

**APPEARANCE OF OUTSTANDING ISLAMIC EDUCATION TEACHER IN  
SECONDARY SCHOOL**

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<b>Abstract</b>	<p><i>Good appearance is an important aspect that should be given attention to be practiced by Islamic Education teacher to realize the effectiveness of teaching and learning in Islamic Education. This good appearance increases the quality, interest, and focus of students in engaging with teaching and learning Islamic Education activities. Thus, the writing aims to explore the aspect of appearance practiced by Outstanding Teacher of Islamic Education in secondary schools. The research methodology used is a qualitative approach through the triangulation of interview data as the main data against observation data and document analysis. Eight study participants were selected together with 48 informants using purposive and snowball sampling methods. All the data verbatim was analyzed in NVivo 20 to produce a model of the theme pattern of the tree diagram of the Excellent teacher of Islamic education appearance, which is neat and perfect; covering the private parts; stylish and graceful (women); simple; appropriate; and personal style. The experts' confirmation of the resulting theme forms an educational research model, namely the Excellent teacher at Islamic education Secondary School Appearance Model (MPGCPISM) which can be used for all Islamic education citizens in Malaysia.</i></p> <p><b>Keywords:</b> <i>Appearance, Teacher, Excellent, Education, Islam.</i></p>
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**INTRODUCTION**

Attractive appearance is one of the keys to glory and success in one's life. For someone who is successful as a Islamic teacher education , appearance is a very important thing and should be taken care of (Rosmani et al., 2022; Cahyadi, 2016). Islamic teacher education's appearance is a form of self-image that radiates and is a means of communication between Islamic education teacher and students, colleagues, and the community (Winarsieh & Rizqiyah, 2020). According to the study (Erwin Widiasworo, 2020; Winarsieh & Rizqiyah, 2020; Mohamad & Sahad), students and close people will feel comfortable while at school and happy with the appearance displayed by Islamic education teacher because it is pleasing to the eye. Every day Islamic education teacher faces students to carry out learning

activities. Of course, with the attractive appearance of Islamic teacher education, it can make Islamic education teacher more influential to students and can certainly realize the effectiveness of Islamic Education lessons during the Teaching and learning process (Erwin Widiasworo, 2020).

However, there are studies that show that the quality of Islamic education teacher is less than satisfactory compared to the demands of the Islamic religion itself. This unsatisfactory quality is closely related to the weakness of knowledge mastery, Teaching and learning methods, personality, appearance, and teacher's environment (Tamuri *et al.*, 2004; Jasmi, 2010). Of these five things, the teacher's appearance is an important element for an Islamic education teacher to approach friends and students. Without a good and proper appearance as well, Islamic education teacher will be awkward when communicating with students during the Teaching and learning implementation at school.

## LITERATURE REVIEW

### Teacher's Personal Appearance Personal

Personal appearance is a reflection of personal morals emphasized by Islam that must be practiced by Islamic education teacher such as keeping the body clean, taking care of teeth, always taking care of natural things such as cutting nails, cutting and combing hair, cutting mustaches, combing beards, wearing pleasant smells for male teacher, and the selection of clothing that covers the private parts, neat, clean and suitable (al-Bukhari, 1987: 5366, 5438, 5439; Muslim, t.th: 177, 3878; Abu Dawud, 1987: 3540; al-Nasa'i, t.t.: 5027; 'Ali Murad, 2003; Ahmad Sukari Mohamad, 2020). This matter is also supported in a (Sawaluddin & Muhammad, 2020) which states that the personal characteristics desired by Islamic education teacher are not only limited to having a religious personality but also emphasized on having a good appearance. In addition, the appearance of shoes, clothes, hair, hijab, or accessories used to the way Islamic education teacher walks will be observed by students. The appearance of Islamic education teacher in school must show the characteristic character of religious teacher. If dirty shoes, sloppy clothes, smudged, untidy, tight, hair not neatly combed or the wearing of Islamic education teacher women's headscarves that are chaotic or even inappropriate walking will also lower the self-esteem of Islamic education teacher in front of the students (Ahmad Sukari Mohamad, 2020; Erwin Widiasworo, 2020).

## OBJECTIVES AND RESEARCH QUESTIONS

This study aims to fulfill the objective, *"list the aspects of appearance that are often practiced by GCPI in Malaysia"* with the research question, *"What are the appearance practices used by GCPI in Malaysia?"*.

