Learning Management of Certified Teachers in Improving The Quality of Student Religiosity at SMP Negeri Arun

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Abstract: This study aims to explain the learning management of certified teachers from the stages of planning, implementation, evaluation and follow-up of learning in improving the quality of student religiosity at SMP Negeri Arun. This research is a qualitative study using a descriptive approach. Data sources consist of primary data and secondary data. To obtain accurate data, researchers conducted three data collection techniques, namely observation, interviews, and documentation, while data analysis techniques consisted of data collection, data condensation, data presentation and drawing conclusions. The results showed that: 1) The learning planning of certified teachers in improving the quality of student religiosity at SMP Negeri Arun is carried out in accordance with the Regulation of the Minister of Education and Culture Number 22 of 2016, teacher planning documents are prepared by paying attention to student development areas such as encouraging students to participate actively, creatively, independently and with character, and planning concentrates on character building and Islamic culture, 2) The implementation of certified teachers' learning in improving the quality of student religiosity at SMP Negeri Arun varies by using an interactive learning approach with students and religiosity-integrated learning through development areas tailored to learning materials and activities, 3) Evaluation and follow-up of certification teachers' learning in improving the quality of student religiosity SMP Negeri Arun is in accordance with the applicable educational assessment standards in the Regulation of the Minister of Education and Culture Number 21 of 2022. Learning evaluation is carried out to determine the success of learning through the stages of collecting and processing information that can help teachers know student learning outcomes. Indicators of learning success are determined from the results of evaluation of both aspects of attitude, knowledge and skills.

INTRODUCTION

The challenge of education today is the moral degradation of the younger generation due to globalisation. In the era of globalisation, character building needs serious attention. This is because the times, technological advances and people's lifestyles will easily influence and change the behaviour of students (Almuhajir, 2021). It is believed that religiosity-integrated education can be used as a solution because through education, students' characters and norms are developed thoroughly (Lathifah, 2019).

Integrated religiosity education is the internalisation of character into students through strategies in the form of knowledge, experience, habituation, rules, environmental engineering, and sacrifice that can be applied in the school environment through five activities, namely teaching and learning in the classroom, school culture, co-curricular activities, extracurricular activities, and collaboration with parents and the community (Arif Rahman Prasetyo, 2020).

Religiosity is a character value that shows attitudes and compliance in adhering to the teachings of the religion that is adopted, has high tolerance for the beliefs of others and is able to show a harmonious attitude and coexist with adherents of other religions (Salamiah, 2022).

The quality of one's religiosity according to Glock and Stark in Rizky Setiawati includes religious belief, religious practice, religious feeling, religious effect, and religious knowledge (Rizky Setiawati, 2014). In relation to improving the quality of religiosity, it is known that 85% of the quality problems lie in improper management. This shows that school principals must have effective and efficient management skills. In the world of education, the main component in improving the quality of religiosity is to create goals constantly (Sutarto, 2015).

The roles and responsibilities of teachers are not only to transfer knowledge, but also to educate and guide students to have good character. Through the responsibility of teaching and educating, students gain experience in the form of knowledge and character education from teachers (Muhammad

Arif, 2022). Maximum teacher performance is expected by all school parties, including students, principals, student guardians and the community and government. Because with this maximum teacher performance is able to make a maximum contribution so that the results achieved will be satisfactory. When teachers are able to carry out their duties properly and effectively and efficiently, it will affect the continuity of the teaching and learning process (B. Salam, 2017).

In addition to having competence, teachers are also required to have academic qualification standards, educator certificates, be physically and mentally healthy, and have the ability to realise an educational goal in Indonesia (Syifa Fauziah Hafidz, 2016). The national teacher certification policy is a form of government attention that has goals and benefits for teachers. These goals and benefits are: Determine the eligibility of teachers to carry out their duties as learning agents and realise the objectives of national education, improve the process and quality of educational outcomes, enhance the dignity of teachers and improve teacher

professionalism (Lita Latiana, 2010).

