

## THE IDEALISM OF TEACHERS AS PROFESSIONAL EDUCATORS IN FACING THE ERA OF GLOBALIZATION 4.0

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### ABSTRACT

The idealism of teachers as professional educators in the era of globalization 4.0 is the focus of this research. Rapid changes in technology and global connectivity give rise to new challenges in the field of education. This research aims to explore an in-depth understanding of how teacher idealism can form a strong foundation in facing changes in this era. Through a descriptive qualitative research method using a literature review, this research explores educational values relevant to the context of globalization 4.0, identifies required technology skills, and explores teacher involvement in professional development. The results of the discussion show that understanding educational values, developing technological skills, and involvement in professional development activities are the main dimensions of teacher idealism. Teachers who understand these values can create inclusive and adaptive learning environments. Strong technology skills enable teachers to integrate digital tools into teaching, while engagement in professional development ensures they continue to develop in the face of dynamic change. In conclusion, teacher idealism plays a crucial role in shaping education that is relevant, adaptive and responsive to the challenges of the era of globalization 4.0. Efforts to strengthen teacher idealism need to be the main focus in facing the dynamics of the future of education.

**Keywords:** Idealism, Teachers, Globalization 4.0.

### INTRODUCTION

Education is the main foundation for the development of a nation, and the role of teachers is crucial in forming a generation that is ready to face challenges in the era of globalization 4.0. Globalization 4.0 brings paradigmatic changes in all aspects of life, including education (Lubis, 2020). This era is characterized by the integration of advanced technologies across sectors, driving a profound transformation in the way we

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learn and teach. In this context, it is important for teachers to have adequate mastery of technology to be able to lead students through the rapid and dynamic flow of change. In the era of globalization 4.0, information and communication technology is the main driver of change in all areas of life, including education. Teachers, as primary learning agents, need to internalize their role as innovators who understand and integrate technology into the curriculum and teaching methods(Susanti et al., 2021). Teachers' success in mastering technology not only influences the quality of learning, but also prepares students to become part of a society that is moving rapidly forward.

The importance of teachers mastering technology in the era of globalization 4.0 lies in their ability to create a relevant and challenging learning environment. Technology allows the creation of adaptive and personalized learning methods, according to the needs and learning speed of each student. Teachers who are proficient in using technology can create learning experiences that are more interesting, interactive, and appropriate to the ever-changing realities of the real world(Rohman & Susilo, 2019).

In addition, teachers' mastery of technology plays an important role in preparing students to face future challenges. In the era of globalization 4.0, where technological change occurs rapidly and has a global impact, students need to be equipped with relevant skills. Technologically skilled teachers can teach students about the use of digital tools, programming, and other skills that are much needed in the modern world of work. Teachers' success in integrating technology can also increase educational accessibility(Sisco, 2023). In the context of globalization, online learning and digital resources can help overcome geographic and economic barriers in providing access to quality education. Teachers who are able to utilize technology can provide more equitable educational opportunities, including for students who live in remote or disadvantaged areas.

Mastery of technology by teachers is not only limited to the teaching aspect, but also opens up opportunities for collaboration and knowledge exchange between teachers globally. Through digital platforms, teachers can connect with their colleagues around the world(I. Hidayah, 2023), share experiences, and access diverse educational resources. This creates a dynamic learning community and supports the development of teacher professionalism amidst the challenges of globalization 4.0.

From a curriculum perspective, teachers who master technology can create learning experiences that are more contextual and relevant to everyday life. Utilizing simulations, virtual reality, and other digital resources can give students a deeper understanding of abstract concepts, as well as connect learning to practical applications in the real world(Guntara et al., 2022). The importance of teachers mastering technology is also reflected in students' preparation to face an increasingly digitalized world of work. The ability to use software, work with data, and adapt to changing technology are skills that are in demand in the global job market. Technology-savvy

teachers can guide students to develop these competencies from an early age, giving them an edge in facing competition in an increasingly complex world of work.

Highlighting the importance of teachers mastering technology, it needs to be acknowledged that there are various challenges in implementing this. One of the main challenges is the digital divide that still exists in various regions. Not all schools have the same access to adequate technological infrastructure. Therefore, collaborative efforts are needed between the government, schools and communities to ensure that all teachers and students can access technology equally (Julianto, 2019).

