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Profile of a Digital Era Humanist PAI Teacher
(Humanist Studies in Gender Equality)

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ABSTRACT

This paper aims to describe how the attitude of P.AI teachers in teaching in the digital era which along with the development of sophisticated technology, many changes in attitudes and behavior of teachers in teaching, especially the lack of understanding in using technology will actually make it easier for teachers in the learning process of students who will be more efficient, but there is an attitude generated by the teacher in trying to integrate knowledge with other sciences, so that there will be an impact where students are less concerned with the teacher and the lessons being delivered and lose the will to learn a science. The method used in this paper is literature study by analyzing and reviewing various literature such as books and related journal documents. The results of this paper expect an P.AI teacher to become an educator who carries out his duties properly and plays a full role in implementing humanist learning in this digital era.

ABSTRAK

Tulisan ini bertujuan untuk mendeskripsikan bagaimana sikap guru PAI dalam pengajaran di era digital yang mana seiring dengan perkembangan teknologi yang serba canggih, banyak perubahan sikap dan perilaku guru dalam mengajar, terutama ialah ketidakpahaman dalam menggunakan teknologi sebenarnya akan mempermudah guru dalam proses pembelajaran siswa yang akan lebih efisien, tetapi ada sikap yang ditimbulkan guru dalam mencoba untuk mengintegrasikan ilmu dengan ilmu lainnya, sehingga akan terjadi dampak di mana siswa yang kurang peduli dengan guru dan pelajaran yang disampaikan serta hilangnya kemauan untuk mempelajari sebuah ilmu. Metode yang digunakan dalam tulisan ini adalah studi pustaka dengan menganalisis dan meninjau berbagai literatur seperti buku dan dokumen jurnal yang berkaitan. Hasil dari tulisan ini mengharapkan seorang guru PAI agar menjadi pendidik yang melaksanakan tugas dengan baik dan berperan penuh dalam pelaksanaan pembelajaran yang humanis di era digital.

PRELIMINARY

The teaching profession is very important and much needed in the progress of education. As a teacher who wants to complete his teaching abilities, this is done through an educational process or special training. That way, it will be easier for teachers to instill a sense of love in the students they are educating. A professional teacher should have a high sense of humanity, especially in today's sophisticated learning era. The sense of humanity that can be improved in students is by being more concerned about the students' situation, one of which is that even though nowadays it is easy to access technology to get information, teachers must also remain professional teachers and not impose too many tasks on students.

Based on the current situation in the world of education, quoted from existing data, the situation of digital era educators in Indonesia is very worrying (Rahman, 2019). Teachers in the digital era are skilled and passionate about the technological era where obtaining information has no boundaries so that religious knowledge can be sought to its roots and can also access a person's personality (Khairil, 2021). A

teacher must have a humanistic nature that can be used as a pillar in determining a positive digital direction, so that students can express themselves freely without negative things in order to realize progressive and highly intellectual education.

As explained above, teachers do not care about the condition of students who must be guided not to make mistakes in using technology so that religious learning is still delivered in an effective and enjoyable way so that teachers can teach professionally and can be used as role models by the community (Assingkily & Putri, 2022). The problems faced by teachers from outside themselves are usually because the school where they teach does not support access to technology, so teachers do not understand technology, which results in the delivery of material being limited and inefficient in order to keep up with advances in science. Therefore, teachers cannot be forced to teach professionally. The school must be able to pay attention to technological facilities and infrastructure and the comfort of learning will definitely make students express their creativity to develop knowledge.

By conducting a preliminary study sourced from journal articles and books that have been researched regarding the profile of humanist teachers in the digital era, of course many teachers do not understand and do not utilize technology for student learning. If this continues to happen and there are no significant changes, then education will far behind the current era which continues to progress which means the knowledge taught is limited.

The profile of a humanist PAI teacher in the digital era certainly has a lot of analysis that already exists. There is discussion about students being used to and familiar with digital technology which makes learning easier (Suyanto, 2019), teachers can integrate religious knowledge with technology. (Tang, 2021), facilitating ICT in supporting student creativity. (Arifin, 2014). The difference between this research and the previous one is in the section on how teachers use technology to achieve creative and innovative learning that is able to compete with general education.

