POLICY FOR DEVELOPING PROFESSIONAL TEACHER PROFILES IN 21st CENTURY LEARNING IN MI/SD

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Abstract	*The implementation of learning in the 4.0 era or better known as the 21st century often gives rise to problems that characterize learning which is still dominated by educators because of the teacher's awkwardness in applying strategies in the 4.0 era apart from that. There are also delays in developing science and technology that is integrated with Islam so that it is not uncommon for Islamic elementary schools to have less than acceptable graduation quality. Apart from that, learning does not yet reflect the nuances of Islamic output even though in fact it is still based heavily on Islamic learning at the madrasah ibtidaiyah level. This research aims to describe policy concepts in elementary school learning with the integration of Islamic education science. This research is field research with a qualitative approach. Data collection was carried out through interview, observation and documentation techniques. The data that has been collected is checked for validity using triangulation techniques, negative case analysis, and member checking before being analyzed using the Miles, Huberman, and Saldana analysis model, namely: data presentation, data condensation, and verification and drawing conclusions. The results of this research show that the scientific development strategy The Islamic basis of the integrative scientific paradigm can be supported by various policies applied, including blended learning strategies, gamification, and others.*

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Abstrak   Pelaksanaan pembelajaran dalam era 4.0 atau lebih dikenal abad 21 sering memunculkan problematika yang mewarnai dintaranya pembelajaran yang masih didominasi oleh pendidik karena dilatar belakangi adanya kecanggungan guru dalam pengaplikasian strategi era 4.0 selain demikian. juga adanya kejumudan dalam mengembangkan ilmu pengetahuan dan teknologi yang terintegrasikan islam sehingga tidak jarang sekolah – sekolah dasar islam mutu kelulusanya kurang acceptable. selain itu, pembelajaran yang belum mencerminkan nuansa output keislaman padahal notabene masih berbasis kental pembelajaran islam di jenjang madrasah ibtidaiyah. Penelitian ini bertujuan untuk memotret konsep kebijakan dalam pembelajaran sekolah dasar dengan integrasi keilmuan pendidikan islam. Penelitian ini merupakan penelitian lapangan (field research) dengan pendekatan kualitatif. Pengumpulan data dilakukan melalui teknik wawancara, observasi, dan dokumentasi. Data yang telah terkumpul diperiksa keabsahanya dengan teknik triangulasi, analisis kasus negatif, dan member check sebelum dianalisis dengan model analisis Miles, Huberman, dan Saldana, yaitu: penyajian data, kondensasi data, dan verifikasi serta penarikan kesimpulan Hasil penelitian ini menunjukkan bahwa strategi pengembangan keilmuan dasar islam paradigma keilmuan integrative dapat ditunjang dengan berbagai kebijakan yang diaplikasikan, diantaranya strategi blanded learning, gamifikasi, dan lainnya.

Kata Kunci: *Kebijakan Pengembangan, Profil Guru Profesional, Pembelajaran Abad 21*

A. INTRODUCTION

Educational problems are increasingly complex along with the development of the dynamics of modern society. The role models used by some young people no longer refer to the Prophet Muhammad. However, it is precisely the Abangan community that continues to indoctrinate by terrorizing through very dynamic technological platform media, including; Tiktok, Instagram, Twitter, Youtube (Resti dkk., 2020). There are often videos of teenagers dancing by imitating the styles that are currently trending on the TikTok application, regardless of boundaries or gender. Apart from that, moral violations are often found in the form of negative comments.(Ishaq Abdullah dan Deni Darmawan, 2015).

As a teacher in the elementary school environmental sector, you must be wise and careful in packaging learning concepts, and be able to understand the

characteristics of students so that in determining what methods and approaches should be applied, they can be adjusted according to conditions. (Muhammad Affandi, 2023). The innovation of changes in educational patterns in the development era of the 21st century which is increasingly felt today is one of the characteristics of the globalization era or commonly known as the 4.0 era, which is proven by the development of the Science and Technology sector. (Angel Pratycia, Arya Dharma Putra, t.t.) Learning teachers must have a breakthrough in one step of change in the current era, such as being able to change the delivery of lecture techniques that are only centered on a teacher to be more developed so that they have creative and innovative power so that they are more centered on students to be able to develop the quality of available teaching staff and the quality of education.

