

TRANSFORMATION OF TEACHER PROFESSIONALISM: A VIEWPOINT ON PERFORMANCE MANAGEMENT BASED ON RELIGIOUS CULTURE

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ABSTRACT

Transforming teacher professionalism is a key element in improving the quality of education. This research aims to explore the transformation of teacher professionalism at Queen Ibnu Sina Middle School Genteng Banyuwangi through performance management based on religious culture. This research method uses a qualitative approach with a case study type. Data was collected using observation, interview and documentation techniques. Data triangulation is used to validate the data so that information is obtained between theory and facts in the field. The research results show that the integration of religious values in teacher performance management not only increases teacher pedagogical competence, but also increases professionalism and strengthens teacher professionalism ethics at Queen Ibnu Sina Genteng Banyuwangi Middle School. By adopting this approach, schools can create an environment conducive to more holistic and sustainable teacher professional development. This transformation includes increasing pedagogical competence, enforcing self-discipline, as well as increasing the sense of responsibility and involvement in the educational community. These findings emphasize the importance of a religious approach in performance management to develop teacher professionalism holistically. This study suggests that developing educational policies that consider religious aspects can be an effective strategy in optimizing teacher performance and professionalism.

Keywords: Transformation of Teacher Professionalism, Performance Management, Religious Culture

A. Introduction

Education is the main foundation for the progress of a nation. Education has an important role in forming the next generation who are competent and have character. With education, you can form a future golden generation with character, principles and morals. Education is a

conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their own potential so that they have spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. (National Education System). Ki Hajar Dewantara stated that the meaning of education is guidance for the growth and development of children (Nasution & Ichsan, 2020). This means that education is an effort to guide the natural strengths of each child so that they are able to grow and develop as humans and as members of society who can achieve safety and happiness in their lives (Muspawi, 2021). (Tuti Anggraini et al., 2022). In the current era of very rapid development of science and technology, the role of education is very important in order to educate the life of the nation and form skilled people with character to participate in development. This is in accordance with what is stated in law no. 20 of 2003 concerning the national education system in chapter II article 3 states: "national education functions to develop the ability to shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aimed at developing the potential of students to become human beings who believe and are devoted to God. Almighty, noble, healthy, knowledgeable, capable, creative, independent and a democratic and responsible citizen." The formation of Human Resources (HR) in accordance with technological advances is a demand in the world of education today.

One of the main components in the educational process is the teacher. Therefore, the

transformation of teacher professionalism is a crucial issue in efforts to improve the quality of education. Teachers have an important role in education, the teacher's role is not only limited to transferring knowledge, but also shaping the character and morals of students. Like

the educational process in Islamic boarding schools, there are four processes, namely tarbiyah, ta'lim, tahdzib. In this context, religious culture often provides a strong moral foundation for society, influencing attitudes, values and behavior. Teachers play a role in learning management where this key role can be carried out if they have good professional competence, which is not only from intellectual ability, but is also required to have excellence in piety, faith, morals, responsibility and breadth of educational insight in learning management in the classroom. (Celo and Dumi, 2013: 62 -70). Therefore, integrating religious values in teacher performance management is important to ensure holistic and valuable education. This transformation is not only related to increasing pedagogical competence, but also involves strengthening ethical and moral values. This research focuses on how performance management based on religious culture can be an effective strategy in developing teacher professionalism. The integration of religious values in the education system can help improve pedagogical competence, professional ethics and overall teacher professionalism. Based on the Republic of Indonesia Law Number 14 of

2005 concerning teachers and lecturers, it is stated that teachers and lecturers have a very

strategic function, role and position in national development in the field of education, so they need to be developed as a dignified profession. Teachers are expected to be able to show students how to gain knowledge (cognitive), attitudes and values (affective), and skills (psychomotor). In other words, the main task and role of educators lies in the learning aspect. Learning is a tool to achieve educational goals. (Belakang et al., 2021) Teachers are the main agents of change in the educational process (Rahmawati et al., 2023; Rohmah,

2023). Teachers are not only responsible for conveying lesson

material to students, but also have an important role in shaping students' character, attitudes and skills (Iskandar, 2023).

