

## The Role of Islamic Religious Education Teachers in the "Program Sekolah Penggerak" at Public Elementary Schools

Ulfa Maskanah,<sup>1\*</sup> Marno Marno,<sup>2</sup>

<sup>1,2</sup>Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

<sup>1</sup>210101110074@uin-malang.ac.id, <sup>2</sup>marno@pai.uin-malang.ac.id

Received: 2024-10-20

Revised: 2024-12-05

Approved: 2024-12-08

\*) Corresponding Author

Copyright ©2024 Authors

### Abstract

Education in Indonesia aims to develop abilities and shape the character and civilization of a dignified nation. However, there are various challenges to its implementation. For this reason, the government launched "Program Sekolah Penggerak (PSP)" to improve the quality of education. This study aims to determine the implementation of the "PSP" at Public Elementary Schools. The method used was qualitative with the type of field research. Data were collected through observation, interviews, and documentation studies at Public Elementary School (SDN) 2 Banyu Urip. The results showed: 1. The SDN 2 Banyu Urip had implemented five interventions of "PSP" including asymmetric mentoring, strengthening human resources, learning with a new paradigm, data-based planning, and school digitalization. 2. The "PSP" affects five PAI teacher competencies. 3. PAI teachers play a role in programs such as the Pancasila Student Profile Strengthening Project (P5). 4. The challenges faced by PAI teachers include difficulties in collaborating with parents and the community. This study provides an overview of how the role of PAI teachers can be optimized to support the success of the "PSP."

**Keywords:** Elementary School, Islamic Education Teacher, Program Sekolah Penggerak.

### Abstrak

Pendidikan di Indonesia bertujuan untuk mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat. Akan tetapi, terdapat berbagai tantangan dalam pelaksanaannya. Untuk itu, pemerintah mencanangkan Program Sekolah Penggerak (PSP) guna meningkatkan mutu pendidikan. Penelitian ini bertujuan untuk mengetahui pelaksanaan PSP di Sekolah Dasar Negeri. Metode yang digunakan adalah kualitatif dengan jenis penelitian lapangan. Pengumpulan data dilakukan melalui observasi, wawancara, dan studi dokumentasi di Sekolah Dasar Negeri (SDN) 2 Banyu Urip. Hasil penelitian menunjukkan: 1. SDN 2 Banyu Urip telah melaksanakan lima intervensi PSP, yaitu pendampingan asimetris, penguatan sumber daya manusia, pembelajaran dengan paradigma baru, perencanaan berbasis data, dan digitalisasi sekolah. 2. PSP berdampak pada lima kompetensi guru PAI. 3. Guru PAI berperan dalam program seperti Proyek Penguatan Profil Siswa Pancasila (P5). 4. Tantangan yang dihadapi guru PAI antara lain adalah kesulitan dalam berkolaborasi dengan orang tua dan masyarakat. Penelitian ini memberikan gambaran tentang bagaimana peran guru PAI dapat dioptimalkan untuk mendukung keberhasilan PSP.

**Kata Kunci:** Guru PAI, Sekolah Dasar, Sekolah Penggerak.



## Introduction

The "Program Sekolah Penggerak" is offered by the Ministry of Education, Culture, and Research to level all educational units in implementing the independent curriculum. Its program is part of the education ecosystem; in the long term, all schools will become "Sekolah Penggerak". Since the first batch of "Sekolah Penggerak" began in the 2021/2022 school year, 2.500 spread across 34 provinces and 111 districts/cities. In the 2024/2025 school year, 40.000 "Sekolah Penggerak" spread across 34 provinces in 514 districts/cities.<sup>1</sup> While in Pringsewu district, there are 21 "Sekolah Penggerak," where the technical implementation unit of Public Elementary School (SDN) 2 Banyu Urip is the only "Sekolah Penggerak" in the Banyumas sub-district.

Its program will be the gateway to a curriculum oriented to the needs of students with the suitability of student characters and the characteristics of the school environment in Indonesia. The curriculum functions as an adjustment, integrator, differentiator, preparation, selection, and diagnostic.<sup>2</sup> It makes the curriculum one of the leading and crucial components in the educational process. Another critical component of education is the presence of educators. The presence of the teacher is significant in the learning process. However, knowledge can be obtained from anywhere, not only from a teacher. The function of the teacher is not only limited to the transfer of knowledge; character and blessings are also needed in studying. Therefore, students should not arbitrarily choose a teacher because they will be destroyed if the teacher is not an expert in his field.<sup>3</sup>

In Islam, knowledge is highly valued. The role of Islamic Religious Education (PAI) teachers is also not only as a transfer of knowledge but also clarity in its *sanad* so that the knowledge obtained is clear in its source, clear teachers, and clear Islamic knowledge because the scientific chain has undergone a transmission process that has been faced with each era that has different problems and challenges each era. The ethics of the Kiai/Ulama in connecting this *sanad* is following the guidance of the hadith of the Prophet Muhammad SAW, which says that the ulama are heirs to the Prophet. That

---

<sup>1</sup> Kemendikbudristek, "Program Sekolah Penggerak 2021," *Kemdikbud.Co.Id*, 2021, 4.

<sup>2</sup> Angga Angga dkk., "Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut," *Jurnal Basicedu* 6, no. 4 (2022): 5877–89, <https://doi.org/10.31004/basicedu.v6i4.3149>.

<sup>3</sup> Binti Masruroh, "Upaya Guru Pendidikan Agama Islam (PAI) dalam Meningkatkan Kesadaran Beribadah Siswa Kelas VIII di SMPN 1 Banyakan Kabupaten Kediri," *Jurnal Intelektual: Jurnal Pendidikan dan Studi Keislaman* 7, no. 1 (2017): 22–29, <https://doi.org/10.33367/intelektual.v7i1.359>.

means religious knowledge must be taken through the scholars, not just knowledge alone, limited to text notes.<sup>4</sup>

Various literatures examining teachers' role in the "Program Sekolah Penggerak (PSP)" are divided into five studies. First, it focused on improving student outcomes through project-based learning.<sup>5</sup> Second, the role of PAI teachers as facilitators with four principles concentrates on one aspect: the Pancasila Student Profile.<sup>6</sup> Third, it discussed the concept of independent learning.<sup>7</sup> Fourth, the study examines the role of PAI teachers in the independent curriculum.<sup>8</sup> Fifth, it discusses PAI teachers' strategies in the independent curriculum without discussing training for implementing these strategies.<sup>9</sup>

This study attempts to review the role of PAI teachers in the PSP at Public Elementary Schools (SDN) 2 Banyu Urip Banyumas District, Pringsewu Regency, Lampung follows five interventions consisting of consultative and asymmetrical assistance, strengthening human resources in schools, learning with a new paradigm, data-based planning, school digitalization; Furthermore, with these five interventions, researchers want to know the effect on 5 PAI teacher competencies which include pedagogical competence, personality competence, professional competence, social competence, leadership competence, with increasing competence it is expected to be a provision for PAI teachers in carrying out their role in teaching both in intracurricular, co-curricular, and extracurricular learning activities, where in its implementation it will be analyzed for obstacles and challenges.<sup>10</sup>

---

<sup>4</sup> Edi Suhartanto dan Badrus Badrus, "Pengaruh Konsep Diri, Motivasi, Kenakalan Remaja, Terhadap Prestasi Belajar Pendidikan Agama Islam Siswa Jurusan Teknik Kendaraan Ringan (TKR) Kelas XII Di SMK Negeri 1 Grogol Kab. Kediri," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 8, no. 1 (1 April 2018): 57–68, <https://doi.org/10.33367/intelektual.v8i1.1696>.

<sup>5</sup> Fikri Shobri dan Alfurqan Alfurqan, "Peran Guru Pendidikan Agama Islam Pada Program Sekolah Penggerak Di SD Negeri 03 Kandis," *Journal on Education* 5, no. 3 (8 Februari 2023): 7938–45.

<sup>6</sup> Chindria Wati Kartiwan, Fauziah Alkarimah, dan Ulfah, *Peran Guru Pendidikan Agama Islam dalam Mewujudkan Profil Pelajar Pancasila*, *Jurnal Imiah Pendidikan dan Pembelajaran*, vol. 7 (e-theses.iaincurup.ac.id, 2023), <https://doi.org/10.23887/jipp.v7i2.59576>.

<sup>7</sup> Cahaya Cahaya, "Peran Guru Pendidikan Agama Islam Dalam Menerapkan Kurikulum Merdeka Belajar Di Era Digital," *Jurnal Bilqolam Pendidikan Islam* 3, no. 2 (4 Desember 2022): 1–20, <https://doi.org/10.51672/jbpi.v3i2.97>.

