

Implementation of Teacher Professionalism in Digital Learning

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Abstract: This research will discuss how to apply teacher professionalism to learning in the digital era. In the current era of technological development, of course, it will also make it easier for all access to all types of information. Teachers professionalism needs to be improved so that teachers can carry out their implementation in a professional manner. The results of this study are expected to provide a new understanding regarding the relationship between the condition of teacher professionalism and digital learning. This research uses a literature study method with a qualitative approach. The data in this study were collected using the library research method. Data collection techniques in this study used various written sources such as articles, journals, and relevant documents related to research studies. This research focuses on studying teacher professionalism, digital learning, developing teacher professionalism and the urgency between teacher professionalism and digital learning. Then, the data that has been obtained in the literature study will be analyzed to find out how teacher professionalism is applied to digital era learning. The results of the study show that there is a relationship between teacher professionalism and digital era learning.

INTRODUCTION

Since the steam engine was invented and even before that the development of information and communication technology has greatly influenced all aspects of life in society, including the aspect of education. Information and communication technology in the field of education has two roles, namely as a medium or learning aid and as learning materials or materials for students (Novalia, et al. 2018). Based on this, Novalia (2018) states that education is very closely related and plays an important role in the development of information and communication.

Learning is an interaction between educators and students in a learning environment (Azis. 2019). With the development of information and communication technology in the digital era, the learning process has begun to change into digital learning interactions. Digital learning can provide

feedback related to education, including the convenience of delivering material that is packaged as attractively as possible, the ease of accessing learning wherever and whenever, it also makes it easier for the teacher to process the delivery of the material (Nasriyah, et al. 2021).

Aziz (2019) explains that this is the cause of changes that occur in the learning process from generation to generation so that the learning process requires learning strategies in accordance with developments in information technology. The direction of development of information and communication technology is currently more focused on technology that involves internet and all-digital networks (Novalia, et al. 2018). Novalia (2018) also states that because of this, education must also transform from conventional to digital information and communication technology, if education does not follow this current, it is feared that it will be very left behind and of course have an impact on the quality of education. The implementation of digital learning requires several things that support the learning process to take place efficiently and effectively including a supporting internet network, supporting technological devices, as well as human resources who can operate the technology so that it can produce a digital learning process (Nasriyah, et al. 2021).

A quality education unit is influenced by various factors, including its educational services to students. In the context of the learning process in the classroom, teachers who have professional skills mean that those concerned can carry out the learning process effectively and efficiently (Iskandar, D. 2018). The term "professionalism" refers to a quality of attitude or behavior, which expresses the characteristics of a profession. Professionalism can also be understood as something that characterizes a professional teacher when implementing his position (Sumarwoto, V.D. (2016).

Professional teachers have characteristics and responsibilities that are carried out by teachers and become a source of income for life that requires expertise, skills or skills that meet certain quality standards or norms and require professional education. Various efforts have been made to achieve professionalism standards, for example through education and training, certification processes, or activities held to support professionalism (Iskandar, D. 2018).

The professional nature of the teacher's position will not be realized simply by issuing a statement that the teacher is a professional position or job. On the other hand, professional status can only be attained through a long and arduous struggle. Syafruddin Nurdin stated that there are six stages in the professionalization process (in Yunus, M. 2016), namely:

- 1) The "unique" specialist service area to be provided must be defined.
- 2) Professional groups and pre-service education providers who prepare professional teachers.
- 3) There is a mechanism to provide official recognition to pre-service education programs that meet predetermined standards.
- 4) There is a mechanism to provide official recognition to graduates of pre-service education programs who have the minimum required skills (certification).
- 5) Individually and as a group, professional workers are fully responsible for all aspects of carrying out their duties; And
- 6) Professional groups have a code of ethics which is the basis for protecting members who uphold professional values, as well as being a means of taking enforcement action against members who commit acts that are not in accordance with the voice and spirit of the code of ethics.

To fulfill these six demands certainly takes time and goes through a long and continuous process. In efforts to improve the teaching profession at least face and consider four factors, namely: 1) availability and quality of prospective teachers, 2) pre-service education, 3) in-service coaching mechanisms, and 4) the role of professional organizations (Yunus, M. 2016).