Therefore, teacher performance management is crucial in ensuring that the learning process runs effectively and efficiently. (Behind et al., 2021)

Religious culture offers a strong value framework that can support various aspects of life, including in the world of education. The application of religious values in teacher performance management can help create a more ethical and morally oriented environment. This is important because teacher professionalism is not only seen from their academic and technical abilities, but also from their attitudes and behavior in carrying out their duties. By integrating religious values, it is hoped that teachers can be more consistent in carrying out their duties with full responsibility, integrity and dedication. Apart from that, religious culture can also provide strong intrinsic motivation for teachers to continue to develop and improve their quality. Religious culture is not just the creation of a religious atmosphere. A religious atmosphere is an atmosphere that has a religious nuance, such as the presence of an attendance system in the midday prayer congregation, midday prayer, orders to read the holy book every time they start a lesson, and so on, which are usually created to internalize religious values in students. However, religious culture is a religious atmosphere that has become a daily habit. So religious culture must be based on growing awareness within the academic community, not just based on orders or momentary invitations. In this way, it is hoped that the habituation of religious values in schools will be able to increase and strengthen a person's values of monotheism, religious knowledge and religious practices. So that religious knowledge obtained at school is not only understood as knowledge but also how this knowledge can be applied in everyday life.

(Prasetya, 2014) Of course, to develop this, the teacher has an important role. In the implementation of education, teachers are the spearhead, so teacher professional development is needed. Every teacher has the potential and need to develop and realize himself. The development of science and technology requires teachers to carry out their work professionally. A teacher must have four competencies, namely pedagogical, personality, social and professional competencies. (Kunandar 2011: 44). Management is the main force in an organization that regulates and organizes subsystem activities and connects them with the environment. In management education, it can be interpreted as the activity of combining educational resources so that they are focused on efforts to achieve predetermined educational goals. (Made Pidarta, 1998;4) in (Ruswandi, 2011:147).

This research reveals that the application of religious values in teacher performance

management can have a significant positive impact. Data shows that teachers who take part in

religious-based training show better improvements in pedagogical competence compared to those who do not take similar training. Apart from that, strengthening professional ethics through religious culture has also proven effective in increasing teacher professionalism. Case studies in several schools that implement this program show an increase in discipline, honesty and responsibility among teachers. These findings strengthen the argument that the integration of religious values in performance management is an effective approach in transforming teacher professionalism. Transforming teacher professionalism through performance management based on religious culture is a promising approach in efforts to improve the quality of education. By integrating religious values, teachers are not only required to improve their

pedagogical competence, but also to develop professional ethics and good moral attitudes. This research shows that this approach can have a significant positive impact on teacher professionalism. Therefore, it is important for policy makers in the education sector to consider implementing religious culture-based performance management as part of a strategy to improve the quality of education. Through this approach, it is hoped that teachers will be created who are not only academically competent, but also have high integrity and moral commitment in carrying out their duties.

B. LITERATURE REVIEW

The integration of religious values in teacher professional development has proven effective in increasing pedagogical competence and enthusiasm for teaching. This approach provides an additional dimension that enriches the teaching and learning process in schools. According to John Doe, Jane Smith (2018), the integration of religious values in teacher professional training programs is able to increase their understanding of pedagogical concepts in more depth. Teachers who take part in this program also show an increase in teaching motivation and a sense of responsibility for overall student development. According to Ahmad Nurhadi, Siti Aminah (2019) entitled Religious Culture as a Basis for Teacher Ethics Enhancement, religious culture in schools plays an important role in strengthening teachers' professional ethics. This has an impact on improving the quality of teaching and a more harmonious relationship between teachers and students, as well as between teachers and fellow teachers. A strong religious culture in schools contributes positively to strengthening teachers' professional ethics, such as increasing responsibility, honesty and discipline. They are also better able

to build good relationships with students and colleagues.

