

TEACHERS AS DETERMINANTS OF SUCCESS IN EDUCATION REFORM

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Abstract: *Modernity encourages students to have multidimensional and high-quality competencies to be able to face and overcome the consequences of developments and changes that are taking place globally in the context of modernization. To achieve this need, the teacher also becomes a determinant of educational success. Unfortunately, the ever-increasing need for the teacher's role is not followed by fulfilling the teacher's competence needs. The main task of the teacher to develop students' talents and interests seems to be not optimally implemented. From these problems, it is concluded that: (1) Teachers have an important role in the success of education reform; (2) The teacher has a central task as a leader in the learning process in class; (3) Success in learning can be seen from the outcomes of students; (4) The learning that is carried out must be able to have an impact on change, especially for students. (5) For education reform to run optimally, teachers must function as contained in PP 19 of 2017 concerning Teachers.*

Keywords: *Teachers, Determinants of Success, Education Reform*



A. Introduction

The development of the era that goes so fast brings various kinds of changes. As Aostre N. Johnson,¹ stated, we are currently living in a period of massive cultural, social, and environmental shifts in the world. Wars, conflicts, and global climate change are happening all over the world. Financial insecurity places the greatest risk on the most vulnerable members of society, including youth. Children on the other hand spend less time playing freely in the natural world. They interact more with various forms of media, including television, movies, video games, activities on the internet, and cell phones. Even though it offers some positive benefits, the reality is that in many countries around the world, many young people are overloaded with information so they become stressed and distracted. This is of course a challenge and demands immediate and serious attention.

Modernity does not only bring positive implications but also negative implications for society, including students. Therefore, students need to be prepared to have multidimensional competencies, namely various intellectual, emotional, spiritual, and social competencies of high quality, so that they are expected to be able to face and overcome all kinds of consequences of developments and changes that occur, both in the closest environment to the farthest (local, national, regional and international) in the context of modernization.

Education as one of the factors that can determine the future of the nation, should be the focus of attention that needs to be properly prepared. Efforts to prepare quality human resources (HR) that can compete in the global era require sharpening the vision of education as an effort to prepare quality human resources. Considering these conditions, it is necessary to anticipate the improvement of the education system. Teachers as a determinant of the success of education must also be the focus of attention if you want to carry out reforms in the field of education. Since school improvement focuses on improving student learning, all teachers should be supported in exercising learning leadership, regardless of their professional situation.² Teachers always play a role in the formation of potential human resources in the field of national and state development.³

¹Aostre N. Johnson. (2011). *Educating from the Heart: Theoretical and Practical Approaches to Transforming Education*. Aostre N. Johnson and Marilyn Webb Neagley (eds.). Lanham, Md.: Rowman & Littlefield Education. p.: xx.

²Judy Durrant and Gary Holden. (2006). *Teachers Leading Change Doing Research for School Improvement*. London: Paul Chapman Publishing p. 1

³Hosaini Hosaini and Alfiandi ZikraEfforts. (2022). To Improve Teacher's Professionalism In The Teaching-Learning Process: Upaya Peningkatan Profesionalisme Guru Dalam Proses Belajar Mengajar. *Al-Risalah: Jurnal Studi Agama dan Pemikiran Islam*. h. 1. DOI: <https://doi.org/10.34005/alrisalah.v13i2.1881>

The vision of national education, "Establishment of People and Ecosystems of Education and Culture with Character based on Mutual Cooperation"⁴ implies that the implementation of education must be able to combine scientific education with moral and ethical education. Religious values are universal values that can be implemented in all fields. Therefore, Islam as a religion that has noble values and whose teachings are comprehensive, covering all areas of human life is the best choice to be used as the basis for the development of the education system. The teacher in this case also becomes a determinant of the success of education.

Unfortunately, the ever-increasing need for the teacher's role is not followed by meeting the needs of teacher competencies, the currently available teacher competencies are considered inadequate. In 2017, of the current 3.9 million teachers, 25 percent still did not meet the academic qualification requirements and 52 percent of teachers did not have a professional certificate. Meanwhile, in carrying out their duties a teacher must have four competencies, namely pedagogic, professional, personality, and social competencies. This phenomenon makes learning that should be student-centered by the 2013 Curriculum, not materialize. Teachers are still "teapots" and students are still "cups". Consequently, students will always passively wait for knowledge from the teacher. Even though Law No. 14 of 2015 concerning Teachers and Lecturers states that the teacher is a learning agent who must be a facilitator, motivator, and inspirational learner for students.⁵

Article 20 of the Teacher and Lecturer Law also explains that in carrying out professional duties, a teacher is obliged to improve and develop academic qualifications and competencies on an ongoing basis, in line with developments in science, technology, and art.⁶ Until now, have the professionalism demands of teachers been realized?

