

International Journal of Advance Science & Technology
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Improvement to Answer Challenges in Asean Economic
Community (AEC)

Volume 29, No.04 , June 2020, ISSN 2006-4238. IJAST
(www.ijstr.org) TERINDEKS SCOPUS (Q3) dan ELSEVIER
Penulis : Afnibar, Yarmis Syukur, Aulia Rahmi.

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**PROFESSIONALITY OF ISLAMIC TEACHER'S EDUCATION AND IMPROVEMENT TO ANSWER
CHALLENGES IN ASEAN ECONOMIC COMMUNITY (AEC)**

Afnibar, Yarmis Syukur, Aulia Rahmi

Abstract--- Professionalism of educators is a demand in responding to various needs and challenges of society in the AEC era. PAI educators are required to carry out meaningful and quality learning about Islamic values in the lives of Muslim generations so that they are able to win the competition in the AEC era. In fact, many PAI educators showed that performance were not yet optimal, as evidenced by the low quality of graduates, the used of methods and media that had not varied. It was feared that the learning process of PAI had not been able to prepare the mentality and religious values of students against AEC challenges. This research is a descriptive research. Data sources were educators (teachers) of Islamic Education joined in the MGMP. Data collection was using questionnaires and interviews. The results of this study showed that most PAI teachers had good religious

knowledge (88.71%), but still minimal about AEC. The skills of PAI teachers in organizing learning at a sufficient level (57.14%), but had not fully integrated the insights about the AEC in the learning process. The value and attitudes of PAI teachers in learning were sufficient (50.51%), and there were still those who regard the AEC as unimportant to be discussed and associated with learning. Efforts to improve the professionalism of PAI teachers in responding to AEC challenges undertaken by schools were supervised by the principal, and a small percentage of teachers attended seminars, utilizing libraries and browsing the internet.

Keywords--- *professionalism, quality, characteristics, educators, performance.*

I. INTRODUCTION

The advancement of science and technology (IPTEK) as well as the approval of the ASEAN Economic Community (AEC), has brought changes to all aspects of life. These changes have made it easier for young people in Indonesia to access and gain positive and negative things. It is not new phenomena for teenagers to get drugs and drugs, not only in big cities and even in villages. Currently Indonesia is an emergency drug status. Drug users in Indonesia recorded 5.1 million people. Every year, about 15 thousand people are suspected of using drugs (Mustafa, 2017). Even every day there are 30-40 people die from drugs (Ira Rachmawati, 2016). In addition, the increase in promiscuity, cyber pornography, brawl between students, and other problems among students, has made various parties and governments are aware of the importance of character education

Islamic Religious Education as one of the subjects that contains special character education for Muslim students is increasingly. Professional educators who are able to educate students who are character, qualified, and able to compete. For that reason, educators ideally try to improve their competence in order to be able to face various changes. Changes in various fields require adjustment and adaptation. This is done so that no problems and gaps occur, which leads to failure in achieving goals. Changes in the world of education ideally make adjustments and adaptations, both on aspects of input, out put, and process.

In Indonesia, especially in West Sumatra, along with the expression of Vice President Yusuf Kala in the inauguration of several buildings on the Campus of State University of Padang, states "Minang people need to improve quality of Human Resources in all fields and not trapped with the nostalgia of past glory". Ganefri further reviews the vice president's statement that the statement is a constructive autocritic, in the framework of hard work to prepare the next generation of superior, the golden generation that is used in all fields to be a capable drafter, pioneer, breaker, and executor (Daily Newspaper Singgalang, Friday July 28, 2017). This is the spirit that he conveyed considering Ganefri as the Rector of State University of Padang, who is also the printer of educator and academic candidate. Professional educators are certainly capable of giving birth to the next generation as aspired to meet the demands of globa The statement of the two figures is in line with the expectations of all communities in improving the quality of education. Especially to anticipate the many criticisms of education in Indonesia, which is often said to have not contributed significantly to the progress of the nation, has not been able to show its role to

overcome various moral problems and mentality of the nation and has not succeeded in raising human dignity (Mustafa, 2017).