Observing the literature review described above, it can be seen that during online learning activities during Covid-19, it was the biggest challenge for teachers to carry out the learning process because they only used technology. This is a reference so that teachers can continue to carry out learning as usual, students should continue to develop, so this step is the right one to implement, with this, they must be able to anticipate the impact of technology so that learning can run even better.

METHOD

In writing articles, the author uses a qualitative approach using literature studies obtained from various reference sources such as articles and books. This article describes a teacher who is able to master a deep understanding of religion and can utilize sophisticated technology to integrate religious knowledge so that it can develop more broadly and be updated. The goal is so that students can experience learning that is easy to understand and collaborate in providing their creativity which has an impact on positive things so that the learning atmosphere is fun and neatly organized.

FINDINGS AND DISCUSSION

Understanding the Teaching Profession

A profession is a particular field of work that is considered to have met the criteria. In other words, not all jobs can be called professions because there are special requirements that must be met so that a field of work can be called a profession. A teacher is a person who plans and carries out the learning process, assesses and guides students to achieve their goals and have good character. The teaching profession is a profession that can determine the future of this nation. Teachers without mastering learning materials, learning strategies, encouraging students to learn to achieve high achievement, all efforts to improve the quality of education will not achieve maximum results. The quality of education is determined by various factors, but the most important and very dominant is the professional quality of a teacher (Barnawi & Arifin, 2014).

In general, the requirements for a job to be classified as a profession are: First, have a scientific specialty; Each profession is built based on scientific specificity, so that people who enter a professional field must be people who have an appropriate scientific background. This explains that not just anyone can work in a professional field if they do not have a relevant scientific background. Second, have a code of ethics in carrying out the profession; The code of ethics is an ethical guideline/moral guideline for

members of the profession in carrying out their duties. A professional code of ethics is needed to maintain dignity and serve as a guide for professional people in carrying out their profession.

Third, have a professional organization; The organization is a forum for struggle and an association of professional people. Professional organizations also function as a forum for professional development through sharing innovation and communication in a profession. Through this organization, professional people will have the same agreement in carrying out their profession and have the ability to respond to various policies and challenges related to the profession. Professional organizations can be a symbol of the strength of a profession in society. Fourth, recognized by society; A profession must receive public recognition. This recognition is obtained if the profession has been proven to have a role according to its field. Public recognition is a form of legitimization of the existence and role of a profession.

Fifth, as a calling in life; A profession is a lifelong career, thus the profession will become ingrained in the person who carries it out. Working in a professional field is very different from working in other fields. Working in a professional field requires a person to dedicate themselves fully and continue to deepen their knowledge in that professional field. So the longer someone is involved in a professional field, the more expert they will be in that field.

Sixth, equipped with diagnostic skills; As a field of work that requires autonomous decision making from professional people, people who work in the professional field are required to have diagnostic abilities. Diagnostic ability is the ability to estimate causes and/or effects based on certain symptoms or characteristics, analyze, and the ability to determine appropriate actions to handle or resolve problems. Seventh, have clear clients; Because professions are jobs in the service sector, every profession must have clear clients. Doctors have patient clients, lawyers have legal clients, teachers have student clients. This client's clarity shows that the professional field is a very specific job and differs from one profession to another, so that a person cannot change professions without educational background and relevant skills (Tang, 2018).

Digital Era Humanist Educator

The current development of PAI learning does not respond to developments in the digital age/era. If we look at the reality of today's students, they are generally very familiar with digital tools such as smart phones, laptops and other digital tools. At least, as a PAI educator/educator who is responsive to seeing these conditions, he will be innovative and creative in developing learning strategies that are appropriate to the world of today's children (students). Seeing this problem, it is necessary to develop an integrative PAI learning strategy as a solution to overcome this problem. So that PAI learning in schools/madrasas/Islamic boarding schools can be more meaningful and respond to developments in the digital era. A teacher is a person who plans and carries out the learning process, assesses and guides students to achieve their goals and have good character. The teaching profession is a profession that can determine the future of this nation. In fact, it seems that they are only concerned with cognitive scores so that students can pass the exam (Susanto, 2020).