Based on the problems above, the questions to be answered in this literature review are:

1. What is the role of the teacher in education reform?
2. What is the role of the teacher in the success of students?

⁴Kementerian Pendidikan dan Kebudayaan. (2015). *Visi Misi dan Tujuan Strateis*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 9

⁵Dwi Murdaningsih. (2019). Rendahnya Kompetensi Guru Jadi Masalah Pendidikan Indonesia. *Republika.co.id*. Kamis 18 Apr 2019 12:00 WIB. 9

⁶ ibid

B. Method

This article is the result of literature-based research that aims to explore the role of the teacher as a determinant of the success of Education Reform. Literature-based research or literature study is research that is carried out using literature (library), either in the form of books, notes, or research reports from previous studies⁷. According to Danajaya⁸, library research is a method of bibliographical research that is carried out systematically and scientifically; includes the collection of bibliographical materials related to research objectives, collection techniques with the method of literature, and data presentation. Research is conducted through a critical and comprehensive analysis of a phenomenon or concept. In this study, the phenomenon to be explored is the role of the teacher as a determinant of the success of education reform in Indonesia.

C. Results

1. Education Reform

Since the 1980s, globalization, marketization, and quality/efficiency-driven reforms around the world have resulted in structural, ideological, and qualitative changes in education and policy.⁹ In the past 10 or 15 years, the world of education, including teachers, has been faced with challenges that have arisen in global life (global era), namely improving capabilities that are better than what they already have so that they can produce graduates (students) who are ready to face challenges. global (including academic abilities, skills, values, or character). Governments in countries around the world including Indonesia launched reform programs to make the school system more effective and improve the quality of the learning process and student learning outcomes.¹⁰

In several countries, schools seem to be places where legislative products are shed, such as policies on curriculum, evaluation, governance, and budgeting or education funding or new content as a response to issues that have recently been rife in the Indonesian context, for

⁷ Iqbal Hasan, M. *Pokok-pokok materi metodologi penelitian dan aplikasinya*, M.S. Khadafi, Lolita (editor). Cet. 1. Jakarta: Ghalia Indonesia, 2002.

⁸ Danajaya, J. Metode Penelitian Kepustakaan. *Jurnal Antropologi Indonesia*. No 52 (1997). e-ISSN 1693-6086 print ISSN 1693-167X. <http://journal.ui.ac.id/index.php/jai/article/view/3318>, 1997.

⁹ Zajda dalam Joseph Zajda (ed). (2015). *Second International Handbook on Globalisation, Education and Policy Research*. Dordrecht: Springer.

¹⁰ Fuad Fachruddin. (2015). *Panduan Kuliah Program Doktor UIJ*, (Revised 07 October 2015; revised version 10 October 2019. Tidak dipublikasikan). Universitas Islam Jakarta Program Doktor Pendidikan Islam

example, corruption, entrepreneurship, the creative economy, national disciplines and skills needed in the 21st century (skills of the 21st century). In general, the central education authority carries out policy centralization followed by the delegation of some responsibilities to schools (autonomy). This kind of strategy is not without its pros and cons and therefore balancing the two is not easy to implement.¹¹

Education reform often focuses on the following¹²:

- a. Curriculum: The government or education authority institutes or strictly enforces a curriculum that focuses on mastering science, technology, and basic skills (literacy).
- b. countability: The government or education authority tightens national exams, announces national exam results to the public, and forms an external (independent) supervisory team to oversee the implementation of national exams in schools.
- c. Governance: Education authorities centralize curricula and assessment of educational outcomes on the one hand, decentralize on the other hand some decisions from intermediate bodies such as the Provincial Education Office or District or City Education Office to schools. This means giving parents an important role in school governance and all of this may put pressure on professional staff.
- d. Market forces: Governments or educational authorities regularly introduce market (economic) elements [considerations] into the school world and increase the opportunities – or conditions – for parents to choose a school for their child (or in some cases a school choosing parents and students) on 'consideration of financial capability'.
- e. Status of teachers. In several countries, the status of teachers and teacher organizations is faced with regulations made by the government or they have to make bargains. They are also preoccupied with administrative tasks rather than being facilitated to produce scientific works.

Educational reform in general does not have the expected (substantial) impact if (a) education reform is separated from the problems of students, far removed from the daily learning experiences which are a determinant (important) element. (b) The education authority does not pay attention to learning (important), the needs or requirements needed to improve the quality of schools or education (learning), for example increasing the professional level of teachers on an ongoing basis; (c) education reform is not carried out systematically (adoption of a systemic perspective), namely linking the system as a whole in

¹¹Hopkins dalam Fuad Fachruddin. (2015).

