Increasing teacher professionalism through learning innovative, creative and effective at Aisyiyah Boarding School Malang

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ARTICLE INFO

ABSTRACT

Law No. 14 of 2005 concerning Teachers and Lecturers article 10 mandates that every teacher is required to meet the academic qualifications and teacher competencies that apply nationally, so that coaching to increase teacher competency needs to always receive more attention in its development. This service aims to increase teacher professionalism through innovative, creative and effective learning. This service was carried out at SMA Aisyiyah Boarding School Malang (SMA ABSM) in October 2022. The activity was attended by 13 teachers from various subjects. The methods used are two-way communication methods, lectures and training. This activity provides an explanation to teachers about strengthening teacher competency to become quality teachers and outstanding performance. This activity trains teachers in terms of pedagogical, professional, social and personal skills, and also equips teachers on how to be interesting when teaching and liked by their students, thereby creating innovative, creative and effective learning. This community service only reaches the stage of delivering material, and not yet at the stage of evaluating and assisting teachers in daily practice. Therefore, in the future it is hoped that there will be community service activities that focus on assisting teachers' daily practices, teaching practice, and reflecting together.

Peningkatan profesionalisme guru melalui pembelajaran inovatif, kreatif, dan efektif di SMA Aisyiyah Boarding School Malang. Undang-undang No.14 tahun 2005 tentang Guru dan Dosen pasal 10 mengamanahkan bahwa setiap guru wajib memenuhi kualifikasi akademik dan kompetensi guru yang berlaku secara nasional, sehingga pembinaan peningkatan kompetensi guru perlu selalu mendapat perhatian lebih dalam pengembangannya. Pengabdian ini bertujuan meningkatkan profesionalisme guru melalui pembelajaran inovatif, kreatif, dan efektif. Pengabdian ini dilaksanakan di SMA Aisyiyah Boarding School Malang (SMA ABSM) pada bulan Oktober 2022. Kegiatan diikuti 13 guru dari berbagai mata pelajaran. Metode yang digunkan berupa metode komunikasi dua arah, ceramah dan Training. Kegiatan ini memberikan penjelasan ke para guru tentang penguatan kompetensi guru untuk menjadi guru yang berkualitas dan berperforma yang membanggakan. Kegiatan ini melatih guru dalam hal kemampuan pedagogik, profesional, sosial dan personal, dan juga membekali guru bagaimana bisa menarik ketika mengajar dan disenangi siswanya, sehingga tercipta pembelajaran yang inovatif, kreatif dan efektif. Pengabdian kepada masyarakat ini hanya sampai pada tahap penyampaian materi, dan belum pada tahap evaluasi serta pendampingan guru dalam praktik sehari-hari. Oleh karena itu, ke depannya diharapkan ada kegiatan pengabdian kepada masyarakat yang fokus pada pendampingan praktik keseharian guru, praktik mengajar, dan melakukan refleksi bersama-sama.

INTRODUCTION

Teachers as educators must pay attention to many things in carrying out their duties. Some of these things include increasing pedagogical competence, personality competence, social competence and professional competence. Pedagogical competency is a teacher's ability related to understanding students and managing learning from planning, implementing to evaluating. Personality competency is a personality that reflects a stable, stable, mature, wise and authoritative personality that is a role model for students and has noble character (Akuba & Alam, 2022; Erwin et al., 2023; Hakim, 2015). Social competence concerns the ability of educators as part of society to communicate and interact effectively with students, fellow educators, education staff, parents of students, and the surrounding community (Rusijono et al., 2020; Wijaya et al., 2023). Professional competence is an ability related to broad and in-depth mastery of learning material which includes mastery of the substance of the learning material, and the scientific substance that covers the material in the curriculum, as well as increasing scientific insight. If a teacher has these four competencies, he can be declared a professional person (Jabri, 2017; Wahid et al., 2023).