This condition has not fulfilled the educational task that ideally equip the students in facing the challenges of their life in the future, and anticipation of the future development. This reality is realized by the government as stated in the Strategic Plan Kemendikbud 2015-2019 stated: “The quality of learning in Indonesia is considered not good, measured by the learning process or student learning outcomes. Various studies reveal that the learning process in the classroom generally does not run interactively so as not to foster creativity and critical power, and the ability of student analysis. So far, the competence as a result of learning that is very important to be measured and owned by students has not been considered”.

Learning as the main task of educators is considered not maximal because educators have not shown good performance in performing tasks, such as low level of teaching knowledge, use of methods and media that has not been varied and not yet innovative (Fasli J and Dedi S, 2001).

The low level of knowledge of teachers, because teachers have not utilize well the existing learning resources. Teachers only use the package books and student work sheets (LKS), not many who use the library. Similarly, the subjects of Islamic Religious Education (PAI), in which the results of Qowaid's research, et al (2005), found that the knowledge of Islamic teachers on the management of the learning process included in the category of less or at the lowest level of category D. The category in which is showing the low knowledge of PAI Teachers in teaching and learning process. This condition can have implications for teaching and learning process of PAI less conducive and less effective. PAI courses that ideally provide a great contribution to the formation of the character of students, it turns out that subjects have not been liked by most students.

One reason Afnibar (2004) found that some educators made their profession as an effort to meet the needs of the economy, and had not made teaching and educating as a call of the heart. The lack of knowledge, skills and attitudes that educators had, and the various problems and challenges, had led to various efforts to improve the professionalism of educators. Given the success or failure of the achievement of educational goals depends largely on the learning and teaching process experienced by students and educators, both when students at school and within their own family (Syaiful S 2003: 13). Learning process aims to have students competencies that include the ability of the cognitive, affective, and psicomotoric. Therefore, students have the ability and individual readiness to conduct self-direction (self-direction), self-regulation, and self-renewal, is a behavior that must be developed through education to maintain personal harmony-environment dynamically.

Among the efforts to improve the professionalism of educators, individuals and / or governments, such as: educators are given the opportunity to follow a higher level of education, attend various trainings, workshops, Teachers Competency Test, achievement teacher competitions, and improving educators' welfare through benefits certification. It is now recognized that the qualifications of educators continue to increase, as it has been required, that educators in secondary schools are graduates of undergraduate degree. In general, educators who were

originally appointed with a Diploma 2 and / or Diploma 3 qualification have followed undergraduate education. Not even a small number of educators who continue their education to master (S2) and doctoral (S3). The attendance of the group of subject teachers, has helped improve the professionalism of teachers, because in the meeting usually presented resource persons in the field of science and even present the college and policy makers

The relatively similar condition of the PAI subject educator, also occurs in Kota Solok where educators have not performed well. Some educators who are less disciplined in carrying out their profession as teachers, PAI teachers often gain time to enter the classroom and start lessons and end the lessons beyond the time set, as well as limited media users. Another fact related to the AEC is that not all PAI educators have full information and links to their future tasks. Accordingly, this study will specifically illustrate the personal characteristics of the educator and his readiness to address the AEC challenges and improvements made.

The focus of this research will specifically be to describe the characteristics of individual educators (ie knowledge, skills, values and attitudes) of their improvement efforts in the face of AEC challenges. The research objectives will illustrate the three aspects of personal characteristics, the effort to improve them in addressing the AEC challenges. This research is expected to be useful for policy holders.

II. METHODOLOGY

This research is a descriptive study. Descriptive research is selected in line with the objectives of the study that will illustrate the professionalism of educators and their improvement in facing AEC challenges. Quantitative descriptions are used to describe the abilities that educators have with regard to individual characteristics, including knowledge, skills, values and attitudes. Qualitative descriptions are undertaken to understand the effort to improve personal characteristics and what educators do in terms of responding to AEC challenges.