<sup>8</sup> Ulfi Ana Marsila, Shokibul Arifin, dan Ika Puspitasari, "Peran Guru PAI pada Kurikulum Merdeka dalam Membentuk Kepribadian Peserta Didik," *HIKMAH: Jurnal Pendidikan Islam* 12, no. 1 (19 Juni 2023): 210–26, <https://doi.org/10.55403/hikmah.v12i1.462>.

<sup>9</sup> Putri Anggun Bhakti Insanitaqwa, Khozin Khozin, dan Zulfikar Yusuf, "Strategi Guru Pendidikan Agama Islam dalam Pembelajaran Aktif Berbasis Kurikulum Merdeka di UPT SMPN 1 Sanankulon Blitar," *Konstruktivisme: Jurnal Pendidikan Pembelajaran* 16, no. 1 (2024): 17–29, <https://doi.org/10.35457/konstruk.v16i1.3317>.

<sup>10</sup> Supriyanti Supriyanti dan Yosi Intan Pandini Gunawan, "Peran Guru Rumpun Pendidikan Agama Islam Dalam Mengembangkan Kecerdasan Spiritual Peserta Didik Di MTs Ma'arif NU 1 Sumbang

*Intelektual: Jurnal Pendidikan dan Studi Keislaman* Vol. 14 (3), 2024

DOI: 10.33367/ji.v14i3.6339

In line with that, three questions can be raised in this study. First, how is the PSP implementation at the SDN 2 Banyu Urip? Second, how does implementing the 5 PSP interventions affect the improvement of PAI teacher competencies at the SDN 2 Banyu Urip? Third, what is the role of PAI teachers in implementing learning programs aligned with the PSP goals at SDN 2 Banyu Urip? Fourth, what are the obstacles and challenges of PAI teachers in implementing learning activities aligned with the PSP goals at SDN 2 Banyu Urip?

## **Method**

This study uses a qualitative approach with field research to examine PAI teachers' roles in "Program Sekolah Penggerak" at the Technical Implementation Unit of Public Elementary School (UPT SDN) 2 Banyu Urip Banyumas District, Pringsewu Regency, Lampung. The field research type is used so that the information obtained reflects the reality at the research location. This study took the object of research at UPT SDN 2 Banyu Urip. The reasons are as follows: First, UPT SDN 2 Banyu Urip is a school categorized as the only "Sekolah Penggerak" in the Banyumas sub-district, Pringsewu Regency. Second, UPT SDN 2 Banyu Urip receives the rolling trophy for pious children. Third, UPT SDN 2 Banyu Urip is categorized as a public school that conducts many religious programs. It is attractive for researchers to research the role of PAI teachers in many religious programs organized by UPT SDN 2 Banyu Urip.

Data were collected through observation, documentation study, and interviews. Observations were made during learning activities inside and outside the classroom and in all religious activities. The informants in this study were the principal, the PAI teacher, and the PKP teacher. The researcher believed these informants could answer the problems through purposive sampling. Interviews were conducted to dig deeper into the sekolah penggerak program interventions at school and the PAI teachers' role through their competencies. Document studies included curriculum analysis, records of madrasah activities, and other archives relevant to the research and discussion. Elementary data was collected directly from the field. In contrast, secondary data was obtained through various literature related to the topic, the Sekolah penggerak website, the independent teaching platform, Facebook: Esdedua Banyuurip, Instagram: @uptsdn2banyuurip and Youtube UPT SDN 2 Banyu Urip: Esdedua Banyuurip.

After the data was collected, the researcher analyzed it using the technique developed by Milles, Huberman, and Saldana. This analysis process includes several stages: data collection, reduction, presentation, and verification. In the reduction stage, researchers filtered relevant information to focus on aspects that support the research. Furthermore, the data was presented in descriptive narratives, which helped to describe the findings in a clear and in-depth manner. Finally, the researcher verified the data to ensure the accuracy and consistency of the information before drawing conclusions that could support further understanding of the topic under study. Data validity was conducted through credibility by applying source and method triangulation.

## **Results and Discussion**

### **Implementation of the "Program Sekolah Penggerak" at SDN 2 Banyu Urip**

To realize the existing vision of education, the government held a sekolah penggerak program, which consisted of 5 interventions to improve the quality of existing teacher competencies with an increase in teacher competencies. The government held a sekolah penggerak program to realize the existing vision of education, which consists of 5 interventions to improve the quality of existing teacher competencies. With increasing teacher competence in learning activities, teachers can play an active role in learning with a new paradigm, and through digital development, teachers are expected to be able to form students with Pancasila student profile characters.<sup>11</sup>

The focus of the "Program Sekolah Penggerak (PSP)" includes learning with a new paradigm, the Pancasila Student Profile Development Project (P5), six Pancasila student profiles, and training explicitly held for principals, teachers, school committees, school supervisors, and school owners.<sup>12</sup> The PSP focuses on developing holistic student learning outcomes, including competencies (literacy and numeracy) and character, starting with superior human resources (principals and teachers). In realizing the implementation of these various programs, it is necessary to first increase educators'

---

<sup>11</sup> A. F.M.Mainul Ahsan, Sudipta Bose, dan Muhammad Jahangir Ali, "Does Islamic religiosity influence professional accountants' judgments? Evidence from global convergence of IFRS," *Advances in Accounting* 64, no. December 2023 (2024): 100723, <https://doi.org/10.1016/j.adiac.2023.100723>.

<sup>12</sup> Sumarni Sumarni, "Model Pembelajaran Make a Match Untuk Meningkatkan Hasil Belajar Penyesuaian Diri Dengan Lingkungan Pada Siswa," *Jurnal Kewarganegaraan* 5, no. 1 (2021): 39–44, <https://doi.org/10.31316/jk.v5i1.1281>.

competence through 5 teacher interventions invited to learn together in realizing learning with a new paradigm.<sup>13</sup>

SDN 2 Banyu Urip was named a School Mover/Sekolah Penggerak (SP) in the PSP batch 2. Since 2022, it is the only SP in the Banyumas sub-district where the school can become an SP, it must go through 2 stages. In the first stage of the written test and the second stage, namely teaching simulations and interviews, the PSP is not a program that is mandatory for all educational units. However, based on the mutual awareness of the school community to participate in the program offered by the government through the selection, this shows its commitment to the success of the independent curriculum echoed by the government. It aligns with the vision of SDN 2 Banyu Urip, realizing lifelong learners who excel and have the Pancasila student profile. Based on the vision and mission of the school, it can be seen that the school commits to helping realize the goals of national education, where education is held using an independent curriculum. Through various government-organized programs, the school actively participates in existing programs, including this PSP, to implement the independent curriculum smoothly.

The independent curriculum forms students with the character of the Pancasila student profile, in which one has the first dimension, namely faith and piety in God Almighty. As a form of realizing this, SDN 2 Banyu Urip shows its unique side, namely as a public school that excels in the field of religion, based on observations of the many achievements obtained in the religious field, both academic and non-academic, one of which is the recipient of the *gebyar sholeh* child rolling trophy.<sup>14</sup> With the enthusiasm of the principal and other teachers and community participation, SDN 2 Banyu Urip has become the only SP in the Banyumas sub-district.<sup>15</sup> The SP must implement the five interventions offered in the PSP. Some of the findings on implementing the PSP at SDN Banyu Urip can be seen in Table 1.<sup>16</sup>

---

<sup>13</sup> Chatia Hastasari, Benni Setiawan, dan Suranto Aw, "Students' communication patterns of islamic boarding schools: the case of Students in Muallimin Muhammadiyah Yogyakarta," *Heliyon* 8, no. 1 (2022): e08824, <https://doi.org/10.1016/j.heliyon.2022.e08824>.

<sup>14</sup> Muhammad Nur Hasan, "Upaya Menjadikan Madrasah Sebagai Lembaga Pendidikan Unggul," *Wahana Akademika: Jurnal Studi Islam dan Sosial* 2, no. 2 (2016): 75, <https://doi.org/10.21580/wa.v2i2.380>.

<sup>15</sup> Azwani Masuwai, Hafizhah Zulkifli, dan Mohd Isa Hamzah, "Self-assessment for continuous professional development: The perspective of Islamic Education," *Heliyon* 10, no. 19 (2024): e38268, <https://doi.org/10.1016/j.heliyon.2024.e38268>.

<sup>16</sup> Kemendikbudristek, "Program Sekolah Penggerak 2021."

