

Junior High School Teacher's Ability in Developing Teaching Preparation in Moral Aqedah Subjects

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ABSTRACT

This study aims to determine the ability of teachers to develop teaching preparation that is carried out by teachers in learning on the subject of moral aqidah at MTS Negeri 1 Banjarmasin. This type of research is descriptive qualitative research. In this study, the authors did not use a sample, because the number of teachers of Akidah Akhlak at MTS Negeri 1 Banjarmasin in this study amounted to 1 person, so this research is called population research. Collecting data in this study using observation and interview techniques. Furthermore, the collected data were analyzed using the percentage formula. The results of data analysis through observations and interviews can be concluded as follows: The teacher's ability to develop teaching preparation on moral aqidah subjects at MTS Negeri 1 Banjarmasin reached 62.82% and was included in the good category because it was located at 61-80%.

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1. INTRODUCTION

Today in a cultured society, education plays a very decisive role in the development of society, because education is a medium for preserving, transferring, and transforming cultural values in all aspects to future generations (Andika, 2019). Education is the most effective means to form quality human beings. Education is considered quality as measured by its position to participate in the intellectual life of the nation and promote national culture. As stated by Abdul Kadi, namely (Wakhidah & Azizah, 2019):

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, intelligence, noble character, and skills needed by themselves, society, nation, and state".

Education is a planned effort to create a learning atmosphere for students in developing their potential. The achievement of educational goals can be seen from student learning outcomes. Student learning outcomes have an important role inside and outside the world of education (Meraih et al., 2014). Learning outcomes are used to provide information on the development of their potential students to teachers, as a reference for teachers to develop better learning designs in the future, not only that learning outcome is also used as a benchmark for the quality of human resources and the quality

of education in each country. This is in line with the opinion of Widoyoko (2010:38) which states that learning outcomes are used by teachers as a reference for improving learning methods and for schools, learning outcomes are a reflection of the quality of a school (Salah et al., 2011).

Teachers have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students, in carrying out these main tasks the teacher must have competencies such as pedagogic competence, professional competence, social competence, personality competence (Suryapermana, 2017). One of the competencies that are a concern in the learning process is pedagogic competence, which is the ability of teachers to understand students, plan and implement learning, evaluate learning outcomes, and develop students' potential (Susanto, 2014).

Moral aqidah lessons are a conscious effort to develop one's religious-spiritual potential. and lessons on aqidah, morality, and morals are also a conscious effort to develop the human potential for noble character and good personality. It is also known that the core teachings of Islam include: faith issues (aqidah), Islamic issues (shari'ah), and ihsan problems (morals). Aqidah moral education has an important meaning and role in shaping the Islamic personality of students as a whole. Because with this moral aqidah education students are not directed to the achievement of the happiness of life in the world, but also to the happiness of life in the hereafter. With aqidah moral education, students are directed to achieve a balance between outward and inward progress, harmonious relations between humans in the social sphere of society and their environment as well as the relationship between humans and their gods. And with moral aqidah education, students will have a high degree that exceeds other creatures. (Dr. Rijal Abdullah, 2019). It can be said that the implementation of moral aqidah education can be seen as a forum for fostering and shaping the personality of students in developing knowledge (cognitive), attitudes (affective), and habituation (psychomotor) (Larlen, 2013).

The readiness of an educator or a teacher is very influential when he will teach later. This teaching readiness is like a farmer preparing the soil for planting seeds, if done properly, undoubtedly creates good conditions for healthy growth (Setiawan & Mulyati, 2018). Likewise in teaching, if the preparation is in accordance with the characteristics of the needs, materials, methods, approaches, environment, and teaching abilities, the results are assumed to be more optimal. Readiness is the overall condition of a person that makes him ready to respond or answer in a certain way to a situation. Teaching readiness is needed by a teacher in order to carry out their duties properly and smoothly (Adri et al., 2020).