One of the manifestations of teacher professionalism is by always implementing innovative, creative and effective learning. Professional teachers must always strive to look for and apply new and different models, approaches, methods and learning techniques so that the learning process is not monotonous and arouses students' interest in learning (Hidayati, 2023; Simanullang & Panjaitan, 2022; Widiasanti et al., 2023). Professional teachers must also be able to develop creativity in designing and delivering teaching materials, as well as ensuring that the learning process they carry out is truly effective in facilitating students to achieve optimal learning outcomes. The application of innovative, creative and effective learning will improve the quality of learning and ensure optimal achievement of learning objectives, which is a manifestation of teacher professionalism in carrying out their duties and responsibilities in the classroom (Djalali et al., 2022; Hidayat et al., 2023; Saleh et al., 2017).

Muhammadiyah/Aisyiyah schools must also have teacher professionalism. Driven by this hope, this service was carried out at SMA Aisyiyah Boarding School Malang (SMA ABSM). ABSM High School was founded in July 2017, supported by 21 teaching and educational staff (17 teachers and 4 staff). The implementation of ABSM High School departs from the school's vision, namely "To become a superior and high-quality Islamic female cadre educational institution based on the Al-Qur'an and As-Sunnah".

From the initial survey obtained by the community service team, teachers need to improve the way they appear attractive in front of female students, both in the way they teach and their appearance. Because the students are women, they tend to imitate teachers as models to imitate in their words, appearance and speech acts. That is the basic nature of young people. Students will make their teacher a figure who is admired and respected. Teachers are real models in everyday life. Thus, teachers must always perform as professional teachers. Based on this reason, as a new school, ABSM High School needs to receive good assistance to improve teacher competency. This service aims to increase teacher professionalism through innovative, creative and effective learning. This community service activity contributes to helping teachers at ABSM High School comply with the mandate of Law No. 14 of 2005 concerning Teachers and Lecturers article 10 that every teacher is required to meet the academic qualifications and teacher competencies that apply nationally, so as to foster increased competency. Teachers need to always receive more attention in their development.

Teacher professionalism is closely related to achieving the Sustainable Development Goals/SDGs in the field of education. Goal 4 focuses on "Ensuring inclusive and equitable education and promoting lifelong learning opportunities for all". Professional teachers, who always carry out innovative, creative and effective learning, will be able to create a conducive learning environment and encourage active participation of students, regardless of their background. Professional teachers will also continue to develop their competencies in order to provide quality education that can be accessed by all levels of society (Baba, 2018; Kavitha et al., 2024; Saini et al., 2023; Tolstikova et al., 2021).

METHOD

This community service is carried out at ABSM High School which is located at Jln. Anjasmoro 34 Turirejo-Lawang-Malang, East Java. The activity was attended by 13 teachers from various subjects. This community service will be carried out in October 2022. The physical school building (front view) is as presented in Figure 1. The method used to deal with partners is by implementing two-way communication methods, lectures, training and mentoring. The communication method used is two-way, from the service program team to partners and vice versa. The two-way communication method is intended to be able to explore partner problems more objectively, in-depth, effectively and efficiently. This pattern is expected to provide appropriate solutions to the problems faced by partners. Two-way communication is carried out when exploring partner problems, proposing solutions to partner problems, preparing for outreach and training activities, as well as during evaluation. The lecture method is intended to convey information for general and theoretical material. In this case the lecture method is used to carry out material delivery activities. This training activity apart from equipping partners with understanding and skills is conveyed verbally and practically. The hope is that through the activities that have been developed, partners can obtain information related to teaching and caring for teenagers.

Figure 1. ABSM High School building

RESULTS AND DISCUSSION

Preparation

In realizing this service program, there are several things that are prepared, namely preparation and implementation. Before implementing the program, after there is an announcement that the proposal has been accepted, the team immediately coordinates internally and externally regarding the implementation of activities and suitability of schedules with service partners. This is presented in detail in Table 1.

Table 1. Preparation and activity planning

Execution time	Activity plan	Activity Output	Partner Participation
October 2022	Re-examining the possibility of service at ABSM High School	Agreement on service at ABSM High School	– Willing to provide an event venue – Responsible for coordinating the teachers
October 2022	Finalize activities by visiting ABSM High School	Agreement on service by designing a letter of willingness	– The principal is willing and responsible for the participation of the Teachers
October 2022	Conduct Training	Agreement to hold training	– The training participants are all teachers of various subjects
October 2022	Implementation of Training	Increase teachers' knowledge about the four teacher competencies and become teachers who are attractive and liked by female students.	– The school provides a place – The school prepares the backdrop and facilities. – The activity was attended by 13 teachers from various subjects.