**Table 1** Implementation of 5 Interventions

No.	5 School Drive Program Interventions	Implementation at UPT SDN 2 Banyu Urip
1.	Consultative and asymmetric assistance	Through socialization, workshops, guidance, facilities and infrastructure assistance, Coaching PMO, workshops
2.	Strengthening human resources in schools	IHT, conducting reflection discussions with the teachers' council, forming learning communities within the school
3.	Learning with the new paradigm	Student center, differentiated learning, innovative
4.	Data-driven planning	Education meetings are data-based assessments that are assessed directly from the center.
5.	School digitization	Digitalization workshop, utilization of digital facilities and infrastructure

### 1. Consultative and asymmetrical assistance

The partnership program between the Ministry of Education and Culture and the government involves mentoring in implementing the SP, provided directly by the Ministry of Education and Culture online or offline through the FSP (Facilitator of the Sekolah Penggerak). Asymmetric mentoring is conducted monthly, like an evaluation meeting between the SP team and the FSP from Balai Guru Penggerak (BGP). In this process, the FSP has drafted questions that cover programs that have been running, challenges faced, and solutions that have been or can be implemented.<sup>17</sup>

The consultative assistance implemented at SDN 2 Banyu Urip includes several activities, namely the online Project Management Office (PMO) for each education unit, which is held every month for 90 minutes with other SPs in one district/city. Then, an offline workshop is attended by all SP at the district/city level, organized by BGP at the provincial level, and held 4 times a year. PAI teachers actively participated in consultative mentoring organized at the district level.

PAI teachers and several other teachers follow consultative assistance, one of which is with technical guidance activities organized by the education and culture office of the Pringsewu district. Teachers are assisted to improve teacher competence, especially in applying the independent curriculum during learning activities. The activities vary, including applying technology and using learning

---

<sup>17</sup> Novayanti Novayanti, Warman Warman, dan Yudo Dwiyo, "Implementasi Program Sekolah Penggerak Dalam Kebijakan Pendidikan Merdeka Belajar Di Sekolah Dasar," *Jurnal Ilmu Manajemen Dan Pendidikan* 3 (31 Desember 2023): 151–60, <https://doi.org/10.30872/jimpian.v3iSE.2965>.

platforms like Google Classroom. In addition to this guidance, there is also monitoring of activities that have been realized in each education unit. Each representative of the SP teacher presents the PSP implemented at school. Then, the office provides input as a solution if there are obstacles to its implementation.

## 2. Strengthening human resources in schools

Strengthening human resources in schools is done by improving the ability of school principals and teachers through intensive training and mentoring programs with FSP provided by the Ministry of Education and Culture.<sup>18</sup> The Ministry of Education and Culture also provides training in the form of technical guidance for PKP (Learning Committee Training) teams, school principals, and teachers for 18 days.<sup>19</sup> Strengthening human resources at SDN 2 Banyu Urip is carried out through the In-House Training (IHT) program, which aims to improve the quality of teachers' professionalism.

This activity is carried out collaboratively by involving all teachers, where participants can learn together and share knowledge. In its implementation, each IHT session presents resource persons who can be internal teachers or external parties who are experts in their fields. The themes discussed in IHT are very diverse, covering the latest topics such as project learning (P5), preparation of learning modules, and various other innovative strategies that can be applied in the teaching and learning process. Through this activity, teachers are expected to improve their understanding and skills and implement more effective learning methods following the needs of students to achieve better educational goals.

## 3. Learning with the new paradigm

Learning at SDN 2 Banyu Urip has adopted a new paradigm that focuses on learners, which means that the learning process is designed to meet each student's needs, interests, and potential. This approach emphasizes the importance of student-centered learning, where students are given the space to learn according to their abilities and pace and are encouraged to participate actively in every stage of learning. It also prioritizes differentiation, allowing learners to develop according to

---

<sup>18</sup> Ruirui Wang, Md Qamruzzaman, dan Salma Karim, "Unveiling the power of education, political stability and ICT in shaping technological innovation in BRI nations," *Heliyon* 10, no. 9 (2024): e30142, <https://doi.org/10.1016/j.heliyon.2024.e30142>.

<sup>19</sup> Rahmat Dhoni Wiryatmo, Ade Iriani, dan Marinu Waruwu, "Evaluasi Pelaksanaan Penguatan SDM Program Sekolah Penggerak di Sekolah Menengah Pertama dengan Model CIPPO," *Kelola: Jurnal Manajemen Pendidikan* 10, no. 1 (2023): 22–34, <https://doi.org/10.24246/j.jk.2023.v10.i1.p22-34>.



their strengths and challenges.<sup>20</sup> The role of the teacher is significant in supporting the achievement of this goal. Teachers are expected to be facilitators and innovate in choosing and applying learning models and methods that are relevant and following the times. This includes the use of technology, creative approaches, and the use of strategies that can stimulate student activeness.<sup>21</sup>

#### 4. Data-based planning

Data-based planning at UPT SDN 2 Banyu Urip is implemented systematically and structured, starting with analyzing student learning outcome data in report cards. The first step is to conduct an in-depth data analysis to identify trends, strengths, and areas that require improvement. Afterward, this analysis is used to find the root of the problem, whether related to academic aspects, the learning process, or other factors that affect student learning outcomes.

Based on these findings, the next step is to formulate corrective actions that need to be taken to address the identified problems. For these improvements to be well implemented, all needs related to improvements, such as procurement of materials, teacher training, or adjustments to learning methods, are entered into ARKAS (School Activity and Budget Plan Application). ARKAS is a tool to plan and allocate budgets appropriately to implement each improvement step effectively and efficiently.

#### 5. School digitalization

The implementation of digitalization at SDN 2 Banyu Urip was carried out comprehensively to improve the quality of learning and strengthen teachers' digital competencies. One of the main steps in this process is through the implementation of digitalization workshops, where teachers are given training to develop their skills in utilizing information technology in learning activities. In addition, the implementation of digitalization is also supported by using digital facilities and infrastructure provided by the government, such as laptops, projectors, handy cams, computers, sound systems, and printers.

With these facilities, the learning process at SDN 2 Banyu Urip becomes more efficient and effective. For example, using projectors in the classroom allows

---

<sup>20</sup> Edi Nurhidin dan Maimunatun Habibah, "Transforming Islamic Religious Education Learning through Differentiated Learning in the Merdeka Curriculum," *Kognisi: Jurnal Ilmu Keguruan* 2, no. 2 (7 November 2024): 77–90, <https://doi.org/10.59698/kognisi.v2i2.261>.

<sup>21</sup> Amal Alfawzan dkk., "The impact of Islamic religiosity on innovation propensity," *Technological Forecasting and Social Change* 207, no. June (2024): 123598, <https://doi.org/10.1016/j.techfore.2024.123598>.

for a more engaging and interactive material delivery. At the same time, computers in the computer laboratory make it easy for students to access various learning resources, including implementing computer-based examinations. The laptops provided to teachers also greatly assist them in planning and organizing teaching materials and communicating with students and parents through digital platforms.

### **The Effect of the "Program Sekolah Penggerak" on the PAI Teachers Competence**

Improving teacher competence is very important because this is the spearhead of education.<sup>22</sup> Teachers must provide exemplary service in organizing the learning process. In this case, teachers must also be able to adjust to the needs of students and the demands of the times, so the competence of PAI teachers must continue to be honed according to the times. Through programs organized by the government to improve educators' competence, one of which is the PSP.<sup>23</sup>

Research that is in accordance with the above statement is the research of Kartiwan et al., which states that PAI teachers, as professional teachers, have additional responsibilities that other teachers do not have. In addition to transferring knowledge to students, PAI teachers are also expected to act as leaders to carry out these responsibilities properly.<sup>24</sup> The teacher is the driving force in implementing independent learning, which acts as a facilitator. Teachers are expected to show an active, creative, innovative, and skilled attitude to become a driver of change in schools. In terms of the demands of so many teachers, of course, the government provides demands and facilities to achieve these demands. One of the facilities offered by the government to improve teacher competence is the PSP. To find out the effect of the PSP organized by the government on teacher competence, researchers observe directly in the field. Based on the results of observations, the five competencies of PAI teachers at SDN 2 Banyu Urip after participating in the existing PSP are as follows.

---

<sup>22</sup> Milla Kruskopf dkk., "Future teachers' self-efficacy in teaching practical and algorithmic ICT competencies – Does background matter?," *Teaching and Teacher Education* 144, no. March (2024): 104574, <https://doi.org/10.1016/j.tate.2024.104574>.

<sup>23</sup> Marian Mahat dan Chin Ee Loh, "Teachers' changing perspectives of their spatial competencies: A case study of professional learning in Singapore," *Teaching and Teacher Education* 152, no. June (2024): 104797, <https://doi.org/10.1016/j.tate.2024.104797>.

<sup>24</sup> Chindria Wati Kartiwan, Fauziah Alkarimah, dan Ulfah, "Peran Guru Pendidikan Agama Islam dalam Mewujudkan Profil Pelajar Pancasila," *Jurnal Imiah Pendidikan dan Pembelajaran* 7, no. 2 (2023): 239–46, <https://doi.org/10.23887/jipp.v7i2.59576>.

