



Professionalism Stage of Educators in Private Islamic Collage: Student Perspective Analysis

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Abstract

Professionalism in education has a strong correlation with high educational standards. The figure of a professional educator will affect the learning process of how to teach effectively and honestly, and this will also be significant because the professionalism of educators is an important factor in determining the quality of education in higher education. This study aims to examine how students perceive the professionalism of educators in private Islamic universities through the application of Islamic values. This research uses an explanatory mixed method design. Data sources were taken from fifteen informants through in-depth interviews selected using purposive sampling technique, all informants consisted of active students who chose Islamic education majors in one of the Private Islamic Universities in Indonesia. All interview results were then analyzed thematically using VOSviewer software and Microsoft Excel. The results of the analysis indicate that students have diverse views on the professionalism of educators who have been reviewed from four aspects of competence as educators, namely: i) pedagogical competence, ii) personality competence, iii) social competence, iv) professional competence. The implications of this study indicate the need to improve the quality of education through continuous training for educators, with a focus on integrating Islamic principles in teaching methods and curriculum development. The results of this study provide important insights for policy makers and Islamic higher education institutions in an effort to improve the professionalism of educators and the quality of education in accordance with Islamic values.

Article Information:

Received May 19, 2024

Revised June 14, 2024

Accepted July 28, 2024

Keywords: *Educator competence, educator quality, private Islamic universities, explanatory mixed method design*

How to cite:

Susanti, W., Vanessa, A. D., Akhir, N. A. B. M., Utami, R. D., Putri, S. D., Anas, K. (2024). Professionalism Stage of Educators in Private Islamic Collage: Student Perspective Analysis. *International Journal of Multidisciplinary of Higher Education (IJMURHICA)*, 7(3), 177-195. <https://doi.org/10.24036/ijmurhica.v7i3.235>

E-ISSN:

2622-741x

Published by:

Islamic Studies and Development Center Universitas Negeri Padang

INTRODUCTION

Discussions about the professionalism of educators in private Islamic universities are becoming increasingly relevant and important in the context of higher education in Indonesia (Achmad et al., 2022; Monk & Phillipson, 2017; Rustandi et al., 2023). Private Islamic universities play a strategic role in producing a generation that is not only intellectually intelligent but also noble in accordance with Islamic values (Musayyidi & Rudi, 2024). Strengthening the professionalism of educators in private Islamic universities must be a top priority in efforts to develop the quality of education. Therefore, the professionalism of Islamic college educators is a crucial aspect in ensuring that this comprehensive educational goal can be achieved (Tatto, 2021; Umar & Ismail, 2018).

Educators' professionalism includes various dimensions, including pedagogical, personality, social, and professional competencies (Sulaiman & Khoiri, 2023). In the context of private Islamic tertiary institutions, the additional religious dimension is particularly important. Islamic values should be integrated into all aspects of teaching, from curriculum preparation to teaching methods and evaluation (Kholidah, 2015; Mukhibat et al., 2024; Susanti et al., 2024). Professionalism based on Islamic values will not only improve the quality of education but also help produce graduates who have high moral and ethical integrity (Intan & Saguni, 2024; Suyadi et al., 2021).

The urgency of this study arises from the need to understand how students in private Islamic universities assess the professionalism of their educators. As direct recipients of the educational process, students' views are important indicators of the effectiveness and success of the education system (Day et al., 2016; Isaeva et al., 2023; Suardipa & Primayana, 2023). This study aims to reveal the extent to which educators at one of the Private Islamic Universities in Indonesia have met expectations of professionalism from students' perspectives, and how Islamic values are applied in daily teaching practices. This research is also important to provide input for the development of policies and programs to improve the quality of educators (Alhashmi & Moussa-Inaty, 2021; Hartini, 2023).