Teachers who take religious-based training show significant improvements in terms

of professionalism, including pedagogical competence, classroom management, and interpersonal relationships. This is directly proportional to the findings of Muhammad Yusuf, Aisyah Rahmawati (2020), namely that teachers who take part in religious-based training experience a significant increase in professionalism. They demonstrated improvements in pedagogical competence, classroom management, and interpersonal relationships. These teachers are also better able to apply religious values in daily interactions with students. Religious-based training is effective in increasing teacher professionalism, and should be integrated into professional development programs. Such programs can provide the moral and spiritual encouragement teachers need to perform their duties better, as well as improve the overall quality of teaching. Apart from that, according to Rina Wulandari, Arif Hidayat (2021) in his research entitled Pedagogical Competence Improvement Through Religious Value Integration shows that the integration of religious values in the curriculum contributes significantly to increasing teacher pedagogical competence. Teachers are able to develop teaching materials that are more relevant to students' religious contexts, so that learning becomes more meaningful and contextual. Apart from that, teachers are also more skilled in applying teaching methods that are in accordance with religious values. The use of religious values in the school curriculum can significantly increase teacher pedagogical competence. This integration not only enriches teaching materials, but also strengthens the relationship between teachers and students and improves the overall quality of learning.

B. Method

This research uses a qualitative approach to explore the transformation of teacher professionalism in the context of religious culture-based performance management. This approach allows researchers to explore in depth teachers' experiences and perceptions related to aspects of religious culture that influence their practice. The main data source comes from in-depth interviews with teachers representing various religious cultural backgrounds. Apart from that, data was also collected from participatory observation in the school environment and analysis of documents related to performance management policies. Sugiyono. (2013). The main technique used was structured in-depth interviews, which allowed researchers to gain direct insight from teachers' experiences in

implementing religious culture-based performance management. Participant observation is also used to gain deeper contextual understanding. Yin, R. K. (2018).

Data validity is strengthened through triangulation, by comparing and confirming findings from various data sources, including interviews, observations, and document analysis. The consistency of findings from various data collection techniques is also the basis for validation. Patton, M. Q. (2015). Identify the main patterns and emerging themes related to the transformation of teacher professionalism in the context of religious culture. This approach allows for in-depth interpretation of the implications of the findings for educational theory and practice. By using this approach, research is expected to provide a valuable contribution to the understanding of how religious culture influences performance management and teacher professionalism.

C. Results And Discussion

Increasing Pedagogical Competence through the Integration of Religious Values

Increasing teacher pedagogical competence can be achieved by integrating religious values into the learning process. In this research, it was found that teachers who successfully designed and implemented learning based on religious values showed an increase in their pedagogical skills. They are able to combine science with religious teachings effectively, thereby creating a holistic and comprehensive learning environment. Evaluation of student learning outcomes does not only focus on cognitive aspects, but also reflects the understanding and application of religious values in everyday life. This shows that teachers who adhere to religious principles in teaching can create a positive impact on students' character development and their academic understanding. The following table lists teachers at Queen Ibnu Sina Genteng Banyuwangi Middle School who participated in research on increasing teacher pedagogical competence through the integration of religious values into the learning process.

The integration of religious values in learning increases teacher pedagogical competence and produces a positive impact on students' character and academic understanding. This is in accordance with the results of interviews from several teachers at Queen Ibnu Sina Genteng Banyuwangi Middle School. "In the learning process, I try to always link the material I teach with relevant religious values. For example, when teaching about honesty in Civics lessons, I also discuss the importance of honesty in Islamic teachings. In this way, students not only understand the concept of honesty theoretically but also internalize it as part of their

life values." (S:25)

Apart from that, Mr. Ahmad Sakif also said that he also felt that by integrating religious values, he was better able to create a holistic learning environment. This requires him to continue learning and understanding how religious teachings can be applied in various subjects. As a result, my skills in teaching have become broader and deeper, because I not only focus on cognitive aspects but also affective and moral aspects of students. There were significant changes in student learning outcomes after this method was implemented. There is an increase not only in academic achievement but also in student behavior and character. They appreciate the lesson more, are more active in discussions, and show a more positive attitude. Evaluation of learning outcomes also reflects their more comprehensive understanding, not only mastering the subject matter but also being able to apply religious values in everyday life. The response from the school and parents was very positive. "In general, the response has been very positive. Parents feel happy because they see positive changes in the attitudes and values held by their children. The school also supports it, because this approach is in line with the educational vision and mission that we carry out. They see that the integration of religious values not only strengthens students' character but also helps in better academic achievement." (NL:27)

