

Management Model Development of Education and Training Class Action Research-Based Islamic Religious Education Teacher for Moderate Islam in Semarang High School

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Abstract—This research aimed to produce an invention, that is a management model of classroom action research course and training based moderat Islam for Islamic education teachers. The results of this study will be packaged in the form of a guide book of educational management and research-based training of classroom action research for Islamic education teachers. It will become a handbook or a modul either for instructors or for trainees.

This study utilized the Development Research approach (Research and Development), which was preceded by qualitative descriptive method as the first step in the research. Qualitative descriptive method has been conducted as a preliminary study (preliminary) to get data on how the implementations of course and training that have been running so far. Through a preliminary study we will be able to know what the problems of the implementation of course and training really are. Besides the data on these problems, the researcher knows well about some potencies belonged to the subjects. By knowing those potencies and strengths, the researchers will be able to apply them as materials to deal with the problems that occur.

The results showed that the management development model of course and training of classroom action research based moderat Islam will be carried out in accordance with the procedure of development which includes the preliminary study, teaching and learning analysis, invention/development and revising. And the meantime the evaluation of the product has been developed in accordance with the development evaluation procedure.

Keywords—*Management Development Model for Course and Training; classroom action research; Moderate Islam*

I. INTRODUCTION

A. Background

Educators, including teachers, are professional agents who must have a minimum qualification and certification which are in line with the span of teaching authority, physical and spiritual health as well as the ability to achieve national education goals. It is specifically stated in constitution No. 20, 2003 on National Educational System (NES) which gave an inspiration and brought to a new paradigm of national education. In addition, governmental regulation No 19, 2005 on NES requires that educators must have academic qualifications and competence as agents of

education. They should possess physical and spiritual health, as well as the capability to achieve goals of national education. This demand implies the need for serious consideration in utilizing and occupying sciences critically and accordingly.

Teachers are expected to have the broadest competence as an attribute of their profession as delivered by Goneonce (1983) that competence is supposed to include all qualities of personal effectiveness that are required in the workplace. It is a certainty that we have here a very attunements of all kinds, perceptiveness, receptivity, openness, creativity, social skills Generally, interpersonal maturity, kinds of personal identification, etc.-as well as knowledge, understandings, action and skills'. The essence of the notion of competence according to the Goneonce more likely on what people can do rather than what they know.

In other words, teachers need to have knowledge and whole understanding about their profession as teacher, so that they become a teacher who has character and professionalism. Thus, the view of De Roche (1989) "*I've never seen a good school without a good teacher*" can be realized.

In fact, various studies up to now have showed us that the quality of teachers is still considered unsatisfactory, both in terms of mastery the substance of scientific and competence to organize and implement an effective learning opportunities where the students come across their own potentialities to improve themselves. proficiency of subject areas is still considered weak. In addition, theachers' competence to organize educative learning is trapped on more theoretical frame. The issue of the quality of teachers which is still low can not be separated from inevitable global challenges and situational changes nationally. Both factors have implications for the need to improve standard of teacher quality up to or close to national and even international standards. So it could produce graduates who are qualified and have a strong character.

A number of attempts have been made to improve teachers' quality, for insatnce providing some effective teaching method trainings, curriculum workshops, and a further opportunity for teachers to access higher education for those who have not got diploma degree, but

unfortunately these efforts seem to have failed and it have not optimally improved the quality of learning process and its outcomes yet. All of these problems have been caused by a custom or habit made by teachers. When they have accomplished some trainings, teachers turn back to their old teaching methods, (informal interviews with supervisors of Islamic Education Schools (PAIS) in Semarang). Teachers go back to their old way of teaching so that the training that has been rendered become useless because of the knowledge and skill obtained are not applied in the school.

Based on this reality, the government then changed the training model by providing a training of classroom action research for teachers. Through this training, teachers are given the opportunity to conduct some reflective actions on their teaching and learning process that have been undertaken. So that the teachers are aware of the errors and problems that occur in classroom, and consciously they could find solutions for their own problems.

According to T.Raka Joni (1998), the ability to do a Classroom Action Research has represented the professional competence and pedagogic skills holistically to improve the quality of learning process and outcomes belonged to learners that become a characteristic of the teacher professionalism.

An important lesson which could be learned (*lesson learned*) from some trainings (*inservice education*) committed for teachers, showed that the trainings that have been implemented are more stressed on basic concepts of classroom action research. The impact of this training is when teachers are asked to make a proposal as an implementation of their understanding received in training, most teachers find some difficulties to make it. What they can do then is they tend to ask for some proposal samples to the instructor. So that the problem appearing in proposal is not a reflection of their own problems that they experience everyday.