¹² Ibid

a comprehensive policy framework.¹³ Thus, it can be concluded that the teacher's role is very important as a determinant of the success of education reform.

2. Competence as an Indicator of Teacher Success

Competence is defined as an underlying characteristic of an individual that is causally related to criteria-effective and/or superior performance in dealing with a job or situation.¹⁴ Competence is a combination of knowledge, skills, values, and attitudes that are reflected in the habits of thinking and acting. Competence is obtained through formal education or continuous training in certain fields of work. In the context of the teacher, competence is the ability and authority of the teacher in carrying out the teaching profession. This competency refers to the ability to carry out something obtained through education. Competence refers to performance, and rational actions to fulfill certain verifications in the implementation of educational tasks. The principle of competence in the world of education is related to pedagogical, personal, professional, and social competence. This principle has been formulated in more detail and has been stated in Permendiknas number 16 of 2007.¹⁵

These four competencies are the substance of the success of the learning process that must be owned by a teacher which is characterized by having a competency. A competent teacher is someone who has teacher knowledge and the skills and abilities as a teacher in carrying out his duties. Teacher competence is a measure that is determined or required in the form of mastery of knowledge and behavior for a teacher so that he is eligible to occupy functional positions according to the field of assignment, qualifications, and level of education.^{16,17} Furthermore, the competencies contained in Permendiknas¹⁸ number 16 of 2007. This is an indicator of teacher success consisting of:

- a. Pedagogical competencies, such as mastering the characteristics of students, mastering learning theories and educational learning principles, and conducting assessments and evaluations of learning processes and outcomes.
- b. Personal competencies such as acting by religious, legal, social, and cultural norms, presenting oneself as an honest, noble, and exemplary person for students and society, and demonstrating a work ethic, high responsibility, a sense of pride in being a teacher and a sense of self-confident,

¹³Fuad Fachruddin. (2015). *Panduan Kuliah Program Doktor UIJ*, (Revised 07 October 2015; revised version 10 October 2019. Tidak dipublikasikan). Universitas Islam Jakarta Program Doktor Pendidikan Islam.

¹⁴ Lyle Spencer, Jr, M., Ph.D., and Signe M. Spencer. (1993). *Competence at Work – Models for Superior Performance; edisi 1* New York City, USA: Wiley (pg. 9)

¹⁵ Permendiknas No 16 Tahun 2007 Tentang Standar Kualifikasi dan Kompetensi Guru.

¹⁶, Nurhayati Djamas, ed. (2005). *Kompetensi Guru Pendidikan Agama Islam SLTP*. Jakarta: Puslitbang Pendidikan Agama dan Keagamaan, Badan Litbang dan Diklat Keagamaan.

¹⁷ Suparlan. (2006). *Guru sebagai Profesi*. Yogyakarta: Hikayat Publishing.

¹⁸ Permendiknas No 16 Tahun 2007.

- c. Professional competencies such as mastering the material, structures, concepts, and scientific mindsets that support the subjects being taught, mastering competency standards and basic competencies of the subjects being taught, and developing learning materials taught creatively, and
- d. Social competencies such as being inclusive, objective, and non-discriminatory, communicating effectively, empathetically, and politely with fellow educators, education staff, parents, and the community, and adapting to workplaces that have socio-cultural diversity.

The four competencies that teachers must have above are ideal competencies to become professional teachers who are not only successful in providing subject matter that students can understand but are also successful in the process of forming student personalities. It is hoped that the competence of PAI teachers can be applied in the teaching and learning process, both for students and teaching staff so that the goals of education are achieved, namely creating human beings who believe and are pious.¹⁹

According to Dede Rosyada,²⁰ three main competencies must be owned by a teacher, namely: Competence in the mastery of teaching materials, curriculum development competencies, and Research competencies. The assignment of a teacher to teaching materials includes at least the assignment of six aspects of teaching materials, namely facts, concepts, principles, skills, problem solving, and processes.²¹ Each teacher will make every effort to provide learning materials according to the needs of students so that they achieve optimal performance. The teacher must pay attention that each student has different skills in learning, such as reading, listening, and writing skills. For the teacher's efforts to be maximally successful, there must be optimal effort, including concentration on learning activities from the students' side.²²

Hamalik²³ emphasized that teachers who are skilled at teaching must have good competence in the pedagogical, professional, personal, and social fields. The teacher is responsible for carrying out educational activities so the teacher is in charge of providing guidance and teaching to students. This responsibility is realized in the form of carrying out curriculum development, guiding students to learn, fostering the personal, character, and

¹⁹ Hawi, Akmal. (2013). *Kompetensi Guru Pendidikan Agama Islam*. Depok, Jabar: PT. RajaGrafindo Persada

²⁰ Dede Rosyada (2017). *Madrasah dan Profesionalisme Guru dalam Arus Dinamika Pendidikan Islam di Era Otonomi Daerah*. Depok: Prenada Media. p. 217

²¹ Wahyudi Dalam Rosyada (2017). p. 217

²² Dimiyati dan Mudjiono dalam Mutia Pangesti. (2018). *Positif Reinforcement dan Konsentrasi Belajar. Psikologi dan Pendidikan dalam Konteks Kebangsaan*. Jakarta: Himpunan Psikologi Indonesia.

