

SWOT Analysis of the Islamic Religious Education Teacher Profession in Learning at SMA Negeri 6 Jakarta

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ABSTRACT

Islamic Religious Education (IRE) teachers have a crucial role in the learning process which requires them to constantly learn so that the goals of IRE learning can be achieved. However, in reality, there are teachers who are not optimal in teaching and whose overall competence has not developed in terms of class effectiveness. The objective of this study is to determine the SWOT analysis of the Islamic Religious Education Teacher Profession in learning at SMA Negeri 6 Jakarta. The method used is a qualitative approach with a descriptive method through the results of interviews with Islamic Religious Education teachers, the vice principal for academic affairs, student affairs and public relations, and the students. Data collection techniques used observation, interviews, and additional documents. The research findings obtained are that (1) The Strengths of the Islamic Religious Education teacher are mastering the subject matter, being able to manage the class by adjusting to students' learning styles, and having a good educational background. (2) The Weaknesses of the Islamic Religious Education teacher are feeling overwhelmed by the minimal religious knowledge possessed by the students, being less able to make the class effective (although many are effective, not all students are effective in class), and the existence of teachers who only read the PowerPoint. (3) The Opportunities for the Islamic Religious Education teacher are the chance to gain divine reward (pahala), the opportunity to change students' character, and rapid technological advancements becoming a means for teachers in classroom learning. (4) The Threats to the Islamic Religious Education teacher are the teacher stopping continuous learning, their lack of general knowledge, and parents not understanding the importance of religious knowledge.

Keywords: *analysis, swot, islamic religious education, school.*

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A. INTRODUCTION

The increasingly modern era requires individuals to adapt immediately. To respond to the dynamics and advancements of the times, educational institutions, including schools, are required to play a part in managing change. Therefore, the world of education must be able to adjust to the developments of the era so that education can compete well in facing changes. (Muddin, 2021).

In addition, education must also be able to achieve the goals of education listed in

the Law on the National Education System No. 20 of 2003, Chapter I, Article 1, paragraph 1 which states that: 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. This shows that the goal of education is to equip students with the ability to adapt to changing circumstances, as well as spiritual strength, intelligence, and noble values.

Education must be able to fulfill educational goals and adapt to the changes that occur along with the changing times. To be able to develop in the face of change, educational institutions must be able to understand their position, what is happening, and how to adapt to the times. (Suriono, 2021) .

The function of the teacher cannot be separated from the educational process, even though technology is developing rapidly. As a result, technology will never be able to replace the personal touch that makes learning enjoyable for students. The educator's ability to understand problems and know what to do in the classroom is very important to achieve this. (Budiarti, 2023)

The way a teacher makes students feel comfortable with the learning process and not bored in the classroom is by building and managing the learning environment so students can study the material, and a teacher must master the material they want to convey. (Utami, Lubis, & Karimah, 2023) . Teachers are the most important part of the entire education system, they must be given top priority and will always be the main topic in facing educational challenges. (Pandipa, 2019) .

Education has a vital role in human life. There is a broad consensus among all levels of society regarding the importance of education. The level of education determines the progress of a nation; if the education is high-quality, all aspects of life will develop rapidly. (Karimah, 2018) . In addition, education is also meant to foster basic physical and spiritual abilities that can be developed optimally, so that humans can carry out their duties in life on earth. To foster basic physical and spiritual abilities, education is a means to determine where the optimal point of these abilities can be achieved. (Bahtiar, 2020)

In the learning process, teachers must be able to demonstrate the ability to plan, the ability to carry out teaching procedures, and the ability to establish interpersonal relationships, in addition to being supported by adequate facilities. (Uno & Nina, 2016).

The definition of learning, particularly the process of interaction between teachers and students and learning resources in their environment, has been clarified through Law Number 20 of 2003. Learning is the process of interaction between teachers, students, and teaching materials in the school environment. (Dewi, 2020) .