The results of this study are expected to make a significant contribution to the development of educational theory and practice in private Islamic universities (Jufrizen et al., 2020; Waskito, 2023). Theoretically, this research can strengthen the concept of educator professionalism by adding a religious dimension as a key component in the context of Islamic education (Syakhrani, 2019; Taufik, 2020). Practically, the findings of this study can serve as a basis for policy makers and university leaders in formulating strategies to improve the quality of educators, including training and professional development programs that focus on the integration of Islamic values in teaching (Suryadi et al., 2023). This research also has the potential to open further discussions on how the professionalism of educators in private Islamic tertiary institutions can be continuously improved in line with the times, without losing the essence of Islamic values that underlie it (Arifin et al., 2018; Hifza et al., 2020).

In the current context, this research is relevant to efforts to improve the quality of higher education in Indonesia, especially in private Islamic universities. With the increasing demand for graduates who are not only academically competent but also have a strong character, the professionalism of educators is an aspect that cannot be ignored (Hidayati, 2021; Kunter et al., 2013). This research is also relevant in a global context, where the issue of value-based education is a major concern in various international discussions on education reform. The future of higher education in private Islamic

universities is highly dependent on the quality of educators who are professional and have integrity (Idris, 2013; Ngwacho, 2024).

Several previous studies have discussed educator professionalism from various perspectives. Among them, research by Shulman, (2005) emphasizes the importance of content and pedagogical knowledge in shaping educators' professionalism. Meanwhile, research by Darling-Hammond, (2012) shows that educators' professionalism is strongly influenced by educational policies and support systems in educational institutions. However, research that specifically discusses educator professionalism in the context of private Islamic universities is still very limited. This research seeks to fill that void by providing insights into how educators' professionalism can be improved through the integration of Islamic values (Sahin, 2018; Sari et al., 2024).

The results of the researcher's analysis conducted using VOSviewer software by referring to previous researchers from various countries who have been indexed by Scopus in the 2019-2024 range (Kemeç & Altınay, 2023), found the main clusters that illustrate the dominant themes in related research. This analysis also used the keywords “professionalism”, “educator”, “private Islamic university” to reveal how these keywords are connected to each other, which will show the intensity of the relationship and the frequency of their occurrence in the literature (Hakim, 2015; van Eck & Waltman, 2010). The higher the frequency and importance of these keywords in this field of study, the larger the node size in the VOSviewer software analysis results, as shown in figure 1 below:

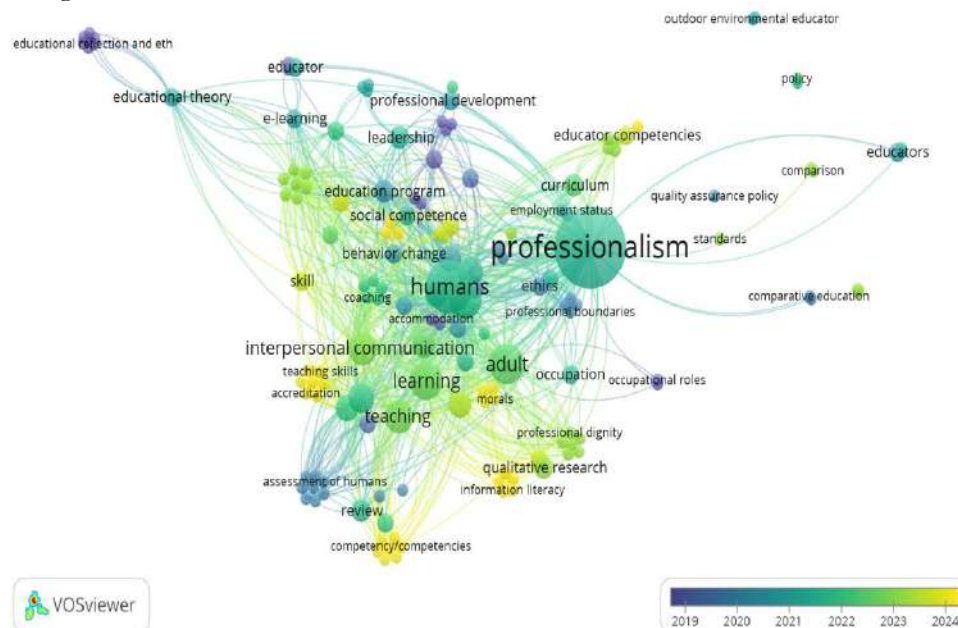


Fig 1. Scopus Data Base Keyword Analysis 2019-2024

Educator professionalism developed in various countries has been carried out by many previous researchers such as the results of the analysis of figure 1 above. Research findings from these various countries only discuss professionalism in general, which is seen from four main competencies: pedagogic, personality, social, and professional (Azizah & Fuadi, 2021; Mahendra, 2021). The VOSviewer results show that these four competencies are closely related in the analyzed literature, with each competency forming an interconnected cluster (Patty et al., 2023). However, it is important to highlight that while this analysis provides a comprehensive insight into how the four competencies are recognized and studied in the context of educator professionalism, no direct link to Islamic values was found in the analyzed literature (Danti et al., 2024). This suggests that in the studies reviewed, the

main focus is still on the professional aspects without much emphasis on the integration of Islamic values. This finding hints at an opportunity for further research exploring how Islamic values can be integrated into these competencies to strengthen the professionalism of educators in private Islamic universities (Ismail, 2016; Rosyadi et al., 2023).

This research is also in line with the government's efforts to improve the quality of higher education through various policies and programs. For example, the educator professional development program organized by the Ministry of Education and Culture aims to improve educators' competencies in various aspects, including mastery of materials, teaching methods, and moral integrity (Ghorbani et al., 2018; Qurtubi et al., 2023). This research can provide valuable input for the development of such programs, especially in the context of private Islamic universities.

Thus, this research has high relevance both theoretically and practically. The results of this study are expected to make a real contribution in efforts to improve the quality of higher education in private Islamic universities (Ramdhan & Siregar, 2019), in an effort to produce educators who are not only academically intelligent but also able to be role models in the application of Islamic values, and provide a basis for developing more effective policies and programs in improving the professionalism of educators (Anisah, 2023; Muzzaki, 2022). Private Islamic universities can continue to contribute in producing a generation capable of facing global challenges while upholding the principles of Islam (Amaly et al., 2022; Fikri et al., 2024).

METHODS

This research uses an explanatory mixed method design, which is a research approach that combines quantitative and qualitative methods in stages to gain a deep understanding of the topic under study (Creswell, 2018; Sugiyono, 2018; Tashakkori et al., 2020). The details of these stages are further described as follows. The initial stage, in this study, began with the selection of a relevant topic, namely the professionalism of educators in private Islamic universities (Zuhaeriah et al., 2020). This topic was chosen because of the importance of understanding how students view the professionalism of educators in the context of education based on Islamic values (Abdullah et al., 2024; Zulfa, 2023). The second stage, this research uses an explanatory mixed method design, which is a research approach that combines quantitative and qualitative methods (Azhari et al., 2023; Waruwu, 2023). This approach was chosen to explore students' perceptions of educators in the Islamic education environment, which allows in-depth exploration of the topic, both broadly (quantitative) and specifically (qualitative).

In the third stage, the determination of informants was carried out using purposive sampling technique, data sources were taken from fifteen informants through in-depth interviews (Neke et al., 2018; Sari et al., 2021). The selected informants met four criteria, namely: i) they are students from one of the study programs in the university that is relevant to the context of Islam and education, ii) they have direct experience in the teaching-learning process with educators, iii) the selected informants have the willingness and ability to speak openly and honestly about their experiences and views on educators, iv) and are willing to have time to participate in in-depth interviews according to the agreed schedule. In the fourth stage, a research instrument in the form of in-depth interview guidelines was developed to collect relevant data from the informants (Makbul, 2021; Moser & Korstjens, 2018; Murniyetti et al., 2016; Rahmiati et al., 2023; Syafril et al., 2020, 2021). This instrument

was designed to explore students' views and experiences regarding educator professionalism. In the fifth stage, the research instrument was validated before use, to ensure that the questions asked could accurately and appropriately reveal the information needed (Hildawati, 2024; Sarmigi et al., 2023).

In the sixth stage, data were collected through in-depth interviews with the selected informants. These interviews were conducted systematically according to an agreed schedule, and all interviews were transcribed for further analysis (Corby et al., 2015; Wallin & Ahlström, 2006). In the seventh stage, the collected data were analyzed using a thematic approach with the help of Microsoft Excel and VOSviewer software (Hirawan et al., 2022; Kumar et al., 2024). This analysis aimed to identify key themes that emerged from the data and how these themes were interrelated.