Certification teachers at SMP Negeri Arun have effective strategies in classroom management so that it has an impact on the quality of changes in student behaviour, especially in the context of the quality of student religiosity. The thing that attracts the attention of researchers is that despite the limited funding, SMP Negeri Arun is still able to make achievements at the city, provincial and even national levels. Initial observations showed that to achieve the school's vision, SMP Negeri Arun has a self-development programme in the form of academic development and strengthening every Monday and Wednesday, Islamic character development every Tuesday, and development of students' talents and interests which is carried out every Thursday from 13.00 -16.30 WIB. The achievements made by SMP Negeri Arun cannot be separated from the role and support of various parties including the contribution made by the school committee to the self-development programme which is a superior programme implemented at SMP Negeri Arun.

SMP Negeri Arun was formerly called Taman Dewasa (SMP) which was managed by Perguruan Taman Siswa based in Yogyakarta, a school that made many achievements at the city, provincial and even national levels. The existence as an outstanding school was maintained by this school until the transition to Arun Private Junior High School in 2001 which was managed by PT Arun through the Arun Education Foundation (Yapena). Furthermore, in 2011 there was a transfer of assets from PT Arun to the Aceh government under the name SMP Negeri Arun. The number of teachers at SMP Negeri Arun is currently 23 and 11 of them are certified educators.

Departing from the phenomenon and literature review above, the researcher is interested in examining the learning management of certified teachers from the stages of planning, implementation, evaluation and follow-up of learning in improving the quality of student religiosity at SMP Negeri Arun.

METHOD

This research is a qualitative study using a descriptive approach in obtaining and presenting the data. Qualitative research is a research procedure that is able to produce descriptive data in the form of speech, writing, and behaviour of the people observed (Farida Nugrahani, 2014). The descriptive approach was chosen by the researcher because this approach is a comprehensive description of the actual situation related to the learning management of certified teachers in improving the quality of student religiosity at SMP Negeri Arun. The data sources in this research consist of primary data and secondary data. (Sandu Siyoto, 2015).

To obtain accurate data in this study, researchers conducted three data collection techniques, namely observation by directly observing the learning activities of certified teachers and student religiosity activities, interviews with certified teachers, and documentation consisting of certification teacher learning documents, student religiosity activity programmes, and student achievement documents in the field of religiosity. As for the data analysis technique, the author uses the Miles and Huberman

model, which consists of data collection, data condensation, data presentation and drawing conclusions.

RESULT AND DISCUSSION

Observing each finding obtained during the research, the researchers will discuss the learning management of certified teachers in improving the quality of religiosity of SMP Negeri Arun students. The stages of learning management carried out by certified teachers include:

a. Lesson Planning Of Certified Teachers

The role of teachers in learning is a very important part because teachers will always be with students. If the teacher is pleasant, has a good character, good character and is a role model for students, then learning outcomes will also be optimal. The quality of teachers is the main indicator of a school's success in improving the quality of education in its school. If the quality of teachers is good, the output of students will also increase (Riduwan, 2023).

Lesson planning for certified teachers in improving the quality of

student religiosity is a guideline that is used as a systematic approach which includes mapping learning needs, formulation of learning objectives to be achieved, learning strategies and development, subject matter, and assessments used to measure the success of the learning process. This was explained by Siti Aminah (Indonesian Language Subject Certification Teacher), in the results of her interview stated that:

> We can say that planning is a vision to achieve learning objectives. Teachers are required to make lesson plans that we know as Learning Implementation Plans (RPP) as a guide in learning. The most prioritised learning is student morale as a mandatory value that must be raised. Before the teacher enters the teaching material, the first thing is moral formation.

A similar statement was conveyed by Darmawati (Certification Teacher of Indonesian Language Subjects), in the results of her interview mentioned that:

> Teachers' lesson planning must be religiosity-based. Teachers reinforce religiosity throughout the lesson, especially in the

introductory stage. The strengthening of religiosity is carried out with a "friend" approach strategy so that students do not feel lectured, students become closer and more open to teachers and become an opportunity for teachers to insert religiosity-based education in learning.

Millatina Chalil (Certification Teacher in Islamic Religious Education), explained in her interview that:

> The challenge of education today is the character of students who are beginning to be eroded by the influence of foreign cultures. Education based on religiosity is one of the efforts in thickening the positive character of students. The efforts made by teachers are exemplary and lesson planning that contains religiosity values. The religiosity-based education itself is closely related to the material in religious learning, but it needs good planning so that students have knowledge and can translate their knowledge into daily behaviour.