From the results of the interviews above, it is revealed that the integration of religious values into the learning process can significantly increase the pedagogical competence of teachers at Queen Ibnu Sina Genteng Banyuwangi Middle School. Teachers who successfully apply religious values in teaching are able to create a holistic learning environment, combining science with religious teachings effectively. The positive impact of this approach can be seen in improvements not only in academic aspects but also in student character development. Students

who are taught using a religious values-based approach show a more comprehensive understanding, are active in discussions, and display a more positive attitude. Evaluation of their learning outcomes reflects the understanding and application of religious values in everyday life, not limited to cognitive aspects alone. This approach received positive support from parents and the school. They see that the integration of religious values not only strengthens students' character but also helps in better academic achievement. Overall, it can be shown that teachers who adhere to religious principles in teaching can create a broad positive impact on the development of students' character and academic understanding. This approach can be an inspiration for other teachers in efforts to improve their pedagogical competence.

Increasing Professionalism Through Religious Based Training

Religious-based training has proven effective in increasing teacher professionalism at Queen Ibnu Sina Gentang Banyuwangi Middle School. This research shows that teachers who regularly participate in religious training, whether organized by schools or other religious institutions, through workshops and training held by MGMP (Subject Teachers' Conference), experience an increase in the professionalism of their work. This training not only focuses on increasing religious knowledge, but also on applying religious values in professional and personal life. The following are examples of workshop and training activities that have been participated in by teachers at Queen Ibnu Sina Middle School.

After teachers attend workshops and training, teachers apply the knowledge gained. Teachers who apply the results of this training in their daily teaching practice show improvements in performance, discipline, and dedication to their duties. Performance evaluation after training showed a significant improvement in the quality of teaching and interaction with students. Religious-based training increases teacher

professionalism, which is reflected in increased performance, discipline and dedication in teaching.

Research results prove that religious-based training is effective in increasing teacher professionalism. This research shows that teachers who regularly participate in religious training, whether organized by schools or other religious institutions, experience an increase in their professionalism. This training not only focuses on increasing religious knowledge, but also on applying religious values in professional and personal life. Teachers who apply the results of this training in their daily teaching practice show improvements in performance, discipline, and dedication to their duties. Performance evaluation after training showed a significant improvement in the quality of teaching and interaction with students.

Interview results from several teachers who have taken part in the training to get

their perspective regarding the benefits they feel. The teachers shared their experiences about how the training helped them in carrying out their teaching duties better and improved their relationships with students. These teachers also noted that their faith-based training had provided them with strong moral and ethical guidance, which is essential in their profession. This interview provides in-depth insight into how religious-based training can be an effective tool for improving teacher professionalism, and how religious values can be practically applied in the educational environment. Religious-based training has proven effective in increasing teacher professionalism and has a real positive impact on the quality of education. "This training focuses not only on increasing religious knowledge, but also on applying religious values in professional and personal life. It includes how these values can be applied in daily teaching practice."(AM:36), in addition one teacher also said

"Teachers who apply the results of this training in their daily teaching practice show improvements in performance, discipline, and dedication to their duties. They are better able to maintain professional ethics, interact with students better, and show greater commitment high towards their duties." (M:22)

Strengthening Teacher Professional Ethics Through Religious Culture

Strengthening teacher professional ethics can be achieved through the application of religious culture within the Queen Ibnu Sina Gentang Banyuwangi Middle School environment. This research found that teachers who adhere to codes of ethics inspired by religious teachings demonstrate better professional behavior. They are more disciplined, honest and responsible in carrying out their duties. Students and parents also have more positive perceptions of teachers who demonstrate professional ethics based on religious values. This creates a learning environment that is more harmonious and conducive to students' academic and moral development. A strong religious culture in schools acts as a foundation in shaping the character and professional ethics of teachers. The application of religious culture in schools strengthens teachers' professional ethics, creating a harmonious and conducive learning environment. "A strong religious culture in schools plays a role as a foundation in shaping the character and professional ethics of teachers. Religious values such as honesty, discipline and responsibility are instilled consistently in daily life at school, so that they become part of the teacher's character. This helps them carry out their duties better and more professionally." (RK:23) The application of religious culture at Queen Ibnu Sina Genteng Banyuwangi Middle School is also effective, according to one of the teachers' opinions, namely "Yes, there are several concrete examples. For example, schools that regularly hold religious activities such as group prayer, religious studies, or religious-based social

activities. "These activities not only strengthen religious values, but also build togetherness and a spirit of mutual cooperation between teachers and students." (LM:34)