In the eighth stage, the results of the data analysis were compiled and presented in a structured report, highlighting the main findings regarding students' views on educators' professionalism, especially in relation to Islamic values (Elizabeth, 2016; Qoyyimah et al., 2023). In the ninth stage, the findings of this study found that students have diverse views on educators' professionalism, and the results indicate the need to improve the quality of education through continuous training for educators, with a focus on integrating Islamic principles in teaching methods and curriculum development (Pahrudin et al., 2023; Sirozi & Lestari, 2024). For more details, the process of these nine stages can be described in figure 2, as below:

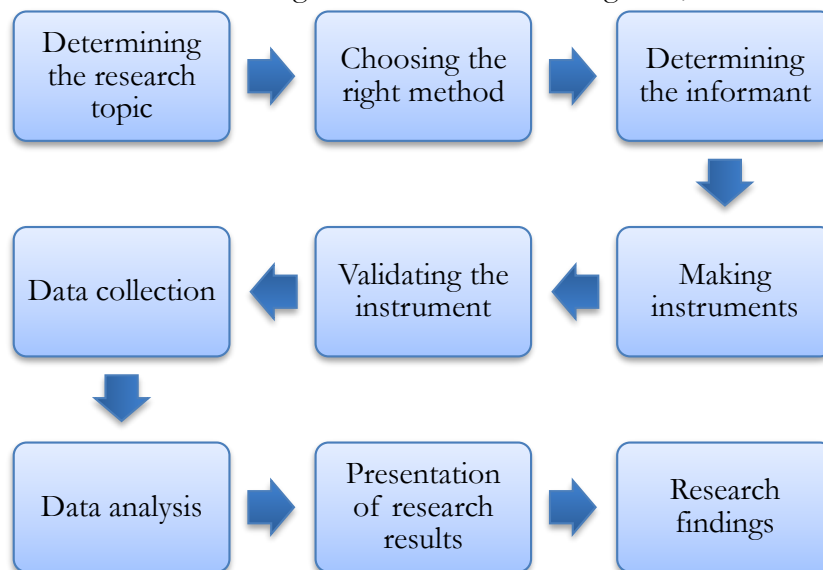


Fig 2. Stages of Method Design

RESULT AND DISCUSSION

Pedagogical Competence

Pedagogical competence of educators is an important aspect in assessing their professionalism. Based on the results of the research analysis, the findings on the aspect of pedagogical competence obtained data that 82.26% of informants stated that the pedagogical competence of educators at one of the Private Islamic Religious Universities in Indonesia, had been able to convey material clearly and use methods that were quite varied and as many as 17.74% of respondents stated that this competence was not sufficient. (Shulman, 1987) emphasizes the importance of pedagogical competence which includes the ability to teach, deliver material effectively, and use a variety of teaching methods to meet student learning needs.