The subject of this research is educators, who teach Islamic Religious Education (PAI) at the junior high school level, according to the naming law for them are teachers. In this case the PAI teachers are incorporated in the MGMP (Subject Teachers Consultative), who teach at the junior high school in Solok City, determined by purposive sampling, amounting to 14 people. Data collection techniques, which used is a questionnaire with tools in the form of questionnaires, in the form of tests and liker scale and interviews. Processing and analysis of the research data obtained are carried out following the inductive analysis stages, as follows: (1) Conducting experience on social phenomena, identifying, revising and re-checking existing data; (2). Categorize the information obtained; (3) exploring and explaining categorization; (4) explaining categorization relationships; (5) draws general conclusions. Through this activity is expected to be well formulated and appropriate research objectives.

III. RESULTS

Master's Professionalism on Knowledge Aspect

Data on the professionalism of teachers of Islamic Religious Education at Solok Junior High School and its improvement on aspects of individual characteristics of educators' knowledge and their understanding of the opportunities and challenges facing the AEC can be seen in the following table:

Table 1: Knowledge of Islamic Subject Teachers of Islamic Education

No	Statement	Alternative Answers			
		YES	%	NO	%
1	2	3	4	5	6
1	Know deeply about the subject matter being taught	12	85,71	2	14,29
2	Continue to develop and link learning materials to the reality that is on field	13	92,86	1	7,15
3	Understand the emerging education curriculum	14	100	0	0
4	Developing the current curriculum	13	92,86	1	7,15
5	Know the educational foundation	14	100	0	0
6	Participate in training activities to improve teaching performance	14	100	0	0
7	Learn various disciplines to enrich knowledge	12	85,71	2	14,29
8	Increase the knowledge you have	14	100	0	0
9	Trying to find and learn various sources to enrich the knowledge.	14	100	0	0
10	Deepening the material that has not been mastered, then new will be taught to students	14	100	0	0
11	Knowing the planning of the learning program	14	100	0	0
12	Attending training activities on the subject matter being taught	12	85,71	2	14,29
13	Trying to improve the learning process	14	100	0	0

Based on the above table, it appears that all educators (100%) have understood the curriculum, to find out the foundation of curriculum and learning planning and trying to improve it. In general (92.38%) teachers develop the curriculum and link the subject matter with daily life. A small minority (14.29%) of teachers who did not study various disciplines, did not attend the training, and did not deeply understand the subjects being taught. This means that there are still teachers who do not attend training activities related to the subject area being taught, and no one says they have no deep knowledge of PAI. Overall knowledge of teachers is in good category, ie 88.71%. The findings of the above research, about the personal characteristics of educators on knowledge aspects are known to be good. This is possible because generally teachers have qualified S1 and regular meetings among teachers PAI through MGMP, to discuss various problems in carrying out the task. This is in line with the findings of Qowaid, et al (2005), individual competencies of PAI teachers are generally included in either category. This condition is quite encouraging which means that Islamic religious teachers who teach in high school have a high commitment to the task and profession teacher. Even so there are still teachers who do not have deep knowledge about the subjects taught and have not tried to improve their knowledge through various training. Overall knowledge of teachers is in good category, that is 88.71%. The knowledge-enhancing activities undertaken, are group activities with colleagues including: KKG, MGMP, seminars, and further education appropriate and appropriate.

Teacher profession is a profession that helps and guides human development or as education provider for the improvement of human resource for nation, religion and state development. Rusman (2011: 16) profession is a job that in carrying out its duties requires / requires expertise (expertise), using scientific techniques, and high

dedication. Expertise is gained from specialized educational institutions dedicated to it with an accountable curriculum. Further professional is the work or activity undertaken by a person and becomes a living income source that requires expertise, skill, or skill that meets certain quality or norm standards and requires professional education (Law No. 14 Year 2005).

Educators are qualified personnel as teachers, lecturers, counselors, guardians, university students, tutors, instructors, facilitators, and other designations that suit their specificity, and actively participate in education. Educators as professionals, formally envisaged in Law no. 14 Year 2005 on teacher and lecturer article 1 states; "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students on the education of children of the age of formal education, primary education and secondary education" There are 7 main tasks of educators contained in the Act: (1) educate; (2) teaching; (3) guide; (4) directing; (5) train; (6) rate; and (7) evaluate all tasks performed by the teacher as a whole and / or partially according to circumstances. Teachers are one of the educational staff who have a role as one of the determinants of the success of educational goals, because teachers who directly interact with students in teaching, to provide guidance that will produce the expected graduation. Teachers are human resources who become planners, actors and determinants of achieving organizational goals (Usman Usman, 2003: 6).

