PROFESSIONALIZING EDUCATION, EDUCATORS, AND EDUCATIONAL INSTITUTIONS IN MANIFESTING “INDONESIA GOLDEN”

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Abstract

The problem of professionalism always has implications for the selling value of an educational institution. The achievement and prestige of institutions become highly dependent on the quality of learning, facilities, and infrastructure, supporting facilities, teachers and students, as well as learning outcomes. This research aims to find out about the professionalization of education, educators, and educational institutions to meet Indonesia gold in MIS Nurul Siti Aisyah Ishak Delitia. The type of research used is qualitative descriptive. Based on this research, it can be concluded that the improvement of educational professionalism can be achieved through the collectivity of the education system involving various aspects such as curriculum, education policy, materials, strategies, learning approaches and methods, facilities, facilities, and infrastructure, educators and education, managerial processes carried out professionally, learning processes, applications of information and communication technology, especially in the learning process in the classes, appropriate evaluation and control and control of the quality of education. In addition, the level of professionalism of an educational institution can be seen from the weight of accreditation. The scope of accreditation includes: First, institutional accreditation is an assessment of vocational education institutions, while accredited include: a) Curriculum / PBM; b) Organization, administration, and management; c) Sarana infrastructure; d) Power; e) Naming; f) Students; g) Community participation, and h) The school culture or culture.

Keywords: professionalizing education, educators, educational institutions

INTRODUCTION

Improving the professionalism of education is a central issue that needs to be considered continuously. Economic growth, the development of the times with the era of technology and information, and the movement of social and cultural issues are some of the factors that cause the improvement and improvement of the quality of education (Hasibuan, 2018; Tjiptono & Diana, 1996). Not only to achieve the standard of education but also to answer the challenges of the times, responding to the demands of the modern world so that graduates of an educational institution become better prepared to face the real situation in society (Anderson & Krathwohl, 2001).

The problem of professionalism always has implications for the selling value of an educational institution. The achievement and prestige of an institution become highly dependent on the quality of learning, facilities, and infrastructure, support facilities, teachers and students, as well as learning outcomes (Harris, Hobart, & Lundberg, 1995). The more quality graduates are produced, the selling value and interest in entering the educational institution are increasing. Conversely, if low-quality results in low graduate quality also have an impact on low interest and absorption into educational institutions (Dantes, 2014). This is what makes the quality of education so important for an educational institution (Tjaya, 2004). Improving the quality of education is not only in one aspect but covers all aspects related to
the education process ranging from input (Input), process, and output (Output). One of the benchmarks of such improvement is in improving aspects of good management (Kompri, 2015). If management has been implemented properly, any institution including educational institutions will be able to produce quality performance and work.

The profession is essentially a wise attitude (Informed responsiveness) which is service and devotion based on expertise, abilities, techniques, and procedures that are steadily accompanied by certain personality attitudes (Tabrani, 1992). In a professional job requires the use of techniques or procedures based on intellectuality that must be deliberately studied then directly can be directed to others (Sallis, 1993). The existence of this intellectual foundation distinguishes a professional from a technician because the above definition provides a professional picture in doing the job and is required to have a steady philosophy and be full of rational considerations.

Based on the data obtained, it is known that educators in MIS Nurul Siti Aisyah Ishak Delitua are educators who have different educational qualifications and skills in accordance with their respective majors or study programs at their respective universities. Their educational qualifications and skills are tailored to the field of study they teach during the classroom learning process. However, however, not all educators teach subjects according to their educational qualifications or areas of expertise. If viewed from a professional point of view, then educators who teach not in accordance with their educational qualifications can be said not to include professional educators. But on the other hand, the ability, as well as the science possessed by educators can make it as an educator who is able to teach other subjects. This is because the teacher's ability related to scientific insights and abilities that he has makes the teacher trusted by the principal to be able to teach subjects that are professionally not his area of expertise.

Based on the background description of the above problem, the researcher took the research title "Professionalizing Education, Educators, and Educational Institutions in Manifesting "Indonesia Golden"."

