PAI Teacher's Readiness in Facing Global Issues in The Globalization Era

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Info Artikel	Abstract:
	This article examines the readiness of PAI teachers in dealing with global issues in the era of globalization. Globalization has left significant changes to the overall order of life of the worldwide community. The age of globalization characterized by universal life processes, advances in technology, and information. Especially in the progress of transnational transformation and communication. The world of education has also experienced the changes brought about by globalization with teachers as practitioners. Challenges faced by PAI teachers in the global era include the rapid and fundamental development of science and technology, moral crisis that hit the nation and state, social turmoil, and identity crisis as aa nation. All of this clear requires professional and qualified PAI teachers
	Keyword: *PAI Teachers, Global Issues, Globalization Era*

INTRODUCTION

Discussions on the phenomenon of humanity and humanity cannot avoid the implementation of education, both formal education, non-formal education, and informal education. The most common definition of knowledge is humanity's process towards the birth of human beings with human values (Sudarwan Danim, 2010: 4). From the standpoint of sociology, education, to prepare humans to enter the future, also has a relationship with social transformation, and vice versa. Various patterns of the education system describe the existing models, traditions, social culture of the community. So what is essential that an education system built to carry out "community mandate," namely to channel its members to specific positions. But now the current of globalization which has penetrated all aspects of life is inevitable.

Globalization has changed the structure of human life by thinking, behaving, and acting in the association of daily life. Even globalization, cosmopolitanism is embraced as a kind of "ideology." Multiculturalism is increasingly becoming a vision of civilized life. This fact requires educational strategies through the institutions they contain to accommodate changes in a global civilization. The direction of this change refers to things that are both imperative and empirical. Empirically, admittedly or not, our education world, which is presented with patterns of training and education to respond to global changes, is still slow.

Even though the imperative and empirical era of globalization has becomes a reality that must be faced. Changes that are taking place with quickly begin to see an impact. Responding to global changes, both imperatively and empirically suggest solutions at the discourse level, as well as policy actions (Malik Fajar, 1995:). In this context, inevitably, national education institutions must involve themselves in social, cultural, political, and economic struggles general. It is essential so that the world of education is not barren and uncertain in anticipating the era of globalization, which has plagued all aspects of human life today. Facts in the field show that the education management system in Indonesia still uses conventional methods, and emphasizes the development of intelligence in a narrow sense and does not pay attention to the development of students' creative talents. Besides being beneficial for students' self-development, creativity is also a need for self-realization as one of the highest demands of humans. Education is a long-term investment in human resources that has strategic value for the continuity of human civilization. A critical component in education is the teacher.

Teachers in the context of education have a significant and strategic role. It is because teachers are at the forefront of implementing training. The teacher's duty to transfer science and technology who are directly dealing with students as well as educating with positive values through guidance and example. The teacher is a real education practitioner. PAI's teachers must strive to carry out a learning process that can deliver students the ability to face the era of globalization without losing their cultural and national identity. Given the strategic role of PAI teachers in education, especially in this global era, the need for qualified teachers becomes necessary for the nation's glorious future. The need for teachers who can face the challenges of globalization today must respond positively. A positive response must be demonstrated by continuously improving teachers' quality to deal with global issues in this globalization era.

RESEARCH METHODOLOGY

The method used in this research is a descriptive qualitative approach. The qualitative study aims to analyze how the preparedness of PAI teachers in implementing the learning process to face the era of globalization. Researchers attempt to describe PAI teachers' professionalism in preparing learning, managing c lasses, and choosing learning models through library methods. Data collected through a study of journals, articles, books, and scientific papers on the internet related to the readiness of PAI teachers in dealing with global issues in the era of globalization.

RESULTS AND DISCUSSION
The Global Era: Definition and Characteristics

The global era is a social change, in the form of increased linkages between people and elements that occur due to the

transculturation of technological developments in transportation and communication that facilitate international cultural and economic exchange. Globalization interpreted as a global movement, which is a development of the formation of systems and values of life that are global. Globalization touches all the essential aspects of life. Globalization encourages us to identify and look for symmetrical points so that we can bring together two things that seem paradoxical: Indonesian education, which has national and global implications (Nurhaidah, M. Insya Musa, 2015: 2). There are at least three characteristics of society in the 21st century, namely (Fitri Oviyanti, 2013: 45).

