ANALYSIS OF TEACHER PROFESSIONALISM IN INCREASING THE QUALITY OF EDUCATION IN MADRASAH

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ABSTRACT

This study uses qualitative research with a case study approach and the research instruments used are observation, interviews, and documentation. The results of the research in this thesis, Analysis of Teacher Professionalism in Improving the Quality of Education in Madrasah Aliyah Hidayah Private, Bandar Tengah Village, Bandar Khalipah District, can be seen from 4 (four) aspects of competence, namely: pedagogic competence, namely the teacher's ability to manage learning for students, includes curriculum development, personality competencies, namely personality abilities that master adult and exemplary personal knowledge, develop themselves independently and sustainably. Social competence, namely communication with the community, getting along effectively with fellow professions/ educators, students and guardians of students, polite with the community, and professional competence, namely mastering material in a structured and conceptual manner, a scientific mindset supports the subjects being taught, mastery in media skills and supporting teaching materials. Professionalism in improving the quality of education at Hidayah Private Madrasah Aliyah, Bandar Tengah Village, Bandar Khalipah District, has been carried out quite well.

Keywords: *Teacher Professionalism, Quality of Education*

1. INTRODUCTION

Education is an important factor for a country, where the young generation is the hope in developing a quality country. Education is also one of the most important aspects in developing academic quality which is considered capable of increasing awareness of national identity. Likewise with work in the field of teacher training, in the context of the development of teacher professionalism there is no doubt, a job or activity that is carried out requires expertise, skills that meet standards. Quality education can be seen from the involvement of a teacher in conveying the material he teaches, and at the same time being a role model for students. The quality of education can be said to be successful if it is carried out comprehensively by increasing the quality of education. There are two factors that influence it, namely internal and external factors. The internal factors are: curriculum, facilities and amenities, financing, school management, and leadership. While external includes: social culture, low utilization of science and technology.

Teacher professionalism can be interpreted as a condition, direction, value, purpose, and quality in the field of education and teaching expertise, this is related to someone's work which is their job or livelihood. Thus a teacher can be said to be professional if he is able to guide students in learning to find, manage and solve problems related to knowledge, attitudes and values of their life skills.[1] Seeking knowledge is obligatory and Allah will exalt those who are knowledgeable in accordance with the word of Allah in (QS Al Mujadilah: 11)

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[1]Kunandar. Professional Teacher Implementation of Education Unit Level Curriculum (KTSP) and Preparation for Teacher Certification. (Pt Raja Grafindo. Jakarta. 2007). p.31

ANALYSIS OF TEACHER PROFESSIONALISM IN INCREASING THE QUALITY OF EDUCATION IN MADRASAH

Sari Atika Parinduri, Desi Ramanda Sari

يَٰٓأَيُّهَا الَّذِينَ أَمَنُوٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجْلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اَمَنُوْا مِنْكُمْ وَالَّذِيْنَ

O Allah

"O you who believe, if it is said to you, 'Stand up in majlis', then make room for it, Allah will surely make room for you. And if it is said, 'Stand up', then stand up, surely Allah will exalt those who believe among you and those who are given knowledge of several degrees. And Allah is Aware of what you do."[2]

The degrees referred to in the verse above according to Ibn Abbas ra are "The Ulama have as many as seven hundred levels above the degrees of the believers who are not scholars. And, the distance between the first degree and the second was five hundred years' journey.[3] The quality of education and teacher professionalism are interrelated so that the two cannot be separated, especially in carrying out their duties, the teacher is also a human component in the learning process, so it plays an important role in delivering students to educational goals. The teacher bears the burden or responsibility for success and failure in each teaching, so teaching is a professional job that requires techniques and procedures that need to be learned, planned and used for the benefit of others. The main aspect that determines the quality of education is the quality of teachers. This is due to the teacher as a central point to update and improve the quality of education. That is, one of the essential conditions for improving the quality of education is if the application of the learning process is carried out by professional educators.

