

Performance of Islamic Education and Civic Education Teachers in Improving Students' Character Education in SMAN 10 Banda Aceh

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Abstract: This research aims to determine the ability of teachers in the planning, implementing and evaluating the learning outcomes. This research uses a qualitative approach with descriptive method. Data was collected through interviews, observation and documentation study. The subjects of the study are the school principal, vice principal in the curriculum division, student representatives and teachers. The results of the study show that: (1) The ability of teachers to plan character-based learning so far has had an impact on the development of attitudes and teaching methods of teachers (2) The implementation of character-based learning has a positive impact on the improvement of the character for whole students. However, teachers have less skilled in choosing and utilizing media, learning resources, the methods to support character-based learning goals. The teacher is unfamiliar to using multimedia learning media, (3) Evaluation of character-based learning outcomes for students give an excellent result related to the level of change that happen to the students, but there are also students who still need special attention and guidance in order to shape the character.

Keywords: character education, teacher performance, islamic education, civic education.

Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan guru dalam merencanakan, melaksanakan dan mengevaluasi hasil pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Pengumpulan data dilakukan melalui wawancara, observasi dan studi dokumentasi. Subyek penelitian adalah kepala sekolah, wakil kepala sekolah pada bagian kurikulum, perwakilan siswa dan guru. Hasil penelitian menunjukkan bahwa: (1) Kemampuan guru dalam merencanakan pembelajaran berbasis karakter selama ini berdampak pada pengembangan sikap dan metode pengajaran guru (2) Pelaksanaan pembelajaran berbasis karakter berdampak positif terhadap peningkatan karakter siswa secara utuh. Namun, guru kurang terampil dalam memilih dan memanfaatkan media, sumber belajar, metode untuk mendukung tujuan pembelajaran berbasis karakter. Guru belum terbiasa menggunakan media pembelajaran multimedia, (3) Evaluasi hasil pembelajaran berbasis karakter bagi siswa memberikan penilaian yang sangat baik. Hasil berkaitan dengan tingkat perubahan yang terjadi pada siswa, namun ada juga siswa yang masih memerlukan perhatian dan bimbingan khusus dalam rangka membentuk karakter tersebut.

Kata kunci: pendidikan karakter, kinerja guru, pendidikan agama islam, pendidikan kewarganegaraan.

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■ INTRODUCTION

Education is very important and essential for everyone to enhance human beings continuously. Education is not only the process of transferring the knowledge possessed by the teacher to the students but also forms a good personality of the students. Education seek to form the students who are superior in knowledge, attitude and skill (Hanushek, 2020; Tilak, 2018; Biesta, 2017). Education in Indonesia currently has not been fully successful, especially in terms of planting character in students.

National Education aims to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible. Quality education in schools is education that creates the students in achieving the expected academic standard targets under conditions of healthy and optimal self development. The function of education must be carefully considered in order to achieve national education goals. Basically, a teacher must have a high enough potential to develop creativity that is useful for improving the performance (Beare, Caldwell, & Millikan, 2018; Bunce, Bair, & Jones, 2017; Espinoza-Herold, & González-Carriedo, 2017).

Teacher performance bear the primary responsibility for the orientation transformation learners from ignorance to knowing, from dependency to self, and unskilled being skilled at applying innovative teaching methods. Factors influencing teacher performance include basic competency of the teacher himself, the leadership of the principal, the role of the supervisor of the education unit and factors of facilities and infrastructure.

The application of integrated character education in existing subjects becomes more urgent than the addition of character education subjects as new subjects. Integrating character education in civic education subjects must develop activities that have a nurturant effect on the development of positive character of students. However, sometimes the teacher only teaches the subject matter, regardless of whether the students have fulfilled the planned character when teaching. Student character development is not only developed through the content of Civics material, but student character can be developed indirectly through stages in learning activities, then it can also be supported by the use of methods, media and learning resources.

Problems that occur in the field, the teachers are less in motivating students during teaching the class, in this case because the teacher teaches not from basis of conscience but because of the demands of work and the orders from superiors. In addition, there are still many teachers who have not been able to develop creative, effective and innovative learning methods to produce students in accordance with the mandates of the law. The initial data about the low character of students in SMP Negeri 10 Banda Aceh can be seen from students who are late for school, still lack of concern for the environment and still lack of discipline.

