**PAI TEACHERS' RESPONSE TO RELIGIOUS MODERATION TRAINING FOR PAI TEACHERS AT HIGH SCHOOLS IN PADANG**

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**Abstract**

This article presents the results of a study on the response of PAI teachers in senior high schools to the model of fostering religious moderation for teachers in Padang. The problem in this study departs from several research results stating that PAI teachers at educational institutions in various cities in Indonesia have been exposed to radical and intolerant religious understanding and thoughts. To overcome this, the government has implemented various coaching programs, including fostering religious moderation for PAI teachers. This study tries to describe the response of PAI teachers to the model of fostering religious moderation in Padang. The locus and object of this research are high school teachers in the city of Padang with a quantitative approach with descriptive-analytical methods. Data were collected through a questionnaire, then processed and analyzed by descriptive method. The study's results showed a positive response from high school PAI teachers to the model of fostering religious moderation. This positive response can be seen from the teacher's perception of the material, presenters, and implementation models of moderation coaching activities for PAI SMA teachers in Padang.

**Keyword**s: Training; Religious Moderation; Teachers

**INTRODUCTION**

Many verses in the Quran and the Prophet's Hadith convey the universal principles of justice, compassion, and knowledge that need to be applied in daily life (Anwar, 2002; Rahmatullah, 2014; Akmansyah, 2015). One of these verses is stated in QS Al-Hujurat verse 13, which explains how God created humans with countries and tribes so that they know one another. This verse becomes one of the bases that, given the multiplicity of ethnicities, races, cultures, languages, religions, and other beliefs among Indonesian residents, it is crucial to cultivate a tolerant attitude in daily life (Tabin, 2020; Dokhi et al., 2016; Zulkarnain, 2011).

Truth be told, the teaching of tolerance is gradually vanishing (Muawwanah, 2018; Jena; 2019). The manifestations of justice, compassion, and wisdom are no longer found in the lives of some Muslims. In recent years, Islam has been characterized as an aggressive, harsh, and dangerous religion (Irman, 2018; Nurjannah, 2013). Moreover, there is a tendency for extreme ideas in some groups, in which they only see their group as right and believe that any other group is evil and should be destroyed (Said, 2015).

The Center for Community Islamic Studies (PPIM) of UIN Syahid Jakarta and Setara Institute, among other organizations, has issued a number of survey results that show how radicalism and intolerance have permeated Indonesia's educational institutions. In addition, a survey on the tolerance of Indonesia students conducted by Setara Institute in 2016 revealed that up to 35.7% of students had an intolerant understanding at the thought level, 2.4% of them displayed an intolerant attitude in their actions and words, and up to 0.3 % of them had the potential to become terrorists.

Furthermore, the results of other investigations are also astounding. It is said that radicalism and the seeds of intolerance have entered and flourished in schools. According to the 2017 PPIM UIN Jakarta research report, 34.3 percent of the respondents from 34 Indonesian provinces, who were students and teachers/lecturers, expressed intolerance for religious organizations other than Islam. Furthermore, 48.95 percent of the respondents, who were students, said that they did not associate with people who practiced other religions due to their religious education. Even more astounding is the fact that 58.5 percent of the student respondents have extremist religious views. Then, it was discovered in a survey by the Ministry of Religion (Kemenag) that teacher factors also had an impact on the likelihood of the growth of radicalism and extremism in schools. Since religious educators are lacking in some schools around the nation, students are taught religion by educators without a background in religion or religious education. The main issue in schools is that many religious educators are not actually trained in their fields.

As the institution responsible for implementing PAI learning in schools, the Ministry of Religion has outlined that one of its responsibilities is to uphold the principle of religious moderation. The Minister of Religion also underlines that all religions generally promote moderation. Religions were transmitted to the prophets of God in order to uphold and defend human dignity in the context of humanity. Six different religions are acknowledged in Indonesia, and each follower has the freedom to practice their religion following its teachings. Thus, Indonesia has, in reality, practiced religious moderation since its inception.