## METHODOLOGY

This study is a study that uses a qualitative approach with the selection of case study types as a form of validity of research data (Merriam, 1998). Three data collection methods were used, namely observation and document analysis to support interview data. Selection of study participants and informants using purposive sampling and snowball. With that, eight study participants were selected from the excellent teacher of Islamic education or *Guru Cemerlang Pendidikan Islam* (GCPI) list listed by the Council of Outstanding Teacher of Malaysia [MGCM] (Jasmi, 2010) and 48 informants were selected by the selected study participants. Two steps of validity and reliability, namely expert verification of the theme and Cohen Kappa calculation as suggested by (Bogdan & Biklen, 2003) were done to obtain theme agreement. All the verbatim results of the data were verified and rearranged, for the researcher to start organizing the data to get the theme of the study findings with the help of the NVivo 20 program. All the data were processed and obtained the overall data and pattern of the study findings. Three experts who were appointed as integrators agreed on

the theme pattern of the tree diagram that eventually formed the model of educational research findings.

## FINDINGS

The findings of the GCPI appearance study are based on the data as shown in Table 1, there are six appearances that form a pattern that includes all GCPI and two more appearances that do not form a pattern. The six appearances that cover all GCPI or most of them are the appearance of clothes that cover the private parts, neat and perfect, stylish, and elegant, simple, and appropriate and the appearance of self-style. While the other two appearances that include half of GCPI or a small part of them are beautiful and *muslimah*.

**Table 1** Appearance of GCPI in S1-S8

No.	Features	S1	S2	S3	S4	S5	S6	S7	S8
1.	Neat & Perfect	X	X	X	X	X	X	X	X
2.	Covers The Private Parts	-	X	X	X	-	X	X	X
3.	Stylish & Elegant	X	X	X	-	-	X	X	X
4.	Simple	-	X	X	X	X	X	X	X
5.	Appropriate	-	X	X	X	X	X	X	-
6.	Personal Style	X	X	-	-	X	X	-	X
7.	Beautiful	-	-	-	-	-	X	-	X
8.	Muslimah		-	-	X	-	-	X	X

**\*\*Description:** S1-S8 as School 1-School 8

In general, the emphasis or prominence of this way of appearance is closely related to GCPI gender. According to the data, women's GCPI is more emphasized in terms of dressing appearance compared to men's GCPI which is only emphasized by the respondents in terms of neatness and completeness of dressing. For example, none of the respondents commented on the appearance of the male GCPI in terms of covering the private part compared to the female GCPI. This is because the way male teacher dress in Malaysia is already known to cover the private parts without needing to be commented on. Therefore, the absence of data related to male teacher not covering their private part is not considered as real data because they cover their private part based on teacher' customs and due to the adherence to the dress code of male teacher approved in Malaysia.

According to the data, all GCPIs in S1-S8 have a well-dressed and perfect appearance. Neat and perfect for a male teacher is well-combed hair, well-trimmed mustache and mustache, shirt tucked into belted trousers, wearing a tie, wearing a black tank top, and wearing socks with shiny shoes. This feature can be seen from the researcher's observation data on GCPI1: "His hair is neatly combed in the middle. Neatly trimmed hair and mustache. No beard. A handsome person in terms of appearance. Shirt tucked into pants, tie on and neat and clean." While being well-dressed and perfect for women's GCPI is generally mentioned as being neat without features of neatness.

All female GCPIs in S1-S8 are said to have a covering appearance. Covering the private part in the GCPI is defined as not rare, tight, and exciting, as well as not poking and eye-catching. The image of GCPI covering the private part can be seen from the words of this GCPI friend: "In terms of clothing, she is also an example of clothing covering the private part clearly..." Although all the data about women's GCPI is enough to cover the private part, the researcher still does not agree that GCPI3 fulfills the entire feature of covering the private part since he uses a short triangular veil and does not wear socks. This researcher's view was agreed by a fellow teacher respondent.

All GCPI in S1-S8 except GCPI4 and GCPI5 are recognized as fashionable. The definition of stylish is explained as follows, which is stylish according to an occasion, for example for sports there is a style of sportswear and for a casual occasion there is style with casual clothes. There is also a definition of this style in terms of its expensive price and style

of use. This is clear from the words of a friend of GCPI2: "...in terms of clothing, if you look at her clothes, people say that the cloth is expensive, the handbag is also expensive, ok, the shoes even expensive, he always has an 'up-date' people say in terms of how to wear it..." In addition, stylish also means according to the season and fashion and stylish like *datin*. GCPI4 and GCPI5 in the researcher's view are indeed simple and not included in the group that likes to be fashionable.

Next, the entire GCPI in S2-S8 is said to have a modestly dressed appearance. For example, a fellow teacher GCPI7 said: "...clothing is not what people say is extreme. The simple meaning is appropriate". Some of the respondents gave a simple definition of wearing GCPI is because they wear *baju kurung* when at school, some because they don't wear robes, some because they don't wear a lot of jewelry, and for GCPI8 modestly dressed is wearing a veil over the shoulders. While being simple for the appearance of men's clothing is not too expensive.

