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THE ROLE OF EDUCATION POLICY IN INDONESIA IN IMPROVING THE PROFESSIONALISM OF PAI TEACHERS IN THE ERA OF SOCIETY 5.0

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Abstract

The era of Society 5.0 necessitates that Islamic Education (PAI) teachers adapt to technological advancements to enhance their professionalism. This study investigates the influence of Indonesian education policies on the competence development of PAI teachers. Employing a literature review methodology, the research analyzes policies related to teacher professional development. The findings reveal that effective policies encompass technology-based training, digital certification, and Continuing Professional Development (CPD). Furthermore, the integration of Artificial Intelligence (AI) and big data in learning assessments significantly enhances teaching quality. The provision of digital infrastructure and incentives for exemplary teachers also plays a crucial role in elevating professionalism. Additionally, data-driven performance evaluations facilitate an objective measurement of policy effectiveness. Importantly, education policy strengthens teachers' autonomy and fosters educational innovation. Thus, it is imperative to implement adaptive and technology-focused education policies to equip PAI teachers with skills that meet contemporary demands.

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Keywords: Teacher Professionalism; Islamic Education; Education Policy; Society 5.0 Era; Technology Integration.

INTRODUCTION

Making people adults via education and training is the process of altering their attitudes and behaviors in the field of education (Syarifuddin et al., 2021). Influencing students to be able to adapt to their surroundings as best as possible and bring about changes in themselves is known as education (Sukatin et al., 2023). Enables him to act and behave in a manner that is in accordance with the conditions of the developing era. It is very important in relation to the Republic of Indonesia Law Number 20 of 2003 concerning National Education which states: "national education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens in order to educate the life of the nation" (Kemendikbud, 2003). To improve the quality of education in schools, the role of teachers is very important in developing their profession through education (Arifin & Ichsan, 2024).

Because of their professionalism, skill, and capacity to create learning experiences that work, teachers are essential to raising the standard of education. The most crucial element in raising the standard of education is the caliber of the teaching profession, since learning objectives cannot be met to their full potential without qualified and well-managed educators. In addition to teaching content, teachers must also foster a positive learning atmosphere, inspire students, and help them acquire the abilities and skills they will need in the future (Sulastri et al., 2024). Effective teachers can also adapt their teaching methods to meet the needs of each student and comprehend the diversity of their potential, which improves learning outcomes and the standard of education as a whole, according to numerous studies (Ramadhan, 2024; Sulistiani & Nugraheni, 2023).

Additionally, in order to prepare students for the problems of the globalized world, educators in the twenty-first century must be proficient in digital competencies and able to incorporate technology into the classroom. Professional educators serve as class managers, creative learning planners, evaluators, counselors, models, facilitators, and motivators (Elitasari, 2022). Through the use of active learning strategies, individualized instruction, and

suitable emotional support, educators may improve student involvement and foster critical thinking, teamwork, and moral character. As a result, educators play a critical role in raising a generation that is not only highly clever academically but also possesses exceptional character and social skills (Damon, 2013). One of the teachers who has the responsibility of forming character and morals is the Islamic Education (PAI) subject teacher.

Islamic Education (PAI) is one of the disciplines that all Indonesian students are required to study. PAI teachers must be professional to use technology as a tool in the learning process and to enhance their knowledge and teaching abilities (Ridla, 2018). However, the main challenge faced is the lack of knowledge in teaching methods and teaching facilities, both in class and outside the classroom. Therefore, there needs to be a method of educational transformation to face the dynamics of the current era.

The method of educational transformation in the Society 5.0 era demands rapid and comprehensive adaptation, especially for Islamic Education (PAI) teachers. The professionalism of PAI teachers is no longer limited to mastering traditional teaching materials, but also includes the ability to integrate technology, develop 21st-century skills, and strengthen character values (Darimi, 2017). This literature study explores the crucial role of education policy in facilitating such transformation.