The quality of teachers in Indonesia has recently been considered quite worrying. As evidenced by the data available for 2021/2022 of the 1.2 million elementary school teachers in Indonesia currently available, only 8.3% have a bachelor's degree. This phenomenon will ultimately have an impact on the quality of students' output. Not to mention other problems, where a teacher is often found teaching more than one subject which is not corn/fashion based on the knowledge he has, this really influences the learning process to be less than satisfactory (Moch. Farich Alfani, 2024).

Success in implementing learning objectives is greatly influenced by the conditions and activities of students and teachers (Abdullah Idi, 2014). Thus, learning requires teachers to be able to build learning activities that teach students, namely applying various educational strategies creatively. Educating elementary/MI students requires patience as individuals who are still unstable and immature, advice and encouragement from teachers is one of the important things that students often take for granted. Moreover, if a teacher is not really liked by his students, whatever the teacher gives is considered just a passing thought. (Moh. Padil & Angga Prasetyo, UMP 11053) For this reason, encouragement is needed so that students pay more attention to the message or material provided by the teacher. This is important to do as a way to protect students from negative influences that can come from friends or other people.

One way to build a learner's mentality among elementary/MI students is that teachers must learn to be "friends" for students. (Titah Arum M. R. Toewoeh, t.t.,) The easiest aspect to become this figure is the teacher must learn to interact with students' communication styles. Learning should also be carried out by making students the subject of learning (student centered), while the teacher acts as a facilitator who encourages students to be able to learn actively in achieving contextual competence. In other words, it is students who are active in learning by building knowledge through learning experiences, (Sunhaji;, 2009) Through varied learning strategies, generation 4.0 educators are required to be skilled in choosing and using learning strategies that will bring the learning process closer. effective, so that students can be motivated and awaken their passion for learning as expected with the various rules, goals and vision and mission presented.

The dynamics of an Islamic school's activities are basically an effort to apply Islamic values to realize the spirit of Islam, namely an effort to realize a spirit of life that is imbued with Islamic values (Mahyuddin Barni, 1, hlm. 30) very rapidly, this is progress as a result of progress as a result of progress in education in general. What's more, in this modern, global era, especially Islamic educational institutions are required to be able to anticipate, accommodate and actualize Islamic values, (Istiningsih, t.t., hlm. 75) so that there is no impression of stagnation, stagnation and setbacks in developing knowledge. today's knowledge and technology. So, it is not uncommon for Islamic schools whose graduation quality is less than acceptable, some even go out of business.

The learning process at the Islamic basic science level is still dominated by educators (teacher centered) apparently due to the teacher's own awkwardness, (I Komang Wahyu Wiguna, t.t.) because they are used to the concept of applying ancient strategies. Facing this reality, teachers argue that the quality of student input, especially in private schools, is quite low so it is difficult to empower them. In fact, if teachers are skilled in developing strategies contextually, such student problems can be minimized. But because this has not materialized, all that remains is complaining.

The problem faced by generation 4.0 educators in carrying out learning is implementing learning with a student active learning and student centered approach. This

happens because teachers are not yet skilled in developing learning concepts independently. (Riena Robiatul, t.t.) As a result, they have not been able to develop creativity by positioning students as people who are learning, actualizing themselves, and developing their potential.

The main highlight is that developing elementary/MI students' competencies requires seriousness and consistency. Because, the potential and abilities of Indonesian SD/MI students are actually spread widely and scattered. (Sumiarsi, 2015) Realizing this, managing the world of education is like taking a gamble. Moreover, the Indonesian people want to see the sustainability of their future, so it can be observed from the development of elementary/MI students. If elementary/MI students have been able to show impressive achievements since the beginning of their education, then this future can be looked at with optimism, and vice versa, (Rasimin, Andi Bahtiar Semma, Zakiyuddin, Mukti Ali, Muhammad Irfan Helmy, 2024)if in pursuing education, SD/MI students are already faced with various problems such as acts of anarchic delinquency, broken homes, violence and so on, so the future of the nation will appear to be heading towards the point of decline.