Implementation

Teacher competency improvement training was carried out using activity techniques divided into 2 sessions with presenters Dra. Thathit Manon Andini, M. Hum. and Retno Firdiyanti, S.Psi., M.Psi.

Material 1: Professional Teacher-Educator

Documentation of this activity is presented in Figure 2. In this session, "What is meant by a teacher?" Teachers are

professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating participants. With the right upbringing, a generation that is smart, polite, tough and strong will be created. Preparing a strong and resilient generation is clearly stated in the Al-Qur'an Surah An-Nisa. One of the words of Allah SWT, requires every ummah not to leave behind them a generation that is weak, helpless and has no competitiveness in the competence of life.

Figure 2. Delivery of Material 1: Professional Teacher-Educator

In carrying out their duties and obligations, there are principles that must be followed to become a professional teacher, namely (1) Having talent, interests, a calling and idealism. With the talents and interests they have, teachers will carry out their duties and obligations happily; (2) Have a commitment to improving the quality of education, faith, devotion and noble morals. With a strong commitment, teachers will not tire of being positive; (3) Have academic qualifications and educational background in accordance with the field of assignment. In this way, teachers will continue to try to improve themselves, increase their abilities, especially those related to their academic fields, (4) Have the necessary competencies according to their field of assignment; and (5) Has responsibility for carrying out professional duties. With high responsibility, teachers will complete their duties and obligations completely because these tasks are their responsibility (Hidayah et al., 2022; S. M. Sari, 2023; Wahidah, 2021; et al., 2023).

The principles above will make teachers more successful because their work is carried out sincerely according to their talents, they are highly committed, they are not tired of pursuing their academic qualifications, they have competencies appropriate to their field and they are followed by a great sense of responsibility. There are several tips that teachers can pay attention to to achieve success, namely: (1) Be confident. The process of becoming a professional teacher begins with a steady attitude, namely confidence, belief in the teaching profession is the key to success. Believe that there is wisdom behind this profession. There are hidden things, there is a beautiful world, there are burning ideals, there is a promising future, and there are definite promises from Allah SWT (Barni et al., 2019; Jamilus, 2022; Pratiwi et al., 2022; Wright, 2018); (2) Don't hesitate. Don't doubt that the teaching profession is important. If a firefighter or doctor can help save someone's life, then teachers can build a country. Don't use the word "only" to refer to the teaching profession. If you don't respect the teaching profession, who else will? (Amerstorfer & Freiin von Münster-Kistner, 2021; Barni et al., 2019; Mombaers et al., 2023; Suryani & George, 2021); (3) Be grateful. Be grateful and enjoy the profession of being a teacher. This attitude is a great source of energy to carry out your profession (Räsänen et al., 2020; Timms & Brough, 2013).

In order to facilitate his duties as a teacher and also as an educator, there are 4 competencies that teachers must have. In accordance with the provisions of article l0 paragraph l of Law no. l4 of 2005 concerning Teachers and Lecturers and Government Regulation No. l9 of 2006 concerning National Education Standards Article 28 paragraph 3, the competencies that teachers must have are: 1). Pedagogical Competence, 2). Personality, 3). Professional, and 4) Social

Competence.

Mastery of pedagogical competencies includes 1) Mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional and intellectual aspects, 2) Mastering learning theories and principles of educational learning, 3) Developing curricula related to the subjects concerned. become their focus, 4) Organizing educational learning, 5) Carrying out assessment and evaluation of learning processes and results, 6) Utilizing the results of assessment and evaluation for learning purposes, 7) Carrying out reflective actions to improve the quality of learning.

Personality competencies include 1) Acting in accordance with Indonesian religious, legal, social and national cultural norms, 2) Presenting oneself as a person who is honest, has noble character, and an example for students and society, 3) Presenting oneself as a steady, stable person, mature, wise and authoritative, 4) Demonstrate work ethic, high responsibility, pride in being a teacher, and self-confidence, and 5) Uphold the teacher's professional code of ethics.

