



PROFESSIONAL TEACHER EMPOWERMENT: IMPROVEMENT STRATEGIES QUALITY OF MADRASAH EDUCATION IN THE DIGITAL ERA

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Abstract:

In developing superior human resources, the quality of education can be an essential prerequisite. The interaction of technology with education has undoubtedly had a significant impact leading to considerable changes, particularly in learning. There are differences between the learning processes educators and students use in digital environments today and in the past. Where learning occurs, it begins to shift towards a digital learning environment. Therefore, the quality of education must be improved by providing more professional educators. In the digital era, teachers and lecturers can apply various learning tactics, such as making models, generating new ideas, evaluating learning with online media, or preparing professional human resources by using the literature review method with various studies sourced from books, journal articles and other sources that support this paper. The study results show that improving education quality is an initial priority for all educational institutions, such as madrasas. Thus, several strategies can be offered to increase the quality of education.

Keywords: *Strategy, Human Resources, Digital*

INTRODUCTION

The low quality of teaching at all levels of education, both formal and informal, is a severe education problem in Indonesia. The low education quality hinders Indonesia from developing its human resources (Ismail et., 2020). The growth of information technology has an impact on the growth of the education sector. Studying Android, PCs and laptops connected to online networks demonstrates this. Online learning is a new concept in education that incorporates information technology into the learning process. While open communication between students and professors was frowned upon, it is now commonplace. In every lesson plan, digital-era learning activities allow students to collaborate and communicate. Teachers must be imaginative and original in using technology in this digital era to make learning exciting and engaging. This can be done by maximizing teaching techniques and approaches.

The digital era is a stage starting in 1784 from the industrial era 1.0, the discovery of the steam engine from England, 2.0, the discovery of electrical energy in 1870 by Hanry Ford, 3.0, the discovery of computer technology in 1970, and now the era of industry 4.0 begins with the internet revolution which started in the 90s then developed with the emergence of supercomputers, intelligent robots, rudderless vehicles, genetic editing and the development of neurotechnology which further optimizes brain function (Huda, 2016).

Along with the unavoidable changes in the digital era, human resources (HR) must be prepared and ready to follow technological advances worldwide. Currently, more and more computer/laptop facilities, smartphones, and internet networks are

available in schools. To educate in the digital era, teachers must have the knowledge, flexibility, and adaptability to meet the education system and bureaucracy's demands. In other words, every effort must be made to maintain and develop existing human resources towards self-improvement and development. This will help ensure that they can handle advances in educational technology in the digital age. ICT is information and communication technology and Ministry (widia Kurniasih, 2021). Communication technology is all devices that use assistive devices to process and transfer information from one device to another (Aka, 2017).

The quality of education is understood as a matter of two crucial sides: process and results. Quality in the educational process involves various inputs such as teaching materials (cognitive, affective, or psychomotor), methodologies (varies), educational institution facilities and infrastructure, administrative support, various resources and efforts to create a fair and comfortable atmosphere for learning. Quality in the context of educational outcomes refers more to an achievement achieved by an educational institution at any given time (Mifachurrohan & Atika, 2018). The quality of education has meaning as a level of overall educational processes and outcomes determined according to specific approaches and criteria (Fitrah, 2017).

Quality in education includes input, process, output, and outcome. Educational input is declared qualified if it is ready to process. The process of quality education is when it can create an atmosphere that is PAKEMB (Active, Creative, Effective, Fun, and Meaningful Learning). The output is declared qualified if the student's academic and non-academic learning outcomes are high. Outcomes are meaningful if graduates are quickly absorbed in the world of work, salaries are reasonable, and all parties recognize the greatness of graduates and feel satisfied (Basri, 2011).

Quality education meets educational standards and meets the needs of society (customers) who incidentally live in a global era full of competition. An institution must pay attention to an effective school system consisting of input, transformation, and output to achieve this goal. (Wayne K. Hoy., 2008)

The ability to use ICT is one of the competencies teachers must possess about their professionally competence (Information and Communication Technology). The capacity to access, understand, and use information wisely can be understood as a teacher's digital literacy. The significance of literacy is that it is an essential skill that children need to have to navigate the global era and survive in various situations.

Many challenges and changes must be made in this era of society 5.0. Including what must be done by academic units as the main gate to preparing excellent human resources. The Government of Japan introduced the era of a super fashionable society (society 5.0) itself in 2019, which was made in anticipation of the turmoil of disruption due to the industrial revolution 4.0, which caused complex and ambiguous uncertainties (VUCA). It is feared that the invasion will erode the values of human character maintained so far.

In facing the era of society 5.0, the world of education plays a vital role in improving the quality of human resources. In addition to education, several elements and stakeholders such as the government, Community Organizations (Ormas) and the whole community also contribute to welcoming the upcoming era of society 5.0. "To face the era of society 5.0, education units must also change the educational paradigm. Among them, educators minimize their role as learning material providers; educators become inspirations for the growth of student creativity. Educators act as facilitators, tutors, inspirers and true learners who motivate students to "Freedom Learn,".