Ironically, the condition of elementary/MI students still tends to fluctuate in their achievements. Among them, there are those who are able to achieve international achievements by winning various Olympic championship competitions, but there are also those students who are unable to complete their studies to the end. (Chumi Zahroul Fitriyah, Rizki Putri Wardani, 2023) For this reason, the development of elementary/MI teacher competency profiles is an inseparable part of forming complete Indonesian basic education.

B. METHOD

This research design and approach uses qualitative research methods which involve a comprehensive review of the results of the latest scientific research to identify the values of Islamic education in the study of 21st Century Professional Teacher Development as well as direct field observations. The collected research data is selected based on its level of relevance to the research problem (research question with the help

of an extraction formula. The selected data is then analyzed and synthesized to identify the values of the 21st century professional teacher.(Creswell, 2018).

Researchers use guidelines Preferred Reposting Items for Systematic Reviews and Meta-Analyses (PRISMA), observations, and interviews to carry out data collection and analysis. The form used to extract data is designed based on aspects including: journal name, journal category (accreditation/reputation) or publisher category, author, country, year, objective, keywords, research design, analysis techniques, and research results. (Moleong, 2015) The collected data is then selected manually based on its relevance to the problem being studied. The next stage, the selected data is analyzed using qualitative content analysis to carry out synthesis and evaluation in order to identify the character values contained in the introductory study of Islamic studies.

Researchers conducted a comprehensive search for related research results on electronic databases (Creswell, 2018) such as Google Scholar, Scopus, and PubMed to identify relevant study results published between 2015 and 2023. As for non-data electronic materials were collected by searching for relevant book themes using search facilities in the UIN Sunan Kalijaga Yogyakarta library. The search criteria for keywords include: Character Education, Introductory Study of Islamic Studies, Islamic Studies, and Transformative Scientific Paradigm. The selection criteria are: journal/publisher category, language (Indonesian/Arabic/English) as well as discussion regarding the values of character education. The following is a data source selection chart based on the PRISMA flow chart to see its quality and relevance to the objectives of this research.

C. RESULT AND DISCUSSION

1. Strategy for the Development of Basic Islamic Sciences in the 21st Century

A theoretical foundation is needed to create procedures for developing guided and hope-based learning strategies. To provide a comprehensive explanation of how learning techniques were developed, the following will be explained. First, according to Gagne and Driscoll's description of the concept of developing the 21st Century Islamic Basic Science Development Strategy, Sri Wittah W, there are nine series of experiences or events that

shape learning. The first is to attract students' attention. 2) outline lesson objectives, 3) generate background information, and 4) offer engaging content 5) direct instruction, 6) obtain feedback from students 7) Provide comments 8) Performance evaluations 9) increase transfer or retention. (Roqib, t.t., hlm. 27)

This procedure shows that the first thing the teacher needs to do is attract students' attention by showing sketches of pictures or learning objectives in class. (Rasyid, 2022) Apart from that, students need to be given continuous stimulation and reactions to their questions so that they can actively participate in the learning process. In the learning process, educators act as initial guides, or initial organizers. In this regard, educators are encouraged to use initial guidance to provide stimulus and activate student schemata, or student understanding (Khofiatun & Ramli, 2016) This allows educators to know what students already know in order to explain a new understanding so that students can understand it more broadly.

Third, Brunner designed a learning theory called discovery learning, or discovery for short. The premise is that learning occurs most effectively when students discover information and construct it for themselves during a session. The instructor explains, for example, how cameras, CDs, and TVs were discovered (Hidayat & Abdillah, t.t., hlm. 68) 1) After that, students explain what they did in their own words. Fourth, Ausubel develops meaningful learning which is often known as complete meaning learning. Ausubel oversees the use of meaningful verbal learning, sometimes called meaningful learning, which involves active engagement between teachers and students. Through the presentation of explicit and well-organized content, educators emphasize expository learning in this learning process. (Alfani dkk, t.t.) Students in this learning process are given a number

The use of contextual-based learning or teaching is one of the problems of modernity, along with the design of competencies and strategies as well as the design of teaching materials. Contextual learning is a holistic educational approach that seeks to provide students with a flexible set of knowledge and skills that they can use anywhere by connecting content to everyday life contexts (personal, social, and cultural). problem or context to additional problems or settings.

