

Madrasah Ibtidaiyah Teacher Competencies in Socio-Cultural Change in the Digital Era: Critical Reflection on Learning

Agus Riyan Oktori¹, Rita Sari², Muksal Mina Putra³, Tri Ulandari⁴, Taqwa Nur Ibad⁵

Phone number : 085296150610

¹Agus Riyan Oktori. (IAIN Metro, Lampung, Indonesia, agusriyanoktori@iaincurup.ac.id)
 ORCID: 0009-0006-2623-5213

²Rita Sari (IAIN Langsa, Aceh, Indonesia, ritasari17@iainlangsa.ac.id)
 ORCID: 0000-0002-8658-9682

³Muksal Mina Putra (IAIN Metro, Lampung, Indonesia, muksalminaputra@iaincurup.ac.id)
 ORCID: 0009-0004-2245-0763

⁴Tri Ulandari (IAIN Metro, Lampung, Indonesia, lailalotus1506@gmail.com)
 ORCID: 0009-0001-7390-0769

⁵Taqwa Nur Ibad (IAIN Metro, Lampung, Indonesia, muksalminaputra@iaincurup.ac.id)
 ORCID: 0009-0007-9079-4746

Corresponding Author:

Rita Sari,
IAIN Langsa, Aceh, Indonesia
email: ritasari17@iainlangsa.ac.id

Submitted: 11/07/2024

1st Revised: 21/07/2024

2nd Revised: 01/08/2024

Accepted: 10/09/2024

Online Published: 06/11/2024

Citation: Rita Sari, et.al. Madrasah Ibtidaiyah Teacher Competencies in Socio-Cultural Change in the Digital Era: Critical Reflection on Learning, Annual International Conference on Education Research, Volume 01, Nomor 02, 2024

Abstract

Entering a period where technological development is something that we cannot avoid at this time. Various activities carried out by the community both as support in work and program priorities cannot escape the touch of technological products, especially our current educational institutions. departing from this perspective, the demand for change to optimize the achievement of learning objectives is inevitable. Educators must be able to adapt as well as innovate to maintain their existence regarding teacher competence amid the flow of change that has such a significant impact on life. This paper will use a literature study approach to find, formulate, and examine how the digital era provides opportunities and challenges for teacher competence in the digital era. The findings in this research reveal that educational institutions should have the spirit and vision of change to produce capable regeneration with global insights. Various challenges ranging from building a community of learners, the courage to innovate in designing digital-based learning media, and the realization of a learning process that is relevant to the needs of children are reflective studies amid the rampant issues of the influence of technological developments that have an impact on social and cultural changes.

Introduction

Education is a crucial factor in the formation of one's personality. Education is the main element in the sustainability of individuals, families, and countries (Sagala, 2012). The success of a nation in the field of education is reflected in efforts to improve the overall quality of education. Education is explained as a systematic, methodical, and philosophical process that aims to educate humans holistically, from intellectual to spiritual aspects, through formal and non-formal educational institutions throughout the individual's life span.

"To educate the nation's life" is the goal of the Indonesian nation as stated in the Preamble of the 1945 Constitution, Article IV (Undang-Undang Dasar 1945, 1945). Teachers are recognized as the most vital element of education. The Law on Teachers and Lecturers explains that teachers are professional educators who are responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students at various levels of education (Republik Indonesia, 2005a). Every curriculum implementation requires the important role of educators in researching relevant topics, understanding children's characters, engaging in interesting and educational activities, and improving their professional and interpersonal skills, which are then referred to as teacher competencies (Sagala, 2011).

The societal debate around the responsibilities of an educator is that this allows society to evaluate different aspects of the competencies required by an educator. Suboptimal learning processes are often caused by high workloads for teachers, limited infrastructure and resources in schools, and a lack of teacher skills. In addition to teaching duties, teachers are also expected to be able to provide the best attention to students in various fields. Achieving educational goals requires perseverance and strong determination from educators, and this is a process that requires time and serious effort, not something that can be realized easily.

The difference between madrasah diniyah and non-diniyah madrasah is that madrasah diniyah is a religious education institution that focuses on the content of religious values in all of its learning. On the other hand, non-diniyah madrasahs are religious educational institutions that integrate religious curriculum with other general subjects (Kosim, 2007).