■ LITERATURE REVIEW

Teacher Performance

Performance is the result of the quality and quantity of work that can be achieved by everyone when doing the duties in accordance with the responsibilities given to every employee. Teachers must develop the learning by providing easiness in learning for students, in order to develop potential optimally. Meanwhile performance is the result of work or work performance of a person or organization with the appearance of doing, describing and producing something, both

physical and non-physical in accordance with the instructions, functions, and the task is based on knowledge, attitudes, skills and motivation.

Based on the definition above, it is clear that the performance is the performance of a person or group of people in which the manifestasi of knowledge, attitude and skills of a person in an organization with the aim of achieving a particular outcome corresponding duties and responsibilities. In this assessment, what mean by the is the performance of a teacher.

Teacher performance can be defined as a set of teacher behaviors related to teaching style, ability to interact with students and personal characteristics displayed at the time of carrying out their professional duties as educators (mentors), instructor, and / or trainer which then to find out whether a teacher has shown professional performance when teaching and how the quality of the performance, it is necessary to have the ability to evaluate. Teacher performance is the performance reflected in his duties as a teacher and as an administrator of teaching activities, can be seen in the activities of planning, implementing, and evaluating teaching and learning processes whose intensity is based on intensity work ethics and professional discipline of teachers.

Based on two quotes above, it can be explained that teacher performance is the level of success of a person or group in implementing duties in accordance with the responsibilities and authority based on performance standards that have been set.

Furthermore teacher performance is a display of competence possessed by teachers, namely the ability as a teacher to carry out their duties and obligations appropriately and responsibly. While performance is the result of work achieved by teachers in schools in order to achieve school goals.

It can be explained that the teacher's performance is a real manifestation of the ability

in tangible form that is seen from their responsibilities in carrying out the mandate, the profession that was undertaken.

Character Education

Character education is an effort to help the development of children's lives both physically and mentally, from its nature towards humanity and a better civilization. Character education is a continuous and never ending process, so that it results in quality improvements that are sustainable in the realization of a future human figure, and are rooted in the nation's cultural values. Meanwhile, Character education is efforts that are designed and carried out systematically to instill the values of student behavior related to the Almighty God, self, fellow human beings, the environment, and nationality that manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, and customs. Character education is currently a topic that is only discussed among educators. Character education is believed to be an important aspect in improving the quality of Human Resources (SDM).

PPK is implemented by applying the values of Pancasila in character education primarily covering religious values, honesty, tolerance, discipline, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, peace-loving, fond of reading, caring for the environment, caring socially, and responsible. The success of the character education program can be known from the realization of the indicators of Graduates Competency Standards (SKL) in the students' personality as a whole. So, this success can be seen in the output of each education unit but the SKL does not necessarily show maximum results because it only shows the surface, so the results of the assessment do not reflect the actual conditions.

Character education in integratedly in subjects is the introduction of values, the awareness of the importance of values, and the internalization of values into the behavior of everyday students through the learning process, both that take place inside and outside the classroom in all subjects (McGrath, 2018; Lee, 2016). Thus, the nature of character education is the process of mentoring students so that changes in behavior, changes in attitudes, and changes in culture, which eventually will realize a civilized community.

■ METHODS

This research conducted under descriptive method with a qualitative approach. The chosen of this method is based on the consideration of data that illustrates and gives more complex social reality in such a way that it becomes more concrete phenomena. This study is a qualitative study because it is conducted intensively.

The qualitative research is a model of humanistic studies, which puts humans as a major subject in the social and cultural events. The subjects in this study were: (1) School Principal; (2) Vice Principal for Curriculum Division; (3) Deputy Principal for Student Affairs and (4) Teachers in the field of study at junior high school 10 Banda Aceh to become informants.

The research instrument in this case is the researcher as a participant. This is more fully stated in qualitative research, the instrument or research tool is the researcher himself. To focus on obtaining information on research activities, it is equipped with observation and interview guidelines. The steps of data collection include efforts to limit the research, gather information through observation and interviews, whether structured or not, documentation, visual materials, as well as the effort to design the protocol for recording / record information .

The data and information that has been obtained will be analyzed with qualitative patterns

and interpreted continuously from the beginning of the study to the end of the study. Analysis and interpretation of data refers to the theoretical basis related to the problem being investigated.

■ RESULTS AND DISCUSSION

In this section, the author will discuss the result of research which explains the core of the research outcome obtained from the research process.

