# Improving the Professionalism of Madrasah Teachers Post Covid-19

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## ABSTRACT

*Covid-19 has had a significant impact on the paradigm shift in Madrasah management. Currently, madrasah managers are aware of the importance of technology-based innovation. This study attempts to analyze the madrasah development model. This type of research is qualitative with a descriptive method. Data were collected through in-depth interviews with the Principal, Curriculum Deputy, Teachers, and several students. The results of the study show that madrasah innovations that are based on increasing the effectiveness of learning are carried out through optimizing managerial functions. Analysis of the online learning phenomenon is observed through the implementation stage, potential challenges, and proposed solutions. The results also show that professional teachers in carrying out their roles as teachers of students and learning are in a good category, indicated by 75%. Meanwhile, 25% of teachers cannot be categorized as professionals. This figure shows the teacher's performance is very good referring to the attitude of professionalism in the learning process. The research implies that madrasah management requires public partnerships and the involvement of many parties on an ongoing basis.*

*Keywords: Competence Development; Covid-19; Madrasah Effectiveness;*

## ABSTRAK

*Covid-19 berdampak signifikan terhadap perubahan paradigma pengelolaan Madrasahh. Saat ini pengelola madrasahh menyadari pentingnya inovasi berbasis Teknologi. Penelitian ini berusaha menganalisis model pengembangan madrasahh. Penelitian berjenis kualitatif dengan metode deskriptif. Data diambil secara mendalam melalui Kepala Sekolah, Wakil Bidang Kurikulum, Guru dan sebagian murid. Hasil penelitian menunjukkan inovasi madrasahh yang bertumpu pada peningkatan efektivitas pembelajaran dilakukan melalui optimalisasi fungsi manajerial. Analisis terhadap fenomena pembelajaran berani dalam pelaksanaan, tantangan, dan solusi. Hasil penelitian menunjukkan bahwa guru profesional dalam menjalankan sebagai pengajar peserta didik dan pembelajaran berada dalam kategori baik yang ditunjukkan sebanyak 75%. Sedangkan 25% guru belum bisa dikategorikan profesional. Angka tersebut menunjukkan kinerja guru yang sangat baik mengacu pada sikap profesionalisme dalam proses pembelajaran. Penelitian berimplikasi pengelolaan*

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*madrasahh membutuhkan kemitraan publik dan keterlibatan banyak pihak secara berkelanjutan.*

***Kata Kunci:***     *Covid-19; Madrasahh Efektif; Peningkatan Mutu; Profesionalisme Guru;*

## INTRODUCTION

The revitalization program carried out by the government after Covid-19 is to improve the governance system of educational institutions and increase teacher competence (Menter & Assunção Flores, 2021). The teacher's role is very fundamental in the learning process. While the educational process is based on the effectiveness of the learning carried out (Luqman, 2021).

Teachers are required to have competency standards according to the constitution, namely pedagogical competence, social competence, and professional competence. After Covid-19, teachers are required to have additional competencies, namely technology-based competencies. In addition to fulfilling the teacher's function, namely regulating activities to teach students, train, and develop, and also manage to provide technical services in the field of education to improve the quality of education, the quality of teachers during the pandemic is the first aspect to be determined (Hidayati, 2021; Michelli et al., 2016; Prasetyo et al., 2022). This is because the teacher is the center of improving the quality of education, in other words, one of the important requirements for the development of the quality of education is if it is carried out by educators who can be relied on for their professionalism (Larson, 2017; Whitty, 2000).

According to data presented by UNESCO, the quality of teachers in Indonesia is relatively low. As a key constituent of education in Indonesia, it is in the last order, which is at number 14 in developing countries in the world (developing countries in the world are 14 countries) (OECD, 2021). The problem of course needs to be considered and concerned for education in Indonesia because teachers are a key to success for education in Indonesia, including madrasahh (Mahmud, 2019; Zainuddin, 2020).

Changes in learning and teaching patterns, of course, cannot be separated from the role of teachers, of course, changes in online learning patterns (Chapman et al., 2015). Teachers must be prepared for the conditions of students and limited learning conditions (Darmawan & Dagamac, 2021). The existence of teachers in the learning process during the Covid-19 Pandemic by carrying out their multiple roles, duties, and functions (Husaini, 2021), and the teacher also provides good teaching, creates a conducive atmosphere for learning, and is innovative by using interesting learning media (Ginting et al., 2021). This article

aims to find out which way to become a professional teacher during this pandemic. This study really needs to be done, so that it can be a door to change learning that is sensitive to the times, science and technology, and contextual.

