Performance Analysis of Islamic Religious Education Teachers in School Learning

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Abstract:

The existence of Islamic Religious Education (PAI) teachers is expected to help form students who have high competitiveness while still practicing Islamic teachings. However, the irony is that the time allocation for Islamic religious education subjects in public schools is minimal, especially in Vocational High Schools (SMK), which incidentally focuses more on each vocational field and is supplemented by the Field Work Practice (PKL) program with a lot of time. That consciously requires Islamic religious education teachers to have effective and efficient classroom learning strategies, including organizing and managing so that the material being taught is conveyed correctly and optimally. This study aims to determine the performance effectiveness of PAI teachers in planning, implementing, and evaluating them in class. This study used a qualitative method with a type of field research and used descriptive data analysis to validate the data using source and technique triangulation. This study's results indicate that teacher performance's effectiveness in planning, implementing, and evaluating is the same as in general. After conducting the Teacher Performance Assessment, it turns out that in class implementation, several teacher competencies need to be improved, such as mastering material, structure, and concepts in class. So, the institution provides facilities to teachers to further enhance their teaching performance with the in-house Training (IHT) program.

Keywords: Islamic Religious Education, Teacher Performance Assessment, Teacher Performance Effectiveness

Introduction

Over time, many things are affected by the current globalization, especially in the world of Education. The presence of globalization requires fundamental changes for each individual.[1] Making changes in the form of hands is not easy; of course, to answer the challenge requires human resources who are han-dal and able to be highly competitive, for this is where the role of Education is. Education is challenged to be able to educate and maneuver to produce graduates who are competent in all aspects of life.[2]

According to Ki Hajar Dewantara, education is all efforts to advance the personality, thinking, and physical in children to promote the perfection of life and provide a livelihood to children in harmony with society and nature.[3] Education can form the character of the nation's generation, which allows humans to blend in with the environment; then, human education will also minimize the various possibilities that occur in the future.[4]

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[1] Anugrah et al., "Social and Cultural Problems in Islamic Boarding School; Comparative Study in Five Boarding School in Java-Sumatra". JUPIIS, vol. 14, no. 1, 2022, p. 35. https://doi.org/10.24114/jupiis.v14i1.30507.

[2] Endun, et al., "Management of Character Education Based on Local Wisdom". NJMPI, vol. 7, no. 1, 2022, p. 73-91. https://doi.org/10.31538/ndh.v7i1.1998; Yirdaw et al. "Quality of Education in Private Higher Institutions in Ethiopia". SAGE Open, vol. 6, no. 1, 2016, p. 215824401562495. https://doi.org/10.1177/2158244015624950.

[3] Abd. Muis Thabrani, *Pengantar & Dimensi-dimensi Pendidikan* (Jember: STAIN Jember PRESS, 2013), 21

[4] Hanafiah, and Ramazan Ramazan, "Principal Leadership Behavior Impact on the Character Education". J. Edu. Teach. Learn., vol. 7, no. 2, 2022, p. 224. https://doi.org/10.26737/jetl.v7i2.3310.

However, in creating quality human resources, both intellectually and morally capable of high competitiveness, the figure of a teacher as a teacher and educator is needed. Because the teacher is a control holder who has the potential to determine the quality of human resources in a country, professional and qualified teachers will produce quality students as well.[5] So a teacher must be able to be a leader who oversees, manages, and regulates the entire process of learning activities at school because the smooth running of each process as whole classroom educational activities are entirely the responsibility of the teachers.[6]

As contained in the law of the Republic of Indonesia No. 14 of 2005, Article 1 says that: teachers are professional educators with the main task of guiding, educating, directing, teaching, assessing, training, and evaluating learners on the path of formal education and Secondary Education. A teacher who must train and educate is responsible for his students to get the right in learning.[7]

So that learning only sometimes goes with a clear direction, the existence of teachers becomes a thing that is required to have a performance that can provide and realize the desires and expectations of all parties to achieve educational success. Therefore, if you want to achieve a decent quality of education, the performance of teachers in carrying out their duties can be influenced.[8] This is the privilege of a teacher and has an influence on life changes, even Allah mentions in the Qur'an through his word:

وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْ ۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍ ۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

Meaning: "And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do" (Al-Mujaadila Verse 11).

In his interpretation of "stand up to give relationship," then stand up as a sign of humility, surely Allah will raise every believer among the people because of his genuine belief, and Allah will raise those who are given knowledge because with his knowledge becomes an argument in the hereafter several degrees compared to people who do not know.[9] Such is the importance of Quranic education that through various media, writing, reading, and analyzing all that is real in humans is a potential that every human being is different from other creatures. Thus, the possibility of humans must be used correctly and dynamically to deliver humans to the position of Hashanah both in this world and Hannah in the hereafter.[10]

For this reason, the position of teachers is very noble, especially in Islamic religious education teachers. A teacher of Islamic Religious Education is a person who conducts teaching and learning

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[5] Didi Piandi, *Kinerja Guru* (Jawa Barat: CV Jejak, 2018), 12.

