



EVALUATION OF TEACHERS' PROFESSIONALITY IN IMPROVING THE QUALITY OF MADRASAH IN THE ERA OF GLOBALIZATION

PURDIYANTO¹, HADIWINARTO²

¹purdiyanto97@gmail.com, ²hadiwin@unib.ac.id

^{1,2} Fakultas Keguruan dan Ilmu Pendidikan Universitas Bengkulu
Jl. WR. Supratman, Kandang Limun, Bengkulu, Indonesia

Abstract: Evaluation Of Teachers' Professionality In Improving The Quality Of Madrasah In The Era Of Globalization

The purpose of this study was to determine and evaluate the quality of madrasah education in the study of teacher professionalism in the era of globalization. The method uses a qualitative approach with the type of library research and data sources from books and journals about the quality of madrasah education and the professionalism of teachers in the era of globalization. The results in this study indicate that the quality of madrasah education in the era of globalization in the 21st century in the western, eastern and central parts of Indonesia has differences in its quality towards quality education attainment in accordance with the National Education Standards (SNP). Teacher professionalism is one of the main factors affecting the quality of education. Professional teachers must have the ability: (1) to master teaching materials and materials; (2) master and apply philosophy, methods, techniques and practices; (3) take advantage of the development of ICT to improve the quality of learning; (4) self-development and improving professional performance; and (5) increasing commitment to community service.

Keywords: Madrasah Education Quality; Teacher Professionalism; Globalization Era; Evaluation

Abstract: Evaluasi Profesionalitas Guru Dalam Meningkatkan Mutu Pendidikan Madrasah Di Era Globalisasi

Tujuan penelitian ini untuk mengetahui dan mengevaluasi mutu pendidikan madrasah dalam kajian profesionalitas guru di era globalisasi. Metode menggunakan pendekatan kualitatif dengan jenis penelitian kepustakaan (library research) dan sumber data dari buku-buku dan jurnal-jurnal tentang mutu pendidikan madrasah dan profesionalitas guru di era globalisasi. Hasil dalam penelitian ini menunjukkan bahwa mutu pendidikan madrasah di era globalisasi abad 21 yang ada di wilayah Indonesia bagian Barat, Timur dan Tengah memiliki perbedaan dalam kualitasnya terhadap pencapaian pendidikan yang berkualitas sesuai dengan Standar Nasional Pendidikan (SNP). Profesionalitas guru merupakan salah satu faktor utama yang mempengaruhi mutu pendidikan. Guru yang profesional harus memiliki kemampuan: (1) menguasai materi dan bahan ajar; (2) menguasai dan menerapkan filosofi, metode, teknis dan praktik; (3) memanfaatkan perkembangan TIK untuk meningkatkan kualitas pembelajarannya; (4) mengembangkan diri dan meningkatkan kinerja profesional; dan (5) meningkatkan komitmen pengabdian dirinya di masyarakat.

Kata Kunci: Madrasah Education Quality, Teacher Professionalism, Globalization Era, Evaluation

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A. INTRODUCTION

The phenomenon of madrasah teacher professionalism is a challenge related to the current low quality of madrasah which has been identified as a barrier to efforts to improve the quality of madrasah to compete in the era of globalization. One of the obstacles is the development of teacher professionalism, especially in positions that have been running so far, it is suspected to have been ineffective, academic qualifications and eligibility of teachers are still below standard to carry out learning tasks so they are not sufficient. The professionalism of madrasa teachers is identified as not good enough to be able to manage active, innovative, creative, effective, and fun learning practices for students, because it is seen from the professionalism of teachers in terms of managing teaching materials, and the ability to plan and implement the learning process and evaluate student learning outcomes is below the standards that have been mandated in the Law on teachers and lecturers.

The quality of madrasahs in the era of globalization needs to be evaluated following the current development of the times that are developing rapidly, so that they can balance the developments in science and technology while maintaining and increasing imtaq in the context of Islamic education (Yuniar, 2013). The era of globalization has changed from all aspects of life. This change is inevitable due to increasingly sophisticated science and technology. This era of globalization is a development for the world of education which inevitably has to accept the times and advances in technology, most of which come from western countries such as television, mobile phones, computers and others. Islamic education also cannot be separated from the bias of this globalization phenomenon, because it is impossible for Islamic education to only be taught through basic methods such as lectures in delivering material. Current technology-based education in its delivery is proven by the presence of LCDs, language laboratories and so on (Bakhri, 2015) .