The development of madrasahs, especially non-diniyah madrasahs, is that the general understanding of madrasahs has transformed in line with changing government education policies. Initially, madrasahs were considered religious educational institutions. However, over time, madrasahs came to be regarded as public schools with an Islamic background or referred to as "plus schools", especially after the National Education System Law Number 2 of 1989 was passed. This change in definition can have an impact on the curriculum, status, and role of madrasahs in the national education system (Republik Indonesia, 1989).

Article 10 of Law No. 14/2005 on Educators and Lecturers stipulates four competencies that must be possessed by educators, namely professional, personality, social, and pedagogical competencies (Republik Indonesia, 2005b). However, in the context of technological developments and current student demands, these competencies may need to be modified to meet the needs of the changing times. If not adjusted, these competencies may be considered inadequate in facing the challenges of modern education.

In the 21st century, students are expected to have six basic literacy skills: numeracy, science, information, financial, cultural, and civic literacy. In addition to basic reading skills, students are also expected to have the ability to think critically, reason, creativity, effective communication, cooperation, and problem-solving (Septikasari & Frasandy, 2018). The main important factor is to demonstrate behaviors such as curiosity, initiative, perseverance, flexibility, leadership, as well as social and cultural awareness, which reflect the character of the learner by the values of Pancasila.

Social change is the result of factors that affect life and result in changes in society. On the other hand, cultural change is a shift that occurs due to the incompatibility of cultural components in people's lives. Changes in society can affect social norms, organizational behavior patterns, the structure of social institutions, social layers, power dynamics, interpersonal relationships, and other aspects of community life (Hutabarat & dkk, 2022).

Education has an important role in creating, distributing, socializing and using information as an agent of innovation. Through this function, education creates a learning culture that encourages the discovery, utilization and sharing of information. As an agent of change, education has a significant impact on the implementation of educational innovation, enabling education to act as a driver of social change. Forward-looking and dynamic education must be equipped with adequate resources to create strong, superior, participating and competitive agents of change, given the various functions carried out by education (Tugiah & Jamilus, 2022).

Therefore, it becomes an important study in order to try to build a narrative of how the competence of teachers in Madrasah Ibtidaiyah in responding to socio-cultural changes in today's digital era. Frictions in every joint of change, at least, have a significant influence on the learning process that teachers will present in the classroom.

Methods

This research method uses a qualitative-descriptive method with the type of library research (Moleong, 2018). This research uses a pragmatic approach, which is an approach that focuses on the role of the reader. The pragmatic approach itself has several benefits for the development and dissemination of works/studies that can be felt by the general public. The data sources of the research were obtained directly from the research subject as first-hand data. While secondary data sources are obtained from other parties that indirectly intersect with the object of research, namely in the form of documentation data available in some existing information (Creswell, 2018). The type and nature of the data analysis technique in this research is to use content analysis.

Result

1.1. Overview of Madrasah Ibtidaiyah Teacher Competencies in the Digital Age

Digital learning, also known as technology-enhanced learning (TEL) or e-learning, is essentially learning that incorporates the creative application of digital tools and technologies throughout the teaching and learning process. Exploring the use of digital technologies allows educators to create more engaging learning possibilities in their classrooms, where the learning design can blend face-to-face teaching with online or fully online teaching. Teachers should understand the characteristics as well as the opportunities in optimizing and making the best use of digital-based learning for the benefit of learners' learning, considering that it is a method or one of the formulations capable of creating a learning process of great benefit for the benefit of researchers, teachers, and learners (Sitompul, 2022).

Digital learning is a teaching method that focuses on teaching that is relevant to current conditions, gives learners a space for innovation and creation that refers to the challenge to try new things, provides realistic and objective assessments, allows learners to carry out the learning process that is not confined to the classroom, and provides teaching in personal and group forms to achieve the goals of learning. Full potential. Full potential. To assist and empower teachers and students, digital learning includes a wide array of features, resources, and tools.

In other words, digital learning is any learning activity that specifically involves students and teachers and utilizes the internet or other digital technologies to plan, implement, and evaluate learning. Social media can be used in the classroom by teachers to make learning more fun. Social media interaction between teachers and students will foster interpersonal relationships outside the classroom. Of course, it will be easier for teachers who are proficient in using social media in an educational environment to communicate with students who are accustomed to using it (Sitompul, 2022).

