



INTEGRATING PROFESSIONAL TEACHERS IN THE TRANSITION OF THE NEW HABITS THROUGH PROFESSIONAL TEACHER COMPETENCY TRAINING KARAWANG DISTRICT

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Abstract

This article aims to train existing teachers at Karawang Regency to become professional teachers during the transition from the pre-new habit stage. In addition to teacher training, this study also aims to identify and determine the level of competence of all teachers on teacher competence. The audience of this dedication are teachers and prospective teachers in Karawang. The methodology used in this service starts with webinars and workshops which are held online through the zoom feature with discussions and questions and answers as well as assignments to display lesson plans or teaching materials that have been used in the learning process during the pandemic. During this study, subjects were asked to take a test and post-test. As a result of this activity, the capacity of professional teachers in the Karawang Regency increased significantly.

Keywords: Teacher Competence, Professional Teacher, New Habits

Abstrak

Artikel ini bertujuan untuk melatih guru yang ada di Kabupaten Karawang untuk menjadi guru profesional pada masa transisi dari tahap pra kebiasaan baru. Selain pelatihan guru, penelitian ini memiliki tujuan untuk meningkatkan dan mengetahui tingkat kompetensi semua guru terhadap kompetensi guru. Audies pengabdian ini adalah para guru dan calon guru yang ada di Karawang. Metodologi yang digunakan dalam layanan ini dimulai dengan webinar dan wokrshop yang dilaksanakan secara online melalui fitur zoom dengan diskusi dan tanya jawab serta penugasaan untuk menampilkan RPP atau bahan ajar yang telah digunakan dalam proses pembelajaran selama pandemic. Selama penelitian ini, subjek diminta untuk mengikuti tes berkaitan dengan Kompetensi Guru Profesional. Analisis data yang digunakan adalah tes dan post-tes. Sebagai hasil dari kegiatan ini, kapasitas guru profesional di Kabupaten Karawang meningkat secara signifikan.

Kata Kunci: Kompetensi guru, Guru Profesional, Kebiasaan Baru.

INTRODUCTION

In the context of the COVID-19 pandemic that occurred in various parts of the world, it had an impact on all life-supporting factors, including education. All members must play a role in the world of education so that the essence of education is not lost amid the 19 (covid-19) pandemic. One of the main components is the teacher.¹

Teachers as very strategic perfusion in the formation and empowerment of the nation's children have roles and functions that will be more significant in the future. Teachers have a responsibility for academic performance, not only for the delivery of the material but also for the individual training of their students.² In implementing distance learning, teachers can use appropriate learning strategies, such as lesson plans and relevant materials. There are skills that teachers must possess, namely pedagogic skills, professional skills, social skills, and personal skills.³

Teacher competence does play an important role in the distance learning process (PJJ) so that what is conveyed can be accepted by students. Wahyono et al, teacher competence is a key determinant of the success of the learning process in Indonesia.⁴ According to Law No. 1 of 2005 concerning Teachers and Lecturers, Article 10 paragraph (1) is comprehensive and in-depth. It can be interpreted that professionalism is work that is done by someone and becomes a source of income that requires knowledge, skills, and attitudes that are manifested in the form of intelligent and responsible action that a person has for a teacher position that meets certain standards or quality standards requiring professional training.⁵

Based on this, several strategic steps must be taken to improve teacher professionalism, namely: Certification as a tool: One of the efforts to improve teacher

¹ Akhmad Halim Ilmanto, Ani Fariyatul Fahyuni, dan Arman Harahap, "The Problems of Online Learning: The Role of Parents During The Covid-19 Pandemic," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (1 Juli 2021): 284–93, <https://doi.org/10.31538/nzh.v4i2.1471>; Ilham Ilham, "The Effectiveness of Using Smartphones in Distance Learning During the Covid-19 Pandemic," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 1 (10 Februari 2022): 96–108, <https://doi.org/10.31538/nzh.v5i1.1871>; Siti Maryam Munjiat, "Implementation of Islamic Religious Education Learning in Higher Education on The Pandemic Period," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (5 Agustus 2020): 285–95, <https://doi.org/10.31538/nzh.v3i2.757>; Qomaruzzaman Azam Zami dan Bagong Suyanto, "Digital Divide for Teacher During Pandemic Covid-19," *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 4, no. 2 (30 Juli 2021): 213–24, <https://doi.org/10.31538/almada.v4i2.1235>.