Various efforts have been made to improve the quality of madrassas as educational institutions characterized by Islam, which are increasingly urgent and inevitable demands related to the era of globalization with its various characteristics. However, the problem of teacher professionalism has not been able to meet the needs of education users, such as the demands of eight education standards, especially the standards for teaching staff and education personnel, which have not been fully fulfilled so that it is an important problem in improving the quality of madrasah.

According to Mintarsih Danumiharja, the quality standards of teaching and education personnel such as teacher professionalism in the globalization era of the 21st century are still considered low, in this knowledge century the use of information technology is very important to be used by teachers to facilitate the learning process (Mintarsih, 2014), but in practice it is still found that teachers do not have independence in carrying out their duties and responsibilities as teachers, behave subjective, teachers do not have integrity, have not been able to adapt to the development and progress of the times so that in the implementation of education is not fully carried out professionally, teacher education qualifications are inadequate, especially their scientific background, so there are still teachers who wrong in delivering learning material. In addition, it is still found that teachers have not been able to adapt to advances in technology and information science in the era of globalization.

The professionalism of teachers and education personnel is still inadequate, especially in their scientific fields. Teachers today are not only stuttering in adapting to advances in science and social phenomena, but there are still teachers who are just robots of educational curricula who lack interest in learning to develop. The teacher's task in preparing teaching materials, using learning methods and media, and implementing teaching and learning strategies always depends on those who provide command or instruction (Mintarsih, 2014). Even though the teacher already has his own

lesson plan, the teacher profession as an educator sometimes seems to disappear because he follows instructions or provisions from the command.

Based on the background description above, the authors are interested in finding out more about the professionalism of teachers in improving the quality of madrasas in the era of globalization, which focuses on teacher professionalism, and the quality of madrasah education in the era of globalization. In this case the author is interested in taking the title of: "Teacher Professionalism in Improving the Quality of Madrasah Education in the Age of Globalization". The purpose of this study is to describe the quality of madrasah education in the era of globalization and to describe the professionalism of teachers in the era of globalization.

B. METHOD

This study uses a type of library research (library research) because the data used in the study comes from library materials, namely books, books, journals, scientific articles, previous research results, and other sources of writing that support this research. . Library research is data collection carried out by collecting data from various literatures. Researchers are dealing with various kinds of literature according to the objectives and problems that will be and are being studied. This literature research results in conclusions about the tendency of a theory to be used over time, the development of a paradigm, and the approach of a particular science (Calista et al., 2019; Lina Miftahul Jannah & Bambang Prasetyo, 2011). In this case, the researcher talks a lot, has a lot of dialogue with books, archives, old documents, journals, notes, documentation, letters, and so on (Nawawi, 1998; Neuman, 2013; Zulmaron et al., 2017). Literature research has four characteristics, namely: firstly the researcher is dealing directly with text or numerical data and not with direct knowledge from the field; second, library data is ready to use; third, library data are generally secondary sources; and finally, the library data condition is not limited by time and space (Zed, 2004)

This study uses two data sources to collect data, namely primary data sources and secondary data sources. The data sources are:

- ✓ Primary data sources, are data that are directly collected. In this study, the authors used primary data sources consisting of books and journals that are directly related to teacher professionalism in improving the quality of madrasah education in the era of globalization.
- ✓ Secondary Data Sources, is a set of data that will support primary data relating to the object of research. In this study, researchers used secondary data sources including books, journals and scientific articles written or published as supporters related to teacher professionalism in improving the quality of madrasah education in the era of globalization. The method for obtaining the data needed to answer the main problem and the steps to be taken are as follows:

- Literature research containing primary data was conducted.
- Collecting supporting data or secondary data
- Describe all the collected data and the theory that is in accordance with the research.
- Perform an overall analysis.

The data validity can be done by using triangulation technique. Triangulation in this study was obtained by collecting data sources from book to book, and other written works such as journals, theses, theses, scientific articles, and other sources. In this study, the authors used triangulation of sources, namely analyzing and combining theories from one theory to another in order to obtain conclusions relevant to the subject matter.

