

Digital Transformation Of Education Through Garda Kagum (Teacher Community Empowerment Movement) On The Quality And Motivation Of Teachers

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ABSTRACT

Indonesia ranks 12th out of 12 Asian countries in terms of educational quality. According to the preceding statement, Indonesia's education level is still quite low. This research aims to characterize the process of shifting learning attitudes from traditional techniques to digital technology. This study is significant because instructors are the primary drivers of successful learning, both through creative and innovative initiatives and the democratization of education. The research method uses a quantitative descriptive. The analysis technique used was SEM (Structural Equation Modeling) with a sample of 75 Yogyakarta City State Madrasah Aliyah teachers as respondents. The following results were obtained from the data analysis: a) Digital transformation significantly affects teacher quality. b) Digital Transformation on teacher motivation has a significant effect. c) Garda Amazed by Teacher Quality directly has a significant influence and d) Digital Transformation on Garda Amazed also has a direct and significant influence.

Keywords: Digital Transformation, Awe Guard, Quality, Teacher Motivation

INTRODUCTION

Today's education is a benchmark for the progress of a nation where the human resources are intelligent, qualified and competent individuals. In general, the assessment of the quality of a nation can be seen from the quality of education in that nation. Education determines the progress and quality of a nation. Developed nations have good education. Good education is obtained from good quality teachers. Teachers are a key factor in the quality of education and the progress of a nation. It is no exaggeration to say that teachers must have extraordinary competence.

Recently, the quality of education in Indonesia is still the subject of serious discussion in the realm of government, educational institutions and the general

public. The quality of existing education will greatly determine the quality of the educational output graduates themselves. The poor quality of education can cause students and graduates to find it difficult to adapt to the fast developments because what is taught in education is less effective. Based on a survey from PERC (Politik and Economic Risk Consultant), the quality of education in Indonesia is in last place, namely 12th out of 12 countries in Asia. From the description above, it can be seen that the quality of education in Indonesia is still relatively low, this is also in line with the low quality of teachers according to surveys that have been conducted by previous studies.

The world of education is also experiencing similar challenges, many things must be adjusted by utilizing technology. The process of learning from home is not easy, but it creates new reflections on what is important to learn and what are core competencies that are useful for the future. Although, there are a myriad of challenges that must be found a solution together. Among these challenges, internet access, electricity as well as human resources are important factors which form the basis for improving the quality of education in Indonesia in the present and in the future. Moreover, the Indonesian government proclaimed 2045 as a golden momentum for the jump in Indonesia's human resources. It means, 25 more years to that momentum, which must be maximally prepared.

For this reason, several competencies needed by teachers to adjust to the education era 4.0 which is starting to be fully integrated digitally include the ability to educate on the basis of the internet of things (IoT) as basic skills, educating students to have an entrepreneurial spirit, the ability to solve problems, design strategies, to fulfill psychological needs of students. Although facilitated by technology, there are several teacher roles that cannot be replaced by the presence of technology, namely the role of the teacher in developing the character and morals of students. The teacher has a role as a facilitator, motivator, inspirer, mentor, developer of creativity and the character of students who have high social empathy.

Supporting factors in teacher motivation in the learning process must always be developed according to the times to improve teacher quality. Becoming a good teacher certainly requires proper accuracy in selecting prospective teachers or improving the quality of teachers who are already teachers. The following is a way to improve the quality of teachers in a more professional manner, namely competence based on Republic of Indonesia Law No. 14 of 2005 Article 8 teacher competencies include personal competence, pedagogical competence, social competence, and professional competence that will be obtained if participating in professional education.

Therefore, further study is needed by conducting research on Digital Transformation of Education in Garda Admiration (Teacher Community

Empowerment Movement) on Teacher Quality and motivation to identify efforts that can be made to improve teacher quality in supporting the improvement of the quality of education in Madrasahs (Marlina et al., 2023). The purpose of this study is to describe the process of changing mindsets in learning from traditional ways to digital technology. This research is important because teachers are the main key to successful learning, through creative, innovative efforts, as well as the democratization of education.

