Edureligia
JURNAL PENDIDIKAN AGAMA ISLAM
https://ejournal.unuja.ac.id/index.php/edureligia

MADRASAH TEACHER PROFESSIONALISM DEVELOPMENT STRATEGY BASED ON SUPHISTIC HUMANISM IN THE AGE OF COMMUNITY 5.0

Raudatul Jannah[1]([⊠]), Moh. Sahlan[2], Mukaffan[3], Siti Hamidahtur Rofi'ah[4]
[1,2,3] Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, East Java, Indonesia
[4] Institut Agama Islam Al-Qodiri Jember, East Java, Indonesia

([⊠])**Correspondence to:**
hasanahmalika065@gmail.com

Abstract: The purpose of this study to analyzes strategies for developing the professionalism of madrasa teachers based on Sufistic humanism. This research uses a qualitative approach with data collection techniques using interviews, observation, and documentation. The data analysis used is Miles and Huberman's data analysis. The results show that the teacher professional development strategy has three stages: development planning, implementation, and evaluation. This human research planning model includes, among others, considering HR requirements, comparing demand requirements with HR availability (HR demand, excess HR, and HR shortages), and considering the availability of HR within the organization. The implementation of teacher professionalism development is carried out with several coaching concepts based on sufistic humanism, including pedagogic development, professionalism development, personality development, and social development. While the development evaluation process is carried out with *First*, evaluation through leadership. *Second*, evaluation through the teacher by compiling learning tools at the beginning of each new school year. *Third*, evaluation through the assessment of MTs Al-Qodiri Jember students. This study shows that the policies provided to develop teacher professionalism at MTs Al-Qadiri Jember have an impact on improving teacher quality so that there are more professional teachers in carrying out their duties and responsibilities.

INTRODUCTION

The era of Society 5.0 can be interpreted as a human-centered and technology-based concept of society. Society 5.0 is a continuation of the era of the industrial revolution 4.0, which emphasizes more humanism in solving social problems, including education (Nastiti & Abdu, 2020). Teachers who are the driving force in education in the era of Society 5.0 must have adequate competence. Teachers must be proficient in providing subject matter and able to move students to think critically, creatively, and morally (Predy et al., 2019).

An educational institution is an organization that has a management process in it that functions human resources in the movement of the organization

to achieve educational goals (Yuwono et al., 2020). Human resources are the people who design and produce goods or services, control quality, market products, allocate financial resources and formulate all organizational strategies and goals (Mulyana, 2020). An organization can achieve its goals with people with expertise or competence. HR is what makes other resources run (Kusumaningrum et al., 2017). The many advantages possessed by an organization or company will only be able to maximize productivity and operating profits with a community of skilled, competent, and highly dedicated human resources towards the organization or company. To prepare human resources who are skilled, competent, and highly dedicated to the organization, it is necessary to develop human resources (Tamrin, 2019).

The success of education management depends on the quality of educators. In testing the data version of the World Population Review 2022, the average IQ score for the population in Indonesia is 78.49. This score places Indonesia in the 130th position out of 199 countries tested. This IQ score is closely related to the education system, which produces community intelligence (Rohida, 2018). And the quality of education in Indonesia in the last 20 years has remained the same. It was also stated that the results of the population census in 2020-2022 showed that more than 70% of Indonesia's population was of productive age (Zailani et al., 2022). However, data from the Central Bureau of Statistics in December 2021 noted that people with low education still dominated Indonesia's education level. Several factors cause children in Indonesia not to have a good education, including the low quality of education in Indonesia (Baharun et al., 2021).

Teachers and education staff spearhead education implementers to produce superior human resources. The existence of superior human resources is needed to encourage the optimal progress and development of a country's potential. The quality of Teachers and education staff certainly influences the quality of education in Indonesia (Lubna, 2017). A researcher at the World Bank, revealed that teachers' performance in Indonesia can still be quite low. The low quality of teachers in Indonesia is seen from their competence and ability to teach (Siddik et al., 2017). The teacher's strategic role is not only viewed from the ability to educate but also responsible for the moral development of students (Sultoni et al., 2018). Meanwhile, competent educational staff plays a role in supporting higher-quality education operations. Qualified human resources greatly influence the quality of education in it. If an educational institution has lecturers with high professionalism, the quality of the educational institution will also be high (Yusuf & Rashid, 2015). No matter how well an educational program is implemented, it will only be optimally successful with the support of highly professional teachers (Hidayat & Haryati, 2019).