A professional teacher is a determining factor for a quality education process. To be able to become professionals, they must be able to find identity and actualize themselves. Giving very low priority to educational development over the last few decades has had a very broad adverse impact on the life of the nation and state (Asrorun Ni.am Sholeh, 2006). Commenting on the low quality of education today, the author attaches great importance to the need for professional teachers. For this reason, teachers are expected not only to carry out their profession, but teachers must have a calling to carry out their duties by improving the quality of service to students both in terms of intellectual and other competencies that will support improvements in the implementation of teaching and learning activities and be able to bring about good learning achievements. .

2. LITERATURE REVIEW
2.1.Definition of Professionalism

According to M. Usman stated that professionalism comes from the word profession which means a field of work that someone wants or will be engaged in. Etymologically, the term profession comes from the English language, namely "profession or the Latin profecus, which means to acknowledge, acknowledge, declare capable, or expert in doing a job. Professionalism is a condition, direction, value, purpose, and quality of expertise and authority related to one's livelihood.[4] Professionalism is a field of work based on certain expertise. A professional understands what, why, and how a job is done. Know the efforts and strategic steps and understand the consequences and risks of a job it carries. Therefore, a professional is not only equipped with certain skills but also supported by the mentality and personality that supports the field of expertise and work[5]

Professionalism is a behavior, a goal, or a series of qualities that characterize or describe the style of a profession. Professionalism also contains the notion of running a profession for profit or as a source of life. Professionalism is related to the commitment of persons with a profession. To

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[2]Ministry of Religion of the Republic of Indonesia, the Koran and its Translation: Juz 11

[3]Al-Ghazali, Ihya Ulumiddin: Reviving the Religious Sciences, (Jakarta: Republika, 2012).

[4]M. Usman, U. Becoming a Professional Teacher. (Bandung: RosdaKarya Youth, 2017), p.31

[5]Dedi Mulyasana, Quality and Competitive Education. (Bandung: PT Juvenile Rosdakarya Offset, 2012), p.49

improve professional skills continuously, develop new strategies in action through a continuous learning process as well.

Teacher professionalism is the result of continuous professionalization. In this process, pre-service education, in-service education including in-service training, coaching from professional organizations and workplaces, community appreciation of the teaching profession, enforcement of the professional code of ethics, certification, improvement of prospective teachers, size of salary, and jointly determine teacher professionalism. Factors that cause low teacher professionalism include: First, there are still many teachers who do not fully pursue their profession. This is caused by many teachers who work to meet the needs of daily life so that there is no time to read and write to improve themselves; Second, the lack of teacher motivation in improving self-quality because teachers are not required to do research as is applied to lecturers in tertiary institutions

If teachers want to raise their professional standards, they must make the requirements of existing professional standards a top priority. This refers to a number of reasons. First, today's global competition allows teachers to flow across borders. Second, as professional teachers, teachers must adapt to the needs of global professional development and the needs of the public who want better services. The only way to meet these professional standards is to continue learning throughout life and be willing to listen and see new developments in the field. Then, striving to get the required qualifications and abilities is just as important for teachers. After having sufficient qualifications and abilities, the teacher has strong negotiation skills and meets the required requirements.

2.2. Definition of the Teacher

According to Suprihatiningrum in Arabic, the teacher is termed as al-mu'alim or al-ustadz, who gives knowledge in the taklim assembly. That is, the teacher as someone who gives knowledge. The classical view is that a teacher is a person who is responsible for teaching (only one side is emphasized, and the other side is not considered as an educator or trainer). However, in the following dynamics, the definition of teacher has been broadly developed. Teachers are called professional educators because they have accepted and carried the burden of parents and contributed to the education of their children. This means that they cannot give their children to any teacher, because not everyone can become a teacher. Teachers are also considered as people who receive decrees from the government or the private sector to carry out their duties.[6] The teacher is a profession, meaning that the position of a teacher who requires special expertise is not suitable for anyone outside the field of education. The teaching profession requires special requirements, especially as a professional teacher, who must master the ins and outs of education and learning with various knowledge. This profession also needs coaching and development through a certain educational period or pre-service education.