Based on interviews with the head of Teachers Association for Islamic Education Subject of Senior High School (MGMPs-PAI SMA) in Semarang, the supervisors of desk job association (POKJAWAS) PAIS and teachers who attended and joined the training found that the course and training did not provided the teachers a huge opportunity to study systematically and controlled a variety of learning problems encountered in daily life. Teachers are lack of skills on how to diagnose learning problems by themselves, finding the root of problem, and performing an alternative solution on teaching and learning problems in a systematic ways, a controlled and programmed sustainable manner. In other words, the teacher is not given the opportunity to do a self reflective inquiry of their own learning process.

Course and training model as mentioned above is a traditional training model whose stage is firstly instructors transfer the knowledge of Classroom Action Research (CAR) to participants, and afterward the participants try to write some CAR proposal. A such kind of model can not fully train reflective capabilities of teachers and their competence

to build a plan of classroom action research to increase the quality of their learning. Therefore, teachers of Islamic education in this regard also welcomes the action research based on moderate Islam to ward Farhan radicalism is understood by learners is no school.

Moderate Islam is Islam which has a core of middle attitude to uphold the principle of life must be fair and straight in the midst of a life together. With this basic attitude will always be a group of role models who behave and act straight and always constructive and avoid any kind of approach that is tatharruf (extreme).

By observing the weaknesses of previous trainings which have been done, it is necessary to develop a training management model of classroom action research providing an opportunity for teachers to practice a self reflective method on the implementation of teaching-learning process in their own classroom. Enriching and empowering the teachers with several capabilities to analyze and to deal with problems encountered in the implementation of teaching methods in the classroom, considering some factors that may cause the problems, so that finally they could find most appropriate ways to solve the problems. Eventually, they are able to create their own techniques to improve the quality of learning process in the classroom so it will increase the quality of learning. Thus the professionalism of teachers will automatically increase.

The absence of a course and training model that combines CAR received knowledge and empirical knowledge (previous experiential knowledge) that considered the real problems faced in the classroom; to support the reflective capabilities, then it is necessary to create a training model which is providing a direct and real experience which does not only emphasize on the theoretical aspects, but also provides the opportunity for teachers to have applicative competences constructing the competent and professional teachers. The training activities should have been prepared with the correct foundation training activities in accordance with the theory, which includes planning, implementation, and evaluation whether products or test results, and follow-up.

Therefore, it is compulsory to develop a new way of problem solving by developing a training management model of classroom action research based moderate Islam for senior high school teachers of Islamic education subject (PAI), so the professionalism of PAI teachers in Semarang can be improved and enriched.

B. Research Questions

Based on the background above, particularly related to development of management model for Course and training of classroom action research of PAI high school teachers in Semarang city, then the problem can be formulated as follows: 1. How did the implementation of course and training or development of PAI teachers run so far? 2. How to design or develop a management model of course and training for PAI teachers based moderate Islam on a valid Classroom Action Research (CAR)? 3. Are the management

models of course and training being developed, i.e CAR-based trainings for PAI teachers able to increase professionalism and competence of teachers? 4. The value of the basic principles of what is contained in the moderate Islam that can be implemented in PAI learning in high school ?

C. A Specification of Developed Product

This research has been conducted with the aim to create a product, i.e the management development model of course and training for teachers based on classroom action research, and the result will be packaged in a manual book (module) of course and training management based on classroom action research for Madrasah teachers. It will become a handbook for instructors and participants of training. The product’s specification of the management development model of course and training can be described as follows:

1. Management Model of Course and training for teachers based on classroom action research is a conceptual framework that will be used as a model of implementation of course and training for teachers to improve the pedagogic competence of teachers, as well as the ability to design and perform scientific activities and then publish the results of scientific work in scientific and academic publications.
2. Management development model of classroom action research course and training for teachers, will be done through these following steps:
 - a. Step 1. Planning the course and training program, concerning: guidelines for needs analysis, experts survey / required informant, preparation of training materials, preparation for infrastructure, instruments of evaluation and criteria for success, and follow-up plan.
 - b. Step 2. Implementating course and training activities. the implementation of course and training activities should be in accordance with a well-planned program, involving some experts, consultants and reliable informants when the activity is running.
 - c. Step 3. Applying evaluation and reflection. evaluation phase is conducted prior to the beginning of training (*pre-test*) and after the project is finished (*post-test*). Reflection is an activity of observation and data collection conducted to find out what are still need to be addressed and corrected or developed in order to achieve the objectives of course and training. Evaluation and Reflection really are expected as a means for enhancement of next training activities, so the training will be more perfect. Evaluation and reflection are carried out with the involvement of professionals or experts. The handbook of classroom action research course and training for teachers is a primary material of training referred both by instructors and participants. It consists of: preface and foreword, table of contents, introduction and background, model of course and

