Great Teachers Training: Efforts to Strengthen the Professional Comptence of Early Childhood Education Teachers

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Abstract

A teacher is a personal figure who is a role model and role model for his students, because every word, action and behavior will become a highlight for his students. Teachers are also learning agents (learning agents) who act as facilitators, boosters, motivators, inspirers and learning engineers for students. An ideal teacher needs to have broad insight and knowledge both regarding their students and their learning strategies. Great Teacher, Innovative, Creative and Fun Training is training that provides insight and also soft skills to Teachers so that through this training they are able to increase Teachers' knowledge to become innovative, creative and fun Teachers, and improve Teachers' skills and professionalism in carrying out learning to students. This method of implementing Great, Innovative, Creative and Fun Teacher Training was carried out in Cihanjawar Village, Bojong District, Purwakarta Regency, given to 30 Early Childhood Education teachers from Cihanjawar Village which were packaged in the form of seminars and training conducted indoors. The results of the training showed that there was an increase in knowledge regarding teachers' professional abilities in implementing learning for students by 80%. Meanwhile, the practice of soft skills to become an innovative, creative and innovative teacher increased by 85%.

Keywords: *Great Teacher; Training; Professional Competence*

Abstrak

Guru adalah sosok pribadi yang menjadi panutan dan teladan bagi muridnya, karena dari setiap perkataan, perbuatan, dan tingkah lakunya akan menjadi sorot pandang bagi anak didiknya. Guru juga sebagai *learning agent* (agen pembelajaran) yang berperan sebagai fasilitator, pemacu, motivator, pemberi inspirasi, dan perekayasa pembelajaran bagi peserta didik. Seorang Guru yang ideal perlu memiliki wawasan dan pengetahuan yang luas baik terkait anak didiknya maupun dalam strategi pembelajarannya. Pelatihan Great Teacher, Inovatif, Kreatif dan Menyenangkan merupakan pelatihan yang memberikan wawasan dan juga soft skill kepada Guru sehingga melalui pelatihan ini mampu meningkatkan pengetahuan Guru menjadi Guru yang inovatif, kreatif dan menyenangkan, dan meningkatkan skill serta profesionalitas Guru dalam melaksanakan pembelajaran kepada peserta didik. Metode pelaksanaan Pelatihan Great Teacher, Inovatif, kreatif dan Menyenangkan ini dilaksanakan di Desa Cihanjawar, Kecamatan Bojong Kabupaten Purwakarta diberikan kepada para Guru PAUD se Desa Cihanjawar sebanyak 30 orang yang dikemas dalam bentuk seminar dan pelatihan yang dilakukan di dalam ruangan. Hasil pelatihan menunjukkan terdapat peningkatan pengetahuan terkait kemampuan profesional Guru dalam melaksanakan pembelajaran kepada peserta didik sebesar 80%. Sedangkan praktek soft skill menjadi Guru yang inovatif, kreatif dan inovatif meningkat sebesar 85%.

Keywords: *Guru Hebat; Training; Kompetensi Profesional*

INTRODUCTION

Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, states that a teacher is a professional educator whose main task is to educate, guide, teach, assess, train and evaluate students starting from early childhood education, basic education, secondary education, and formal education.

PAUD is a coaching effort aimed at children from birth to 6 years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education through providing educational stimuli to help physical and spiritual growth and development. Spiritually so that children have readiness to enter further education. PAUD education cannot be separated from the role of a teacher. A teacher is a personal figure who can be a role model and role model, because every word, action and behavior will become a highlight for his students. An ideal preschool teacher, apart from having professional skills according to established standards, should also equip himself with various insights and knowledge about his students. This insight is very necessary so that teachers can recognize the characteristics of their students well, including an introduction to physical motoric, cognitive, language, social emotional, religious moral, artistic and creative development, including problems encountered in various aspects of this development.

The task of PAUD teachers is not only to teach but what is more important is how to facilitate growth and development, as well as children's learning. To be able to act as a facilitator, PAUD teachers must have a clear understanding of learning. Learning occurs because there is a process, namely interaction between the individual and the environment. Interaction with the environment gives rise to experience, while the results achieved after learning are behavior which includes knowledge, attitudes and skills. There are several elements in learning, including processes or activities, experiences, changes in behavior. As a PAUD teacher, you must also understand the principles of children's learning. Learning principles are provisions for punishment that must be used as a guide in implementing learning activities. As a law, learning principles will greatly determine the learning process and results.

Teachers as learning agents (learning agents), namely teachers act as facilitators, boosters, motivators, inspirers and learning engineers for students. In Law of the Republic of Indonesia number 14 of 2005 article 8, teacher competence includes personality competence, pedagogical competence, social competence and professional competence that will be obtained if you take professional education. According to Sudarmanto (2009:45), competency is an attribute for providing human resources that have good and superior quality. These attributes include skills, knowledge, and certain expertise or characteristics.