a. **Technology Society**

The technological society in question is a society that has been technology literate and uses various technical applications to change the way of thinking, acting, and even changing the shape and pattern of human life that is entirely different from the previous experience. The existence of this technology use as a tool to achieve the goals of human life. Technology has influenced the mindset of humans themselves, and consequently, technology has also greatly influenced actions and patterns of human life. Technology interpreted as a tool that widens class differences in society. Technology becomes a status symbol for the rich and the poor, who can master a technique and learn other humans (Muhamad Ngafifi, 2014: 34). In such a society, education and teachers' role is crucial and strategic, especially in providing guidance, encouragement, enthusiasm, and facilities to the community and students to gain knowledge and

skills using technology. Also, no less important is the role of education in providing direction and guidance so that the mastery of technology does not backfire for the community. It is due to a lack of appreciation for ethics.

The School and teachers can foster a correct understanding of ethics so that technological advances themselves do not threaten human life. When education implies that there is a need for students to master technology, then, of course, the teacher's role is essential first to master science and technology to be able to provide updated technology knowledge and skills to students. PAI teachers must have a superior ability to be ready to face the demands of the globalization era. PAI teacher readiness in facing the globalization era has required him to master technology and information.

b. **Open Society**

The birth of such advanced communication technology has made the world one united boundary. That way, interpersonal communication is becoming increasingly close and almost uninhibited, giving birth to an open society. In a free community, one nation and another can influence each other in various ways, including changing other peoples' cultures. It threatens other people's lives because of the possibility of domination or domination by those who are more reliable, those who excel and who have capital against those who are weak, powerless, and miserable.

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Thus, in an open society, a human being is needed to develop his capacity to become a strong, resilient, creative, disciplined, and achiever nation and a person so that he does not become a victim and oppress by an era filled with competition. In this context, the role of education is significant to increase the dignity and status of a community and nation, so as not to become a servant nation that can be governed by other countries. It is ironic if our big government cannot compete with other nations, which only rely on quantity without quality.

c. **Civil society**

Civil society is a manifestation of an open community. Every individual has the same opportunity to acquire knowledge and skills in using technology, work, achievement, and give something according to his capacity. A civil society grows in a society that respects one another, not based on origin or descent, but based on individual ability, tolerance and responsibility for personal and community life, and upholds a sense of togetherness to achieve mutual prosperity. A civil society grows and develops not by itself and not without planned efforts, but by the community built through education. The key to the realization of civil society is education. Education and quality resources can create with culturally appropriate personalities, and individual consciousness lives side-by-side to achieve common goals. Referring to Malik Fadjar (1998: 76), civil society that wants to realize in Indonesia has several characteristics. First, the religious community, namely the community of people who believe and fear God. Second, pluralistic democracy that respects differences of opinion, diversity of ethnicity, race, religion, and culture. Third, order and uphold the law as the highest rule that binds community life. Fourth, recognize and enforce Human Rights (HAM), egalitarianism, and non-discrimination. Fifth, professional and skillful; has intellectual excellence, skills, and professionalism in global competition. Sixth, a society that is open and has a tradition of learning.

According to Nurcholish Madjid, as quoted by Hendro Prasetyo, (2002: 174), civil society refers to a quality of life and civilization (civility), civility requires tolerance, namely the willingness of individuals to accept various political views and different social attitudes. It means no one party, including the government, imposes its own will and will. The development of Islamic education expects to create *ukhuwah islāmiyyah* in a broad sense, namely, a brotherhood that is Islamic, not just brotherhood among Muslims as has been understood, but also able to build friendship among fellow human beings. According to Islam, all religions must protect, and their adherents must give the freedom to practice their religion. It's just that the concept of religious liberty better reflects the outlook on life, behavior, and mentality. Therefore, it is necessary to develop a dialogue between religious communities that better reflect attitudes, practice, and thinking. The precise position of Islamic education needs to develop in the direction of: (A.Malik Fadjar, 1995: 3).

a. Multiculturalist Islamic education, namely Islamic culture needs to packaged in a multicultural character, friendly addressing cultural, social and religious differences;
b. Reinforcing the mission of liutammima makarimal akhlaq; and
c. spiritualization of social nature, including the various rules of life to build a civilized nation.