Data analysis in this study uses content analysis, which is a research technique that is in-depth discussion of the content of written or printed information in the mass media. Wahyono et al., (2020) use this method to

evaluate same kind of research .The steps that the researcher took to analyze included:

- Identifying research data into parts that can then be analyzed. The units used are in the form of sentences or alenia. Identification is carried out by careful reading and appreciation of books or journals about teacher professionalism in improving the quality of madrasah education in the era of globalization.
- Describe the professionalism of teachers in the era of globalization and the quality of madrasah education in Indonesia in the era of globalization.
- Compiling the overall clarification results after getting a description of the professionalism of teachers in improving the quality of madrasah education in the era of globalization.

C. RESULTS AND DISCUSSION

According to Mintarsih Danumiharja, the era of globalization in the field of education in the 21st century, must understand information technology and telecommunications, which are important catalysts that lead to the learning methods of the knowledge age to achieve results in accordance with the desired goals. According to Imam Barnadib, quoted by Choiri and Fitriani, with the development of information disseminated through the dissemination of various kinds of information, it is as if humans are flooded with various information, such as science, advertisements, both goods and entertainment, the task of education is to prepare students instead of only as a recipient of information but also a selector of information (Putri & Citra, 2019; Safura & Purnomo, 2019).

The development of the world of education in Indonesia cannot be separated from the influence of the development of globalization, where science and technology are developing rapidly. Janawi quoted Muslim, describing that the influence of technology use in the world of education in

this era of globalization is increasingly felt by the increasing number of information channels in various forms such as electronic and non-electronic such as newspapers, magazines, radio, TV, telephone, cellphone, fax, computer, internet, , communication satellites and so on. Communication and information technology which continues to develop tends to affect all areas of life including vocational education and training which will increasingly be colored by communication and information technology.

Communication and information technology applications have enabled the creation of a networked global learning environment that places students in the middle of the learning process, surrounded by various learning resources and electronic learning services. The use of information technology in education is a common practice. Help provide computers and networks that connect student homes with classrooms, teachers and school administrators. Everything is connected to the internet, and the teachers are trained to use personal computers. The existence of the internet opens up sources of information that were previously difficult to access so that they are easier to reach.

The use of interactive information technology tools, such as multimedia CD-ROMs, in education is gradually replacing TV and video. With the development of information technology in the field of education, at this time it is possible to hold distance learning using the internet media to connect students / students with teachers / lecturers, see student / student scores online, check finances, view school schedules / lectures, submitting assignments given by teachers / lecturers and so on, all of that can be done. In distance learning, the interaction between students and teachers / lecturers is carried out through the internet in real time or not. In real time, it can be done with real audio or real video, and online meetings. What is not real time can be done with mailing lists, discussion groups, newsgroups, and bulletin boards. The field of web-based distance education, among

others, must have the following elements : first, a student activity center; second, interaction in the group; third, the student administration system; fourth, deepening of the material and examinations; the five digital libraries; and lastly, online material outside of course material. Web-based system through several applications running in real where all users can communicate at the same time.

➤ Quality of Madrasah Education in the Globalization Era

Based on Law no. 20 of 2003 concerning the National Education System in Chapter IX Article 35 explains that: National education standards consist of standards for content, process, competency of graduates, educational staff, facilities and infrastructure, management, financing, and educational assessments that must be improved in a planned and periodic manner; and National education standards are used as a reference for curriculum development, education personnel, facilities and infrastructure, management and financing.

In western Indonesia, the quality of madrasah education related to the eight SNPs (National Standard of Education) must be continuously improved, maintained and improved in order to enter the era of globalization that continues to develop, so that it is not left behind over time. The quality of madrasah education in eastern Indonesia is still not optimally fulfilled according to the National Education Standards. Madrasas in Eastern Indonesia receive less attention from the government than general schools, especially in Eastern Indonesia, Islam is a minority religion brought by immigrants so that there is resistance from the indigenous people of the region which cannot be avoided. In addition, seen from the competence of graduates, it is difficult to be accepted into universities and the world of work because they are considered not qualified. Therefore, the quality of madrasah education in eastern Indonesia needs to be improved according to the eight SNPs and needs to be improved again so that they can

become quality educational institutions in an era full of the influence of increasingly sophisticated information and communication technology.