According to the findings of their field research, the researchers discovered numerous approaches for encouraging religious moderation among PAI teachers at senior high schools in Padang. Every training program was typically designed to improve PAI teachers' professional expertise and awareness of religious moderation. The development of pedagogic competence —particularly the pedagogic 3 —received increased attention in the teacher training. Meanwhile, the emphasis on promoting the professional competence of PAI teachers was practically performed by PAI supervisors and the PAI MGMP.

General coaching and specific coaching were the two categories of coaching carried out to foster the teachers' religious moderation based on its types. The provision of general instruction generally took the form of seminars, workshops, and training. The Head of the Ministry of Religion in Padang, KASI PAIS of the Ministry of Religion in Padang, and the Supervisors of PAI Teachers in Padang were among the speakers during this activity. In its implementation, this activity invited PAI teachers from every school. Meanwhile, special coaching was conducted periodically by PAI supervisors in their respective working areas. Supervisors utilized two methods to provide guidance. In the first method, the supervisor gathered PAI teachers in their workplaces and trained them according to the emerging problems that occurred in society. In the second method, supervisors provided coaching by going directly to the schools and overseeing PAI teachers' management of the educational process. Then, in this second coaching model, the supervisor actively discussed and probed the circumstances and issues the teacher is facing before offering a variety of inputs and answers.

In addition to the program established by the Ministry of Religion, teacher guidance was also carried out by the Subject Teacher Conference (MGMP). MGMP acted as a liaison between PAI teachers and PAIS of the Ministry of Religion Padang. The establishment of MGMP was significant because it might directly help by creating and adapting various activities to the demands of PAI teachers. The MGMP served as a venue for various activities during its implementation, including training on planning/learning tools, learning models, learning evaluations, and creating teaching materials, including scientific publications.

Based on the description mentioned above, it was essential to conduct a study on how PAI instructors reacted to the growth of religious moderation in PAI teachers at SMA in Padang. This study gained significance when it was realized that one of the elements influencing the development of radical and moderate knowledge and thoughts among students in Indonesia was the presence and character of professors, as previously reported.

**RESEARCH METHODOLOGY**

This research utilized the descriptive quantitative method. The research method can be seen as a scientific way to gather reliable data with the goal of learning, creating, and confirming a specific knowledge that can then be utilized to comprehend, address, and foresee issues. Teachers of PAI at SMA in Padang were surveyed for this descriptive study. The method of gathering the data involved a questionnaire and a sample of 30 randomly chosen teachers. The processes completed in this study included creating the questionnaire instrument that was used to gather data. Knowledge of the model of religious moderation's development, materials, and presenters was included in the questionnaire's information. The assembled questionnaires were evaluated for validity and reliability before being labeled as study findings.

**RESEARCH RESULTS AND DISCUSSION**

Teachers' responses to the model of religious moderation development for Islamic education teachers were gathered through a questionnaire. The questionnaire was distributed to respondents who were PAI teachers in Padang. The analysis results of regarding the perceptions of PAI teachers are as follow:

1. Validity and Reliability Test of the Instrument

To evaluate the accuracy of each item used to assess the variables, the validity and reliability test was carried out. The PAI teachers were asked 15 questions as part of the questionnaire's validity test. The validity test results revealed that 11 items had higher validity coefficients than the t table (>1.75). This indicated that they could be employed as measuring instruments in this study and in subsequent analyses. Whereas, four items—numbered 1, 2, 7, and 8—were discarded because their degrees were invalid.

The reliability test was carried out after the validity test was done. The reliability test was performed by testing the instrument only once through the odd-even halves method. The questionnaire is said to be reliable if the *reliability* coefficient is positive and greater than 0.20. The results revealed that the reliability score of the items on the questionnaire for each variable being studied was greater than 0.20. These results indicated that the items on the questionnaire were reliable for measuring the variables.

1. Descriptive Analysis of Research Data

The description of the research data was utilized to enrich the discussion. The description of data related to the respondent's responses represented how the respondents responded to each variable in this research. To help the interpretation of the variables being studied, the scores of respondents' responses were categorized, which is as follows.