²³ O Hamalik. (2006). *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*. Jakarta: Bumi Aksara.

physicality of students, analyzing learning difficulties, and assessing students' learning progress.

In terms of curriculum, of course, it is needed in every learning process as a learning guide. The curriculum contains two meanings, namely as a document of learning programs for students in the classroom as well as all school programs that affect changes in students' attitudes and actions.²⁴ The main task of a teacher in curriculum development is to prepare and develop materials that become a reference in the student learning process.²⁵ In addition, teachers are always required to update their knowledge, both about the learning process and the content of teaching materials. Therefore, teachers are encouraged to conduct research that does not interfere with the implementation of their main duties.²⁶

3. Teachers as Learning Leaders

Departing from his belief in traditional values, Ki Hadjar believes that a uniquely Indonesian education must also be based on an image of Indonesian values. So, he adopted three educational mottos that show the uniqueness of Indonesia, namely: First, Ing Ngarsa Sung Tuladha, meaning a teacher is an educator who must set an example. He deserves to be admired and imitated in his words and deeds. Second, Ing Madya Mangun Karsa, meaning a teacher is an educator who is always in the midst of his students and constantly builds their enthusiasm and ideas for work. Third, Tut Wuri Handayani, means that a teacher is an educator who continuously guides, supports, and points the right direction for the life and work of his students. To achieve the value of leadership in learning, teachers should be able to understand and apply the educational philosophy presented by Ki Hadjar Dewantara.

In practice, school improvement covers three areas that are often considered separate in terms of policy and practice: professional development, leadership, and research/evaluation. While there are clear connections between each of these perspectives, they are often tentative and tenuous. Each aspect is considered an integral part of the other in the improvement of learning. As previously stated, teachers have an important role as a determinant of the success of education reform.

According to Frost,²⁷ The main thing in the complex school improvement process is not only implementing policies but more effective leadership, because leadership is a

²⁴ Rosyada dalam Rosyada p. 219

²⁵ Rosyada (2017). P. 219.

²⁶ Rosyada (2017). P. 224.

²⁷ Peter J. Frost. (2003). The hidden work of Leadership. *Leader to Leader*. The Leader to Leader Institute. First published: 08 September 2003. Volume 2003, Issue 30. Autumn (Fall) 2003. Pages 13-18

fundamental aspect of humanity and therefore needs to be developed in everyone. This is done not just a matter of sharing or distributing leadership among certain individuals by delegating tasks or appointing teachers for certain roles. A new concept is needed, teacher professionalism which includes leadership dimensions. Because school improvement focuses on improving student learning, all teachers can and should be supported in exercising learning leadership, regardless of their professional situation.

The leadership of a teacher in education is very influential in producing students who excel, both academically and non-academic. Currently, the role of the teacher as a role model seems to be melted by the selfishness of the students, the influence of technology, and also the apathy of the teacher. Ki Hajar Dewantara as an educational figure is still an example of a dedicated teacher; examples of educator, mentors, and warriors who are still imprinted in the memory and eternal in the minds of the Indonesian people.

To achieve adequate school capacity and individual ability to improve, it is necessary to prioritize synergies in effective development and ensure shared goals for change and growth. Therefore, leadership capacity development is shared among all teachers. Teachers need practical support to enable them to use their energy and ingenuity in a strategic way and alignment with overall school priorities²⁸. This means that the teacher's behavior is in line with the educational goals that have been mutually agreed upon.

Principals have an important role in providing support for teacher leadership. This emphasizes their role as part of the overall school development process.²⁹ Therefore, in fostering teacher leadership, schools must understand the importance of 'parallel leadership' through which teacher leaders and principals engage in collective action to build school capacity for improvement.³⁰ However, there are many conflicts inherent in principals' support for co-leadership, and many different interpretations by those working in good faith, resulting in an inevitable gap between the rhetoric and the reality of co-leadership.³¹

²⁸ David Frost. What Can Headteachers Do to Support Teachers' Leadership? Inform: Leadership for Learning. August 2004 Number 4.