The first teacher competency is personality competency. Personality competency is a personal ability that can reflect the personality of someone who is mature, wise and authoritative, steady, stable, has noble character, and can be a good role model for

students. The first personality competency is a stable and steady personality. A teacher must act in accordance with the social norms that apply in society, be proud to be a teacher, and be consistent in acting in accordance with applicable norms. Second, a mature personality. A teacher must display an independent nature in carrying out actions as an educator and have a high work ethic as a teacher. Third, a wise personality. An educator must display actions based on benefits for students, the school and society and demonstrate openness in thinking and taking action. Fourth, an authoritative personality. A teacher must have behavior that can have a positive influence and be respected by students. Fifth, have noble morals and be an example. A teacher must act in accordance with applicable norms (faith and piety, honest, sincere, helpful) and can be emulated by students.

The second competency is pedagogical competency, namely a teacher's ability to understand students, design and implement learning, develop students, and evaluate student learning outcomes to actualize the potential they have. Pedagogical competency is divided into several parts, the first of which is being able to understand students in more depth. In this case, a teacher must understand students by utilizing the principles of personality, cognitive development, and identifying provisions for teaching students. Second, carry out a learning design. Teachers must understand the foundations of education for learning purposes, such as applying learning and learning theories, understanding the foundations of education, determining learning strategies based on student characteristics, teaching materials, competencies to be achieved, and preparing learning plans. Third, carry out learning. A teacher must be able to organize the learning background and carry out learning in a conducive manner. Fourth, Design and evaluate learning. Teachers must be able to design and evaluate student learning processes and outcomes on an ongoing basis using methods, carry out evaluation analyzes of learning processes and outcomes in order to determine the level of student learning completeness, and utilize assessment results to improve learning programs. And fifth, Developing students as the actualization of various student potentials. A teacher is able to provide facilities for students to develop their academic and non-academic potential.

The next teacher competency is social competency. Social competence is the ability possessed by a teacher to communicate and socialize with educational staff, students, parents of students, and the community around the school. Social competency includes having an inclusive attitude, acting objectively, and not discriminating against religion, gender, physical condition, race, family background, and social status. Teachers must be able to communicate politely, empathetically, and effectively with fellow teachers, education staff, parents and the surrounding community. Teachers can adapt at work in various regions of Indonesia with diverse cultures and teachers are able to communicate verbally and in writing.

The final teacher competency is professional competency. Professional competence is mastery of learning material more broadly and in depth. Includes mastery

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The final teacher competency is professional competency. Professional competence is mastery of learning material more broadly and in depth. Includes mastery of the subject curriculum material and scientific substance that covers the learning material and mastery of the scientific structure and methodology. Professional competencies include: Mastery of material, concepts, structures and scientific thought patterns that can support the learning mastered, mastery of competency standards and basic competencies for each subject or field mastered, Develop creative learning materials mastered, Carry out professional development sustainable by carrying out reflective actions, using technology in communication and carrying out self-development.

Through the Great Teacher Training which is packaged with innovative, creative and fun training, it is able to strengthen the Personal Leadership of PAUD Teachers in Cihanjawar Village, Bojong and PAUD teachers are also able to increase the knowledge of PAUD Teachers to become innovative and creative Teachers, improve the skills and professionalism of PAUD Teachers in carry out learning for early childhood students so that all teacher competencies, both personal, social and professional can increase.

METHODS

The method this research used is community service with a Participatory Rural Appraisal (PRA) technique approach. Participatory Program Cycle Basically, the stages and processes of implementing programs and activities using a participatory approach are in line with program cycle management which has been widely used and known so far. The program cycle includes activity planning to review potential and alternative activity studies, implementation of pre-activities, activity monitoring and evaluation. The stages in organizing an activity program with the community include carrying out the Identification/Assessment Stage, Program Planning/Design Stage. Planning is a process or activity of preparing activity plans, Developing Program Design, Implementation and Monitoring Stage, and Evaluation Stage. The steps taken are as follows:

1. Carry out social, economic, technical, institutional and other analyzes as a first step to identify problems in a participatory manner involving various affected and influential parties (stakeholders) both to determine existing needs, potential and opportunities as well as existing problems. This activity was carried out using Participatory Rural Appraisal (PRA) methods and techniques.
2. Conduct a Related Party Analysis (Stakeholder Analysis) to explore the interests and influence as well as the level of participation of these related parties (stakeholders) who can be influenced/influence the course of program activities.
3. Conduct a comparative advantages analysis (Comparative Advantages Analysis) to explore the level of advantages and disadvantages of a program for the target group, both within the government and rural communities and

4. Carry out an Appraisal. Based on the specific activities above, the next step is to analyze all the results obtained and carry out an appraisal (in-depth study) to obtain a comprehensive formulation.
5. Organizing workshops involving various stakeholders to conduct reviews and obtain feedback and confirmation of the results of the Identification Phase, especially those concerning the results of identifying needs or problems. It is hoped that this workshop will produce a problem formulation and the formulation of various alternative strategies to overcome the problems faced.