Digital transformation of education is a process of changing mindsets in learning from traditional ways to digital technology. Digital transformation has two keywords, namely, "change process" and "technology". According to Cem Dilmegani, digital transformation in education must focus on three things, first, accessibility. With digital technology, it is easy for students to access learning resources. Both interactive learning. With the existence of technology, there are many choices of learning media that make teachers enthusiastic about teaching and students enthusiastic about learning. The third is adaptive learning. With the existence of technology, it is very possible for the learning process to adapt to the conditions, needs, and environment of students for learning. (Aan Herdiana, 2022)

In the process of change, updating is deemed necessary and must be carried out immediately, especially in learning. The internet as a medium can be an alternative learning method, this can be in the form of applications that facilitate the delivery of material so that the learning process is more interesting and not boring. (Amri & Ahmadi, 2010). Therefore, when updating, you can use top down. (Nuridin, 2016), as was done at MAN Yogyakarta, which was an initiative by the Madrasah Education Sector (Penmad) Regional Office of the Ministry of Religion for the Special Region of Yogyakarta (Kanwil Kemenag DIY).

Along with the above, a research result states that breakthroughs in problem-based and creative learning are by applying knowledge and skills literally and critically in designing and creating new and practical solutions. Renewal learning includes the process of designing, planning, manufacturing and the practical solution itself. (Lindfors & Hilmola, 2016).

Research-based learning models integrated through e-learning can improve critical thinking skills. (Ratnawati & Idris, 2020). In line with the above, a study conducted at junior high schools in Thailand showed findings that learning reform can improve analytical thinking skills, creative thinking, problem solving thinking. Students' higher-order thinking skills after experiencing learning breakthroughs have a higher average score than before, the use of video as a learning resource can describe scientific processes appropriately, and improve communicative and collaborative skills in problem solving. (Abdul Bujang et al., 2020) most students in the future need a model for applying critical thinking in higher education. (Suprpto & Sulaeman, 2022).

Getting to the digital transformation of education as we all hope is not as easy as turning the palm of the hand, but it requires cooperation among elements of the nation to deal with existing challenges and obstacles. The following are several steps in carrying out digital transformation of education according to the program that has been formulated by the Madrasah Education Sector (Penmad) Regional Office of the Ministry of Religion for the Special Region of Yogyakarta (Kanwil Kemenag DIY), namely JMD (Jogja Madrasa Digital). <https://diy.kemenag.go.id/24256-terjemahan-program-prioritas-menag,-dinding-penmad-kemenag-diy-ready-degree-fgd-transformation-digital-layanan>

In the digital era, students can get (knowledge) knowledge from anywhere, for example from the internet. With the advent of the internet, the world is in your hands. This is a reality that must be understood together. Therefore, it must prepare an educational process that can bring students ready to enter the digital era. The learning process in the digital era makes it an exciting experience for teachers and students who are able to utilize technology. (Aan Herdiana, 2022).

Digital development is the result of engineering human reason, mind and intelligence, which reflects the progress of science, then provides benefits in all aspects of human life. In the development of communication has succeeded in bringing very rapid progress. The development of digital technology is the result of engineering human reason, mind and intelligence, which is reflected in the progress of science, and provides benefits in all aspects of life and has succeeded in bringing about very rapid development, providing convenience in communicating quickly, without being limited by distance, space and time through Internet Network. The use of digital technology has a positive influence on learning motivation, while still anticipating negative influences that can interfere with moral behavior.(Muhasim, 2017).

Digital technology services in the era of the industrial revolution 4.0 is a necessity. The concept of digital services leads to the principle of effectiveness, namely a condition where certain methods and methods succeed in bringing the final output according to the target while being efficient, namely being able to carry out tasks carefully and efficiently. Digital technology can make it easy for anyone who needs access, including students. The results of the study found that digital and information technologies that are currently developing, such as artificial intelligence, mobile autonomy, and the internet, have a very large influence on human life, especially in terms of ways of thinking and behaving. The increasing understanding of users towards digital technology has an impact on the user's desire to get services that are practical, economical, fast and precise. Digital public services are one of the solutions to answer these challenges, especially in education issues. (Fajar Eryanto Septiawan, 2021).

Designing digital learning activities in applying technological devices flexibly, the main issue is information technology integrated education. As a result of a study concluded that 1) digital learning has a better positive effect on learning motivation than traditional teaching, 2) digital learning shows a better positive effect on learning outcomes than traditional teaching. (Lin et al., 2017).