**METHOD**

This type of research is descriptive qualitative research with a case study approach to finding out about the professionalization of education, educators, and educational institutions to realize Indonesia Golden in MIS Nurul Siti Aisyah Ishak Delitua. The type and source of data in this study are the data of observations and interviews related to the professionalization of education, educators, and educational institutions creating Indonesia Golden at MIS Nurul Siti Aisyah Ishak Delitua. The data was analyzed by reviewing the collected data and scrutinizing the data.

**RESULTS AND DISCUSSION**

**Education’s Professionalism**

MIS Nurul Siti Aisyah Ishak applies a balanced curriculum between the general education curriculum and the religious education curriculum, in addition, the learning process and learning materials that are intra and extracurricular are also always designed in such a way that learning activities are accompanied by activities in which there are Islamic values.
One more thing that interests parents to enter their children in this Madrassa is that this madrassa often uses singing methods to memorize various knowledge, both memorizing Asmaul Husna, prayer readings, prayers and also short surahs in the Qur'an. Before the implementation of Dzuhur and Asar prayers, the sound of the Qur'an came from the Mosque. From the observation of the author who became the attraction of this madrassa in front of parents is every year before holding the Qur'anic Recitation the students each prepare what will be displayed by his students at the farewell event of class VI, both in the form of dance, singing, and poetry.

The professionalism of education is not separated from quality. Quality means the bad good size of an object; rate; degree or degree (Intelligence, etc.), and quality (Rinehart, 1993). Seeing the understanding, quality is also interpreted with qualities that generally mean the same. Quality is related to products and services, as Ikezawa mentions that quality and customer satisfaction are the same. In the context of education, the meaning of quality is always based on the education system as a whole, ranging from planning, education process, evaluation, and educational results (Hartanto, 2015). Education quality from three perspectives, namely economic perspective, sociology, and educational perspective. From an economic perspective, education is quality if it has contributed to economic growth. Graduates directly enter the world of work and are able to encourage the acceleration of economic growth. Sociologically, quality education if that education can benefit.

Improved educational professionalism can be achieved through the collectivity of the education system involving various aspects such as curriculum, education policy, materials, strategies, learning approaches and methods, facilities, facilities and infrastructure, educators and education personnel, managerial processes carried out professionally, learning processes, applications of information and communication technology, especially in the learning process in the classroom, appropriate evaluation and control, and quality control of education (Winarno, 2009). Quality in education to ensure the quality of inputs, processes, outputs, and outcomes of schools so as to improve the accountability of educational institutions (Dantes, 2014).

Education has a very important and strategic role in national development. Therefore, the government is determined to pay great attention to the development of education. To date, the government has taken on a variety of large-scale education policy breakthroughs. We all realize, that only through education does this nation become advanced and can catch up with other nations, both in the fields of science and technology and economics. The role of education is also important in building a nation civilization based on the identity and character of the nation (Sauri, 2007). Whatever the nation's problems are faced, our commitment to carry out the development of education in accordance with the mandate of the constitution and various applicable laws and regulations are still held (Sagala, 2009). This commitment is realized in various policies and programs directed at achieving the goal of improving the quality of human resources in order to achieve the future progress of the nation and state, as we jointly aspire to. This becomes an important part that determines the development of education in Indonesia.

The Minister of Education and Culture at the Commemoration of National Education Day on May 2, 2012 stated that the theme of National Education Day 2012 was "The Rise of Indonesia's Golden Generation". Because in the period of 2010 to 2035 our nation is blessed by God Almighty the potential of human resources in the form of an extraordinary productive
age population. If the golden opportunity that is the first time since Indonesia's independence can be managed and utilized properly, the population of the extraordinary productive age insha Allah will be a very valuable demographic bonus (Demographic dividend). This is where the strategic role of development in the field of education to realize it becomes very important.

Learners in every level, type, and path of education are individuals who are in a period of growth and development, are in the process of continuous development and self-formation to become a golden generation, namely people of character, intelligent and competitive. This process of continuous self-formation (On-going formation) occurs within the framework of space and time, through a quality education process.

Education is an investment of HUMAN RESOURCES (Human capital investment) so as to create a climate that allows every citizen to participate or participate in the implementation of the country and development. In order to make that contribution, every citizen must develop himself in order to be productive so that it can be more economically and non-economically valuable. Education is the best social engineering system to improve welfare, educate the nation, and improve dignity and dignity while building a superior civilization. With its very important role, we must open the widest access for all communities, ranging from early childhood education (PAUD) to higher education (PT).