In KBBI, the teacher is interpreted as article 2, a person whose job (livelihood) is teaching. In Law no. 14 of 2005 Chapter 1 Article 1 stated, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.[7] Teachers are professional educators with the main task of educating, teaching, guiding, assessing and evaluating students through formal channels. It is called a teacher for those who have the ability to formulate learning programs, organize and manage classes so that students can learn and ultimately reach a degree of maturity as the ultimate goal of the educational process. Based on the opinions of several experts, it can be concluded that the notion of a teacher is someone who is obliged to educate and impart the knowledge he has to others, so that he can make other people become intelligent people. Educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, provide guidance and trainers.

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[6] Jamil Suprihatiningrum. Professional Teachers: Guidelines for Teacher Performance, Qualifications & Competence, (Jokjakarta: Ar-ruzz Media, 2017). p.23

[7] Law of the Republic of Indonesia Number 14 of 2005. Concerning Teachers and Lecturers.

ANALYSIS OF TEACHER PROFESSIONALISM IN INCREASING THE QUALITY OF EDUCATION IN MADRASAH

Sari Atika Parinduri, Desi Ramanda Sari

Allah swt said in QS Ali Imran [3]: 164

لَقَدْ مَنَّ ٱللَّهُ عَلَى ٱلْمُؤْمِنِينَ إِذْ بَعَثَ فِيهِمْ رَسُولًا مِّنْ أَنفُسِهِمْ يَٰ۟لا

Amen

لِفِى ضَلَٰلٍ مُّبِينٍ

"Indeed, Allah has given gifts to those who believe when (Allah) sent a messenger (Muhammad) among them from among themselves, who recited to them His verses, purified their (souls), and taught them book (Qur'an) and wisdom (Sunnah). Even before, they were in manifest error."[8]

From the verse, that the task of the Prophet besides being a prophet, is also an educator (teacher). Therefore, the teacher's main task according to the verse is: Purify, namely developing, cleansing and elevating the soul to its creator, keeping away from evil and keeping oneself in accordance with nature. Teaching, namely the transfer of various knowledge and beliefs to the minds and hearts of Muslims so that they realize it with the behavior of life.[9]

3. RESEARCH METHOD
3.1.Type of Research

This study uses a qualitative research method approach. Qualitative research method is a method used to determine social reality that is seen as a whole. According to Sugiyono that in: the paradigm of qualitative research methods social reality is seen as a research that is holistic/intact, complex, dynamic and full of meaning. Such a paradigm is called the postpositivism paradigm.[10] This type of qualitative research uses a case study type. A case study is where the researcher conducts in-depth exploration of programs, events, processes, activities, against one or more people. A case is bound by time and activity and researchers collect data in detail using various data collection procedures and in continuous time. In this study, researchers used qualitative research methods because according to researchers it was suitable for exploring problems and knowing teacher professionalism in improving the quality of education by means of interviews and direct observation of the field.

3.2. Research Data Sources

a. Primary Data Source

Primary data is the main data collected directly from data sources through direct interviews. As for the main data sources, they are objects that are directly related to the issues discussed, including the preparation of Islamic Religious Education learning programs, teaching methods or systems, student interest in learning, discipline, coordination and cooperation, as well as evaluation of learning outcomes, these results are obtained from Head of Madrasah, Deputy Head of Madrasah and Private Hidayah Aliyah Madrasah Teacher, Bandar Tengahn Village, Bandar Khalipah District, who were directly involved in learning. This data is the result of interviews.

b. Secondary Data Sources

Secondary data is the source of the data, namely documents that already exist, namely in the form of student data and teacher data, madrasah facilities and infrastructure, student achievement index, as well as research results found by researchers indirectly. This data is in the form of

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[8]Ministry of Religion of the Republic of Indonesia, the Koran and its Translation: Juz164

[9]Muhammad Nurdin. Tips to Become a Professional Teacher. (Jogjakarta: Ar-ruzz Media, 2007), p.14

[10]Sugiyono, Understanding Qualitative Research Equipped with Proposal Examples and Research Reports, Cet. III; Bandung: Alfabeta, 2007. p.1

important documents related to school profiles, curriculum documents, other learning tools, and some other data related to this research.