MTs Al-Qodiri Jember was an example. This madrasa was one of the Islamic education madrasas that has prioritized teacher professionalism. The teaching profession in madrasah has become a milestone in changing the paradigm where teachers are no longer an authoritarian figure in the journey of student education. However, other problems had arisen in the midst of

digitalization, which is inevitable that technological sophistication can make students more aggressive and apathetic towards self-development and their environment. Of course the teacher's role would already be involved in controlling the focus of students in madrasas. So that it was necessary to develop teacher professionalism from a cognitive to an affective perspective for interactions with students in madrasas.

Teacher professional development aimed to improve the quality of education. With the active participation of the teacher, education becomed meaningful, and its material and essence will be preserved. In particular, if there is a team of innovative teachers who can support a good system, then the quality of the educational institution will improve. Especially if the teacher did not master the content of teaching materials, lesson plans, and professionals, they need to have four abilities: educational, personality, social, and professional.

If examined, it was true that similar research on the development of teacher professionalism has been carried out a lot. Like research from Ilyas (2022) on the professional development of lecturers obtained results, namely the development of teacher professionalism through teacher performance at the MTs Negeri 1 Serang education unit carried out with several programs and efforts. Like conducting education and training by implementing subject teacher deliberations, Education and on-the-job training, distance training, Madrasah Working Groups, preparation of textbooks, student worksheet and others that can support the improvement of teacher professionalism. Another research was conducted by Chandra (2020), who stated that the efforts made by the teachers of SMAN 1 Kauman to develop professionalism through writing scientific papers were a form of developing the teaching profession. Furthermore, Faizatun & Mufid (2020) also explained in their research that the implementation of Academic Supervision includes three activities, namely program planning (b) Academic Supervision strategy, (c) evaluation using standard assessment instruments referring to the regulations of the Ministry of Religion, with follow-up providing reinforcement and appreciation as well as coaching and training.

It could be seen from this research that was clearly different from the previous studies. These two studies used an approach oriented toward cognitive knowledge only. Still, the professional development of madrasa teachers was not only on the aspect of knowledge/skill that the madrasah teacher will possess but more on the prophetic aspect. The novel side of this research also did not only discuss modernity and requires humanism as the foundation of civilization, but the humanism-sufistic foundation as a condition for the younger generation of Islam to maintain their religiosity in the face of the 5.0 era.

Now, modernity was showing its fragility. Many people suspected that one of the reasons for the fragility of modern civilization is its humanistic foundation, which is also fragile. Therefore, the purpose of this study was to examine the strategy for developing teacher professionalism based on Sufistic humanism to face the 5.0 era.

RESEARCH METHOD

This study used a descriptive qualitative approach. The location of this research is at MTs. Al-Qodiri Jember in st. Manggar No.98, Gebang Poreng, Gebang, Patrang, Jember. Data collection was carried out by means of observation, in-depth interviews with the head of the madrasa, and five subject teachers. The selection of informants was taken from a purposive technique with selected criteria relevant to the research problem. Then the data were analyzed using the techniques proposed by Milles and Huberman, namely data condensation, data presentation, drawing conclusions or verification. Data validity used source triangulation and technical triangulation.

RESULT AND DISCUSSION

Teacher professional development (PD) was more effective when it is sustained, collaborative, subject specific, draws on external expertise, has buy-in from teachers, and is practice based (Zamroni et al., 2021). Teacher development was an effective way to deal with challenges, including the quality or quality of teachers. Lagging occurs when a teacher no longer has the knowledge or skills to carry out a challenging job successfully. The human resource development approached can be grouped into two, namely: methods at work/inside the organization and processes outside the workplace/the organization (Hasbullah et al., 2019).

