THE DEVELOPMENT TEACHER ROLE AND COUNSELING AT MADRASAH IBTIDAIYYAH

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ABSTRACT
The purpose of this study is to investigate a new approach to develop teachers’ soft skills and provide counseling guidance for students at Madrasah Ibtidaiyah Darud Da’wah wal Irsyad (MI DDI). The research employed a qualitative case study using a bibliographic design with systematic and explicit mapping methods. Data was collected through semi-structured interviews to examine the learning method. The findings show that the innovation role of an Islamic religious education teacher includes counseling activities for students. The collaborative implementation in terms of role between the religious teacher and counselor roles is essential for the successful development of this approach. This research contributes to the development of a new learning method for soft skills and counseling guidance for elementary school students. It demonstrates an effective and efficient strategy to teach and improve teachers’ soft skills by integrating soft skill training into courses focused on hard skills.

Keywords: Education, Teachers, Teaching, Learning

INTRODUCTION
In the world of the COVID-19 Pandemic, it has forced the shift from a teaching model to online learning at the university level globally. The creative teaching process is critical in the Covid-19 era, so a conceptual analysis process, interactive dialogue, and reflection are needed in conducting the online learning process (Kadiyono et al., 2020). Therefore, online teaching quality is the key to students' academic success, especially in the Covid-19 era, and students' entire motivation is needed (Supriadi et al., 2020). With the existence of a learning environment method, the impact is directly or indirectly influenced by great educators. Learning methods for
studying objective and visual class models to achieve excellent classification results in achieving the goals to be achieved (Agarwal & Roth, 2002; Agarwal & Roth, 2002; Rowley et al., 1998; Fergus et al., 2003; Lowe, 1999; Vaillant et al., 1994; Viola & Jones, 2001; Osuna et al., 1997; Weber et al., 2000).

Value education in Islamic teachings plays an important role in the effort to realize a complete human being or insan kamil (Abdullah, 2006; Fadlan & Saputra, 2017). The challenge of Islamic education, especially in Indonesia, is how to implement Islamic religious values to students as a whole and kaffah who not only master knowledge but have the quality of faith and noble character (al-Attas, 1991; Alkhan & Hassan, 2021). Because the purpose of Islamic education is to form human beings who have a harmonious and balanced personalities; not only in the fields of religion and science, but also skills and morals (Alkouati, 2018; Asari et al., 2021; Alidrus, 2012). Therefore, a good education will be seen from the existence of clear learning objectives as an important element in the process of learning activities, creating personal servants of Allah SWT who fear Him and can achieve a happy life in this world and the hereafter (Anzehaie & Bai, 2013; Raihani, 2015; Thohir et al., 2021). Advances in science and technology have had no small impact on human attitudes and behavior, both as religious human beings and as individual beings and social beings (Ali & Bagley, 2015; al-Attas, 1991; Putra & Abdullah, 2019; Dahlan et al., 2021). Islamic religious education is expected to be able to produce humans who always strive to perfect faith, piety, and noble character, noble character includes ethics, character, or morals as a manifestation of education (Kesuma, 2020; Anzehaie & Bai, 2013). Such humans are expected to be strong in facing challenges, obstacles, and changes that arise in social interaction. both locally, nationally, regionally, and globally (Ali & Bagley, 2015; Ghlamallah et al., 2021; Arvisais et al., 2021). For this reason, value education is very important to be implemented to help students become human beings who can understand the values of their religious teachings and apply these values in their daily lives so that all negative effects of changing times can be anticipated by students better.

Elementary school students are those aged around 6 to 12 years who are undergoing the stage of childhood development and will enter early adolescence (Brookover et al., 1978). Many factors, approaches, theories, and models have been used to investigate school climate, resulting in a complex body of knowledge. The stage of development of elementary school-aged children is a period where they are preparing themselves for the continuation of their future development (Anderson, 1982). In their developmental tasks, they often encounter obstacles and problems, so they depend significantly on other people, especially parents and teachers (Mashuri & Suyatno, 2018; Dogra et al., 2021). Therefore, elementary school-age children need special attention from parents and teachers. Children or students are individuals who grow and develop toward maturity (Tumiran et al., 2020). In learning and understanding something, a teacher who can accompany children or students is needed (Syamsuri et al., 2020).