[6] Annisa Anita Dewi, *Guru Mata Tombak Pendidikan Second Edition* (Jawa Barat: CV Jejak, 2017), 10.

[7] Yuniarti, Indria, Siska, and Yari Dwikurnaningsih. "Implementasi Pkg Berdasarkan Tugas Pokok Dan Fungsi Guru." Jamp Jurnal Administrasi <strong Class="highlight">dan</Strong> Manajemen <strong Class="highlight">pendidikan</Strong>, vol. 5, no. 2, 30 Jun. 2022, p. 136-144. https://doi.org/10.17977/um027v5i22022p136; Fikri, Ihsanul, Muhammad, et al. "Sistem Pendukung Keputusan Penilaian Kinerja Guru Menggunakan Metode Multi Attribute Utility Theory (MAUT)." Jurikom (Jurnal Riset Komputer), vol. 9, no. 5, 31 Oct. 2022, p. 1271. https://doi.org/10.30865/jurikom.v9i5.4791; Fatmawati, Fatmawati, et al. "Analisis Kesiapan Mengajar Mahasiswa Calon Guru Program Studi Pendidikan Kimia Setelah Menjalani Program Pengenalan Lapangan Persekolahan (PLP)." Chemistry Education Practice, vol. 5, no. 1, 30 May. 2022, p. 71-77. https://doi.org/10.29303/cep.v5i1.3269.

[8] Darmadi, *Membangun Paradigma Baru Kinerja Guru*, (Jawa Barat: Guepedia, 2019), 6

[9] Al-Qur'an Kemenag, *Qur'an Surah Al-Mujadilah*: ayat 11, alquran.kemenag.go.id

[10] Mahfuzhah, Indah, et al. "Peran Keluarga Terhadap Pendidikan Agama Bagi Anak Dalam Perspektif Islam". JS, vol. 4, no. 3, 2022, p. 695-703. https://doi.org/10.36088/assabiqun.v4i3.1988.

activities or exercises consciously with his students to be able to achieve the goal of learning (becoming a pious Muslim and believing in Allah SWT). As well as having *akhlaqul karimah* in the lives of individuals, communities, and states. Therefore, it is essential for Islamic Religious Education for students because Religious Education strives to be consciously and organized to prepare students to be able to know, live, understand, fear, believe, and have a noble character in applying Islam from the Qur'an and Al-Hadith through guidance, training, teaching, and experience.[11]

In this regard, the existence of Islamic Religious Education teachers in schools is expected to help form highly competitive students who can practice the teachings of Islam. However, the irony of Islamic Religious Education subjects in schools is minimal time allocation, especially in vocational-based state schools whose students will undoubtedly face street vendors (fieldwork practices) for about 6-10 months. As conveyed by Mrs. Priwahyu, the principal at SMKN 1 Jember that in, SMKN 1 Jember, which also focuses on vocational and partnerships in the world of work to be used as a school of excellence and innovative centers that, on average, target graduates to be absorbed as much as 50% in DUDI (business and industrial world), become entrepreneurs/ work independently as much as 20%, and enter state universities as much as 30%.[12]

Of course, consciously, this will require PAI teachers to have an effective and efficient strategy in organizing and managing so that the material taught is delivered optimally and adequately when in class. Good teacher performance can provide and realize the expectations and desires to achieve educational success.[13] However, it is common to find teachers need more enthusiasm and passion to carry out their educator duties. Various problems exist in teachers from external and internal factors, whether from their homes and families or tasks and workloads that are too large. So that the impact on teachers' performance in classroom learning seemed monotonous, and learners needed to be more interactive and communicative.[14] Most teachers educate and no longer guide, chasing the material without spirit-based.

In addition, the average PAI teacher in teaching less emphasizes the attitude and character of the learners. In contrast, religious education is not just ordinary learning; there needs to be an application. As in the material Akhlaqul Karima, learners should also be monitored to determine whether it is following the attitude and behavior of the teachings of Islam. So, from here, they will form learners with graduates with distinctive Islamic personalities according to the Qur'an and As-Sunnah. In this explanation, the authors are interested in examining the performance of Islamic Religious Education teachers in learning in Vocational High School 1 Jember.

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[11] Moh. Abdullah et al., *Pendidikan Islam Mengupas Tuntas Aspek-Aspek Dalam Dunia Pendidikan Islam* (Yogyakarta: ASWAJA Pressindo, 2019), 3

[12] Wawancara dengan Kepala sekolah SMKN 1 Jember Ibu Dra Priwahyu Hartanti, Tanggal 28 Mei 2022.

