Role of Islamic Education Teachers in enabling Students to Respond Global Challenges

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Abstract. This paper, entitled "The Role of Islamic Education Teachers in Making Students Able to Respond to Global Challenges", is to describe specifically how the role of PAI (Islamic Religious Education) teachers in the learning process, especially in a global era that is full of various challenges. This writing method is based on literature studies, experiences and observations from the author, when he became a teacher several years ago, for approximately 20 years. Between experience, observations, and literature in the form of theoretical studies are mixed into writing. Literature review, covering matters relating to: globalization, rural and urban society, education, learning process. shift in the way of life of the community from the village to the city. This knowledge is needed by the teacher to be used as a basis for acting or making decisions. For studies on education or learning, it is based on the experience and observations of the author, when he became a teacher several years ago, for approximately 20 years. Between experience, observations, and literature in the form of theoretical studies are mixed into writing. The writing also uses references from various previous author's writings. This paper describes the importance of the role of PAI teachers in the global era, who have great responsibility for the moral and moral development of students. Teachers must understand and be able to use a variety of student approach concepts. It also describes things that teachers should be aware of about the competencies they carry. This paper is intended primarily for PAI (Islamic Teacher Education) teachers, to help students face various global challenges, which have had so many great impacts, both negative and positive. This paper is also dedicated to educators who are concerned about children's education in the future.

Keywords: *teacher, islamic education; globalization;*

INTRODUCTION

The teaching profession in Indonesia is different from that in Finland, where it has a very respectable place. In the social stratification of Finnish society, the teaching profession is the top stratum above the medical profession, even female teachers are the dream of male doctors. Financially, teacher salaries in Finland are very high. However, to become a prospective teacher, to enter the test at a university majoring in education, one must go through a strict selection process. His ability is really tested, whether someone has good talent and competence to become a teacher. What is certain is to be intelligent, talented to be a teacher, must have the soul of an educator. Therefore, for those who pass the selection, it means that they are truly competent, just

like other professions such as doctors, so they must be competent as doctors.Finnish Lessons, Pasi Sahlberg.

In Indonesia, PAI teachers are somewhat less desirable. The author wants to present PAI teachers as great teachers, who are missed by their students so that they will always get the words I love you, teacher, either through their mouths or stored in their hearts. Besides that, the role of religious teachers is expected to be able to arouse students' religious attitudes. Students are expected to be able to respond to changing times, but not to be carried away by changes in an increasingly global world (Arifin, 1993).

The criticism that often arises is that religious teachers in teaching religious education in schools are considered not to have gone as expected. Religious teachers have not been able to shape the student's personality as a whole. This perception is not always correct, nor is it all wrong. Because religious teachers are considered as guardians of morals in the school environment, so the good and bad morals of students are often addressed to religious teachers.The problem now is how the efforts of religious teachers in the learning process can make their students understand and also really ready to apply them in real life.

METHOD

This type of research is a qualitative descriptive research, namely by making direct observations or observations, descriptive research is research that tries to describe a symptom, an event, an event that is happening at the moment. While qualitative research is a scientific research, which aims to understand a phenomenon in a natural social context by promoting a deep communication interaction process between the researcher and the phenomenon under study (Sugiyono, 2007).

RESULT AND DISCUSSION

A. Globalization and its Challenges

1) Meaning of Globalization.

Globalization is the spread of the influence of science and culture throughout the world, so it is no longer clear the boundaries that distinguish knowledge and culture from one another. The point is, because of globalization, now there are no more boundaries that block us from getting access to knowledge and culture from other countries. Globalization is a process that occurs as a result of advances in science and technology and is also influenced by international trade. Because it is closely related to economic and socio-cultural factors, of course globalization also has an impact in the economic and socio-cultural fields, both positive and negative impacts.

The great current of globalization brings changes to all societies in any country, region or region in the world. Technologically, the pattern of interaction between humans has changed to be faster, shorter and easier, and has an effect on lifestyles. Mass media devices are increasingly diverse in form.

Now globalization has brought half of the world's population has been in urban areas. Previously, it was rural communities who dominated the world, but as a process where our production and community are moving towards an urbanized world (Eko Budihardjo, 2014).