A paradigm shift from conventional learning to technology-based learning requires adequate investment of time, training and support. Teachers need to receive continuous training and guidance to develop their technology skills, so that they can maximize the potential of technology to improve learning. In facing the complexity of these challenges, teachers also need to adopt an attitude that is open to change and innovative thinking. Mastery of technology is not an end goal, but a tool to achieve larger learning goals. Therefore, it is important for teachers to continuously develop themselves, collaborate with colleagues, and continue learning to remain relevant in facing the dynamics of the era of globalization 4.0 (A. Hidayah & Syahrani, 2022).

In order to achieve this vision, further research and the implementation of policies that support teachers' mastery of technology are very important. The government, educational institutions and related stakeholders need to work together to create an educational environment that supports innovation, skills development and teacher empowerment. The importance of teachers mastering technology in the era of globalization 4.0 is not only related to improving the quality of learning, but also with preparing students to face a future full of technological dynamics (Wati & Kamila, 2019). Teachers as the main pillar in education have a big responsibility to continue to adapt to change, lead innovation in learning, and guide students towards success amidst inevitable global change. Through commitment, collaboration, and with the right investment, teachers can become agents of change who push education in a direction that meets the demands and opportunities of the era of globalization 4.0.

## **RESEARCH METHODS**

This research method is descriptive qualitative using a literature review which will be carried out through a series of systematic steps to describe in detail and comprehensively teacher idealism in the context of educational development and globalization (Adlini et al., 2022). This research will identify a collection of relevant literature from various sources, such as scientific journals, books and current research reports. The selection of literature will be based on inclusion criteria, namely literature that specifically discusses teacher idealism, the role of professionalism, and responses to the era of globalization 4.0.

Conduct in-depth analysis of the main ideas contained in the literature. At this stage, the focus will be given to the values, beliefs and attitudes reflected in the teacher's idealism as a professional educator. Key findings from this literature review will be analyzed and presented descriptively (Ridwan et al., 2021), provides a deep understanding of how teacher idealism plays a role in facing global change in the era of globalization 4.0. The main research variables involve core aspects of teacher idealism, such as dedication to education, passion for self-development, and the relevance of teaching practices to the context of globalization.

Taking into account variations in approaches and practices of teacher idealism across different educational contexts allows for a broader understanding of this phenomenon. By detailing the concepts that emerge from the literature review, this research will develop a systematic descriptive framework and provide a theoretical basis for further understanding regarding the idealism of teachers as professional educators in facing the era of globalization 4.0. Thus, this method will make a significant contribution to understanding the role and challenges of teacher idealism in facing the dynamics of the contemporary educational era.

## **RESULTS AND DISCUSSION**

The idealism of teachers as professional educators in facing the era of globalization 4.0 is an important discussion point in pursuing the quality and relevance of education amidst the dynamics of global development. The era of globalization 4.0, which is characterized by technological change, global connectivity, and economic transformation, requires teachers to not only be transmitters of knowledge, but also designers of relevant and future-oriented learning experiences. (Nursyifa, 2019). This discussion will explore several dimensions of teacher idealism in facing the era of globalization 4.0.

Teachers' understanding of educational values is the main foundation in initiating their ideals. In the era of globalization 4.0, values such as diversity, inclusiveness and justice are the keys to forming student characters who are able to compete at the global level. (Kusmawati & Surachman, 2019). Teachers need to have a deep understanding of how to incorporate these values into the curriculum and daily interactions in the classroom. By internalizing these values, teachers can create a learning environment that empowers students to think critically, understand and appreciate differences, and have a social and global orientation.

Technology skills are an essential aspect of teacher idealism in the era of globalization 4.0. Teachers need to have the ability to integrate digital tools and technology into their learning process. This includes mastery of various applications, online platforms, and technology-based learning methods. Teachers who are able to develop technological skills can create learning experiences that are dynamic, relevant and in line with the demands of the times (A. Hidayah & Syahrani, 2022). In addition,

teachers can guide students in developing digital literacy, technological creativity, and adaptability to rapid technological changes.