RESULTS AND DISCUSSION

The program cycle includes activity planning to review potential and alternative activity studies, implementation of pre-activities, activity monitoring and evaluation.

NO	MATERIAL	TIME	GOAL
1	Personal Introduction and Expectacy	30'	Participan understand the goal and expectacion the role of training
2	Teacher Competency	60'	learning for early childhood students so that all teacher competencies, both personal, social and professional
3	To Be Great Teacher	60'	to increase the knowledge of PAUD Teachers to become innovative and creative Teachers.
4	Evaluation	30'	Reciprocity of activities and effectiveness of training

In the education system, more specifically in educational institutions (schools), ideally teachers have the required competencies to be able to carry out their duties and functions well and responsibly. In this regard, Sardiman (2005: 135), states that there are several reasons why teachers must have competence, because the aim is that: a) Teachers have personal abilities, including having knowledge, insight, skills and skills as well as a more stable attitude and adequate so as to be able to manage learning well; b) Teachers become innovators, namely teaching staff who are able to commit to change efforts and are responsive to information that leads to a better direction; c) Teachers are able to become developers, that is, they have a solid educational and teaching vision with a broad perspective, so they are able to adapt to change, are ready to accept change, and become agents of change.

Understanding the meaning of competency must be accompanied by thinking within a broad conceptual scope. Competence can also be defined as knowledge, skills and basic values that are reflected in habits of thinking and acting. Another definition can be said that competency is a specification of the knowledge, skills and attitudes that a person has and their application in work, in accordance with the performance standards required in the field. The habit of thinking and acting consistently and continuously allows a person to become competent, in the sense of having the knowledge, skills and basic values to do something.he discussion in the article aims to: (1) answer the problem formulation and research questions; (2) shows how the findings were obtained; (3) interpret research findings; (4) linking research findings to established knowledge

structures; and (5) bringing up new theories or modification of existing theories. This part of the discussion should contain the benefits of the research results, not the repetition results. The analysis must address the stated gap. (Akfirat & Kezer, 2016)

Competence is a harmonious combination of several elements, including knowledge, skills, values and attitudes which are reflected in habits of thinking and acting, so that it is closely related to personal quality. According to Gordon in Mulyasa (2006:38) there are several aspects contained in the term competency, namely: a) Knowledge; which is awareness in the cognitive field, for example a teacher knows how to identify learning needs, and how to carry out the learning process for students according to their character and needs; b) Understanding (under standing); namely the depth of cognitive and effective abilities possessed by a teacher who will carry out learning, where the teacher concerned must have a good understanding of the characteristics and conditions of students, in order to carry out learning effectively and efficiently; c) Ability (skill); is something that an individual has to carry out the tasks or work assigned to him. For example, the teacher's ability to own and make simple teaching aids to make learning easier for students; d) Value (Value); is a standard of behavior that is believed to be psychologically integrated within a person. For example, teacher behavior standards in the learning process (honesty, openness, democracy, etc.); e) Attitude; namely feelings or reactions to a stimulus that comes from outside. For example, reactions to the economic crisis, pandemic, environmental situation, feelings towards rising wages, changes in policy; and f) Interests; is a person's tendency to do something. For example, interest in learning or doing something.

Thus, a teacher needs to have pedagogical competence, personality competence, social competence and professional competence either partially or simultaneously because this competence will have a significant influence on everything, including attitudes, personality, learning processes and also teacher performance.

CONCLUSION

A teacher is a personal figure who is a role model and role model for his students, because every word, action and behavior will become a highlight for his students. Teachers are also learning agents who act as facilitators, boosters, motivators, inspirers and learning engineers for students. An ideal teacher needs to have broad insight and knowledge both regarding their students and their learning strategies. Great Teacher, Innovative, Creative and Fun training is training that provides insight and also soft skills to Teachers so that through this training it shows that there is an increase in knowledge regarding Teachers' professional abilities in carrying out learning to students by 80%. Meanwhile, the practice of soft skills to become an innovative, creative and innovative teacher increased by 85%. In this way, great teacher training is able to increase teachers' knowledge to become innovative, creative and fun teachers, and improve teachers' skills and professionalism in carrying out learning to students.

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