There is no universal agreement on the importance of skills, how to teach them, or how to measure them, despite the increased interest in the inclusion of soft skills in curriculum. In actuality, there are many different ways that soft skills are taught and evaluated across various nations and educational institutions. Similarly, there is a lot of variation in the pedagogical methods used to teach soft skills. It is widely acknowledged that soft skills cannot be learnt passively through the study of simple facts. Students must take on a proactive role so they can experience their soft skill capabilities, strengths, and deficiencies. As a result, various strategies are being thought about and discussed in the literature. Consideration of the use of information and communication technology (ICT) to assist in teaching and learning as well as counseling for Islamic education learning is also intriguing from a technological standpoint. The development of soft skills, novel teaching methods, and student counseling and mentoring for primary school pupils in Madrasah Ibtidaiyah.
Another pair of soft skills frequently lacking in tertiary education is critical and structured thinking. Both go hand in hand with problem solving abilities. Especially in today’s information society it is of high importance to critically filter the endless stream of incoming data, analyse it, and make informed decisions based on it. Analytical skills also form the base for developing solutions to any kind of problem. And also in this case the soft skills are of equal usefulness in a person’s professional and private life (Ansharuddin, 2018). Based on the Al-Quran and As-Sunnah, Islam directs and guides humans to the path that pleases Him by forming a personality with good morals (Baiquni, 1995; Muchsin et al., 2018). God sent the Prophet to guide and direct humans towards true goodness and as a counselor figure capable of solving various problems related to the human soul so that humans avoid all negative traits (Lukens-Bull, 2001). Therefore, humans are expected to give each other guidance following their capacity and provide Counseling to remain patient and trusting in facing the real journey of life. Creativity is the final soft ability that has to be highlighted. This skill is frequently misunderstood as being solely valuable for artists, but in fact only structured logical thinking should be used in science or business.

What soft skills are being considered in Islamic education learning? What teaching methods are being considered to teach soft skills? These are the three main questions that this study, which was developed in the context of developing new soft skills learning methods and students counseling guidance of elementary school students in Madrasah Ibtidaiyah, aims to clarify. The next question is: How might a new teaching approach be employed to promote the teaching and development of soft skills in Islamic education?

METHOD

Teachers and grade 4 students from Madrasah Ibtidaiyah Darud Da'wah wal Irsyad (MI DDI) Amparita served as the study’s subjects. The study site is situated in South Sulawesi, Indonesia, in the Amparita Sidenreng Rappang Regency. Utilized data collection methods include documentation, interviews, and observation. The class teacher who provided the data was a teacher of fourth grade. Students from Madrasah Ibtidaiyah Darud Da'wah wal Irsyad (MI DDI) Amparita in grade 4 made up the 32 students who collected the data. To aid them in conducting in-depth interviews, researchers will record qualitative research data utilizing a questionnaire. The tools utilized in this study are in compliance with observational data, interview guidelines, and documentation. And then, the research employs a bibliographic design of studies using systematic and explicit mapping methods. This research used a qualitative case study to approach the research to understand how they explore teachers and emotions, especially in memos. The instrument used a semi-structured interview to collect data about the learning method (Arbaugh et al., 2010).

Several articles that have strong links and attachments were obtained by researchers based on the following procedure: First, to identify the articles. This is done by inputting the keywords "learning method" in the search column with restrictions from 2012 to 2022. Researchers obtained 999 articles with indications related to the topic based on the search process. The second stage is verifying the various articles found so that they lead to needed articles and have a close correlation in compiling studies related to the learning method. After conducting the verification, 242 articles/journals were obtained that were considered relevant and truly conical with the study theme of the learning method. This article is an article that the researcher will use as a reference in studying related "learning methods" (Akyol & Garrison, 2008).

In this study, the researcher used a qualitative research method. A semi-structured interview is done to gather information. The researcher gathers the participants in a WhatsApp group and provides them with specific guidelines (Akyol et al., 2009a). They must comprehend the material to the point where they are familiar with the depth and breadth of the interview,
and they must continue to review the original audio recordings for authenticity. Because transcription would be time-consuming, irritating, and tedious, this is the only practical approach to begin familiarizing yourself with the data. To explain the trend, the researcher clustered the data into themes after analysis (Akyol & Garrison, 2008). This step reduces some of the ineffective data to focus on the data relevant to the theme (Akyol et al., 2009b). This step reduces some of the ineffective data to focus on the data relevant to the theme. Keep an eye out for clusters or groupings of items utilized together throughout the data translation and analysis methods. The researcher must refocus on the investigation at a higher level of themes (Arbaugh & Benbunan-Finch, 2006). Instead of focusing on codes, a higher level of themes will sort the various codes into prospective themes and place all essential coded data extracts below the scope of discovered themes (Diaz et al., 2010).

