

IMPROVING PEDAGOGIC PROFESSIONALISM TEACHING TK, SD, SMP/MTS TEACHERS TRAINING THE MOTIVATOR STYLE (MGM) AS AISYIYAH CIRACAS EAST JAKARTA

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ABSTRACT

KEYWORDS

Professionalism
Improvement, Teacher
Pedagogy, Motivator
Style Teaching

ARTICLE INFO

Accepted:

November, 24th 2021

Revised:

December, 4th 2021

Approved:

**December, 13rd
2021**

Teaching in principle guides students in teaching and learning activities or implies that teaching is an effort to organize the environment in relation to students and teaching materials that lead to the learning process. Pedagogic competence is the ability of teachers to manage learning, at least covering understanding of educational insights or foundations, student understanding, curriculum/syllabus development, learning design, implementation of educative and dialogical learning, use of learning technology, evaluation of learning processes and outcomes, and development of students to actualize various potentials. This study aims to analyze the improvement of teacher professionalism through motivational style training. This study uses qualitative methods with data collection techniques through observation. The results of this study indicate that the planning stage was carried out well although there were still some shortcomings. LPPM's coordination with the implementation team has been maximized. However, the coordination between the implementation time and partners is still lacking in terms of implementation time which then has implications for the number of participants. Both implementations were quite good, the number of participants had reached the target even though it seemed urgent. In terms of time still not good enough. The third stage of the evaluation is carried out well enough so that it can correct the existing deficiencies.

INTRODUCTION

Education is long life needs. Every human being needs education, until when and wherever he is. Humans who are highly educated will be able to overcome all the problems that come in their lives, through the knowledge they gain through education (Simanjuntak, 2015). Education really determines whether a person is prosperous or not, because the higher the education he gets, the more advanced a person's mind is to change his life for the better (Duryat, 2021).

Education aims to educate the nation's life as well as to increase human dignity. Through the world of education, a person will gain various understandings, knowledge, experience and skills (Hakim, 2016). The function and purpose of National education according to Law NO. 20 of 2003 article 4 concerning the National Education System that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, competent, creative, independent and become a democratic and responsible citizen (No, 20AD).

School is one of the implementing units of formal education in which there are various kinds of students who come from different backgrounds and potentials, thus requiring different educational services at the national level (Narmoatmojo, 2010). As well as the different environmental conditions between students from one another, it is necessary to have a dynamic and creative nature in carrying

out their role to seek to improve the quality of education in the school. In improving the quality of education, it cannot be separated from the role of human resources, namely teachers (Sariningsih, 2019).

The teacher is the main actor, besides parents and other elements. The success of the education that was proclaimed (Gunawan, 2015). Without the active involvement of teachers, education is empty of material, essence and substance. No matter how sophisticated the curriculum, vision, mission, and financial strength, as long as the teacher is passive and stagnant, the quality of education will decline sharply. On the other hand, no matter how weak and bad a curriculum, vision, mission and financial strength are, if the teachers are innovative, progressive, and productive, the quality of education will progress rapidly. Moreover, if a good system is supported by innovative teacher quality, the quality of educational institutions will be even greater (Darmadi & MM, 2018).

Classroom management is a teacher's skill to create and maintain optimal learning conditions and restore them if there are disturbances in the teaching and learning process (Pamela et al., 2019). An optimal condition can be achieved if teachers, students and teaching facilities and control them in a pleasant atmosphere to achieve teaching goals. Effective classroom management is an absolute requirement for the teaching and learning process to occur (Syuhada & Arpizal, n.d.).

Teaching in principle guides students in teaching and learning activities or implies that teaching is an effort to organize the environment in relation to students and teaching materials that lead to the learning process (Lestari, 2020). Pedagogic competence is the ability of teachers to manage learning, at least covering understanding of educational insights or foundations, understanding of students, curriculum/syllabus development, learning design, implementation of educational and dialogical learning, utilization of learning technology, evaluation of learning processes and outcomes, and development of students to actualize their various potentials.

The formation of professional abilities and attitudes of teachers is not easy, not necessarily the formation of professional abilities of teachers will also form professional attitudes, because many factors determine it (Zulfadewina, Nurmawati, & Meilana, 2018). Even though teachers have been educated in the field of education, this does not necessarily mean that these professional abilities and attitudes are automatically formed. Because the educational program studied may not or less give emphasis to the program formation of professional abilities and attitudes (Chen, 2022)

Increasing the professionalism of teachers is naturally carried out, not only by the government but from the teachers themselves, they must also have a strong will to be more professional so that national education goals can be achieved as stated in the Teacher Law, it is explained that teachers are professional educators with the main task educate, teach, guide, direct, train, assess and evaluate students in formal education, as well as in primary and secondary education including early childhood education. (Zulfadewina et al., 2018).

According to Mulyasa, teacher professionalism in Indonesia is still very low, this is because there has not been a change in teaching patterns and the conventional system to a competency system, the teacher's workload is high, and there are still many teachers who have not conducted classroom action research and are still using the lecture method. On this basis, competency standards and teacher certification are formed so that professional teachers are truly formed and have the appropriate competencies in teaching (Akbar & Pratasiwi, 2017).

