

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bentuk, strategi dan menganalisis persamaan dan perbedaan pembinaan profesionalisme guru agama Islam di Indonesia dan Malaysia. Pendekatan penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian kepustakaan. Penelitian ini menggunakan analisis data model Miles dan Huberman. Dengan tiga aktivitas dalam menganalisis data, yaitu *data reduction* (reduksi data), *data display* (penyajian data) dan *conclusion drawing/verification*.

Hasil penelitian terdapat dua bentuk pembinaan bagi guru agama Islam sekolah menengah di Indonesia dan Malaysia yaitu pembinaan berbasis institusi dan pembinaan berbasis individu. Di Indonesia terdapat dua strategi pembinaan guru agama Islam sekolah menengah yaitu dalam bentuk pendidikan dan pelatihan serta non-pendidikan dan pelatihan. Sedangkan di Malaysia terdapat empat strategi yaitu kursus peningkatan profesionalisme guru, penyelidikan dan penulisan, pendidikan ke arah perkembangan sendiri serta perkembangan pendidikan terkini.

Terdapat empat persamaan pembinaan di Indonesia dan Malaysia yaitu; persamaan bentuk pembinaan, terdapat badan penyelenggara kegiatan, kegiatan pembinaan, serta strategi pembinaan. Terdapat dua perbedaan yaitu; perbedaan kegiatan pembinaan, dan jumlah strategi.

Kata Kunci: Sistem pembinaan, profesionalisme guru, Pendidikan Agama Islam, pembinaan guru dalam jabatan.

Professionalism Development System of Islamic Religious Teachers In Indonesia and Malaysia

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ABSTRACT

This research was aimed to know forms and strategies and analyze similarities and differences of Islamic religious teacher's professionalism development in Indonesia and Malaysia. This research carried out qualitative approach in the form of library research. This research used Miles and Huberman model to analyze the data consisting of data reduction, data display, and conclusion drawing/ verification.

The findings of the research show two forms of teachers' professionalism development in Indonesia and Malaysia namely institutional-based development and individual-based development. In Indonesia, two development strategies for high school religious teachers are found namely education and training and non-education and training. Meanwhile, in Malaysia, four strategies are found namely courses for improving teacher professionalism, investigation and research, education for self-development as well as updated education development.

Four similarities of teachers' development in Indonesia and Malaysia are found consisting of similar development form, the committees existence, coaching activities, and coaching strategies, while two differences are found consisting of different coaching activities, and different number of strategies.

Key words: development system, teachers' professionalism, Islamic education, teachers' in service training.