

Performance of Islamic Teachers in Madrasah: Analysis of Problems and Solutions in the Learning Process

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ABSTRACT

This study investigates the performance achievements of 60 Islamic teachers in madrasahs during the learning process and identifies the problems and solutions needed to ensure all teachers meet the standards set by the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 209/P/2021. Utilizing a survey methodology and in-depth interviews, the study found several challenges: 19 teachers struggled with implementing contextual learning; 8 teachers faced issues with process and results assessment; 18 teachers had problems with remedial and enrichment programs; 15 teachers found it difficult to create a pleasant learning environment; 31 teachers encountered obstacles in promoting reading and writing literacy; 10 teachers had trouble ensuring student safety, comfort, and cleanliness; and 17 teachers faced difficulties optimizing school facilities and infrastructure. These challenges were attributed to the lack of active participation in teacher quality improvement training programs such as contextual teaching and learning, assessment instruments, active learning, literacy, and media and learning resource development training. Interviews with teachers who did not face these difficulties indicated that their participation in ongoing professional development programs helped them overcome these issues. Consequently, it is recommended that school stakeholders support teachers' involvement in these professional development programs to enhance their performance.

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1. INTRODUCTION

Based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 209/9/2021, performance teachers In the learning process, there must be (1) contextual learning; (2) an assessment of processes and results; (3) remedial and enrichment programs; (4) a pleasant learning atmosphere; (5) a habit of reading and writing literacy; (6) guarantees

of safety, comfort, and cleanliness; and (7) make optimal use of existing school facilities and infrastructure (Makarim, 2021).

At the level of reality, not all madrasah teachers are able to have these seven performances. This is evident from some of the following research results. *First*, the research of Misbahul Jannah et al., on "Analysis of Teacher Performance Assessment in Madrasah Ibtidaiyah Negeri 8 Hulu Sungai Tengah", has found that the performance of madrasah teachers is still low, with a score of 46.00 (Misbahul Jannah, Hikmatu Ruwaida, Ridhatullah Assya'bani, 2023). *Second*, Bakhrul Ulum & Imam Syafi'i's research on "Implementing Contextual Teaching and Learning Models in Islamic Religious Education Learning at SDN Bakalan Pasuruan City" has found that the implementation of Contextual Teaching and Learning is less than optimal (Ulum & Syafi, 2022). *Third*, Siti Zulaiha's research on "Teacher Problematics in Implementing Merdeka Belajar Curriculum at SDN 17 Rejang Lebong" has found that the teacher's ability to compile instruments and forms of assessment is still very minimal (Zulaiha, 2022). *Fourth*, Rendy Nugraha Frasandy's research on "Implementing the Remedial Teaching Program through the Peer Tutor Method on Student Learning Outcomes of Madrasah Ibtidaiyah Negeri Sleman Regency Yogyakarta" has found that teachers have not been optimal in implementing remedial programs for students who have not been able to achieve learning achievements (Frasandy, 2018). *Fifth*, Syifa Mawardah Tihona Muhammad Abdullah Darraz's research on "Application of Active, Creative, Effective and Fun Learning in SKI Subjects at MA Al-Wathoniyah 5 East Jakarta" has found that the main obstacles in the application of active, creative, effective and fun learning are the lack of motivation of students, the weak ability of teachers (Syifa Mawardah, 2018). *Sixth*, Hari Kusmanto & Jamila's research on "Governance of the School Literacy Movement Program at Madrasah Ibtidaiyah Negeri 8 Sragen" found that the governance of the school literacy movement program in madrasah has not been running optimally (Kusmanto, 2022). *Seventh*, Djohar Maknun's research on "A Healthy, Safe, Comfortable and Conducive Science Learning Environment" found that realizing a healthy, safe, comfortable and conducive learning environment is not only the responsibility of the health department and security department but also the responsibility of teachers (Maknun, 2018). *Eighth*, the research by Muhammad Akmansyah et al., on "The Influence of Women Leadership and Learning Facilities on the Performance of Islamic Religious Education Teachers at State Madrasah Ibtidaiyah in Bandar Lampung City", has found that aspects of learning facilities influence teacher performance (Akmansyah et al., & L., 2022)

This reality is an essential problem to be researched, because Islamic religious education in the Industrial Revolution Era 4.0 requires innovation (Haidir, et al., 2021) and revitalization, especially the performance of Islamic religious teachers (Ikhwan, et al., 2020).. The performance of Islamic religious teachers needs to be developed sustainably (Ulfah, 2021), so that they become professional Islamic religious teachers for madrasa (Tambak, et al., 2023) in conducive classroom management (Adiyono, et al., 2022) and interactive (Solheim et al., 2018). Conducive and interactive teacher-and-student relationships are a basis for realizing interpersonal relationships (Frymier & Houser, 2009) because interpersonal relationships between teachers and students can foster student learning motivation (Amin et al., 2023) and, in the end, can help the government in improving the quality of education in Indonesia

The preceding description represents the basis of this article, which will present a survey-based analysis of the accomplishments, challenges, causes, and solutions related to the performance of Islamic religion teachers in implementing a range of educational approaches. These include contextual learning, an assessment of processes and results, remedial and enrichment programs, a pleasant learning atmosphere, a habit of reading and writing literacy, guarantees of safety, comfort, and cleanliness, and the optimal use of existing school facilities and infrastructure.

2. METHODS

This research utilized survey methodology (Behlehem, 2009), and was strengthened by in-depth interviews (Willem E, Saries, 2014) to find the problems and solutions.