training based on a sustainable profession development, evaluation guidelines, closing, and appendix (guidelines of needs analysis, assessment guidelines, Criteria for success, examples of training materials, etc.).

II. RESEARCH METHOD

A. Development Model

This study employed the approach of Development Research (*Research and Development*), which is preceded by a qualitative descriptive method as the first step in the research. A qualitative descriptive methods conducted as a preliminary study to obtain data on how the implementation of course and training that has been running up to now. Through this kind of a preliminary study we will be able to know what the problems and challenges surrounding in the implementation of course and training. In addition, researcher is going to know also about the potentials and strengths belonged to subjects. By knowing those potentials, the researchers will be able to utilize the existing potential as a material to solve problems that occurred.

B. Developmental Procedure

Based on the approach that will be used by researcher, the researcher can explain the procedures or stages of research that will be taken by researcher. The research procedures are as follows:

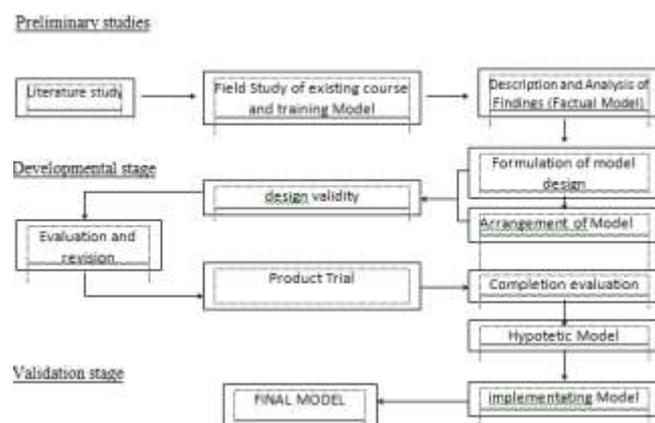


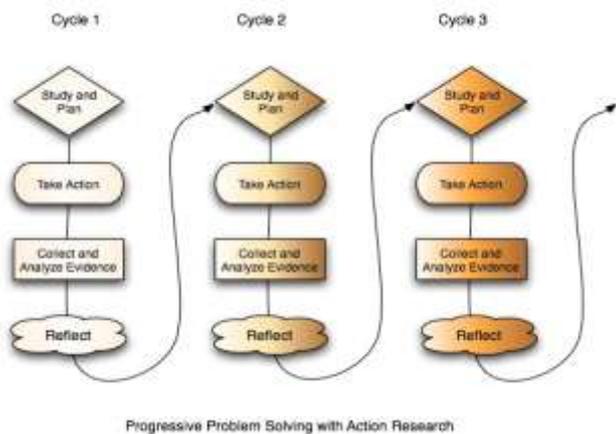
Fig. 1. Procedures / Flow of Development Research

C. Design Validity

After doing a description and analysis of the findings of the actual model, the next step is formulation of development model design. Afterward, some experts conduct a validity test on a next development model design. The validity of the design is done toward experts and skilled people to obtain design improvements. Subsequently product trials are conducted, and it is a limited test conducted at two Senior High Schools in Semarang city.

1) Trial Design

A limited field trial design will be done by using an action research. While the design of action research trial can be described as follows:



Progressive Problem Solving with Action Research

Explanation:

Cycle I

The first phase, is planning which is a preliminary study on the potency, strength problems and needs of the training participants. Preliminary study is conducted through questionnaires and focus group discussions (FGD).

The second phase is the implementation of training activities based on the result of preliminary study.

The third phase, is observation during the training process to collect some data concerning problems raising during the training process, and then an analysis of evidence from observations activity is conducted.

The fourth phase, is a reflection activity. The evaluation and improvement of the results of an observational analysis for design improvement training is taken. Of course this is for preparation of the next cycle. Thus the cycle is taken continuously until it is considered enhancing the design.

