

Language Melody, Islamic Harmony: The Role of Indonesian Language Teachers in Creating Inspiring Islamic Schools

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Abstract

This research aims to answer the problem of how to become an inspirational teacher in the learning process in class. This research uses a descriptive qualitative approach to schools Al-Azhar ash-sharif North Sumatra. Based on data analysis, research results show that there are several initial things What teachers at the Al-Azhar Asy-Syarif Islamic School in North Sumatra need to do are (1) ensure the class setting is interesting and support inspirational learning (2) carry out a Needs Assessment to ensure that the material is appropriate delivered to arouse high awareness among students (3) Inspirational Lesson Plan or RPP planning (4) The implementation process is in accordance with planning and (5) ensures that there is an evaluation of the learning process so that there will be continuous improvement. The steps above are based on an approach that focuses on Inspirational spirit, in which several North Sumatra Al-Azhar Asy-Syarif teachers who were research subjects had confidence holds the view that (1) students are inspirational triggers (2) Teachers must be inspirational (3) Design empowering curriculum (4) creative learning methods and (5) organizing inspiring classes. Specifically, inspiring learning methods require active, innovative, creative, effective and fun. Based on the analysis and research findings, it is recommended to the Al-Azhar Asy-Syarif School to carry out a culture of study lessons between teachers in order to create enthusiasm to continue to be inspirational teachers for their students.

Keyword : Inspirational Teachers, Learning Process and Learning Paradigms.



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1. INTRODUCTION

According to Law No. 14 of 2005 regarding teachers and lecturers as well as ministerial regulation no 16 of 2007 concerning teacher competency, namely What is the job of a teacher, not only ? has an educational personality, and is capable socialize yourself in society, as well master the teaching material professionally but also What is quite important is internal ability teaching or pedagogy. Teacher ability in teaching is expected to be the condition of education in Indonesia is no longer: (1) Ranked 64th of the 65 countries in PISA (2) Are at Ranked 38th out of 42 countries in mathematics in TIMSS (3) Ranked 40th out of 42 countries in science at TIMSS (4) Ranked 41st out of 45 countries in reading at PIRLS (5) Has a reading minimum of 1000 Indonesian students versus 1, meaning if there are 1000 students then there will be only one student was found who was interested in reading (6) Have the qualities a teacher is expected to have a score of 70 UKG (Teacher Competency Test), apparently only 44.5.

Meanwhile it must be acknowledged that the government has promoted the concept of Learning Inspirational for teachers in teaching be a solution to the problem above, but deep In reality there are still many teachers lacking understand it until it is very small to apply it during the learning process with students. This research explains teachers as humans resources in education provide a role very important in the learning process.

An inspiring learning method the author stated in this article is Indonesian language from active learning theory, fun learning, etc. The author changed this deliberately because Inspirational learning words are more pronounced Indonesianness compared to the words Active Learning or fun learning, especially in several institutions Education that implements a learning system which is full day from 07.00 am to 16.00 afternoon or for state schools

that use 2013 curriculum return at 14.00. Duration 7-9 hours in a curriculum learning process National education will clearly result in fatigue and high saturation, thus implementation Inspirational learning methods will make students motivated & happy to learning, which this has consequences on their success in the future. If not, So it's natural that many are reluctant to go to school and quite a few blame the institutions school because it is only used for alienate students from their environment (Ivan Illich (1973) p. 10).

This method is actually not a new method when compared with method developments the latest learning, for example, Project-Based Learning, Participatory Learning, multiple intelligence and so on. However conditions Indonesian society and its curriculum system KBK (Competency Based Curriculum) which developed into KTSP and even now developed in the 2013 curriculum, for writers seems to require the use of methods inspiring learning. There are some general assumptions in this study :

1. Students/protégés are the core subject learning process, so they are who is active by considering balance in all affective and cognitive domains and their psychomotor skills.
2. The teacher is a facilitator figure guiding students to learn independent, the teacher is not a lecturer or narrator source.
3. The curriculum should be in accordance with students' abilities and also appropriate with their needs and KBK/KTSP more or less supports this condition.
4. The environment, especially the classroom, must be set in such a way that students feel ready to learn upon entry inside it.

Thus the learning process must be able to consider the four items above coupled with the values or norms that we incorporate in the learning process in this case of course values that are in accordance with the school's identity. This research aims to answer the problem of how to become a teacher inspirational in the learning process in class. A descriptive qualitative study of teachers in Universal Al Syukro Islamic School.

2. METHOD

In carrying out this research, the author using collection and analysis by using a qualitative process with research Subjects 5 (people) teachers and students taught what they teach. While Instruments Data collection in 3 ways. The data sources we extracted came from: (1) Secondary data (2) Observation (3) Indepth-Interview. And finally in analyzing the results of observations and interview, researchers used: Description Analysis. And Categorization Analysis.