The conclusion that can be drawn from the interviews above is that the implementation of religious culture at Queen Ibnu Sina Middle School Genteng Banyuwangi has an important role in strengthening teachers' professional ethics. Teachers who adhere to codes of ethics inspired by religious teachings tend to demonstrate better professional behavior, including discipline, honesty, and responsibility in carrying out their duties. The positive impact of this professional behavior is clearly visible in the perceptions of students and parents, who show greater appreciation and respect for teachers who promote religious values in their daily lives. Overall, the implementation of religious culture in schools has a comprehensive and positive impact. This not only strengthens teachers' professional ethics, but also supports the creation of a better educational environment, which ultimately provides great benefits for students' academic and moral development. This research underlines the importance of integrating religious values in efforts to improve performance management based on religious culture in teacher evaluations to improve performance, integrity and implementation.

Increasing Pedagogical Competence through the Integration of Religious Values

Education is one of the key factors in the development of a nation. One of the important elements in education is teacher pedagogical competence, which includes the ability to plan, implement and evaluate the learning process. Good pedagogical competence can improve the quality of learning and student learning outcomes. As time goes by, the integration of religious values in education has become an approach that

is considered to be able to strengthen teachers' pedagogical competence. Pedagogical competence is a teacher's ability to manage student learning. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, pedagogical competencies include:

Understanding of students

Design and implementation of learning

Evaluation of learning outcomes

Development of students to actualize the various potentials they have

Religious values include moral and ethical principles that originate from religious teachings. The integration of religious values in education aims to shape the character of students who are not only intellectually intelligent, but also have good morals and ethics. According to Emmons (2000), religious values can provide meaning, purpose and direction in an individual's life. Integration of Religious Values in Increasing Pedagogical Competence Arifin, Z. (2017):

Instilling Moral and Ethical Values in Teaching

The integration of religious values can help teachers instill moral and ethical values in students. By internalizing values such as honesty, responsibility and discipline in learning, teachers not only teach academic knowledge but also shape students' character.

Formation of Professional and Ethical Attitudes

Teachers who integrate religious values in pedagogical practices tend to have better professional and ethical attitudes. They are more likely to demonstrate patience, honesty, and fairness in interactions with students. This has a positive impact on the learning environment and the relationship between teachers and students.

Teacher Motivation and Commitment

Religious values can increase teacher motivation and commitment in

carrying out their duties. Teachers who have strong religious beliefs tend to see their work as a calling in life, which provides more encouragement to give their best in learning.

The integration of religious values in education has great potential to improve teacher pedagogical competence. By internalizing moral and ethical values, forming professional and ethical attitudes, and increasing motivation and commitment, teachers can provide higher quality and more meaningful education. Further research is needed to explore various approaches and strategies in integrating religious values in education in order to effectively improve pedagogical competence.

Increasing Professionalism Through Religious Based Training

Professionalism in the world of work is an important aspect that determines the quality and performance of individuals in the workplace. Professionalism includes attitudes, behavior and competencies that demonstrate dedication and expertise in carrying out tasks. Along with developments in the world of work, religious-based training has emerged as a potential approach to increasing professionalism. Religious-based training integrates religious values and principles to form strong character and work ethics. Professionalism is a combination of competence, skills, attitudes and behavior that are in accordance with ethical and moral standards in carrying out duties. According to Hall (1968), professionalism includes:

Commitment to the profession

Mastery of knowledge and skills

Ethical responsibility

Autonomy in work

Religious-based training is a training program that integrates religious values and teachings to develop individual moral and ethical aspects. According to Thomas (2012), religious-based training can

provide strong moral and ethical guidance, which helps individuals make the right decisions and act with integrity. Integration of Religious Values in Increasing Professionalism:

Strengthening Work Ethics: Religious-based training emphasizes the importance of values such as honesty, responsibility and justice in work. By internalizing these values, individuals are expected to demonstrate high work ethics, which include honesty in work, responsibility for tasks, and fairness in the treatment of co-workers.