Mudarris (2022) states that, one of the competencies that professional teachers must have is the ability to use ICT (communication and communication technology), starting with increasing

teacher digital literacy which can be interpreted as the ability to access, understand, and use information intelligently, because Literacy ability is a fundamental thing that must be possessed by students in facing the global era in order to be able to meet the needs of life in various situations. The main task of the teacher is to guide and help students succeed in the teaching and learning process. The professionalism of a teacher is absolutely necessary as provision in accessing changes in both learning methods and technological advances, all of which are intended for the benefit of the learning process (Yunus, M. 2016).

Teachers are also required to be able to operate technology to improve the quality of learning by using learning strategies and methods that are appropriate to the student learning environment so that students can think creatively and critically, but in reality, the application of technology in schools is still very worrying, due to the large number of teachers who do not really understand with digital technology, and teachers have difficulties in building communication with students in this digital era due to the limited ability of teachers to operate digital technology (Nasriyah, et al. 2021). Tarigan, T.P. (2019) argues that efforts to improve the quality of learner-oriented learning can be done by building a learning system that allows students to have the ability to learn more interesting, interactive, and varied ways with digital learning (digital learning). Thus, a teacher needs to know how the conditions for the development of communication and information technology are to be able to adjust to the learning process that will be carried out by the teacher for his students as a form of implementing teacher professionalism in digital learning in Indonesia.

RESEARCH METHODS

This study uses a literature study method by taking a qualitative approach through literature review. Reference searches in this study were obtained through written sources such as articles, journals, and relevant documents related to and supporting research problems. Literature study is used to interpret the data in a descriptive analysis. This research seeks to find out how the implementation and urgency between the conditions of teacher professionalism and digital learning. This research will focus on discussing teacher professionalism, digital learning, developing teacher professionalism and the urgency between teacher professionalism and digital learning.

RESULTS AND DISCUSSION

Results

Teacher Professionalism

The rapid development of technology and information that is happening at this time of course must be accompanied by developments in the quality of education. Basically, education is a very important factor in the development of a nation. Therefore, it is expected that the quality of human resources can be improved through education. With education, humans can develop their potential, personality, intelligence, noble character, and skills.

Every existing system implemented in education must be able to make changes to improve and improve the quality of education. An education system must be able to strengthen various educational components, such as learning activity programs, teachers, students, learning opportunities, infrastructure, finance, community environment, school leaders and so on. Therefore, it is necessary to have professional educators to be able to run an education system that brings about change.

According to Law Number 20 of 2003 concerning the System National Education Law (UU Sisdiknas) in general educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, instructors, facilitators, and other designations according to their specialty, and participate in the implementation of education. According to Husaini Usman (2012) in his book

entitled Management theory of educational practice and research, the meaning of professional is a profession that cannot be done by just anyone. Teachers and educators play an important role in supporting and motivating students. Therefore, it can be concluded that educators or often called teachers are professionals who have the duty to plan and carry out the learning process and assess the learning outcomes that have been planned.

In addition, the position of the teacher as a professional educator has the goal of implementing the education system in line with achieving the goals of the national education system, namely developing the potential of students to become human beings of faith and piety, knowledgeable, capable, and creative.

In carrying out their duties, teachers must have competence and a professional attitude to be an example for their students. In addition, the goals of teacher professional development according to Djaujak Ahmad (1995:25), include: (1) planning teaching and learning activities in accordance with effective learning strategies, (2) managing teaching and learning activities that are challenging and interesting, (3) assessing student learning progress, (4) providing feedback, (5) making and using teaching and learning aids, (6) utilizing the environment as a source of learning and teaching media, (7) guiding and serving students who have learning difficulties, (8) managing classes so as to create a conducive learning atmosphere, and (9) compiling and managing records of children's progress.

Yusutria (2017) states that teacher professionalism will be reflected in the implementation of tasks marked by expertise in both material and methods. The professional figure of the teacher is shown through the responsibility of carrying out all the services. Professional teachers have social, intellectual, moral, and spiritual responsibilities. To improve the professional abilities of teachers, teachers must have a more innovative learning process for students so that learning material can be understood properly. This teacher's professional competence includes: (1) Mastery of curriculum structure and subject matter, (2) Management of scientific content and methodology of study departments, (3) Management and utilization of information and communication technology in learning, (4) Organization of teaching materials, and (5) Improving the quality of learning through classroom action research.

