continuously reflect on own performance. Utilizing the results of reflection in the context of professional improvement. Conduct classroom action research for professional improvement.

The way Islamic education teachers interpret the material, structure, concepts and mindset of the sciences that are relevant to Islamic Religious Education (PAI) learning. Religious teachers are different from teachers in other fields of study. The religious teacher in addition to carrying out teaching duties, namely imparting religious knowledge, he also carries out teaching and coaching tasks for students, he helps the formation of personality, moral development and fosters faith and piety of students (Daradjat, 1994). Professional competence is a broad and deep mastery of learning materials, including mastery of curriculum subject matter in schools and philosophical scientific substance (Asmani, 2009).

Reading the fabric, shape, concept, and attitude of the sciences which might be relevant to mastering Islamic non secular education (PAI). The potential of teachers, in particular non secular teachers, does no longer only have personal blessings that are imbued with the virtues of lifestyles and noble values which can be lived and practiced. However, a religious trainer have to have pedagogical talents or topics regarding the academic obligations of a non-secular teacher. M. Arif Usman's studies results that the professional competence of certified PAI instructors has expanded. The boom in professional competence consists of teachers being able to use numerous studying methods, and being able to use mastering media.

Recognize the competency requirements of Islamic schooling subjects. Trainer competence may be very critical within the framework of curriculum practice. That is due to the fact the educational curriculum have to be organized based totally at the abilities possessed through the trainer. targets, educational programs, delivery structures, reviews, and so forth, have to be deliberate in one of these manner as to be applicable to the demands of instructor competence in popular. As a result, the trainer is predicted for you to perform his obligations and obligations in addition to possible. The result challenge of Rosanah, said that the professionalism of Islamic religious education instructors within the powerful mastering process at Madrasah Aliyah Yusufiyah is pretty good, and professional instructors have to have coaching in coaching, both those with regard to persona, commencing training, providing motivation, competencies in explaining, the use of methods, media used, in addition to different factors related to the learning procedure, are very beneficial in streamlining the teaching and getting to know system. Recognize the fundamental skills of PAI subjects. With regards to sports and pupil mastering results, teacher competence performs a vital position. The coaching and studying procedure and scholar learning consequences are not only determined by means of the school, its pattern, structure and curriculum content material, however are in large part decided by the competence of teachers who educate and manual students. competent teachers will be better capable of manage their classes, so that scholars' getting to know is at an superior stage (Hamalik, 2002).

Utilizing the results of reflection in the context of professional improvement, it is possible for every teacher to be able to have good judgment competence and become a quality teacher (Kunandar, 2009). Every teacher needs to: (a) Learn the function of assessment; (b) Learn various assessment techniques and procedures; (c) Develop assessment techniques and procedures; (d) Studying technical assessment criteria and assessment procedures; (e) Using

assessment techniques and procedures; (f) processing and interpreting the results of the assessment; (g) using the results of the assessment to improve the teaching and learning process; (h) assessing assessment techniques and procedures; (i) assess the effectiveness of the teaching program.

Mastery of evaluation techniques, competent teachers are able to carry out evaluations of processes and outcomes as well as the benefits of learning, namely by:

- a. Identify various types of assessment tools or methods
- b. Determining the right method in assessing learning outcomes
- c. Create and develop evaluation tools as needed
- d. Determine the criteria for success in conducting evaluations

Analyze evaluation results and carry out follow-up. (Kunandar, 2009)

Conduct classroom action research for professional improvement. According to Sudarwan Danim, there are three objectives of teacher professional development, namely:

- a. Social wishes to enhance the capacity of a green and humane schooling gadget, as well as to adapt to the training of social desires.
- b. The need to find ways to help education staff in order to develop their personality broadly.
- c. The need to improve and encourage personal needs (Danim, 2016).

As for the function of teacher professional development, according to Prof. Sudarwan are:

- a. The reference system for conducting training activities in positions that are suitable for teachers.
- b. Provision of schools to improve their programs.
- c. Creating an atmosphere that allows teachers to develop their potential (Danim, 2016).

Islamic education Teacher Professional Development Model. Activities that support the professional development of Islamic education teachers include:

- a. Professional organization meetings;
- b. Meetings with other educational components;

- c. Seminars, workshops, workshops;
- d. Communication media (Suparlan, 2006).