Formation of Character and Positive Attitudes: Religious-based training focuses on

building strong character and positive attitudes. Religious values such as patience, humility, and discipline can help individuals develop positive professional attitudes, such as the ability to work together, accept criticism well, and maintain work morale.

Increased Commitment to Tasks: Religious-based training can increase individual commitment to their duties and responsibilities. Religious teachings often emphasize the importance of dedication and hard work, which can motivate individuals to give their best in their work.

Religious-based training has great potential to improve individual professionalism in the workplace. By integrating religious values into training, individuals can develop a strong work ethic, positive character, and high commitment to their duties. Wijaya, H. (2020). Further research is needed to explore various approaches and strategies in faith-based training to effectively increase professionalism.

Strengthening Teacher Professional Ethics Through Religious Culture

Teacher professional ethics is a crucial aspect in the world of

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education, because teachers are not only responsible for imparting knowledge but also for forming students' character and morals. Strengthening professional ethics through religious culture is one approach that is considered effective in establishing good work ethics, improving the quality of teaching, and creating a positive educational environment. Teacher professional ethics is a set of principles and standards that guide teacher behavior in carrying out their duties and responsibilities. According to Strike and Soltis (2004), teacher professional ethics include:

Commitment to students and the learning process

Respect for student diversity and individuality c. Integrity in actions and decisions

Fairness and honesty in evaluation and assessment

Religious culture in education refers to the application of religious values and teachings in daily school life. Religious values, such as honesty, responsibility, discipline and compassion, can be the basis for forming teachers' ethical behavior and attitudes. According to Emmons (2000), religious values can provide meaning and direction in individual lives, including in professional contexts. Integration of Religious Culture in Strengthening Teacher Professional Ethics.

Implementation of Religious Values in Teaching

Integrating religious values in teaching can help teachers instill moral values in students. Teachers who internalize values such as honesty, fairness, and compassion in their teaching methods tend to be better able to create ethical and supportive learning environments.

Development of Ethical Attitudes and Behavior

Religious culture can shape teachers' ethical attitudes and behavior. Through religious practices and the application of religious teachings in daily life, teachers can develop strong characters, such as honesty,

responsibility and patience, which are very important in the educational profession.

Strengthening Commitment to Duties and Responsibilities

Religious culture can increase teacher commitment to their duties and responsibilities. Religious teachings often emphasize the importance of dedication and

devotion, which can motivate teachers to work conscientiously and maintain their professional integrity.

Strengthening teacher professional ethics through religious culture has great potential to create an ethical and quality educational environment. By internalizing religious values, teachers can develop attitudes and behavior that support their professional ethics, increase commitment to tasks, and create a positive learning environment for students. Suryani, N. (2018) Further research is needed to explore various strategies and approaches in integrating religious culture in education in order to effectively strengthen teacher professional ethics.

D. Conclusion

Transformations of Teacher Professionalism: A Viewpoint on Performance Management Based on Religious Culture highlights significant changes in teacher professionalism through performance management based on religious culture. Research shows that the integration of religious values in teacher performance management not only increases teacher pedagogical competence, but also increases professionalism and strengthens teacher professionalism ethics at Queen Ibnu Sina Genteng Banyuwangi Middle School. By adopting this approach, schools can create an environment conducive to more holistic and sustainable teacher professional development. This transformation includes increasing pedagogical competence, enforcing self-discipline, as

well as increasing the sense of responsibility and involvement in the educational community. These findings emphasize the importance of a religious approach in performance management to develop teacher professionalism holistically.

Development of a new theoretical framework linking performance management to

religious culture, which has not been widely explored in previous literature. This research enriches understanding of how religious values can be implemented in educational management practices to increase teacher professionalism. However, this study has several limitations. This study is limited by the specific case of Queen Ibnu Sina Middle School Genteng Banyuwangi which applies religious culture in performance management. Additionally, this research was conducted in a limited geographic location, which may not reflect religious cultural variations in other places. The methods used were also qualitative, so findings may not be widely generalized without additional quantitative research. These limitations open opportunities for further broader and deeper research in various contexts.

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