From the adjustment of learning outcomes, students are certainly not as easy to understand and capture learning directly as when learning face-to-face at school. There needs to be a good mastery of tools for learning, communication, and learning materials in teaching online learning. A teacher needs to have his own potential that supports the success of student learning during this pandemic. This article will examine further the competencies of human resources needed, in this case, the teacher as a student teacher, the duties and responsibilities of carrying out his profession in the midst of this pandemic (Majir et al., 2022; Prasetyo, Bashori, & Lailisna, 2020).

The level of progress in education is an increase in the professionalism of teachers because the teacher is concerned and becomes a personal responsibility and is also the responsibility of the head of education (principal) (Idris & Mesiono, 2019). In this case, the principal should be able to grow and maximize all the potentials of teachers and existing resources as the head or leader of an educational institution.

Madrasahh management requires the active role of the principal as a policy maker. The policy direction refers to improving the education service system and increasing the competence of human resources (History of Education Society, 2013). This research is different from quality research in general. The research focuses on strategic studies of teacher competencies that specifically analyze the phenomenon of madrasahh teacher professionalism.

Southeast Aceh is one of the districts in Aceh Province which is directly adjacent to Karo Regency, North Sumatera Province. Southeast Aceh's geographical location on the slopes of a mountain makes it difficult to access education. These challenges make the quality of education in Southeast Aceh below other districts in Aceh Province. These objective conditions require special attention to aspects of human resources. Improvement of human resources plays an important role in creating effective learning (Arsyad & Arfah, 2020; Huddleston & Unwin, 2013).

The research was conducted at Madrasah Aliyah (MA) Darul Amin in Southeast Aceh Regency. The principal always supervises the teachers properly and in accordance with the abilities, principles, skills and techniques as well as the right approach.

**METHOD**

The research uses a qualitative descriptive survey paradigm. Data analysis was carried out comparatively through interview transcripts, categorization, and keyword constructs into novelty charts. The study was conducted at the MA Darul Amin, Southeast Aceh. The data collection technique was carried out through interviews conducted whith several number key informants, namely the principal, curriculum representatives, and several teachers in the field of study. Analytical descriptive research aims to describe teacher professionalism, what potentials are needed by a teacher during this pandemic, and what efforts can be used to guide students towards maximum learning. In this analytical descriptive research, the search for sources is done by collecting theories and discussions related to issues of teacher professionalism, and what potential is needed by a teacher by looking at the existing phenomena. This study examines and also describes the results of observations that have been studied.

**RESULTS AND DISCUSSION**
**Overview of Research Sites**

The research was conducted in MA Darul Amin, Tanoh Alas Village, District of Babul Makmur at Southeast Aceh Regency. MA Darul Amin was founded in 2011 as the antithesis of SMKS Darul Amin. Political reasons led to the establishment of MA Darul Amin. One of the important factors in establishing MA Darul Amin was because SMK Darul Amin was considered irrelevant to the pesantren education system. In addition, the limited number of educators in vocational schools is the cause of the low interest of grade 3 students to continue their education. Therefore, it is necessary to change the concept of a formal level from a vocational-based vocational school to an intermediate-based madrasahh that also carries out Islamic-based learning.

Institutionally, MA Darul Amin is under the Darul Amin Border Boarding School. MA Darul Amin has seen an increase in students over the last five years. Currently, it has 254 students. The empirical data shows that MA Darul Amin is successful in providing pesantren-based school education services (Prasetyo, Bashori, & Masriani, 2020).

MA Darul Amin has an A accreditation status, making it a reference for other schools. This condition is inseparable from the practice of leadership policies and management systems implemented. Analysis of the situation that occurs, the factor of teacher professionalism is an important component in the succession of effective education service delivery. The discussion of the results of

further research leads to teacher professionalism in philosophical reviews, operational reviews and teacher professional development.

## MA Darul Amin Teacher Professionalism in Philosophical Concept Review

Teacher professionalism includes professional development, understanding insight, and mastering academic study materials (Directorate of Education Personnel of the Ministry of National Education 2004). The definition of a professional teacher is a teacher who is able to manage and carry out his duties well. We can see the professionalism of a teacher as a process that moves from ignorance to knowledge, from immaturity to understanding and maturity, from being taught by others (other directedness) to understanding oneself (Bafadal, 2004). Teacher professionalism is the value, direction, purpose, condition and quality of a teacher's expertise and authority in the field of educators and teaching related to one's work as a livelihood (Rusman, 2018).

Professional teachers are teachers who have competence and are able to carry out educational and teaching tasks as well as community service. Wahyudi as the head of the school said:

> "*The meaning of professionalism here is that the teacher carries out his obligations in teaching without being late and fulfilling learning aspects such as making syllabus to attending weekly routine meetings*".