Musa (2005), that our school education should be returned to the reality of the dynamics of society, not become an ivory tower that is uprooted from the roots of the life of its own society. School education is not to teach dreams and anti-reality, but to become a legitimate part of the reality of life in the community itself to seek answers to the dialectical process that continues to roil in the life of the community." This is in line with Musa Asy'arie's opinion regarding education in general, but that is also what happened to PAI; both in terms of material and in terms of developing learning strategies. In today's digital era, it is necessary to build a paradigm or approach that is contextual (examining the Islamic propositions as a source of PAI material in accordance with the demands of the times/reality of society) and integrative (integrating the values of science and technology and the values of faith and piety/science and technology and IMTAQ) in developing PAI learning strategies. Apart from that, we should not only get caught up in sharia arguments which are qauliyah (spoken in the Qur'an) as a source of PAI material, but we need to study the propositions which are kauniyah (created/natural phenomena) as a guide in developing PAI material. Today's era requires us to master science and technology, information and communication, and other technological tools.

Profile of a Digital Era Humanist PAI Teacher

The profile of a humanist Islamic Religious Education (PAI) teacher in the digital era can be characterized as a teacher who is able to integrate religious values with information and communication technology (ICT) in the learning process. This profile is in line with the increasingly developing and complex needs of the times, as well as the increasingly diverse and complex challenges faced by PAI teachers in teaching religious material to students (Sudijono, 2018).

There are several characteristics of humanist PAI teachers in the digital era, including: Able to understand students' needs and adapt learning methods to the information and communication technology (ICT) used, able to use ICT in the learning process in order to facilitate interactive, creative and fun learning for students, able to integrate religious values in learning using ICT so that optimal transfer of knowledge and values occurs, able to be a role model in terms of the use of ICT and the use of social media to communicate with students and parents, able to evaluate the learning outcomes achieved by students through ICT by utilizing Various existing evaluation tools are able to maximize the ICT around them, such as internet networks, computer devices and mobile devices in facilitating learning (Iskandar A & Kusmawardani, 2021).

So, the conclusion can be seen that the use of ICT in PAI learning has become an unavoidable necessity. Therefore, humanist PAI teachers in the digital era need to understand and master the use of ICT in learning to facilitate interactive, creative and fun learning for students. Apart from that, humanist PAI teachers in the digital era also need to understand how to integrate religious values in learning using ICT so that optimal transfer of knowledge and values occurs (Sihabudin, 2020). The profile of a humanist Islamic Religious Education (PAI) teacher in the digital era can be described as a teacher who has a comprehensive understanding of religion, is able to integrate religious values with digital technology, and is able to help students develop holistically (Abdullah, 2020).

Several characteristics that can be used as a reference for assessing the profile of humanist PAI teachers in the digital era are as follows: Humanist PAI teachers in the digital era must have a comprehensive understanding of Islamic religious teachings and be able to understand religious teachings holistically, thereby helping teachers in explaining religious values. more effectively with students, can integrate digital technology with Islamic religious teachings to improve student learning experiences. Teachers can use various applications or digital platforms to make learning more interactive and interesting for students, be able to develop creativity and innovation in learning, create new and innovative learning methods to help students better understand religious values practically and contextually, become motivators and mentor for students, helps students find their life goals and find ways to develop their potential. Then students can develop holistically and become better individuals (Arifin & Harun, 2020).

CONCLUSION

Based on the research description above, it can be concluded that a profession is a certain job that requires requirements that must be fulfilled, so not every job is a profession. Meanwhile, a teacher is a person who prepares and carries out learning for students so that they are guided in achieving their goals. The teaching profession is someone who is able to bring change for the future, and the profile of a humanist PAI teacher in the digital era is someone who is able to integrate religious values with technology in their work.

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