In addition to simple, suitable wear appearance is also a feature of GCPI appearance in S2-S7. Appropriate for the appearance of women's GCPI clothing means a shirt with a hood is matching. This can be seen from the words: "... she is good at matching the headscarf with all her clothes." While the appearance of dressing is appropriate for men, the buttons of Malay shirts worn on Fridays are not different colors and wearing Malay shirts and batik shirts on the designated day. For GCPI8, his clothes are beyond the simple definition because he does use robes and hijabs of various beautiful and elegant fashions that are agreed upon by his fellow teacher and students.

In addition to clothing appearance, self-style is also one form of appearance that represents a large part of GCPI in S1-S8. This GCPI self-appearance style touches on a clean self or car style, easy to smile and likes to walk fast. This love of walking fast is acknowledged by GCPI6 himself: "...I walk fast in terms of the road, people can't follow me, and in terms of (that), I'm not very good very..."

Lastly is the appearance of GCPI which includes half or a small part of GCPI in S1-S8 consisting of the appearance of beautiful dress and Muslim women.

## DISCUSSION

The findings of the GCPI pattern in S1-S8 that touch on aspects of appearance are clearly in line with the views presented by (Ali Murad, 2003; Ahmad Sukari Mohamad, 2020; Sawaluddin & Muhammad, 2020) which is to take care of modesty, personal hygiene, neatness, simplicity, style and graceful, as well as the appropriateness of the clothing worn by GCPI men and women. However, women's GCPI seen from the qualitative data pattern also emphasizes the style and elegance of clothes so that students' attention is focused, and they are looked up to and respected by their students. These two features of appearance as additional features of the way of appearance that must be present to women's GCPI in education (Ahmad Sukari Mohamad, 2020; Erwin Widiasworo, 2020).

## CONCLUSION AND IMPLICATION

There is a slight contradiction between the demands of Islamic dress for Islamic education teacher and what is required of students in school when Islamic education teacher Islamic Education. Although Islam does not encourage women to dress elegantly or in real terms as *tabbaruj* outside the home and school, but during Teaching and learning, the elegance of women's clothing can increase student motivation to study.

Themes that form the theme pattern of the tree diagram after being agreed by the experts form the education model in the Teaching and learning of Islamic Education. The education model is named Self-Perception Model according to GCPI in Secondary School (MPGCPISM) as shown in Figure 1.

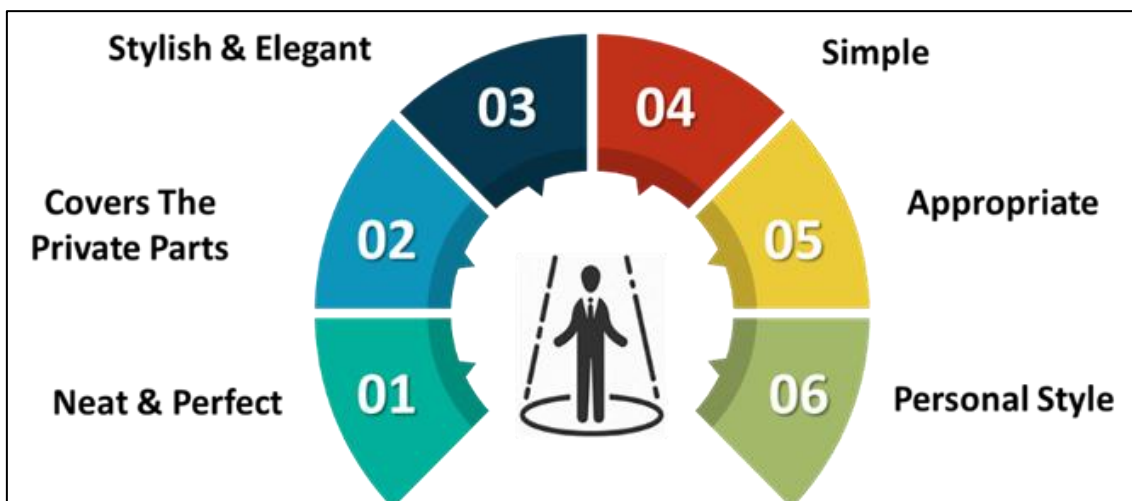


Figure 1: Middle School GCPI Self-Appearance Model (MPGCPISM)

The MPGCPISM model summarizes that there are six appearances that GCPI frequently implements, namely neat and perfect; covering the private parts; stylish and graceful (Women); simple and have their own style. Through the good appearance recommended in this model can be a reference for Islamic education teacher to practice appropriate appearance and can increase self-motivation among Islamic education teacher to look better as prescribed by Islam.

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