2.1 Participants

This study involved 60 Indonesian Islamic religion teacher participants spread across East Java, Central Java, and West Java, which included groups of Qur'an hadith teachers, aqidah morals teacher groups, fiqh teacher groups, and Islamic cultural history teachers groups selected by researchers using a purposive technique sampling (Lawrence A et al, 2013). Each was given a participant code, namely participants from the Al-Qur'an Hadith teacher group (QH), participants from the Aqidah Akhlak teacher group (AKA), participants from the fiqh teacher group (FIQ), and participants from Islamic culture history teacher group (SKI)

Table 1. The Participants of Research

Participants	East Java, Indonesia	Central Java, Indonesia	West Java, Indonesia	Total
QH	2	2	8	12
AKA	4	17	7	28
FIQ	4	3	7	14
SKI	2	2	2	6
Total	12	24	24	60

2.2 Data Collection

Researchers collected data through questionnaires (Wllem E, Saries, 2014). Researchers used 7 (seven) questionnaires with long answers. Each questionnaire had four choices, that is, if the participant chose option A, which included the not very good category or level 1, option B included the not good category or level 2, option C included the good category or level 3, option D is included in the very good category or level 4 category (Appendix A).

The questionnaire was prepared based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 209/9/2021 (Makarim, 2021). The questionnaire was sent to participants across East Java, Central Java, and West Java via and <https://web.whatsapp.com//> and at <https://forms.gle/hwJfm6kBguPMhVDx7>. This activity was carried out from December 1st, 2022 to February 28th, 2023.

In addition to questionnaires, researchers used in-depth interviews with each participant to obtain comprehensive data (Seidman, 2006). This activity was carried out from March 11th to 30th, 2023 (Appendix B) via <https://meet.google.com/> and <https://web.whatsapp.com//>

2.3 Data Analysis

The researcher tabulated the participant's answers for each questionnaire and displayed them in the table as a percentage (Wllem E, Saries, 2014). This activity was carried out from March 1st to 10th, 2023. Researchers used three steps to analyze data from in-depth interviews: data reduction, data display, and conclusions (Huberman, 1994). This activity was carried out from March 11th to 30th, 2023. The research method should be included in the Introduction. The method contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, the use of materials and instruments, data collection, and analysis techniques.

3. FINDINGS AND DISCUSSION

3.1. Performance of Indonesian Islamic Religious Education Teachers in Implementing Contextual Teaching and Learning

The performance of Indonesian Islamic religious education teachers in implementing contextual teaching and learning based on the results of structured question answers from 60 participants via the <https://forms.gle/hwJfm6kBguPMhVDx7> application can be seen in Figure 1 below.

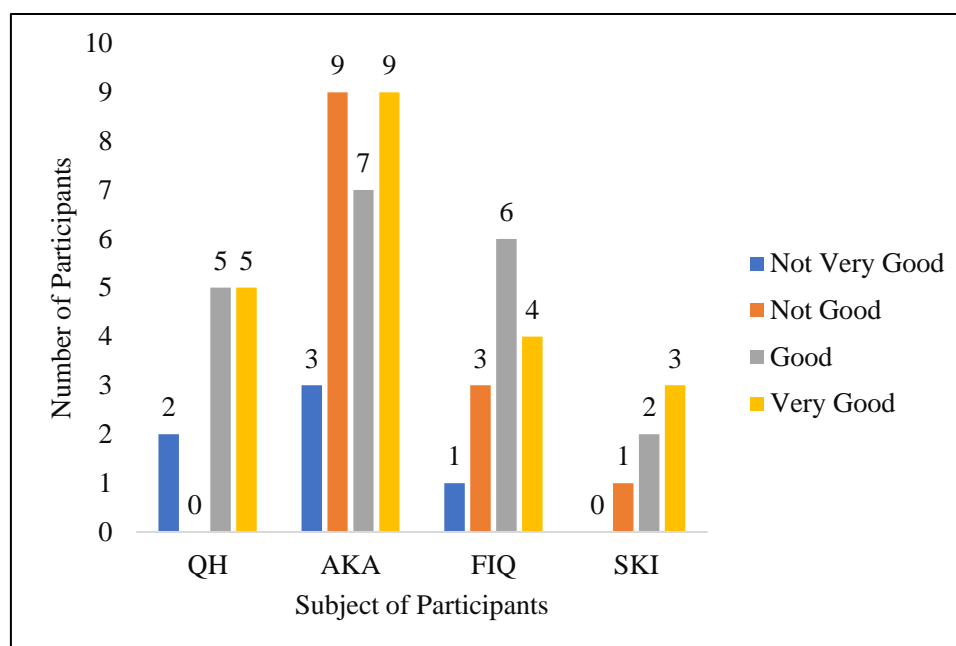


Figure 1. Performance in Implementing Contextual Teaching and Learning.

Figure 1 shows (1) 6 of teachers are not very good at implementing Contextual Teaching and Learning because the teacher explains more, and students pay attention and do only the assignments given; (2) 13 of teachers are not good in implementing Contextual Teaching and Learning because the teacher provides opportunities for students to learn actively (reading, asking questions, discussing, practising, or using media); (3) 20 of teachers are good at implementing Contextual Teaching and Learning because the teacher provides opportunities for students to learn actively (reading, asking questions, discussing, practice, or using media), implemented through concrete experiences, and presenting material that is more meaningful to students' lives; and (4) 21 of teachers are very good in implementing Contextual Teaching and Learning because the teacher provides opportunities for students to learn actively (reading, asking questions, discussing, practice, or using media), involving higher-order thinking skills, implemented through concrete experiences, and presenting material that is more meaningful to students' lives and has an impact on solving everyday life problems.