### **1. Pedagogical competence**

Pedagogical ability is the teacher's ability to think critically, communicate, and manage the learning process well. It includes understanding student characteristics, designing the learning process well, and evaluating and assisting students.<sup>25</sup> Pedagogical ability is an essential skill that a teacher must possess to ensure success in the learning process.<sup>26</sup> This ability includes critical thinking skills, enabling teachers to design effective learning relevant to student needs. In addition, good communication skills are essential so teachers can convey material clearly and build positive relationships with students, parents, and fellow educators. A teacher must also understand each student's characteristics, including their learning styles, strengths, and challenges, to tailor the learning process to individual needs. In this context, the ability to design engaging, meaningful learning that is aligned with educational objectives becomes very important. The ability to evaluate objectively and assist students experiencing difficulties is also an integral part of pedagogical skills. With good pedagogical skills, a teacher can create a conducive learning environment, encourage maximum student development, and ensure each student gets the support needed to reach their full potential.<sup>27</sup>

With the asymmetrical consultative assistance, PAI teachers at SDN 2 Banyu Urip, directly improves their pedagogical competence, the transformation of knowledge and guidance provided by the government makes PAI teachers learn many things, including one of them regarding "processing the reporting of assessment results," where PAI teachers have the opportunity to learn many things related to assessment, both initial assessment, summative and formative assessment. With this knowledge, PAI teachers can conduct assessments of students properly, such as teachers can understand the character of student learning by doing the initial assessment.

### **2. Personality Competence**

Personality competence includes abilities such as stability and consistency in personality, moral, emotional, and spiritual maturity, wisdom in action, authority,

---

<sup>25</sup> Aulia Akbar, "Pentingnya Kompetensi Pedagogik Guru," *JPG: Jurnal Pendidikan Guru* 2, no. 1 (2021): 23, <https://doi.org/10.32832/jpg.v2i1.4099>.

<sup>26</sup> Luisa Scherzinger dan Taiga Brahm, "A systematic review of bilingual education teachers' competences," *Educational Research Review* 39, no. March (2023): 100531, <https://doi.org/10.1016/j.edurev.2023.100531>.

<sup>27</sup> Hsing Yuan Liu, "Effects of the design thinking pedagogy on design thinking competence of nursing students in Taiwan: A prospective non-randomized study," *Nurse Education Today* 138, no. April (2024): 106197, <https://doi.org/10.1016/j.nedt.2024.106197>.

and behavior with high morals, which can be used as an example.<sup>28</sup> Personality competence includes qualities that are very important for an individual to function effectively and be respected in society, especially in the role of an educator. The ability to have stability and consistency in personality means that one can maintain integrity and firmness in life principles despite facing various challenges or pressures. Maturity in moral, emotional, and spiritual aspects indicates maturity in action, where one can make wise decisions based on ethical values and manage emotions and spirituality well in the face of complex situations.<sup>29</sup>

In addition, wisdom in action reflects the ability to think clearly and act on time, while authority is the power to lead and influence in a respected, not imposed way. All of these qualities support each other to make a person a role model that others can follow because behavior that has high morality and is full of integrity will radiate a positive influence that inspires people around to follow in his footsteps. In education, this good personality competence is indispensable, as an educator not only teaches but also shapes character and sets an example for students in their daily lives.<sup>30</sup>

With the existence of a PSP through human resource improvement interventions at SDN 2 Banyu Urip, where one of the activities in improving resources at school is IHT, with the theme presented one of which is "transformation of education," educational transformation here is an effort to enhance the quality of education through improving the quality of educators, where teachers are invited to be able to place themselves and maintain the stability of the teacher's personality, especially PAI teachers who become role models in behavior.

### 3. Professional Competence

Professional competence is a competency that refers to a deep and thorough ability to master learning materials so that teachers can guide students according to national education standards.<sup>31</sup> Thus, professional competence is essential for

---

<sup>28</sup> Nilma Zola dan Mudjiran Mudjiran, "Analisis Urgensi Kompetensi Kepribadian Guru," *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 6, no. 2 (2020): 90.

<sup>29</sup> Fu Chen, Xin Wang, dan Yanhong Gao, "EFL teachers' burnout in technology enhanced instructions setting: The role of personality traits and psychological capital," *Acta Psychologica* 249, no. May (2024): 104461, <https://doi.org/10.1016/j.actpsy.2024.104461>.

<sup>30</sup> Holger Heppner, Birte Schiffhauer, dan Udo Seelmeyer, "Conveying chatbot personality through conversational cues in social media messages," *Computers in Human Behavior: Artificial Humans* 2, no. 1 (2024): 100044, <https://doi.org/10.1016/j.chbah.2024.100044>.

<sup>31</sup> Abid Rohman, "Strategi Kepala Sekolah Dalam Menangkal Benih-Benih Intoleransi Dan Radikalisme Melalui Pendidikan Agama Islam: Studi Multi Situs Pada SMA Khadijah, SMA Muhammadiyah 3 Dan SMA Intensif Taruna Pembangunan Surabaya" (Thesis Ph.D, Surabaya, UIN Sunan Ampel, 2020),

teachers to fulfil their role in creating a quality learning environment where students gain knowledge and the skills and attitudes needed to thrive in the future.<sup>32</sup> PAI teachers are expected to be able to manage classes, formulate learning objectives, and develop students' abilities in learning materials.

In this case, PAI teachers at SDN 2 Banyu Urip follow the learning with a new paradigm, where teachers are taught to be able to carry out learning more to the student center with various methods that can invite students to be more active, besides that PAI teachers are also able to create classroom learning that is inclusive where students should not feel differentiated, this teacher participates in learning training with a new paradigm organized by the school so that PAI teachers can deliver PAI learning material well. In addition, PAI teachers in learning with a new paradigm, teachers no longer continuously use the lecture method but have implemented various strategies, one of which is the rotating roles learning method (rotating game), which is an active learning model where students are asked to come forward, in turn, to play a role according to the scenario in turn.

#### 4. Social Competence

Based on the results of the interviews, SDN 2 Banyu Urip has made significant efforts in school digitalization by organizing digitalization workshops for teachers. This workshop aims to improve teachers' digital competence in utilizing various platforms and technologies to support the learning process, including Google Classroom. Through this training, PAI teachers became more skilled in using digital platforms to deliver materials, communicate with students, and conduct online assessments. Google Classroom, for example, allows PAI teachers to manage classes more efficiently, share learning materials, and monitor student progress in real time. In addition, digitalization also makes it easier for teachers to collaborate with peers, share learning resources, and access various learning tools available in cyberspace. With this digitalization workshop, it is hoped that teachers can be better prepared to face the challenges of education in the digital era and can maximize the use of technology to create a more enjoyable, interactive, and effective learning experience for students.

---

<https://digilib.uinsa.ac.id/47213/>; Najamuddin Petta Solong, Ahmad Fakhruddin Mohammed Zabidi, dan Ni'ma M. Alhabsyi, "Professional Competence of Islamic Religious Education Teachers to Improve Students' Mastery of Learning Materials," *Indonesian Journal of Islamic Education Studies (IJIES)* 5, no. 2 (2022): 212–32, <https://doi.org/10.33367/ijies.v5i2.3041>.

<sup>32</sup> Chen, Wang, dan Gao, "EFL teachers' burnout in technology enhanced instructions setting."

## 5. Leadership Competence

Leadership is a process that involves influencing others, which consists of a specific set of skills. This skill is one of the important competencies that PAI teachers must possess because they lead, educate, and influence students and the entire school community in implementing and carrying out Islamic values and culture.<sup>33</sup> Leadership is a process that involves influencing others through a specific set of fundamental skills to create positive change in a group or organization.

This competency can continue to be honed, one of which is by participating in the data-based planning PSP, where teachers are invited to be responsible for compiling or analyzing student learning outcomes as a members of the data-based planning team has a big responsibility that can train their leadership competencies. Teacher leadership competencies will continue to be used, and teachers must have a sense of responsibility and be able to exert influence.