The Performance Of Islamic Education Theacher and Pancasila Education (Civic) Teacher Character-Based Learning Planning in Junior High School 10 Banda Aceh

The ability of teachers to plan character-based learning at junior high school 10 Banda Aceh carried out so far has had an impact on the development of teacher attitudes and teaching methods which are now beginning to be oriented towards the formation of more positive student characters. Teachers as educators and instructors have a very important role in the implementation of the learning process for students. Success in teaching is very dependent on the ability of teachers to plan learning programs.

The compiled lesson plan is a translation or development of the syllabus that has been previously designed according to the characteristics of the students and the school environment. The lesson planning prepared by the teacher starts from conducting an analysis of the objectives / learning indicators that are based on Core competencies (KI) and basic competencies (KD) and adjusted to the characteristics of the students, then planning on learning materials that are adjusted to the allocation of time, then planned how lesson panning (RPP). Planning is the process of preparing subject matter, the use of instructional media, the use of teaching approaches and methods, and assessment in a time allocation that will be carried

out at a certain time to achieve set the goals (Borich, 2019; Morrison et.al., 2019; Price & Nelson, 2018).

The National Education Standards Agency (BSNP) has compiled content standards (SI), which are then outlined in the Minister of Education Regulation No. 21 of 2016 which includes the components: "Competency Level is a generic achievement criteria that must be fulfilled by students at every level of education in in order to achieve Graduates' Competency Standards. Competency level is developed based on criteria; (1) The level of student development, (2) Qualifications of Indonesian competencies, (3) Mastery of tiered competencies".

Based on the results of the study it can be explained that character-based learning planning in the formation of student characters in junior high school 10 Banda Aceh seen from 3 (three) aspects. The first aspect is character-based learning planning, the second is the implementation of learning and the third is the evaluation of learning outcomes. In this case, planning is a design regarding the process to be carried out. Learning planning activities include the preparation of lesson plans (RPP), syllabus preparation, annual program preparation, and semester programs. Learning planning written in the lesson plan is prepared by each teacher in the field of study at junior high school 10 Banda Aceh, which contains steps that are used as guidelines in the implementation of well-planned learning so that the process of forming the character of students can be achieved properly.

A well prepare learning planning will result in good learning processes and outcomes. This is also the case with the learning planning pursued by the teacher to shape the character of students in junior high school 10 Banda Aceh. The lesson plan made by the teacher has a planning function, namely the lesson plan encourages teachers to be better prepared to carry out learning with careful planning and the implementation function

is to provide guidelines for learning to be carried out systematically, and also the implementation of ongoing learning effectively as planned.

Based on the opinion above, the learning plan has a very important function in the implementation of the teaching and learning process carried out by the teacher in the classroom so that what has been planned before can be achieved and the character desired by the teacher can be formed within the students.

The Performance Of Islamic Education Theacher and Pancasila Education (Civic) Teacher in Implementation of Character Based Learning at Junior High School 10 Banda Aceh

The implementation of character-based learning at junior high school 10 Banda Aceh has a positive impact on the improvement of the character of all students. This requires the teacher to be able to continue to be a facilitator whose function is to direct, motivate, and give appreciation to students in the learning process. However, teachers are less skilled at choosing and utilizing media, learning resources, methods to support character-based learning goals. Teachers are less accustomed to using multimedia learning media or taking it from the internet (Anshari et.al., 2017; Esteve et.al., 2017; Ko & Rossen, 2017; Greenhow, & Lewin, 2016).

Based on the observations and interviews of researchers with both teachers and students at junior high school 10 Banda Aceh, there are several teachers who have implemented learning as arranged in the lesson plan, learning that is carried out following the stages previously planned in the lesson plan. In the application of learning is in accordance with the character building of students such as, entering by giving greetings, every meeting with the teacher always greets the teacher, creating a comfortable and clean learning atmosphere. For activities that exist in schools in order to increase the interests and talents of

students also shape the character of students including routine school activities, in teaching and learning activities in class and also in extracurricular activities that are actively developed by the school.

Character-based learning is to guide, make, strive for character, ethics, morals, personality, for better students, create people to have good character, personality in a systematic way (Raithby & Taylor, 2019; Adebayo, Olatunde, & Obaje, 2016). If the character or personality of students is not good, it will give birth to the next generation of young people who do not have a good future and do not boast of the good name of this nation. Basically, character-based learning for students must be done early and optimally and istiqomah. Character-based learning has three places, namely: (a) in homes that are fostered by parents and families (b) in the community environment fostered by oneself (c) in schools that are fostered or educated by all managers in the school. Principals and qualified educators will be able to carry out learning activities well, so that the desired goals of both the institution and student goals are achieved (McGee, 2019; Mestry, 2017; Lynch, 2016).