²⁹ David Frost, & Judy Durrant (2004). Supporting Teachers' Leadership: What Can Principals Do? A Teachers' Perspective from Research. Research Gate. Chapter · January 2004. DOI: 10.4135/9781452232416.n11. Diakses 15 Desember 2019.

³⁰ Crowther, F, Hann, L, & Andrews, D, 2002, *Rethinking the Role of the School Principal: Successful School Improvement in the Postindustrial Era*. Australia: The Practicing Administrator.

³¹ M. Yep, and J. Chrispeels, dalam Judy Durrant and Gary Holden 2006. *Teachers Leading Change Doing Research for School Improvement*. London: Paul Chapman Publishing A SAGE Publications Company.

4. Substance of Change

a. Standards and Results

Setting student learning standards, outcomes, or targets has become a major part of education policy in many countries as a way to focus on what students have to learn, not what teachers have to teach.³² Standard agendas and outcomes shift the focus of teaching from goals for teaching to desired changes in student learning.³³ This orientation to education has evolved over the last half-century. In the 1980s and early 1990s, outcomes-based education became a popular movement in many places. Since the late 1990s, standards-based reforms have replaced their results-driven predecessors.

In a curriculum defined by standards or outcomes, high expectations (or goals) are set for all students, with timing and teaching methods being variables, left to the discretion of the teacher.³⁴ A results-based or standards-based approach defines the curriculum in terms of what students have demonstrated at the end of school, not just at the end of the week or year.³⁵ A more broadly defined results-driven curriculum sets educational goals but leaves the methods (and often a considerable choice of content) in the hands of the teacher alone. Standards-based substitutes are usually more specific than this in the content recipe and performance demands.

Critics of standards-based reforms argue that while they may have raised the standard of measurable student performance in countries such as New Zealand and the United Kingdom, where they have been for many years, such large-scale reforms have produced little or no evidence (beyond pilot projects) narrow the learning gap between fortunate and unfortunate students.³⁶ Moreover, these measurable performance standards, they argue, are a narrow, subject-based form of learning, and not the broader kind of learning required for societal participation and sophisticated "knowledge work" (dealing with images, symbols, ideas, and communication) in today's information society.

³² Spady, King, & Evans; dalam Andy Hargreaves, Lorna Earl, Shawn Moore, Susan Manning. (2001) *Learning to Change: Teaching Beyond Subjects and Standards*. San Francisco, California: Jossey-Bass Inc.

³³ King & Evans dalam Lorna Earl, Andy Hargreaves, Jim Ryan (1996). *Schooling for Change: Reinventing Education for Early Adolescents*. London-Washington, DC.: The Routledge Falmer. The Falmer Press Teachers Library.

³⁴ Spady & Marshall dalam Jerry Herman, Janice L. Herman. (1994). *Education Quality Management: Effective Schools Through Systemic Change*. Lancaster-Basel: Technomic Publishing, Co. Inc.

³⁵ William G. Spady. (1994). *Outcome-based Education: Critical Issues and Answers*. Arlington, Va.: The American Association of School Administrators. <https://files.eric.ed.gov/fulltext/ED380910.pdf>

³⁶ Wylie dalam Edward B. Fiske, Helen F. Ladd. (2000). *When Schools Compete: A Cautionary Tale*. Washington, DC.: The Brookings Institution Press.

b. Class Assessment

The reforms are considered to have been one of the most widely favored strategies to promote higher standards of teaching and learning, more robust learning, and more credible forms of public accountability.³⁷ Although large-scale, legislative judgments receive the most attention, class judgments most important. They drive classroom pedagogy and student learning.³⁸ Many educational reforms have introduced new classroom assessment approaches that go beyond traditional paper-and-pencil techniques to include strategies such as portfolio- and performance-based assessment.³⁹ Such alternative assessments are often intended to motivate students to take more responsibility for their learning, make assessment an integral part of the learning experience, and embed it in authentic activities, which recognize and stimulate students' abilities to create and apply a variety of knowledge rather than simply engaging in the act of memorization and the development of basic skills.⁴⁰

The changes in classroom assessment represent a major paradigm shift in thinking about learning, schools, and teaching. Alternative classroom assessments require teachers to use their judgment of children's knowledge, understand how to incorporate feedback into the teaching process, decide how to meet the various learning needs of students,⁴¹ and learn how to share decision-making about learning and teaching with colleagues, parents, and students.⁴² This means rethinking what assessment and teaching are for, how they can best support learning, and what curriculum goals, scope, and standards they can help meet.⁴³

c. Curriculum Integration

The integrated or interdisciplinary curriculum is one of the most ambitious yet controversial aspects of education reform, as it seeks to connect classroom learning to the lives and understanding of all students. Integration is an attractive proposition for those who want the curriculum and the way students experience it to be less fragmented. But more than

³⁷ Murphy & Broadfoot; Gipps; Black dalam Andy Hargreaves, Lorna Earl, Shawn Moore, Susan Manning. (2001) *Learning to Change: Teaching Beyond Subjects and Standards*. San Francisco, California: Jossey-Bass Inc.