Human resources that had the most influence on the growth of the quality of education in MTs. Al-Qadiri Jember namely teachers. So, MTs. Al-Qadiri adopted a policy to formulate a development strategy for teacher professionalism based on Sufistic humanism. This policy was formulated as a step in developing the prophetic competency of teachers as teachers and as role models for students. So, here were the stages of developing teacher professionalism designed by MTs. Al-Qadiri Jember.
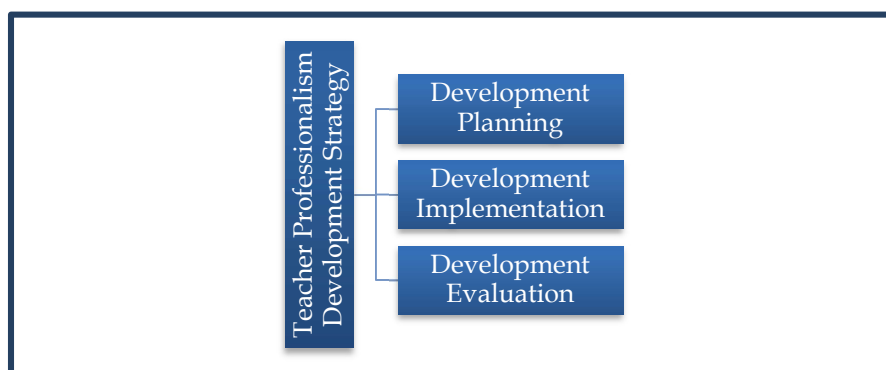

Figure 1. Teacher Professionalism Development Strategy

To be able to see more details about the series of activities in the process of developing teacher professionalism, the following describes the description.

Planning Development

Planning for the development of professionalism at MTs Al-Qodiri Jember morning teachers began with identifying the number and the abilities of

teachers. Identifying the number of teachers influenced the number of teachers needed. Meanwhile, the title of teacher abilities influenced the programs or activities that will be carried out to improve teaching abilities. Every teacher at MTs Al-Qodiri must had a linear department specification with the subjects taught and each teacher represents one subject in the madrasah. The principal of the madrasa explained that the identification or analysis data collection aimed to predict the expected demand and supply of human resources for future planning. It has been different from the afternoon teacher, who was a regeneration in nature. Teachers at MTs Al-Qodiri Jember could be divided into two parts. First, the morning teacher carried out morning teaching and learning activities according to the certificate. Second, the afternoon teacher who carried out teaching and learning activities during the day and at night is called OPPM (*Organisasi Siswa Pondok dan Madrasah*).

Analysis of quantitative and qualitative teacher needed by looking at external and internal factors at MTs Al-Qodiri Jember. What was later discussed in the action plan, the first deliberation was the internal deliberation of MTs Al-Qodiri Jember, which was then held in a Working Meeting with the caretakers of Al-Qodiri Jember Islamic boarding school, which was held every sweet Friday involving all levels of teachers in all shelter institutions of Al-Qodiri Jember Islamic boarding school. As for teacher planning in afternoon schools, its nature was regeneration; all graduates of MTs Al-Qodiri Jember who continue studying at Al-Qodiri Jember must teach and provide their experiences to MTs Al-Qodiri Jember students. Adhere to the principles of MTs Al-Qodiri Jember namely "from MTs Al-Qodiri Jember to MTs Al-Qodiri Jember".

To prepare adaptable skills, the first step taken by MTs Al-Qodiri Jember in identifying the number and needs of teachers includes two components, namely an analysis of the ratio of the number of teachers to students, analysis of teachers' teaching abilities (content and language), and analysis of teacher competencies other. Then the forecasting technique (prediction) related to the number and capability of MTs Al-Qodiri Jember teachers was through Ratio Analysis and Expert.

Teacher development planning at MTs Al-Qodiri Jember could use the Wayne Wondy model. Yuwono et al. (2020) in his research stated this model used strategic planning by considering the influence of internal and external environmental factors on the organization. This HR (human research) planning model includes, among others, considering HR requirements, comparing demand requirements with HR availability (HR demand, excess HR, and HR shortages), and considering the availability of HR within the organization.