Globalization, is a process of economic and financial integration, perhaps globalization is only a process of intensification, a process of international interdependence, a function of growing competition in the international free trade system which is intensified by the diffusion of technology, Cenry (1995), Jones (1995), and Cosul Wright (1996). Furthermore, that globalization as a process where the production and financial structure of countries become interrelated with the increasing number of cross-border transactions to create an international division of labor (Bairoch & Kozul Wright, 1996). According to Thomas & Wilkin, globalization refers to the process by which power lies in global social formations and is expressed through global networks rather than through territorially based states.

Globalization has shortened the communication boundaries between nations, so that competition is becoming more open. Just look at a few years ago, the creative industry competition in the form of a Korean state-owned music show called Suju (Super Junior), which entered until it was crazy by many Indonesian teenagers a few years ago. How crazy the fans are that they are willing to spend up to millions of rupiah and even drain their savings to just buy admission tickets to watch a music concert from the country of Ginseng.

Therefore, if the Indonesian people want to take part in the global arena, the first step that must be done is to organize HR (Human Resources), both in terms of intellectual, emotional, spiritual, creative, moral and responsible people. For this reason, the role of the world of education is considered the most important, because with education science can be mastered. Therefore, in the era of globalization, the role of education seems not only to focus on increasing human resources (Human Resources) who are ready to use, but also must prepare human resources who are able to accept and adapt to and develop the flow of changes that occur in their environment. This is intended so that Indonesia is able to compete at the international level. and therefore the foundation of Indonesian education needs to be strengthened to produce quality human resources (Human Resources). Viewed from the other side, namely the development of language, the big wave of globalization is also very worrying, which initially recorded as many as 6,000 types of languages in various parts of the world. Predicted until the end of this century that can survive. (Eko Budihardjo, 2014).

2) Globalization Challenge

Global supply chains, digital media and connected devices are making planet earth feel smaller and smaller. However, they can also sometimes make the world's challenges seem bigger than ever. Citing several international institutions that have identified a number of global challenges. At least nine of these challenge lists are the result of identification that has or may arise in the future.

a. *C*limate change. Global temperatures continue to rise, and are expected to continue to rise from 2.6 degrees Celsius to 4.8 degrees Celsius around 2100. This will lead to increasingly serious weather, food and resource crises, and the spread of disease, "

b. Pollution. Pollution is one of the most difficult global issues to address, covering marine waste, pesticides and fertilizers, air, light and noise pollution. Clean water is essential for

humans and animals, but more than one billion people cannot have access to clean water because of pollution from toxic substances, sewage and industrial waste.

c.   Violence can be found in social, cultural and economic aspects of the world. "The violence can be in the form of conflict breaking out in an area, hatred of certain groups or sexual harassment that occurs on the streets,"

d.   Security. The United Nations is the most obvious example in preventing threats to security and welfare which are serious global issues.

e.   Lack of education. Syafiq explained that more than 72 million children worldwide who are at primary school age do not have access to formal education. "This is caused by inequality, marginalization and also poverty,"

f.   Unemployment. Without adequate education and skills, many people aged 15 to 24 years struggle to make ends meet for themselves and their families.

g.   *Malnourishment and hunger*. It is said that currently there are 795 million people on a global scale who have difficulty getting food.

h.   *Substance abuse*. Citing United Nations statistics which state that around 185 million people over the age of 15 are drug users. Commonly consumed drugs range from marijuana and alcohol to opium and volatile liquids.

i.   Terrorism. According to Syafiq, the purpose of acts of terror is to create fear, violence, and death in a place or area. Around the world, terrorists often attack innocent people, often in a sadistic and indiscriminate way. "This makes civilians feel helpless in their daily lives," (Article Syafiq Mughni, Suara Muhammadiyah edition 18-26 February 2021).

j.   The nine global challenges above are threats to human survival.

Therefore, explained Syafiq, the struggle to realize social welfare must be by finding the most solutional way of these global threats.

B. Teacher as Transferr, Competence and Approach Concept (To Enable Students to Answer Global Challenges)

Understanding globalization in terms of human resources in the face of competition with developed countries, the question arises: "who is in charge of printing quality human resources who are able or ready to compete with other countries in the world?". The answer, of course, is teachers, because through education, learning in government schools gives teachers the task of producing students, as future generations, to be ready to face global competition so that our beloved country does not become bankrupt because it is crushed. The task of the teacher in this global era is very heavy, the teacher does not only convey knowledge, but teaches, directs and guides so that it is scientifically qualified as well as having solich or solichah character. Being a teacher in this millennium is much harder,

What about PAI teachers, what should be understood about globalization? That PAI teachers must have knowledge about world developments at every era, such as today's global era, which has changed village planning to urban planning to lifestyle changes, changing behavior, changing

mindsets, their life needs are more consumptive, because how not , just look at the big shops (malls) so many display items. There is another side, such as about promiscuity among teenagers.