MA Darul Amin teachers are required to participate in weekly learning evaluation activities. This activity aims as a means of evaluation for personal teachers as well as institutional improvement. MA teachers are also encouraged to adapt to policy changes, especially those related to competency improvement. Teachers are also encouraged to participate in educational training activities, certification activities, and independent teacher learning activities.

Professionalism in a narrow sense is interpreted as a profession, namely a position or job of someone who is competent and requires expertise in being responsible for his work and being loyal to the work he does.

## Teacher Professionalism – Identification of Teacher Skills

The teaching profession is currently experiencing many challenges, one of which is guaranteeing a future career. Profession includes activities in order to obtain success in performance and livelihood which are carried out in the form of certain skills and expertise. Darul Amin Principal said,

> "*In order to be considered professional, teachers must have skills. Alhamdulillah, the majority of the teachers listed at MA Darul Amin are pesantren teachers. In addition to having a bachelor's degree qualification, they also have various skills such as silat, organizational leadership to the art of music.*"

Teacher professionalism is shown in the pesantren values, namely sincerity. Teachers in addition to teaching at the formal level at Madrasahh Aliyah they also teach at Islamic boarding schools. These educational and teaching activities become more meaningful because they are carried out and carried out based on certain skills and expertise and also seek to implement social norms well.

Professionalism is where someone who holds a position or job is done with his skills and also with high expertise. Professionals are related to professional fields, whether in the form of potential, skills, abilities or in the form of certain special skills to run them effectively and efficiently and show special abilities and skills, the involvement of payments made for livelihoods and livelihoods, in other words the existence of income from activities that get paid, and people who manifest a field in their profession.

**Teacher Professionalism – Identification of Managerial Competence Mastery**

In general, professionalism is closely related to a job, but in general the work is not all categorized as a profession, why is that because the profession has its own skills and characteristics that can distinguish it from other jobs. Ahmad Paruqi as Deputy Head of Madrasahh stated that, "*The relationship between quality, quality with professionalism and behaviour is a characteristic for a profession or the character of a professional person.*"

The data shows that 85% of MA Darul Amin teachers are pesantren teachers. The observation results show that the integration of the Aliyah curriculum and the pesantren is running stable. This is inseparable from the collaborative role between the principal - the director of KMI and the leadership of the pesantren as policy makers.

Professionalism has 2 main qualifications, namely a skill and a fee. Analysis of the research results, MA Darul Amin's teacher is a person who has expertise in extracurricular matters such as martial arts, reciters, speeches, music arts and so on. For payment, the teachers do not demand too much, the reason is that the majority of them are pesantren graduates so they do not make the material aspect the main consideration in the nature of work.

> "*Understanding the meaning of teaching is learning, it's because the best way to learn is to teach. So, teaching activities in this Islamic boarding school are forms of dedication to the knowledge that can be obtained.*" Faizal said, as one of the Aqidah Akhlak teachers.

This picture of reality is evidence of an interconnected unity. As for someone who has these 2 main things, it can be said and categorized as a person who has professionalism, both in terms of expertise or competence that is quite decent and according to his field of work and income that covers his life needs.

There are several factors that can affect the professionalism of the work factors, namely skills, extensive education, institutional training, work autonomy and code of ethics. Some of these aspects are also the targets of school principals' policies.

**Teacher Professionalism – Formal Foundation and Operational Foundation**

In the Law on Teachers and Lecturers, it is stated as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in the elementary, junior high, and secondary education pathways (DPR RI, 2012). Teachers are professionals in positions that must be seen with potential that support their performance. Professional teachers have competency standards that must be taken (Mulyasa, 2007).

The important role of a teacher is to impart academic knowledge and provide good and effective teaching (Mustakim, 2020). This is often seen when online learning is carried out (Mukhtar, 2021). Learning at MA Darul Amin curriculum leads to science classes. However, because of its status as a religious institution, it is not difficult for the teaching department to integrate the religious curriculum and the pesantren curriculum. This linearity is in line with the pesantren's vision to graduate students who excel in faith and beliefs besides Science and Technology.

The Quality of madrasah graduates will be created through synergy between madrasah managers and the role of parents. MA Darul Amin is part of a pesantren, so the role of parents is temporarily replaced by a pesantren teacher. However, this does not reduce the original parent's responsibility; it is assessed from the development of students in terms of academics, mental independence, and loyalty.