[13] Nugraheni, Hermien, et al. "Teacher's Role on Oral Health Promoting School". jkg. jurnal. kesehat. gigi, vol. 5, no. 2, 2018, p. 13. https://doi.org/10.31983/jkg.v5i2.3857; Ma'ruf, Wajedi, Muh. "Strategi Pengembangan Profesi Guru Dalam Mewujudkan Suasana Pembelajaran Yang Efektif". Msn, vol. 3, no. 1, 2021, p. 27-44. https://doi.org/10.56324/al-musannif.v3i1.54.

[14] Ee Ling Low, et al. "How Do Teacher Affective and Cognitive Self-concepts Predict How Do Teacher Affective and Cognitive Self-concepts Predict Their Willingness to Teach Challenging Students? Their Willingness to Teach Challenging Students?". Australian Journal of Teacher Education, vol. 44, no. 10, 2019, p. 18-34. https://doi.org/10.14221/ajte.2019v44n10.2; Hülya Yıldızlı, et al. "Structural Relationships Among Teachers' Goal Orientations for Teaching, Self-efficacy, Burnout, and Attitudes Towards Teaching". Journal on Efficiency and Responsibility in Education and Science, vol. 12, no. 4, 2019, p. 111-125. https://doi.org/10.7160/eriesj.2019.120402.

Methods

This study uses a qualitative approach that describes a symptom or phenomenon in a qualitative location about the effectiveness of the performance of Teachers of religious education Islam in learning in Vocational High School 1 Jember. Data sources in this study were selected with much consideration from primary and secondary data such as from principals, curriculum waka, and teachers and taken from books, journals, theses, and the internet.[15] The data collection techniques in this study were taken through observation, interviews, and documentation studies. As for the validity test technique, they are using triangulation techniques and sources.[16]

Results And Discussion

1. The effectiveness of the performance of Islamic Religious Education Teachers in learning planning at SMKN 1 Jember
    a. Formulate Learning Goals

    In designing learning, a teacher will have a learning target that makes the teacher try as much as possible to develop exciting knowledge so if the planning has been arranged in such a way that it can quickly produce a teaching and learning process that is relevant and following what is to be achieved, especially about learning Islamic religious education that requires appropriate planning in forming learners. This follows the statement of Mahfud that the results of learning Islamic education can achieve changes in student behavior following essential competencies after participating in religious learning activities. More than that, Islamic education also tries to form a personality in students as the caliph of Allah SWT or at least able to prepare students for the path that leads to the final goal, namely as the Caliph of Allah SWT is faith and submission and total obedience to Allah SWT.[17]

    Following the results of research data in the field, the importance of developing learning planning so that PAI teachers can project what must be achieved by their students. All teachers, including Pai teachers, agreed to it because if there is no planning, what happens is that the teacher cannot measure the ability of the learners and their abilities. It is also crucial for a teacher to understand the condition of his students, both cognitive, affective, and psychomotor, especially when in the classroom. Therefore, formulating learning goals is very important to see how students have adjusted to the targets achieved through essential (KD) and core (KI) competencies.[18]

    In preparing and planning the implementation of learning in the classroom, the teacher must make teaching devices that make it easier for teachers to formulate learning objectives in detail and detail. Through the making of lesson plans, teachers will develop learning objectives by describing the competency standards and essential competencies, Through PAI, teachers will take definite steps regarding what strategies teachers should use in shaping their students to comply with what is intended. From the research data results, the number of classes taught by Pai teachers requires them to make direct observations in each category to be trained. As conveyed by Buna'i, teachers' task in formulating goals is to describe the competency standards and essential competencies (SK/KD) into indicators of learning outcomes.

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[15] Abdul Qodir Muslim, Ismail Suardi Wekke, Model Penilaian Kinerja Guru", Jurnal Al-Ta'dib, 1 (Januari, 2018), 50

[16] DeCamp, et al. "Development of a Self-report Instrument for Measuring Online Teaching Practices and Discussion Facilitation". PLoS ONE, vol. 17, no. 10, 2022, p. e0275880. https://doi.org/10.1371/journal.pone.0275880.

[17] Mahfud, Pembelajaran, 12

[18] Suyanti, Suyanti, et al. "Sistem Pendukung Keputusan Penilaian Kinerja Guru Menggunakan Metode Profile Matching". Jur. Ris. Kom., vol. 9, no. 6, 2022, p. 2111. https://doi.org/10.30865/jurikom.v9i6.5236.

Indicators of learning outcomes are statements of behavior that must be observable and oriented to learning outcomes. This is evidence that teachers have an essential task in determining learning outcomes. Because in formulating learning, teachers can only follow the example of other schools if each school has a different goal, including in SMK 1 Jember. So, of course, in the study group, the teacher must be able to see the character of each class when formulating learning objectives to be used as indicators of learning outcomes following the school and its students.

