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

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

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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


professionalism is through certification which is a scientific process that contains academic and ethical responsibilities. 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.

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).

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.

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

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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. 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.

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, tr, airs, 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. 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 pandemic, 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; frits, 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.


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](image)

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.
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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