For the nation to continue to exist without separating its cultural, religious and ethnic identities, especially in Indonesia, it is necessary to increase the quality of education evenly. Therefore, the country will continue to strive to improve education standards as it is essential to upholding its beliefs and achieving its educational goals fairly and equitably. Therefore efforts are made to increase education through educational institutions, including madrasahs. The low quality of education at all levels and units of education, especially in primary and secondary education. Various indicators of the quality of education have not shown an increase in the quality, which

means that some madrasahs, especially in cities, have shown an increase in the quality of education quality which is quite encouraging. However, some others are still a cause for concern.

The quality of education is influenced, among other things, by teacher empowerment (Manaf, 2016). Bailey, Curtis, and Nunan (2001) said that through empowerment, teachers could add new knowledge and master new skills so that they will be able to overcome the problems of the teaching and learning process faced in schools. Murray (2010) also argued that empowerment enables teachers to be involved, share, and influence, which positively impacts their lives. In fact, according to Murray (2010), the secret to effective teacher professional development is self-empowerment. For teacher professionalism to develop effectively, teachers need to empower themselves without waiting for regulations to come down from policyholders.

According to Colquitt, LePine and Wesson (2015), psychological empowerment is a form of intrinsic motivation because carrying out tasks is rewarding and provides intrinsic satisfaction in the form of pleasure, interest in work, achievement, increasing knowledge and skills, self-disclosure, avoiding frustration, boredom and anxiety at work.

Departing from the theories that have been presented, it can be said that improving the quality of madrasah education can be done through empowering teachers in madrasahs because teachers can gain new knowledge and master new skills through empowerment, which allows them to overcome problems that arise in the teaching and learning process at school.

RESEARCH METHODS

This study uses a literature review method related to efforts to improve the quality of madrasah education in the digital era. The literature review needed in this study requires reference sources in the form of books, journal articles, news and other sources to support this paper. Based on this literature study method will then be analyzed, then produce a conclusion. In conclusion, it is hoped to increase its effectiveness in advancing education by strengthening the ability to think about various theories from experts and the results of relevant research studies. So that with various ideas about preparing innovative and professional teachers for strategies to improve the quality of madrasah education in the digital era.

RESULTS AND DISCUSSION

Since teachers are prominent participants in the learning process, their existence is essential to improve the quality of education. This shows that to improve the quality of education, it is necessary to pay attention to the current condition of teachers, especially their competence (in pedagogy, personality, social interaction, and professionalism).

In this context, teacher empowerment gains relevance as the central pillar of improving the quality of education through the enrichment and strengthening of pedagogical, personal, social and professional competencies. Through empowerment, teachers can add new knowledge and master new skills to overcome problems in the teaching and learning process (Bailey, Curtis, & Nunan, 2001). Murray (2010). Murray (2010) states that empowerment is the secret to effective teacher professional development. That is why teachers in Singapore must participate in self-help activities for 100 hours each year (Sparks, 2013). This shows that empowerment is essential for enriching and strengthening teacher competence as a condition for improving the quality of education.

In order to improve and strengthen these competencies, several teacher empowerment strategies need to be considered are:

1. Encouraging teachers to continue self-empowerment through self-taught and independent efforts, especially from literature relevant to their competence.
2. Encouraging teachers to participate in various educational and learning activities while trying to reach as many students as possible

3. Supporting the emergence of innovation among teachers by offering the flexibility to communicate thoughts to teachers, approaches, methods, or innovative strategies that have the potential to increase teacher competency (W. Widodo & Heru Sriyono) teacher empowerment strategies in improving the quality of education.
4. Give instructors access to as much information as possible by facilitating as much information as possible from as many networks as possible, both inside and outside the school.
5. Encouraging teachers to have high accountability through an accountability system that allows school stakeholders to access various information regarding teacher activities in schools freely.
6. Creating an organizational climate that allows the potential of school teachers to grow and develop optimally so that they can be used to obtain new information.
7. Reinforce teacher competence by providing rewards such as simply giving praise, award certificates, prizes, incentives and promotions (rank/position). In this way, it is hoped that teachers will be more active in solving various problems that arise in schools.
8. Ensure that instructors are given the best possible protection from exploitation, injustice, unfair competition between strong and weak, likes and dislikes, and oppression that could hinder their capacity to express their skills fully.
9. Provide full support to teachers so that they can actualize their competencies optimally by giving full autonomy and responsibility to teachers to play their professional roles.
10. Keep instructors in a favourable and pleasant environment to ensure a balance in the distribution of power between different groups in the school so that teachers can carry out their duties effectively and avoid discrimination and pressure from the power that can restrain teachers so that they experience obstacles or difficulties in carrying out their professional duties.

CONCLUSION

Improving and improving pedagogic competence, personality, and social and professional skills by utilizing empowerment strategies can improve the quality of education: Encouraging teachers to participate in various educational and teaching activities, encouraging teachers to continue to strive to be self-taught and independent, encouraging the growth of innovation among teachers by providing freedom for teachers to propose new ideas, approaches, methods or strategies, urging teachers to take responsibility for their learning by giving them access to as much information as possible, Creating an environment in schools that supports the growth and development of teacher potential, strengthening teacher competence through giving appreciation, providing maximum protection from oppression, injustice, and unfair competition, as well as providing full support so teachers can realize that competence.

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