According to the result of in-depth interview, 19 teachers experience problems in implementing Contextual Teaching and Learning, namely, the teacher's understanding was not optimal about Contextual Teaching and Learning (16.QH1, interview, March 11th, 2023), the teacher's ability to relate learning material to everyday life is still not optimal (7.AKA7, interview, March 11th, 2023), that teacher assistance to students in discussion activities is still not optimal (22.FIQ3, interview, March 12th, 2023), and that students' ability to explore subject matter content is still low (26.SKI2, interview, March 12th, 2023).

According to the result of in-depth interview, that 41 teachers have no problems in implementing CTL because they often attend training on implementing CTL in the learning process (17.QH2, interview, March 13th, 2023) and had certification as a professional teacher (8.AKA8, interview, March 13th, 2023).

Contextual Teaching and Learning training for Islamic Religion education teachers is a necessity. With training, it is possible to plan and implement learning in Islamic Religious Education (Ulum & Syafi, 2022), which is more contextual (Ningsih et al., 2022). The implications of implementing Contextual Teaching and Learning in the learning process of Islamic Religion lessons can improve the practice of Islamic religious teachings in everyday life (Hyun, 2020). In addition, the application of Contextual Teaching and Learning can show students have good character in everyday life (Johar et al., 2018), develop students to think critically (Tari & Rosana, 2019), and develop High Order Thinking

Skills (Haryanto & Arty, 2019). Therefore, performance of Indonesian Islamic religious education teachers in implementing contextual teaching and learning, is a must in learning process.

3.2. Performance of Indonesian Islamic Religious Education Teachers in Assessment of Learning Processes and Outcomes

Performance of Indonesian Islamic religious education teachers in assessment of learning processes and outcomes based on the results of structured question answers from 60 participants via the <https://forms.gle/hwJfm6kBguPMhVDx7> application can be seen on Figure 2 below

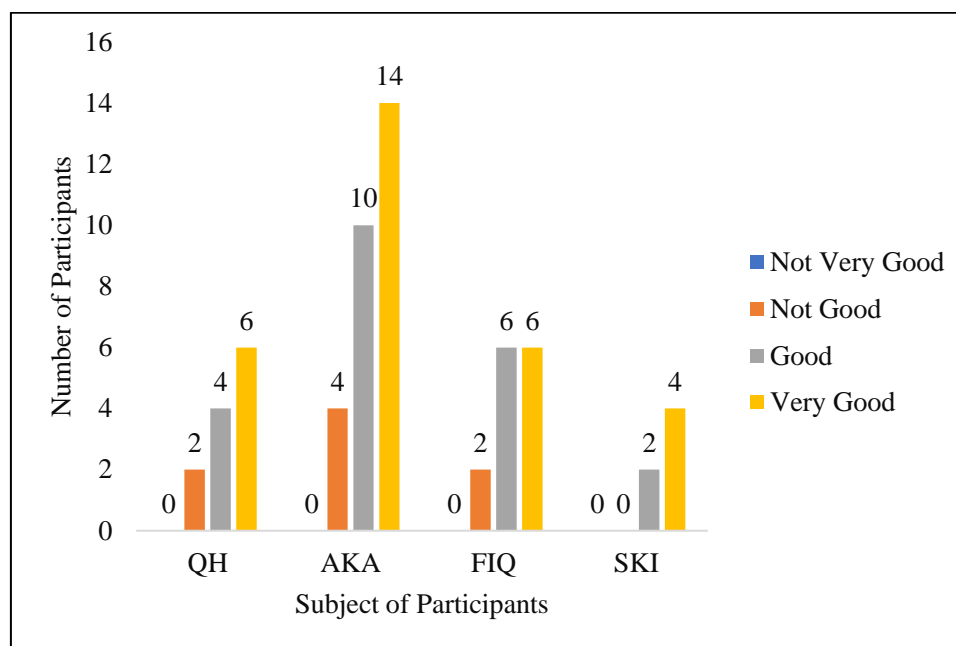


Figure 2. Performance in Assessment of Learning Processes and Outcomes

Figure 2 shows (1) no teachers are not very good at assessment because the teacher evaluates the process and learning outcomes without considering the learning objectives; (2) 8 of teachers are not good at assessment because the teacher evaluates the process and learning outcomes according to learning objectives but have not been used to improve learning; (3) 22 of teachers are good at assessment because the teacher evaluates evaluate the process and learning outcomes using various assessment techniques to determine the achievement of learning objectives on an ongoing basis; (4) 30 of teachers are very good in assessment, because the teacher evaluates evaluate the process and learning outcomes using various assessment techniques to determine the achievement of learning objectives systematically and continuously, which impacts improving the learning process and student learning outcomes.

According to the result of in-depth interview, that 8 teachers experience problems in assessment for learning processes and outcomes. First, there is difficulty in conducting the assessment because four aspects must be assessed (spirituality, social, knowledge, and student skills). He admitted that he could not give an optimal assessment because of the many students (59.QH12, interview, March 14th, 2023). Second, there are difficulties in making process assessment instruments and developing instruments in making test questions (3.AKA3, interview, March 14th, 2023). Third, there are difficulties in carrying out authentic assessments starting from the assessment's planning, implementation, and reporting stages. At the planning stage of the assessment, the teacher experienced difficulties in compiling the grid and making assessment instruments. At the implementation stage, the teacher experienced difficulties using self-assessment techniques and peer-to-peer assessments to assess affective aspects, written and oral techniques to assess cognitive aspects, and performance and project

techniques to assess psychomotor aspects. At the reporting stages of the assessment, the teacher had difficulties processing grades into report cards at the assessment reporting stage (19.FIQ2_interview, March 14th, 2023).