Numerous pertinent regulations, such as certification programs, continuing education, and the use of technology in the classroom, were thoroughly examined. This study demonstrates how these policies might foster the growth of PAI teachers' critical thinking abilities, digital competencies, and inventiveness in the classroom. This study also looks at how educational policies might support PAI instructors' efforts to inculcate moral principles and character in the face of digitalization (Munir & Su'ada, 2024).

The challenges faced by Islamic Education teachers in this era are not only limited to mastery of technology, but also the ability to integrate religious values in learning that are relevant to the needs of students in the digital era (Ahmadi, 2021). Therefore, education policies need to be designed to provide comprehensive training, facilitate technology integration, and increase teacher motivation in developing their professionalism (Aslamiyah & Abun, 2023). Another problem faced by PAI teachers is the lack of talented people in the field of technology. Therefore, PAI teachers must have the ability to solve problems, think critically, and be active in facing the challenges posed by the Society 5.0 era in the future (Zufiroh et al., 2023).

METHODS

A qualitative approach using a library research design was employed in this study (Raco, 2018). Finding, gathering, and evaluating information from a variety of written sources—including books, scientific journal articles, policy documents, and research reports—that are pertinent to the subject under study—in this case, the impact of education policy on the professionalism of Islamic Education (PAI) teachers—is the main goal of library research (Moleong, 2018). This approach was chosen because it allows researchers to examine in depth the concepts, theories, and practices of education policy in Indonesia and their implications for improving the professionalism of PAI teachers in the era of society 5.0 without having to collect field data directly.

Data collection in this study was carried out by identifying and selecting relevant primary and secondary sources. Primary sources can be in the form of educational policy documents such as laws, ministerial regulations, and PAI textbooks. In contrast, secondary sources include scientific journal articles, reference books, and previous research results that discuss the professionalism of PAI teachers and educational policies (Sugiyono, 2017). To ensure the validity of the data, researchers use source triangulation techniques, namely comparing and reviewing information from various types of sources to obtain an objective and comprehensive picture (Creswell, 2013).

Data analysis in this study uses a content analysis model. The analysis process is carried out through several stages, namely data reduction, data display, and drawing conclusions or verification. In the data reduction stage, researchers sort and select data that is relevant to the focus of the research, then present the data in a systematic narrative form. Furthermore, researchers interpret and draw conclusions based on patterns, themes, and characteristics found in the sources that have been analyzed (Suwendra, 2018).

This qualitative approach to library research will likely contribute both theoretically and practically to our understanding of how education policy can enhance the professionalism of PAI instructors. Strategic proposals for the development of PAI teacher professionalism that are responsive to the changes in national education policy will be developed using the findings of the analysis of various literature and policy documents. Thus, this study not only enriches scientific studies but also provides input for policymakers and practitioners of Islamic religious education in Indonesia.

RESULTS

Standardization and Certification of Islamic Education Teacher Professionalism

As educators, teachers are very important for the success of education (Miftahurrohman et al., 2021). Therefore, education must continue to develop, especially in terms of curriculum and human resources produced by education. It shows the important role of teachers in the world of education. Teachers must have three abilities: personality, mastery of material, and teaching ability (Ali, 2022). Teachers must be able to use and develop educational media, plan or organize each lesson unit program, and choose varied and effective methods. If teachers choose the right teaching approach for their class, learning will go well. The term "competence" itself is used to explain the overall appearance of competence, a combination of knowledge about observable and measurable skills. Teachers must have the competencies required by the discipline of education (pedagogy) as part of their work (Febriana, 2019).

Professionalism comes from the term "profession", which refers to a field of work that relies on specialized knowledge and skills. Although professionalism is an idea related to a profession, performing it well requires special skills and abilities (Hasibuan, 2017). Professional competence, namely the teacher's ability to teach. Teachers or educators must understand several management functions, including planning, organizing, administering, goal setting, and evaluating. A professional teacher not only knows the right materials and techniques, but they are also motivated to continue to improve their professional skills and abilities and find new ways to do their jobs as educators (Mubarok, 2021). It is done to ensure that the teaching and learning process reaches the optimal level that can be achieved.