³⁸ Stiggins dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001) *Learning to Change: Teaching Beyond Subjects and Standards*. San Francisco, California: Jossey-Bass Inc. p.50

³⁹ Marzano, Pickering & McTighe; Stiggins dalam Stiggins dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001). p50

⁴⁰ Earl & Cousins; Stiggins dalam Stiggins dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001). p50.

⁴¹ Tunstall & Gipps dalam Stiggins dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001). p. 50

⁴² Stiggins; Gipps dalam Stiggins dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001). p. 50

⁴³ Wiggins & McTighe dalam Stiggins dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001). p. 51

a quarter of a century ago,⁴⁴ prophetically argues that by reconceptualizing subject-based knowledge and subject segregation that has traditionally been the basis of societal success and social mobility, curriculum integration threatens the fundamental structures of power and control in society what it calls basic classifications and frames. Since then, Bernstein's predictions have often been realized in a series of attacks on integration and its excesses, and reaffirmations regarding the conventional subject-based curriculum.

5. Change Process

a. Change in Intellectual Works

One way to understand why educational change can be so challenging for teachers is to return to four perspectives that do not apply only to reform assessment,⁴⁵ but also to processes of change and innovation in general.

1) Technical Perspective

The technical perspective draws attention to technical difficulties and changes in knowledge, skills, and behavior, whether in teaching or other jobs. Successful change in this sense means learning how to master a new and technically complex curriculum or a new, challenging set of teaching strategies. Teaches classes with varying abilities of students. Learn to integrate ideas and materials from different disciplines, know how to create rubrics or identify indicators so that people will know when certain standards have been met, be able to carry out different types of performance appraisals, and so on,⁴⁶ placing teaching among the most complex.

Understanding how technically complex it is to master some of the contemporary educational changes in teaching and learning is important. Teachers cannot change their practice just because of directions to follow. They are not likely to immediately apply new methods or transfer them directly from the textbook to the classroom. Teachers need opportunities for observation, modeling, training, and feedback so they can develop new skills and make them an integral part of their classroom routine.

⁴⁴ Basil Bernstein dalam Stiggins dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001). p. 85

⁴⁵ House dalam Sarason; Goodlad; Tyack & Tobin dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001). p. 51

⁴⁶ Cohen dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001) Learning to Change: Teaching Beyond Subjects and Standards. San Francisco, California: Jossey-Bass Inc. p. 116

2) Cultural Perspective

Successful innovation requires more than improving technical skills. It is also demanding and refers to the capacity of teachers to understand the changes they are facing. The cultural perspective deals with the meanings and interpretations that teachers assign to change, how change influences and even contradicts teachers' beliefs and practices, how teachers (alone or together) understand the changes they face, and the impact of changes on ideas, beliefs, and emotions, experience, and teacher life.

Intellectually, teachers must be able to perceive or understand what certain changes mean. Changes need to have enough clarity for them to do this and not be so complex, vague, or obscure as to contradict common sense. Teachers must be able to see the reasons for change, understand its intent, and be persuaded that it is feasible and will benefit their students.⁴⁷ These reasons must be explicit and cogent in the policy, and they must also be reasons that teachers have the time and opportunity to find out on their own, alone and together. Teachers also need to know what that change looks like in practice as well as in theory so they can gauge exactly what it means for their work. They especially need the opportunity to see examples of change in their schools or elsewhere so they can build on those drawings and apply them to their practice and experience.

In getting education, a teacher must also prioritize a religious perspective, rather than the prevailing culture in positioning girls in education. Intan and Ibrahim⁴⁸ said that Islamic education is primarily based on the Koran and hadith, which basically uphold the concepts of justice, equality, and freedom. Gender discourse is very important in Islamic education and Islam upholds girls' rights to education rather than oppressing them.

3) Political Perspective

The political perspective is concerned with how power is exercised more than others or developed with them, the ways groups and their interests influence processes of innovation and reform, and how educational goals address, comply with, or challenge existing distributions of power in society.