Malaysian Educational Institutions have also pushed to transform the current education system into a 4.0 education system in the future. to ensure that all lecturers are able to use information and communication technology. However, there are challenges in identifying the right digital learning platforms and tools to engage learners in learning at their own pace. The results of his research report that e-learning platforms are the highest demand that students prefer compared to other learning platforms and tools.(Abdul Bujang et al., 2020)

Garda Kagum (Teacher Community Empowerment Movement) is an effort to prepare educators accompanied by steps to strengthen educational institutions so that they are able to realize progress, independence and prosperity in an atmosphere of sustainable social justice. Empowerment is a process of developing creative ideas, innovation, freedom of behavior, and so on. While the community is a group of individuals in the scope of life together in an area with the same interests and goals that are complementary and integrated. (Sutoro Eko, <https://dosensosiologi.com/pemberdayaan-komunitas/>).

In line with the above, a study reports that by empowering madrasa teachers, the professional competence of teachers has increased significantly through several activities that have been carried out; literacy, internalization of Islamic education values in curriculum and learning, as well as teacher professional competence in the industrial era 4.0. Empowerment for madrasa teachers needs to be carried out on an ongoing basis so as to improve the competence of teachers properly. (Alhamuddin et al., 2020).

One development that should receive attention is the quality of teachers. The way to overcome this is to develop teacher professionalism which is expected to improve the quality of education. Several ways that can be done is to form a teacher community as a means and media for teachers to learn together in a community structure that is more horizontal and adapted to a collective social context.

This learning community is expected to be more effective in developing the quality of education and teacher knowledge through the formation of transformational school leadership. The transformational leadership model can adapt to changes that occur rapidly in the world of education as a result of globalization and the development of science and technology. Through digital transformation leadership, it is hoped that teachers can be encouraged to always keep abreast of changes and developments in knowledge and learning methods.

Education is a very important part of producing quality human resources that will determine the progress of a nation. One important element in education is the teacher. Teachers as educators who have direct contact with students play an important role in creating a good learning process. Learning needs to be continuously improved, both in quality and quantity both individually and in groups. In this process each individual needs to be encouraged to share his knowledge and information with other members of the community. Thus each individual will learn together which will be useful for the advancement of the teacher community. (Nainggolan, 2016).

Linda Darling-Hammond (2017) defines teacher quality as the set of traits, skills, and personal understanding that an individual brings to the teaching process. Qualified teachers will be competent in their fields and support the learning process of their students (Yunus, 2016). One of the factors to improve the quality of teachers is through teacher certification because teacher certification is expected to be able to influence the quality of teaching which is getting better so as to produce professional educators. (Hasmiah, 2020)

Currently, quality is the only thing that is very important in the world of education. Becoming a teacher is not an easy job, as some people imagine, with mastery of learning materials cannot be categorized as a professional teacher, because a professional teacher must have various IT skills, special abilities, love his job, maintain a code of ethics, manage learning, facilitators who create effective teaching and learning conditions, develop learning materials, improve students' abilities to listen to lessons and master learning objectives for the sake of improving the quality of education. (Erwinsyah, 2017).

In making changes, learning innovations really need quality teachers to be a solution in the world of education, to maintain the quality of teachers in the Madrasah Education Sector (Penmad) The Regional Office of the Ministry of Religion of the Special Region of Yogyakarta (Kanwil Kemenag DIY) formulated the JMD (Jogja Madrasa Digital) program as an application Integrated Madrasah Digitalization Program. This application was organized to support one of the priority programs of the Ministry of Religion of the Republic of Indonesia, namely digital transformation as Garda Kagum (Teacher Community Empowerment Movement). With the rapid digital transformation going forward, it is necessary to develop a digital learning evaluation system that can be implemented without causing many obstacles. (Aliah & Warsah, 2021).

Motivation is an impulse that arises in a person consciously or unconsciously to carry out an action with a specific purpose, (Hidayat, 2014). Motivation is interpreted as the impetus that underlies a person's ability to meet his needs. Everyone is highly motivated to behave in a way that can meet their

needs and the key to successful leaders lies in the ability to motivate members of the organization. (Pramesti, 2017)

Teacher motivation as a situation that makes the teacher have the will or need to achieve certain goals through the implementation of a task. Teacher motivation will provide energy to work or direct activities while working to find out the goals to be achieved.