Erni Soewarni (2004) states that the characteristics of a professional teacher are as follows:

- 1) It has a standard selection mechanism so that only those who are competent may carry out a job or profession.
- 2) Society recognizes the services provided because of having a set of knowledge and skills that support the profession.
- 3) There is a need for a certain educational process before a person can or is able to carry out professional duties.
- 4) Owned a professional organization to protect the interests of its members and improve services to the community.

We need to know that teacher professionalism will not be realized simply by issuing a statement that the teacher is a position or a professional job. On the other hand, the professional status of a teacher can only be attained through a long and arduous struggle. Therefore, teachers must have adequate teaching qualifications as professionals. A professional teacher must know how to apply several concepts, working principles and techniques in work situations, who is able to demonstrate his expertise in the work environment and who knows how to manage all the experience he must improve work efficiency, so that the teacher will be considered a qualified professional teacher.

The development of the teaching profession is an important issue that must receive attention to anticipate changes and the level of demand for the teaching profession which emphasizes

knowledge management. Teacher professional qualifications are obtained through professional training and understanding. The development of the teaching profession in the educational environment will be directed at professional quality, objective, transparent and accountable performance appraisal, as well as motivation to improve performance and achievement.

Thus, it can be concluded that teacher professionalism is an attempt to correct weaknesses that occur in education, especially in relation to organizational interests. Teacher professional development will refer to the duties and responsibilities of improving the quality of teaching and learning and being able to improve the quality of the human resources themselves.

Digital Learning

The rapid development of digital technology as it is happening today greatly affects various aspects of human life. The significant impact of this very rapid development is certainly unavoidable, including in the education sector. Education is a very important aspect in the process of developing quality Human Resources (HR). Moreover, in the 21st century, which is an ever-evolving era with various changes and complex challenges in every aspect, it means that high-quality human resources will be needed. Therefore, education must be able to adapt along with the development of digital technology.

Education in the digital era means that digital technology, both information and communication, must be integrated into all subjects so that students can gain knowledge more easily and quickly. Technological developments also enable students to acquire knowledge more quickly and easily. The quality of the education provided to these students will be an important factor related to the quality of Human Resources (HR) that will be formed.

The Ministry of Education and Culture Research and Development (2013) explains the shift in the learning paradigm in the 21st century as follows:

- 1) Information aspect, in this century information can be obtained easily anywhere and anytime. In the learning process in the digital era, learning is not only carried out by obtaining information provided by the teacher, but learning is directed at encouraging students to find out information independently and share sources of observation.
- 2) The computational aspect, where everything can be done faster using a machine. In learning, students are directed to be able to formulate problems (ask), not just find solutions to problems (answer).
- 3) Aspects of automation, covering all routine work. In learning in the digital era, students' analytical thinking skills or the ability to make decisions will be trained and directed.
- 4) Aspects of communication, which can be done anywhere and with anyone easily as if there is no distance and time limit. In digital era learning, emphasis will be given to students regarding the importance of cooperation/collaboration among others in solving a problem.

According to Kristiawan (2014), digital-based education is education in which the learning process uses electronic media to improve the quality of learning. This electronic media tool is a product of Information and Communication Technology (ICT). From this ICT product, ICT for education was born which can be developed into an internet network and the internet.

Verdinandus (2019) stated that digital-based education is simple. In practice, the electronic media used does not have to be expensive but can use electronic media that is simple but adapted to what is needed. This is in line with the statement of Kristiawan et al (2019) which states that in the world of education, many kinds of technology can be used according to the needs of learning and not just focus on one technology.

The development of digital technology facilitates students with broader and varied learning, which not only makes it easier for students to acquire knowledge, but also increases students' interest in learning through digital visual, audio, text, animation, and so on learning media.

According to Verdinandus et al (2019), digital education is a concept or method of learning using multimedia media that uses the help of computers/notebooks, smartphones, video, audio, and visual media.

Digital learning facilitates students in obtaining knowledge more broadly and quickly. But in practice, of course, you will need an internet network and the internet to access these media. Therefore, to achieve good quality digital learning, educators, or educational facilities such as schools that have implemented digital learning should be able to strengthen internet networks. That way, for convenience and the best speed of internet access at a more affordable cost (Verdinandus et al, 2019).