2) Experimental Subjects

The subjects of the first experiment called the product validity test are experts and specialists in their fields, consisting of specialists or experts in the field of inservice training, and experts of Islamic education subject. The subjects of product validity test will make revisions and improvements to the product models produced by the researcher before being tested in the field.

While the subject of a second trial or limited field trial are the teacher of Islamic education subject of 2 senior high School in Semarang. The results of this limited field trial will also be experienced some revisions, corrections and improvements through expert consultation, which will then produce a hypothetical model to be implemented in the field.

3) Type of Data

Type of research data is in two type; quantitative data and qualitative data. The quantitative data is obtained through a questionnaire. This questionnaire is opened and closed type. Meanwhile the qualitative data is obtained among others by FGD (Focus Group Discussion). Qualitative data is in the form of observation procedures and the interview guidelines.

4) Instrument of Data collector

Before conducting a trial, it is necessary to make an instrument for data collection. Data collection instrument consists of instruments for quantitative and qualitative data. Instruments of quantitative data are in the form of pre-test and post-test questionnaire, as well as closed and open questionnaire to obtain data on the potentials, problems, needs, and expectations of participants.

Instruments of qualitative data are in the form of interview, and observation guidelines. It also contains several documents needed to support data analysis.

5) Technique of Data Analysis

In order to fit with the research methods of Research and Development model (Sugiyono, 2008), the data analysis techniques will be performed through following techniques: (1) descriptive data analysis, and (2) statistical analysis techniques.

Through a descriptive analysis technique, the study will lead researcher to the understanding and assessment of meaning according to what is constructed by the subjects based on their social interactions, and not according to the formulation of researcher (G. Priest, 2009).

There are several means to examine the legality or validity of data in a qualitative research. There are four criteria to measure the validity of the data, namely: degree of credibility, transferability, dependability, and confirmability, (Moleong L.J., 2007).

The technique of statistical data analysis of the training can be done by using a percentage and scoring associated with 1) initial ability possessed by trainees, 2) there is a differentiation of teacher's ability to carry out their duties after undergoing the training, 3) there are better feeling and more confident mental in running their duties after finishing the training. All the data is processed by parametric statistical tests.

III. CONCLUSION

Based on elucidation above, we can conclude some points as follows: This research has been conducted with the aim to create a product, i.e the management model of course and training for teachers based on classroom action research. the result of this study will be packaged into a manual book (module) of management of course and training based on classroom action research for PAI senior high school teachers. It will become a handbook for instructors and trainees. The specifications of the product development model of course and training are:

1. Management development model of classroom action research course and training for senior high school teachers is a conceptual framework that will be used as a model for implementing course and training for teachers to improve the pedagogic proficiency of teachers, as well as the ability to design and to perform a set of scientific activities and then publish the results in scientific and academic publications.

2. Management development model of classroom action research course and training for senior high school teachers will be done through the following stages:

- Stage 1 Planning the Course and training program. It concerns on guidelines for needs analysis, experts survey/required informants, training materials preparation, preparation for infrastructure, instruments of evaluation and criteria for success, and training follow-up plan.
- Stage 2 Implementating course and training activities. the implementation of course and training activities should be in line with a well-planned program which has been designed before. It will be involving some experts and reliable informants when the activity is running.
- Stage 3 Evaluation and reflection. Evaluation is conducted prior to the beginning of training (*pre-test*) and after the project is finished (*post-test*). Reflection is an observation activity and result of data collection conducted to find out what still need to be addressed and corrected or developed in order to achieve the objectives of course and training program. Evaluation and Reflection really are expected as a mean and resources for enhancement of next training activities, so the training will be more complete and comprehensive. Evaluation and reflection are carried out with the involvement of experts.

3. The handbook of course and training for Teachers based on classroom action research is a primary material of training referred by both instructors and participants. Its content consists of: preface and foreword, Table of Contents, Introduction and Background, Model of Course and training based on Sustainable Profession Development, Evaluation Guidelines, closing, and appendix (Guidelines for Needs Analysis, Assessment Guidelines, Criteria of achievement, some samples of training materials, etc.).

4. Manifestasi moderate Islamic principles and character is evident in all areas of the teachings of Islam and must be preserved, maintained and developed as well as possible, especially by a loyal follower of the teachings of ahlusunnah waljamaah. The manifestation of the principles of the moderate (Tawasuth) that can be implemented in the learning of Islamic Education in Schools that includes the Aqidah Field, Field of Shariah, or Aklak Sufism Field, Field Mu'asyarah (association), Stateless Life Division, the Field of Culture and Field propaganda

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