3. RESULT

Islamic Harmony in Language Learning

Islamic schools not only function as educational institutions that provide academic knowledge, but also as places where Islamic values are instilled and strengthened. Indonesian language teachers play an important role in ensuring that the language learning process is inseparable from Islamic principles that underlie all aspects of life. One way Indonesian language teachers create Islamic harmony in language learning is through selecting teaching materials that are relevant to Islamic teachings.

Indonesian language teachers carefully select texts and reading materials that not only enrich students' vocabulary and reading skills, but also contain moral and ethical messages that are in accordance with Islamic teachings. For example, they might choose stories from Islamic history or stories of the prophets as learning material, so that students can learn Indonesian while gaining a deeper understanding of Islamic values.

Apart from that, in creating a classroom environment that reflects an Islamic atmosphere, Indonesian language teachers also integrate Islamic values in daily interactions with students. They emphasize the importance of mutual respect, cooperation and honesty in every learning activity. In this way, students not only learn Indonesian, but also learn how to apply Islamic teachings in their daily lives.

Furthermore, Indonesian language teachers can use language lessons as a platform to discuss issues relevant to students' social and moral lives in an Islamic context. For example, they can choose topics such as communication ethics, respect for parents and teachers, or the importance of obeying God's commands in language learning. In this way, Indonesian language teachers not only teach language, but also shape students' characters in accordance with Islamic teachings.

With this holistic approach, Islamic harmony in language learning not only becomes a concept, but also becomes an integral part of students' educational experience in Islamic schools. The Indonesian language teacher acts as a facilitator who connects Indonesian with Islamic values, thereby creating a learning environment that is rich in meaning and meaningful for students' spiritual and intellectual development.

Instilling Islamic Personality Through Language

Indonesian language teachers not only teach language, but also have a deep role in shaping students' personalities in accordance with Islamic teachings. They serve as role models who provide real examples of how to apply Islamic values in everyday life. One way Indonesian language teachers instill an Islamic personality is through the use of practical examples from everyday life in language learning.

Indonesian language teachers can choose contexts that are relevant to students' lives to introduce Islamic concepts in language activities. For example, they can use inspirational stories about simplicity, honesty, or patience in solving everyday problems. In this way, students not only learn the language, but also gain a deeper understanding of Islamic moral and spiritual values that they can apply in their daily lives.

In addition, Indonesian language teachers also play a role in guiding students to use the language in a way that reflects Islamic values. They teach the importance of using language politely and courteously, avoiding hurtful remarks, and expressing opinions in a constructive and respectful manner towards others. In this way, students not only become proficient in communicating, but also become individuals who practice noble morals as taught in Islam.

Furthermore, Indonesian language teachers also have an important role in helping students develop a deep understanding of Islam through the use of language. They can teach students to understand Islamic texts better, analyze the messages they contain, and reflect on the implications of Islamic teachings in their lives. By deepening their understanding of Islam through language, students can internalize these values and apply them in all aspects of their lives.

Apart from that, Indonesian language teachers are also a source of inspiration and moral support for students in facing various trials and challenges in life. They motivate students to remain steadfast in living the teachings of Islam, reminding them of the importance of patience, perseverance and trust in Allah SWT. By providing solid moral and spiritual support, Indonesian teachers help students strengthen their faith and determination in facing all obstacles.

In these ways, Indonesian teachers not only teach the language, but also help shape the Islamic character of their students. They play a very important role in instilling Islamic values in students' lives, creating a grounded and meaningful learning environment, and providing solid provisions for students' future spiritual and intellectual development.

4. DISCUSSION

Teachers in Classroom Management

In its application there are five stages Learning is going quite well at Al College Syukro namely;

- a. Class settings (Class Settings), institutions education should have special classes for each subject group within learning process, so that students Entering the room very ready to study certain subjects. In English learning for example, Teacher/us could put

some mottos there for example „English speaking area“, „be brave to speak English“, „do it now“ and so on. Apart from physical learning preparation too must pay attention to immaterial things such as class rules, to rewards and punishment, one of the formulations according to Ronald L. Partin, Stephen G. Barkley (2009)