The quality of digital learning must be balanced with the quality of qualified and professional educators. Professional educators in this digital era must be "literate" in technology or have technological abilities and can keep abreast of the times. The Indonesian Teachers Association (IGI) in this case forms a training program in the Information and Communication Technology (ICT) field for educators. The quality of human resources educators who are skilled, creative, and professional of course.

Teacher Professionalism in Digital Learning

With the development of technology currently, quality teachers are still a key in presenting a good and quality education. However, with the rapid development of technology, the role of the teacher in teaching has changed. Teachers are not only a source of knowledge, but also need to be digitally proficient to adapt to technological advances. Especially now that children are accustomed to adapting to the development of digital technology. Sanjaya (2006), the role of the teacher in learning the digital era there are seven namely:

- 1) Teacher as a learning resource; the teacher's role as a learning resource is related to the teacher's ability to master the subject matter. So that when students ask questions, with alacrity and responsiveness, the teacher will be able to immediately answer them in a language that is easy for students to understand.
- 2) The teacher as a facilitator; the role of the teacher in providing services to students to make it easier for students to receive subject matter. So that learning becomes effective and efficient.
- 3) Teachers as administrators; In the learning process, the teacher's role is to have full control over the climate in the learning atmosphere. It is likened to a captain holding the steering wheel of a ship, which guides the course of the ship in a safe and comfortable way. The teacher must create a comfortable and conducive classroom atmosphere. So that students can receive learning comfortably.
- 4) The teacher as a demonstrator; acting as a demonstrator means here is not to take to the streets to demonstrate. But what is meant here is the teacher as a figure whose role is to show attitudes that will inspire students to do the same thing, even better.
- 5) Teacher as guide; In its role as a mentor, the teacher is asked to be able to direct students to become what they want. But of course, the teacher must guide and direct them to be able to achieve the goals and dreams of these students.
- 6) The teacher as a motivator; the learning process will be successful if students are motivated inside themselves. Therefore, teachers also play an important role in fostering motivation and enthusiasm in students to learn.
- 7) Teachers as evaluators; after carrying out the learning process, the teacher must evaluate all the results that have been carried out so far.

Dr. Sri Wahyuningsih, M.Pd., Elementary School Director, Ministry of Education and Culture Research and Technology said that "Elementary school is the foundation and milestone that must be really prepared. Therefore, teachers cannot be careless, cannot just teach, cannot if students can

only read and write. Teachers must really understand how to form children who are ready to be competitive," said Sri Wahyuningsih *in focus group discussion* (FGD) with the theme *Creating Excellent Graduates of Study Program of Elementary School Teacher Education*. This FGD was held by the Department of Elementary School Teacher Education, Faculty of Education, Padang State University, Saturday, July 3, 2021.

In their book entitled "21st Century Learning", Daryanto and Karim (2017) write: According to *International Society for Technology in Education*, characteristics of 21st century teacher skills in which the information age is the main feature, classifies 21st century teacher skills in 5 categories, namely:

- 1) Able to facilitate and inspire student learning and creativity.
- 2) Design and develop digital era learning experiences and assessments.
- 3) Be a model for how to learn and work in the digital age.
- 4) Promote and model responsibility and digital society.
- 5) Participate in professional development and leadership.

Therefore, to improve the quality of teachers in this digital era, on March 16-19, 2023, the Ministry of Education, Culture, Research and Technology (Ministry of Education and Culture Research and Technology) through the Technology Platform Service Center (BLPT) collaborated with the learning community, namely Technology Ambassadors and Learning.id Captains. There are 202 selected teachers who will be involved to inspire educators in efforts to disseminate and increase the use of technology platforms to support the implementation of the Independent Curriculum in 34 provinces. Duta Teknologi and Captainlearning.id are selected educators from the ICT-Based Learning (Pembatik) competition from 2017-2022 and leaders of the learning.id account-based educator community. This year, they will be directly involved in the activities of utilizing the various e-learning platforms that have been developed. Some of these platforms are:

- 1) First, Rumah Belajar is a learning content platform for elementary, middle, and high school students.
- 2) Second, Platform Merdeka Belajar (PMM), which is an educational platform to become a driving partner for teachers in teaching, learning and work, in implementing the Independent Curriculum.

