



Optimizing Sustainable Development: Increasing the Professionalism of Madrasah Teachers

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Abstract. *This article discusses strategies for optimizing sustainable development to increase the professionalism of madrasa teachers. Sustainable development is a systematic and ongoing effort aimed at improving teacher competence, performance and motivation in carrying out their duties. In the madrasa context, increasing teacher professionalism is not only important to improve the quality of education, but also to support the achievement of the goals of holistic Islamic education. Through descriptive qualitative research methods, this article identifies several key factors that influence madrasa teacher professionalism, including training and development, supervision, and school culture. The research results show that training programs that are sustainable and relevant to teachers' needs, support from madrasah leaders, and a conducive work environment, play a crucial role in increasing teacher professionalism. This article suggests implementing a sustainable development program integrated with regular evaluation to ensure its effectiveness. In this way, it is hoped that the professionalism of madrasa teachers can be increased significantly, which in turn will have a positive impact on the quality of education and the formation of students' character.*

Keywords: *Optimizing, Sustainable development, Teacher professionalism*

INTRODUCTION

Education has a very important role in shaping the future of a nation. One of the key elements in the education system is the teacher, who plays a role in transferring knowledge, inspiring and guiding future generations. In the Islamic education environment, madrasa teachers have a big responsibility in forming the character and faith of students. In an effort to improve the quality of education and professionalism of madrasa teachers, sustainable development is an important strategy. Sustainability development is not just about one-time training, but is an ongoing process to improve teacher competency, knowledge and skills on an ongoing basis.

Professional sustainability is a systematic and continuous process to improve teacher competence, knowledge and skills. Not just one-time training, sustainability development involves a series of planned and ongoing activities to support the growth of teacher professionalism in facing various changes and demands in the world of education.

In the current era of information and technology, madrasa teachers need to have broader and deeper skills and knowledge. They must be able to integrate technology in learning, understand developing social and cultural dynamics, and continuously develop innovative and effective teaching methods. This shows the need to optimize sustainable development as the main strategy in increasing the professionalism of madrasa teachers.

The Madrasah Head plays an important role in the development of the Madrasah. The Madrasah Head is responsible for the process of developing teachers, administrative employees and other Madrasah employees. As the Head of the Madrasah, he must know, understand and comprehend all matters relating to Madrasah administration. He must understand the potential of his teachers, so that communication with teachers and Madrasah employees will help his performance, especially to solve problems faced by the Madrasah he leads (Wahjosumidjo, 2003:201). To improve the quality of education in the Madrasah he leads, the Madrasah Head must initiate or promote steps to improve the professional abilities of teachers. These steps basically include all activities that an individual or group undertakes to achieve a desired goal; without such efforts, optimal performance will not be achieved. It is known that formal educational institutions need to continue to be developed and improved. Therefore, Madrasah Heads need to play an active role in improving the professional abilities of teachers in the Madrasas they lead.

The Madrasah Head's efforts to improve the quality of teachers' work in his Madrasah is by increasing the work efficiency of each teacher. This is important because a lack of professionalism in work by teachers can hinder the achievement of the overall goals of the Madrasah. Therefore, the Madrasah Head's efforts to improve the quality of teacher work in the Madrasah are very important. Teachers, as an integral part of the Madrasah, play a crucial role in the overall dynamics of the Madrasah. Therefore, improving the quality of teacher work through needs analysis, planning, development, performance evaluation, work interactions, and the rewards provided is the main responsibility of a Madrasah Head. Efforts must be made to increase teacher professionalism continuously considering the rapid development of science and technology (Mulyasa, 2004:90-91).

In this context, the role of madrasa teachers is not only limited to teaching, but also as an example that students must follow in living their daily lives. Therefore, increasing the professionalism of madrasa teachers is the main key in ensuring the quality of Islamic education that is quality and relevant to the demands of the times.

This article aims to provide a deeper understanding of the importance of optimizing continuous development in increasing the professionalism of madrasa teachers. By focusing on strategies, methods, impacts, as well as challenges and opportunities in implementing sustainable professional development, this article is expected to provide useful insights for readers who are interested in the field of Islamic education and the professional development of madrasa teachers.

DISCUSSION

Continuous professional development is an important aspect in increasing the professionalism of madrasa teachers. In the context of Islamic education, madrasa teachers have a very vital role in shaping students' character and faith, so efforts to improve their professionalism are very important. In this article, we will discuss in depth how optimizing continuous development can significantly increase the professionalism of madrasa teachers.

First of all, we need to understand the concept of sustainable professional development itself. Continuous Professional Development is not just a training activity or improving technical skills, but also involves a deep understanding of the values of Islamic education, effective teaching methodology, and strong leadership development among madrasa teachers. Effective Continuous Professional Development involves various components, such as regular training, mentoring, collaboration between teachers, and relevant curriculum development.