## **PAI Teacher's Role in Implementing Learning Activities Following "Program Sekolah Penggerak"**

The PSP aims to realize the goals of education in Indonesia. Realizing the goal requires the contribution of all parties, including schools, families, and communities. While the main spear of the three is an educator, where students see the teacher as a role model, especially PAI teachers who are role models for all school residents in their behavior and actions, PAI teachers must dare to move and move, especially PAI teachers who are in SP should take a role to be able to spread benefits.<sup>34</sup>

The strategies of PAI teachers in carrying out their roles to realize education goals in Indonesia through the independent curriculum base include learner-centered learning and active learning methods with group discussion strategies, project assignments, and technology utilization.<sup>35</sup> This study has not clustered the strategies that PAI teachers must carry out. Hence, the researcher wants to examine the role of PAI

---

<sup>33</sup> Fashi Hatul Lisaniyah, "Kompetensi Kepemimpinan Guru Pendidikan Agama Islam," *Tadris : Jurnal Penelitian dan Pemikiran Pendidikan Islam* 15, no. 2 (20 Desember 2021): 1–10, <https://doi.org/10.51675/jt.v15i2.137>; Fadli Agus Triansyah dkk., "Determinants of Teacher Competence in Islamic Education: Bibliometric Analysis and Approach," *Indonesian Journal of Islamic Education Studies (IJIES)* 6, no. 1 (24 Juni 2023): 17–32, <https://doi.org/10.33367/ijies.v6i1.3458>.

<sup>34</sup> Indah Pratiwi dkk., "Risalah Kebijakan: Praktik Menjanjikan Penerapan Kurikulum Prototipe pada Program Sekolah Penggerak," *Pusat Penelitian Kebijakan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*, November 2021.

<sup>35</sup> Insanitaqwa, Khozin, dan Yusuf, "Strategi Guru Pendidikan Agama Islam."

teachers due to their participation in the PSP, which is poured into intracurricular, extracurricular, and co-curricular learning activities.<sup>36</sup>

PAI teachers at SDN School 2 Banyu Urip actively participate in the PSP through the five interventions training. By attending this training based on the interview results, PAI teachers become more understanding of implementing good and effective learning for students. With this, PAI teachers can be shrewd in playing their role in intracurricular, co-curricular, and extracurricular learning activities. The role played by PAI teachers in learning with the provision of 5 PSP interventions is as follows.

### 1. Intracurricular

Intracurricular activities are an important part of the teaching and learning process that occurs in schools as formal educational institutions. Learning itself can be interpreted as development or change in an individual, which is reflected through new behaviors gained from experience and practice.<sup>37</sup> In intracurricular learning, PAI teachers at SDN 2 Banyu Urip can actively use technology to support learning. Besides, the methods delivered are not monotonous using the lecture method alone. Still, other methods such as cooperative learning, where learning is inclusive and student-centered, where students are invited to participate actively in the learning process, are not empty glasses ready to be filled with water. Still, students are given grace by the almighty according to their respective grace, so the role of PAI teachers is to guide their development according to their respective natures.

### 2. Co-curricular

Activities are activities carried out outside the classroom and outside of class hours, aiming to assist students in deepening and appreciating the material they have learned in intracurricular activities.<sup>38</sup> Co-curricular activities are a series of activities carried out outside formal lesson hours. They are not included in classroom learning but are closely related to the material taught in intracurricular activities. The primary purpose of co-curricular activities is to provide opportunities for learners to deepen their understanding and appreciate more about the material they have learned through hands-on practice, experimentation, or experiences outside the traditional academic

---

<sup>36</sup> Eunice Ndomondo, "Promoting history subject skills through competency-based assessment in Tanzania rural secondary schools: Teachers' understanding and practices," *Social Sciences and Humanities Open* 9, no. May 2023 (2024), <https://doi.org/10.1016/j.ssaho.2024.100876>.

<sup>37</sup> Ahmad Rusdi, "Pembelajaran Intra dan Ekstra Kurikuler oleh Guru PAI SMKN 2 Pare-Pare" (Master Thesis, Semarang, IAIN Walisongo, 2010), <https://eprints.walisongo.ac.id/id/eprint/100/>.

<sup>38</sup> Azis Mahfuddin, "Pengembangan Program Pembelajaran Berbasis Kompetensi untuk Meningkatkan Keterampilan Berbahasa Asing di Perguruan Tinggi," *SOSIOHUMANIKA* 8, no. 1 (2015), <https://doi.org/10.2121/sosiohumanika.v8i1.534>.

context. These activities can take many forms, such as sports, art, or even social activities, giving students the space to apply their skills and knowledge in a more genuine and contextualized situation. In addition, co-curricular activities also develop students' non-academic aspects, such as leadership, cooperation, and creativity, all of which play a role in shaping better character and life skills.<sup>39</sup>

In co-curricular learning, PAI teachers play an active role in P5 activities, where at SDN 2 Banyu Urip every Friday a clean Friday is held, where we know there is one *mahfudzat "annadha fatumminal iman"* cleanliness is part of faith, so at SDN 2 Banyu Urip every Friday has a clean Friday, where the collected waste is not just thrown away but sorted and processed where what is taken is organic waste which is processed into compost, the processed fertilizer is used for kale plants in the back of the school yard, besides that inorganic waste is also used as wall decorations. The theme in P5 is a sustainable lifestyle titled "evil waste becomes benefits." In years 1-3, it could run smoothly by forming a P5 team consisting of a team leader, a project learning facilitator, and members comprised of teachers, and the theme was agreed upon.

### 3. Extracurricular

Extracurricular activities are educational activities that take place outside of subjects and counseling services, aimed at supporting the development of students according to their needs, potential, talents, and interests. This activity is specially organized by educators or education personnel with the ability and authority at school.<sup>40</sup> Extracurricular activities are usually organized by educators or education personnel with expertise and authority in certain fields, which aim to provide students with more in-depth guidance and experience. In addition to enriching practical skills, these activities also shape students' character, discipline, and sense of responsibility, as well as provide them with opportunities to collaborate and develop social skills that are essential in everyday life.<sup>41</sup>

---

<sup>39</sup> Martyarini Budi Setyawati dkk., "The family caregiving: A Rogerian concept analysis of Muslim perspective & Islamic sources," *Heliyon* 10, no. 3 (2024): e25415, <https://doi.org/10.1016/j.heliyon.2024.e25415>.

<sup>40</sup> Shalahuddin Al Ayyubi dan Shodiq Abdullah, "Management of School Facilities and Infrastructure as a Support for Extracurricular Activities at Junior High School 30 Semarang," *Tadbir: Jurnal Studi Manajemen Pendidikan* 8, no. 2 (18 November 2024): 345–62, <https://doi.org/10.29240/jsmp.v8i2.11289>.

<sup>41</sup> Marwa El-Aasar, Zeinab Shafik, dan Dalia Abou-Bakr, "Outdoor learning environment as a teaching tool for integrating education for sustainable development in kindergarten, Egypt," *Ain Shams Engineering Journal* 15, no. 4 (2024): 102629, <https://doi.org/10.1016/j.asej.2024.102629>.



In extracurricular learning, schools provide a forum for each learner to develop their potential. PAI teachers play their role in realizing the profile of Pancasila students in the first dimension, namely faith and fear of God Almighty. PAI teachers actively succeed in extracurricular activities in religion, such as *tahfidh al-Qur'an*, held every Monday, calligraphy, *pildacil*, and many more. PAI teachers are also active in mobilizing students to carry out *dhuhur* and *duha* prayers in the congregation in the school-owned *mushalla*.<sup>42</sup>

PAI teachers, following the five interventions of the PSP, can take a role to be able to participate in the success of the goals of the PSP through its application in learning activities, including this is also seen in the active implementation of various religious activities that can increase student creativity. Based on observations, interviews, and documentation studies, SDN 2 Banyu Urip was also named the *Gebyar Anak Sholeh* rolling trophy recipient. That shows that PAI teachers at SDN 2 Banyu Urip are very competent in realizing students with the character of the Pancasila student profile, especially in the first dimension. Religious activities that are actively carried out at SDN 2 Banyu Urip are orphan donation, *dhuhur* and *duha* prayer in congregation, *tahfidh al-Qur'an*, commemoration of Islamic holidays (*santri* day), and Clean Friday.

This religious activity shows the shrewdness of PAI teachers in playing their role in realizing the goals of the PSP, where PAI teachers, together with schools, carry out orphan compensation activities carried out when commemorating significant holidays such as the Islamic holidays that PAI teachers also mobilize *dhuhur* prayer in congregation in the school mosque, besides that PAI teachers are also active in developing *tahfidh al-Qur'an* for students where *tahfidh* is intended for grades 1-3 and for grades 4-6 held *muraja'ah* activities as a reinforcement of memorization that has been owned in the previous class. In addition, *Santri* Day activities are never missed every year, including participating in the parade held by the local government. The last is a clean Friday, where, on this blessed Friday, students are invited to jointly clean the school environment, collect existing garbage, and process it to become compost used for kale plants in the school's backyard. That means PAI teachers also play a role in PSP, one of which is P5.

---

<sup>42</sup> R. W.L. Wijffelaars dan P. Markopoulos, "Collocated interactive outdoor games for children: A systematic literature review," *Entertainment Computing* 49, no. February 2023 (2024): 100615, <https://doi.org/10.1016/j.entcom.2023.100615>.