Third, Platform Rapor Pendidikan (PRP) platform, which is a data-based platform that presents the results of the national assessment and other data regarding the achievement of educational unit learning outcomes into an integrated display.

Discussion

Development of Teacher Professionalism

The development of the teaching profession is an important matter to pay attention to anticipate changes and the magnitude of the demands on the teaching profession which mainly emphasize the mastery of knowledge (Ondi & Aris, 2010). There are 8 indicators of teacher professional development according to Abdul Majid (2011). These indicators include: (1) Keeping up with information on science and technology developments that support the profession through various scientific activities, (2) Developing various learning models, (3) Writing scientific papers, (4) Making teaching aids/media, (5) Participating in qualification education, (6) Participate in curriculum development activities.

The world of education is currently demanded to be able to produce quality human resources so that they are in line with technological advances. In the current era, teachers have a very important role in the world of education, one of which is as a support for the entry of the reform era in education. Teachers are required to be able to master learning material and be able to

encourage students to achieve achievements through maximum learning outcomes. Therefore, teachers are expected to be able to think of strategies or efforts to improve the quality of education in the digitalization era. Teacher professionalism needs to be developed because teachers are the spearhead in improving the quality of education. Teachers are expected to be able to develop their potential, interests, talents and needs to carry out their work professionally.

Teacher competence is all abilities that must be possessed by students and a teacher (needs, characteristics, personality) so that he can carry out his duties properly. In addition, the proficiency of the teacher is a person's ability to carry out responsibilities responsibly and correctly (Fujiyanto, Jayadinata, & Kurnia: 2016). Teacher competence is all abilities that must be possessed by students and a teacher (needs, characteristics, personality) so that he can carry out his duties properly. In addition, the proficiency of the teacher is a person's ability to carry out responsibilities responsibly and correctly (Fujiyanto, Jayadinata, & Kurnia: 2016). To work, teachers are required to be able to have four competencies such as:

1) Pedagogic Competence

Pedagogic outcomes and the ability possessed by the teacher in terms of understanding students, understanding how to convey learning well, understanding the assessment of student learning outcomes, and understanding the potential for student development.

2) Personality Competence

Personality competence is a character possessed by the teacher personally so that it can give an authoritative impression and can be an example for students.

3) Social Competence

Social competence is the ability possessed by teachers in terms of communicating and interacting actively and effectively with students, parents, education staff and the community.

4) Professional Competence

Professional competence is the ability possessed by the teacher in terms of mastery of learning material based on the current curriculum and mastering the substance of knowledge regarding its structure and methodology.

These four competencies must be owned by a teacher to carry out their duties as educators and teaching staff in schools. Someone who has good competence will continue to carry out activities that reflect the basic knowledge and skills and values that must be owned by a teacher.

In addition, the abilities and experience possessed by the teacher are also very important in learning. This is because without experience, the abilities possessed by a teacher will not develop. For example, if there is teacher A and teacher B where teacher A has quite a long teaching experience, and teacher B is a new teacher, so he doesn't have teaching experience yet. What will be clearly seen in these differences is the way the teacher delivers the material and how the results of delivering the material to students are, whether the learning material delivered is well received or not. This is the reason why the experience and ability of teachers as educators is very important in improving the quality of learning.

The success of education is very dependent on the quality of teachers. This is the reason why teachers are called the spearhead in improving the quality of education. The position and role of the teacher is very influential. The teacher is not only seen as someone who is intelligent and has a degree. However, teachers must also have good character and be able to apply the knowledge they have responsibly. Teachers must be role models for their students. Therefore, teachers must have a professional attitude and ethics as they should.

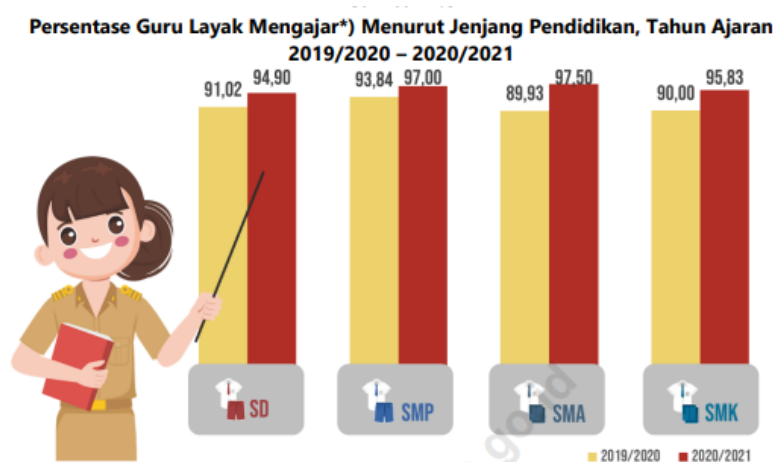
The quality of education in Indonesia that depends on teachers and students can be seen through the data in the table below.