However, the breadth of access must be accompanied by quality improvement through the fulfillment and improvement of eight national standards of education, namely content standards, process standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, cost standards, and educational assessment standards. Therefore, there is a need for harmonious and continuous cooperation between all education people, governments, local governments, organizations engaged in the world of education in improving the quality of education, so that a golden generation that is characterful, intelligent, and competitive will be realized (Tilaar, 2002).

Education should develop and disseminate the value and attitude of HR productivity through the development of two abilities at once. First, technical skills such as increased mastery of skills, potential and expertise are the same age as the demands of society and changing employment. Second, other abilities in relation to culture that encourage HR to be the driving force of development, such as insight, reasoning, work ethic, forward orientation, continuous learning ability, and the like. With the ability to develop both hr strengths, education as an HR investment has the most prominent function as a means to empower the community, which in turn will provide a high level of return to national economic growth in a sustainable manner.

**Educators’ Professionalism**

Teachers are one of the drivers and implementers in learning activities in schools. Without teachers who are referred to as education personnel, the implementation of learning does not work as expected (Kompri, 2015). Teachers in the teaching and learning process have a dual function, as educators and teachers have a great responsibility in achieving educational goals (Daryanto, 2011). In line with that, so great is the role of the teacher, stated by Sugeng in Daryanto (2011) must be recognized that progress in the field of education largely depends on the authority and ability of the teaching staff.
Among the indicators of educator and education personnel can be said to be qualified or professional in their field is to look at the educational competencies they achieve. That is paedagogic competence, personality, social and professional. In connection with this, in MIS Nurul Siti Aisyah Ishak Delitua currently has 16 educators with an average education qualification of Strata 1 (S1) who have graduated from the study program and from various public and private universities in North Sumatra and outside North Sumatra as well as Pre-Bachelors who are still pursuing education programs in their respective fields and 1 person from outside education.

On the other hand, educators at MIS Nurul Siti Aisyah Ishak Delitua are not sufficient to develop the science they are in only formal education, they still need to add knowledge about various sciences related to education to improve their professionalism.

A professional is someone who has the professional knowledge, skills, and attitude, who is able and faithful to develop his profession, participates in communicating professional development efforts, and cooperates with other professions. Ada 3 reasons professionalism in the field of education received recognition, namely:

1) Teacher and educational employment are not a routine job that can be done due to repetition and habituation;

2) This employment requires the support of a science or theory that will give the theoretical conception of educational science with its branches; and

3) This employment requires a long time of education and training, in the form of basic education for undergraduate level coupled with professional education.

Dedi Supriadi quoted from the March 1993 issue of educational management journal Educational Leadership, about 5 things that teachers are required to have to become professionals are:

1) Teachers are committed to students and the learning process. This means that the highest commitment of the teacher is in the interests of his students;

2) The teacher mastered in depth the subject matter taught as well as how to teach it to the students;

3) The Teacher is responsible for monitoring students' learning outcomes through a variety of evaluation techniques, ranging from observation methods in student behavior to test learning outcomes;

4) Teachers are able to think systematically about what they are doing, and learn from their experiences. This means that there should always be time for the teacher to reflect and correct what he has done. To be able to learn from experience he must know what is right and what is wrong, as well as the good and bad impact on the student's learning process; and

5) Teachers should be part of the learning community in their professional environment.

The professionalism of teachers is required to continue to develop in accordance with the development of the need for qualified human resources and have the capacity to be able to compete both in regional, national, and international forums.

In order to establish the basis of the ability that needs to be possessed by a teacher, it is necessary to set the standard of competence of the teacher. In Chapter IV article 8 of UURI No. 14 tahun 2005 mentions that teachers must have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize national
educational goals. Academic qualifications can be obtained through undergraduate programs, higher education or diploma programs.