MA Darul Amin is still lacking in terms of subject teacher qualifications. The majority of Darul Amin's MA teachers are undergraduate education graduates. However, the teachers remain professional by conducting independent learning. In this case the vice principal of madrasah who specifically handles the curriculum, Ichsan Hadi revealed;

> *"Although the majority of MA teachers are PAI graduates, it does not reduce the quality of learning. PAI graduate teachers are given Indonesian language lessons such as history, geography and art content, which essentially can be studied independently".*

There are various obstructions caused by the lack of understanding of students and parents who guide the teaching of the existing material. The connection with this problem, of course, is not something that needs to be

discussed to determine who is at fault, but it becomes a discussion that we need to find solutions to be able to support students as students who are able to undergo and complete the learning process in the midst of a pandemic.

In academic guidance includes guidance on learning difficulties for students who have problems in learning. This is the same as the behaviour of individual recognition of information that is used as a reference; each student has different potential and speed in learning (Ratnasari et al., 2021). This teaching becomes a very important homework for teachers when providing supervision and online learning and also the considerations made include the value of assignments or tests and the diffusion of satisfaction questionnaires. Through this, it will get results if there are students who have not achieved the value indicated by the KKM or there are obstacles and input in the satisfaction questionnaire, then it will train teachers to design the teaching process in a better direction.

The results shown are where educational success is influenced by the quality of teacher professionalism as a distributor of learning in schools. As the quality of teacher professionalism develops, the expected process of learning will be better and its quality will increase (Kennedy, 2015).

This can be assessed where the quality of a teacher can be seen from his own performance. Performance is a person's level of success or overall results during a certain period in carrying out tasks (Rivai et al., 2013; Salabi & Prasetyo, 2022). Indicators of teacher performance can be seen from their success in teaching, guiding and directing students in accordance with improving learning that has been previously designed.

Thus it can be measured from the ability of students to respond and understand the material provided as well as the ability of students to do assignments and learning outcomes. Here's an overview of Novelty:
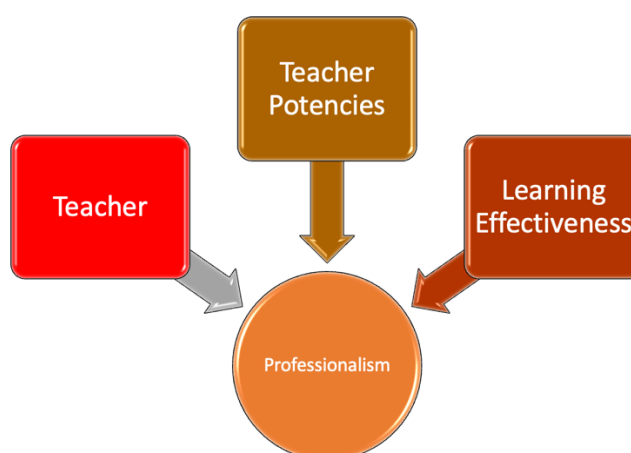
Picture 1. Research Novelty

It can be understood that the teaching profession can demand the individual professionalism of the teacher itself. The professionalism of a teacher can be proven through the work of the teacher which is influenced by the potentials that exist in the teacher. Therefore, the competence of an educator is very important and also really needs to be developed through certain trainings. Educators must be correct and serious about responding to changes and developments that usually occur in the community, especially in the field of education.

This is so that the understanding and knowledge and insight of teachers increases, abilities and potential in the field of education are getting better and improved, not only in teaching in the classroom but a teacher can also appear in the midst of society to guide and provide insight and as well as views that are good and beneficial to society from a moral or spiritual perspective.

**Directions for the Professionalism of MA Darul Amin Teachers**

In the midst of the current pandemic, a teacher needs to be trained to develop existing skills and competencies. Through training and empowerment, teachers can be trained to be able to adjust their professional conditions in carrying out their duties and roles as a teacher (Frazier, 2020). Likewise, it is very supportive of the successful implementation of the progress of students and educators in learning and teaching activities during the pandemic. This can enable the realization of a good education and teaching process so that the trust of stakeholders and institutional enthusiasts can be achieved in an elastic and systematic way.