Implementation Development

Implementing the teacher professional development program conducted by MTs Al-Qodiri Jember includes four competencies: pedagogic, professional, personal, and social competence. The dimension of teacher development at MTs Al-Qodiri Jember was emphasized more on religious culture. This was evidenced by the activities programmed by MTs Al-Qodiri Jember:
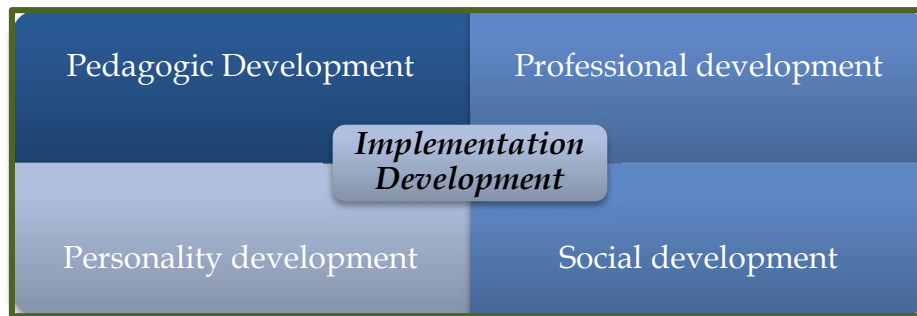
Figure 2. Implementing the Teacher Professional Development Program

The figure above illustrated the implementation of teacher professional development in terms of cognitive, affective, and religiosity. So this was what makes this development process based on sufistic humanism. Below was an explanation.

Pedagogic Development

First, Workshop. Learning strategy training and curriculum Merdeka; an event where several people come together to solve a particular problem and find a solution. The series of activities were setting goals, identifying needs, and determining joint solutions. *Second*, development of memorization of grammar, vocabulary, and microdata, which was not required. This activity trained the teacher's language skills to better balance language styles when used in interactions with students.

Professional Development

First, Refreshments were given every year related to independent teaching methods and curricula; understand the material, determine learning objectives, find student characteristics, and find alternative teaching methods that are adapted to the material and students. *Second,* Multimedia training. A training program that provided an understanding of creating content in audio and (visual) form that can be applied to various needs, starting from creating educational content as a show and guide for students.

Personality Development

First, Khotmil Qur'an which was held once a month (held on Good Friday) with no difference between the morning teacher and the afternoon teacher. *Second,* Al-Qur'an coaching (*Tahsinul Surat* and *Tahsinul Makhroj*) was carried out by the TPMQ team. It was mind activities to improve the reading of the teacher's letters and makhorijul letters. *Third,* Development of the Yellow Book (*Tahsinul Kitabah*) which was held once a week. *Fourth, Tahfidzul Qur'an* juz 30 which must be followed by all teachers of MTs Al-Qodiri Jember. *Fifth*, Dhikr Manaqib Syekh Abdul Qadir Jaelani activities, namely joint *dzikir* assemblies to increase the value of piety and religiosity every Friday night. *Sixth*, Mau'idhoh hasanah was held every Good Friday with all educators and educational staff under the auspices of the Jember Al-Qodiri Islamic Boarding School.

Social Development

First, Community service activities for disaster victims, for example the Mangli flood victims and participating teachers. *Second,* Activities related to nature include *manaqib dzkir* assemblies, sweet Friday associations, and *khotmil Qur'an*.

From the explanation above, the implementation of professional development for MTs Al-Qodiri Jember teachers was based on Humanism-Sufism. Humanism was an understanding that upholds human values and dignity so that humans occupy a very central and influential position, both in theoretical-philosophical contemplation and practical everyday life. Looking at the Sufis were also one of the Muslim groups who love humans with all their advantages and disadvantages, regardless of ethnicity, culture, class, race, and even religion. In terms of serving humanity, Sufis faithfully imitated the behavior and exampled of the Prophet Muhammad, who was very humane. However, the humanism that was applied humanism in Sufism, the humanism of the Sufis was different from humanism. Kusumaningrum et al. (2017) said west, which had no moral and spiritual content and insight because emerge from ontology and epistemology, which was very glorifying humans, who made humans the center and measure of everything.