Utilizing information and communication technology for self-development, the goal is for teachers to get used to using information and communication technology devices appropriately and optimally to obtain and process information in learning activities, in work and other activities, so that there is the ability to be creative, develop an imaginative attitude, develop skills independent exploration, and easy to adapt to new developments in their environment. PAI teachers use information and communication technology tools to search, explore, analyze, and exchange information efficiently and effectively.

Islamic Education Teacher Certification at SMANs throughout Southeast Sulawesi.

Certification is the process of granting educator certificates to teachers. Certification comes from the word certification which means diploma or official recognition of a person's competence to hold a professional position. The term certification can be interpreted as a certificate (certificate) from an authorized institution that is given to the profession, and at the same time as a statement (license) of the suitability of the profession to carry out tasks. For teachers who are considered worthy of developing the duties of the teaching profession, they must have an educator certificate. Educator certificates are given to teachers or lecturers who have met the requirements. The implementation of teacher certification began in 2007 after the issuance of the Minister of National Education Regulation No. 18 of 2007 concerning certification for in-service teachers. Certification can be followed by teachers in positions who already have undergraduate academic qualifications (S1) or four diplomas (D-IV). Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers Article 1 explains that (1) certification is the process of providing education certificates for teachers; (2) educator

certificate is formal evidence as an acknowledgment given to teachers as professionals. An educator certificate is formal evidence as an acknowledgment given to teachers and lecturers as professionals. The results of the teacher certification system analysis conducted by the Ministry of National Education in 2011 stated that there were several problems that arose in the implementation of teacher certification. Problems are categorized into two, namely specific and general. Specific problems include the lengthy bureaucracy of the teacher certification process and the lack of transparency in the teacher certification process. Common problems are such as inadequate budget funds, difficulty in compiling portfolios, especially experienced by teachers who are in remote areas, disorderly administrative systems and a lack of writing and research culture, there are still many teachers who do not meet academic qualification standards, and portfolio certification. which only demands to complete the requirements without increasing the skills needed to become a professional teacher (Apriliani & Susilawati, 2018).

Teachers are required to be precise statistics disseminators, due to the fact their fundamental obligations include conveying statistics to college student's .instructors also act as planners (designers), implementers (implementers), and evaluators of gaining knowledge of. If gaining knowledge of is directed at meeting the individual wishes of students by means of presenting the ideal expertise and schooling inside the talents they want, there should be a reliance on effective and organized standardized materials. for that reason, a brand new new position is wanted from instructors, they're required to have technical competencies that allow them to prepare preferred fabric and manipulate it in getting to know and building student capabilities (Siswanto, 2013).

The main purpose of certification is to improve the professionalism of teachers in planning learning, implementing quality learning, improving and developing academic

qualifications and competencies on an ongoing basis in line with the development of science and technology, not merely prioritizing material aspects in the form of improving the welfare of life through incentives for teacher professional allowances of Rp. one time base salary.

It is time for education to enter the era of professionalism so that continuous quality improvement can be maintained. Currently, the development of science and information technology is running so fast, so that the world must be proactive (value driven) in responding to this form of development, if it does not want to be left behind and abandoned by the times. Therefore, the professionalism of education is immediately carried out, so that the era of quantity can immediately shift to the era of quality.

To realize this paradigm shift, in carrying out its duties and functions properly, a teacher must have adequate qualification, competence and welfare standards. The meaning of qualifications is related to the level of formal education in the field of teacher training and minimum education that must be possessed. Meanwhile, teacher competence is related to the basic abilities that teachers must possess. To improve the welfare of teachers, it is very necessary to have a promising remuneration or salary system, living allowances for teachers, as well as social and health insurance. Qualification, competence and welfare of teachers are three aspects that affect teacher competence. Therefore, all three must be fulfilled in order to achieve optimal and quality teacher competence (Siswanto, 2013).

With the certification, it is hoped that the competence of instructors as studying retailers will growth according to the requirements that have been set. With instructor capabilities that meet minimum requirements and ok welfare, it's far predicted that teacher overall performance in dealing with the mastering procedure can growth. The multiplied great of studying is anticipated to result in an boom in scholar success (Wuryanti, 2014).