Through classroom teaching and extracurricular activities, the educational efforts of Muslim educators impact all educational interactions. Religious studies, pesantren (Islamic boarding schools), and majelis talim (religious study groups) all incorporate Islamic education activities through extracurricular channels. Meanwhile, formal Islamic educational institutions and Islamic religious education programs in public school facilities are two ways of implementing Islamic education in schools. (Aziz, 2020).

Islamic religious education can be defined as instruction given by an individual or educational institution about the Islamic religion to people interested in learning more about the religion, both in terms of academic material and daily practice (Syafirin, 2023).

Education through the learning process aims to form changes in a person to solve problems in the form of activities and attitudes by involving complex idea techniques and the knowledge they bring. The benchmark for learning success is the achievement obtained from learning outcomes and changes in behavior (Suwarsito, 2013).

The teacher acts as the foundation of the house or the tree in society and their professionalism in the classroom directly or indirectly influences the way students develop their moral character. This is proven by specific examples where teachers successfully changed students' morals to be good in accordance with the teachings of the Prophet.

Students are a group of individuals influenced by the teacher who organizes learning activities, so the educator has the responsibility to convey information to the students. Because all orientation activity processes and other relationships are

designed to carry out education, which always involves the existence of teachers and students as educational implementers, the relationship between teachers and students is an essential component in learning. Furthermore, this is now a necessity in the context of carrying out educational activities. (Cikaa, 2020) .

A teacher has a significant impact on how well they perform their duties as an educator. Thus, a teacher has a significant impact on how well they fulfill their duties as an educator. Therefore, the teacher also has a significant impact on student achievement, especially in the teaching and learning process. This makes sense because the teacher's understanding of how to create an effective and appropriate learning process will significantly impact their capacity to implement the learning process. (Fatiha, 2024) In relation to this, Surah Al-Maidah verse 67 explains that Allah SWT commands Prophet Muhammad SAW not to delay the task He has given to others. This means that a person who has knowledge must share their knowledge with others so that their knowledge benefits not only themselves but also others. Teaching is a career that must be undertaken to maximize professional skills, not just a way to fulfill interests or a part-time job. As a professional, the teacher has an important role and obligation in carrying out learning. In addition, achieving learning goals in the classroom is the task of education (Karyono, 2019).

Every profession has weaknesses and threats that must be faced, but this should not make a person afraid/inferior. This is a form of individual evaluation to improve oneself from undesirable things. Meanwhile, the strengths they possess must be maintained, and the opportunities they have must be obtained. Among these is the teaching profession which plays an important role in advancing a country. An internal and external viewpoint is needed to determine this, which is known as SWOT analysis (strengths, weakness, opportunity, and threats). Through this study, educational institutions can identify strengths and weaknesses in the internal environment as

well as opportunities and threats in the external environment to improve teaching standards so that students can participate in change.

Data from the Ministry of Education and Culture indicates that the number of certified teachers in Indonesia has not yet reached 50%. This percentage varies for each level of education. The main issue that needs attention is the low performance of teachers at various levels of education, which is caused by the fact that not all teacher abilities have been developed, even though teachers should have high competence in the teaching and learning process.

One high school in Jakarta, namely SMA Negeri 6 Jakarta, is a state-status educational institution. The curriculum used in the school follows the curriculum implemented by the government and is integrated with a religious-based curriculum. In the religious field at the school, there are still teachers who are not optimal in teaching due to a lack of mastery of learning and class control.

Furthermore, with increasingly sophisticated technological developments, the teaching profession is now threatened with being replaced by technological advancements. Therefore, a teacher must immediately improve themselves by keeping up with technological advancements so that they cannot be replaced by future technology.

The question of this study investigates the opportunities, threats, weaknesses, and strengths of IRE teachers in learning, while the goal is to identify the opportunities, threats, weaknesses, and strengths of Islamic religious education teachers in learning. This research is based on theory, among others: The strategic planning method called SWOT evaluation is used to assess the strengths, weaknesses, opportunities, and threats of a project or commercial venture. This method can also be used to evaluate product lines or company competitors. The analysis is carried out by identifying the object to be analyzed or by determining the business objectives. Opportunities and threats are

categorized as external factors, while strengths are classified as internal elements. (Rangkuty, 1997).