Increasing the professionalism of teachers is crucial in the field of education since they serve as role models for pupils in many facets of life, in addition to being distributors of lesson materials. A high mental attitude and dedication to their work as educators who instruct and mold students' character are characteristics of a professional teacher. In addition to having a thorough understanding of the lesson topics, professional instructors are also able to select the most successful teaching strategies, establish a comfortable and productive learning environment, and foster creativity in the classroom. Furthermore, in order to satisfy the defined competency criteria and make significant contributions to the improvement of national education, teachers must use ethics, responsibility, and ongoing self-development. Therefore, in addition to teaching in the classroom, professional educators can also serve as mentors, motivators, and integrity-based character builders for the country's future generation (Prayoga et al., 2024)

The theory of professionalism refers to how a professional member views their work and their level of relevant knowledge and experience. Thus, the term "professionalism" refers to the level of a professional's attitude toward their profession as well as the level of experiential insight required to complete a task (Anwar, 2020). SNP Regulation in Article 28, Paragraph 3, Point C states professional competence as "the ability to master learning materials broadly and deeply which allows students to be guided to meet the competency standards set in national education standards." The quality of knowledge provided by educational units determines professional ability. They demonstrate their abilities because teachers are the first people to talk to students (Syarifuddin et al., 2021). It is very natural. Therefore, to overcome the signs of educational delay, teachers and professionalism are needed.

To improve the quality of religious education in schools, the professional competence of PAI teachers is very important. Teacher professionalism includes various skills, knowledge, and attitudes needed to carry out tasks as educators effectively and efficiently (Hamid, 2017). In this case, teacher professionalism is not only limited to mastery of teaching materials, but also the ability to manage classes flexibly to adapt to student development. This broad knowledge allows teachers to deliver materials well and answer student questions appropriately, so that students can understand Islamic teachings comprehensively (Ichsan et al., 2023).

DISCUSSION

Technology-Based Teacher Performance Evaluation

In the context of a teacher, performance has a far larger meaning and a very substantial impact on their students, even if the phrase normally refers to the results that an individual achieves in their profession, both in terms of quantity and quality. Effective content delivery is only one aspect of teacher performance; other aspects include the teacher's role in the teaching and learning process and the assessment of students' learning outcomes. It is due to the fact that student learning motivation, classroom environment, and comprehension of the material are all strongly impacted by the caliber of the teacher's performance. Numerous studies have demonstrated that effective teaching practices enhance student learning results. For instance, a study conducted at SMA Negeri 1 Telaga Biru discovered that teacher effectiveness significantly improved the quality of learning, accounting for 34% of student

learning outcomes (Amir et al., 2019). Therefore, many education experts contend that quality and optimal learning outcomes cannot be achieved in the school setting without optimal teacher performance. In order to maintain teachers' irreplaceable position in the educational field, their performance is crucial to establishing an efficient learning process and positive learning results (Manalu et al., 2023).

Evaluation measurement is the measurement or interpretation of values based on current conditions. The Joint Information System Committee (JISC) states that evaluation is a tool used to show and evaluate how far someone has progressed or achieved progress criteria. Evaluation is the process of assessing student learning outcomes according to certain requirements. The process of collecting data is called process assessment to find out whether the planned learning objectives have been achieved (Nur & Fatonah, 2022). Student needs evaluation is an assessment or disclosure by the student's supervising teacher and the student to indicate their needs, so that the supervising teacher can create a program that is in accordance with the test results (Nurahmayanti et al., 2023). In other words, assessment is the process of collecting information by assessing the results and learning plans from the start to find out whether the learning objectives have been achieved.

Evaluation comes from the word "evaluation" in English. Evaluation is a systematic and ongoing process or activity that aims to track and determine the quality, value, and meaning of various learning components based on certain standards and considerations (Huljannah, 2021). In other words, evaluation is one of the important steps that teachers must take if they want learning to run well. It means that evaluation is the process of determining whether something is good or bad (Hidayati et al., 2022).