**Figure 1. P5 Dimension**

Figure 1 describes the orphan compensation activity held as part of the school's efforts in shaping students' character, aiming to instill the values contained in the Pancasila Student Profile, especially in the first dimension, namely faith and piety in God Almighty. This activity is not just about providing material or assistance; furthermore, it aims to foster a sense of empathy, social care, and spiritual awareness among students. Through this activity, students are invited to understand the importance of sharing with others, especially those in need, and build a sense of gratitude for what they have. In addition, this charity activity is also a place to strengthen the bonds of togetherness between fellow students, teachers, and the surrounding community, as well as remind students of religious and moral values that must be applied in everyday life.

### **Barriers and Challenges for Islamic Religious Education Teachers in Contributing to the Mobilizing Schools Program**

The Mobilizing Schools Program encourages education units to transform to improve school learning quality. It shows the government's seriousness in carrying out the state's mandate to provide rights and equal distribution of education to all citizens. Not only the transformation in the quality of human resources or teachers, which has been the problem, but also specifically designed to encourage students to develop according to their interests, talents, potential, and needs. Although this goal is ideal, its implementation is not easy, and various challenges need to be analyzed and overcome to achieve national education goals. Therefore, all parties involved must address these challenges and responsibilities with a critical and comprehensive approach, especially

education units.<sup>43</sup> With this, researchers found several obstacles for PAI teachers in contributing to the success of the PSP.

1. Inviting students to be more active

In the Merdeka Curriculum, *student-centered learning* (SCL) emphasizes a paradigm shift from a centralized approach to an approach that provides more space for students to play an active role in the learning process. In SCL, students are not only recipients of information but also processors and builders of their knowledge. The role of the teacher shifts from a lecturer who dictates material to a facilitator who guides, directs, and provides support to develop students' potential to the fullest. This process aims to create a learning atmosphere that is more interactive, fun, and relevant to students' needs and interests.<sup>44</sup>

The desire to change the learning atmosphere from monotonous, passive, and boring to lively and enjoyable is one of the main reasons for the emergence of the SCL concept. In this approach, students are free to explore topics according to their interests, collaborate with their peers, and solve problems relevant to real life. That increases students' motivation to learn and makes them more independent, creative, and critical. Thus, SCL encourages students to be more actively involved in learning, develop HOTS, and form characters ready to face future challenges.<sup>45</sup>

In PSP, students are expected to be more involved in learning. PAI teachers at SDN 2 Banyu Urip are responsible for encouraging students to become active, critical, and independent learners, not just passive recipients of subjects. However, changing the habits of students accustomed to passive learning methods such as the lecture method, where students only become listeners and recipients of knowledge without being invited to think critically and analyze every problem that exists by linking to real life is not easy. Teachers must be innovative in creating learning processes that are interesting and not boring for students and, most importantly, can invite students to participate actively in learning; where teachers must be able to create active learning through discussions, questions and answers, and collaborative projects. That requires a pedagogical approach that stimulates students' curiosity and

---

<sup>43</sup> Daniel Rodriguez-Segura dkk., "Looking beyond changes in averages in evaluating foundational learning: Some inequality measures," *International Journal of Educational Development* 84, no. June (2021): 102411, <https://doi.org/10.1016/j.ijedudev.2021.102411>.

<sup>44</sup> Restu Mufanti, Don Carter, dan Neil England, "Outcomes-based education in Indonesian higher education: Reporting on the understanding, challenges, and support available to teachers," *Social Sciences and Humanities Open* 9, no. August 2023 (2024): 100873, <https://doi.org/10.1016/j.ssaho.2024.100873>.

<sup>45</sup> Zulvia Trinova, "Pembelajaran Berbasis Student-Centered Learning pada Materi Pendidikan Agama Islam," *Al-Ta lim Journal* 20, no. 1 (20 Februari 2013): 324–35, <https://doi.org/10.15548/jt.v20i1.28>.

creativity, often not developed in learning models that focus too much on memorization.

To make students more active and involved in learning, PAI teachers adopt various methods that are interesting and relevant to their daily lives. One method that is often applied is *Cooperative Learning*, which emphasizes cooperation between students to achieve shared learning goals. In addition to *Cooperative Learning*, PAI teachers apply the *Make a Match* method, which emphasizes playing while learning. The advantage of this technique is that it allows students to find a partner while learning a concept or topic in a fun atmosphere.<sup>46</sup> In this method, students are given cards or materials that have interconnected pairs, and they must find the right pair based on the knowledge or theme that has been taught. For example, students will arrange or pair cards containing related concepts or images according to their understanding of learning material about the pillars of Islam or figures in Islamic history. This method encourages students to be more active in moving and interacting, making learning fun and easy to understand. In this way, students can learn while playing so that the subject matter becomes more interesting and not dull.

## 2. Time limitations cannot monitor students 24 hours.

One significant challenge PAI teachers face is the limited time to guide students thoroughly. As teachers who play a role in shaping students' moral and spiritual character, their duties are not limited to the classroom.<sup>47</sup> However, the time available for direct interaction with students is limited, making it difficult for teachers to monitor students' development outside of class hours consistently. In addition, many religious values taught cannot be directly practiced in a short time at school, as the family and community environment influence the implementation of these values. The primary solution to this challenge is to strengthen cooperation with parents.

PAI teachers at SDN 2 Banyu Urip communicate more intensely with parents through regular in-person and online meetings to monitor students' spiritual development at home. PAI teachers provide assignments that involve parents in their

---

<sup>46</sup> Dwi Afriyanto, Sri Sumarni, dan Sembodo Ardi Widodo, "Analysis of the Ministry of Religion's Program in Realizing Religious Moderation in Bantul Regency Society (Peter L. Berger's Social Construction Perspective)," *Asian Journal of Philosophy and Religion* 3, no. 1 (29 April 2024): 62–82, <https://doi.org/10.55927/ajpr.v3i1.10434>.

<sup>47</sup> Merih Welay Welesilassie dan Marianne Nikolov, "The relationship among EFL learners' motivational self-system, willingness to communicate, and self-assessed proficiency at an Ethiopian preparatory high school," *Heliyon* 10, no. 2 (2024): e24171, <https://doi.org/10.1016/j.heliyon.2024.e24171>.

children's supervision and spiritual guidance outside of school hours. The PSP in realizing the first dimension of the Pancasila student profile for PAI teachers at SDN 2 Banyu Urip, which is a challenge, is related to supervision of students while not at school, which is to ensure the successful embedding of this character.

3. Collaboration with parents and the community is a challenge.

Collaboration between teachers, parents, and the community is very important in shaping students' character, especially in religious education, because teachers, parents, and the community are three pillars that must work together to succeed in educational goals.<sup>48</sup> However, a big challenge faced is how PAI teachers can build effective communication with parents, who have a significant role in teaching religious values at home. Many parents may not be very involved in their children's education at school, especially concerning religious learning, because they feel that religious education is entirely the responsibility of teachers at school. This condition makes collaboration efforts difficult, so teachers cannot get full support from families in educating students.<sup>49</sup>

PAI teachers build more open and regular communication to strengthen collaboration with parents and the community. One of the solutions practiced by PAI teachers at SDN 2 Banyu Urip is to involve parents and also the community around the school in school activities, especially those related to religious education, such as the celebration of the Prophet's Maulid, compensation for orphans and many more. Collaboration between parents, communities, and schools is very important because children do not only live at school but also at home and in the community, which will undoubtedly affect the process of instilling values that have been instilled at school, including faith, fear of God Almighty and noble character, this requires good cooperation between these three pillars of education.

## **Conclusion**

The Sekolah Penggerak program at SDN 2 Banyu Urip has implemented five key interventions: 1) Asymmetrical consultative assistance through PMO, workshops,

---

<sup>48</sup> Wahab dkk., *Tiga Pilar Manajemen menuju Madrasah Ideal: Sebuah Bunga Rampai tentang Implementasi Tiga Pilar MBM di Jawa Tengah, Kalimantan Tengah dan Nusa Tenggara Barat*, ed. oleh Karnadi Hasan, Cetakan pertama (Yogyakarta: Arti Bumi Intaran, 2015).

<sup>49</sup> Murni Sianturi, Jung Sook Lee, dan Therese M. Cumming, "Shifting the belief of the 'hard-to-reach parents' to 'reachable parents': Parent-teacher collaboration within schools in a post-colonial country," *International Journal of Intercultural Relations* 97, no. August (2023): 101892, <https://doi.org/10.1016/j.ijintrel.2023.101892>.

and technical guidance, 2) Strengthening human resources in schools via IHT and learning communities, 3) Learning with new paradigms focused on student-centered activities and differentiation, 4) Data-based planning through educational meetings and assessments, and 5) School digitalization with workshops and government-provided digital infrastructure. These interventions impact five key competencies for PAI teachers: pedagogical, personality, professional, social, and leadership competencies. PAI teachers are crucial in achieving the program's goal of creating Pancasila students with critical, creative, independent thinking, noble character, and global awareness.