Teacher certification aims to (1) determine the feasibility of teachers in carrying out their duties as learning agents and realizing national education goals; (2) improve the process and quality of educational outcomes; (3) increasing the dignity of teachers; (4) improve teacher professionalism (Latiana, 2019).

Certification materials through PLPG:

The training carried out by the government includes KKG and MGMP, KKS and MKKS, and professional associations. The teacher working group (KKG) is an organization formed by elementary school teachers as a forum for exchanging information and experiences, a forum for cooperation in improving the quality of education, a forum for problem solving in the learning process and as a forum for improving the professional quality of teachers. Subject teacher meetings (MGMP) are held at the secondary school level such as junior and senior high schools which have the same goals as the KKG. The principal working group (KKKS) and the principal working meeting (MKKS) consist of principals as a forum for professional development of school principals. The goal is to improve the management capabilities of school organizations and the academic professional abilities of school principals. Professional associations or professional organizations according to Law No. 14 of 2005 Article 1 point 15 states that teacher professional organizations are associations with legal entities, which are established and managed by teachers to develop teacher professionalism. The Indonesian Teachers Association (PGRI) is a teacher professional organization that aims to foster, maintain, and improve the dignity of teachers through increasing their professional abilities and the welfare of teachers and their families (Sagala, 2013). Another effort made by the government in improving the quality of teacher professionalism in Indonesia is by conducting teacher certification.

The facts show that certification can improve the quality of teachers and education must be maintained and continuously improved from year to year, so that quality education can be

realized. The increase in allowances does not have anything to do with improving teacher performance, but the allowance will be more meaningful if it is accompanied by an increase in self-quality, loyalty, professionalism, and ability in the field of learning.

The teaching career in keeping with law no. 14 of 2005 concerning instructors and academics should have professional concepts as said in Article 5 paragraph 1, namely "the career of instructors and teachers is a special area of labor that requires professional principles as follows: a. have abilities, pastimes, vocation and idealism; b. have educational qualifications and academic history according with their subject of duty; c. have the important skills in accordance with their subject of responsibility; d. observe the professional code of ethics; e. have rights and obligations in carrying out their duties; f. obtain a decided profits in accordance with his paintings overall performance; g. have the possibility to broaden their career in a sustainable way; h. obtain legal safety in wearing out their professional responsibilities; i. have a expert organization that could be a legal entity."

In principle, professional teachers are teachers who can carry out their duties professionally, which have the following characteristics: (1) Experts in the field of teacher theory and practice. Professional teachers are teachers who master the knowledge being taught and are experts in teaching it (delivering it). In other words, professional teachers are teachers who are able to teach their students about the knowledge they master well; (2) Happy to enter the teaching profession organization.

Conclusion

Professional competence of PAI teachers at SMANs throughout Southeast Sulawesi has the ability to interpret and analyze the material, structure, concepts, and mindsets of sciences relevant to Islamic religious education learning, understand competency standards, and basic competencies of subjects, objectives learning, choosing Islamic religious education learning materials, creatively processing PAI material,

reflecting and using it in professional development, conducting classroom action research, and carrying out professional support activities, following the progress of the times, and the development of information and communication technology in communication, utilizing scientific advances knowledge and technology in professional development. Islamic education teacher certification programs, both through portfolios and through PLPG and PPG can improve their professional competencies, increase knowledge and educational insight, as well as experience that is very valuable for the development of education and learning, strengthen the ability to plan and implement learning activities, which previously made/compiled lesson plans according to the syllabus and curriculum instructions, especially K-13, establishing learning principles, being creative in terms of determining strategies, methods, media and tools in the Islamic education teacher learning process, the implementation of which can shape the personality of students who are moral and dignified.

Acknowledgements or Notes

The researchers would like to thank their institution, for funding their research and preparing them to be competent researchers. Furthermore, this paper would not be feasible without the unwavering assistance, support, and work of their articles, who accompanied them to successfully complete the research. They also wish to thank their family and friends for their unwavering support. Last but not least, they wish to express their heartfelt thanks to the Almighty for providing them with sufficient grace, strength, and wisdom during the research.

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