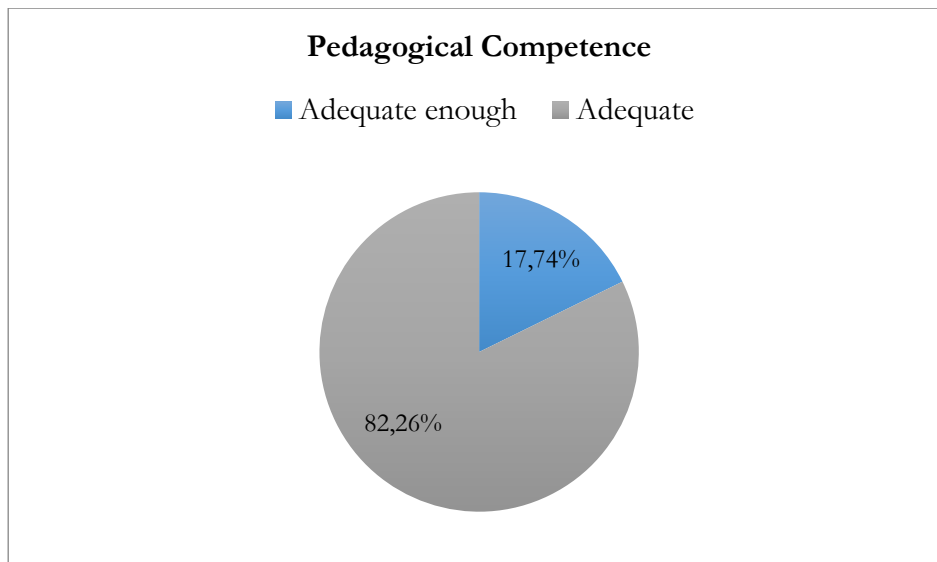


Diagram 1. Results of Pedagogical Competence Informant Data

Teaching methods used by educators at one of the Private Islamic Universities in Indonesia include lectures, group discussions, case studies, and the use of technology in learning (Farashahi & Tajeddin, 2018; Rofiah & Rofiana, 2017). Students feel that educators are able to adapt teaching methods according to the content taught and the needs of students. Educators are also considered active in providing constructive feedback that helps students understand the material better (Harahap et al., 2023).

In addition, the integration of Islamic values in the learning process is a characteristic that distinguishes private Islamic universities from other educational institutions (Hanifah, 2018; Rouf, 2016; Yumnah, 2021). Students feel that educators do not only focus on delivering academic material but also on developing students' character and spirituality. This is in line with the views of Al-Attas, (1979) who stated that Islamic education must be able to integrate science with Islamic values to form individuals with noble character.

Personality Competence

Students feel that their educators are individuals who can commit to their work, showing high dedication and responsibility. Educators are considered role models in terms of integrity, ethics and morality (Khairani & Ifdil, 2015; Sarjana & Khayati, 2017). This is particularly important in the context of Islamic education, where ethical and moral values are fundamental to the learning process.

Educators' personality is another important aspect that influences students' views on the professionalism of these educators (Abnisa & Zubairi, 2022; Warsah & Uyun, 2019). The results showed that 87% of educators in one of the Private Islamic Universities in Indonesia were considered to have a good personality, showing an ethical, consistent, honest, trustworthy and high integrity attitude and 13% of the respondents stated that this competency was sufficient for educators who have an important role as Educators. Dewey, (1993) emphasized the importance of character and personality in education, where educators must be good role models for students.

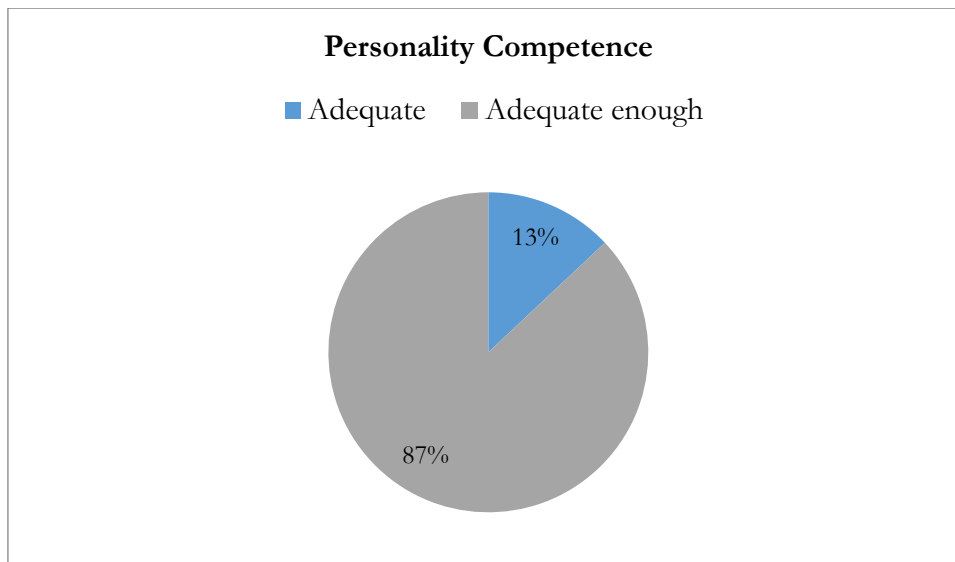


Diagram 2. Results of Personality Competence Informant Data

Educators who have a good personality are also able to create a positive and pleasant learning atmosphere. Students feel that educators who have a positive and enthusiastic attitude can transmit this enthusiasm to them, so that they are more motivated to learn and achieve better achievements (Asari et al., 2021).