At junior high school 10 Banda Aceh, good character-based learning has been carried out. This character-based learning will make students have faith, and be devoted to God Almighty. There are a number of ways teachers can do to introduce values, build awareness of values, and help internalize values or characters in preliminary stage. The methods are as follows: 1) The teacher arrives on time (an example of instilled values is discipline); 2) The teacher greets students warmly when entering the classroom (examples of instilled values are polite, caring); 3) Pray before opening the lesson (examples of instilled values are religious); 4) Checking the presence of students (examples of instilled values are discipline, diligent); 5) Pray for students who are absent due to illness or due to other obstacles (examples of

instilled values are religious, caring); 6) Linking material / competencies to be learned with character.

The Evaluation of Character Based Learning Outcomes at Junior High School 10 Banda Aceh

Evaluation of the results of character-based learning on students in junior high school 10 Banda Aceh has given good results related to the level of change that occurs in students, from this assessment it can be seen that most students begin to show good character but some are still present students who need special attention and guidance in order to form characters that are in accordance with the rules made by the government. If there are still difficulties and shortcomings in the learning process, then the task of the teacher as a teacher and educator to develop it.

To make the teacher's assessment results become true and objective, the teacher needs to understand the principles of assessment in accordance with the assessment standards set by the assessment experts. The things that need to be considered in carrying out assessments including: (1) the teacher must understand earlier about the learning to be undertaken by students and be able to apply appropriate teaching, (2) the teacher must understand the purpose of learning activities to be achieved by students, (3) teachers determine the student competencies, (4) teachers choose the right assessment techniques, (5) teachers and students are able to use learning information to the maximum through appropriate assessment techniques, (6) students need to know the assessment techniques used. Evaluation of learning outcomes is carried out in order to know the attitudes changes and the formation of learners' competencies, which are carried out by classroom assessments, basic skills tests, final assessments of education units and certification, benchmarking and program assessments.

The Government has established Education

Assessment Standards that can be guided by teachers in conducting assessments in schools, that called the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 104 of 2014 on Basic and Secondary Education Assessment Standards. In this standard, there are many techniques and forms of assessment that can be carried out during the assessment process, including character evaluation. In character assessment, the teacher should make an assessment instrument that is equipped with an assessment rubric to avoid subjective judgment.

■ CONCLUSIONS

Based on the results it can be concluded that the lesson planning shows that teachers at junior high school 10 Banda Aceh have made complete learning tools before carrying out learning activities such as: educational calendar, effective week details, annual program, semester program, minimum criteria of mastery learning (KKM), syllabus and lesson plan (RPP) documented in the learning administration tool. The lesson planning related to the character building of students at junior high school 10 Banda Aceh through the inculcation of character values in learning material, such as: reading the Al-Qur'an in the beginning of entering the class and ending with prayer at the end of the meeting before leaving the classroom. The teacher does not have sufficient competence to integrate character values into the subjects that being taught. The training is still limited to be participated by teachers, this causes limited competence in integrating character values into the learning subjects.

The implementation of character-based learning in the application of learning in the classroom is in conformity with the character building of students such as, greeting the teacher, creating a comfortable and clean learning atmosphere. In order to increase the interests and

talents of students also shape the character of students including in routine school activities, in teaching and learning activities in class and also in extracurricular activities that are actively developed by the school. In integrating the character values in the implementation of learning, teachers have also become a role model for students. Teachers set a good example by come on time during school hours began, the teacher asked students to do good things, and do not disturb others. The teachers speak to students when students are noisy and disturb the lessons. These things are aimed to shape the character of students. Character-based learning has three occasions, those are: (a) in homes that are fostered by parents and families (b) in the community environment fostered by own self (c) in schools that are fostered or educated by all parties in the school.

There are 3 (three) evaluation of the learning outcome at junior high school 10 Banda Aceh, they are: (1) Attitude assessment, is an activity to find out the tendency of spiritual and social behavior of students in daily life, both inside and outside the classroom as a result of education; (2) Knowledge assessment, is the assessment process that is determined in advance when preparing a lesson plan (RPP), the technique used is a written test, oral test, and assignment; (3) Character assessment, is an assessment of students' behavior in applying the knowledge possessed through daily behavior both in the classroom and outside the classroom. The teacher assesses character only through observation of students while through the self-assessment sheet and peer-to-peer examination have not been seen.

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