The digital revolution has penetrated significantly into all aspects of our lives today. Almost all services presented are almost all digital-based (Sulianta, 2020). The following are some of the things that we need to understand together: a) Customization: in the implementation of the learning process that should prioritize digital as the main basis, it must be able to develop and create learning formulations that remain relevant to the needs and abilities of students. Do not let it create a paradigm that assumes that the digital-based learning process is a scary thing, b) Learner's activeness: bringing up high curiosity, daring to discover something new, and stimulating individuals and groups to explore potential are the foundations that must be built in digital-based learning, c) Platform accessibility: the ease of some digital devices that can be utilized in the learning process should remain iconic so as not to cause boredom and confusion that would give birth to the assumption that something digital is something difficult, and d) Evaluation: ongoing supervision and mentoring procedures must still be important even though it has been accompanied by digital-based learning.

Madrasah Ibtidaiyah teachers today have pedagogical skills, professional skills, social skills, and professional skills. However, in this digital era, the support of digital technology in various types and variants is needed for the application of the four abilities. Thus, in today's digital era, professional educators are educators who carry out their professional responsibilities by using digital technology. To achieve the goals of learning in the digital era and to fill the learning facilities that are needed and relevant to today's development, teachers need to integrate technology into their learning effectively. Today's young generation are digital learners who need innovative learning methodologies that suit their goals and desires in capturing the possibilities and addressing the problems of the future, thanks to digitalization in various industries. Teacher digital skills are a different approach to education in the digital age that seeks to create a new generation that is socially and critically savvy to meet the needs of the industrial era 4.0 which is now transitioning to the industrial era 5.0.

1.2. Overview of Social Culture Change of Madrasah Ibtidaiyah Teachers in the Digital Era

A group of people can create and share a way of life that is then passed down from one generation to the next. Like culture, it is an integral component of who we are, which is why many people believe that culture is genetically inherited. Culture is learned when one tries to communicate with individuals from other cultures and adjust to their differences. Indonesian society must be prepared for how communication technology will affect all aspects of national culture because modern technology has brought tremendous progress, especially in the field of communication and information.

Existing technologies are developed to facilitate and alleviate various elements of human life, including work, leisure, and even communication. For example, the prominence of communication technology shows that technology in Indonesia is starting to advance and boost output. However, this does not mean that cultural issues or impacts are not affected by the advancement of communication technology (Yoga, 2018).

Society must acknowledge the existence of technology to advance the process of change. In addition, people must think critically and progressively to change attitudes that overly glorify tradition and the past. In the fields of technology, education, and scientific development, efforts need to be made to be more advanced and better because the development of science will have a significant impact on social and cultural changes. And a broad way of thinking is encouraged. Open their eyes to the fact that we don't just live there.

To compete with other nations or countries, we need to get out of our comfort zone and grow as a group. The government should examine how the immigrant culture changes the social as well as cultural conditions in the society, and the society can filter what comes in, what it can do, and what it cannot do to counter adverse social and cultural changes. Then education should be promoted because, through education and knowledge, we can distinguish between goods that are worth consuming and those that are not (Hutabarat & dkk, 2022).

Society must acknowledge the existence of technology to advance the process of change. In addition, people must think critically and progressively to change attitudes that overly glorify tradition and the past. In the fields of technology, education, and scientific development, efforts need to be made to be more advanced and better because the development of science will have a significant impact on social and cultural changes. And a broad way of thinking is encouraged. Open their eyes to the fact that we don't just live there (Huda, 2015). To compete with other nations or countries, we need to get out of our comfort zone and grow as a group. The government should examine how the immigrant culture changes the social as well as cultural conditions in the society, and the society can filter what comes in, what it can do, and what it cannot do to counter adverse social and cultural changes. Then education should be promoted because, through education and knowledge, we can distinguish between goods that are worth consuming and those that are not (Ningsih et al., 2021).

Educators need to realize that professionalism in the 21st century includes more than just subject matter knowledge. Instead, they must be professional in learning with their students, have collaboration skills, and skillfully interact with learners to seek discoveries during the learning process (Prayoga & Estetika, 2019). The idea of 21st-century aptitude goes beyond what learners need in the classroom. However, the development of 21st-century skills is a call for educators to continue to position themselves as role models for their students in terms of confidence, openness, tenacity, and dedication in encountering the digital life that is so realistic in the 21st century.