The instruments used in this study are in compliance with the standards for conducting interviews, with observations, and with documentation that has been modified to reflect the indicators of the problem under study.

Data is processed during data reduction so that it can serve as the object of attention. So that easy and thorough data collecting was used to produce the results. The following step is data presentation, where the reduced data is organized to reach a conclusion in a methodical and understandable manner. Finding relationships, similarities, or contrasts to form conclusions about the data obtained is done in order to find solutions to existing problems.

RESULTS AND DISCUSSION

Developing Soft Skills of New Learning Method

In order to gather information for this study, observations, documentation, and interviews with school principals, grade 4 teachers, and students were made at Madrasah Ibtidaiyah Darud Da’wah wal Irsyad (MI DDI) Amparita. Madrasah Ibtidaiyah Darud Da’wah wal Irsyad (MI DDI) Amparita is a curriculum-based institution, according to conversations with the principal. The 2013 curriculum and the independent curriculum are now being used. Students in grades 2, 3, and 5 and 6 now follow the 2013 curriculum (Merdeka Belajar). The independent curriculum, meanwhile, was only used in grades 1 and 4. Learning has been established at Madrasah Ibtidaiyah Darud Da’wah wal Irsyad (MI DDI) Amparita. This integration is covered in a number of new methods learning subjects.

Each component of the 4C (Critical Thinking, Communication, Collaborative, and Creativity) of 21st century skills is implemented based on study findings from Developing skills in new learning approach. To boost student activity and soft skills, students engage in activities that are in line with 21st century competencies. Learning in the 4C (Critical Thinking, Communication, Collaborative, and Creativity) is the process of storing information and knowledge in your memory so that it can be used in the future to do a specific action successfully or to understand something precisely. Learning is the process of gaining valuable knowledge and information that may be used to improve one’s awareness and intelligence (Duggan, 1996). If you want to learn to be effective and efficient, it must be helpful, practical, intentional, cumulative, and completed at appropriate stages (Viola & Jones, 2001; Holmes et al., 2020).

A survey using a questionnaire to determine student understanding and perception of the chosen 4 soft skills was done to learn the students' perspectives on these skills. The survey also took into account how they are taught. As a result, it was divided into two sections, the first of which was devoted to the skills and the second to the instructional strategies used to teach them. Developing soft skills of new learning method in the 4C in Madrasah Ibtidaiyah Darud Da’wah wal Irsyad (MI DDI) Amparita is shown in Figure 1.
Based on interviews conducted on January 23, 2022, the principal of Madrasah Ibtidaiyah Darud Da’wah wal Irsyad (MI DDI) Amparita stated that critical thinking competence is the capacity of students to reason critically about learning. This is an example of an activity that includes critical thinking competencies. The observation's finding is that students work on the worksheet's multiplication problems with a critical thinking mindset. This claim is pertinent to the findings of the teacher of grade 3’s interviews. The pupils stepped forward to write their responses on the board, according to the class teacher. When students are able to answer issues that call for higher order thinking skills (HOTS).

Many pupils are eager to record the outcomes of their responses in writing. So that the teacher's primary responsibility is to facilitate learning for the students. due to the fact that new learning is student-centered (student center). When a child is solving an issue, it is when critical thinking occurs. For instance, when learning, if there are questions, the teacher gives an overview (stimulus) so that the students can think for themselves to solve these problems. This is especially true when learning mathematics, where there are questions, and the students are then asked to respond to each one.

They frequently cooperate and voice their individual perspectives during group assignments because of their communication skills. Students are able to comprehend and boldly express their thoughts to their peers. Students will find it simpler to interact with people if they can communicate effectively. Students can demonstrate integrated communication competence in learning by being able to (a) comprehend and communicate their thoughts clearly and confidently, and (b) engage positively with classmates in a classroom setting.