According to the result of in-depth interview, 52 teachers are fine with assessment for learning processes and outcomes because they often attend training to be evenly distributed among teachers regarding authentic assessment (13.AKA12_interview, March 15th, 2023).

Assessment training for Islamic religious education teachers is necessary to understand the implementation of assessment (Heitink et al., 2016), regarding the procedure for carrying out the learning process and outcome (Catherine McLoughlin, 2006). Therefore, teachers are obliged to assess the learning process and outcome (Aziz, Yusof, & Yatim, 2012). In the era of globalization, teachers must be able to quickly provide information on the results of assessment processes and student learning outcomes to parents so that they also participate in creating accomplished and skilled graduates (Lile & Bran, 2014). Therefore, performance of Indonesian Islamic religious education teachers in assessment of learning processes and outcomes, is a must in learning process.

3.3. Performance of Indonesian Islamic Religious Education Teachers in Implementing Remedial and Enrichment Programs

Performance of Indonesian Islamic religious education teachers in implementing remedial and enrichment programs, based on the results of structured question answers from 60 participants via the <https://forms.gle/hwJfm6kBgUPMhVDx7> application can be seen on Figure 3 below

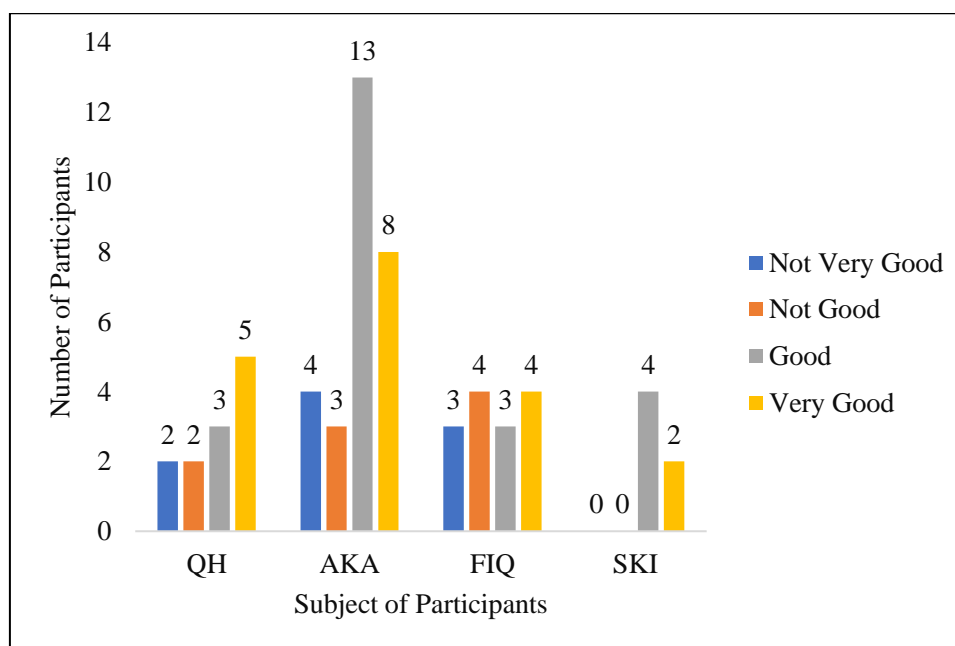


Figure 3. Performance in Remedial and Enrichment Programs

Figure 3 shows (1) 9 of teachers are not very good in implementing remedial and enrichment programs, because the teacher carry out remedial or enrichment programs limited to giving tests and homework; (2) 9 of teachers are not good in implementing remedial and enrichment programs, because the teacher carry out remedial or enrichment programs (as needed) in a systematic and structured manner using various strategies and influencing limited student learning outcomes in many subjects; (3) 23 of teachers are good in implementing remedial and enrichment programs, because the teacher carry out remedial and enrichment programs (as needed) in a systematic and structured manner using various strategies and influencing the improvement of student learning outcomes; (4) 19 of teachers are very good in implementing remedial and enrichment programs, because the teacher carry out remedial

and enrichment programs (as needed) in a systematic, structured and sustainable manner using various strategies and influencing the improvement of student learning outcomes.

According to the result of in-depth interview, 18 teachers experience problems in implementing remedial and enrichment programs, namely: limited time (59.QH12, interview, March 14th, 2023), difficulty managing students who attend remedial and enrichment (57.AKA28, interview, March 15th, 2023), and preparation that must be done repeatedly, readjusting assignments and tests so that they are not the same as the material given before (39.FIQ9, interview, March 15th, 2023).

According to the result of in-depth interview, that 42 teachers experience no problems in implementing remedial and enrichment programs because they hold discussions with parents always to accompany their children to study at home (25.AKA19, interview, March 15th, 2023) and looking for an empty schedule (38.AKA24, interview, 15th, 2023).

After the assessment, the teacher finds that many students cannot achieve learning outcomes, but many students can achieve learning outcomes. Therefore, the teacher's next task is implementing remedial and enrichment programs (Wahyu et al., 2021). With the implementation of remedial programs, all students have the right to be successful in learning (Jeffreys, 2014) and participate in enrichment programs (Gleason & Soliday, 1997). Therefore school leaders must have an ongoing CARE-SBFP (Collaborative Activity on Remediation & Enrichment through School-Based Feeding Program) program (Ocampo, 2019). Therefore, performance of Indonesian Islamic religious education teachers in implementing remedial and enrichment programs, is a must in learning process.