The quality of madrasah education in central Indonesia is almost fulfilling the optimal quality in accordance with the National Education Standards. In some areas in central Indonesia, the quality of madrasah education is almost in line with the quality of the National Education Standards, but in some rural areas the quality of madrasah education is still not in accordance with the SNP because there are several factors that influence it. In the era of globalization, the quality of madrasa education in central Indonesia must be improved so that it can adapt to the increasingly rapid development of the era. Especially for areas that are lagging behind, the quality of madrasah education must be improved again in order to create quality education.

➤ **Profesionalitas Guru Di Era Globalisasi**

Kompetensi profesional merupakan kompetensi yang berkaitan langsung dengan keterampilan mengajar, penguasaan terhadap materi pelajaran dan penguasaan penggunaan metodologi pengajaran serta termasuk di dalam kemampuan menyelenggarakan administrasi sekolah, inilah keahlian khusus yang harus dimiliki oleh guru yang profesional yang telah menempuh pendidikan khusus keguruan. Menurut Iwan Wijaya, kompetensi profesional yaitu kemampuan yang harus dimiliki guru dalam perencanaan dan pelaksanaan proses pembelajaran, diantaranya (Wijaya, 2018): (1) menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu; (2) menguasai standar kompetensi dan kompetensi dasar mata pelajaran/bidang pengembangan yang diampu; (3) mengembangkan materi pelajaran yang diampu secara kreatif; (4) mengembangkan keprofesian secara berkelanjutan dengan melakukan tindakan reflektif; dan (5) memanfaatkan teknologi informasi dan komunikasi untuk berkomunikasi dan mengembangkan diri.

Guru yang profesional adalah guru yang menguasai materi yang akan di ajarkan, memahami struktur, konsep dan pola pikir dalam materi yang akan diajarkan dalam proses pembelajaran. Guru yang profesional harus mampu memahami situasi, dan dapat menyesuaikan diri terhadap pengaruh perkembangan zaman, terlebih dalam meningkatkan efektivitas pembelajaran yang di pengaruhi oleh teknologi informasi dan komunikasi. Guru harus bisa memanfaatkan teknologi sebagai media pembelajaran untuk siswa agar lebih mudah dipahami. Seorang guru yang profesional harus menguasai hakikat pendidikan yang diajarkan sesuai dengan tujuan yang ingin dicapai dalam pembelajaran. Guru juga harus menguasai berbagai metode, teknis dan praksis dalam pembelajaran yang disesuaikan dengan keadaan pembelajaran. seorang guru yang profesional harus menguasai hakikat pendidikan yang diajarkan sesuai dengan tujuan yang ingin dicapai dalam pembelajaran. Guru juga harus menguasai berbagai metode, teknis dan praksis dalam pembelajaran yang disesuaikan dengan keadaan pembelajaran. guru harus mengembangkan dan meningkatkan kualitas diri profesinya demi meningkatkan kinerja profesionalnya. Pengembangan profesi guru dapat ditingkatkan melalui berbagai kegiatan seperti melanjutkan pendidikan ke jenjang lanjutan, mengikuti kegiatan pelatihan, *workshop*, seminar, pembuatan karya ilmiah, dan berbagai kegiatan lain yang dapat meningkatkan kinerja profesi. guru yang profesional harus meningkatkan kinerja profesinya, karena kinerja guru yang profesional akan diabdikan di lingkungan masyarakat.

➤ Teacher professionalism in the era of globalization

Professional competence is competency that is directly related to teaching skills, mastery of subject matter and mastery of the use of teaching methodologies and is included in the ability to organize school administration. These are special skills that professional teachers who have taken special teacher education must have. According to Iwan Wijaya,

professional competence is the ability that teachers must have in planning and implementing the learning process, including: (1) mastering the material, structure, concepts, and scientific mindset that supports the subject being taught; (2) master the competency standards and basic competencies of the subject / development field being handled; (3) developing creative subject matter; (4) develop professionalism in a sustainable manner by taking reflective action; and (5) utilize information and communication technology to communicate and develop themselves.

Professional teachers are teachers who master the material to be taught, understand the structure, concepts and thought patterns in the material to be taught in the learning process. Professional teachers must be able to understand the situation, and be able to adapt to the influence of the times, especially in increasing effectiveness learning that is influenced by information and communication technology. Teachers must be able to use technology as a medium of learning for students to make it easier to understand. A professional teacher must master the nature of education being taught in accordance with the objectives to be achieved in learning. Teachers must also master various methods, technical and practical in learning that are adapted to the learning situation. A professional teacher must master the nature of education being taught in accordance with the objectives to be achieved in learning. Teachers must also master various methods, technical and practical in learning that are adapted to the learning conditions. Teachers must develop and improve the quality of their profession in order to improve their professional performance. Teacher professional development can be enhanced through various activities such as continuing education to an advanced level, participating in training activities, workshops, seminars, making scientific papers, and various other activities that can improve professional performance. Professional teachers

must improve their professional performance, because professional teacher performance will devoted to the community.