The blue thread related to changes in social culture for madrasah Ibtidaiyah teachers in the current digital era is how everything that has to do with teachers and steps in learning begins to boil down to awareness of the importance of technological progress and development. Such as learning methods that have begun to lead to Project Based Learning, Problem-Based Learning, and Contextual Learning. This learning can be done by teachers creatively and innovatively without ignoring the utilization of technology that can be used in the learning process.

1.3. Challenges for Madrasah Ibtidaiyah Teachers in the Digital Age

It is commonplace to reflect on the significance of progress in every sector today, including education, which includes teachers with a vision of change in producing future generations who can meet the demands of their era. At the same time, these advancements directly provide their challenges for teachers today, especially in responding and finding a solution to achieve a change goal. The following are some of the challenges that according to the author can be a joint study material in responding to the digital era for Madrasah Ibtidaiyah teachers:

- a) *Shifting the Teaching Paradigm towards the Learning Paradigm. In the current era, the teaching paradigm has begun to be irrelevant to the concept and implementation of the formulated curriculum. Referring to the philosophy that students are likened to empty glasses that need to be poured full of water by the teacher is a teaching paradigm that today we can no longer consume as a priority reference as educators, especially in Madrasah Ibtidaiyah. Supposedly, nowadays the learning paradigm has begun to lead to the orientation of learners who emphasize "what can" not "know what" if we borrow Munib Chatib's term in his book Sekolah Manusia. Moreover, today's independent curriculum emphasizes how students can explore their potential through the project of strengthening the Pancasila student profile and the Rahmatan Lil 'Alamin student profile. It is fitting those educators must innovate and renew so as not to be trapped in old paradigms that are still in effect but are no longer relevant to today's needs.*
- b) *Competence in Digital-based Innovative Media Design. Learning media has an important role that is so extraordinary in creating a learning environment that can explore potential far from saturating interpretation. The word Media comes from the Latin medius which means 'Middle' Intermediary Introduction'. Referring to Arabic vocabulary, media is an introducer or intermediary of messages from the sender to the recipient of the message (Satrianawati, 2018). Learning media is a variety of innovations that can be used as an intermediary to facilitate education and students in achieving the formulation of learning objectives. In addition, learning media can be used as a stimulus to explore the potential of students through the creativity developed in designing learning media, especially digital-based ones. Educators must be able to create learning media products that can attract the focus of students' attention so that learning activities can run well and optimally. Educators can build a classroom atmosphere that is always interesting through a variety of how to utilize social media as a support in the learning process. The educational process that can maximize the use of social media will provide space for building personal communication with students who are not only in the classroom. Educators who can optimize social media from an educational perspective should have the ease of building interactions with students who have close habits with social media (Ginting & dkk, 2021).*
- c) *Child-centered Learning. Making children the subject of learning is another principle of child-centered education. Children are the ones who actively expand their knowledge as subjects. If it turns out that the teacher is still in control of the learning process, it means that he has ignored the child's ability to take charge of his own education. Another interpretation is that what is taught depends on the needs of the child, how it is taught based on the child's situation, and the methods based on the child's environment. Every young person has very different demands. There are skills that need to be improved and skills that need to be trained. The course of treatment varies. Each young person needs a different type of motivation. This includes how to interact with others, handle problems and approach situations. Children who learn in a child-centered environment understand the importance of the topics studied. Helping them to see their own benefits before passing it on for the benefit of others is the solution to providing deep understanding. To achieve this, it is important to understand the subject matter, not just know it. Children will get the point if they can see the benefits for themselves. Diversity is starting to show at this point. Children are able to distinguish various advantages from their friends. Therefore, the teacher's job at that time is to support students to gain enthusiasm while doing learning activities with self-awareness.*

Conclusion

This paper provides an understanding that the competence of Madrasah Ibtidaiyah teachers cannot be separated from pedagogical competence, professional competence, personality competence, and social competence. However, in today's digital era, educators in Madrasah Ibtidaiyah need to begin to realize the importance of technological advances and developments that have an impact on the learning process in the classroom. An educator in Madrasah Ibtidaiyah must be able to upgrade so as not to lag, and to avoid the conventional educator paradigm as we often find in some writings related to the phenomenon of digital-era teachers. Therefore, a paradigm shift, awareness of the progress of technological developments, and always designing innovative learning formulations are a must to achieve the desired learning objectives in Madrasah Ibtidaiyah while still emphasizing what students need.