3.4. Performance of Indonesian Islamic Religious Education Teachers in Creating Fun Learning

Performance of Indonesian Islamic religious education teachers in creating fun learning, based on the results of structured question answers from 60 participants via the <https://forms.gle/hwJfm6kBgUPMhVDx7> application can be seen on Figure 4 below

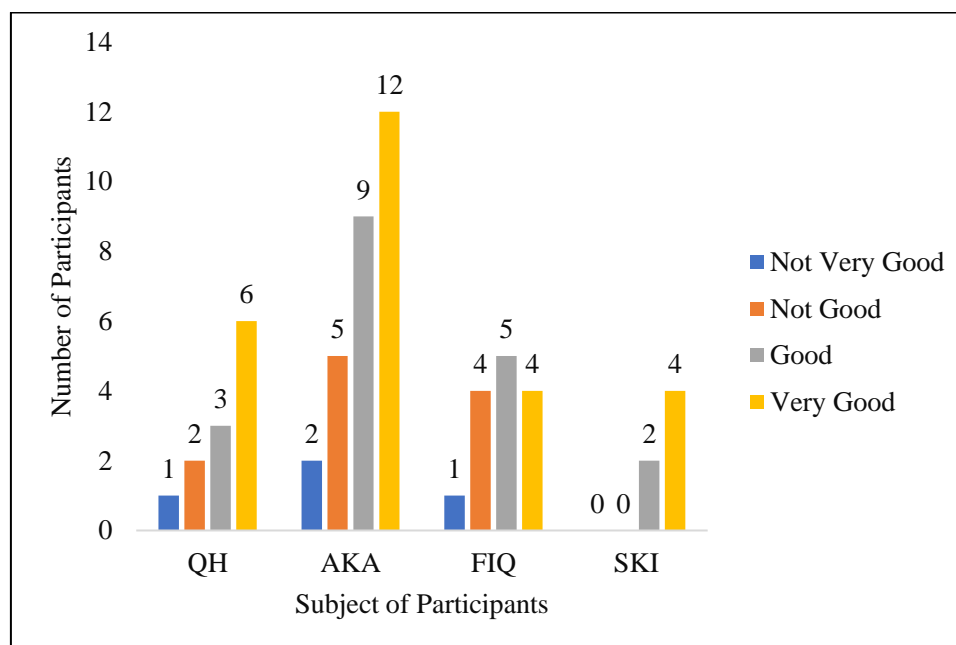


Figure 4. Performance in Creating a Fun Learning Atmosphere

Figure 4 shows (1) 4 of teachers are not very good in creating fun learning, because the teacher have created an orderly classroom atmosphere even though material delivery takes place in one direction from teacher to student; (2) 11 of teachers are not good in creating fun learning, because the teacher have created an orderly classroom atmosphere, and there is a visible reciprocal interaction

between students and students and students and teachers; (3) 19 of teachers are good in creating fun learning, because the teacher have created a dynamic learning atmosphere with the interaction between students, the interaction between students and teachers, students are enthusiastic about learning, and the class atmosphere is fun and exciting; (4) 26 of teachers are very good in creating fun learning, because the teacher have created a dynamic learning atmosphere with the interaction between students, student interaction with the teacher, students are enthusiastic in learning, and the class atmosphere is fun and exciting so that it impacts achieving learning goals.

According to the result of in-depth interview, that 15 teachers experience problems creating fun learning because they rarely do 7 (seven) of the following activities. First, they rarely establish joint learning contracts with students before learning activities (57.AKA28, interview, March 17th, 2023). Second, they rarely conduct research in class, so teachers only know about student problems during learning activities (46.QH5, interview, March 17th, 2023). Third, they rarely use fun teaching strategies (2.AKA2, interview, March 17th, 2023). Fourth, they rarely bring media learning tools into class (3.AKA3, interview, March 17th, 2023). Fifth, they rarely pay more attention to student learning styles (18.AKA14, interview, March 17th, 2023). Sixth, they rarely communicate with students more closely (34.FIQ7, interview, March 17th, 2023). Seventh, they rarely motivate students when starting and ending learning activities (31.AKA21, interview, March 17th, 2023).

According to the result of in-depth interview, that 45 teachers experience no problems creating fun learning because they do 7 (seven) of the following activities. First, they often attend training on classroom action research to find solutions to problems in the learning process (17.QH2, interview, March 18th, 2023). Second, they have established a study contract with students before teaching so that each student has a disciplined, committed, and responsible attitude in the learning process (45.QH4, interview, March 18th, 2023). Third, they often attend training on active learning strategies, namely, group resumes, active knowledge sharing, inquiring minds want to know, guided note-taking, team quizzes, active debate, learning starts with a question, question cards, information search, card sort, the power of two, jigsaw learning, peer lessons, poster sessions, active observation and feedback, index card matches, and so on (47.QH6, interview, March 18th, 2023). Fourth, they have prepared media related to the learning material that will be taught to students (52.QH9, interview, March 18th, 2023). Fifth, they have mastered various student learning styles, namely visual learning styles, auditory learning styles, and kinesthetic learning styles. Teachers can group students according to student learning styles by mastering student learning styles (28.FIQ4, interview, March 18th, 2023). Sixth, they have visited the homes of students who need attention, especially students who have problems, to maintain open communication between teachers and parents so that teachers can understand the characteristics of students and students are willing to be open to their teachers (43.FIQ12, interview, March 18th, 2023). Seventh, they have motivated students by delivering wise sentences, namely "Your future is determined by what you start today," "Getting up in the morning is a sign that you can achieve life's goal better than yesterday," and "You need to stop trying to change who you are and just make who you are better for your future," "Every new day is another chance to change your life," "Struggle that you do today is the single way to build a better future," "Do your best at every opportunity that you have," "The important thing in life is not the triumph but the struggle," and so on (60.FIQ14, interview, March 18th, 2023)

Fun learning is necessary for students because fun positively influences learning processes and outcomes (Gabriella, 2021). A professional teacher is a teacher who can encourage students to enjoy learning as a basis for making students become learners (Trodd & Dickerson, 2019). Therefore, performance of Indonesian Islamic religious education teachers in creating fun learning, is a must in learning process.