In relation to the AEC through interviews (dated 4 and 5 July 2017) with some teachers it is known that there is no appeal and/or dissemination of AEC challenges and opportunities to education in general or to the performance of teachers of PAI subjects specifically in Kota Solok. Inadequate teacher knowledge about AEC by itself teachers have not provided related information to students. In addition, teachers have not been motivated to improve their knowledge of foreign languages.

Master's Professionalism on the Skills Aspects

Professionalism of PAI teachers on skills aspect and understanding of opportunities and challenges in facing AEC shown that all teachers (100%) always pay attention to the students 'sitting order at the beginning of learning, in general the teacher pay attention to students' comfort to learn (85,71) and make RPP (71,43). Most teachers adjust the method with the subject matter, giving a question at the end of the activity (64.29). Then half and more, PAI teachers motivate students before starting material presentation, assign tasks to students (50.00%) and ask questions to students (57.14). A small number of teachers gave examples in explaining the subject matter (42.86%) and skilled using various teaching methods (35.71%).

The positive thing is that no teacher answers rarely and never for the point of preparing the student, giving examples in explaining the material, and making RPP, disciplining the student's student before the presentation of the subject matter. From the data it can be understood that the 3 skills of the master master well, and need improvement in some other skills, namely: the use of varied methods, giving examples in explaining the subject matter. No one says he has no skills and does not want to improve his teaching skills. Overall teachers' skills are at

an adequate level (57.14%). Some activities to improve the skills of teachers have followed the activities of MGMP and KKG, independently a small number of teachers have utilized the internet.

In facing the AEC challenges PAI teachers have not yet improved their skills in using foreign languages and improving the skills of using information technology. Both skills are important for teachers in enhancing individual characteristics and at the same time helping students to face AEC challenges and opportunities.

Master's Professionalism on Aspects of Values and Attitudes

Data on the professionalism of teachers of Islamic Religious Education in Solok Junior High School and its improvement on individual characteristics aspects about the values and attitudes of educators and their attitude about the opportunities and challenges in facing the AEC proved that the relation to teacher professionalism about values and attitudes that in general (78,53) teachers have good relationships with various parties at school. Most teachers follow all the existing rules (74.29) and do not convey the less-controlled material (71,43). Some teachers say evaluation is done in various ways and trying to be an example for others and especially students (50.00%). A small number of teachers who guided good relations among students, delivered materials with confidence, and realized the importance of knowledge about AEC (42.86%), diagnosed learning difficulties and understood AEC challenges (35.71%). Very few PAI teachers attempt to improve foreign language skills (28.57%) and understand the type of children with special needs (7, 14%). The positive thing about PAI teacher's values and attitudes is that no one responds rarely and never for the point of establishing good relationships with fellow teachers, students, headmasters and education personnel, being role models, not delivering less-controlled material, and learning tailored to needs of students. Overall teacher values and attitudes are in enough category, that is 50.51%. Efforts to improve teachers' values and attitudes strive to engage with various seminar activities at school and out of school.

As professional teachers which stated in Law No. 14 of 2005 on teachers and lecturers article 1 verse 10 "competence is a tool of knowledge, skills and behavior that must be possessed, experienced, and mastered by teachers or lecturers in performing professional duties". Competence is a fusion of knowledge, attitudes, and skills embodied in the form of deeds. It is personal, pedagogical, professional, and social competence. Teacher competence can be interpreted as the unanimity of knowledge, skills and attitudes that are displayed in the form of intelligent behavior and full of responsibility owned by a teacher in carrying out his profession. It is clear that a teacher is required to have the ability in his or her knowledge, the ability to master subjects, the ability to interact socially with fellow students and with fellow teachers and principals, even with the wider community (Feralys NM, 2015: 46). In detail can be explained the ability to be possessed by teachers, namely: a) mastering teaching materials, b) mastering the educational foundation, c) preparation of teaching programs, d) carrying out teaching programs, e) assessing the process and learning outcomes, f) counseling, g) organizing school administration, h) developing personality, i) interacting with peers and communities, j) organizing simple research for teaching purposes, and k) following scientific activities.