Often teachers cannot separate their responsibilities as an educator and their personal interests, therefore a teacher must know the roles and responsibilities of the work they carry out. This is in accordance with what was stated by Zakiah Darajat (2006:19), that every teacher should know and be fully aware that his personality, which is reflected in his various appearances, also determines whether or not he achieves educational goals in general, and the goals of the educational institution where he teaches in particular. From this statement, it can be understood that teachers must have strong integrity in carrying out their duties and responsibilities as educators, including maintaining their image as a professional teacher.

One important aspect in optimizing Sustainable Professional Development is support from madrasah management and related institutions. Strong management and commitment to teacher professional development is the main key to the success of the Continuous Professional Development program. This includes the allocation of adequate resources, the creation of policies that support teacher development, and the improvement of facilities and infrastructure that support the learning process. According to Nana Syaodih (2009:49) "Learning facilities are everything that is needed in the teaching and learning process, both mobile and immobile, so that educational goals can be achieved smoothly, regularly, effectively and efficiently".

Apart from that, it is also important to create a conducive learning environment for madrasa teachers. An inclusive environment, open to sharing knowledge and experience, and encouraging collaboration between teachers will greatly support the effectiveness of Continuous Professional Development. Apart from that, the existence of a culture that promotes innovation and experimentation in teaching will also motivate teachers to continue to improve their professionalism. To truly be an educator, a teacher is not enough just to master

the subject matter but must also know what values can be touched by the subject matter that will be given to his students. Teachers must know what personality traits their growth can be stimulated through the lesson material presented. Teachers are required to carry out educational and teaching tasks. Competencies here include knowledge, attitudes and professional skills both personal, social and academic. Meanwhile, a professional teacher is someone who is well educated and trained and has rich experience in their field (Kunandar, 2009:46-47).

Optimal Continuous Professional Development must also integrate technology and modern learning methods. In this digital era, madrasa teachers need to have competence in using technology to support a more interactive and effective learning process. The use of digital platforms, learning applications and social media can be a very effective means of supporting the Continuous Professional Development of madrasa teachers. A learning model is a conceptual framework that describes systematic procedures for organizing students' learning experiences to achieve certain learning goals, and functions as a guide for learning designers and teachers in planning and implementing teaching and learning activities (Syaiful Sagala, 2005:175). Based on this understanding, it can be interpreted that before teaching the teacher must determine the learning model that will be used. With the learning model, teachers can carry out the learning process in accordance with planned patterns, goals, behavior, environment and learning outcomes. In this way, the learning process will run well and appropriately according to the subject.

Apart from that, collaboration between educational institutions and related parties is also very important in optimizing the Sustainable Professional Development of madrasa teachers. Through collaboration with universities, training institutions and professional organizations, madrasa teachers can access broader resources and knowledge and get the opportunity to engage in discussions and professional activities that enrich their insight and skills. A teacher's professional competency is a set of abilities that a teacher must possess in order to carry out his teaching duties successfully. Professional teachers are teachers who prioritize the quality and quality of their services and products. Teacher services must meet the standardized needs of the community, nation and users and maximize students' abilities based on the potential skills possessed by students. Teacher products are the achievements of students and graduates from a school. These graduates must be able to compete in the world of academia and the world of work which focuses on nothing but quality. Everyone in the school system must recognize that the output of educational institutions is the customer, meaning it can provide satisfaction and pride for all parties. Quality transformation is by adopting a new educational paradigm. Old ways of thinking and working that have been crushed by time and

necessity must be thrown away. Teachers must have the courage to innovate in learning and develop quality learning. Monotonous learning must be immediately changed to dynamic and meaningful learning (Kompri, 2017:71).

In the context of sustainable development, evaluation and monitoring of the Sustainable Professional Development program is also an important step. Systematic and ongoing evaluation will help evaluate the effectiveness of the program, identify areas that need improvement, and measure its impact on increasing the professionalism of madrasa teachers. According to Tyler in Arikunto and Jabar (2009:5), Program evaluation is a process to find out whether educational goals have been realized. Furthermore, according to Cronbach (1963) and Stufflebeam (1971) quoted by Arikunto and Jabar (2009: 5), program evaluation is an effort to provide information to be conveyed to decision makers.

From the opinions above, it can be concluded that program evaluation is a series of data or scientific information collection activities whose results can be used as consideration for decision makers in determining alternative program policies in the future. Therefore, in the success of a program evaluation there are two concepts contained in it, namely effectiveness and efficiency.

By optimizing continuous professional development, we can see a significant increase in the professionalism of madrasa teachers. Teachers who are skilled, knowledgeable and highly motivated will be able to have a positive impact on Islamic education and overall student development. Therefore, serious investment and attention to the Sustainable Professional Development of madrasa teachers is a very valuable investment for the future of quality Islamic education.

CONCLUSION

Optimizing Sustainable Development aims to increase the professionalism of madrasa teachers through various strategies and approaches. This involves improving the quality of learning, developing pedagogical skills, implementing educational technology, and improving school management. By focusing on innovative and competency-based learning, teachers can acquire skills that are relevant to the needs of the times, such as digital literacy and critical skills. Continued support from schools and other stakeholders is also important in ensuring the success of this program. In conclusion, optimizing sustainable development is the key to improving the quality and professionalism of madrasa teachers to achieve better educational standards.

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