Catatan: *) Guru yang dimaksud termasuk Kepala Sekolah dan Guru layak mengajar adalah pendidik dengan ijazah D4/S1 atau lebih.

Sumber: Kementerian Pendidikan dan Kebudayaan, 2021

Gambar 1. Jumlah Presentase Guru Layak Mengajar



Catatan: *) Guru yang dimaksud termasuk Kepala Sekolah dan Guru layak mengajar adalah pendidik dengan ijazah D4/S1 atau lebih.

Sumber: Kementerian Pendidikan dan Kebudayaan, 2021

Gambar 2. Jumlah Presentase Guru Layak Mengajar Menurut Jenjang Pendidikan

Tabel 1. Jumlah Guru, Guru Layak dan Presentase Guru Layak Pada Jenjang Pendidikan Sekolah Dasar (SD) Menurut Provinsi, Tahun Ajaran 2020/2021

Provinsi	Guru	Guru Layak	Persentase Guru Layak
(1)	(2)	(3)	(4)
Aceh	49 229	45 617	92,66
Sumatera Utara	112 905	106 980	94,75
Sumatera Barat	46 936	45 315	96,55
Riau	52 514	49 426	94,12
Jambi	28 033	25 810	92,07
Sumatera Selatan	60 152	56 601	94,10
Bengkulu	16 083	15 140	94,14
Lampung	57 814	54 241	93,82
Kep. Bangka Belitung	9 831	9 357	95,18
Kep. Riau	14 732	13 969	94,82
DKI Jakarta	43 277	41 619	96,17
Jawa Barat	222 111	215 121	96,85
Jawa Tengah	183 399	178 553	97,36
DI Yogyakarta	21 267	20 619	96,95
Jawa Timur	200 976	195 248	97,15
Banten	59 025	56 681	96,03
Bali	27 034	26 350	97,47
Nusa Tenggara Barat	40 660	38 185	93,91
Nusa Tenggara Timur	54 643	50 447	92,32
Kalimantan Barat	39 798	36 990	92,94
Kalimantan Tengah	26 152	24 665	94,31
Kalimantan Selatan	31 091	29 867	96,06
Kalimantan Timur	26 744	25 568	95,60
Kalimantan Utara	6 273	5 896	93,99
Sulawesi Utara	19 079	17 810	93,35
Sulawesi Tengah	28 077	24 805	88,35
Sulawesi Selatan	72 173	69 051	95,67
Sulawesi Tenggara	24 634	22 846	92,74
Gorontalo	8 650	8 371	96,77
Sulawesi Barat	13 334	11 768	88,26
Maluku	17 670	15 141	85,69
Maluku Utara	11 341	9 053	79,83
Papua Barat	8 604	7 492	87,08
Papua	19 378	14 737	76,05
Indonesia	1 653 619	1 569 339	94,90

Catatan: *) Guru yang dimaksud termasuk Kepala Sekolah dan Guru layak mengajar adalah pendidik dengan ijazah D4/S1 atau lebih.

Sumber: Kementerian Pendidikan dan Kebudayaan, 2021

Tabel 2. Jumlah Guru, Guru Layak dan Presentase Guru Layak Pada Jenjang Pendidikan Sekolah Menengah Pertama (SMP) Menurut Provinsi, Tahun Ajaran 2020/2021