The technology that developed in the era of globalization has brought the influence of pornographic material (films, videos, internet, etc.). If someone repeatedly accesses pornographic material, then this can encourage free sex behavior. This knowledge is what PAI teachers must know, because this global phenomenon shows a shift in behavior, morals or morality. Moral education is the main study for PAI teachers. About seeking or studying is the most obligatory thing that humans do to broaden their horizons so that our degrees can be raised. Seeking knowledge is worship as the words of the Prophet Muhammad SAW "Seeking knowledge is obligatory on Muslim men and women". Therefore, both men and women must seek knowledge. Qs Al Mujlah verse 11:

اللهُ الَّذِينَ امَنُوا الَّذِينَ ا الْعِلْمَ اتِ اللهُ ا لُونَ

Allah will exalt those who believe among you and those who have been given knowledge by several degrees (Surah al-Mujdah: 11)

Qs Ali Imraan verse 18:

اللَّهُ لَا لَهَ لَّا الْمَلَائِكَةُ لُو الْعِلْمِ ائِمَّا الْقِسْطِ لَا لَهَ لَّا الْعَزِيزُ الْحَكِيمُ

Allah declares that there is no God (who has the right to be worshiped) but He, Who establishes justice. The angels and people of knowledge (also say so). There is no God (who has the right to be worshiped) but Him, the Mighty, the Wise.

Qs Thaaha verse 114

وَقُلْ رَّبِّ زِدْنِيْ عِلْمًا

And say (O Prophet Muhammad) add knowledge to me.

Qs Az Zumar verse 9

قُلْ هَلْ يَسْتَوِى الَّذِيْنَ يَعْلَمُوْنَ وَالَّذِيْنَ لَا يَعْلَمُوْنَ

Say, is it the same between people who know and people who don't know.

As for one of the hadiths narrated by Imam Muslim in its authenticity, from the hadith of Abu Hurairah radhiyallahu 'anhu. Regarding seeking knowledge, the Prophet Muhammad SAW said:

"Whoever takes a journey in order to seek knowledge, Allah will make easy for him the path to heaven. A people do not gather in one of the mosques among the mosques of Allah, they read the Book of Allah and study it with one another, except that tranquility and mercy will descend upon them and the angels will surround them. Allah mentions them before the angels."

Islamic Religious Education (PAI) teachers are also teachers the same as or like other teachers, the difference between them is in the subjects taught or taught, which in general have similarities, including the demands of their competence, obligations or tasks in preparation for learning. The teacher is a component that plays an important role related to social interaction with students. In educational theory it is said that during the course of education there are at least three

things that are transferred from educators to students, namely transfer of knowledge, transfer of values, and transfer of deeds (Dulay, 2007).

1) *Teacher as Transferer*
   a) *Teacher as Knowledge Transferer*

   In a position as a transfer of knowledge, the teacher should have good knowledge, must master knowledge according to his field. To be able to master science as it is in the field, the teacher must enrich his knowledge by reading a lot of books, or following developments, either through print media, such as newspapers, or electronic media. By multiplying reading, it will expand discourse, enrich knowledge, educate the mind and is certainly appropriate and appropriate for a teacher, who is required to have professional competence, as described in the Teacher Law in the Law on the Education System (in 2003). Professional competence is the ability to master learning materials broadly and deeply which enables them to guide students to meet the competency standards set out in the National Education Standards.

   The development of an increasingly rapid era brings changes in the nature of human thought, including a paradigm shift in improving the quality of education. Therefore, teachers who have a broad role must always follow the paradigm shift to be able to deliver their students to become quality human beings. In the Law of the Republic of Indonesia number 20 of 2003 concerning the national education system article 39, teachers or so-called educators are professionals. As professionals, it means that the work of teachers cannot be done by just anyone because they are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service.

   b) *Teacher as Value Transfer*

   As a transfer of values, it can be said that the teacher carries out the function of personality. Value is a point of view or assumption about something that is good/bad, appropriate/inappropriate, important/unimportant, right/wrong. Values act as guidelines for someone to behave, think, or act to make choices. So in terms of the teacher as a transfer of value, then his job is to convey about how to behave well or not have bad morals. The teacher is tasked with conveying about how to do what is appropriate not to violate moral values. The teacher is tasked with conveying so that students can distinguish what is important or not important to do, and also has the task of conveying what is right so that they do not act in deciding the wrong choice.