This is also related to the teaching ratio of PAI teachers in SMKN 1, which is a minimum of 27 JTM – 30 JTM, which means that a range of 9-10 classes will be taught. So it is possible that the 9 classes taught by each PAI teacher have different criteria, so careful planning with observation is needed to formulate learning objectives. The results obtained from teachers' performance in developing learning objectives, namely the average student learning outcomes, have been met as delivered by the vice principal of curriculum and principal curriculum. When viewed from the results of the teacher's Performance Assessment, the mastery of the characteristics of students and curriculum development has reached a maximum value that can be seen from the effects of pkg Bu Uswatun, which means it follows teachers' performance.

b.   Selection and Organization of teaching materials

The selection of teaching materials must be adjusted to the instructional purpose. As from Buna'i's statement, determining the subject matter that needs to be considered and maintained, namely one, should be adjusted to or support the achievement of the instructional goal.[19] This means that teachers must be adjusted to the instructional purpose when making lesson material to be given to their students. Because if it is not modified, the teacher concerned cannot measure the results of the teaching and learning process in the classroom. This will also impact the performance of teachers and institutions because of unpreparedness in educating and fostering learners in the world of Education. Similarly, the study results showed that although teachers are given the authority to determine the teaching material, all must be distinct from the purpose of the school.

Suppose there is no adjustment of the direction and purpose of each material provided. In that case, teachers and schools cannot evaluate whether their teachers' performance is in accordance with what is expected by the school. Even though teachers are given flexibility in choosing teaching materials, they must still be in accordance with the existing curriculum. The teacher's responsible for sorting out the fabric that will be given to his students. So the school makes regulations relating to the administration of Education, which requires every teacher to complete the administration of Education correctly so that it can realize a goal that the institution itself expects. One is related to the teacher's teaching tools: porta, promissory notes, syllabus, learning implementation plan (RPP), and so on. From here, it requires teachers to maximize and compile teaching tools, including preparing syllabi and lesson plans.

Second, it should be adjusted to the level of education or development of students in general. The material taken must still adjust to the level of education of students and the development of students. Because if not changed, it will impact student learning outcomes. Then the same as from results of the research showed that teachers, when choosing teaching materials, adapted to the development of their students. Each school must have its peculiarities; for this reason, the teaching material is adapted to the background of the students ' parents, namely

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[19] Buna'I, Perecanaan dan Strategi Pembelajaran, 60

entrepreneurs and traders. So, besides looking at students' education levels, the material must be distinct from the experience. To make it easier for students to receive lessons well and easily understood.

Third, Buna'i also said the material should be organized systematically and continuously. This can be seen from the preparation of the existing syllabus that the material is still a linkage between such as with material related to analyzing and memorizing; the first meeting explored the meaning of the Qur'an surah Al-Maidah about obeying the rules and memorization. The next session also discussed analyzing the Qur'an surah Yunus about avoiding violence and memorizing the letter. In the lesson plan section between Chapter 1 and Chapter 2, although the theme is different, the meaning is related between Chapter 1 and 2, and if the teacher chooses the teaching material must also be associated with each other. This suggests that the material is selected in an organized and sustainable manner.

Fourth, it should include things that are factual and conceptual. Its genuine nature must be given to students because it is feared that there is material they do not understand. After all, there are no actual examples and not only textual nature. Not only that, but teachers also prepare teaching materials that students can receive well, as the observation shows that teachers are not only based on LKS books or package books but also on the internet. This concerns the above description that the material provided is factual or conceptual. They adapted teaching materials with the background of students generally to make it easier for teachers to deliver facts that concern their daily lives. Second, it should be adjusted to the level of education or development of students in general. The material taken must still adjust to the level of education of students and the development of students. Because if not changed, it will impact student learning outcomes. Then the same as from results of the research showed that teachers, when choosing teaching materials, adapted to the development of their students. Each school must have its peculiarities; for this reason, the teaching material is adapted to the background of the students ' parents, namely entrepreneurs and traders. So, besides looking at students' education levels, the material must be distinct from the experience. To make it easier for students to receive lessons well and easily understood.

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c.   Selection of Learning Resources and Learning Media

To choose a source or learning media, teachers must look at the overall several factors to determine what learning resources are excellent and suitable for use by learners if, according to Buna'i, as is appropriate not the type of ability of learners with ICT teaching, its suitability with the allocation of time, surprise, and costs to learning activities. It is like this to determine the source/learning media because if the percentage given is limited, but the media used by the teacher takes a long time, then the learning needs to follow what is expected. The material should be received quickly and understood by students. Still, because of the incompatibility of the media with the allocation of time to make, the material is not immediately conveyed properly and intact.