The strategy for developing basic Islamic knowledge (PGMI) can involve several steps aimed at increasing understanding and application of basic Islamic teachings. Here are some strategies that can be used; Education and training; provide education and training in several adequate steps to prospective teaching staff and PGMI managers. This includes a deep understanding of the basic teachings of Islam, teaching methodology, and management skills (Prastowo, 2020). Comprehensive curriculum: developing a comprehensive curriculum for PGMI that covers various disciplines, such as tafsir, hadith, fiqh, Islamic history, aqidah, and ethics. The curriculum must combine theoretical and practical approaches to ensure holistic understanding, adequate resources: ensure the availability of adequate resources, such as textbooks, literature, teaching materials and relevant information technology tools to support learning and research in PGMI, Development basic Islamic science (pgmi). (Rawat, dkk, t.t.)

The development of basic Islamic science (PGMI) is a continuous and complex effort, by implementing these strategies. In this way, it is hoped that PGMI can become an effective forum in increasing the understanding and practice of Islamic religious teachings in society.

2. Implementation of Teacher Profile Development Policy at MIN 4 BREBES

Lessons delivered by generation Z teachers at MIN 4 Brebes using learning innovations in multimedia software technology, Microsoft PowerPoint and other digital platforms. In this process, it is illustrated that the first step that must be taken by educators is to attract students' attention by providing a sketch of the picture or goal to be achieved in a lesson. Innovation in the application of digital technology is currently considered a necessary aspect of interaction in learning activities. The implementation of the 21st century learning system in the MIN 4 Brebes environment has thoroughly utilized the development of digital technology as a learning media platform and a means of obtaining learning material sourced from various references.

Increasing ability and creativity is not only applied to students but also to teachers. Teachers are required to have good skills, within the MIN 4 Brebes institution by delegating teachers to training activities carried out both within the school and outside the

school. This is attempted to provide experience to teachers, especially new teachers so that they have average abilities.

Apart from efforts to increase teacher competency or ability, teachers must also be able to display their creativity both in creating media, applying methods and other learning strategies. Furthermore, teachers' creativity can be seen through the works they have created, whether in managing the learning environment at school, creating an attractive learning environment or even new learning media which is the result of the work of each teacher.(Sudaryono dkk, 2013)

Apart from that, students also need to always be given stimulation and answers to their questions so they can actively participate in the learning process. Second, educators act as the first guide in the learning process. In this case, educators are expected to be able to use the first guide to stimulate students' schemes, or initial knowledge, in order to explain new understandings that participants can apply in general. students as a basis for understanding new material thoroughly.

Third, also referred to as discovery, is a learning theory created by Brunner which argues that learning occurs most effectively when students generate knowledge in a subject and discover it for themselves. The instructor explains, for example, how cameras, CDs, and TVs were discovered. After that, students explain what they did themselves.

It can be concluded that the aim of education in Islamic education is to form the main personality character in accordance with Islamic standards, namely a Muslim personality who has Islamic religious values and acts in accordance with Islamic values, by interpreting physical and spiritual education in an Islamic context. light of Islamic religious law. Islam is an effort to transform people's attitudes and behavior by incorporating Islamic teachings into the process of becoming a human being with noble character that can be applied in everyday life (Sabri, 2020)

Islamic education is used as a deliberate effort to shape ideal human character; However, problems regarding the conceptual theory and practical application of Islamic education have not been completely resolved. Therefore, this means that resources must be developed more actively to keep pace with today's rapidly developing technical

innovations (Duyen Thi dkk., t.t.) Apart from developing human character, prophetic exemplification - namely making the Prophet Muhammad SAW an unquestionable role model - also needs to be carried out (imitation is not copying or equating). to be able to represent the Islamic community and have influence in society (Muqowim, t.t., hlm. 58).