Range of Category Score = (17 x 1 x 5) – (17 x 1 x 1)

5

= 85 – 17

5

= 13.6

Based on the above calculation, each category's interval length is 13.6. The results of data processing demonstrated the recap of respondents' responses per statement item, which is as follows:

***The teachers' response to the materials***

The respondent's perception that the coaching material is in line with the needs in the development of PAI teachers is described in Statement 3 of the questionnaire. The respondents' responses to Statement 3 "Coaching Materials according to the needs of PAI Instructors" were revealed by the analytical findings of the description of the PAI teachers' perception. It was discovered that Strongly Agree was selected by 29.4% of respondents; Agree was selected by 52.9% of respondents; and Disagree was selected by 17.6% of the respondents.

The data are presented included in the continuum line as follows:

Continuum Line Statement 3

**70.0**

**17**

**30,6**

**44,2**

**57,8**

**71,4**

**85**

**Bad**

**Poor**

**Fairly Good**

**Good**

**Very Good**

***The teachers' response to the material delivery***

The respondent's perception, expressed in statement 4, is that coaching's method of information distribution engages the teachers. The respondent's reaction to Statement 4 "Submission of coaching materials attracts the interest of PAI teachers" can be seen in the analytical findings of the description of the PAI teacher's perception. It was discovered that 17.6 percent of respondents indicated a strong agreement, 52.9 percent indicated agreement, 17.6 percent indicated disagreement, and 11.8 percent indicated a strong disagreement.

Continuum Line Statement 4

**62**

**17**

**30,6**

**44,2**

**57,8**

**71,4**

**85**

**Bad**

**Poor**

**Fairly Good**

**Good**

**Very Good**

***The teachers' response to the novelty of the material***

The respondent's perception that the coaching's material introduces something innovative for PAI teachers is expressed in statement 5. The respondent's response to Statement 5 "Coaching material introduces something new" can be seen in the analytical results of the description of the PAI teacher's perception. The findings showed that Strongly Agree was selected by 29.4% of respondents, Agree was selected by 52.9%, Disagree was selected by 11.8%, and Strongly Disagree was selected by 5.9% of respondents.

Continuum Line Variable Statement 5

**69.0**

**17**

**30,6**

**44,2**

**57,8**

**71,4**

**85**

**Bad**

**Poor**

**Fairly Good**

**Good**

**Very Good**

***The teachers' response to the inspiring materials***

The respondent's perception that the coaching materials encourage the PAI teachers to adopt a reasonable attitude is expressed in Statement 6. The responses to Statement 6 "The coaching materials provide inspiration" are shown in the analysis of the description of the PAI teacher's perception. According to the findings, 23.5 percent of respondents indicated that they strongly agreed, followed by responses of Agree (52.9 percent), Disagree (17.6 percent), and Strongly Disagree (5.9 percent).

Statement Continuum Line 6

**57.0**

**17**

**30,6**

**44,2**

**57,8**

**71,4**

**85**

**Bad**

**Poor**

**Fairly Good**

**Good**

**Very Good**

***The teachers' response to the coaching atmosphere***

The respondent's perception that the coaching environment is engaging is expressed in Statement 9. The responses to Statement 9 "The environment in the coaching is not interactive" are shown in the analysis findings of the description of the PAI teacher's impression. According to the study, 11.8 percent of respondents indicated that they strongly agreed, 23.5 percent that they agreed, 52.9 percent that they agreed less, 5.9 percent that they disagreed, and 5.9 percent that they strongly disagreed.

Continuum Line Statement 9

**56.0**

**17**

**30,6**

**44,2**

**57,8**

**71,4**

**85**

**Bad**

**Poor**

**Fairly Good**

**Good**

**Very Good**

***The teachers' response to the mastery of the material***

The respondent's perception that the speakers in the coaching activities had a solid grasp of the subject is expressed in Statement 10. The respondents' responses to Statement 10 "The presenters in the coaching master the material effectively" are shown in the analysis of the description of the PAI teachers' perception. Strongly Agreed respondents made up 29.4 percent of the total, Agreed respondents made up 58.8 percent, and Disagreed respondents made up 11.8 percent.