The education sector has changed significantly in the Society 5.0 era due to the quick development of information and communication technology. Teachers now need to be able to incorporate technology into the teaching and learning process in addition to being subject matter experts. To make sure that educators can fulfill these criteria, it is crucial to evaluate their performance (Majid, 2020). However, in the context of education in Indonesia, there are various obstacles to assessing educator performance. Some of these include the availability of less accurate and up-to-date data, limited resources to carry out assessments, and the existing assessment system is not yet optimal (Aiman, 2016). The assessment of the performance of educators aims to improve the quality of learning for students by helping educators maximize their potential and carry out their duties effectively. The assessment of the performance of educators focuses on the results and work efforts to improve work

performance (Adnan et al., 2024). Every educator needs to have a clear job description because their role is very important in achieving student success. Educator performance assessment makes them more careful in every action, especially in carrying out religious orders.

The Role of Education Policy in Fostering Teacher Independence and Creativity

In the Society 5.0 era, policies play a critical role in promoting teacher autonomy and creativity since educators are expected to be change agents who can successfully combine technology with humanism-based instruction. In order to prepare superior generations both now and in the future, government policies must guarantee that teacher academic standards align with the disciplines taught and offer training for teacher competency development that is pertinent to the demands of the Society 5.0 era (Hermawan et al., 2020). Education policies must also encourage teachers to grow as individuals by providing them with training that prioritizes their digital literacy, creativity, leadership, communication, and problem-solving abilities. It is significant because educators are expected to be able to leverage technology like augmented reality, artificial intelligence, and the Internet of Things (IoT) in the classroom to enhance the caliber and efficacy of instruction in the Society 5.0 era (Mira et al., 2022). Policies that facilitate access and equal distribution of technological infrastructure are also an important part of supporting teacher innovation.

Increasing freedom and creativity is also influenced by policies that support the welfare of teachers. They may concentrate on professional growth and learning innovation without being constrained by financial issues, thanks to fair pay and respect for the teaching profession. It aligns with the goals of the Society 5.0 age, which calls for educators to be human civilization and character builders who can quickly adjust to social and technological changes. Teachers should be encouraged by policies to serve as role models and motivators for students who are creative, communicative, and collaborative. Teachers need to be able to provide a humane and supportive learning environment in addition to bringing about change and innovation in learner-centered learning. In order to counteract technology's hegemony in society, educators play a critical role in forming students' moral character and humanistic values. 5.0 period (Jahiu, 2021).

The success of teachers in meeting the demands of the Society 5.0 era greatly depends on the implementation of an appropriate and integrated education policy. Standardization of credentials, the creation of humanistic and technology-based competencies, enhancement of

teacher welfare, and the establishment of teachers' roles as learning innovators and leaders must all be part of the policy. In order to promote the development of a generation prepared to compete in this complicated digital and social environment, instructors can be autonomous and creative in producing relevant and high-quality learning (Mira et al., 2022).

CONCLUSION

Teachers' responsibilities as instructors have changed significantly in the era of society 5.0. Today's educators must be able to incorporate technology into the teaching and learning process in addition to being subject-matter experts. The key to achieving high-quality education is teacher professionalism, which encompasses personality competency, subject-matter expertise, and teaching skill. Improving the quality of religious instruction in schools greatly depends on the professional competency of Islamic Religious instruction instructors in particular. An essential tool for making sure instructors can keep up with the trends is technology-based teacher performance evaluation. By assisting teachers in realizing their full potential and performing their duties more effectively, this evaluation seeks to raise the standard of education. Schools can evaluate teacher performance more thoroughly and precisely by using a variety of evaluation techniques, such as apps and decision support systems. However, conducting teacher performance assessments in Indonesian schools presents a number of difficulties, including a lack of reliable data, a lack of funding, and an evaluation system that is not yet at its best. Thus, ongoing educational innovation is required to address these issues, particularly with regard to curriculum and human resource development. Enhancing teacher professionalism through efficient performance reviews and technology use would assist in producing morally upright students and guarantee that the teaching and learning process is carried out to the best possible standard. Teachers can thus fulfill the purpose of education as a whole by serving as role models that pupils follow and uphold.

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