

# Teachers 'Professionalism in Improving the Quality of Madrasah Education in The Era of Globalization

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## Abstract

The research objective was to determine and describe 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 (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 of 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 a difference in the quality of quality education 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 to: master teaching materials and materials; master and apply philosophy, methods, techniques and practices; take advantage of ICT developments to improve the quality of learning; self and develop professional performance; and increase commitment to dedication in society.

**Keywords:** *Teacher Profesional, Education, Madrasah*

## Introduction

The phenomenon of madrasah teacher professionalism is a challenge related to the current low quality of madrasah which is 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 teacher eligibility are still below the standard for carrying out learning tasks so they are not sufficient. The professionalism of madrasah 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 still 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 faith in the context of Islamic education. 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.

Various efforts have been made to improve the quality of madrasas 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, but in practice it is still found that teachers do not have independence in carry out their duties and responsibilities as teachers, behave subjectively, teachers do not have integrity, have not been able to adapt to the development and progress of the times so that 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 are 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. 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 knowing more about teacher professionalism 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.

## **Method**

This study uses a type of library research (library research) because the data used in the research 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 researched. This literature research generates conclusions about the

tendency of a theory to be used over time, the development of a paradigm, and the approach of a particular science. 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. Literature research has four characteristics, namely: (1) the researcher is dealing directly with text (nash) or numerical data and not with direct knowledge from the field; (2) library data is ready to use (ready made); (3) library data are generally secondary sources; and (4) the condition of the library data is not limited by time and space.

This study uses two data sources to collect data, namely primary data sources and secondary data sources. 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 carried out are as follows: Conducted a library research containing primary data, Collecting supporting data or secondary data, Describing all the data collected and the theory in accordance with the research, Do 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 that were relevant to the subject matter.

Data analysis in this study uses content analysis (content analysis), which is a research technique that is in-depth discussion of the content of written or printed information in the mass media. 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, Describing 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 professionalism of teachers in improving the quality of madrasah education in the era of globalization.

## Results

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 that is 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, so the task of education is to prepare students instead of only as a recipient of information but also a selector of information.

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 cites 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 the field of 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 internet media to connect students / students with teachers / lecturers, see student / student scores online, check finances, view school schedules / lectures, submitting assignments given by the teacher / lecturer 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: (1) student activity center; (2) interaction in the group; (3) student administration system; (4) deepening of the material and examinations; (5) digital library; and (6) online material outside of course material. Web-based system through several applications running in real terms where all users can communicate at the same time.

Quality of Madrasah Education in the Era of Globalization. Based on Law no. 20 of 2003 concerning the National Education System in Chapter IX Article 35 explains that: 1) 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; 2) National education standards are used as a reference for curriculum development, educational staff, facilities and infrastructure, management and financing.

In western Indonesia, the quality of madrasah education related to the eight SNPs must be continuously improved, maintained and improved so that they can enter the era of globalization that continues to develop, so that they are not left behind over time. The quality of madrasah education in eastern Indonesia is still not optimally fulfilled according to the National Education Standards. Madrasahs in Eastern Indonesia receive less attention from the government than general schools, especially in Eastern Indonesia, Islam is a minority religion brought by the immigrant community 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 it can become a quality educational institution in an era that is full of the influence of increasingly sophisticated information and communication technology.

The quality of madrasah education in central Indonesia is said to have almost met 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 peripheral 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 times. Especially for areas that are lagging behind the quality of madrasah education must be improved again in order to create quality education.

Teacher Professionalism in the Globalization Era. 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 material, structure, concepts, and scientific mindsets that support the subjects being taught; (2) mastering the competency standards and basic competencies of the subject / field of development being handled; (3) develop creative subject matter; (4) develop professionalism in a sustainable manner by taking reflective actions; 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 influenced by information and communication technology. Teachers must be able to use technology as a learning medium 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 themselves in 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 the demand of the community, 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.

Improving quality and competence can be pursued through inservice training, training, seminars and various other efforts to obtain certification. One of the real manifestations of the government in improving the quality of teachers 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.

Covering education always requires improvement and improvement in line with the increasing needs and demands of the growing community. 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: (1) the teacher is able to master the material and teaching materials in accordance with the field being taught and taught; (2) the teacher is able to master and apply philosophy, methods, techniques and practices in science related to the field being taught; (3) teachers are able to take advantage of developments in information and communication technology in the learning process to improve the quality of their learning; (4) teachers are able to develop themselves and improve professional performance through further studies at education levels, training, workshops, seminars and other activities that can improve teacher professionalism in the global era; and (5) teachers are able to increase their commitment to community service.

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 the appropriate teacher under the conditions of globalization, teachers are capable of mastering and controlling changes with a science and technology perspective. Understanding of these 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 are getting bigger, because teachers are agents of change (agents of change) who are required to be able to devote themselves to society.

## **Conclusion**

The quality of madrasa 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 quality education quality. To improve teacher professionalism in this era of globalization, professional teachers must have the following abilities: (1) teachers are able to master materials and teaching materials in accordance with the fields being taught and taught; (2) the teacher is able to master and apply philosophy, methods, techniques and practices in science related to the field being taught; (3) teachers are able to take advantage of developments in information and communication technology in the learning process to improve the quality of their learning; (4) teachers are able to develop themselves and improve professional performance through further studies at education levels, training, workshops, seminars and other activities that can improve teacher professionalism in the global era; and (5) teachers are able to increase their commitment to community service..

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