Based on the opinions expressed by the three informants above, researchers saw several teachers collecting lesson plan documents in the curriculum room in preparation for class supervision.

The researcher asked permission to open the lesson plan document belonging to one of the certified teachers. In the introduction stage, the teacher wrote an apperception related to nature with gratitude. Each step of learning contains character values to be developed such as responsibility, respect, courtesy and so on.

The planning of certified teachers begins with the preparation of lesson plans, determining media, learning resources, and writing learning scenarios. The planning of certified teachers at SMP Negeri Arun is designed in the form of syllabus and lesson plans that refer to the Regulation of the Minister of Education and Culture Number 22 of 2016 which is explained in the form of the following table:

Table 1 Lesson Planning of SMP Negeri Arun Certification Teachers

No	Teacher's Planning Aspect	Owned components
1	Syllabus Preparation	1. Subject identity 2. School identity 3. Core Competence 4. Basic Competence 5. Subject Matter 6. Learning 7. Assessment 8. Time Allocation

		9. Learning Resources
2	Preparation of lesson plans (RPP)	1. School Identity 2. Subject Identity 3. Class/Semester 4. Subject Matter 5. Time Allocation 6. Learning Objectives 7. Basic competence 8. Learning material 9. Learning method 10. Learning media 11. Learning Resources 12. Learning steps 13. Assessment of learning outcomes

The data above illustrates the preparation that teachers must do before implementing learning in the classroom, namely preparing syllabus documents and lesson plans. The syllabus is a guideline used by teachers in preparing a learning framework. As a reference in developing lesson plans. The syllabus at least contains components such as subject identity, school identity, core competencies, basic competencies, subject matter, learning scenarios, assessment, time allocation, and learning resources.

The development of the syllabus component will be used as the basis for preparing lesson plans in directing student learning activities to achieve Basic Competencies (KD). RPP is a plan for teacher learning activities carried out both online and offline for one or more meetings. The lesson plan is prepared in a complete and systematic manner to direct two-way learning, inspiring, fun, challenging, efficient, encouraging students to play an active, creative, independent role, in accordance with the talents interests and physical and psychological development of students.

In the teaching and learning process, instrinsic and extrinsic factors are equally important, where students as an instrinsic factor sometimes have dynamic learning motivation due to other components in the teaching and learning process that are less attractive to students so that extrinsic motivation is needed (Moh. Turmudi, 2012). The competence of the teacher determines the success or failure of teaching and learning activities

carried out (Aruni, 2021).

Teacher planning is prepared by paying attention to student development areas such as encouraging students to participate actively, creatively, independently and with character. Lesson planning carried out by SMP Negeri Arun certification teachers concentrates on character building and Islamic culture but the findings obtained by researchers have not been specifically written in (RPP). Students of SMP Negeri Arun are expected to be able to act as individuals with character both in the school environment and in the community.

Sanjaya in Ismail, states that teachers are planners who are able to design learning in accordance with the supporting climate of the school. In the learning design, teachers are required to pay attention to the characteristics of students and be able to provide a conducive learning environment so that students can learn safely and pleasantly. Teachers need to make plans related to their role as

evaluators of the religiosity dimension where teachers must be able to implement an assessment of the process and learning outcomes that can be accounted for (Ismail, 2010).

Lesson planning documents are used as systematic guidelines for the implementation of certification teachers' learning at SMP Negeri Arun in achieving learning objectives. Planning as explained by Djanaid in Sari and Rosyidi, that planning and management are the first things that must be owned to achieve a goal. Planning is likened to a road map that does not function if it is not equipped with a strategy that contains operational procedures or tactics (Sari, 2021).

In the learning design, teachers are required to pay attention to the characteristics of students and be able to provide a conducive learning environment so that students can learn safely and pleasantly. Teachers need to make plans related to their role as evaluators of the religiosity dimension where teachers must be

able to implement an accountable assessment of the learning process and outcomes.

b. Implementation Of Certified Teacher Learning

Learning is an interactive process between teachers and students in the delivery of teaching materials, delivery methods, learning strategies, and learning resources in a learning environment. Indicators of learning success can be seen by looking at the level of student achievement in achieving educational goals (Pohan, 2021).