Furthermore Mulyasa (2008: 46) states there are 12 aspects of behavior that must be owned by teachers as examples are: 1) basic attitude: psychological postures that will appear in important issues such as success, failure, learning, truth, relationships, , work, game and self; 2) speech and speech, the use of language as a tool of thought; 3) work habits: the style used by a person in the work that colored his life; 4) Attitude through experience

and error: understanding the relationship between the extent of experience and value and the impossibility of evading mistakes; 5) clothing: it is a very important personal item and expresses the whole personality; 6) human relations: embodied in all human, intellectual, moral relations. Beauty, especially how to behave; 7) the thought process, the way that the mind uses to deal with and solve problems; 8) neurotic behavior: a defense used to protect oneself and also to harm others; 9) tastes: choices that clearly reflect those possessed by the person concerned; 10) decisions: the rational and intuitive skills used to assess each situation; 11) health: body, mind and spirit qualities that reflect strength, perspective, calmness, enthusiasm and spirit of life; and 12) the lifestyle in general: what one believes about every aspect of life and action to realize that belief. Given the teacher is someone who digugu and imitated, then the number of things that need to be owned and the attention of teachers, once gus be differentiated with other professions.

Professional educators can be seen from their performances, as seen from their self-image as individuals with knowledge, skills and values, interaction with colleagues, principals, parents and students (social), and in carrying out their duties and responsibilities. Positive values and attitudes that teachers have, are able to establish good relationships with anyone in school, willingness to follow the rules, trying to be role models, and not delivering the less understood material. Referring to the above data, the teacher's attitude to the AEC has not been positive yet, it is most likely because there has been no socialization of the AEC, and this is not expected since it has been implemented since 2015. Teachers as innovators and motivators in their ideal education constantly develops its competencies in line with existing changes at local, national, regional and even international levels. This is increasingly felt urgency, as educators prepare for future generations, which inevitably the opportunities and challenges they face are increasingly different and more complex.

Changes in education as a result of globalization and AEC require changes in educators personally. The teaching assignments of educators are complex in which students can come from ASEAN countries, because their parents work and / or learn to live in Indonesia. Educators are required to master a variety of perspectives and strategi and ideally can apply it flexibly. To be an effective teacher needs a variety of skills, devote your heart and mind to help students build the ability to broaden perspectives. In addition, educators need to master materials and lesson strategies, planning skills, classroom management skills, motivational skills, communication skills, working effectively with different cultural students and sensitive to their needs (Santrock J.W, 2007).

The development of the teaching profession has a functional relationship and influence on teacher performance because it strengthens the professional ability in carrying out the work. The pattern of professional development that can be implemented by educators can be pre service and in service, among others (1) learning task program, (2) certification program, (3) upgrading and work shop. The government gradually gives permission to educators to develop themselves through, further education.

MGMP and teacher working groups (KKG) are two forums that can improve the professionalism and performance of teachers, various problems in school activities can be solved by sharing fellow teachers and / or bringing policy holders and other resource persons (E. Mulyasa, 2006: 236). This activity is usually done 2 (two) times a month, depending on the agreement of group members. Teachers as professionals ideally follow the development of science and technology and sensitive to changes that occur in the environment, both local, national

and even international. Regionally teachers are expected to be sensitive to changes that occur among them the ASEAN Economic Community (AEC) with all the opportunities and challenges specifically in education.