Gifting Strategy



Figure 1. The Hierarchy of Rewards

- b. Needs Analysis (Needs Assessment (NA), The NA process may be partly a teacher/facilitator perceive as a process of apperception, although different but similar. This process should be what is done before learning, for example which we will teach in our second meeting can do NA at the first meeting, This is important so that students learn according to his needs and also know what to expect studied at the next meeting.
- c. Planning, a teacher must designing what will be taught, namely for example, in the form of a Lesson Plan (learning unit) and must be made beforehand carry out the learning process.
- d. Implementation, this is the core The learning process begins with apperception, then the teacher explains what will be done at that meeting, and the process learning takes place with taking into account the activeness of students as well their affective, cognitive and psychomotor domains.
- e. Evaluation (Evaluation); this process can be done with the form of the game, but most importantly. This evaluation can be used as Needs Assessment for the next meeting In evaluating students, teachers expected to understand and be able practice evaluation techniques varied, namely:
 - 1) Performance Assessment; Performance assessment work is an assessment carried out by observing students' activities in doing something.
 - 2) Attitude Assessment; Attitude starts from associated feelings (likes or dislikes). with one's inner tendencies respond to something/object.
 - 3) Written Assessment; Written assessment carried out with a written test.
 - 4) Project Assessment; Project assessment is an assessment activity towards a task that must be completed in certain period/time.
 - 5) Product Assessment; Product assessment is assessment of the manufacturing process and the quality of a product.
 - 6) Portfolio Assessment; Portfolio assessment is an ongoing assessment based on a collection of information shows the development of abilities students in a certain period.
 - 7) Self-assessment (self-assessment); Evaluation self-assessment is a technique of assessment in which Students are asked to assess themselves Alone.

Active Class

Among the things that need to be considered in preparing for class is stick/place the photos related to the subject matter, where in this inspiring learning, the class strives for each subject or at least grouping subjects, for example language classes, where related to this class is the eye Indonesian language lessons, Sundanese (regional), Arabic, to English and languages other foreigners. And what is very important is setting chairs and tables with a communicative approach, for example:

- a. U Letter Model
- b. Team Pattern
- c. Conference Table
- d. Circle
- e. Group for group
- f. Workstations
- g. Breakout grouping
- h. Chevron arrangement.
- i. Auditorium

One visualized by Reynolds, M. & Vince, R. (2007). Is:

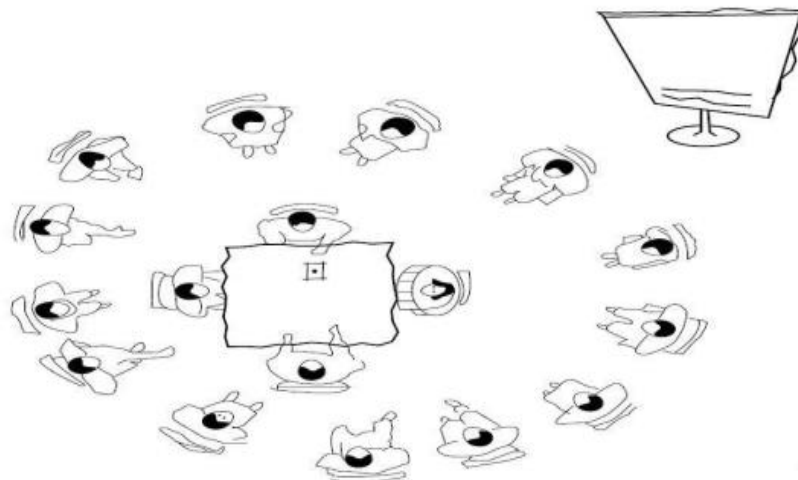


Figure 2. Model One Class Setting

The class setting model as above aims so that students can communicate well and smoothly either to the facilitator/teacher or to a friend themselves. Need to pay attention indoors standard then one facilitator should not has more than 20 students. However, it is necessary to understand that in the method inspirational learning, classes don't have to be just be in the room and that's how it should be it's not like that because the park is a class for outdoor activities. even indoors (in class). The author deliberately reveals the role of this plant for class conditions, because this agenda is often not taken into account by educational institutions for create good learning conditions inspirational learning.

5. CONCLUSION

Through the journey explored in this essay, it becomes clear how important the role of Indonesian language teachers is in forming an inspiring Islamic school. They are not only language teachers, but also architects of building strong Islamic character in the younger generation. By combining the mesmerizing "melody of the language" with the deep "harmony of Islam," they help create a grounded and meaningful learning environment for their students. In their role, Indonesian language teachers bring the legacy of Islamic values

into every aspect of learning. They teach Indonesian intelligently, but also help students understand and apply Islamic teachings in everyday life. In this way, they not only form students who are proficient in language, but also Islamic characters who have integrity and empathy. As a result of their role, the Islamic schools they helped form will become centers for the formation of strong and empowered characters. The generation they educate will become strong and intelligent ambassadors of Islam, ready to bring positive change to society. Through the dedication and hard work of Indonesian language teachers, the legacy of Islamic values will continue to develop and blossom with every step they take. Thus, it is important for us to recognize and appreciate the important role of Indonesian language teachers in forming inspiring Islamic schools. Our support and appreciation for them is an investment in the future of an empowered and impactful Muslim community. Let's together appreciate their role and support their efforts in forming a superior and dignified Islamic generation.

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