Based on the problem of low teacher performance motivation in teaching due to the workload that is too difficult and inadequate time and work equipment resulting in great pressure on teachers so that work motivation decreases. Thus digital transformation in education is deemed necessary to be carried out in Madrasas which is supported by government policies, school principals and the community to increase teacher motivation in the learning process. (Sudiarthi, 2022).

In line with the above, a study provides evidence that the personal initiative behavior of school administrators is directly related to teacher motivation and positively influences teacher motivation, thereby affecting the quality of their teaching. (Yalçinkaya et al., 2021)

Digital transformation in education is a necessity. starting from elementary school to tertiary institutions cannot be separated from digitalization, with digital information it is easy, quickly obtained and disseminated. Talking about the digital transformation of education, there are two important points, namely "the process of change" and "technology".

Digital transformation in the world of education must focus on three things, namely 1) accessibility, with this making it easy for teachers and students to access information or learning resources. 2) interactive learning. With technology, there are many choices of learning media that make teachers teach and students enthusiastic about learning. 3) adaptive learning. This really allows the teacher to adjust the learning process to the conditions, needs, and environment of students for learning. Therefore the world of education must welcome this change with enthusiasm. Digital transformation of education is a process of changing mindsets in learning from traditional ways to digital technology.

The rapid development of technology has changed the way to acquire knowledge, the presence of the internet has changed the world of education, the process of conveying knowledge is not only limited to class, but can also use online meeting platforms such as zoom, google meet, and so on, or you can use learning videos through the media. social.

Therefore teachers must be able to become agents of change and master technology. The learning process must continue to be carried out properly, because in essence learning does not have to be in the classroom. Teachers must be able to share information and communicate quickly both with their students.

For this reason, the Teacher Community Empowerment Movement is seen as very important and has a strategic role for teachers to improve their competence.

METHOD

Digital Transformation of Education in Garda Admiration (Teacher Community Empowerment Movement) of Teacher Quality and Motivation. In conducting the analysis, this study used a quantitative descriptive analysis. The analysis technique used was SEM (Structural Equation Modeling) with a sample of 75 teachers at the State Madrasah Aliyah, Yogyakarta City, as respondents. Data collection techniques in this study used observation (observation) with a tool in the form of a questionnaire. In testing the reliability and validity of the sample as follows;

Table 1. Constact realibility and validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Garda Kagum	0.699	0.821	0.782	0.466
Kualitas Guru	0.419	0.791	0.179	0.421
Motivasi_guru	0.866	0.881	0.900	0.570
Transformasi Digital	0.425	0.749	0.003	0.375

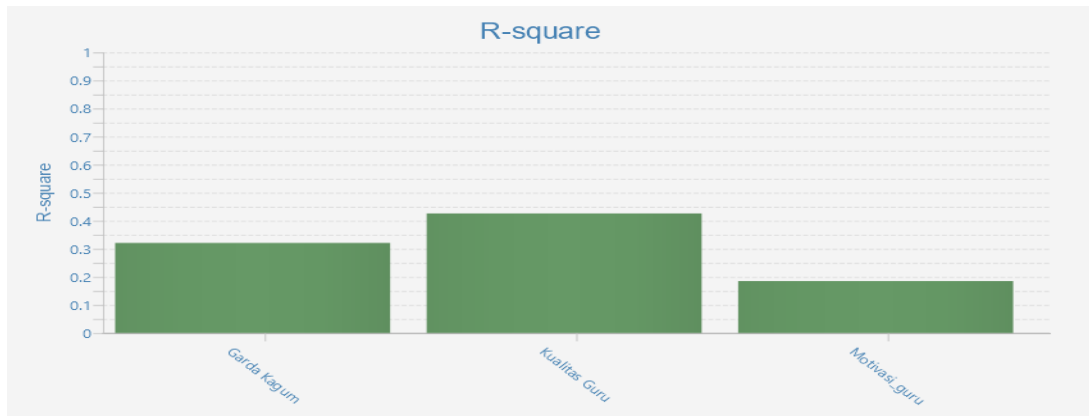
From the data above it can be concluded that the output table is reliability, and it can be concluded that for the variables Digital Transformation, Grda Amazed, Teacher Quality and Teacher Motivation have composite reliability above 0.8, and cronbach alpha Garda Kagunm and Teacher Quality above 0.6, this means that the variable -variables have good reliability and are able to measure their constructs.