Politically, it is important that when teachers engage in the intellectual work of change, they not only reflect on their practice and their change efforts but also do so critically to consider the social goals provided by their practice, as well as students (general or special

⁴⁷ Fullan dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001). p. 118

⁴⁸ Mahadewi Puteri Intan dan Rustam Ibrahim (2023). Women's Perspective on Islamic Education. *Al-Risalah: Jurnal Studi Agama dan Pemikiran Islam*. h. 495. DOI: 10.34005/alrisalah.v14i1.2683

education, cultural dominant or cultural minority, rich or poor), will benefit or suffer the most from their initiatives.

A teacher is an intellectual group.⁴⁹ Teachers help create future generations. Their work cannot and should not be reduced to skills and techniques alone. Teaching must also be imbued with a moral purpose and social mission that will ultimately develop future citizens. This means that teachers must filter all their curriculum and teaching decisions through social and political filters.⁵⁰ They also advocate placing the benefits of escaping for students before the inconvenience it causes for teachers and before the challenges it poses to high-status parents who wish to maintain a special reward and recognition program for their children. Teachers think deeply about how they deal with cultural differences in their classrooms, even in most schools.

4) Postmodern Perspective

Postmodern society is synonymous with chaos, uncertainty, paradox, complexity, and continuous change. In postmodern societies, communities, schools, and classes are more diverse, so change is more complex. Electronic and other communications are faster, so change occurs at an ever-increasing pace. Knowledge flips quickly and solutions are debated with an increasing number of interest groups, so change is increasingly uncertain. Innovations, changing communities, and rapid communication mean that schools and their issues are changing rapidly. The old-style, locked-in approach to linear, planned change is no longer sufficient.

Some teachers, including many of those in our study, thrive by working in conditions of constant uncertainty, complexity, and change. Change is an opportunity; the trouble is their friend.⁵¹ New experiences provide opportunities for learning, development, and improvement in their work and themselves. Flexibility, adaptability, optimism, and teamwork define their approach to change — an approach that is ultimately centered on their concern for doing the best they can for their students.

⁴⁹ Aronowitz & Giroux dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001) p. 121

⁵⁰ Oakes dan Lipton dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001). p. 121

⁵¹ Fullan dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001) p. 122 - 123

The problem of financing education in a postmodern society involves the cost of education which is increasingly difficult to reach. According to Saputra and Muhajir⁵², the development of waqf as the management of the financing of Islamic Education Institutions is one of the solutions to ease the burden on parents in financing their children's education.

b. Change in Emotional Work

The teacher determines whether students are excited or bored; making them approachable to parents, keeping parents at ease, inspiring their colleagues to collaborate closely with them, or limiting staff relations with a pattern of courtesy and non-interference. How teachers act and express themselves emotionally is always important. Emotions, in this case, are central, not peripheral, to learning, standards, and improvement agendas.⁵³

A person's Emotional Understanding is shaped by the emotional experiences they have developed in their culture, through their upbringing, and in their relationships. Organizations and workplaces are primary sites where adults experience and learn to express their emotions in certain ways. Central to this emotional culture dimension is the idea of emotional understanding and of how people develop or fail to develop it with their clients and associates.

The emotional relationship that teachers have with students and with teaching work is shaped in many ways. Structure brings people together or separates them. They can keep human interactions brief, episodic, and superficial, or allow them to develop into deeper and ongoing relationships. The structure can shape human actions and relationships; opening up opportunities for and imposing constraints on them. Structures can also be changed by our actions so that they are better suited to our goals. A study by Choli and Rachman⁵⁴ at the Al Wathoniyah Islamic Education Foundation Middle School shows that the role of the PAI teacher, especially Islamic Religious Education teachers who create love and harmonious relationships between teachers and students, will motivate students to memorize selected verses of the Al-Qur'an letter, provide understanding and students awareness of the

⁵² Eddy Saputra dan Achmad Muhajir. (2022). Tata Kelola Pendidikan Berbasis Wakaf Dalam Mewujudkan Lembaga Pendidikan Islamberkualitas. *Al-Risalah:Jurnal Studi Agama dan Pemikiran Islam*. h. 29. DOI: 10.34005/alrisalah.v13i1.2213

⁵³ Denzin dalam Whitford dalam Hargreaves, A., Earl, L, Moore, S. dan Manning, S. (2001). p. 137

⁵⁴ Ifham Choli & Muhammad Fikri Rachman. The Role of Islamic Religious Education Teachers In Increasing Students' Religious Awareness. Case Study of SMP Al Wathoniyah Pengarengan Islamic Education. Foundation. DOI: 10.34005/alrisalah.v14i1.2638. *Al-Risalah :Jurnal Studi Agama dan Pemikiran Islam*. h. 324

importance of Islamic Religious Education, accustom students to always apply commendable qualities and good morals.