Continuum Line Statement 10

**71.0**

**17**

**30,6**

**44,2**

**57,8**

**71,4**

**85**

**Bad**

**Poor**

**Fairly Good**

**Good**

**Very Good**

***The teachers' response to the coaching time***

The respondent's perception that the coaching time is never appropriate with everyday tasks is expressed in statement 11. The respondent's reaction to Statement 11 "Implementation of the timing of coaching is not acceptable" may be seen in the analytical findings of the description of the PAI teacher's perception. Respondents who selected Agree were 23.5 percent, those who selected Disagree were 29.4 percent, and those who selected Strongly Disagree were 47.1 percent.

Continuum Line Statement 11

**47.0**

**17**

**30,6**

**44,2**

**57,8**

**71,4**

**85**

**Bad**

**Poor**

**Fairly Good**

**Good**

**Very Good**

***The teachers' response to the speaker's communication***

The respondent's perception that the presenter is less engaging when giving PAI teacher development materials is expressed in statement 12. The responses to Statement 12 "The presenters are less engaging and communicative" are shown in the analytical findings of the description of the PAI teacher's impression. According to the data, there were as many as 11.8 percent of respondents who answered "strongly agree," 23.5 percent of respondents who said "agree," 35.3 percent of respondents who said "less agree," 23.5 percent of respondents who said "disagree," and 5.9 percent of respondents who said "strongly disagree."

Continuum Line Statement 12

**53.0**

**17**

**30,6**

**44,2**

**57,8**

**71,4**

**85**

**Bad**

**Poor**

**Fairly Good**

**Good**

**Very Good**

***The teachers' response to the impact of coaching***

The respondent's perception that coaching enables PAI teachers to exercise moderation is expressed in statement 13. The replies to Statement 13 "Coaching helps PAI teachers to be moderate" are shown in the analytical findings of the description of the PAI teachers' perceptions. According to the results, 47.1 percent of respondents said that they strongly agreed, 41.2 percent said they agreed, and 11.8 percent said they disagreed.

Continuum Line Statement 13

**74.0**

**17**

**30,6**

**44,2**

**57,8**

**71,4**

**85**

**Bad**

**Poor**

**Fairly Good**

**Good**

**Very Good**

***The teachers' response to the setting of coaching***

The respondent's perception that the setting for the implementation of coaching is unwelcoming and does not promote the professional growth of PAI instructors is expressed in Statement 14. The respondent's reaction to Statement 14 "The place of execution of coaching is not comfortable" may be seen in the analytical findings of the description of the PAI teacher's perception. It was discovered that the percentage of respondents who gave the Strongly Agree response was as high as 5.9%, the Agree response was as high as 23.5 percent, the Less Agree response was as high as 41.2 percent, the Disagree response was as high as 23.5 percent, and the Strongly Disagree response was as high as 5.9 percent.

Continuum Line Statement 14

**51.0**

**17**

**30,6**

**44,2**

**57,8**

**71,4**

**85**

**Bad**

**Poor**

**Fairly Good**

**Good**

**Very Good**

***The teachers' response to the repetition of material***

The respondent's perception that coaching merely repeats the information covered in university lectures is expressed in statement 15. The respondent's reaction to Statement 15 "The coaching only repeats the content during the lectures at the university" is shown in the analysis findings of the description of the PAI teacher's perception. According to this study, there were as many as 29.4 percent of respondents who said Strongly Agree. 35.3% of respondents said they agreed, 29.4% of respondents said they disagreed, and 5.9% of respondents said they strongly disagreed.

Continuum Line Statement 15

**49.0**

**17**

**30,6**

**44,2**

**57,8**

**71,4**

**85**

**Bad**

**Poor**

**Fairly Good**

**Good**

**Very Good**

The statistics displayed above demonstrated that the respondents' perceptions of the implementation of religious moderation development for PAI teachers at SMA in Padang were generally positive.

**CONCLUSION**

Based on the research results presented above, the following conclusions obtained were as follow:

1. The coaching for PAI teacher development in Padang was conducted through various models, namely the general guidance, a special guidance by PAI teacher supervisors, and trainings by MGMP;
2. The PAI teachers' perception of religious moderation development was generally considered good, judging from the perception about the materials, presenters, and the implementation of coaching.

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