3.3. Data Collection Techniques

Interviews or interviews, is a form of communication that is very verbal, or conversation that aims to obtain the information needed in research. Interviews, namely techniques used to complete the needs of research data that are not included in the questionnaire. Interview techniques were carried out in depth to examine a number of information related to this research. According to Sutrisno Hadi, what is meant by interviews is a question and answer process in research that takes place orally between two or more people face-to-face, listening directly to information or statements.[11]

3.4. Data analysis techniques

A process of structurally finding and formulating data obtained from interviews, observations, and documentation by categorizing and integrating into units, and sorting out essential things, and concluding so that they are easy to understand. To carry out qualitative data analysis, it is necessary to emphasize the following stages and steps:

1. Data reduction

Miles and Huberman say that data reduction is defined as a process of selecting, focusing, simplifying, abstracting, and transforming rough words that emerge from written notes in the field. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns.[12] The stages of data reduction include making summaries, exploring themes, and compiling complete and detailed reports.

The data reduction stage was carried out to examine the overall data collected in the field, namely regarding teacher professionalism in improving the quality of education in Hidayah Private Madrasah Aliyah, so that things can be found from the object under study.

4. RESULTS AND DISCUSSION
4.1. Research result

In an interview with Mr. Sugiono, M.Pd as the Head of Madrasah Aliyah Hidayah Private School, said that: "Professional teachers are teachers who have the competencies required to carry out educational and teaching tasks, in this case; pedagogic competence, personality competence, social competence, and professional competence".

Social competence

This competency is relevant to the teacher's capability as a social institution and social being, including interaction and communication with colleagues to strengthen professionalism, understand the function of each community institution, and synergize individually or in groups.

In this competency, teachers are required to communicate effectively with students, fellow educators, parents/guardians of students and the community. Teachers must also be able to foster students in establishing good relationships with all related elements. Interaction or social relations owned by the teacher will affect student behavior. For example, a teacher discusses a student who is absent from school due to illness, but there is a misunderstanding between parents and teachers, where the parents do not communicate well with the school so the teacher is worried about the

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[11] Sutrisno Hadi, Research Methodology Volume I (Cet. I; Jakarta: Gajah Mada University Press, 1986), p, 113.

[12] Sugiyono, 2019. Educational Research Methods, p.247

ANALYSIS OF TEACHER PROFESSIONALISM IN INCREASING THE QUALITY OF EDUCATION IN MADRASAH

Sari Atika Parinduri, Desi Ramanda Sari

student and intends to visit the student. So from the results of these observations, there is a good relationship between fellow teachers. Social relations have been instilled in students as a step that is considered starting from small things such as caring attitudes, helping each other, even encouraging students when students feel sad and are not cared for in the family environment. "As stated by Ms. Yuni Andriani S.Pd as a Cultural Arts teacher. Through interviews conducted by the author at Hidayah Private Madrasah Aliyah stated that:" The social relations that are applied in this school are greeting friends, teachers, sharing with each other, applying good manners, speaking polite words, and giving appreciation to students who have noble morals. This is our effort to present the nuances of good social relations with students.

The social competence implemented in this school is inclusive, objective and non-discriminatory. The teacher treats all students fairly, pays attention and helps according to their needs regardless of personal situation, maintains communication with colleagues, and is actively involved in formal and informal discussions related to their work, and the teacher often interacts with students and does not limit attention only to groups certain. "While Mrs. Nur Aini S.Pd as a Physics teacher through interviews conducted by the author at Madrasah Aliyah Hidayah Private Hidayah stated that:" One of the things we do is we try to foster students by instilling a caring attitude, then looking at the social attitudes of students, paying attention to things small to obvious from the behavior of students so that they can easily pour out affection like both parents at home. We as teachers also synergize with parents of students to create a sense of social and caring for children.