Evaluation Development

The next stage was monitoring and evaluating the implementation of the developed program. In this phase, the effectiveness of each program implementation progress was monitored. Then at the end of the program, its impacted on improving the performance of the HR concerned is evaluated. The evaluation carried out must look at the objectives of the implementation of the program being implemented (Baharun et al., 2022). Evaluation was a process for giving attestation on such matters as reliability, effectiveness, cost effectiveness, efficiency, safety, ease for use, and probity. Evaluation was needed, especially in explaining in detail and systematically to what extent the program or activity runs effectively and efficiently. Evaluation was also carried out for future decision-making (Fitrah & Ruslan, 2019).

While related to the evaluation of teacher professional development at MTs Al-Qodiri Jember included three components. *First*, evaluation through leadership. The role of leadership dramatically influenced the performance of teachers. The administration of MTs Al-Qodiri Jember was to provide direction and motivation to teachers when distributing class schedules at the beginning of the new school year. The Al-Qodiri Jember, Islamic Boarding School staff, gave this direction and motivation every sweet Friday. The leadership evaluation was also carried out through deliberation (Raker/Work Meeting), which began with an internal meeting after the activity. *Second*, evaluation through the teacher by compiling learning tools at the beginning of each new school year. *Third*, evaluation through the assessment of MTs Al-Qodiri Jember students. The results of this assessment were returned to the teacher so that the teacher known the results of the teaching and learning process that has been carried out.

Of course, this study showed that the policies and activities provided to develop teacher professionalism at MTs Al-Qadiri Jember had an impact on improving teacher quality so that there are more professional teachers in carrying out their duties and responsibilities. Not only was it a unit program, this Development Program was a Continuing Professionalism Program (PKB) which is directed at narrowing the distance between the knowledge, skills, social and personality competencies that they have now and what will be demanded in the future regarding their profession.

CONCLUSION

The teacher professional development strategy had three stages: development planning, implementation, and evaluation. Madrasa teacher professionalism development planning uses the Wayne Wondy model. This HR planning model included, among others, considering HR requirements, comparing demand requirements with HR availability (HR demand, excess HR, and HR shortages), and considering the availability of HR within the organization. Forecasting techniques (predictions) related to the number and ability of MTs Al-Qodiri Jember teachers were through Ratio Analysis and Expert. The implementation of teacher professionalism development was carried out with several coaching concepts based on sufistic humanism, including pedagogic development, professionalism development, personality development, and social development. While the development evaluation process was carried out with *First*, evaluation through leadership. *Second*, evaluation through the teacher by compiling learning tools at the beginning of each new school year. *Third*, evaluation through the assessment of MTs Al-Qodiri Jember students. Of course, this study showed that the policies and activities provided to develop teacher professionalism at MTs Al-Qadiri Jember have an impact on improving teacher quality so that there are more professional teachers in carrying out their duties and responsibilities.

REFERENCES

Baharun, H., Maarif, M. A., Wibowo, A., & Silviani. (2021). Knowledge Sharing Management : Strategy for Improving The Quality of Human Resources. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, *05*(01), 129–139.

Baharun, H., Tohet, M., Aini, Q., & Imamah, N. N. (2022). Anger Management in Improving Teacher Performance in School. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, *06*(01), 243–253. https://doi.org/http://doi.org/10.33650/al-tanzim.v6i1.3299

Chandra, P. (2020). Upaya Pengembangan Profesionalisme Guru dalam Meningkatakan Kualitas Madrasah. *Jurnal Aghinya Stiesnu Bengkulu*, *3*(2), 180–195.

Faizatun, & Mufid, F. (2020). Supervisi Akademik Kepala Madrasah dalam Meningkatkan Kompetensi Profesional Guru (Studi Multi Kasus Madrasah Aliyah Negeri Kabupaten Pati). *Quality*, *8*(3), 241–268.

Fitrah, M., & Ruslan. (2019). Eksplorasi Sistem Pelaksanaan Evaluasi Pembelajaran di Sekolah pada Masa Pandemi Covid-19 di Bima. *Jurnal Basicedu*, *5*(1), 178–187.

Hasbullah, Juhji, & Maksum, A. (2019). Strategi Belajar Mengajar dalam Upaya Peningkatan Hasil Belajar Pendidikan Agama Islam. *Edureligia: Jurnal Pendidikan Agama Islam*, *3*(1), 17–24.