   c) *Transfer of Deeds*

   It can be interpreted that when conveying the values of honesty, the teacher must also be honest, conveying the values of hard work, the teacher must also emulate the attitude of hard work and never give up by giving him an example of always being consistent, disciplined, orderly. The figure of the teacher in traditional values is likened to a figure who can be heard and used as an example or in Javanese terms "digugu and imitated". To

create quality human resources (students), teachers in Indonesia are required to be ideal figures. The community expects that the teacher is a person who can be admired and imitated. (Supriadi in Hadiyanto, 2004).

2) *Teacher Competence*

In terms of competence, the Act describes the pedagogical and social functions that teachers have several competencies: personality competence, pedagogic competence, social competence, and professional competence.

a. Personal competence is the ability of a personality that is steady, stable and mature, wise and authoritative, being a role model for students and having noble character.
b. Professional competence is the ability to master learning materials broadly and deeply that allows them to guide students to meet the competency standards set out in the National Education Standards. Teachers who are authoritative today, especially in the global era, do not mean those who rarely smile, who are fierce, who are JAIM aka keep their image, so that students become afraid.
c. Pedagogic competence, namely the ability to manage learning, evaluate learning outcomes, and develop students to actualize their various potentials. The attitude of wanting to introspect, for example when knowing the results of a student's test is bad, can be used as a means of self-introspection, why and what is wrong with learning that has been applied, or the media does not match the method or material.
d. Social competence is the ability to establish good social relations with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. Teachers must be slang and cool not in terms of physical appearance or clothes that are fashionable or expensive, but who are good at being flexible in communication.

All of these teacher competencies are components of education that must be able to control the ongoing learning process. As a figure who creates or prepares students to become qualified human resources (HR), teachers must also be qualified.

3) *Approach Concepts*

Teachers in this global era will always face various challenges regarding students, as has been described that globalization has brought human life to shift from village life to city life. City life has also made a shift in problems from monogenous to heterogeneous problems. This can be interpreted or viewed with various approaches, that each child has different interests and intelligence and of course requires different handling.

a) *Multiple intelligence Approach*

In his book Munif Chotif about the School of Humans, which was last published in 2013, he describes Mutiple Intelligence. The concept of Multiple Intelligence (MI) has seen that there are no stupid students as humans who have different intelligences, different talents and interests and in the differences that students have, teachers are required to know before entering class to meet their students in the classroom. carry out the learning process. This is done to know about how, what kind of intelligence the students have. This can be

done by research at the time of admission of new students by submitting a sheet of paper that must be filled in, the format contains the wishes, desires, likes, and interests of students. With the results of the research, the teacher conducts an analysis that will be used as material for preparing the Lesson Plan and from the Lesson Plan the teacher will know what to do in learning so that the goals that have been outlined are achieved. With the MI concept, it is ensured that in the end all students, whether originally considered smart, good, obedient, or those who seem stupid, stubborn, like as they like, can finally take part in learning with pleasure.

According to the MI concept, which focuses on the realm of uniqueness so that every child will always find strengths, that there are no stupid children, that every child must have at least one advantage, which automatically is the student's potential. Bobbi DePorter in his book Quantum Teaching, which is a concept about how an interaction can convert energy into light. To achieve quantum teaching, the teacher must refer to the main principles, namely Bring Their World to Our World, and Deliver Our World to Their World. This principle directs the teacher to first dive into, understand who a student really is, who his parents are, what his parents work, where he comes from, what he likes in his life, in terms of what his intelligence is.

How to ?. Teachers must be able to win the hearts of students. Taking the hearts of students so that students are close to the teacher because the teacher has given him a sense of love and affection, patience is always self-introspection, sincerity as he sincerely gives to his own biological child. After that, on the contrary, God willing, the teacher will get the love of the students, and it will say I Love You, Teacher.

b) Socio-Cultural Approach

The social approach is to view and believe that students are also part of social members, both families and the wider community (Hamalik, 1994). If in the city, that children become part of the world of crime in urban areas (Sam M Chan & Tuti T Sam, 2008). If we look at urban developments, we do present a variety of paradoxical phenomena. It is an opposing trend between the wishes of some people, especially people from economically weak circles.