However, challenges include encouraging student participation, time constraints in monitoring students outside school, and the need for stronger collaboration with parents and the community. This study has limitations, namely PAI teachers as the object of research, not as PKP (Learning Committee Training) teachers who have a significant role in the continuity of the PSP. In addition, this study is qualitative, so it cannot measure the impact quantitatively, such as significant changes in teacher competence or student achievement numerically after the implementation of the PSP.

## Referensi

- Afriyanto, Dwi, Sri Sumarni, dan Sembodo Ardi Widodo. "Analysis of the Ministry of Religion's Program in Realizing Religious Moderation in Bantul Regency Society (Peter L. Berger's Social Construction Perspective)." *Asian Journal of Philosophy and Religion* 3, no. 1 (29 April 2024): 62–82. <https://doi.org/10.55927/ajpr.v3i1.10434>.
- Ahsan, A. F.M.Mainul, Sudipta Bose, dan Muhammad Jahangir Ali. "Does Islamic religiosity influence professional accountants' judgments? Evidence from global convergence of IFRS." *Advances in Accounting* 64, no. December 2023 (2024): 100723. <https://doi.org/10.1016/j.adiac.2023.100723>.
- Akbar, Aulia. "Pentingnya Kompetensi Pedagogik Guru." *JPG: Jurnal Pendidikan Guru* 2, no. 1 (2021): 23. <https://doi.org/10.32832/jpg.v2i1.4099>.
- Alfawzan, Amal, Jagannadha Pawan Tamvada, Abdualaziz Aldhehayan, Yama Temouri, dan Vijay Pereira. "The impact of Islamic religiosity on innovation propensity." *Technological Forecasting and Social Change* 207, no. June (2024): 123598. <https://doi.org/10.1016/j.techfore.2024.123598>.
- Angga, Angga, Cucu Suryana, Ima Nurwahidah, Asep Herry Hernawan, dan Prihantini Prihantini. "Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut." *Jurnal Basicedu* 6, no. 4 (2022): 5877–89. <https://doi.org/10.31004/basicedu.v6i4.3149>.
- Ayyubi, Shalahuddin Al, dan Shodiq Abdullah. "Management of School Facilities and Infrastructure as a Support for Extracurricular Activities at Junior High School 30 Semarang." *Tadbir: Jurnal Studi Manajemen Pendidikan* 8, no. 2 (18 November 2024): 345–62. <https://doi.org/10.29240/jsmp.v8i2.11289>.

- Cahaya, Cahaya. "Peran Guru Pendidikan Agama Islam Dalam Menerapkan Kurikulum Merdeka Belajar Di Era Digital." *Jurnal Bilqolam Pendidikan Islam* 3, no. 2 (4 Desember 2022): 1–20. <https://doi.org/10.51672/jbpi.v3i2.97>.
- Chen, Fu, Xin Wang, dan Yanhong Gao. "EFL teachers' burnout in technology enhanced instructions setting: The role of personality traits and psychological capital." *Acta Psychologica* 249, no. May (2024): 104461. <https://doi.org/10.1016/j.actpsy.2024.104461>.
- El-Aasar, Marwa, Zeinab Shafik, dan Dalia Abou-Bakr. "Outdoor learning environment as a teaching tool for integrating education for sustainable development in kindergarten, Egypt." *Ain Shams Engineering Journal* 15, no. 4 (2024): 102629. <https://doi.org/10.1016/j.asej.2024.102629>.
- Hasan, Muhammad Nur. "Upaya Menjadikan Madrasah Sebagai Lembaga Pendidikan Unggul." *Wahana Akademika: Jurnal Studi Islam dan Sosial* 2, no. 2 (2016): 75. <https://doi.org/10.21580/wa.v2i2.380>.
- Hastasari, Chatia, Benni Setiawan, dan Suranto Aw. "Students' communication patterns of islamic boarding schools: the case of Students in Muallimin Muhammadiyah Yogyakarta." *Heliyon* 8, no. 1 (2022): e08824. <https://doi.org/10.1016/j.heliyon.2022.e08824>.
- Heppner, Holger, Birte Schiffhauer, dan Udo Seelmeyer. "Conveying chatbot personality through conversational cues in social media messages." *Computers in Human Behavior: Artificial Humans* 2, no. 1 (2024): 100044. <https://doi.org/10.1016/j.chbah.2024.100044>.
- Insanitaqwa, Putri Anggun Bhakti, Khozin Khozin, dan Zulfikar Yusuf. "Strategi Guru Pendidikan Agama Islam dalam Pembelajaran Aktif Berbasis Kurikulum Merdeka di UPT SMPN 1 Sanankulon Blitar." *Konstruktivisme: Jurnal Pendidikan Pembelajaran* 16, no. 1 (2024): 17–29. <https://doi.org/10.35457/konstruk.v16i1.3317>.
- Kartiwan, Chindria Wati, Fauziah Alkarimah, dan Ulfah. *Peran Guru Pendidikan Agama Islam dalam Mewujudkan Profil Pelajar Pancasila*. *Jurnal Imiah Pendidikan dan Pembelajaran*. Vol. 7. e-theses.iaincurup.ac.id, 2023. <https://doi.org/10.23887/jipp.v7i2.59576>.
- . "Peran Guru Pendidikan Agama Islam dalam Mewujudkan Profil Pelajar Pancasila." *Jurnal Imiah Pendidikan dan Pembelajaran* 7, no. 2 (2023): 239–46. <https://doi.org/10.23887/jipp.v7i2.59576>.
- Kemendikbudristek. "Program Sekolah Penggerak 2021." *Kemdikbud.Co.Id*, 2021, 4.
- Kruskopf, Milla, Rekar Abdulhamed, Mette Ranta, Heidi Lammasaari, dan Kirsti Lonka. "Future teachers' self-efficacy in teaching practical and algorithmic ICT competencies – Does background matter?" *Teaching and Teacher Education* 144, no. March (2024): 104574. <https://doi.org/10.1016/j.tate.2024.104574>.
- Lisaniyah, Fashi Hatul. "Kompetensi Kepemimpinan Guru Pendidikan Agama Islam." *Tadris: Jurnal Penelitian dan Pemikiran Pendidikan Islam* 15, no. 2 (20 Desember 2021): 1–10. <https://doi.org/10.51675/jt.v15i2.137>.
- Liu, Hsing Yuan. "Effects of the design thinking pedagogy on design thinking competence of nursing students in Taiwan: A prospective non-randomized