References

- Creswell, W. J. (2018). *30 keterampilan esensial untuk peneliti kualitatif* (E. Setiyawati (ed.); I). PUSTAKA PELAJAR.
- Ginting, R., & dkk. (2021). *Etika komunikasi dalam media sosial: Saring sebelum sharing*. PENERBIT INSANIA.
- Huda, M. (2015). Peran pendidikan Islam terhadap perubahan sosial. *Edukasia : Jurnal Penelitian Pendidikan Islam*, 10(1), 165–188. <https://doi.org/10.21043/edukasia.v10i1.790>
- Hutabarat, D. T. H., & dkk. (2022). Perubahan-perubahan sosial dan kebudayaan masyarakat pada masa sekarang. *Nusantara Hasana Journal*, 1(10). Dany Try Utama Hutabarat dkk, Perubahan-Perubahan Sosial dan Kebudayaan Masyarakat Pada Masa Sekarang, Nusantara Hasana Journal Vol 1 Nomor 10 Tahun 2022, h. 51
- Kosim, M. (2007). Madrasah di Indonesia (Pertumbuhan dan Perkembangan). *Tadris*, 2(1), 41–57.
- Moleong, L. J. (2018). *Metodologi penelitian kualitatif* (38th ed.). PT Remaja Rosdakarya.
- Ningsih, T. ayu, Julida, C., & Sari, R. (2021). Pengaruh Media Pop Up Book terhadap Keterampilan Berbicara Siswa MIS Al-Asriyah Langsa. *Al - Azkiya : Jurnal Ilmiah Pendidikan MI/SD*, 6(2), 104–119. <https://doi.org/10.32505/al-azkiya.v6i2.2581>
- Prayoga, R. D., & Estetika, R. (2019). Kecakapan abad 21: Kompetensi digital pendidik masa depan. *Jurnal Manajemen Pendidikan*, 14(2), 146.
- Undang-undang dasar 1945, 105 129 (1945).
- Undang-undang nomor 2 tahun 1989 tentang sistem pendidikan nasional, NBER Working Paper Series (1989).
- Republik Indonesia. (2005a). *Undang-undang nomor 14 tahun 2005 tentang guru dan dosen*.
- Republik Indonesia. (2005b). *Undang-undang republik indonesia nomor 14 tahun 2005 tentang guru dan dosen*.
- Sagala, S. (2011). *Kemampuan profesional guru dan tenaga kependidikan*. CV. Alfabeta.
- Sagala, S. (2012). *Konsep dan makna pembelajaran untuk membantu memecahkan problematika belajar dan mengajar*. Alfabeta.
- Satrianawati. (2018). *Media dan sumber belajar*. Deepublish.
- Septikasari, R., & Frasandy, R. N. (2018). Keterampilan 4C abad 21 dalam pembelajaran pendidikan dasar. *Jurnal Tarbiyah Al-Awlad*, VIII(2), 107–117.
- Sitompul, B. (2022). Kompetensi guru dalam pembelajaran di era digital. *Jurnal Pendidikan Tambusai*, 6(3), 13953–13960. <https://doi.org/10.31004/jptam.v6i3.4823>
- Sulianta, F. (2020). *Literasi digital, riset dan perkembangannya dalam perspektif social studies*. FERI SLN. <https://www.ferisulianta.com/2020/05/literasi-digital-riset-perkembangannya.html>



Tugiah, & Jamilus. (2022). Pengembangan pendidik sebagai sumber daya manusia untuk mempersiapkan generasi milenial menghadapi era digital. *Jurnal Sosial Teknologi (SOSTECH)*, 2(6), 498–505. <https://doi.org/10.59188/jurnalsostech.v2i6.350>

Yoga, S. (2018). Perubahan sosial budaya masyarakat Indonesia dan perkembangan teknologi komunikasi. *Jurnal Al-Bayan*, 24(1), 29–46. <https://doi.org/10.22373/albayan.v24i1.3175>