3.5. Performance of Indonesian Islamic Religious Education Teachers in Reading and Writing Literacy Habits

Performance of Indonesian Islamic religious education teachers in reading and writing, based on the results of structured question answers from 60 participants via the <https://forms.gle/hwJfm6kBgUPMhVDx7> application can be seen on Figure 5 below

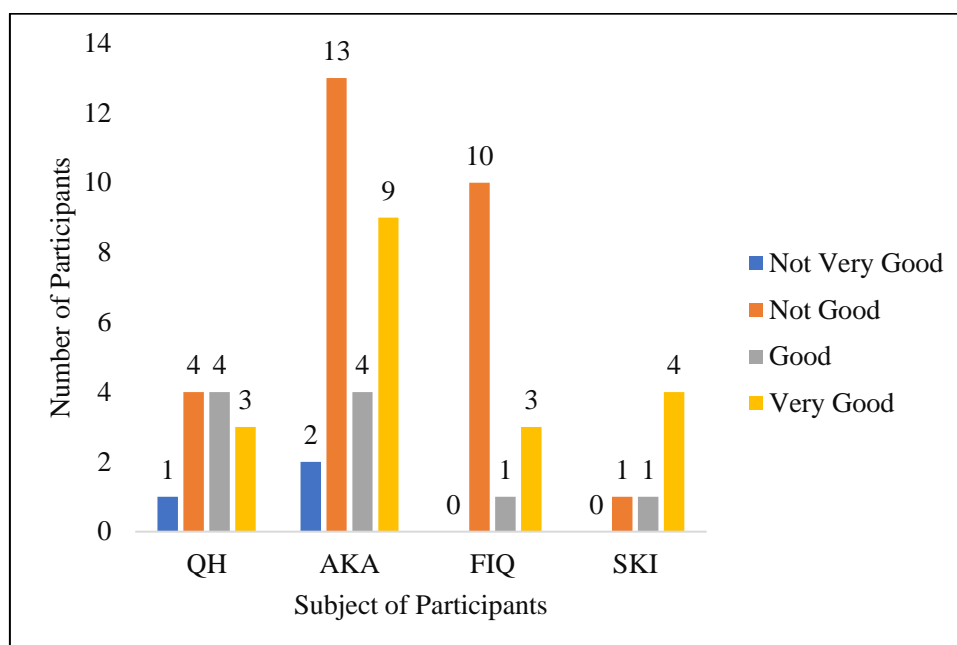


Figure 5. Performance in Doing Reading and Writing Literacy Habits

Figure 5 shows (1) 3 of teachers are not very good in creating literacy habits, because the teacher have not habitually read, written, communicated, practice, or worked programmatically; (2) 28 of teachers are not good in creating literacy habits, because the teacher make a habit of reading, writing, communicating, practice, or working but have not had an impact on the habits carried out by students outside the classroom; (3) 10 of teachers are good in creating literacy habits, because the teacher carry out reading and writing literacy habits in schools/madrasas, which impact the formation of a culture of reading and writing outside the classroom and producing literacy works such as wall magazines, short stories, and other written works; (4) 19 of teachers are very good in creating literacy habits, because the teacher carry out reading and writing literacy habits in schools/madrasas, which have an impact on the formation of a culture of reading and writing outside the classroom, producing literacy works such as wall magazines, short stories, and other written works, and publishing them student literacy work in society.

According to the result of in-depth interview, that 31 teachers experience problems in creating reading and writing literacy habits because of low interest in reading students (53.FIQ13, interview, March 18th, 2023), no reading corner in every class yet, and no reading corner in every class yet (26.SKI2, interview, March 18th, 2023).

According to the result of in-depth interview, that 29 teachers experience no difficulties creating *reading and writing* literacy habits because the literacy movement program has been realized. First, a 15-minute reading activity is performed every day, and the teacher becomes a model in the 15-minute reading activity by reading during the activity (56.QH1, interview, March 18th, 2023). Second, there are campaign posters to broaden the understanding and determination of the school community to become lifelong learners; there are libraries, reading corners in each class, and a comfortable reading area, with a collection of non-textbooks used for literacy activities, and the school library provides a variety of reading books (non-textbooks: fiction and nonfiction) that learners can use

to expand their knowledge (1.AKA1, interview, March 18th, 2023). Third, learners have a daily reading journal, a portfolio contains a collection of reading material, lists are on display in the class and school corridors, and they use the social environment with a variety of academic literature (print, visual, auditory, digital) and with literacy-rich textbooks (15.SKI1, interview, March 18th, 2023).