- study.” *Nurse Education Today* 138, no. April (2024): 106197. <https://doi.org/10.1016/j.nedt.2024.106197>.
- Mahat, Marian, dan Chin Ee Loh. “Teachers’ changing perspectives of their spatial competencies: A case study of professional learning in Singapore.” *Teaching and Teacher Education* 152, no. June (2024): 104797. <https://doi.org/10.1016/j.tate.2024.104797>.
- Mahfuddin, Azis. “Pengembangan Program Pembelajaran Berbasis Kompetensi untuk Meningkatkan Keterampilan Berbahasa Asing di Perguruan Tinggi.” *SOSIOHUMANIKA* 8, no. 1 (2015). <https://doi.org/10.2121/sosiohumanika.v8i1.534>.
- Marsila, Ulfi Ana, Shokibul Arifin, dan Ika Puspitasari. “Peran Guru PAI pada Kurikulum Merdeka dalam Membentuk Kepribadian Peserta Didik.” *HIKMAH: Jurnal Pendidikan Islam* 12, no. 1 (19 Juni 2023): 210–26. <https://doi.org/10.55403/hikmah.v12i1.462>.
- MAsruroh, Binti. “Upaya Guru Pendidikan Agama Islam (PAI) dalam Meningkatkan Kesadaran Beribadah Siswa Klas VIII di SMPN 1 Banyakan Kabupaten Kediri.” *Jurnal Intelektual: Jurnal Pendidikan dan Studi Keislaman* 7, no. 1 (2017): 22–29. <https://doi.org/10.33367/intelektual.v7i1.359>.
- Masuwai, Azwani, Hafizhah Zulkifli, dan Mohd Isa Hamzah. “Self-assessment for continuous professional development: The perspective of Islamic Education.” *Heliyon* 10, no. 19 (2024): e38268. <https://doi.org/10.1016/j.heliyon.2024.e38268>.
- Mufanti, Restu, Don Carter, dan Neil England. “Outcomes-based education in Indonesian higher education: Reporting on the understanding, challenges, and support available to teachers.” *Social Sciences and Humanities Open* 9, no. August 2023 (2024): 100873. <https://doi.org/10.1016/j.ssaho.2024.100873>.
- Ndomondo, Eunice. “Promoting history subject skills through competency-based assessment in Tanzania rural secondary schools: Teachers’ understanding and practices.” *Social Sciences and Humanities Open* 9, no. May 2023 (2024). <https://doi.org/10.1016/j.ssaho.2024.100876>.
- Novayanti, Novayanti, Warman Warman, dan Yudo Dwiyo. *Implementasi Program Sekolah Penggerak dalam Kebijakan Pendidikan Merdeka Belajar di Sekolah Dasar. Jurnal Ilmu Manajemen dan Pendidikan*. Vol. 3. repository.uinjkt.ac.id, 2023. <https://doi.org/10.30872/jimpian.v3ise.2965>.
- . “Implementasi Program Sekolah Penggerak Dalam Kebijakan Pendidikan Merdeka Belajar Di Sekolah Dasar.” *Jurnal Ilmu Manajemen Dan Pendidikan* 3 (31 Desember 2023): 151–60. <https://doi.org/10.30872/jimpian.v3iSE.2965>.
- Nurhidin, Edi, dan Maimunatun Habibah. “Transforming Islamic Religious Education Learning through Differentiated Learning in the Merdeka Curriculum.” *Kognisi: Jurnal Ilmu Keguruan* 2, no. 2 (7 November 2024): 77–90. <https://doi.org/10.59698/kognisi.v2i2.261>.
- Pratiwi, Indah, Ika Hijriani, Bakti Utama, Joko Purnama, dan Irsyad Zamjani. “Risalah Kebijakan: Praktik Menjanjikan Penerapan Kurikulum Prototipe pada Program Sekolah Penggerak.” *Pusat Penelitian Kebijakan Badan Penelitian dan*



*Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*, November 2021.

- Rodriguez-Segura, Daniel, Cole Campton, Luis Crouch, dan Timothy S. Slade. "Looking beyond changes in averages in evaluating foundational learning: Some inequality measures." *International Journal of Educational Development* 84, no. June (2021): 102411. <https://doi.org/10.1016/j.ijedudev.2021.102411>.
- Rohman, Abid. "Strategi Kepala Sekolah Dalam Menangkal Benih-Benih Intoleransi Dan Radikalisme Melalui Pendidikan Agama Islam: Studi Multi Situs Pada SMA Khadijah, SMA Muhammadiyah 3 Dan SMA Intensif Taruna Pembangunan Surabaya." Thesis Ph.D, UIN Sunan Ampel, 2020. <https://digilib.uinsa.ac.id/47213/>.
- Rusdi, Ahmad. "Pembelajaran Intra dan Ekstra Kurikuler oleh Guru PAI SMKN 2 Pare-Pare." Master Thesis, IAIN Walisongo, 2010. <https://eprints.walisongo.ac.id/id/eprint/100/>.
- Scherzinger, Luisa, dan Taiga Brahm. "A systematic review of bilingual education teachers' competences." *Educational Research Review* 39, no. March (2023): 100531. <https://doi.org/10.1016/j.edurev.2023.100531>.
- Setyawati, Martyarini Budi, A. P. John Parsons, Bobbi Laing, Andrew Lynch, Imam Labib Habiburrahman, dan Farah Nuril Izza. "The family caregiving; A Rogerian concept analysis of Muslim perspective & Islamic sources." *Heliyon* 10, no. 3 (2024): e25415. <https://doi.org/10.1016/j.heliyon.2024.e25415>.
- Shobri, Fikri, dan Alfurqan Alfurqan. "Peran Guru Pendidikan Agama Islam Pada Program Sekolah Penggerak Di SD Negeri 03 Kandis." *Journal on Education* 5, no. 3 (8 Februari 2023): 7938–45.
- Sianturi, Murni, Jung Sook Lee, dan Therese M. Cumming. "Shifting the belief of the 'hard-to-reach parents' to 'reachable parents': Parent-teacher collaboration within schools in a post-colonial country." *International Journal of Intercultural Relations* 97, no. August (2023): 101892. <https://doi.org/10.1016/j.ijintrel.2023.101892>.
- Solong, Najamuddin Petta, Ahmad Fakhurrazi Mohammed Zabidi, dan Ni'ma M. Alhabsyi. "Professional Competence of Islamic Religious Education Teachers to Improve Students' Mastery of Learning Materials." *Indonesian Journal of Islamic Education Studies (IJIES)* 5, no. 2 (2022): 212–32. <https://doi.org/10.33367/ijies.v5i2.3041>.
- Suhartanto, Edi, dan Badrus Badrus. "Pengaruh Konsep Diri, Motivasi, Kenakalan Remaja, Terhadap Prestasi Belajar Pendidikan Agama Islam Siswa Jurusan Teknik Kendaraan Ringan (TKR) Kelas XII Di SMK Negeri 1 Grogol Kab. Kediri." *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 8, no. 1 (1 April 2018): 57–68. <https://doi.org/10.33367/intelektual.v8i1.696>.
- Sumarni, Sumarni. "Model Pembelajaran Make a Match Untuk Meningkatkan Hasil Belajar Penyesuaian Diri Dengan Lingkungan Pada Siswa." *Jurnal Kewarganegaraan* 5, no. 1 (2021): 39–44. <https://doi.org/10.31316/jk.v5i1.1281>.
- Supriyanti, Supriyanti, dan Yosi Intan Pandini Gunawan. "Peran Guru Rumpun Pendidikan Agama Islam Dalam Mengembangkan Kecerdasan Spiritual Peserta

- Didik Di MTs Ma'arif NU 1 Sumbang Kabupaten Banyumas." *Tazkiya: Jurnal Pendidikan Islam* 12, no. 1 (27 Juni 2023): 39–53. <https://doi.org/10.30829/taz.v12i1.2543>.
- Triansyah, Fadli Agus, Yusupov Komaliddin Bakhtiyor Ugli, Ilham Muhammad, dan Nurhoiriyah Nurhoiriyah. "Determinants of Teacher Competence in Islamic Education: Bibliometric Analysis and Approach." *Indonesian Journal of Islamic Education Studies (IJIES)* 6, no. 1 (24 Juni 2023): 17–32. <https://doi.org/10.33367/ijies.v6i1.3458>.
- Trinova, Zulvia. "Pembelajaran Berbasis Student-Centered Learning pada Materi Pendidikan Agama Islam." *Al-Ta lim Journal* 20, no. 1 (20 Februari 2013): 324–35. <https://doi.org/10.15548/jt.v20i1.28>.
- Wahab, A.M. Wibowo, Ahmad Muntakhib, Ali Khudrin, Muchtaruddin, Umi Muzayanah, Yusriati, dan Yustiani. *Tiga Pilar Manajemen menuju Madrasah Ideal: Sebuah Bunga Rampai tentang Implementasi Tiga Pilar MBM di Jawa Tengah, Kalimantan Tengah dan Nusa Tenggara Barat*. Disunting oleh Karnadi Hasan. Cetakan pertama. Yogyakarta: Arti Bumi Intaran, 2015.
- Wang, Ruirui, Md Qamruzzaman, dan Salma Karim. "Unveiling the power of education, political stability and ICT in shaping technological innovation in BRI nations." *Heliyon* 10, no. 9 (2024): e30142. <https://doi.org/10.1016/j.heliyon.2024.e30142>.
- Welesilassie, Merih Welay, dan Marianne Nikolov. "The relationship among EFL learners' motivational self-system, willingness to communicate, and self-assessed proficiency at an Ethiopian preparatory high school." *Heliyon* 10, no. 2 (2024): e24171. <https://doi.org/10.1016/j.heliyon.2024.e24171>.
- Wijffelaars, R. W.L., dan P. Markopoulos. "Collocated interactive outdoor games for children: A systematic literature review." *Entertainment Computing* 49, no. February 2023 (2024): 100615. <https://doi.org/10.1016/j.entcom.2023.100615>.
- Wiryatmo, Rahmat Dhoni, Ade Iriani, dan Marinu Waruwu. "Evaluasi Pelaksanaan Penguatan SDM Program Sekolah Penggerak di Sekolah Menengah Pertama dengan Model CIPPO." *Kelola: Jurnal Manajemen Pendidikan* 10, no. 1 (2023): 22–34. <https://doi.org/10.24246/j.jk.2023.v10.i1.p22-34>.
- Zola, Nilma, dan Mudjiran Mudjiran. "Analisis Urgensi Kompetensi Kepribadian Guru." *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 6, no. 2 (2020): 90.