Thus, a SWOT analysis covering opportunities, threats, weaknesses, and strengths is needed so that Islamic religious education teachers can be aware of these things and use them as material for self-evaluation. Every profession has opportunities, threats, weaknesses, and strengths; this study makes IRE teachers the object of research aimed at evaluating opportunities, threats, weaknesses, and strengths. The approach used in this study will include qualitative analysis to obtain a comprehensive picture. Specifically, this study will analyze the strengths, weaknesses, opportunities, and threats possessed by IRE teachers. The results of this study are expected to provide practical recommendations for educational institutions, especially Islamic religious education teachers in IRE learning, as evaluation material for IRE teachers. Overall, this introduction confirms that Islamic religious education teachers have good potential in learning. However, this potential needs to be tested and proven through empirical research to provide real benefits to the world of education. With the complex background of the problem and high urgency, this research is expected to be an initial step for IRE teachers in creating a good learning process.

B. METHOD

This research uses a descriptive qualitative methodology. The aim is to describe in depth the SWOT analysis of IRE teachers at SMA Negeri 6 Jakarta. The research was conducted on IRE teachers, students, the vice principal for public relations, student affairs, and curriculum. Data was collected through in-depth interviews with IRE teachers, students, the vice principal for public relations, student affairs, and curriculum, observation at the school, and document analysis as additional data to support other data. Research informants were selected purposively with the criteria of teachers who taught Islamic religious education subjects, school

stakeholders, and students. Data was obtained from interviews with two teachers who taught Islamic religious education subjects. To ensure data validity, it was applied by comparing results from various collected data sources.

Findings from observations, interviews, and documents were critically analyzed to identify the suitability and consistency of information. This approach helps produce more reliable data and provides a comprehensive picture of the SWOT analysis of IRE teachers in learning at SMA Negeri 6 Jakarta. Qualitative research was chosen because it allows for a deep and holistic understanding of the phenomenon studied, namely the SWOT analysis of the Islamic religious education teacher profession in learning. A descriptive approach is used to describe in detail and systematically the data obtained from the field. The case study strategy was chosen because it allows intensive and focused research on a specific context, namely SMA Negeri 6 Jakarta. SMA Negeri 6 Jakarta was chosen as the research location because of the presence of Islamic religious education teachers and accessibility that allows researchers to collect data effectively. It can be explained that the data in this study was obtained through several techniques, namely:

1. In-depth interviews: Interviews with the vice principal for curriculum, student affairs, and public relations. This interview aims to explore information regarding the opportunities, threats, weaknesses, and strengths of IRE teachers in learning. Interviews with 2 IRE teachers and students to find out more about the opportunities, threats, weaknesses, and strengths of IRE teachers in learning at SMA Negeri 6 Jakarta.
2. Observation: The researcher conducted direct observation at the school to see the activities of teachers and students. This observation aims to directly see the strengths, weaknesses,

opportunities, and threats of Islamic religious education teachers.

3. Document analysis: This was carried out on Islamic religious education books in the school used in Islamic Religious Education learning and other supporting documents.

To identify the strengths, weaknesses, opportunities, and threats of Islamic religious education teachers, data analysis techniques are used to examine the information collected from various sources, including collection, reduction, presentation, and verification. This data analysis is carried out qualitatively using data analysis techniques. This data analysis technique is used to analyze data obtained from interviews, observations, and document analysis:

1. Data collection: Interview data was recorded and then transcribed verbatim.
2. Data reduction: Interview data and field notes were summarized to make it easier for researchers to understand the contents of the collected data.
3. Data presentation: The summarized data is then presented in the form of a description to provide an overview of the research results that have been carried out.
4. Data verification: Data verification is carried out to make it easier for researchers to draw conclusions from the research that has been carried out.