In this case, Nurmala who is one of the teachers at MA Darul Amin who teaches English subjects firmly stated that,

> *"During the pandemic, we teachers here received regular training on how to organize the learning process. Starting from an introduction of simple online class models tills the complex ones; such as we have been trained to make Online Classes in Google Classroom, Google Meet and others."*

This expression is a tangible manifestation of the purpose of the core discussion of school organizations (Education) in facing the challenges of online learning. With the empowerment and training of teachers, school efforts are able to provide effective and systematic teaching and provide services. For example is such as providing learning at school before doing online learning. Schools also need to guide and train teachers to be competent. The following is the development of 4 (four) of the main competencies for teachers:

## 1. Literacy and science and technology mastery competence

The online learning policies implemented by schools for the implementation of learning activities as well as teaching, really need the ability and skills of teachers in the field of science and technology. If there is a weakness in the teacher's mastery of science and technology, it will greatly affect the smoothness of online learning activities and the process of guiding students remotely will certainly be constrained. The head of MA Darul Amin, Wahyudi emphasized that;

> *"For teachers who cannot use media when learning online, this problem is overcome by schools by providing regular training, ranging from simple to complex online media models; as for the students, the teachers gradually gave them an understanding of the procedures for using the available media."*

So, schools and teachers must conduct an assessment of digital technology which will later be used by students in their daily learning and also when the learning process by educators takes place in the midst of this pandemic, is introduced, conveyed and incorporated into practice policies for education at the school (Komalasari, 2020).

Learning models as well as socialization also need to be carried out so that students and parents can and are ready to carry out their respective duties and roles. Based on this, teachers are projected to consider the following: (a) strengthening the essential duties and roles of a teacher, (b) increasing knowledge and literacy insights in online learning, and (c) creating patterns in the form of blended learning.

## 2. Class management skills competency

Classroom management skills are necessary and necessary for the implementation of distance learning (online). Previously, teachers were also able to manage class freely and express themselves in the classroom physically or directly. Because the class arrangement is the right and is in the hands of the teacher or educator so that he can and is able to control and see students who are participating in learning enthusiastically so that they can easily change and manage the flow of discussion (joking) where students when learning takes place look bored, so that in the end can return to provide an explanation of the material and also convey the material in its entirety. Even if there are students who are less active when learning takes place, the teacher can see and control them by asking questions to students who are not focused when studying, or by reprimanding and so on.

For the implementation of learning and teaching activities, the ability and skills of teachers in the field of science and technology are very much needed.

Classroom management skills are necessary and necessary for the implementation of distance learning. Previously, teachers were also able to manage class freely and express themselves in the classroom physically or directly.

However, when learning is currently being conducted online, teachers need to know the things that previously could be done but during this pandemic it is difficult to do because they are not face to face (face to face). The following things related to lessons and materials that require experimentation can be done by sharing videos in the form of tutorials (Coal & Coal, 2020). Teachers need to research and experiment and mix and match learning patterns so that students can and are able to develop their skills and potential, so that they can discover the students' own knowledge.

Gerysha Chaniago, a class X (ten) student who was interviewed, did not deny this by stating:

> *"We received many learning videos during online learning. Some are made by teachers; some are from videos on you tube. But sometimes if you don't understand the explanation on youtube, we can ask the teacher to explain via voice message and post it in the class WA group; likewise we can ask questions via text or voice chat."*

The selection of social media used for adaptive learning, of course with the aim of supporting the online learning system, can be done by considering the proposed SECTIONS pattern, namely: Student (*murid*), Easy (*mudah penggunaannya*), Cost (*biaya/waktu*), Teaching (*kegiatan pembelajaran*), Interaction (*interaksi*), Organizing (*pengaturan masalah*), Networking (*perluasan jaringan*), Secure (*keamanan dan privasi*) (Bates, 2019). Considering things in such a way can help and help students be more able and enjoy the learning process.

> *"School management, especially those related to administrative issues, is currently directed at optimizing technology. Starting from student data collecting, certificating, performance assessment and most recently reformed an independent madrasahs learning to rely on technology".* That's what Ahmad Paruqi, Waka Madrasah, who intensely supervises school management, especially with regards to teacher and student administration, said.

The learning resources used are sourced from the internet and learning systems that apply through distance (online), aiming that students can create and express themselves to do their work, seek insightful knowledge through sources studied, read existing ones and when learning is not limited to space and time. With the internet, we can see it as a means to facilitate and assist students in carrying out tasks and learning during this pandemic in this modern era.

Independence and its concepts need to be guided and taught to all existing students.

**CONCLUSION**

Teacher professionalism includes professional development, understanding insight, and mastering academic study materials, the Directorate of Education Personnel of the Ministry of National Education. The definition of a professional teacher is a teacher who is able to manage and carry out his duties well. We can see the professionalism of a teacher as a process that moves from being ignorant to knowing, from not understanding to understanding and mature, from being taught by others to understanding himself. Teacher professionalism is the value, direction, purpose, condition and quality of a teacher's expertise and authority in the field of educators and teaching related to one's work as a livelihood. MA Darul Amin teachers can be said to be professional because they have competence and are able to carry out educational, teaching and community service tasks. Madrasah policies lead to an increase in IT competence for teachers and an increase in institutional infrastructure.

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