Especially with immature planning, which then makes teachers confused with class-room learning. Of course, this is necessary for teachers to make learning plans, including creating an RPP (learning implementation plan). It contains what teachers do in the classroom in one face to face, which will also describe related sources and media used by teachers. So that teachers no longer experience classroom teaching and learning confusion. But of course, this is also the teacher will not always be the same as the lesson plan he made because in SMK 1 itself, making the lesson plan for one semester is done at the beginning before the active teaching and learning activities; as a result, when there is one condition that is not possible, then the learning done in class is no longer adapted to the lesson plan that has been made. And teachers must organize in such a way that education remains active, participatory, effective, and efficient. So, as it has been said that all factors must be considered so that the selected Learning media can be carried out in the long term and be used in various conditions. As done by Pai teachers in SMK 1, he made each lesson plan using similar learning media, such as video, laptop, and PPT.

However, even if the media used is similar, as a professional teacher, he will process the classroom conditions to be active and participative in teaching and learning. So even though the media does not change at each meeting, students' enthusiasm and capture power continues to increase. So from here, it is necessary to pay attention again in preparing learning planning starting from starting teaching and learning activities which usually begin with preliminary activities where teachers will do Prayer and apperception. Then proceed to the core activities, which contain a description of related teaching and learning activities, starting there according to the approach taken by the teacher. Generally, Islamic religious education teachers use a scientific process containing 5M: observing, asking questions, trying or collecting information, reasoning, and communicating/presenting. These five are described in detail in the learning implementation plan. Because this core section already shows the sources, media, strategies, and learning methods. Then after entering the closing, evaluation or assessment is taken from cognitive, affective, and psychomotor aspects.

The evaluation in the cognitive aspect is carried out by covering all the subject matter of Islamic religious education, while in the affective part more emphasis on moral elements in the classroom and outside class hours, while in the psychomotor aspect more emphasis on factors of worship such as the ability to read the Qur'an and pray. It should be assessed in some elements of this more assessed but because it is in the place of research and is not an Islamic-based school so in the aspects of Cognitive, Affective, and psychomotor are only limited to the usual. Moreover, in the field for students in Class XI, there will undoubtedly be many religious practices, such as the practice of body prayer, the practice of obligatory prayers and Friday

prayers, and the practice of the Koran. Still, it turns out that when it enters the period of *Prak-erin*[20] (Industrial Work Practice), an obligation for schools/institutions, any learning is left out, including learning Islamic religious education. So that all kinds of spiritual practices must be done are considered finished. When finished *prakerin,* Pai teachers only continue the material in short to pursue the target assessment. It could be that teachers, when teaching in Class XI, there will be a discrepancy with the learning implementation plan (RPP) he made.

It is essential to prepare class planning in the form of a learning implementation plan (RPP) which refers to the syllabus as standard content. Because the teacher's performance will be seen by how much influence in the classroom, it forms the success of student learning. Likewise, the teacher's performance during class will be seen through supervision. Regarding teacher PAI's ability to teach in style, there are discrepancies with the lesson plan and what needs to be corrected. However, more teachers are making student teaching devices to meet school administration. So it is okay if many educators make the same teaching tools as usual even though the classes are taught differently.

For this reason, with supervision, teachers do not necessarily make teaching devices exceedingly ordinary lesson plans because everything will be given direction through that supervision, which will then be a large-scale evaluation carried out by the teacher. Usually, a lot of improvements in the methods, strategies, and learning media because too many teachers do not want the difficulty in teaching, so make it equated.

Unlike the Teacher Performance Appraisal (PKG), when faced with this, each teacher will try to make the best of the previous improvements made by the supervisor. Because PK teachers assess more in four aspects, namely professional, personality, social, and pedagogy, these four have an essential role in helping teachers to get better grades than before. This teacher performance assessment not only refers to activities in the classroom but also outside the classroom. It then becomes the task of teachers to show their best performance as a good teacher and educator and become uswah for everyone.

In this planning, the teacher must be able to know the characteristics of the students, the learning theory mastered by the teacher, the development of the potential of students, and the form of assessment of all of which will also be assessed in the teacher'S PK on the aspects of his pedagogic assessment. For this reason, by planning the teaching and learning process in the classroom, teachers should prepare and improve their quality correctly so that when there is a PK, teachers do not have to feel restless because they have not prepared the competencies they have-yes, in advance. Teacher performance in planning has been effective following teacher performance assessment in the learning planning process, from formulating goals, choosing teaching materials, and choosing learning resources.