Meanwhile, credibility and confirmability are carried out through checking the validity of the data, namely by comparing data from various sources (observation, interviews, and documents). Data credibility is carried out to test the suitability between observation results and reality in the field by discussing with the research team. In addition, the researcher will also conduct a member check with informants to ensure the accuracy of the data obtained.

The research methodology is designed to produce valid, reliable, and information-

rich data to answer the research problem formulation. The descriptive qualitative approach with a case study strategy, combined with data analysis techniques, allows for a deep and comprehensive understanding of the opportunities, threats, weaknesses, and strengths of IRE teachers in learning at SMA Negeri 6 Jakarta. The detailed process of data collection and analysis described above will ensure the quality and credibility of the research results.

C. RESULT AND DISCUSSION

The research results show that every profession has opportunities, threats, strengths, and weaknesses. In this study, the profession of the Islamic religious education teacher is the informant. The Islamic religious education teacher covers worldly and hereafter aspects so they have great responsibility for their students. Students who follow learning in school and outside of school will have a strong understanding of Islam and noble character.

Based on the results of interviews with Islamic religious education teachers, the following are important points regarding the SWOT analysis of Islamic religious education teachers in learning.

Strenght

Based on the research results, the strengths of the Islamic religious education teacher at SMA Negeri 6 Jakarta are as follows:

1. Having a good religious background by being active in the PAI MGMP (Islamic Religious Education Teacher Association) and pursuing formal and non-formal education. Formal education is the main capital for being able to teach. In addition, the Islamic religious education teacher pursues non-formal education to support the knowledge already gained in formal education, such as having a wide network with scholars and having guidance or an assembly as an addition to deepening their knowledge.

2. Mastering the material. Mastery of the material they possess is important in learning so that the material presented is complete and broad. It is not easy to master Islamic religious learning material because Islamic religion has fiqh (jurisprudence) laws that are always updated. For this reason, the Islamic religious education teacher always upgrades their knowledge by increasing learning to answer problems that occur in this era and answer students' critical questions.
3. Being able to manage the class. Class management is very important by adjusting to the learning styles of today's students who utilize technology. A teacher is required to adapt to rapid technological developments so that learning runs well.

Weakness

Based on the research results, the weaknesses of the Islamic religious education teacher at SMA Negeri 6 Jakarta are as follows:

1. Feeling overwhelmed by the minimal religious knowledge possessed by the students, which forces the teacher to intersperse the material proposed by the students. Meanwhile, the material taught is too high, so students are required to digest the material taught in accordance with the material in the learning book. This requires students to always study harder outside of school to gain additional good religious knowledge.
2. The Islamic religious education teacher already has teacher standards, but is less able to make the class effective because the teacher's role is not optimal in learning, although most are already effective. For this reason, the IRE teacher must know the students' condition by socializing and providing good motivation and direction so that learning in the classroom runs effectively.
3. There are teachers who only read the PowerPoint without explaining, which causes students to misunderstand the lesson. This is very important because it relates to the material taught to students. Thus, the Islamic religious education teacher should continuously innovate and learn by increasing references so they can explain to students thoroughly so that students have a complete understanding.

Opportunity

Based on the research results, the opportunities for the Islamic religious education teacher at SMA Negeri 6 Jakarta are as follows:

1. By providing religious knowledge, the IRE teacher has the opportunity to gain divine reward (pahala). In addition, the Islamic religious education teacher has the opportunity to get something proper, such as certification from the government, which can increase the enthusiasm for teaching so that the teacher can focus on teaching in the classroom.
2. Getting the opportunity to change students' character. Changing students' character certainly requires a long process. Good character does not come by itself, therefore it starts from the teachers at school, especially the Islamic religious education teacher who sets an example so that students can follow it.
3. Rapid technological advancements can be utilized for learning means. Teachers are required to understand technology well. Utilizing technology in this era is a must so as not to be left behind. For this reason, utilizing technology as well

as possible in the learning process is an opportunity for the Islamic religious education teacher