One of the competencies that greatly determines the quality of teachers in schools is their ability to plan learning programs because learning plans are one way that can help education managers in carrying out their duties and functions (Meha & Bullu, 2021). Thus the role of the teacher is expected to be able to make preparations carefully because one of the efforts to improve learning is by providing planning and preparation for learning (Saragih, 2008). Teachers must be able to teach by regulating and creating environmental conditions so that students can carry out learning activities (Di et al., 2020). The things that need to be prepared by the teacher before carrying out classroom learning include the syllabus, Learning Implementation Plan (RPP), and teaching materials. If the planning has been prepared well but is not carried out in accordance with the plans that have been made by the teacher, it will have an impact on the failure of the learning outcomes to be achieved (Minsih, Jatin Sri Nandang, 2021). The teacher has an important role in education, the teacher's role as an educator has a very large influence on changes in students' thinking abilities (Wardhani, 2020). Teachers have the task of planning learning, carrying out activities, and assessing learning processes and outcomes. Another opinion says that learning tools are also an important basis for teachers when they start teaching, teaching tools are a form of preparation made by teachers before they start the learning process (Sari, 2021). The tools that must be prepared by a teacher are lesson plans, teaching material resource books, student worksheets, and remedial and enrichment program books (Sosial, 2011).

In MTS Negeri 1 Banjarmasin, the problem of developing teaching preparation is very important in the teaching and learning process. Based on initial observations, the authors see that there are symptoms that can be used as evidence that teachers in developing teaching preparation at MTS Negeri

1 Banjarmasin have not been maximized, especially teachers of Akidah Akhlak. This can be seen from the following symptoms:

1. Lack of ability of Akidah Akhlak teachers in teaching preparation
2. Lack of ability of Akidah Akhlak teachers in developing teaching preparation
3. Lack of Akhlak Akidah teachers in preparing teaching preparation
4. Lack of teachers who always forget to bring lesson plans during the learning process

From the explanation above, the writer is interested in conducting research on: **Teacher's Ability in Developing Teaching Preparation in Moral Aqedah Subjects at MTS Negeri 1 Banjarmasin.**

2. METHODS

The type of research that the researcher uses is descriptive qualitative research. Qualitative descriptive research is describing a phenomenon, event, symptom that applies on the basis of what is obtained in the field. This qualitative research method is often called the naturalistic research method because the research is carried out in natural conditions (natural setting), also called the ethnographic method, because at first this method is more cultural, referred to as a qualitative method because the data collected and the analysis are more qualitative (Darso, 2017).

The location of this research was carried out at MTS Negeri 1 Banjarmasin. the subject is the participant in the study. The subject of this research is the teacher of moral aqidah at MTS Negeri 1 Banjarmasin. While the object of this research is the ability of teachers in developing teaching preparation in the subjects of Akidah Akhlak at MTS Negeri 1 Banjarmasin.

The sample is part of the number and characteristics possessed by the participant. In this study the authors did not use a sample, because the number of teachers of Akidah Akhlak at MTS Negeri 1 Banjarmasin in this study amounted to 1 person, so this research is called a populative research.

As for the data collection techniques using observation and interview techniques (Alwiyah & Imaniyati, 2018). If the data has been collected, then it is classified with a qualitative deductive inductive thinking pattern, namely, data that is described in the form of words or sentences, while quantitative data is data that is described or presented in the form of numbers and tables and then drawn conclusions. With the following formula:

$$P = \frac{F}{N} \times 100\%$$

Description:

Q: Percentage figures

F: Frequency being searched percentage

N: Number of cases (number of frequencies).

While the standard categories used are:

Number 81% - 100% = very good

Number 61% - 80% = good

Figures 41% - 60% = quite good

Number 21% -40% = not good

Score 0% -20% = very bad.

3. FINDINGS AND DISCUSSION

The moral aqidah teacher identifies subjects, classes, semesters, the moral aqidah teacher determines the learning strategy, the moral aqidah teacher carries out follow-up in learning, the moral aqidah teacher provides sources of materials used in the learning process in accordance with the basic competencies that must be mastered (Mirawanti, 2019).

In addition, the moral aqidah teacher determines the time or number of meeting hours allocated, the moral aqidah teacher determines the basic competencies that cannot be achieved or used as goals, the moral aqidah teacher identifies the main material that students need to learn in order to achieve basic competencies, the moral aqidah teacher determines the stages the stage of the teaching and

learning process, the moral aqeedah teacher prepares concrete learning activities that must be carried out by students in integrating with learning materials, the moral aqidah teacher determines the learning resources to master basic competencies, the moral aqidah teacher determines the learning media used, the moral aqidah teacher makes an assessment in the process. In learning, the teacher of moral aqidah determines the instrument or procedure used to assess student learning achievement (Sari, 2021).