Developing teachers' technology skills also contributes to increasing learning efficiency and effectiveness. Teachers can use technology to present learning material in a more engaging way, facilitate interaction between students via online platforms, and provide faster feedback. By utilizing technology, teachers can also access global educational resources and provide a broader and deeper learning experience (Hasibuan & Prastowo, 2019). Teacher involvement in professional development activities is a crucial aspect of their idealism in the era of globalization 4.0. Teachers need to understand that education is a dynamic process that is constantly evolving, and engagement in professional development activities ensures that they remain relevant and competent. Through these activities, teachers can update their knowledge about the latest educational trends, exchange experiences with colleagues, and improve their skills.

Continuous professional development also enables teachers to face the challenges and opportunities that arise in the era of globalization 4.0. Teachers who are actively involved in these activities tend to be more open to change, better able to adapt their teaching methods, and better prepared to provide a learning environment that is relevant to students' future needs. Overall, the idealism of teachers as professional educators in the era of globalization 4.0 involves a deep understanding of educational values, development of technological skills, and active involvement in professional development. Teachers who are able to combine these aspects will become agents of positive change, guiding students to succeed in facing challenges and opportunities in an increasingly connected and rapidly changing world. (Mokol et al., 2022). Thus, efforts to build and strengthen teacher idealism are essential in improving the quality of education in the era of globalization 4.0.

### **Teachers can understand and internalize educational values that are relevant to the era of globalization 4.0**

Facing the era of globalization 4.0, the role of teachers as professional educators requires the ability to understand and internalize educational values that are relevant to the dynamics of the times. (Ismail, 2021). This understanding is crucial because these values not only cover academic aspects, but also shape students' character to become individuals who are adaptive, creative, and able to compete globally. Teachers who are able to understand the values of education in the context of globalization 4.0 will be more effective in guiding students to have a broad perspective, accept differences, and have the skills to socialize in an increasingly connected global environment.

In the educational process, teachers can bring values such as diversity, inclusiveness, and cooperation into the classroom. Teachers need to understand that the era of globalization 4.0 requires students to understand and appreciate cultural,

ethnic and linguistic differences(Utomo, 2019). In this way, teachers can create a learning environment that supports cross-cultural tolerance and cooperation. This understanding also allows teachers to integrate the values of sustainability, justice and social responsibility in the curriculum, forming students as world citizens who are responsible for global challenges.

Teachers' understanding of the values of innovation, creativity and curiosity is the key in facing the rapid changes brought by globalization 4.0(Rusdinal et al, 2021). Teachers who internalize these values will encourage students to become lifelong learners, always open to new ideas, and have the ability to adapt to changes in technology and information. Teachers who are able to guide students in understanding these values will help form a generation that is not only technologically skilled, but also has an innovative and creative mentality in facing complex changes in the era of globalization.

It is important for teachers to understand that educational values are not only limited to textbooks or formal curricula. Teachers also act as examples and role models for students(Yoana et al, 2023). Therefore, teachers who understand and internalize educational values relevant to the era of globalization 4.0 will create an environment where students can see and feel these values in their daily actions. In this way, teachers not only transmit knowledge, but also shape students' character by becoming agents of positive change in facing the dynamics of a global society that continues to develop.

### **Developing Competent Technology Skills to Integrate Tools and Adapt Education in the Era of Globalization 4.0**

Facing the era of globalization 4.0, teachers have an increasing responsibility to develop adequate technological skills so they can integrate tools and adapt education to rapid technological changes. These technology skills include a deep understanding of various software, applications and digital learning tools relevant to the context of globalization 4.0. Teachers need to have the ability to utilize technology as a tool in the learning process, creating an environment that supports innovative and relevant learning experiences(Sari et al., 2021).

Teachers who have adequate technological skills will be able to create a curriculum that is responsive to the demands of the era of globalization 4.0. They can integrate technology-based learning, including the use of online learning platforms, virtual simulations, and other digital resources. These skills enable teachers to personalize learning, provide students with learning experiences that suit their individual learning styles, and provide appropriate challenges as technology advances. Proficient in technology can create a creative and interactive learning environment(Syahroni, 2020). They can use tools such as videos, podcasts, or simulations to explain complex concepts in a more engaging and understandable way for students. The use of technology also allows teachers to provide faster and in-depth

feedback, facilitate online discussions, and encourage collaboration between students that involves the use of digital platforms.

Educators have the skills to assess and select technology tools that suit learning needs. Understanding the various technology options and choosing them wisely according to learning objectives will increase the effectiveness of technology use in the educational process. Teachers who are proficient in technology skills do not just use these tools as adjuncts, but integrate them organically into daily lesson planning (Institute, 2023).