Provinsi	Guru	Guru Layak	Persentase Guru Layak
(1)	(2)	(3)	(4)
Aceh	23 974	23 275	97,08
Sumatera Utara	46 709	45 258	96,89
Sumatera Barat	18 573	17 976	96,79
Riau	20 642	19 857	96,20
Jambi	11 558	11 205	96,95
Sumatera Selatan	26 636	25 812	96,91
Bengkulu	7 689	7 454	96,94
Lampung	24 257	23 262	95,90
Kep. Bangka Belitung	3 791	3 682	97,12
Kep. Riau	6 267	6 073	96,90
DKI Jakarta	21 033	20 436	97,16
Jawa Barat	96 457	93 141	96,56
Jawa Tengah	73 619	71 972	97,76
DI Yogyakarta	9 413	9 187	97,60
Jawa Timur	83 766	82 077	97,98
Banten	22 967	22 313	97,15
Bali	11 939	11 713	98,11
Nusa Tenggara Barat	19 761	19 345	97,89
Nusa Tenggara Timur	28 947	27 889	96,35
Kalimantan Barat	16 533	15 808	95,61
Kalimantan Tengah	10 059	9 792	97,35
Kalimantan Selatan	9 724	9 532	98,03
Kalimantan Timur	10 969	10 658	97,16
Kalimantan Utara	2 816	2 749	97,62
Sulawesi Utara	9 379	8 973	95,67
Sulawesi Tengah	11 860	11 540	97,30
Sulawesi Selatan	30 756	30 154	98,04
Sulawesi Tenggara	12 301	11 994	97,50
Gorontalo	4 238	4 130	97,45
Sulawesi Barat	5 417	5 204	96,07
Maluku	9 338	8 793	94,16
Maluku Utara	6 225	5 950	95,58
Papua Barat	4 171	4 014	96,24
Papua	8 875	8 095	91,21
Indonesia	710 659	689 313	97,00

Catatan: *) Guru yang dimaksud termasuk Kepala Sekolah dan Guru layak mengajar adalah pendidik dengan ijazah D4/S1 atau lebih.

Sumber: Kementerian Pendidikan dan Kebudayaan, 2021

Tabel 3. Jumlah Guru, Guru Layak dan Presentase Guru Layak Pada Jenjang Pendidikan Sekolah Menengah Kejuruan (SMK) Menurut Provinsi, Tahun Ajaran 2020/2021

Provinsi	Guru	Guru Layak	Persentase Guru Layak
(1)	(2)	(3)	(4)
Aceh	6 728	6 604	98,16
Sumatera Utara	21 792	20 826	95,57
Sumatera Barat	7 896	7 617	96,47
Riau	8 232	7 887	95,81
Jambi	4 446	4 306	96,85
Sumatera Selatan	7 927	7 525	94,93
Bengkulu	3 022	2 871	95,00
Lampung	11 126	10 363	93,14
Kep. Bangka Belitung	1 786	1 697	95,02
Kep. Riau	2 564	2 447	95,44
DKI Jakarta	12 731	12 307	96,67
Jawa Barat	59 518	56 592	95,08
Jawa Tengah	47 996	46 239	96,34
DI Yogyakarta	7 310	7 067	96,68
Jawa Timur	45 729	44 267	96,80
Banten	12 999	12 527	96,37
Bali	6 057	5 769	95,25
Nusa Tenggara Barat	7 374	7 130	96,69
Nusa Tenggara Timur	7 814	7 319	93,67
Kalimantan Barat	4 526	4 237	93,61
Kalimantan Tengah	3 059	2 921	95,49
Kalimantan Selatan	3 943	3 770	95,61
Kalimantan Timur	5 119	4 878	95,29
Kalimantan Utara	877	861	98,18
Sulawesi Utara	4 293	4 131	96,23
Sulawesi Tengah	4 027	3 883	96,42
Sulawesi Selatan	10 369	10 038	96,81
Sulawesi Tenggara	3 458	3 348	96,82
Gorontalo	1 914	1 835	95,87
Sulawesi Barat	2 337	2 221	95,04
Maluku	2 563	2 434	94,97
Maluku Utara	2 072	1 922	92,76
Papua Barat	1 315	1 251	95,13
Papua	3 067	2 874	93,71
Indonesia	335 986	321 964	95,83

Catatan: *) Guru yang dimaksud termasuk Kepala Sekolah dan Guru layak mengajar adalah pendidik dengan ijazah D4/S1 atau lebih.