One of the ways or efforts to improve the quality of educators / teachers that have been carried out by the government is the teacher certification program which is still ongoing today. Apart from the demands of the government in this era of globalization, improving the quality / quality of teachers / educators is also a demand of society, where society openly demands that teachers are truly professional in their fields. Abdullah, who was quoted by Yuniar, explained that in fact, to face the era of globalization which is full of competition and uncertainty, it requires educators / teachers who are visionary and able to manage the learning process effectively and innovatively. Strategic changes and learning models are needed in such a way as to provide a pleasant atmosphere and learning climate for teachers and students (Yuniar, 2013).

Quality and competency improvement can be achieved through inservice training, training, seminars and various other efforts to obtain certification. One of the real manifestations of the government in improving teacher quality is teacher certification. Teacher certification is the process of granting educator certificates to teachers, which are signed by higher education institutions that provide certification as evidence of teacher formality recognition given to teachers as professionals, and given to teachers who have met professional standards.

D. DATA ANALYSIS

The quality of education always requires improvement and improvement in line with the increasing needs and demands of the growing community life. Therefore, the quality of madrasa education in the era of globalization needs attention to be improved, maintained and improved again because the quality of quality education is the

forerunner to determining the progress of a nation and country in the future.

The author argues that a professional teacher is a professional figure who can place himself in all situations at different times, who are required to have several abilities in an effort to improve teacher professionalism in the era of globalization which is carried out through several aspects, including the following: first, teachers able to master materials and teaching materials in accordance with the field being taught and taught; second, teachers are able to master and apply philosophy, methods, techniques and practices in science related to the field being taught; third, teachers are able to take advantage of developments in information and communication technology in the learning process to improve the quality of their learning; keempa, teachers are able to develop themselves and improve professional performance through advanced studies at the level of education, training, workshops, seminars and other activities that can improve teacher professionalism in the global era; and finally, teachers are able to increase their commitment to dedication in society.

Teacher professionalism is a demand that must be improved in order to achieve the quality of quality madrasa education in the era of globalization in accordance with the needs of society, the times and the rapid development of science, technology and art, as according to the opinion expressed by Abhandha Amra stated that appropriate teachers under the conditions of globalization, teachers are able to master and control changes with a science and technology perspective. Understanding the changes in science and technology, the demands of teachers in an effort to improve the quality of education through madrasas as one of the educational institutions where learning is getting

bigger, because teachers are agents of change who are required to be able to devote themselves to society.

D. CONCLUSION

The quality of madrasah education in the era of globalization is an effort to improve the ability of an Islamic-based educational institution in an effort to improve the quality of its institution in managing education based on certain standards / criteria that must be met by all components related to education as an achievement that must be continuously improved. To achieve optimal madrasah education quality standards, each educational institution must achieve the National Education Standards (SNP) which have been stipulated in Law no. 20 of 2003 concerning the National Education System in Chapter IX Article 35 concerning National Education Standards (SNP) which consists of eight standards including: content standards, competency standards for graduates, process standards, standards for teaching and education personnel, standards for facilities and infrastructure, management standards, financing standards, and assessment standards.

Teacher professionalism in the era of globalization is demanded to be able to carry out professional duties that are able to adapt to the times that continue to develop rapidly. Professional teachers are able to understand the situation by following the development of science and technology to be used in the world of education in order to achieve a quality education quality. To improve teacher professionalism in this era of globalization, professional teachers must have the following abilities: first, teachers are able to master the material and teaching materials according to the field being taught and taught; second, teachers are able to master and apply philosophy, methods, techniques and practices in science related to the field being taught; third, teachers are able to take advantage of developments in information and communication technology in the learning process to

improve the quality of their learning; fourth, teachers are able to develop themselves and improve professional performance through further studies at the level of education, training, workshops, seminars and other activities that can improve teacher professionalism in the global era; and finally the teacher is able to increase his commitment to dedication in society.

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