Teachers' technology skills also have an impact on student engagement in learning. By creating interesting and relevant learning experiences in the digital world, teachers can motivate students to learn independently and proactively (Putra & Pratama, 2023). Technology-savvy teachers can design challenging and meaningful assignments, use learning games, or organize collaborative projects that utilize online platforms. Therefore, it is not only a means for teaching, but also a tool for empowering students to become wise and critical users of technology. Teachers who are skilled in technological skills provide role models for students in the use of technology for learning, ensuring that students not only follow technological trends, but also understand their impact and become a positive part of an increasingly connected society in the era of globalization 4.0. Thus, developing teachers' technological skills is key in aligning education with the demands of an increasingly sophisticated and digitally integrated future.

### **Teachers Can Be Actively Involved in Professional Development Activities**

Teachers' professional development is a key element in ensuring that they remain relevant and competent in facing the dynamics of education in the era of globalization 4.0 (Amelia, 2023). Engaging in professional development activities not only involves formal training, but also involves teacher participation in workshops, seminars, conferences, and collaboration with colleagues. These activities allow teachers to continually expand their knowledge, understand the latest developments in the field of education, and gain new perspectives that can be applied in the classroom. Facing rapid changes in the era of globalization 4.0, teachers need to update their skills regularly. Professional development activities provide a platform for teachers to understand current trends in teaching methods, educational technology, and research related to their field (Miasari et al., 2022). Teachers who are actively involved in these activities will be more likely to practice new strategies, integrate new technology, and apply innovative approaches to learning. Participation in professional development activities allows teachers to share experiences, ideas, and best practices with colleagues. Through discussion and collaboration, teachers can gain valuable insights, obtain constructive feedback, and build professional networks that support knowledge

exchange. This creates a dynamic learning community among educators, which in turn can enrich students' learning experiences in the classroom.

Being actively involved in professional development activities also shows an open attitude towards change and self-improvement. They accept the challenge to continue learning and developing as educators. These activities not only give teachers an in-depth understanding of trends and developments in their field, but also help them identify areas where they can improve their skills or knowledge. Active teachers in professional development activities can trigger the formation of strong educational leaders. Teachers who engage in such activities are likely to have a positive impact on the school environment, motivate their colleagues to engage in professional development, and encourage a culture of continuous learning in the school (Rijaluddin & Aziz, 2023). Teachers who lead by example in taking the initiative to continuously improve will create a climate that supports collective growth among staff and students. Teachers who are actively involved in professional development activities not only gain personal benefits. But also improve the quality of their teaching, but also contribute to the overall educational reform and progress. Teachers' continued participation in these activities is the key to ensuring that they remain agents of positive change in the era of globalization 4.0, welcoming change and responding to the demands of educational development effectively and proactively (Cholily, 2020).

## **CONCLUSION**

Facing the era of globalization 4.0, the role of teachers as professional educators is very important to form a generation that is ready to face the challenges of the times. Teacher idealism as the main pillar in the educational process requires a deep understanding of educational values that are relevant to the dynamics of globalization 4.0. Teachers need to understand and internalize educational values that include diversity, inclusiveness, innovation and sustainability. This provides a foundation for the formation of students' characters who are adaptive, creative and have global awareness. Teachers who understand these values are able to create learning environments that promote tolerance, cross-cultural cooperation, and critical thinking necessary in an increasingly connected era of globalization.

Develop strong technology skills to integrate tools and adapt education to technological changes. These skills include the use of various software, applications and online learning platforms. Technology-savvy teachers are able to create innovative learning experiences, personalize learning, and equip students with digital skills relevant for the modern world of work. Must be actively involved in professional development activities. This includes training, seminars, collaboration with peers, and involvement in professional learning communities. Teachers who continue to develop themselves will be better prepared to face dynamic changes in the field of education,

update their teaching methods, and play a leadership role in adapting schools to the demands of the era of globalization 4.0.

Overall, the idealism of teachers as professional educators in facing the era of globalization 4.0 requires a combination of understanding educational values, developing technological skills, and active involvement in professional development. Thus, teachers can play a key role in guiding students towards success amidst rapid and complex changes in the era of globalization.

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