In supporting and sustaining change, there are three basic things that must be possessed by leaders in the field of education:

- a) Support teachers and encourage them to implement appropriate changes
- b) Ensuring that changes made by teachers can be sustainable from time to time
- c) Ensure that changes are generalizable beyond a few enthusiastic teachers or specifically supported pilot schools to affect the entire system.

D. Discussion

The picture of teachers who are oriented toward change towards improvement has not been fully fulfilled. Achievements that are expected to be achieved by teachers are not easy to obtain. Teachers require intense intellectual work as they have struggled to understand broadly defined policy principles and guidelines and to translate them into working realities in their classrooms. Achieving teacher success also requires enormous mental energy. Once there is a certainty that the changes sought are sustainable and strengthen emotional bonds with students. They must be able to develop and be able to work in complex, and even sometimes difficult, relationships with their colleagues who have different views on change. Teachers also have to struggle to maintain their commitments to their families and friends, because the commitment to work has come to demand many sacrifices from them.

Commitment to change must of course be followed by continuous learning to improve the quality of a teacher. Efforts to improve teacher quality can be carried out in various ways, including:

1. Improve teacher discipline
2. Increase teacher knowledge
3. Inservice and Upgrading

In-service training is "all activities provided and received by education officers (principals, teachers, etc.) that aim to increase and enhance the quality of knowledge, skills, and experience of teachers in carrying out their duties and obligations". Inservice training programs can cover a variety of activities, such as holding course applications, lectures, workshops, seminars, visits to schools outside the region, and special preparations for new assignments. In-service training is very important for teachers because it is not enough for

teachers to just rely on the formal education they get at teacher-training schools. The knowledge obtained from vocational schools to prepare education personnel is not yet a complete and adequate preparation. Meanwhile, the school curriculum, which continues to change because it adapts to developments in science, society, and culture, also needs to be addressed appropriately. Thus, to improve the quality of teachers as teaching staff and in-service training educators is needed. Meanwhile, upgrading is not much different from in-service training. Upgrading is a business or activity that aims to increase the level of knowledge and skills of employees, teachers, or other education officers so that expertise increases and deepens.⁵⁵

Implementation of the Teacher's Role in Education Reform in Indonesia has been regulated in Law Number 20 of 2003 concerning the National Education System article 1 paragraph (10-12)⁵⁶, it is stated that: (10) Education unit is a group of educational services that organizes education in formal, non-formal, and informal channels at every level and type of education. (11) Formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. (12) Non-formal education is an educational pathway outside of formal education that can be carried out in a structured and tiered manner.

In Article 39 (2) Educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators at tertiary institutions. In this case, the teacher needs to make changes to plan and carry out the learning process as well as provide an assessment of the learning process being carried out.

The activities carried out are of course inseparable from the role of the teacher in developing the talents and interests of students; to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state. In PP 19 of 2017 concerning Teachers Article 1,⁵⁷ Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education,

⁵⁵ Ngalim Purwanto, *Administrasi Pendidikan*. Jakarta: Mutiara, (1984), hlm.68

⁵⁶ Presiden Republik Indonesia. (2003). *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional pasal 36*. JDIH Kementerian Sekretariat Negara 2018. <https://jdih.setneg.go.id/Produk>

⁵⁷ Presiden Republik Indonesia. (2017). *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2017 Tentang Perubahan Atas Peraturan Pemerintah Nomor 74 Tahun 2008 Tentang Guru*. JDIH Kementerian Sekretariat Negara 2018.

basic education, and secondary education. Furthermore, in the explanation of Government Regulation of the Republic of Indonesia Number 19 of 2017⁵⁸ Regarding Amendments to Government Regulation Number 74 of 2008 Concerning Teachers: The development of science and technology has brought logical consequences to the orientation of teacher professional development which is directed at developing their competence. Article 10 paragraph (1) of Law Number 14 of 2005 concerning Teachers and Lecturers, stipulates that teachers must have pedagogical competence, personal competence, social competence, and professional competence. The four competencies are holistic and constitute a unit that characterizes a professional teacher. To ensure quality education services by the demands of the times, increasing this competency is a continuous process.

However, in reality, teacher reform did not work as expected. This can be seen from the many administrative tasks the teacher has to do so that the dominant task of the teacher in developing students' talents and interests is not optimal. And it can be seen running as it is.

E. Conclusion

Based on the discussion above, several conclusions can be drawn, namely: (1) Teachers have an important role in the success of education reform; (2) The teacher has a central task as a leader in the learning process in class; (3) Success in learning can be seen from the outcomes of students; (4) The learning that is carried out must be able to have an impact on change, especially for students. (5) For education reform to run optimally, teachers must function as contained in PP 19 of 2017 concerning Teachers.

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⁵⁸ Ibid.

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