Learning implementation is the real action of the teacher in implementing the learning programme planning that has been prepared. The most important part of learning implementation lies in the strategies that teachers use. Strategy is an effort to achieve goals so it needs careful and planned planning. In determining learning strategies, teachers' pedagogical competence should not only be at the level of mere or origin. Regarding the implementation of

learning, Siti Aminah explained that:

> The implementation of learning is a teacher activity in teaching as well as educating. Educating students by instilling moral values, manners and student behaviour while teaching is an activity of transferring knowledge. Both must be balanced so that the output of the learning outcomes is a smart and noble student. One of the approaches taken is to make students as learning partners and take advantage of student fun as a means of learning, for example designing learning by utilising Gadgets as a medium for student character building in the positive use of technology.

Darmawati and Millatina Chalil provided similar reinforcement, stating in their interviews that:

> The implementation of Natural Science (IPA) learning both during regular hours and during the day is carried out with a "close" strategy with students through integrated religiosity learning. Teachers not only transfer knowledge but insert religiosity values in learning so that there is a change in student behaviour towards a more positive direction, for example during class discussion activities other students listen and respect the opinions of friends.

The implementation stage of SMP Negeri Arun certification teacher learning begins with preparation and classroom management. The success of learning is largely determined by the teacher's ability to manage the class. Teachers provide examples in the form of behaviour in practicing religious teachings, practicing honest, disciplined, responsible, caring, polite, responsive and proactive behaviour to students which is part of the religiosity dimension to be achieved. The learning environment illustrates high tolerance where students respect each other's opinions. Teachers during the learning process conduct assessments by filling in the assessment book. The stages of the teacher learning process can be presented in the form of the following table:

Tabel 2 Learning Implementation of SMP Negeri Arun Certification Teachers

Learning Stages	Learning Activities
Introduction	1. Guru mengucapakan salam dan ketua kelas memimpin doa pembelajaran. (keteladanan dan Penguatan Karakter) 2. Guru mempersiapkan kelas dengan absensi dan apersepsi melalui cerita motivasi (Penguatan Karakter)
	3. Guru menyampaikan tujuan pembelajaran (Kesadaran Diri)

Core	1. **Critical Thinking Activities**
	  a. The teacher shows a video related to the material, providing motivation and stimulus related to manners and behaviour. (Self Awareness).
	  b. The teacher directs the students to identify as many questions as possible from the video (Courteous, Respectful)
	2. **Collaboration Activities**
	  a. The teacher directs the learners to sit according to their groups and distributes the Learner Worksheet (LKPD) to be done with their group mates (Responsibility, Independence)
	  b. The teacher assists students to discuss, express opinions, and exchange information. (Courteous, Respectful, independent).
	3. **Communication Activities**
	  The teacher accompanies student presentations, expressing opinions in response to presentations from other groups individually or in groups. (Courteous, Respectful, Honest, Responsibility).
	4. **Creativity Activities**
	  a. The teacher authorises the students to conclude today's learning. (Courage, Responsibility)
	  b. The teacher gives appreciation to all groups (Motivation and Exemplary)
	  c. The teacher reinforces the material that is related to manners and behaviour (Strengthening character)

Closing	1. Teacher and students reflect on the learning (Self-awareness and Self-reliance) 2. Teacher Conveys the next learning material (Independent) 3. The teacher closes the lesson by saying greetings and the class leader leads the prayer (Exemplary and Strengthening Character)

The implementation of certification teacher learning in SMP Arun in shaping student religiosity includes 3 stages, namely the introduction stage, the core stage, and the closing stage. At the

introductory stage, teachers develop aspects of student religiosity by role modelling, strengthening character and student self-awareness. At the core stage, teachers use learning syntax in training students' critical, collaborative, communicative and creative thinking with the development area of religiosity in the dimensions of courageous and responsible practice.

The development of exemplary aspects is a dimension of religiosity in the dimension of appreciation, and strengthening honest character is a dimension of religiosity of practice that is also developed in learning by certified teachers. In the closing stage, teachers develop aspects of religiosity in the form of self-awareness, independence, and exemplary which is the dimension of religiosity of appreciation and practice. The stages of implementing learning for certified teachers at SMP Arun are in accordance with Mulyasa's opinion that teachers should at least recognise 4 things related to

students' abilities and characteristics as considerations in implementing learning. These aspects include the development of knowledge, level of intelligence, inventiveness or creativity, psychological and psychological development of students (Feralys Novauli. M, 2015).