Competence according to PP No. 74 of 2008 concerning Teachers is a set of knowledge, skills, and behaviors that must be possessed, mastered, and actualized by teachers in carrying out professional duties. A teacher who holds a bachelor's degree in education does not necessarily show good competence, such as being able to teach skillfully. Therefore, the government made Law no. 14 of 2005 concerning Teachers which states that professional teachers in addition to having a minimum academic qualification of S1, must also have four competencies, one of which is pedagogic competence (Sitorus, 2011)

This situation shows how important it is for a teacher to instill in himself pedagogic competence. In the area of the Aisyiyah Ciracas Branch, East Jakarta, which is shaded by five branches, namely the Asiyah Cibubur branch, the Asiyah Ciracas branch, the Aisyiyah Susukan branch, the two-headed Aisyiyah branch and the Asisyiyah Rambutan branch, the majority of Aisyiyah's administrators are educators, namely teachers. In a study conducted several years ago regarding Aisyiyah's activities which included the teaching process, Aisyiyah's administrators were still lacking in creativity in the teaching and learning process. In this case, Aisyiyah's management divides into two positions, besides being Aisyiyah's administrators, she also serves as an educator, namely a teacher, so that the knowledge of teacher competence is very minimal. This has led to the importance of giving motivational teaching style and besides that, Aisyiyah's management can also appear in front as a successor who has its own potential in the field of teaching and in the future can establish Muhammadiyah charities in the field of education because of the embedded souls of professional educators.

Based on the situation analysis presented about increasing professionalism in teacher egotism, the problems experienced by Partners are: (1) Limited knowledge of teachers for the development of learning in schools (2) Educational standards are not sufficient (3) Teaching always using the lecture method (4). The lack of teacher knowledge regarding the use of appropriate and correct learning media.

METHOD RESEARCH

The research method used in this study is a qualitative descriptive method. The type of data used in this study is qualitative data, which is categorized into two types, namely primary data and secondary data. Sources of data obtained through library research techniques (library study) which refers to sources available both online and offline such as: scientific journals, books and news sourced from trusted sources. These sources are collected based on discussion and linked from one information to another. Data collection techniques used in this study were observation, interviews and research. This data is analyzed and then conclusions are drawn. The research was conducted at Aisyiyah Ciracas East Jakarta.

RESULT AND DISCUSSION

A. Implementation of Activities

1. First session

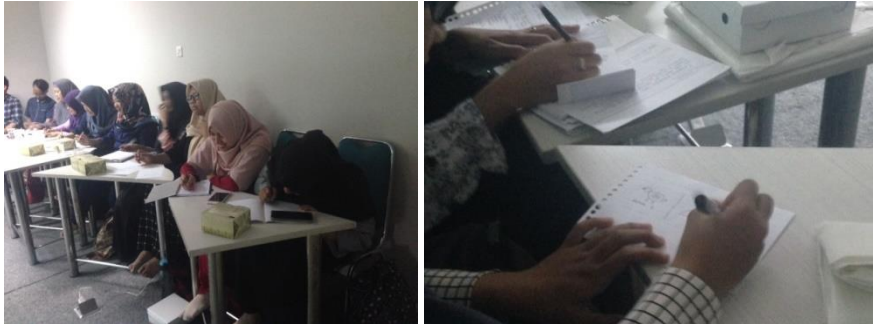
In this session, material presentation activities were carried out. The material given to the participants was how to teach in the style of a motivator which was delivered by Senly Nayoan, SS, CHt, CI, CNLP. The presentation of this material lasted two hours. During the activity, Aisyiyah's mothers and students were very enthusiastic, as shown in the following picture.



Picture. Presentation of material delivered by Senly Nayoan, SS, CHt, CI, CNLP.

2. After the presentation of the material is complete, then the presenters practice in a simple way by asking participants to make pictures, the picture that is instructed is the first picture making a duck, and the second picture making a landscape. The images made have a meaning of how habits are often made or carried out.

Associated with implementation in schools, a teacher always makes a habit for students from generation to generation without any exchange. This is what the existing teachers often do. Without a renewal made in the learning process at school, there is no media and motivational hypnotic words given to students..



Picture. Participants are making pictures by changing their mindset

B. Evaluation Stage

The evaluation stage includes planning evaluation and event evaluation. Planning evaluation is carried out to assess the optimization of preparation for community service activities. Event evaluation is carried out to assess the achievement of training targets which include timeliness, number of participants, regularity of the event and attractiveness of participants.

Based on the evaluation of the service implementation team and participants that the results of the implementation of the motivator-style teaching training activities are as follows:

1. Target Achieved
 - a. The number of participants met more than 60% of the initial target even more than planned.
 - b. Participants are orderly and enthusiastic in participating in all series of activities
 - c. Participants gave a positive response to the material provided, namely by stating that they were able to teach in the style of a motivator by giving positive words, praise, words of wisdom and so on.
2. Target has not been achieved
 - a. At the time the activity was planned, after coordination with the branch management, the initial plan was on the 20th but the branch requested that it be carried out immediately within the specified time or week, namely May 12, 2017 from the branch management because of the busy schedule of activities from the Aisyiyah branch management so that it seemed sudden.
 - b. Follow-up monitoring of participants related to the follow-up of the training that has been carried out, namely by viewing and discussing the results of teaching before and after participating in the training in the application of the learning process.

CONCLUSION

Based on the evaluation of the planning, implementation and evaluation of community service activities, the conclusions that can be drawn are, first the planning stage was carried out quite well although there were still some shortcomings. LPPM's coordination with the implementation team has been maximized. However, the coordination between the implementing team and partners is still lacking in terms of implementation time, which then has implications for the number of participants. Both stages of implementation were quite good, the number of participants had met the target even

though it seemed urgent. In terms of time still not good enough. The three stages of evaluation are carried out quite well so that they can correct existing deficiencies.

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First publication right:

Devotion - Journal of Research and Community Service



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