² Ahmad Karim dkk., "The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (7 November 2021): 497–512, <https://doi.org/10.31538/ndh.v6i3.1686>; Siti Rofifah dkk., "The Influence of Organizational Culture and Work Motivation on Teacher Performance at the International Standard School, Amanatul Ummah Mojokerto," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (29 Maret 2021): 27–40, <https://doi.org/10.31538/ndh.v6i1.899>.

³ Hapsi Alawi dan Muhammad Anas Maarif, "Implementasi Nilai Islam Moderat Melalui Pendidikan Berbasis Multikultural," *Journal of Research and Thought on Islamic Education* 4, no. 2 (15 Desember 2021): 214–30, <https://doi.org/10.24260/jrtie.v4i2.2037>; Muhammad Anas Ma`arif dan Ibnu Rusydi, "Implementasi Pendidikan Holistik Di Pondok Pesantren Amanatul Ummah Mojokerto," *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 18, no. 1 (27 April 2020): 100–117, <https://doi.org/10.32729/edukasi.v18i1.598>; Ma`arif dan Rusydi.

⁴ Poncojari Wahyono, H. Husamah, dan Anton Setia Budi, "Guru Profesional Di Masa Pandemi COVID-19: Review Implementasi, Tantangan, Dan Solusi Pembelajaran Daring," *Jurnal Pendidikan Profesi Guru* 1, no. 1 (30 April 2020): 51–65, <https://doi.org/10.22219/jppg.v1i1.12462>.

⁵ Abdul Azis, Reem Abou-Samra, dan Andika Aprilianto, "Online Assessment of Islamic Religious Education Learning," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (29 Januari 2022): 60–76, <https://doi.org/10.31538/tijie.v3i1.114>; Ikramullah Ikramullah dan Akhmad Sirojuddin, "Optimalisasi Manajemen Sekolah Dalam Menerapkan Pendidikan Inklusi Di Sekolah Dasar," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (25 April 2020): 131–39, <https://doi.org/10.31538/munaddhomah.v1i2.36>.

professionalism is through certification which is a scientific process that contains academic and ethical responsibilities.⁶ Teacher certification and training is a requirement of our national education system law (article 42) which requires all education personnel to have a minimum quality and be certified by their teaching authority. In short, certification is needed to strengthen competency standards that must be possessed by teachers and trainers in their respective fields of knowledge.⁷

The Need for Paradigma Change: Another factor that needs to be considered in teacher professionalism is the need for a paradigm shift in the teaching and learning process. Students are no longer considered as learning objects but must have a role and act as objects. The teacher is no longer a guide who has to place himself above the students but has an additional role as a coordinator or counselor. From this competition, teachers must be able to carry out an effective, creative, and innovative learning process that will be considered as a process of liberation and empowerment, so that is not fixated on formal, ideal, or verbal aspects, authentic problem solving based on scientific principles must be such that educational outcomes are not only intelligence quotes (IQ), but also include Emotional Quotes (QE) and Spiritual Quotes (SQ).⁸

Clear Career Path: One of the factors that can increase teacher professionalism is a clear career path. Having a clear career path will give birth to healthy, measurable, and open-minded skills, thereby inspiring people to work and do better.⁹

Increasing the Reality of happiness: Happiness is a major issue in the competition for the role and function of teachers as educators and education staff. The professional model will be achieved if the individual concerned can never decide to pay attention to something that is his main responsibility and task. To achieve professionalism, occupational health insurance (teacher) is indispensable and cannot be separated.

Teacher professionalism is the extent to which a person's performance in carrying out teaching work is supported by skills and a code of ethics. As educational leaders, they must be

⁶ Ayu Asmarani, Sukarno Sukarno, dan Minnah El Widdah, "The Relationship of Professional Competence with Teacher Work Productivity in Madrasah Aliyah," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (2 Juli 2021): 220–35, <https://doi.org/10.31538/ndh.v6i2.1365>; Syahraini Tambak, Amril Amril, dan Desi Sukenti, "Islamic Teacher Development: Constructing Islamic Professional Teachers Based on The Khalifah Concept," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 1 (15 Maret 2021): 117–35, <https://doi.org/10.31538/nzh.v4i1.1055>.