Professional teachers must have a linear education with their expertise, have teaching experience, mastery of competencies and good management including mastery of material, learning strategies, classroom management, selection of media and learning resources, mastery of learning theory, management of effective communication, management of learning outcomes assessment, mastering the principles of educating and teaching, the ability to compile school administration, and mastering the principles of the process and results of education (Ade Silvia Utari, 2020).

Teachers determine the right approach and media in the learning process to create effective, efficient

and quality learning. Teacher exemplary in learning is an effective effort in improving the quality of student religiosity in the dimension of practice and appreciation. Teachers in implementing learning require competencies which include pedagogic, professional, personality and social competencies (Zuliamiranti, 2017).

c. **Evaluation and Follow-up**

Learning evaluation is basically not only assessing learning outcomes, but also the processes that educators and students go through in the whole learning process (Asrul, 2022). The indicator of the success of the learning process is the output of learning outcomes in the form of achievement. The teacher's strategy to determine the success or failure of the learning process can be done by conducting an evaluation. Evaluation aims to measure the success of the learning process. Evaluation techniques are very diverse but generally teachers conduct assessments on 3 aspects, namely attitude assessment,

knowledge assessment and skills assessment. Regarding the evaluation of learning outcomes at SMP Negeri Arun, Siti Aminah explained in her interview that:

> There are three aspects of competence that students must achieve, namely aspects of attitude, knowledge and skills. Regarding the assessment of religiosity learning, it is included in the attitude assessment which is called authentic assessment. Based on the assessment, teachers get feedback related to the integrated learning outcomes of religiosity which will then be reflected on as a follow-up to improve future learning.

In the evaluation and follow-up stages of learning, Darmawati has the view that:

> Indicators of learning success are said to achieve maximum results if students are able to apply the value of religiosity wherever they are. For example, when participating in the KSN (National Science Competency) event at the national level, SMP Negeri Arun students were asked to read prayers at the opening and closing ceremony of the KSN activity. Now this is an extraordinary pride for the school where the fruit of the results of integrated religiosity education is declared to have achieved success.

Millatina Chalil expressed a similar view in her interview, stating that:

The success of religiosity-integrated learning is determined by the results of the evaluation conducted by the teacher. The assessment technique carried out is an authentic assessment both during learning and outside of learning in addition to the assessment of knowledge and skills. The results of the assessment are then analysed to determine the follow-up that must be done in the next lesson.

The results of interviews that have been conducted by researchers are then compared with researcher observations related to the implementation of evaluation and follow-up of religiosity learning. Teachers use authentic assessment techniques, which are significantly meaningful assessments of student learning outcomes during learning in the classroom and outside the classroom.

The assessment is written into the assessment book including attitude, knowledge and skills assessment. For attitude assessment, teachers use attitude journals (observation), self-assessment and peer assessment. For knowledge assessment, teachers use written or oral tests. For skills assessment, teachers use rubrics for work performance. Evaluation results are analysed to provide learning assistance to students in the form of remedial and enrichment. Remedial is for students who have not reached the Minimum Completeness Criteria (KKM) and enrichment is for students who have achieved learning outcomes above the KKM. The form of evaluation and follow-up of religiosity-based learning is shown in the following table:

Table 3 Evaluation and Follow-up of SMP Negeri Arun Certification Teacher Learning

No	Area of Assessment		Form of Follow-up
1	**Attitude Assessment**		Remedial Programme and Enrichment Programme:
	Assessment Technique	Attitude Observation, Self-Assessment, Peer Assessment	1. Remedial is for students who have not reached the KKM.
	Purpose	Develop students' competence in translating religiosity and social values that are expressed into daily actions or behaviours including practice, appreciation, belief,	2. Enrichment is for students who have reached the KKM by considering the

		appreciation and knowledge as a result of education.	available meeting time.
2	**Knowledge Assessment**		
	Assessment Technique	Written Test, Written Test, Assignment	
	Purpose	Developing students' thinking skills (cognitive processes) factually, conceptually, procedurally and metacognitively (self-awareness) as a form of developing the religiosity dimension of the knowledge and practice dimensions so that it has a direct impact on educational outcomes.	
3	**Skills Assessment**		
	Assessment Technique	Practice, Product, Project, Portfolio	
	Purpose	Developing students' competence in implementing (practising) the ability to think in action so that it has a direct impact on learning outcomes.	