Opportunities and Challenges of the AEC

The concept of ASEAN Economic Community (AEC) is in line with the dynamics of inter-national relations in ASEAN which recognizes the importance of integration of countries in Southeast Asia. At the informal meeting of ASEAN Heads of State in Kuala Lumpur on 15 December 1997 it was agreed upon by ASEAN Vision 2020 which was then followed up by a meeting in Hanoi that resulted in the Hanoi Plan of Action (HPA). Vision 2020 including HPA contains among others: conditions to be realized in several areas, such as outward orientation, peaceful co-existence and creating international peace (Atep A.Rofiq, 2015: 253). Understanding that is built among the ASEAN community is accompanied by opportunities and challenges on the aspect of education. Furthermore Fasli J and Dedi S (2001: 60) states the implications of globalization changes in education, namely: (a) the paradigm of education process shifts from educator center to students become students who become learning centers; (b) through the presence of various learning resources of educators as facilitators; (c) the classical and formal learning paradigm shifts to a more flexible learning model; (d) the quality of education is not only national but international level; and (e) the growing popularity of lifelong education and the melting of formal and non-formal education boundaries

The conditions that have started many years ago, and today are further strengthened by the enactment of the AEC. AEC is a form of free trade system between countries in the ASEAN region (Southeast Asia). This economic system affects the aspects of people's lives in other aspects. In the AEC era in addition to foreign citizens free entry into Indonesia, Indonesian citizens are also free to work and compete in ASEAN countries. Some of the challenges and opportunities of the AEC, in the world of education, are: (a) the proliferation of foreign educational institutions, as a result of foreign citizens within the framework of ASEAN free entry into Indonesia in the framework of free trade. The dominant language of instruction used is certainly a language understood by foreign nationals. In this case, PAI teachers are required to master the international language, such as: English and Arabic. (b) an increasingly pro-market education standard and orientation, where quality education is sought after and many are interested, for which professional PAI teachers will be used and recruited to become teachers in quality schools. (c) The optimization of teacher roles and duties in producing superior and competitive graduates, PAI teachers are required to participate actively in producing graduates with the advantage to compete with graduates from ASEAN countries. PAI teachers are required to have skills in dealing with paradigm shifts in learning, which is initially teacher-centered learning now that student-centered learning, considering that the subject is a student. Change is required to occur in students both in terms of cognitive, affective and psychomotor. Appropriate learning approach is constructivism learning with cooperative learning method, contextual teaching and learning, inquiry and discovery learning and problem based learning (Sigit Mangun W, 2013: 3-4). (d) Mastery of information technology, PAI teachers are expected to have the skills to utilize information technology both for the needs of instructional media and as a source of learning

Professional teachers are qualified and certified teachers and professional education, continuously improving knowledge, skills and attitudes. Improving the professionalism of teachers in responding to AEC challenges, can be done through training, further education, seminars, and utilizing various learning resources. Various activities can be done independently, groups, and schools initiated by teachers and principals and the Department of Education and Culture. The AEC clearly demands that various parties prepare to respond to the challenges and opportunities that arise. Teachers individually and groups are expected to increase their potential to be able to compete. Teachers are required to prepare themselves and students in their schools, so as to be able to face and compete in facing AEC challenges and opportunities.

IV. CONCLUSION

1. Teacher professionalism is related to teacher qualification, certification and professional education that is realized in teacher's competence. Competence is a set of teachers' knowledge, skills, values and attitudes.
2. Characteristics of personal educators on the knowledge aspect is known to be good. This is possible because generally teachers have qualified S1 and regular meetings among teachers PAI through MGMP, to discuss various problems in carrying out the task. With regard to AEC PAI teachers do not yet have a good understanding, even the socialization of the AEC has not been formally obtained.
3. There are 3 skills mastered by the teacher well, namely: pay attention to the order of students sitting at the beginning of learning, generally teachers pay attention to the comfort of students to learn and make lesson plans. To face the AEC challenges PAI teachers have not yet upgraded their skills in using foreign languages and enhanced their skills in using information technology. Both skills are important for teachers in enhancing individual characteristics and at the same time helping students to face AEC challenges and opportunities.
4. Positive values and attitudes that teachers have, are able to establish good relationships with anyone in school, willingness to follow the rules, to be exemplary, and not to convey unfamiliar material. The unconcerned attitude of the teacher, which is about the challenge of facing the AEC, is probably because the teacher has not yet fully understood the AEC.

Based on the above findings, it is expected that teachers can improve their own characteristics independently, groups or through the MGMP and KKG. Policy holders are expected to focus on improving the personal characteristics of teachers by facilitating teachers to attend local, national and international scientific meetings.

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