Determining the goals of Islamic education is the first step that can be taken to rebuild Indonesian education, with a focus on rural areas as the strongest foundation for Islamic education in society.(Hasanah, t.t., hlm. 38) Formulating the function of Islamic education is a crucial thing that must be taken into consideration when taking action. This includes comparing the education systems of developed countries and Islamic countries and recognizing the importance and urgency of integration in the development of Islamic education (Hidayat & Machali, 2012). Next, consider how people's economic well-being reflects and is influenced by their increased education. Additionally, consider

3. Indicators of teacher professionalism

Generation Z teachers who have professional skills have a number of permanent competencies which can also be used as reference material for achieving educational goals in full in accordance with the standardization of graduate output competencies in each field of study. These competencies are holistic in nature and are a set of knowledge, skills and behavior that must be possessed, internalized, mastered and actualized by a teacher in carrying out his professional duties. To be able to achieve these aspects of objectives, professional teachers have academic competencies which include skills in abilities; First, get to know students in detail and have a clear vision regarding their development trajectory (developmental trajectory) in a complete map of educational goals. Second, being able to master the field of study from a scientific and educational perspective as a complete learning package.

At a minimum, it includes broad and in-depth mastery of the material according to the content standards of the education unit program, subjects and groups of subjects that will be taught. Third, carrying out educational learning which includes the ability to design, implement, evaluate the process and learning outcomes as well as Utilize the results of the assessment to carry out systematic improvements, as well as continuous professional development. Fourth, have social competence which includes the ability to communicate

and socialize with students, peers, parents and the community, and apply the principles of true brotherhood and a spirit of togetherness.(Ramayulis, 2022)

Professionally skilled teachers from Generation Z have certain fixed competencies that can be a source of information to meet educational goals in accordance with graduation output competency standards in each discipline. A teacher must possess, absorb, master and actualize a set of knowledge, skills and behavior known as holistic competence in order to fulfill their professional responsibilities. Professional teachers need academic competencies, such as the following skills and abilities, to achieve these goals: first, know students well and have a clear idea of how they will develop in relation to overall educational goals. Second, be competent in the subject matter

In line with the above, a teacher must continue to improve his professional skills through various activities that can develop skills in managing learning and other abilities in an effort to make students have learning skills, including skills in acquiring knowledge (learning to know), skills in developing identity. (learning to be), skills in carrying out certain tasks (learning to do), and skills to be able to live side by side with others in harmony (learning to live together).

The development of basic Islamic science (PGMI) is a continuous and complex effort, by implementing these strategies. In this way, it is hoped that PGMI can become an effective forum in increasing the understanding and practice of Islamic religious teachings in society. As a deliberate effort by Muslim scholars to promote, preach and involve themselves in the introduction of religious identity, the application of an integrative scientific paradigm in the development of basic Islamic knowledge is expected to increase understanding of the religion and be able to expand understanding of the religion. the world of Islamic education (Uswatun Hasanah, t.t.). Islamic views on the development of human civilization. The public needs to be made aware of the hidden ideals contained in Islamic education or known as tarbiyah. Widoyoko (2014) these values take the form of a rejuvenating transition that is connected to various fields of science. (Sa"diyah, 2013) Apart from that, learning from Islamic education is also a must.

The concept of integration applied in this learning strategy is not carried out thoroughly. However, only those that include certain themes. The relevance of the

strategy for developing basic Islamic knowledge with integrative thematic learning lies in the meaning of integration used, everything that is integrated, starting from the foundation of integration, the goals of integration, and the domain of integration. From this relevance, it is concluded that the concepts of thematic learning integration and integration of basic Islamic knowledge are equally relevant.

CONCLUSION

Teachers are familiarly known as people who have an ideal personality. Therefore, teachers are often considered role models or role models (who should be admired and imitated). As a role model, the teacher must also have competencies related to personality development (personal competence). It is common knowledge that educators have perfect personalities. As a result, educators are often seen as role models or people who should be liked and imitated. Teachers must have personality development competencies in order to be role models.

Teacher competency standards include three component aspects, namely 1) competency in learning management and educational insight; 2) academic competence in accordance with the alignment of learning materials; and 3) development of professional aspects. The role of teachers in the globalization era of industry 4.0 is now increasingly important. Only through guidance from professional teachers, each student can become a reference for quality, competitive and productive human resources as a national asset in facing the challenges of increasingly tighter and tougher competition recently and in the future.

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