Based on the data obtained, it is known that educators in MIS Nurul Siti Aisyah Ishak Delitua are educators who have different educational qualifications and skills in accordance with their respective majors or study programs at their respective universities. Their educational qualifications and skills are tailored to the field of study they teach during the classroom learning process. However, not all educators teach subjects according to their educational qualifications or areas of expertise. If viewed from a professional point of view, then educators who teach not in accordance with their educational qualifications can be said not to include professional educators. But on the other hand, the ability, as well as the science possessed by educators can make it as an educator who is able to teach other subjects. This is because the teacher’s ability related to scientific insights and abilities that he has makes the teacher trusted by the principal to be able to teach subjects that are professionally not his area of expertise.

A profession is essentially a statement or an open promise stating that a person is devoting himself to a position or ministry because that person feels called to the job. Regarding the term profession, Everett Hughes who was translated by Piet A. Sahertian explained that the term profession is a symbol of a job and then becomes the work itself.

Professionalism is part of moral teachings containing views about the values and morals found in a group of people (Nasution, 2019). One of the factors that affect professionalism is motivation. Education personnel will work earnestly if they have high motivation (Musthopa, 2004). If the education worker has a positive motivation, then he will show interest, have attention, and want to participate in a task or activity. In other words, an education worker will do all his work well if there is a driving factor (Motivation).

The existence of teachers for a nation is very important, especially a nation that is building, especially for the life of the nation in the midst of the crossing of the times with increasingly sophisticated technology and all changes and shifts in value that tend to give the nuances of life that require science and art in a dynamic level to be able to adapt themselves.

Please note that there are slight differences regarding the understanding in carrying out the profession as a teacher. The research conducted by the author is a profession about Islamic religious teachers. The understanding of the teacher as mentioned above according to Zakiyah Darajat is a professional educator because implicitly he has relinquished himself to accept and assume some of the educational responsibilities that are carried on the shoulders of parents. Thus it can be concluded that the teacher, in general, can give responsibility to his students through science in general. Then Islamic teachers are more specifically to science specifically, which is to provide teaching formal to their students to study Islamic religion in a certain period of time with the curriculum and methods that have been prepared.

The notion of responsibility according to the theory of educating science means that one is able to give accountability and willing to be held accountable. This multidimensional responsibility means being responsible for oneself, towards students, towards parents, the surrounding environment, society, nation and country, fellow human beings, and finally towards God almighty.

Teachers have duties, both those tied to the service and outside the service, in the form of devotion. If we group there are three types of teacher tasks, namely:
1) Duties in the profession include educating, teaching, and training. Educating means continuing and developing values. The value of life. Teaching means continuing and developing science and technology, while training means developing skills. skills in students;

2) The teacher's duty in the field of humanity in school must make himself a second parent, he must be able to attract sympathy so that he becomes the idol of his students;

3) The task of teachers in the field of society, the community puts teachers in a more respectable place in their environment because of a teacher is expected to acquire knowledge. This means that teachers are obliged to educate the nation towards Indonesia as a whole based on Pancasila.

In the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System article 39 paragraphs 1 and 2 it is stated that:

1) Education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the education process in the education unit; and

2) Educators are professionals who are tasked with carrying out the learning process, assessing learning outcomes, conducting guidance and training, and research and community service, especially for educators in college.

Ada some of the basic things of the duties and responsibilities of a teacher, especially in the process of education and training in the development of spiritual health (Ketakwaan), among others:

1) Before conducting the process of training and education, a teacher must really have understood mental, spiritual, and moral conditions, or talents, interests, then the process of educational activities will be able to run well;

2) Build and develop the motivation of his students continuously without any sense of hopelessness. If this motto is always alive, then educational or training activities can run well and smoothly;

3) Guiding and directing his protégés to be able to always believe, think, behave, behave and behave, positively based on the revelation of divinity, word, and prophetic example;

4) Provide a deep and broad understanding of the subject matter as the basis of an objective, systematic, methodological, and argumentative theoretical understanding;

5) Provide good and true examples of how to think, believe, promote, behave, and behave properly, well and praised both before his Lord and in the environment of daily life;

6) Guiding and providing examples of how to carry out vertical worship properly and correctly so that they will lead to self-change, knowledge, and encounter with self-nature, knowledge, and encounter with the Lord and produce his spiritual health;

7) Maintaining, controlling, and protecting students outwardly and internally during the process of education and training, in order to avoid various kinds of disorders;

8) Explain wisely (Wisdom) what his protégé asks about issues he does not yet understand; and

9) Providing a special place and time for students to be able to support the success of the education process as expected.
Teachers have unity of roles and functions that are inseparable, between the ability to educate, guide, teach, and train. These four abilities are integrative abilities, which are inseparable from each other.