2. The effectiveness of the performance of Islamic teachers in the implementation of learning at SMK 1 Jember

One of the aspects assessed in the implementation of teacher performance is the professional aspect, namely the competence of teachers in teaching in the classroom. Classroom learning is sometimes different from what is imagined; it takes extra to organize learners according to the teacher's plan. So, it can be said that teachers have professional abilities when teachers

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[20] *Prakerin* is a form of vocational education and training followed by students working directly in the business or industrial world.

can master and overcome problems in the classroom adequately and appropriately. This is because the teacher only sometimes enters the classroom with a plan, which confuses him about what to do during classroom teaching and learning activities. This is quoted by Rusman, who said that in the implementation of learning, teachers will carry out teaching and learning interactions with students who are guided by the preparation and planning that has been prepared because the performance of education is part of the implementation of the learning implementation plan (RPP) which includes preliminary, core, and closing activities.[21]

In introductory activities, teachers motivate students contextually, here the role of teachers is to stimulate students to start focusing on teachers and materials brought by teachers, then explain the learning objectives and essential competencies that will be achieved, convey the scope of materials and descriptions of activities according to the syllabus, and prepare students by asking questions related to previous material. So, in this introductory part, the teacher began to provide stimuli in the form of contextual motivation in learners, then explained the learning goals and essential competencies to be achieved by learners. From here, the teacher begins to prepare students whether they are ready to receive lesson materials or not. Usually, some Islamic teachers use this way by asking questions that have to do with previous learning materials that have been studied. In this introductory section, the teacher can give a pretest to his students to assess the extent to which students have understood the previous material associated with new knowledge. From the study results, the principal requires an apperception because students need to prepare in advance to avoid students in totality following the learning.

They were entering the core section where this section will be seen how the real teacher performance. Because this core section already covers the learning process to achieve essential competencies, which is done in an interactive, inspiring, fun, and challenging way. From the research results, so that learning is not only monotonous, teachers will strive to maximize learning so that students can interact in class. So in Islamic religious education, teachers also provide practices for students to avoid getting bored in receiving the material. Because of previous obstacles during covid 19, teachers only gave through youtube or were tasked with making Practice Videos. The method used also adapts to the characteristics of the learners and can not be separated from the process of exploration, elaboration, and confirmation. The research results show that the obstacles teachers face in the exploration process must involve students to be able to participate actively. On average, only active students have been engaged, so teachers must find ways so that all students can learn well. Apart from that, teachers also need to increase their ability in teaching and learning in the classroom, both in choosing learning methods, learning models, learning strategies, class mastery, and others, so that the increasing ability and knowledge of teachers in the four competencies assessed in the teacher competency assessment (PKG), teacher performance will be much better, including handling classes.

The teacher's task, at the core, is to make learners participate actively and participatively in following any material taught. Likewise, it provides enough space for students to be able to adjust to the talents, interests, and physical development of students. As the researchers conducted observations and interviews in this core section, the teacher must have mastered the lesson plan he made, along with the methods and strategies of learning. So that there are students who can follow the teaching and learning process. Because if students are made difficult by the technique implemented by the teacher, of course, it will interfere with the capture of

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[21] Rusman, *Belajar dan Pembelajaran*, 65

students. As was conveyed by Rusman that the core activities need to use methods tailored to the characteristics of students and subjects related to the exploration process that involves students actively participating in learning activities.

As the results of past interviews showed, learning methods and strategies were made the same during the adjustment of online learning, such as by using the discussion method as a first step. An elaboration process also allows students to read and write tasks given by educators. This process is like when educators provide jobs through learning resources/media used. Usually, Islamic teachers use worksheets (student worksheets) or follow the LKPD (worksheets students) made by educators in each annex learning implementation plan (RPP).

This implementation section shows how far the teacher's performance is in classroom learning. This can be seen through the 4 competencies teachers must possess, including academic, personality, social, and professional competencies. From the educational competence, the aspect seen as a PAI teacher must be able to master the character of the learners. Because if you do not master it, teachers will have difficulty assessing learners well. Teachers can master the theory of learning and learning principles that educate so that there will be no incident of students asking the teacher not to answer or to provide learning that does not educate. Development of potential in learners is also done to see how far each student has developed their potential. It takes good communication with learners. As done by one of the informants, who was still classified as a new teacher, had to build closeness with students, especially amid conditions that at that time were still covid 19, so it was pretty challenging to see the students' character.

In terms of personality, it can show their authority as a teacher and offer an exemplary character, especially with the status of Islamic Religious Education teachers who should adjust their teacher status. Having a high sense of responsibility, as with the Parker held specifically for Class XI, Islamic religious learning will not be by the learning implementation plan (RPP) prepared for the following year. So that the material obtained by Class XI children is full of 11 chapters, but because it is hindered by industrial work practices (Parker) requires that many branches be left behind. The material for Class XI in the PAI lesson is mandatory learning that must be followed because each chapter is related to the procedures for praying the body, the guidelines for Friday prayers, and so on. According to some Islamic religious teachers, the material left behind will not be repeated only if there is time to be explained related essential points.

In the social aspect, it is also necessary to have an inclusive, objective, and non-discriminatory attitude so that there are no more incidents in which teachers distinguish their students from one another. Active and intelligent students get special attention rather than mediocre students. Likewise, in the professional aspect, the teacher must master the material, structure, and concepts to be conveyed. So that when explaining, the material can be packaged in different ways and easily understood by students. This is in line with the selection of teaching materials in learning planning; teachers are free to choose one of the teaching materials so that teachers can master and conceptualize the teaching materials they are trained in. Everything is significant to be considered by a teacher because that will be assessed later from the performance of such a teacher.