Based on the study of the national average learning outcomes is learning in the world. Averages results across internationally recognized and regionally recognized standardized student achievement assessments. Tests have been harmonized and pooled across disciplines (math, reading, science) and levels to maximize coverage per country (primary and secondary education). Observations show that group settings are where cooperation competencies are used. Students will participate, collaborate, and voice their thoughts in groups. According to the interview, the teacher’s efforts to form groups were done at random, in accordance with the picket timetable, or with regard to the date.

According to interviews with grade 4 teachers, new learning method for learning methodology's soft skills are developed into creativity competences. Typically, teachers would ask pupils to bring supplies and tools. Typically, learning is accomplished through projects. so that kids can more easily use a project to express their creative thoughts. With teacher assistance, students are able to generate ideas, assess those ideas, and put those ideas into practice. According to research findings, incorporating 21st century skills into theme learning increases student engagement in the classroom learning process. Students can strengthen their soft skills by incorporating 21st century talents into their studies. Students' capacity to converse, collaborate with friends, and communicate their viewpoints are examples of soft talents.
A global data set on the quality of education from 1965 to 2015 shows that the national average learning outcomes have increased (Domínguez, et al., 2018). Increases in education’s quantity, as indicated by metrics like mean years of schooling, have long been the main topic of discussion among academics and policy officials. While expanding access to education is crucial, the main objective of providing education is to impart knowledge and skills to students in the classroom. The quality of education is the main topic of this entry, which focuses on learning outcomes. While we have solid empirical evidence on educational access, we know considerably less about educational quality. The information on pupils’ abilities and knowledge is severely scant and has poor temporal and spatial coverage. Therefore, the selection of the youngsters is different between the assessments. While some exams choose children based on their age, other assessments choose kids based on the grade they are currently enrolled in. These studies seek to examine a random sample that is intended to be representative of the target population.

There are numerous advantages to studying (Annand, 2011). However, learning needs dedication. Learning more about yourself and the world around you will necessitate a commitment to learning and a pledge to continue learning and seeking out additional information (Alavi & Taghizadeh, 2013). Learning encourages more learning, knowledge encourages more knowledge, and skills encourage more skills (Kumar et al., 2011). Learning encompasses everything you are now and will become in the future. Learning improves your thoughts, ideas, solutions, comprehension, skills, and awareness, to name a few benefits (Garrison et al., 2003). Everything on this page will provide you with the foundation upon which you can build. Everything seems conceivable from there (Arbaugh & Rau, 2007).

The connected papers about learning method as we know that the program consists of two main components by learning method: a pedagogy prototype with clearly defined principles to drive classroom and study skills and a set of materials to encourage instructors to engage in reflective thought and debate as they enhance their classroom and study abilities. The components of the program are outlined in full below. It is worth noting that research is being conducted in parallel with the campaign to see how effective the model is. Early evaluations indicate that it has the potential to improve both pedagogy and student outcomes. Learning outcomes and perceptions/evaluations of the learning environment are both affected by the quality of the learning environment. Perceptions/evaluations of the learning environment and study approach, as well as the relationship between study approach and learning outcome quality Deep, approaches to learning are more likely to produce higher quality learning than those that do not.

An aspect of external education’s arid religious and ethical ideals is the construction of an integrated Islamic-based primary school curriculum fused with public schools (Syakir, 2020). Therefore, the results of the innovation of the teacher’s role in student counseling guidance in elementary schools are changes in character values. Researchers implemented the steps of innovation in the role of religious teachers in elementary schools with the stages (1) Making a list of student bills for worship activities (Elihami, 2020b) and (2) Making a rote schedule (Syarif et al., 2021) (3) Motivating students through stories and shows inspiring stories and good stories, (4) Make a notebook about the activities that have been done every day which consists of commendable and uncommendable actions (Elihami, 2020a). The design aims to assess students' character in terms of honesty, responsibility, discipline, independence, and obedient worship (Assidiq et al., 2020). This is in line with the research results showing that habituation innovation is very effective in increasing the fundamental values of Islamic education. Students form good cultures such as throwing garbage in its place, waiting in line, praying in congregation, reciting the Koran, and memorizing daily prayers and short letters, and their morals improve (Syaparuddin & Elihami, 2020).
Developing New Learning Method and Counselling Guidance

The purpose of this bibliometric analysis is to summarize and analyse the stages of the systematic process of new learning methods in scientific production. We serve the body publications measuring country-specific and new learning methods, volume and focus of publications showed a marked increase in the overall number of documents during the study period. There is a wide intra and intercalibrate network between very prolific writer and institution.