Table 1. Observation Results of Teachers' Ability in Developing Teaching Preparation on Akhlak Akidah Subjects at MTS Negeri 1 Banjarmasin

Number	Observation Results					Total	
		Yes		No		F	P
		F	P	F	P		
1	The moral aqidah teacher identifies subjects, classes, semesters	6	100%	0	0%	6	100%
2	The teacher of moral aqidah determines the time or the number of hours that meeting allocated	3	50%	3	50%	6	100%
3	The teacher of moral aqidah determines the basic competencies to be achieved or used as goals	4	66,67%	2	33,33%	6	100%
4	The moral aqidah teacher identifies the main material that students need to learn in order to achieve basic competence	2	33,33%	4	66,67%	6	100%
5	The moral aqidah teacher determines the learning strategy	6	100%	0	0%	6	100%
6	The teacher of moral aqidah determines the stages of the teaching and learning process	4	66,67%	2	33,33%	6	100%

7	The moral aqidah teacher prepares concrete learning activities that must be carried out by students in interacting with learning materials	1	16,67%	5	83,33%	6	100%
8	The moral aqidah teacher determines the learning resources for master basic competencies	5	83,3%	1	16,67%	6	100%
9	The moral aqidah teacher determines the learning media used	5	83,3%	1	16,67%	6	100%
10	Akhidaah moral teacher conducts an assessment in the learning process	1	16,67%	5	83,33%	6	100%
11	The moral aqidah teacher does follow-up in learning	6	100%	0	0%	6	100%
12	The moral aqidah teacher determines the instrument or procedure used to assess the student's learning achievement	0	0%	6	100%	6	100%
13	Akhlaq aqidah teachers provide sources of materials used in the learning process in accordance with basic competencies which must be mastered.	6	100%	0	0%	6	100%
TOTAL		4	62,28%	29	37,18%	78	100%
		9					

Based on the table above, it is known that from the overall observations, 49 times Yes (62.82) and 29 times No (37.18), with a total of 78 (100%). Furthermore, the results of the observation Yes were given a score of 1 and the results of Observation No was given a score of 0. Then the results were obtained:

$$\text{Yes} = 49 \times 1 = 49$$

$$\text{No} = 29 \times 0 = 0$$

$$\text{Total} = 49$$

So,

F = 49, and

N = total population x number of observed aspects x number of observations
 = 1 x 13 x 6
 = 78

Teacher's Ability in Developing Teaching Preparation in Moral Aqeedah Subjects at MTS Negeri 1 Banjarmasin, the formula is used:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{49}{78} \times 100\%$$

$$P = 62,82\%$$

The ability of teachers to develop teaching preparation for morals subjects at MTS Negeri 1 Banjarmasin reached 62.82% and was categorized as good because the figure of 62.82% was in the 61-80% interval.

Based on the interview data, the following discussion can be carried out:

At the beginning of learning the teacher must know the background of the learning used in developing teaching preparation. By knowing in advance the lessons to be learned (*Pengaruh Penerapan Persiapan Mengajar Model, Review, Overview, Presentation, Exercise, Dan Summary Terhadap Peningkatan Kemampuan Kognitif Peserta Didik Pada Mata Pelajaran Akidah Akhlak Di MTs. Nege.Pdf*, n.d.). The teacher has been teaching for a long time and how does the teacher develop teaching preparation in the ongoing learning process by preparing what is needed in the learning process. Teachers of moral aqidah in developing teaching preparation get inhibiting factors in the learning process taking place. The internal and external factors that become obstacles in the learning process. Akhlaq teachers also provide materials/tools in developing teaching preparation available in schools (Dewi & Sumardi, 2017).

Based on the data from observations and interviews, it can be analyzed that the factors that affect the ability of teachers to develop teaching preparation on the subject of moral aqidah at MTS Negeri 1 Banjarmasin are as follows:

1. Teachers have friendly, firm, wise, and authoritative personalities, so they are able to develop teaching preparation well and successfully
2. The teacher's knowledge about the understanding of students and the condition of the students owned by the teacher can make it easier for teachers to develop teaching preparation
3. The available facilities and infrastructure are used optimally in preparing to teach

4. CONCLUSION

Based on the existing data, the writer can conclude that the teacher's ability to develop teaching preparation for moral aqidah subjects at MTS Negeri 1 Banjarmasin, reaches a percentage that is categorized as "Good" because it lies in the 61% -80% interval. The factors that affect the ability of teachers in developing teaching preparation in the subjects of aqidah and morals are as follows: Teachers who teach have friendly, firm, wise, and authoritative personalities, so they are able to develop successful teacher teaching preparation. The knowledge and abilities of teachers as well as the condition of students who have teachers can facilitate teachers in developing teaching preparation. The available infrastructure facilities have been used optimally in developing teaching preparation.

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