⁷ Ali Muhdlorul Huda dan Mauhibur Rokhman, "The Strategy of the Principal in Improving the Quality of Institutional Education," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 2 (5 November 2021): 72–80, <https://doi.org/10.54069/attadrib.v4i2.142>; Ida Fitri Shobihah dan Putri Ziana Walidah, "Interelasi Orangtua, Guru Dan Anak Dalam Membentuk Karakter Siswa Madrasah Ibtidaiyah Plus Darul Falah Jombang," *Atthiflah: Journal of Early Childhood Islamic Education* 8, no. 1 (19 Maret 2021): 22–29, <https://doi.org/10.54069/atthiflah.v8i1.92>.

⁸ Siti Soraya Lin Abdullah Kamal dan Faizah Abd. Ghani, "Emotional Intelligence and Akhlak among Muslim Adolescents in One of the Islamic Schools in Johor, South Malaysia," *Procedia - Social and Behavioral Sciences*, 4th World Conference on Psychology, Counseling and Guidance (WCPCG-2013), 114 (21 Februari 2014): 687–92, <https://doi.org/10.1016/j.sbspro.2013.12.768>; Insani Nur Syawal, "The Role of Scout Extracurricular in Effort To Student's Social – Emotional Character Development (SECD) Competence," *International Journal Pedagogy of Social Studies* 4, no. 1 (12 Desember 2019): 103–8, <https://doi.org/10.17509/ijposs.v4i1.21497>.

⁹ Uswatun Hasanah Harahap dan Mizanul Hasanah, "Women's Perspectives on Career in Family and Community Environment," *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 5, no. 1 (24 Januari 2022): 30–41, <https://doi.org/10.31538/almada.v5i1.1773>.

professional. The existence of the teacher is as a professional education in schools, in this case, the teacher as swat Hashanah occupies an administrative position, and is an agent of the community.¹⁰ Teaching is essentially part of a profession that has the knowledge, theoretical skills, while still expecting its professional ideology. Therefore, for someone who works in an educational institution whose teaching tasks are measured by the theory and practice of the underlying science, the teacher must also be professional in carrying out his duties. Because the school is already well-known, it is impossible to eliminate teacher support so that the learning process runs smoothly and achieves learning outcomes.¹¹

The teacher is an unsung horse who always fights for the nation's generation of children to be more advanced, without a teacher, maybe everyone can be what they aspire to be. Not only that, but indirectly the teacher must also teach things outside the subject matter. Such as good habits, attitudes, traits, and others. Learning from home through distance education (PJJ) is a big challenge, not only for students but for teachers as well this is a challenge in education.¹²

Distance learning (PJJ) presents many obstacles and challenges. According to the report, among those who adopt e-learning, the average benefits are actually much lower than expected. There are many real challenges for homeschooling (PJJ) during the pandemic19 (covid-19), namely: First, the technology gap between schools in big cities and regions, second, the limited capacity of teachers to prepare appropriate methods in the learning process, third, limited resources to use the technology. Educational technology such as the internet and quotes, fourth, the relationship between teachers and students and parents. According to Novita and Hutasuhut, there are several problems in distance learning(PJJ), namely; first, it requires to prepare tools and materials in advance, including the program, second, providing very heavy technology tools and utilities for students who come from limited-income families, third nationally available curriculum prepared for an intelligent learning system that there are obstacles encountered in e-learning, namely; 1), e-learning aids, some of which are unlikely, 2) have low reading, writing, counting and reading skills, 3) have difficulty accessing the internet,4) have low self-study skills. On the other hand, all these obstacles and obstacles are challenges that must be faced by teachers so that the learning process can run smoothly and achieve learning outcomes.¹³

¹⁰ Jinyoung Kim, "Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum," *International Journal of Early Childhood* 52, no. 2 (1 Agustus 2020): 145–58, <https://doi.org/10.1007/s13158-020-00272-6>.

¹¹ Akhmad Sirojuddin, "BUDAYA SUPERVISI KEPALA SEKOLAH DENGAN PROFESIONALISME GURU DI SDN TARIK 1 SIDOARJO," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (8 April 2020): 119–41, <https://doi.org/10.31538/ndh.v5i1.589>.

¹² I. Putu Yoga Purandina dan I. Made Astra Winaya, "Pendidikan Karakter Di Lingkungan Keluarga Selama Pembelajaran Jarak Jauh Pada Masa Pandemi COVID-19," *Cetta: Jurnal Ilmu Pendidikan* 3, no. 2 (25 Juni 2020): 270–90, <https://doi.org/10.37329/cetta.v3i2.454>; Vinza Hedi Satria dan Darlis Herumurti, "Role-Playing Game as Learning Media To Support Online Learning," *Journal of Education Technology* 5, no. 4 (26 November 2021): 579–87, <https://doi.org/10.23887/jet.v5i4.39718>.