RESULT AND DISCUSSION

Result

Table 2. Path coefficients

	Garda Kagum	Kualitas Guru	Motivasi_guru	Transformasi Digital
Garda Kagum		0.393		
Kualitas Guru				
Motivasi_guru				
Transformasi Digital	0.567	0.345	0.430	



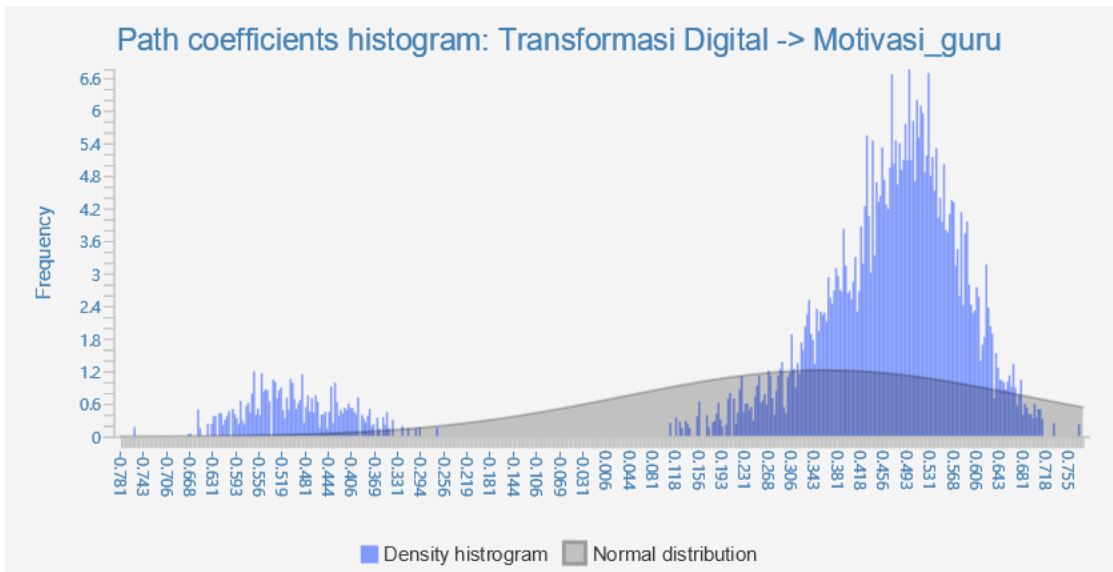
From the table above it can be concluded that Digital Transformation has an effect on Teacher Quality by 34.5%, which means it has a positive value. While the effect of Digital Transformation on Teacher Motivation has a positive effect of 43%. Another value is that Garda Amazes the Quality of Madrasa Teachers has a positive value of 39.3%, while Digital Transformation towards Garda Amazes has a positive value of 56.7%. this means that if there is an increase of one unit, Digital Transformation will increase by 56.7%. This value is strengthened by the Indirect object table below.

Table 3. Path coefficients

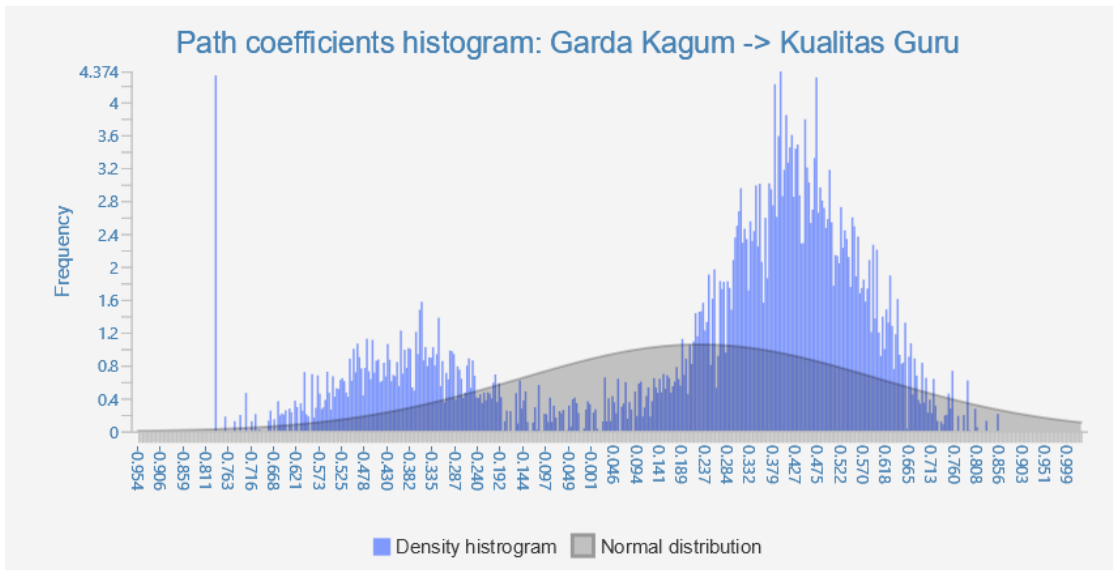
	Path coefficients
Garda Kagum → Kualitas Guru	0.393
Transformasi Digital → Garda Kagum	0.567
Transformasi Digital → Kualitas Guru	0.345
Transformasi Digital → Motivasi_guru	0.430