Threats

Based on the research results, the threats to the Islamic religious education teacher at SMA Negeri 6 Jakarta are as follows:

1. The IRE teacher stopping their continuous learning. Becoming a teacher means deciding to always learn throughout life. In this study, especially the IRE teacher, must always learn because religious knowledge is constantly evolving along with the times and to answer challenges in the future.
2. Lack of general knowledge. Besides the religious knowledge they possess, the IRE teacher should know the basics of general knowledge which can be related to religious knowledge during learning so that students have a good understanding both from the general and religious perspectives.
3. Parents who do not understand the importance of religious knowledge. Most parents only give their children general knowledge and set aside religious knowledge. Even though both are very important for the students' provisions. This is the task of the Islamic religious education teacher to provide understanding to the students' parents that religious knowledge is important without neglecting general knowledge.

The explanation of the research results above is as follows:

1. Strength is defined as an advantage because strength is a positive indicator; the higher the strength value, the more positive the value (Merba, 2017). In this study, a

teacher who has good mastery of the material, is able to manage the class by adjusting to the students' learning styles, and has a high educational background is considered to have strength.

2. Weakness can be defined as something detrimental, and weakness can be detected through a lack of competence. A teacher who does not have competence is considered weak. This becomes material for evaluation for the teacher to become better by improving their competence. Thus, teachers who do not have competence must improve themselves by honing the competence organized by the school or the government. In this study, the weaknesses of the IRE teacher are feeling overwhelmed by the minimal religious knowledge possessed by the students, the existence of teachers who only read the PowerPoint which results in students misunderstanding the lesson, and the inability to fully make the class effective (although many are already effective rather than ineffective).
3. Opportunity is a situation that encourages a person to achieve their goals. Opportunities arise from external circumstances that allow a person to utilize their strengths to achieve advantageous goals. In this study, the opportunities for the Islamic religious education teacher are the reward of pahala (divine reward) for teaching religious sciences, changing students' character, and technological advancements that can facilitate teachers in classroom learning.
4. Threat is an unfavorable and dangerous situation for a person, so threats must be avoided because there is a risk that can endanger a person with failure. In this study, the threats to the Islamic religious education teacher are if the Islamic

religious education teacher stops learning, the lack of general knowledge possessed by the Islamic religious education teacher, and the lack of understanding of the importance of religious knowledge by parents.

D. CONCLUSION

Based on the research results regarding the SWOT Analysis of the Islamic Religious Education Teacher Profession in Learning at SMA Negeri 6 Jakarta, the following can be concluded:

The Strengths of the Islamic religious education teacher are having a religious background, mastering the material, and being able to manage the class through pursuing formal and non-formal education. This ability is obtained from the school in the form of training held by the government and pursuing a higher level of education. In addition, it is obtained from outside the school in the form of religious assemblies that can be followed to add to their knowledge.

The Weaknesses of the Islamic education teacher in learning are feeling overwhelmed by the minimal religious knowledge possessed by the students, the existence of teachers who only read the PowerPoint which results in students misunderstanding the lesson, and the inability to fully maximize class effectiveness (although many are already effective rather than ineffective). Through the family, Islamic values should be instilled from an early age so that students have the basics of religious knowledge, and the IRE teacher is required to continue learning so they can have good knowledge and strive to make the class effective.

The Opportunities for the Islamic religious education teacher are the reward of pahala (divine reward) for teaching religious sciences, the opportunity to change students' character for the better, such as honesty, responsibility, tolerance, hard work, and discipline, and technological advancements that can facilitate teachers in classroom learning.

The Threats to the Islamic religious education teacher are if the IRE teacher stops learning, the lack of general knowledge possessed by the IRE teacher, and parents not understanding the importance of religious knowledge. Therefore, continuous learning through formal and non-formal education is required, and teachers must provide understanding to parents that religious knowledge is very important without neglecting general knowledge.

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