Furthermore, there is a closing activity where students summarize learning outcomes. This is the same as the research results: at the end of learning, students who follow the teaching

will summarize the results and read to classmates. Teachers will conduct assessments and provide feedback on the process and learning outcomes. The teacher's evaluation of the questions given by the teacher and from there also provides feedback on what is learned as a whole to further strengthen the learners' understanding.

The effectiveness of teacher performance in the implementation of learning after PK teacher can be seen from the achievements of teachers ranging from preliminary, core, and closing activities where all three can do well even though the core part of the application, not all teachers can carry out an interactive learning process, inspiring, fun, challenging, and motivating which involves the operation of exploration, elaboration, and confirmation, because of the lack of ability of teachers to conceptualize, organizing, and mastering the material that will be taught to their students, as contained in the results of last year's PK teacher. So, teachers need to continue to improve their competencies to fit the criteria of professional Teachers. As conveyed by Amna Emda, to develop teacher professionalism can be done with KASAH, namely Knowledge, Ability, Skill, Attitude, and Habit.

3. The effectiveness of PAI teacher performance in Learning Evaluation at SMKN 1 Jember

Evaluation assessing teachers' performance in learning needs to be seen in a complex and sustainable manner to see how far teachers' performance is, especially when conducting classroom learning. As stated by Guba and Lincoln, evaluation is a systematic and ongoing process to determine the quality of value and meaning rather than something based on specific considerations and criteria to make a decision. They then held supervision intending to see and develop the ability of teachers in the teaching and learning process that is helpful and overcome the teacher if there are difficulties. So, from the supervision, teachers are increasingly moving to improve all the competencies they have to be better before the teacher'S PK period.

As conveyed by Buna'i in the evaluation of learning to find out can be done with the provision of a post-test as part of the end of the process of teaching and learning interaction that can be done with four assessments either formative evaluation, summative, reporting evaluation results, and implementation of improvement programs. Indeed, the assessment is carried out to measure the quality of teacher performance in teaching and the quality of learners in the classroom, so it requires a systematic and sustainable process to obtain maximum results. As an educator, it is essential to know for sure and understand the extent to which success in teaching is done to make teachers able to improve teaching programs even better.

With that, evaluation is needed for teachers, primarily through the formative assessment carried out at the end of learning. This must be done by all teachers, especially teachers of Islam, in seeing the success rate of the teaching and learning process, and this will be an evaluation for teachers related to what is needed and needed to support the emptiness of the formative assessment results.

The assessment is not only oral or written; it can be done in any way as long as the results obtained are not the result of engineering. So that educators can easily see the extent of their abilities and can analyze mistakes made during the teaching process through what needs to be improved, such as how to teach, the methods used, the strategies used, or learning resources that are less clear so that students do not easily understand well. The exams or questions

given to students at the end of the lesson become one of the clubs to find out the extent of the development of students, whether they have understood what has been conveyed or there are still many who do not understand so that it will be homework for educators to improve their performance.

Supervision is essential because if teachers experience difficulties in the administrative process and learning in class, they are given guidance so that they no longer experience problems and are assisted in making a critical diagnosis of each teaching activity in the classroom. Because what is often an evaluation for teachers, especially PAI teachers themselves, is the learning method. The learning method used needs to be updated and always used methods in general, such as lecture and discussion methods. The reason is that it considers the method of lectures and discussions to be simple and easy to use. But if you cannot conceptualize the material that is not mature will make the teaching and learning process not optimal.

How can learners understand the material taught when in conceptualizing the material, educators cannot master the material or subject matter to be distributed to learners? The lesson is an essential part of the teaching and learning process, especially the studies of Islamic Religious Education (PAI) which has a vital role in strengthening the beliefs of students so that obedience to the Shari'ah is formed, which will produce moral values that are following what is taught in Islam. So teachers who can master the subject matter can broaden their horizons in thinking and know Islamic law more broadly. Because Pai learning in public schools, especially in Vocational High Schools (SMK), was given a short time, teachers have an essential role in conceptualizing teaching materials easily and understood by learners. For this reason, professional educators are needed in teaching and learning classes so that the mastery of teaching materials can be more detailed, not only sourced from student worksheets (LKS) or package books but can be added from books.