Sumber: Kementerian Pendidikan dan Kebudayaan, 2021

From the table above, we can conclude that the average percentage of teacher eligibility in various regions in Indonesia has reached a high number, namely 91%. This indicates that teachers in Indonesia uphold professionalism in carrying out their profession, with the aim of maintaining the quality of learning and the dignity of a teacher. Therefore, the requirements of a teacher are not only from his knowledge but from his attitude and behavior.

The Urgency of Teacher Professionalism in Digital Learning

The quality of education in Indonesia is far behind compared to the quality of education in

other countries. The reason for this lag is due to the low quality of the teaching staff, and one of the reasons for the low quality of teachers in terms of insight, interest, concern, sensitivity, liking, as well as abilities and skills in using technology. Several countries, such as Myanmar, Singapore, Vietnam, Philippines, Brunei Darussalam, Thailand, Malaysia. In 2003, or 14 years ago, Myanmar determined the use of communication and information technology as part of a 10-point policy on basic education. Meanwhile at the tertiary level there are 36 programs focused on 6 areas, namely human resource development, use of technology, research, lifelong learning communities, improving the quality of education and preserving national values and identity. Likewise, Singapore, since 1997 has determined to bring its nation into a nation that thinks and has citizens who are ready and able to contribute to the development and welfare of Singapore. For this reason, information, and communication technology, with an emphasis on computers, no longer on radio and TV, is widely used to develop communication skills and independent learning. Computer-based programs have been used in schools to prepare students for the challenges of the 21st century.

Digital technology has various functions that are relevant to be integrated into teaching and learning activities. Damian Ryan in *Understanding Digital Marketing* (1997:151) states "Social media is an umbrella term for web-based software and services that allow users to come together online and exchange information, discussion, communication and participation in various forms of social interaction. This interaction can encourage the use of reading materials, hearing, imagination, videos, and other media, individually or in combination. Technology can also reach the generation of new content, suggestions, and input to exchange information, evaluate and reorganize a product, service and delegation, discuss various daily topics, increase interest, interest and passion, exchange experience and expertise.

The world of education in Indonesia today seems to have to serve these three models of society. Serving the model of an agrarian society is easier than dealing with an industrial society, and dealing with an information society is more difficult than dealing with an industrial society. The presence of these three models of society will change the paradigm that underlies the various components of education. The concept of teaching and learning in the information society is no longer by way of transfer of knowledge or transfer of skills, but rather emphasizes more on mobilizing, motivating, bridging, facilitating, so that students are motivated to carry out various activities to obtain the knowledge they want which are then given reinforcement, enrichment, or repair by the teacher. Likewise, the paradigm underlying the concepts of curriculum and syllabus, sources of teaching materials, environment and educational evaluation have also changed, and all must be based on the conditions of society. If so, teachers are used to carrying out their professional work with an educational paradigm based on an agrarian and industrial society, now teachers must carry out their professional work with an educational paradigm based on digital information. Changing the paradigm from agrarian to industrial, and from industry to information, is not an easy job because apart from requiring a change in mental attitude, mindset, mindset, paradigm, it also requires infrastructure, costs and so on. In this context, teachers must be prepared to dare to get out of the box.

From the explanation above, professional teachers in the digital era are teachers who carry out their duties as mentioned above based on the use of networks supported by digital technology. The use of digital technology is not only in teaching and learning activities, but also in carrying out other tasks, such as in managing educational administration, giving assignments, carrying out evaluations and so on. In addition, the teachers needed in the digital era are teachers who have expertise in assessing the use of educational and non-educative technology. Teachers should continue to evaluate students' abilities needed to compete in the global economy. He or she must also be a lifelong learner and must be willing to learn not only from their peers, but from their

students as well.

CONCLUSION

This study aims to determine the relationship between the condition of teacher professionalism and digital learning as an effort to improve the quality of education. Based on the results of the discussion and study of the literature described above, the following conclusions can be drawn:

- 1) The existence of increasingly complex educational challenges in the era of digitalization makes the condition of teacher professionalism must be given more attention.
- 2) Teachers as professionals must always be ready to face challenges in the world of education caused by technological developments and changing times.
- 3) The characteristics and readiness of teachers in dealing with technological developments in the digital era will affect the quality of education.
- 4) Teacher professionalism in digital learning will provide creative and innovative learning media to students so that they can help improve student learning outcomes.

Maximizing the potential of the digital world to carry out learning is a competency that must be possessed by teachers.

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