Hidayat, A. G., & Haryati, T. (2019). Peran Guru Profesional dalam Membina Karakter Religius Peserta Didik Berbasis Nilai Kearifan Lokal (Maja Labo Dahu) Sekolah Dasar Negeri Sila di Kecamatan Bolo Kabupaten Bima. *Jurnal Pendidikan IPS*, *9*(1), 15–28.

Ilyas. (2022). Strategi Peningkatan Kompetensi Profesional Guru. *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, *2*(1), 34–40. https://doi.org/10.54371/jiepp.v2i1.158

Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2017). Problematika Pemberdayaan dan Pengembangan Sumber Daya Manusia di Sekolah Menengah Pertama Berbasis Pesantren. *Ilmu Pendidikan*, *2*(2), 139–150.

Lubna. (2017). Isu-Isu Pendidikan di Indonesia: Inovasi Kurikulum dan Peningkatan Profesionalitas Guru. *Society, Jurnal Jurusan Pendidikan IPS Ekonomi*, *xii*(10), 23–35.

Mulyana, Y. (2020). Peran Sumber Daya Manusia (SDM)/Generasi Muda dalam Menyongsong Revolusi Industri 4.0. *Prismakom*, *16*(1), 36–46.

Nastiti, F., & Abdu, A. (2020). Kajian: Kesiapan Pendidikan Indonesia Menghadapi Era Society 5.0. *Edcomtech Jurnal Kajian Teknologi Pendidikan*, *5*(1), 61–66. https://doi.org/10.17977/um039v5i12020p061

Predy, M., Sutarto, J., Prihatin, T., & Yulianto, A. (2019). Generasi Milenial yang Siap Menghadapi Era Revolusi Digital (Society 5 . 0 dan Revolusi Industri 4 . 0) di Bidang Pendidikan Melalui Pengembangan Sumber Daya Manusia. *Prosiding Seminar Nasional Pascasarjana UNNES*, 1–13.

Rohida, L. (2018). Pengaruh Era Revolusi Industri 4.0 terhadap Kompetensi Sumber Daya Manusia. *Jurnal Manajemen dan Bisnis Indonesia*, *6*(1), 114–136. https://doi.org/10.31843/jmbi.v6i1.187

Siddik, D., Syafaruddin, S., & Widodo, H. (2017). The Implementation of Education and Training Program of Madrasah Islamic Religion Teacher in Improving Profesionalism Teacher (Case Study at Religious Traning Center Medan). *IOSR Journal of Humanities and Social Science*, *22*(05), 01–09. https://doi.org/10.9790/0837-2205080109

Sultoni, S., Gunawan, I., & Sari, D. N. (2018). Pengaruh Etika Profesional Terhadap Pembentukan Karakter Mahasiswa. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, *1*(3), 279–283.

Tamrin, M. I. (2019). Peningkatan Sumber Daya Manusia dalam Lembaga Pendidikan Agama Non Formal di Era Global. *Menara Ilmu*, *13*(2), 12-21.

Yusuf, S., & Rashid, A. (2015). Education Quality, and Teaching and Learning in The Post-2015 Education Agenda. *International Journal of Educational Development*, *40*(1), 330–338.

Yuwono, T., Rovita, A., Nani, N., Zulkarnain, I., & Hindriani, R.F, K. Ge. (2020).

Penguatan Sumber Daya Manusia (SDM) Guru di Yayasan Ini Media Kita Gunung Sindur Bogor. *Abdi Laksana: Jurnal Pengabdian kepada Masyarakat*, *1*(3), 451–456.

Zailani, Azis, M., Pasaribu, M., & Fanreza, R. (2022). Madrasa Education Development in Indonesia : The Role of Government Support, Human Resource Improvement and Instutional Polices. *Cypriot Journal of Educational Sciences*, *17*(7), 2383–2401.

Zamroni, Rofiki, M., Muali, C., K, I. H., Majid, T., Abdullah, D., Hasan, K., Nasrah, S., Rahman, M., & Ita, C. (2021). E-Leadership in Education in Improving Teacher Competence in Industrial Revolution 4.0. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*, *12*(4), 1650–1654.