The teacher's role in the school literacy movement is dominant (Aladrović Slovaček et al., 2017), especially in overseeing reading and writing literacy activities (Draper et al., 2000). For this reason, good discipline is needed because, without discipline, literacy activities will not be realized (Unstad, 2021). If all teachers and students have a good attitude toward discipline, it will impact literacy success in schools (Gambrell, 2015). In this digital and global era, the literacy movement for reading and writing in schools faces tough challenges (Diem, 2015). Therefore, the teacher must be able to guide and supervise students to get used to reading and writing activities through several activities, such as the habit of reading 15 minutes before learning activities, writing competitions for scientific papers, writing wall magazines, providing reading corners in every classroom, providing books reading other than textbooks so that students can use it to broaden their knowledge.

3.6. Performance of Indonesian Islamic Religious Education Teachers in Paying Attention to Safety, Comfort, and Cleanliness

Performance of Indonesian Islamic religious education teachers in paying attention to safety comfort and cleanliness, based on the results of structured question answers from 60 participants via the <https://forms.gle/hwJfm6kBgupMhVDx7> application can be seen on Figure 6 below

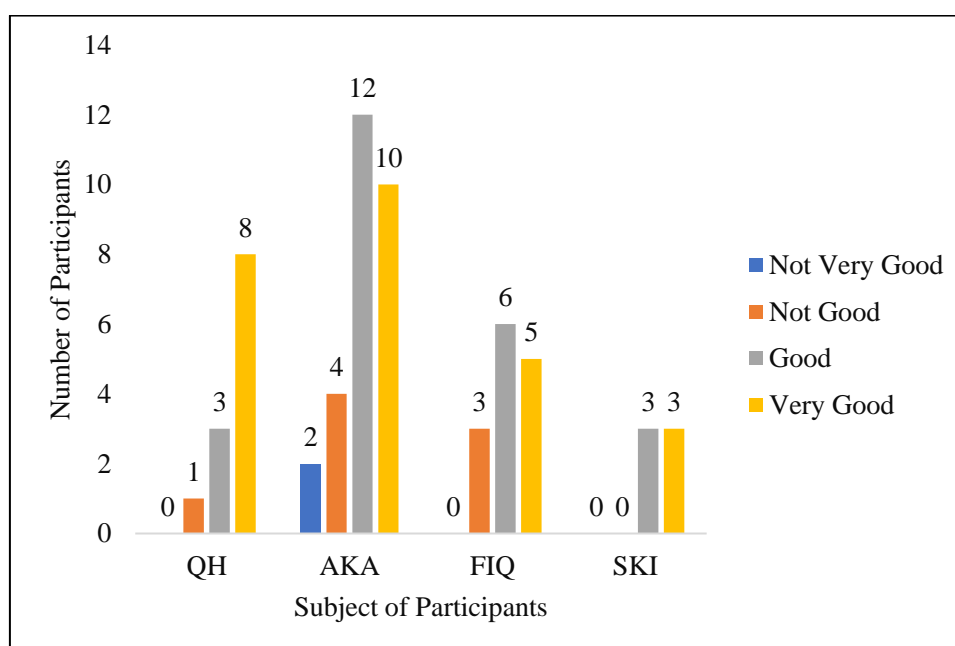


Figure 6. Performance of in Creating Safety, Comfort, and Cleanliness

Figure 6 shows (1) 2 of teachers are not very good in maintaining security, comfort, cleanliness during learning process, because the teacher do not implement learning procedures that pay attention to safety, comfort, cleanliness, and physical and psychological convenience to be accessible to students in learning; (2) 8 of teachers are not good in maintaining security, comfort, cleanliness during learning process, because the teacher have not optimally implemented learning procedures that safety, comfort, cleanliness, and physical and psychological convenience in student learning; (3) 24 of teachers are good in maintaining security, comfort, cleanliness during learning process, because the teacher implements learning procedures that pay attention to safety, comfort, cleanliness, and physical and psychological

convenience in student learning by building good relationships between students and teachers who respect and appreciate each other to achieve learning objectives; (4) 26 of teachers of teachers are very good in maintaining security, comfort, cleanliness during learning process, because the teacher implements learning procedures that involve students in maintaining security, comfort, cleanliness, and physical and psychological convenience in student learning by building good relationships between students and teachers who respect each other so that learning objectives are achieved.

According to the result of in-depth interview, 10 of teachers experience problems in attention to safety, comfort, and cleanliness during learning because the work program of the school security unit has not been implemented optimally (20.AKA15, interview, March 20th, 2023); picket schedule of students has not been implemented optimally (23.AKA17, interview, March 20th, 2023), and the greening school program has not been implemented optimally (57.AKA28, interview, March 20th, 2023).

According to the result of in-depth interview, 50 of the teachers experienced no problems in attention to safety, comfort, and cleanliness during learning because a culture of security, comfort, cleanliness, beauty, order, kinship, and shade has been realized with the green school program (35.FIQ8, interview, March 20th, 2023).

One of the characteristics of a green school is a school garden where colorful plants grow to beautify the school environment. With the existence of this school garden, students and teachers are expected to feel more comfortable during the learning and teaching process (25.AKA19, interview, March 20th, 2023). Before learning activities begin, the teacher must ensure that student safety during learning is guaranteed (Tusseyev et al., 2021). Teachers need help to make this happen, but collaboration with all parties, especially school principals, is essential, especially after COVID-19 (Weiner et al., 2021). In addition to guaranteeing student safety, teachers must ensure students' comfort while studying (Che Nidzam et al., 2017). To ensure students can learn comfortably, teachers must take a holistic approach, namely ensuring students' body temperatures are healthy, the position of the classroom environment is not noisy, the classroom air ventilation is sufficient, and so on (Jiang et al., 2021). For this reason, the teacher must communicate with the school security department, health department, and related parties to create a comfortable learning atmosphere (Rasna, 2020). Apart from the safety and comfort of learning, teachers must also pay attention to the cleanliness of students (Cole & Hamilton, 2019). The school greening program is one of the programs that make learning activities fresh, comfortable, and clean (Cole, 2014).