¹³ Jejen Musfah, *Peningkatan Kompetensi Guru: Melalui Pelatihan dan Sumber Belajar Teori dan Praktik* (Kencana, 2012).

METHOD

In general, the method used in this activity consists of three operations as follows. (1) Counseling in this activity is the stage of providing material on Teacher Competence through lectures and question and answer sessions with participants, which are intended to be able to find out the extent of the knowledge of teachers and prospective teachers regarding teacher competence. (2). The training was conducted by providing opportunities for participants to fill out a questionnaire regarding teacher competence by-law No. 14 of 2005 concerning teachers and lecturers. (3) assistance, in the form of providing consultation on problems encountered in the learning process during the pre-new habit transition period after the COVID-19 pandemic. The subjects in this study were teachers and prospective teachers from the district of Karawang. The data collection method used the experimental method, the analytical method was used with the pre-test method before and after the post-test.

RESULTS AND DISCUSSION

Findings

Carrying out a collaborative approach using the methods used in this service activity, namely (1) Expert Exposure (2) Discussion (3) Questions and Answers (4) Recitation (5) Direct practice can increase the knowledge & ability of teachers to develop learning facilities for participants, one of them is in preparing learning plans and academic programs during the transition period from before the new habit.

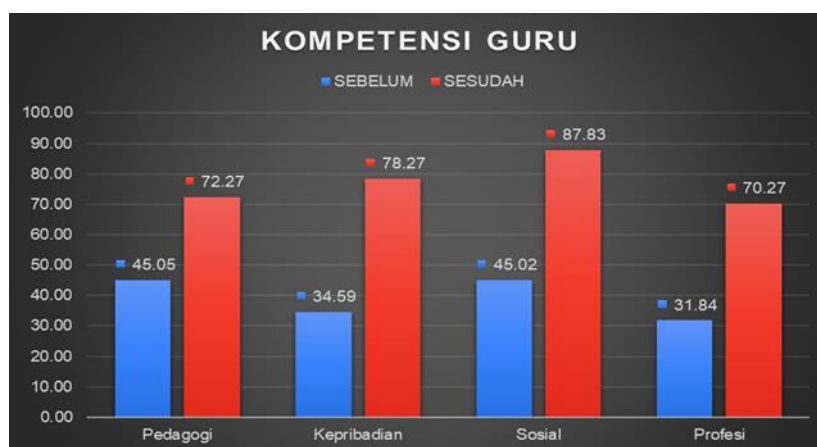


Figure 1. increasing the competence of the trainee teachers

Based on the test results before carrying out service activities, it shows that teachers and prospective teachers in Karawang district who take part in community service activities with a total of 169 teachers and prospective teachers in Karawang district schools show significant changes before and after the participants take part in professional teacher competency training.



Figure 2. peningkatan kemampuan kopetensi guru peserta pelatihan



Figure 3. The cumulative ability of participant teacher competencies before and after training

The action taken was that before the workshop participants filled out a questionnaire related to teacher competence, it can be seen in the picture above that the average value obtained was in pedagogic competence 45.05 personality competence 34.59 social competence 45.04 professional competence 31.84. the, after the training activities, the trainees had time to fill out a questionnaire to answer about the increase in the number of trainees after attending the teacher competency training course. And the results obtained after the analysis are that there is a significant increase in the value of pedagogic competence, which can be 72.27, personality competence 78.27, social competence 87.83, and professional competence 70.27. Seminars and educational events have an indirect positive impact through a good communication process by inviting consultants who are experts in their fields. As explained by Rosmawaty (2010), group communication is communication in small groups, both formal and informal, which makes the exchange of information, develop ideas, and solve problems. Formal manuscripts are used when conducting workshops and seminars that will discuss

problems faced by teachers during distance learning during the post-pandemic 19 (COVID-19) transition period.¹⁴

CONCLUSION

Based on the results of the training activities or workshops, it can be concluded that the holding of professional training workshops for teachers can improve the skills of teachers and prospective teachers in the Karawang Regency in the future. In the distance learning process (PJJ) during the transition to new habits after the covid-19 pandemic. This conclusion was obtained from the results of the analysis before and after the tests carried out during the implementation of the activity.

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