Based on the table above it can be explained that the value of the direct influence of Digital Transformation on Teacher Quality is 34.5%. Meanwhile, Digital Transformation has a direct effect on teacher motivation by 43%. As for Garda Amazed by the Quality of Teachers directly as much as 439.3%. Meanwhile, Digital Transformation has a direct effect on Garda Amazed by 56.7%.

Picture 1. Histogram Digital Transformation towards ->Teacher Motivation



Picture 2. Histogram Garda Kagum against -> Teacher Quality



R square

	R-square	R-square adjusted
Garda Kagum	0.321	0.311
Kualitas Guru	0.426	0.409
Motivasi_guru	0.185	0.173

It can be explained that all exogenous constructs (Digital Transformation and Garda Amazed) affect the quality of madrasa teachers simultaneously by 0.409 or 40.9%. Because the installed R-square is less than 33%, the influence of all exogenous constructions of Digital Transformation and Garda Kagum Madrasah is in a moderate position. The R-squared value for the simultaneous effect of Digital Transformation, Garda Amazed on Teacher Quality is 0.426, while the R-squared value is 0.409. Thus it can be explained that all exogenous constructs (Digital Transformation, Garda Amazed and Madrasah Teacher Quality) simultaneously have an influence on Teacher Motivation. Because the adjusted R-square is smaller than 33%, the effects of all exogenous constructs X1, X2, and Y on Z is low.

Discussion

The results of the analysis above report that Digital Transformation has an effect on Teacher Quality of 34.5%, which means it has a positive value. Meanwhile, Digital Transformation on Teacher Motivation has a positive effect of 43%. Another value is that Garda Amazed by the Quality of Madrasah Teachers has a positive value of 39.3% for Digital Transformation of Garda Amazed by a positive value of 56.7%. this means that if there is an increase of one unit, Digital Transformation will increase by 56.7%. This value is strengthened by the Indirect object table below.

The findings above show that digital technology services in the era of the industrial revolution 4.0 are a necessity. The concept of digital services leads to the principle of effectiveness, namely a condition where certain methods and methods succeed in bringing the final output according to the target while being efficient, namely being able to carry out tasks carefully and efficiently. Digital technology can make it easy for anyone who needs access, including students. The results of the study found that digital and information technologies that are currently developing, such as artificial intelligence, mobile autonomy, and the internet, have a very large influence on human life, especially in terms of ways of thinking and behaving. The increasing understanding of users towards digital technology has an impact on the user's desire to get services that are practical, economical, fast and precise. Digital public services are one of the solutions to answer these challenges, especially in education issues. (Fajar Eryanto Septiawan, 2021).

Designing digital learning activities in applying technological devices flexibly, the main issue is information technology integrated education. As a result of a study concluded that 1) digital learning has a better positive effect on learning motivation than traditional teaching, 2) digital learning shows a better positive effect on learning outcomes than traditional teaching. (Lin, Chen, & Liu, 2017).

CONCLUSION

From the data analysis the following results have been obtained: 1) Digital Transformation has a significant direct effect on Teacher Quality, 2) Digital Transformation on teacher motivation also has a direct and significant influence, 3) Garda Amazed by Teacher Quality directly has a significant influence and, 4) Digital Transformation on Garda Amazed also has a direct and significant influence.

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