The form of teacher professionalism in the aspect of social competence that is implemented in this school, namely the teacher informs about the progress and obstacles of students to their parents, is active in activities outside of learning carried out by schools or community institutions, and pays attention to schools as part of community institutions, and contribute to social activities. The form of implementing professional competence is in the form of mastery of material, concepts, and knowledge that supports the subjects being taught, including mapping competency standards, presenting valid information in the learning process, compiling material so that students can easily understand learning material. Forms of implementing professional competencies that have been and are currently being implemented in this school include: identifying learning material that is considered difficult, the teacher plans and carries out learning and estimates the location of the time needed. Teachers use evidence of their performance descriptions to plan and implement further learning in the Continuing Professional Development Plan (PKB).

Teacher professionalism

From the results of the interviews, that the description of the professional abilities of the Hidayah Private Madrasah Aliyah teachers in terms of teaching abilities, personality, social and professionalism is quite large and operates according to national education standards. It is hoped that the things that have been implemented can continue to be improved and developed in order to improve the quality of school education. As can be seen from a number of these statements, the professional competence of Madrasah Aliyah Hidayah Private Teachers is related to teacher competence, and is optimized to improve the quality of education and meet national education standards.

4.2. Discussion

From the results of research at the Hidayah Private Madrasah Aliyah in Bandar Tengah Village, Bandar Khalipah District, in applying professionalism, a teacher must continue to hone and improve his performance for the success of the learning process. The success of an education is dominantly influenced by educators (teachers). Teacher involvement in student behavior is very influential, so teacher professionalism is needed by using all educational components so that the learning process runs according to indicators.

The fulfillment of teacher competence in teacher mastery is adjusted to the teacher's capabilities. Here are 4 teacher competencies:

1. Curriculum development capability

A teacher in the application of learning must use the design as a reference point in learning in the classroom. Teachers at Hidayah Private Madrasah Aliyah have discussed various matters related to teaching preparation, for example the draft plan (RPP), syllabus, annual program (PROTA), semester program (PROMES).

2. Personality development competency

The teacher's personality also needs to be considered, and the teacher also has time discipline, a sense of responsibility for his obligations. At Hidayah Private Madrasah Aliyah, educators have very good personalities and can be role models for students. In this case the teacher as a person and type of existence is given the task and burden of coaching and guidance. Therefore, teachers are often referred to as people who are admired and emulated.

3. Teacher competence as a social being

The teacher's ability as a social person is the ability to interact and communicate with students, colleagues or profession. When educators have the means to overcome obstacles in teaching activities, and teachers can act in an inclusive, objective and discriminatory manner by treating their students fairly, then it can be said that educators have natural abilities in their profession.

His professional ability

Among the evidence of teacher professionalism is mastery of skills related to the use of media and teaching materials, as well as attending seminars and discussions with seniors.

This shows that teachers must refer to actual results according to performance or existing curriculum requirements. Able to integrate appropriate methods, objectives and media in the design and management of teaching processes. To respond to the teacher's role in education, they must be good at guiding learning and taking responsibility. The expansion of duties and responsibilities led to the emergence of special functions, which became an integral part of the teacher's professional abilities.

5. CONCLUSION

From the results of the research and discussion, it was concluded that there are 4 aspects of teacher professional competence in improving the quality of education at Hidayah Private Madrasah Aliyah, namely:

a) Pedagogical competence, student characteristic capabilities, curriculum development, increasing student potential, evaluation, and mastery of learning theories and principles;

b) Personal competence, mature and exemplary personal manifestation, work ethic, responsibility as a teacher, and behaving according to religious, legal, social, and cultural norms;

c) Social competence, being extensive, objective, and non-discriminatory. The teacher notifies students' improvements and obstacles to their parents, takes part in activities outside of learning, and interacts with the community;

d) Professional competence, understanding of material, concepts, and mindsets that support the subjects being taught, evaluate themselves in depth by giving examples of their own experiences, have study journals, and notes from relatives.

ANALYSIS OF TEACHER PROFESSIONALISM IN INCREASING THE QUALITY OF EDUCATION IN MADRASAH

Sari Atika Parinduri, Desi Ramanda Sari

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