Social Competence

Educators' social competence is their ability to interact and build positive relationships with students (Jensen et al., 2015). In this competency, the results showed that 87.40% of students assessed the social competence of educators at one of the Private Islamic Religious Universities in Indonesia as good and some 12.60% of students stated that this competency was adequate. According to Goleman, (2006), social competence is one of the important aspects of emotional intelligence which is very influential in the educational environment.

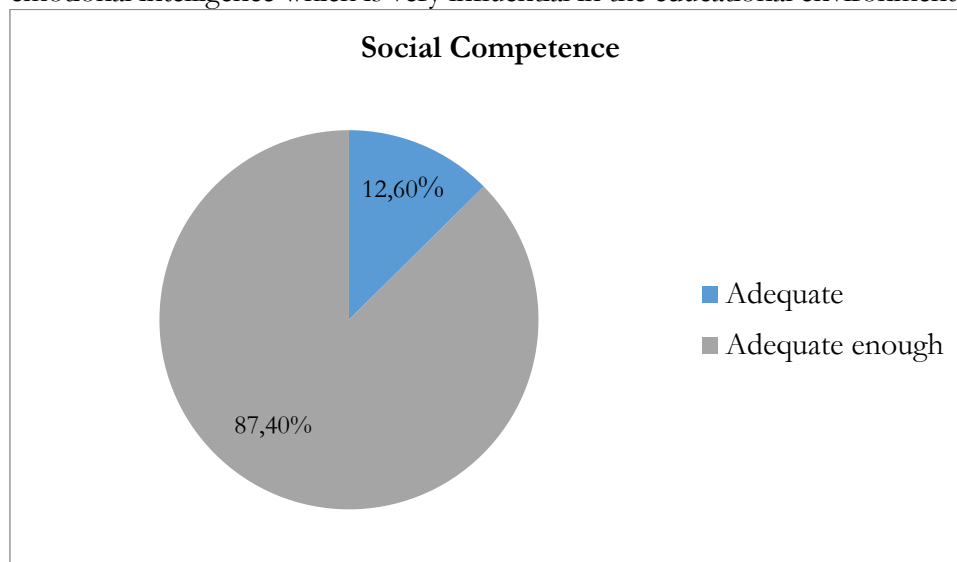


Diagram 3. Results of Social Competence Informant Data

Educators at one of the Private Islamic Universities in Indonesia are considered friendly, open and easily accessible for discussion or consultation outside of class hours. Students feel comfortable to ask questions and discuss with educators about various academic and non-academic topics. Educators also show enough empathy and concern for the problems faced by students, both related to their studies and personal lives (Meyers et al., 2019).

A good relationship between educators and students creates a conducive

and supportive learning environment. Students feel more motivated and eager to learn when they feel supported and valued by educators. In addition, educators' social competence also includes the ability to cooperate with colleagues and contribute to academic and non-academic activities on campus (Hofkens & Pianta, 2022; Xanda et al., 2023).

Professional Competence

The professional competence of educators at one of the Private Islamic Universities in Indonesia is also considered very good by most students with the results of data analysis of 83.25% and 16.75% of students stated that the competence of these educators can be expanded. Educators are considered to have a deep mastery of the material and sufficiently update their knowledge (Zahrah & Arfa Ladamay, 2023). Boyer, (1990) emphasizes the importance of educators as drivers of science that continues to grow and contribute to scientific development through scientific research and publications.