Today's modern society, which is marked by the emergence of postindustrial culture or information society as the third stage of the development of civilization, has inevitably made human life technologically gained many conveniences. But also modern society encounters many paradoxes in its life. As stated by Donald Michael, as quoted by Malik Fadjar, there is also a big irony in the field of the information revolution. The more information and the more knowledge, the higher the ability to exercise general control. But what happens is just the opposite. More information has led to the growing realization that things are out of control. Therefore, the extreme Ziauddin Sardar, as quoted by Malik Fadjar, stated that the information age was, in fact, not a blessing at all. In Western society, it has created many problems that have no solution except for a blunt answer. In our community, for example, television privatization has taken place, people have begun to feel their harmful excesses.

The Paradox of the Globalization Era

Akbar S. Ahmed (1994: 1) describes the current of globalization, namely by globalization, and we refer to the rapid developments in communications technology, transport, and information that bring the remote parts of the world within easy reach. In the context of Ahmed's opinion above, globalization is an era of leapfrogging developments in communication, transportation, and information technology. Muslims need to recognize these characteristics well. If you already accept this, then Muslims can play and compete in the trend of global progress. Alvin Toffler also stated that changes in humanity in the wave of civilization could analyze four interrelated systems: techno-sphere, info-sphere, socio-sphere, and psycho-sphere. All of these systems will shape, influence, and determine the dynamics of human society. Due to this fact, the world is now often identified with the world of science and technology. Humans who have science and technology will rule the world. If Muslims need to play their part in the global world, they must master science and technology. It relates to the principle of mastery of science in Islamic teachings.

This activity can make it start from a positive attitude towards revolutionary advances in various fields as the character of the globalization era. Humans everywhere are often preoccupied with their world, almost forgetting the world of others. Many significant changes occur in a system outside the world. The influence of the outside world is authentic. Indra Djati Sidi said that there appeared to be a big wave in the form of the emergence of global cultural ideas that hit all corners of the world with the advancement of communication technology so that the introduction of culture was inevitable. Of course, the progress of the global era and being a challenge for Islamic education also provides an opportunity.

The challenge can not least the adverse effects caused by the progress of globalization. On the other hand, there are positive consequences and opportunities for Muslims to develop an Islamic education system with universal truth values. Because the Muslims need for science and technology to carry out tasks and work to make it easier is individual.

To read the challenges of globalization for Islamic education is to examine the characteristics of globalization itself. It is a fact that can strongly influence human thought patterns and attitudes. The channels through which influences have entered are already many such as the social structure of the human race, the mechanism of government, the mass media, education, thought, and film. These channels are a challenge for Islamic education.

PAI Teachers' Readiness to Face Global Issues

Globalization has changed the way of human life as individuals, citizens, and citizens of the nation. No one can avoid the tide of globalization. Each individual faced with two choices: he places himself and acts as a player in the flow of globalization change, or he becomes a victim and sweeps away by the current of globalization. Along with the characteristics of the global era above, the teacher must also face the global community's challenges. In a global age, teachers highly demanded to improve their professionalism as instructors and educators. In addition to professionalism, teachers must also face several keywords in the world of education, namely, competition, transparency, efficiency, and high quality. From a social perspective, the global community will become sensitive and concerned with democracy, human rights, and environmental issues. According to Kunandar (2011: 56-58), there are several challenges of globalization that teachers must address by putting forward their professionalism, namely:

a. The development of science and technology is so fast and fundamental. With this condition, the teacher must be able to adjust responsively, wisely, and wisely. Responsive means that teachers must be able to master well with science and technology products, especially those related to education. Without good mastery of science and technology, the teacher is left behind and becomes a victim of science and technology and a teacher who is "isoku iki" (I can only do this).

b. The moral crisis hit Indonesia. Due to the influence of science technology, and globalization has been a shift in values that exist in people's lives. Through education, teachers have their challenges in instilling moral values in the younger generation.

c. Social crises, such as crime, violence, unemployment, and poverty that occur in society. As a result of the development of industry and capitalism, social problems have arisen in society. Those who are weak in education, access and economy will become victims. This is the teacher's challenge to respond to this reality through the world of education. Because, schools are formal educational institutions that have won the trust of the community, so they must be able to produce students who are ready to live in any conditions and situations.

d. The crisis of identity. Globalization has also faded the national identity (nationalism) of our young generation. Because of the teachers, due to the guardians of values, including the costs of nationalization. Teachers must be able to provide awareness to the younger generation of the importance of the spirit of nationalism in the life of the nation and state.

PAI's Teacher Professionalism in the Globalization Era.