Such a child, in the end, may be, like to behave in an attempt to seek attention and protest a lot. Jawa Pos in Sam M Chan & Tuti T Sam (2008), a quite alarming reality occurs in rich families in urban areas, they generally study in formal institutions, even in bona fide places. However, in general their parents are very busy. At this level, parents only think about the material they already have, they always feel lacking so they have to always add and add material.

In urban communities, especially big cities, there are very diverse social ties. Economically, social ties are found that show differentiation, namely social stratification from the upper, middle, and lower classes. Living in an urban environment is of course different from that in a village or in the mountains, and the challenges they face are different. The challenges of living in the city are much bigger and more numerous so it will

have an impact on one's mindset. For village communities whose social ties are more homogeneous, both culturally, economically or professionally. In the village there will not be many diverse cultures because the villagers are not immigrants so that culturally they have a relatively similar order of life values. Life in the village is not a lot of challenges, not many colors of life are found.

c) *Psychological Approach*

With a psychological approach, the existence of an individual (student) as a learner, namely that in students there are three aspects that must be considered by the teacher in learning. These three aspects include cognitive, affective, and psychomotor aspects. The cognitive aspect according to (Deporter, Reardon, Singer, Nourie, Allin and Baconut, 1999,) consists of 7, namely a). Spatial-Visual Intelligence, b). Linguistic-Verbal Intelligence, c). Interpersonal Intelligence, d) Rhythmic Musical Intelligence, e). Naturalist Intelligence, f). Body Intelligence- Kinesthetic, Intra-Personal Intelligence, g). Mathematical Logical Intelligence.

Another thing is affectively, related to attitudes or according to Nata's description (2009), the affective aspect of humans is basically an aspect of skills in living and being aware of various things that are known so that they are encouraged to do them. Nata divides it into 5 skills aimed at growing things: (1) sensitivity, (2) willingness and willingness to participate in activities, (3) acceptance of a value and determining attitudes, (4) organizing a value system as a way of life, (5) the ability to appreciate values and shape them into patterns of personal life values.

Psychomotor is a realm that exists within students in the form of movement abilities or skills in doing something. The three aspects mentioned above give us an idea, that there is so much diversity that students have, so it can be said that a teacher cannot treat students by assuming that all students are the same, so that therefore a teacher must present a variety of learning in methods, media. for students to understand well.

d) *Modality Approach*

Deporter et al (1999), that the brain consists of three main toll roads or what he calls modalities that function to process stimuli that come to us. The three modalities are visual, auditory, and kinesthetic. These modalities can be explained as follows. 1). Visual modality, accessing visual images that are created or remembered, such as colors, spatial relationships, mental portraits and images. 2). Kinesthetic modality, is accessing all kinds of motion and emotions that are created or remembered, such as movement, coordination, rhythm, emotional response, and physical comfort. The characteristics they have are: touching people and standing close together, moving a lot, learning by doing, pointing at writing while reading, responding physically, remembering while walking and looking (Deporter et al, 1999).

The description of modalities shows that each student who comes to the teacher at school to take part in learning, is a creature that has a variety of stimulation power in

capturing the information conveyed by the teacher through learning. For this reason, what is needed by a teacher is how to carry out learning, when students do not have the same modality and what method or method will be used.

There are actually very many approaches that must be used to see the individual figure of students, so that as a teacher, they are not shackled by shallow and narrow thinking. Shallow and narrow thinking will tend to make our patterns of action or behavior in dealing with students inappropriate or make wrong conclusions.

CONCLUSION

Role is to describe an implementation and follow-up of one's position. Likewise, the role of a religious teacher (PAI) is the implementation and follow-up of his position as a teacher, which has the function of transferring knowledge, values, actions and has personality, professional, pedagogical, and social competencies. In this global era, PAI teachers must always understand globalization with its various challenges and impacts, which continue to develop in various aspects of life, especially for teenagers in particular.

Therefore the PAI teacher are really required to carry out their roles well, especially when they are in the learning process. In order for that role to produce the maximum possible results, the teacher must be able to understand students well, by going through several concept approaches. It is said that students can be viewed from the point of view of the Multiple Intelligence, Quantum Teaching, and socio-cultural approach as well as the Modality approach. With these approaches, it will be easier for PAI teachers to understand students who are of course different, so that they will be able to go through the learning process well, and can help students face global challenges.

However, in fact the approaches what the author describes is only a small part of the many other approaches. Due to the limited space in this forum, it is not possible for the author to describe everything.

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