The stages of assessment carried out by SMP Negeri Arun certification teachers include assessment of attitudes, knowledge and skills. Attitude assessment techniques are carried out with attitude observation journals, self-assessment and peer assessment.

Self-assessment and peer assessment are conducted at least once a semester. The purpose of attitude assessment is to develop students' competence in translating religiosity and social values both in the dimensions of belief, practice, appreciation, practice and knowledge which are expressed in the actions or behaviour of students in daily life.

Knowledge assessment techniques are carried out by written, oral and assignment tests. The purpose of knowledge assessment is to develop students' thinking skills (cognitive process) factually, conceptually, procedurally and metacognitively (self-awareness) so that it has a direct impact on educational outcomes. Skills assessment techniques are carried out by practice, product, project, and portopolio. The purpose of skills assessment is to develop students' competence in implementing the ability to think in action as a form of developing religiosity in the dimensions of practice, appreciation

and practice so that it has a direct impact on educational outcomes.

The success of SMP Negeri Arun certification teacher learning can be seen from the achievement of learning outcomes where overall students achieve scores above the minimum completeness criteria (KKM) and can demonstrate the value of religiosity both in the school environment and in the wider community. Students dare to maintain their existence in maintaining their traditions and culture despite being in a global environment is one example of the achievements and results of religiosity education and the successful development of the religiosity dimension in schools.

Effective efforts made in developing religiosity values to students are through examples shown by teachers both in building effective communication with students, providing a harmonious learning environment, always spreading positive influences in the school environment, as well as through programs that foster

student leadership in improving the quality of religiosity at school such as becoming imams of dzuhur and Asr prayers in congregation, cultum officers, prayer leaders, and regeneration of religiosity programs at school.

Indicators of learning success can be done by conducting learning evaluations. Certification teachers at SMP Negeri Arun have conducted assessments for all three aspects of students, namely attitude, knowledge; and skills assessments. Assessment is carried out throughout learning and also outside of learning. Knowledge assessment is done in the form of tests.

Assessment of student learning outcomes is based on nationally accepted standards. The education standards explain the mechanisms, procedures and instruments for assessing student learning outcomes. Assessments carried out by teachers must fulfil the principles of assessment which consist of valid, objective, fair, integrated, open, comprehensive and

sustainable, systematic, referenced and accountable (Riyuzen Tuala Praja, 2018).

The results of the evaluation conducted by certified teachers at SMP Negeri Arun are then analysed to obtain learning feedback as a basis for follow-up learning. Through the analysis of evaluation results, teachers can carry out improvement activities such as remedial and enrichment. Remedial is for students who have not reached the minimum completeness criteria (KKM) and enrichment is for students who have achieved learning completeness above the minimum criteria. The evaluation is generally carried out at the end of the lesson and is used as an illustration of the success of learning. Evaluation is used as giving meaning and accuracy to the quality of learning by comparing the measurement results with certain assessment indicators.

CONCLUSION

The planning carried out by SMP Negeri Arun certification teachers before implementing learning is by making lesson plans in accordance with the Minister of Education and Culture number 22 of 2016. Teacher planning documents are prepared by paying attention to student development areas such as encouraging students to participate actively, creatively, independently and with character. Lesson planning carried out by Arun SMP Negeri Arun certification teachers concentrates on character building and Islamic culture but the findings obtained by researchers have not been specifically written in (RPP).

The implementation of learning is varied and generally uses interactive learning approaches/strategies with students. Junior high school students are students who are entering a period of self-discovery, so it is very necessary to integrate religiosity learning through development areas that are tailored to learning materials and activities.

The SMP Negeri Arun certification teachers have carried out learning implementation in accordance with the applicable education assessment standards in the Minister of Education and Culture number 21 of 2022. Learning evaluation is carried out to

determine the success of learning through the stages of collecting and processing information that can help teachers know student learning outcomes. Indicators of learning success are determined from the results of evaluation of both aspects of attitude, knowledge and skills.

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