Comprehensively, the teacher must have all four abilities intact. Although the ability to educate must be more dominant compared to other abilities. In the book titled "Dynamics of Schools and Classrooms," Kamaruddin Haji Husin (1993: 8), describes the role of teachers in various aspects. Namely, as 1) Educator, 2) Teacher, 3) Facilitator, 4) Supervisor, 5) Waiter, 6) Designer, 7) Manager, 8) Innovator, and 9) Appraiser.

According to a study by Pullias and Young (1998), Manan (1990), and Yelon and Weinstein (1997), there are at least 19 roles of teachers, namely teachers as educators, teachers, mentors, coaches, advisors, innovators, models and examples, personal, researchers, creativity boosters, vision generators, routine workers, campers, story-bearers, actors, emancipators, evaluators, preservatives and cultures.

The notion of responsibility according to the theory of educating science means that one is able to give accountability and willing to be held accountable. This multidimensional responsibility means being responsible for oneself, towards students, towards parents, the surrounding environment, society, nation and country, fellow human beings, and finally towards God almighty.

**Educational Institutions’ Professionalism**

In addition to educators or teachers, education personnel also have an important role in an educational institution. Education personnel is educational actors in addition to educators who are directly involved in supporting the implementation of educational or learning activities, among others: Business administration, security guards/school guards, hygiene personnel, and also including the Principal or the Chairman of the Foundation in private schools.

Educators and education personnel in carrying out their duties and obligations at MIS Nurul Siti Aisyah Ishak Delitua always coordinate with each other in carrying out their respective duties and obligations. Self-devotion to educate, train, and teach in order to have life skills both in terms of cognitive, affective, and psychomotor. So that the children of the nation in the future can become a generation of people who know, believe, and fear Allah SWT.

The level of professionalism of an educational institution can be seen from the weight of accreditation. The scope of accreditation includes: First, institutional accreditation is an assessment of vocational education institutions, while accredited include: a) Kurikulum / PBM; b) Organization, administration, and management; c) Sarana infrastructure; d) Ketenagaan; e) Pemanaan; f) Students; g) Community participation, and h) The school culture or culture. The components contained in institutional accreditation reflect things that are general in nature and have been based on Minimum Service Standards. While the accreditation of the expertise program, is an assessment of the program owned by the institution including components: a) Kurikulum and learning; b) Sarana infrastructure; c) Guru and technicians; d) Peserta didik; (e) Unit production; and f) Graduate. The components contained in the accreditation of the expertise program reflect matters that are specific to expertise and reflect the operation of the institution's quality control policy in educational services. Based on the description, it seems that the process of certification and accreditation can be conceptually implemented objectively,
through the formulation of instruments that can measure service activities and educational outcomes.

Quality improvement by revamping aspects of quality planning/quality, quality control/quality, and quality/quality improvement. This can be pursued by reviewing aspects of the educational curriculum, subject matter, learning models and methods, the quality of educators and education personnel, leadership, and the fulfillment of facilities and infrastructure (Inkeles & Smith, 1974). Thus, it is expected that educational institutions can experience quality improvements and achieve national education standards in an effort to meet global challenges.

CONCLUSION

Professionalism is a form of commitment of members of a profession to always improve and develop their competencies that aim so that the quality of professionalism can be achieved continuously. Improved educational professionalism can be achieved through the collectivity of the education system involving various aspects such as curriculum, education policy, materials, strategies, learning approaches and methods, facilities, facilities and infrastructure, educators and education personnel, managerial processes carried out professionally, learning processes, applications of information and communication technology, especially in the learning process in the classroom, appropriate evaluation and control, and control. quality control of education.

A professional educator is someone who has professional knowledge, skills, and attitudes, who is able and faithful to develop his profession, participates in communicating professional development efforts, and cooperates with other professions.

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