Therefore, performance of Indonesian Islamic religious education teachers in in paying attention to safety comfort and cleanliness, is a must in learning process.

3.7. Performance of Indonesian Islamic Religious Education Teachers in Utilizing Learning Facilities and Infrastructure

Performance of Indonesian Islamic religious education teachers in utilizing learning facilities and infrastructure, based on the results of structured question answers from 60 participants via the <https://forms.gle/hwJfm6kBguPMhVDx7> application can be seen on Figure 7 below

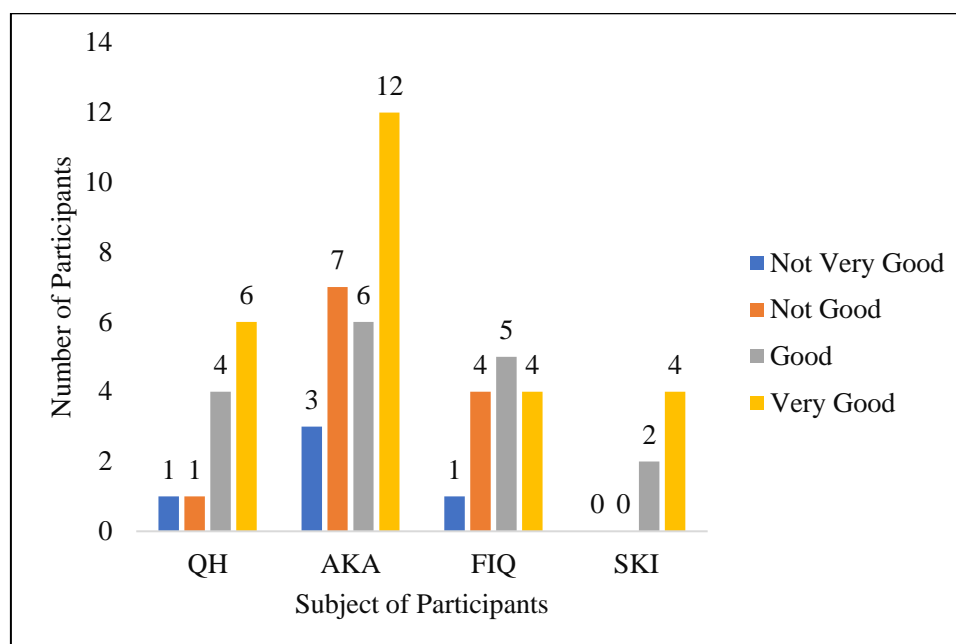


Figure 7. Performance in Utilizing Facilities and Infrastructure Available in Schools

Figure 7 shows (1) 5 of teachers are not very good in utilizing learning facilities and infrastructure, because the teacher have not utilized facilities and infrastructure as media and learning resources; (2) 12 of teachers are not good in utilizing learning facilities and infrastructure, because the teacher utilizes facilities and infrastructure as media and learning resources, which are limited, both in number and type, so they do not impact the quality of the learning process; (3) 17 of teachers are good in utilizing learning facilities and infrastructure, because the teacher utilizes existing facilities and infrastructure inside and outside the school, improving the quality of learning and student learning outcomes; (4) 26 of teachers are very good in utilizing learning facilities and infrastructure, because the teacher utilizes existing facilities and infrastructure inside and outside the school, both available and created by teachers/students as media and learning resources that improve the quality of learning and student learning outcomes.

According to the result of in-depth interview, 17 of teachers do not utilize facilities and infrastructure as media and learning resources because they are less creative and innovative in making student learning media and developing learning resources (46.QH5, interview, March 30th, 2023).

According to the result of in-depth interview, 43 of teachers utilized facilities and infrastructure as media and learning resources because they did training to make learning media and develop learning resources (37.AKA23, interview, March 30th, 2023).

Adequate facilities and infrastructure are needed to realize the six achievements mentioned above. With adequate facilities and infrastructure, achieving these six performances will be easy (Marmoah et al., 2019). Therefore, teachers must manage learning facilities effectively because realizing educational goals requires providing, utilizing, and managing good facilities (Kingsley, 2019). In addition to facilities, adequate school infrastructure also impacts changes in teacher performance (Shirrell, Matthew, Megan Hopkins, 2019) because the existence of infrastructure will also impact student learning outcomes (Campus, 2016). Therefore, the performance of Indonesian Islamic religious education teachers in utilizing learning facilities and infrastructure is a must in learning process.

4. CONCLUSION

This study revealed various challenges faced by teachers in different aspects of the educational process: 19 teachers reported difficulties in implementing contextual learning, 8 in assessing processes and results, 18 in remedial and enrichment programs, 15 in creating a pleasant learning atmosphere, 31

in fostering reading and writing literacy, 10 in ensuring student safety, comfort, and cleanliness, and 17 in optimally utilizing school facilities and infrastructure. These issues primarily stem from the teachers' lack of participation in professional development training such as contextual teaching and learning, assessment instruments, active learning, literacy, and media and learning resource development. Interviews with teachers who did not face these challenges indicated that their active involvement in continuing professional development programs helped resolve these issues. Consequently, it is recommended that school stakeholders provide necessary support for these programs. According to the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 209/9/2021, future research should also focus on the quality of graduates, teacher quality, and school management, as this study was limited to the learning process.

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