The teachers must be able to develop three essential intelligence of students to respond to these problems, Namely, intellectually, emotionally, and morally. The three elements must be

instilled in the student as hard as possible to imprint in him. Another thing that teachers must pay attention to is the spiritual dimension of students. Intellectual students must be broad, so he can face the global era and not out of date, let alone drifted. Besides, students' emotional and spiritual dimensions must be well educated so that they can give birth to ethical behavior. Students can survive between the tugging of the influence of demoralization in the global era with its spiritual principles. The teachers must also have adequate professional education to maintain their profession.

They have scientific competence by their field of expertise, communicate well with their students, have a creative and productive spirit, have a work ethic, and a high commitment to their profession. The challenges of teachers in the global era will not displace them in the wrong position. As professionals, teachers should have sufficient capacity to guide, foster, and direct students to foster a spirit of excellence, motivation to learn, and have noble character and character by Indonesian culture. Professional teachers are a determining factor in the quality of the education process. Teachers in the current era of information and communication technology are not just teaching (transfer of knowledge) but must become learning managers. It plies, each teacher expected to create learning conditions that challenge students' creativity and activities, motivate students, use multimedia, multi methods, and multisource to achieve the expected learning goals. There are several factors related to the severity of the challenges faced by the teaching profession to increase their authority in the eyes of the community, as stated by Dedi Supriadi as follows:

a. lack of clarity about the definition of the teaching profession;

b. Insist on the needs of the city and schools for quality teachers;

c. The difficulty of teacher quality standards being controlled and maintained;

d. PGRI has not been much active in carrying out activities that systematically and directly relate to improving teacher professionalism;

e. Changes that occur in society give birth to new demands on the role (role expectation) that should be played by the teacher. The world community is currently entering into the association of the global era. Like it or not, the current of globalization is irreversible (irreversible).

Azyumardi Azra (2012: 36), explained that globalization had dragged some change (transition) paradigm.

a. The transition from education prioritizes the value of the aristocratic feudal cultural life to learn that promotes the democratic cultural values of life.

b. The transition of education had favored the authorities' interests and the power to educate that prioritizes the people's attention.

c. The transfer of management of education is centralized centrally to the management of community-based learning.

d. The transition of educational attitudes that prioritizes uniformity to instructional approaches that value diversity.

e. The transition of educational management has patterns that foster community dependence on education management patterns that prioritizes independence.

f. The transition from education that conditions the submissive people to the ruling style of government

to educate makes people aware of the importance of law.

g. The transition from educational methodologies that prioritize preservation and conformism of old-fashioned values is sacred to educate methods that pioneered the development of science and technology use.

h. The shift from an educational perspective is more about implementing obligations to a view that educates and makes citizens aware of human rights.

i. The transition from an institutional orientation emphasizes conservation and balance, from the point of political interest to an institutional direction that prioritizes change, growth, and progress.

j. The transition from educational attitudes that are conformist, supportive, and punitive to a scholarly approach motivates, stimulates, and values creativity and innovation.

k. The transition from a closed view of education to an opened, flexible, and stimulating educational perspective.

The changing framework above naturally has to bring changes to prospective teachers' learning patterns in higher education. This condition is a challenge for teacher training institutions to produce graduates who are not only able to survive but can also be competitive in facing the global era. Advances in digital technology have a significant impact on all fields, including education. The utilization of information and communication technology (ICT) for education and learning inevitably involves the discipline of educational technology. Educational technology is one of the instructional staff present to support the teaching staff. Of course, the subject of educational technology prepares human resources with specialized expertise (Agus Susilo and Sarkowi, 2018: 43).

PAI teachers must make their competencies superior to face the order of the global era. PAI teachers in the process of implementing learning try to produce students who have global skills that can compete at regional and international levels. Mastery of technology and proficiency in operating learning media through the internet is one of the competencies that must be possessed by PAI teachers.

CONCLUSION

The global era provides a significant change to the overall world order, and the difference is faced together as a natural change. Because like it or not, ready, not ready, that change will occur. It's an era characterized by comprehensive life processes and advances in science and technology, especially in the fields of transformation and communication, as well as cross-cultural events. The global era has changed the education system that was initially conventional to be present. The changes brought about by globalization must receive the attention of the educational order with the teacher as a practitioner. There are several challenges faced by teachers in the global era by having to prioritize their professionalism, such as the rapid and fundamental development of science and technology, a moral crisis that hit Indonesia, social crisis, and identity crisis as the Nation and the State of Indonesia. All of this requires qualified PAI teachers and superior competence.

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