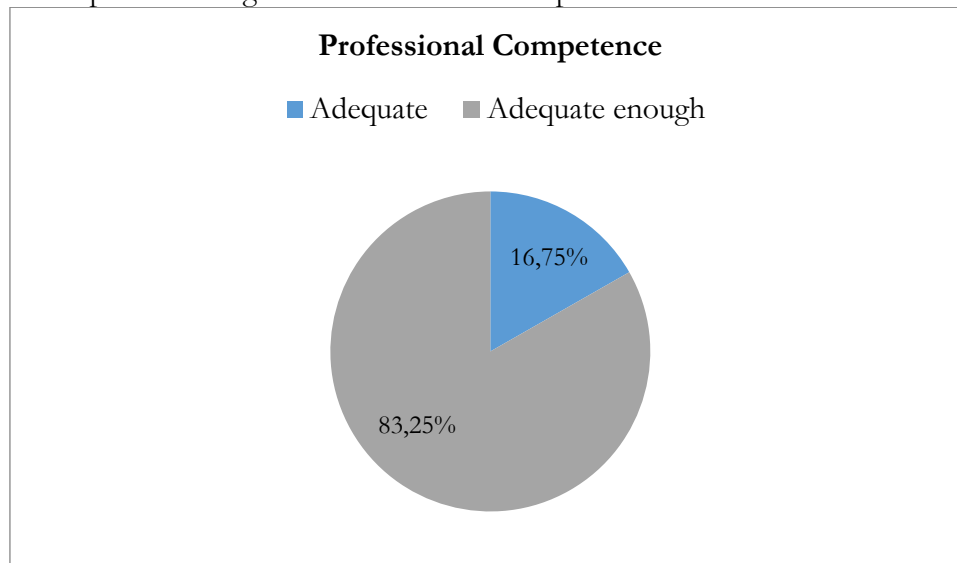


Diagram 4. Results of Professional Competence Informant Data

Educators in private Islamic universities have become active again in conducting research and publishing the results of their research in scientific journals. This not only increases the academic credibility of educators but also provides direct benefits for students involved in the research. Through research, educators can teach students the scientific method and critical analysis skills, which are essential in the academic and professional world (Abrami et al., 2015; Ismunandar & Kurnia, 2023).

In addition, mastery of the material by educators also includes the ability to link theory with practice (Ali, 2022). Students feel that educators are able to provide real examples that are relevant to the material being taught, making it easier for students to understand and apply the knowledge they have gained. Educators also encourage students to think critically and develop creative solutions to the problems faced.

Application of Islamic Values

The application of Islamic values by educators in private Islamic colleges is a very important aspect in shaping their professionalism. The results showed that most students rated the implementation of Islamic values by educators in one of the Private Islamic Universities in Indonesia as excellent or good. Educators are considered capable of integrating Islamic values in teaching and being a real example in daily life. In the context of private Islamic universities, educators not only act as conveyors of knowledge, but also as role models in practicing and instilling Islamic values (Akbar & Azani, 2024; Sari & Fatimah, 2024). Therefore, the competence of educators must reflect the integration of

academic professionalism and noble Islamic values. The application of Islamic values in the competence of educators is the key to shaping the character of students who are not only intellectually intelligent, but also have noble morals and a strong personality (Yunanto & Kasanova, 2023).

The pedagogical competence of educators in Islamic universities cannot be separated from manners in teaching. An educator is required to carry out teaching with sincere intentions, seeing teaching duties as part of worship. Patience, friendliness, and respect for students' opinions characterize educators who apply Islamic values. In addition, educators must be able to contextualize teaching materials with Islamic values (Wahyudi, 2023; Zulfahmi et al., 2018). For example, in teaching general education science, educators need to include an Islamic education perspective that emphasizes justice and common welfare. Thus, students not only understand the science of education from an academic point of view, but also how this knowledge is relevant and useful in life based on Islam (Aziz, 2018; Fithriani, 2016)

The personality competence of educators based on Islamic values emphasizes the importance of noble morals. Educators must show behavior that reflects faith and piety, such as honesty, justice, and responsibility in every aspect of their lives (Fitria et al., 2023; Sofiani et al., 2024). This is not only important in interactions with students, but also in everyday life that students see as role models. Moreover, educators are expected to be able to maintain a balance between professional duties, worship, and family life. This concept is in accordance with Islamic teachings that emphasize the importance of living a balanced and harmonious life. Educators who are able to carry out this balance are also expected to be able to guide students to achieve the same balance in their lives (Bhat, 2016; Lie, 2024; Musyafak & Subhi, 2023). The word of Allah in QS. Ali-Imran: 159 below:

فِيمَا رَحِمَةٍ مِنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ
وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

Meaning: *So by mercy from Allah, (O Muhammad), you were lenient with them. And if you had been rude (in speech) and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them and consult them in the matter. And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely* (QS. Ali-Imran: 159)

This verse emphasizes the importance of gentleness, compassion, and understanding in leadership and social interactions. The Prophet Muhammad SAW is the main example of this. He was known for his gentle and loving attitude towards the people, which was one of the main aspects of his exemplary personality. By emulating the personality of the Prophet Muhammad SAW and applying Islamic values in personality competencies, educators not only teach knowledge but also shape students' character (Kamali, 2015). Educators become agents of change who can create a generation that is not only intellectually intelligent but also strong in morals and ethics. Such personality competence is the key to creating a better and fairer society, as desired in Islamic teachings (Anggraini, 2022; Noventue et al., 2024).

In terms of social competence, educators at Islamic universities are expected to strengthen Islamic brotherhood, both in the academic environment and in the wider community. This can be realized through an empathetic attitude towards students and colleagues, as well as helping them in various situations that require support (Pahrudin, 2024). Educators must also demonstrate fair leadership, not only in the context of classroom management but also in decision-making in the academic environment. The principles of deliberation

(shura) and equality are important guidelines in Islamic leadership, where every individual is respected and given the opportunity to contribute to decision-making (Rachmadhani & Manafe, 2023).

Educators' professional competence must always be accompanied by high integrity, as a manifestation of the value of trust in Islam. Educators are expected to carry out their duties with high quality, avoid all forms of academic fraud such as plagiarism, and uphold academic ethical standards (Gottardello & Karabag, 2022; Zhafira et al., 2024). The development of knowledge carried out by educators must also be in line with Islamic values, where the research and studies carried out are not only scientifically useful but also make a positive contribution to Muslims and society in general. Thus, the knowledge developed by educators is not only oriented towards academic achievement but also towards character development and human welfare (Mukhlis et al., 2024).

There were several informants who conveyed their suggestions for the interviews conducted regarding increasing the competence of educators. The data obtained was then organized as in the following interview excerpt.

..., it is necessary to hold a coaching program that focuses on developing social and personality competencies of educators, in the form of workshops, seminars, or self-development activities aimed at improving educators' abilities in interacting with students and colleagues (I-9), ..., it is necessary to encourage active involvement of students in academic and non-academic activities. Activities such as seminars, workshops, and social activities can provide valuable learning experiences and improve students' social and leadership skills (I-14), ..., and collaboration with other educational institutions, both at home and abroad (I-6)...., need to continue to integrate these values in the curriculum and learning activities (I-2)

From the results of excerpts from interviews with students regarding suggestions for improving the quality of educators, it can be concluded that students have strong aspirations to see an increase in the quality of education through developing educator competencies, increasing involvement in activities, cross-institutional collaboration, and deeper integration of Islamic values in the learning process.

CONCLUSION

This research emphasizes the importance of continuous efforts in improving the professionalism of educators in private Islamic universities, by considering the views and expectations of students as one of the main stakeholders in the educational process. From the results of this study, it can be concluded that the stage of professionalism of educators in private Islamic universities is greatly influenced by how educators integrate pedagogical, personality, social, and professional competencies with Islamic values. Analysis of students' perspectives shows that the professionalism of educators is assessed based on their ability to deliver teaching materials with an Islamic approach, exemplary in morals and daily life, the ability to interact and collaborate effectively in the academic environment, as well as integrity and quality in teaching and research. Students expect the quality of educators to improve through the development of social and personality competencies, active involvement in academic and non-academic activities, and collaboration with other educational institutions. In addition, the integration of Islamic values in the curriculum and learning activities is considered crucial in shaping the character and professionalism of educators in accordance with the demands of the times and Islamic teachings.

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International Journal of Multidisciplinary of Higher Education (IJMURHICA)

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