Results confirmed to demonstrate the development and urgency of learning methods The study’s findings were presented in the part before that. These results are described in this section together with pertinent earlier research and literature. This study looks into the adoption of a new teaching strategy in Islamic religious education. The use of digital learning methods has significantly expanded. It is possible to create a generation with good character in keeping with the principles of national education with the development of online learning that is done correctly. Therefore, having instructors is essential for achieving these aspirational objectives. In order to establish national character, there must be cooperation between educators, parents, and students (Agarwal & Roth, 2002).

The idea of Islamic education of the most frequently cited teaching and teacher education papers from 2012 to 2022 through the use of internet technology has a lot of information and learning resources as well as tools that can support learning, like forums, video tutorials, tests, and others that can be used to discuss content and exchange questions and answers with education recipients, download and upload teaching materials, and others. Online training is a word that frequently appears, as can be seen in the cluster (Kadiyono et al., 2020). Several of these have to do with learning systems, training processes, surveys, training programs, and mistakes that occur during e-learning (Akir et al., 2012). There are new learning techniques as well since using the e-learning method is not thought to be simple because it requires knowledge on how to create e-learning.

In order to achieve the primary goals of teaching and learning, research through counselling guidance from 2021 to 2022 claim resulted in the term counselling guidance” appendices, sorted into four terms designated appendices into publication name as journal and Google Scholar database. However, the concept used is encountering several challenges due to the limitations of the place, location, and time of implementation with the concept. In the process of exchanging knowledge or learning, particularly in Islamic counselling and guidance, the interchange of perspectives on the educational system starts to produce results (Banks & Banks, 1989). The existing learning method frequently places a higher priority on teaching, is one-way, abstract, and only intended for a select number of students who can understand what the teacher says (in this process teaching tends to be passive).

Developing E-learning of Islamic education is one of the media that is often used as a means of conducting training from the search results using the VOSviewer application yielded 975 bibliographies, which were sorted into 150 selected bibliographies. There were 270 articles in the bibliography that were not selected because they did not meet the criteria set by the researcher. This is due to the fact that e-learning is thought to be able to reach even remote educational recipients. Even though the training is conducted overseas, anyone who has access to the internet can benefit from the instruction (Bardach et al., 2019). Additionally, some trainings are purposefully performed utilizing e-learning in the hopes that both instructors and education recipients can study and be literate in technology at the same time.

This paper's inherent prejudice is its biggest drawback. It was based on the Scopus and Google Scholar databases, and we acknowledged that other databases or the addition of other search phrases could affect the findings. However, to our knowledge, no recent thorough bibliometric examination of articles on new learning methods has been conducted. To achieve
the greatest advantage for the human population, we felt that it was important to aggregate this information (Anzehaie & Bai, 2013). Our bibliometric analysis provides proof that networks can be implemented and scaled up in addition to a descriptive quantitative analysis (Gall et al., 1965). To sum up, a comparable analysis can be helpful to enable nations to create innovative teaching strategies for Islamic education by creating a more robust network of collaboration (Boyle, 2006). To encourage researchers to collaborate with local and international groups of professionals, all the crucial elements of novel teaching methods, particularly Islamic education, should be actively shared.

CONCLUSION

School plays a crucial role in fostering students’ soft skills, such as religious character, discipline, and independence. These skills are nurtured through the implementation of the 4C components, particularly the learning method for soft skills and student counseling guidance, which are based on Islamic education. The principal and Islamic religious education teachers provide examples in this field. At Madrasah Ibtidaiyah Darud Da’wah wal Irsyad (MI DDI) Amparita, the focus is on the development of soft skills and providing counseling guidance to madrasah ibtidaiyyah students, aligning with the 4C principles. In today’s society, the importance of soft skills has significantly increased. Therefore, it is essential for everyone to cultivate students’ abilities beyond academic or technical knowledge. Consequently, it is crucial for students at Madrasah Ibtidaiyah to acquire soft skills and embrace innovative learning methods.

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