In addition, it needs to be an evaluation of the performance of teachers on their ability to communicate; even though conceptualizing the material is very good and good but in delivering the teaching material is still not the same, nor will it give a clear picture to students related to the material they will learn. Moreover, as a teacher, in addition to teaching, educating, and fostering akhlaqul Karima, teachers will also be an example for their students. Islamic Religious Education Teachers (PAI) are responsible for developing religious knowledge and instilling faith and purity in their students. But if the teacher cannot communicate, how might they be able to provide sound direction for students, especially students who are taught no longer students who have not yet reached puberty but have become students who will move into adulthood, which means it takes a great effort for teachers to give good and correct direction. For example, I was already in high school but still could not read the Qur'an; as a teacher, pai must strive for my students to read the Quran fluently and smoothly. Because even though the vocational-based school that is expected after graduating from school can immediately work but it turns out that religious education is also essential for the future in improving their morals so that they not only graduate because of good grades but also graduate with solid beliefs, good morals, and full of faith.

For this reason, teachers need to conduct various formative and summative evaluations because, in addition to seeing the extent to which students can receive learning, they can also know the importance of teacher performance in teaching. So, there will be improvement and enrichment programs intended to improve anything that is not good for students and teachers. When students need to be improved, there is such a thing as additional tasks, remedies, etc. Suppose students need to be improved in addition to their students who need to continue to learn more. In that case, school institutions facilitate educators to increasingly upgrade themselves in mastering classes such as the IHT (In-House Training) program. The existence of the program is indeed used to make it easier for educators to upgrade their abilities in the classroom learning process.

This is relevant as, according to Abdul Qodir, the implementation of PK class teachers or subjects is done with two things, namely through the process of observation and monitoring. Be it done from the teacher performance assessment before, during, and after the learning process. Likewise, the assessment through interviews with teachers, school residents, and administration. So that after educators know their performance from the results of teacher performance assessments through summative assessments, educators can further develop their competencies for the future better than before. It is impossible for teachers not to develop their potential, especially with the teacher'S PK; this increasingly makes every educator try and strive to continue to upgrade their teaching methods according to what the institution needs because if it is not so, when the teacher's PK value decreases for 2 consecutive times, of course, he will not be able to apply for promotion and position. Things like this are essential to be made to trigger educators to continue developing their competencies.

Conclusion

Based on the analysis and research results that researchers have found in the field of the effectiveness of the performance of teachers of Islamic religious education (PAI) in learning at SMK 1 Jember whose data collection through observation, interview, and documentation studies that have been analyzed, it can be concluded as follows:

Learning planning is made every new academic year to meet the education administration through porta, promissory notes, syllabus, effective week, and learning implementation plan (RPP). The first teacher needs to formulate learning objectives in the making of education administration. Learning objectives are made to facilitate teachers in seeing the aspects that learners have, which must be achieved by learners to be adjusted to school goals. Therefore, teachers must make observations before formulating learning objectives. Likewise, in selecting teaching materials, teachers are free to choose but still adjust to the curriculum, student needs, and targets expected by the school.

Similarly, in selecting sources or learning media, the section needs to see the facilities available in the school; in addition to available textbooks, students are also directed to seek many other references. Another case with the selection of Learning media, Islamic religious education teachers (PAI) more often use media such as PowerPoint. From here, it can be seen that the planning of learning in SMK 1 Jember has been influential both before and after the teacher'S PK because even

if the teacher does not do it, the school still gives the burden of duty with a specific time limit in making educational administration.

The effectiveness of teacher performance in the implementation can be seen from the activities in the classroom, starting from the introduction, core, and closing activities. In the preliminary exercises, Islamic religious education teachers (PAI) have carried out what must be done, such as conveying apperception, learning objectives, material benefits, attendance, etc. This core activity requires teachers to involve their students to be active and interactive. Then the teacher needs to master the character of the learners; not only that, but the teacher must also be able to master the theory of learning, learning principles that educate, and the mastery of the material, structure, and concepts. Because with the inability of teachers, it can affect their performance in the classroom in teaching and educating students. Despite its core application, not all teachers can have an interactive, inspiring, fun, challenging, and motivating learning process that involves exploration, elaboration, and confirmation, like the results of last year's PK teacher, who showed a less-than-optimal assessment. So teachers need to continue to improve their competencies to match the criteria of teachers with good educational and professional competencies.

In the evaluation stage of learning, teacher performance can be seen from the implementation of assessments conducted by class teachers, both from formative and summative assessments or from reporting the results of evaluation and implementation of improvement and enrichment programs. Examination conducted by teachers on students can also see and measure the ability of the teacher's performance during class so that it becomes a consideration for teachers to correct mistakes and shortcomings during teaching. Assisted supervision makes it easier for teachers to minimize various teaching difficulties and help create a critical diagnosis of activities carried out in the classroom so that you can determine what improvements should be upgraded when teaching classes. Especially with PK teachers who must be able to master every competence to make teachers eager to upgrade themselves. School institutions also provide facilities for teachers to improve their performance in teaching, such as by holding IHT (In-House Training) workshops to strive for the feasibility of teacher performance to continue to be better than before.

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