Social Competencies include 1) Being inclusive, acting objectively, not discriminating due to considerations of gender, religion, race, physical condition, family background and socio-economic status, 2) Communicating effectively, empathetically and politely with fellow educators, education staff , parents, and the community, 3) Adapt in places of duty in all regions of Indonesia which have socio-cultural diversity, 4) Communicate with your own professional community and other professions verbally and in writing or other forms.

Professional Competencies include 1) Mastering the material, structure, concepts and scientific mindset that supports the subjects being taught, 2) Mastering Competency Standards/Core Competencies and Basic Competencies in the subjects being taught, 3) Developing learning materials being taught creatively, 4) Developing professionalism continuously by taking reflective action, 5) Utilizing information and communication technology to develop oneself.

Material 2: What kind of teacher is interesting and liked by students?

Documentation of this activity is presented in Figure 3. This material is presented by explaining about teenagers. Adolescence is a crucial transition phase, which contains a person's adaptation phase from childhood to adulthood. So when you see teenagers, it would be inappropriate to treat them like children, but they are not yet fully capable of carrying out adult developmental tasks. Adolescence is a separate phase in which there are separate developmental tasks such as; Puberty is in harmony with the maturity of reproductive organs, socio-emotional maturity with family and peers, developing ideal self and so on.

Figure 3. Delivery of Material 1: Professional Teacher-Educator

Teenagers' problems arise when they undergo the adaptation phase. Complaints regarding teenage behavior that is less than expected in the social environment usually come from parents of teenagers and teachers in middle and high schools and the equivalent (Ogundele, 2018a, 2018b). Including from ABSM High School which seeks to improve the quality of teachers in providing the best service in the teaching and learning process for teenage students. Some of the complaints submitted include; Teachers have difficulty motivating teenage students to be enthusiastic or passionate about learning, teachers also hope that students will have the initiative and independence to develop themselves into adulthood without having to be told continuously or always directed and teachers have the desire to make interactions with teenage students more friendly and fun. remain professional so that the teacher is not just a rigid figure, but can mingle with teenage students for the purpose of supporting their developmental tasks as well as making the teaching and learning process fun and exciting. ABSM High School teachers have the desire to become idolized or favorite teachers for their teenage students.

Based on these problems, community service team has prepared psychoeducational activities containing material related to professional grooming, creating a productive classroom climate and studying the character of attractive teachers. The first material, namely professional grooming, contains teacher knowledge regarding how to look attractive to students based on physical and psychological aspects. Physically, teachers are given awareness of their physical appearance, namely how to dress neatly and pleasing to the eye, as well as applying make-up that suits the teacher's figure. Teachers are involved in determining how to look better and more pleasing to the eye as well as a fresh facial appearance that is pleasing to the students' eyes. So this material does not seem patronizing or personally judgmental about the teacher's appearance but is given indirectly so that the teacher can decide for himself which one is better regarding the physical appearance of a good teacher (Rajendran et al., 2024; Turner-Bisset, 2005).

Furthermore, psychologically the teacher is given tips on speaking so that what is conveyed is relevant to teenage students. These tips are material related to sensing consisting of visual, auditory, kinesthetic, tactile, tactile and proprioceptive. If visuals have been provided through material in clothing and facial appearance, then what is related to the psychology of teenage students in listening to teachers is mainly related to auditory, kinesthetic and proprioceptive. This means that when the teacher speaks, they should pay attention to intonation, the volume of their voice, pause, play their speaking tempo and give a certain tone, these are some tips that teachers can pay attention to when conveying material and information (Astri, 2018; Fitria, 2023; Gori, 2015). Through the kinesthetic sense, teachers can pay attention to body language or gestures, of course open body language, for example with open arms compared to folded in front of the chest, will produce a warmer impression for students; and also facial expressions that can be seen from the drawing of the lines of the mouth, eyes, forehead or eyebrows, which are the most effective to use, can give the impression of facial expressions that match what the teacher is conveying. In the proprioceptive sense, teachers are invited to pay attention to mastering the classroom location as a stage for speaking. Teachers should be able to take several classroom spots when explaining the lesson so that it is not monotonous in just one corner. Apart from that, this sense is also related to the teacher's ability to pay attention to the movements or positions of teenage students which may give certain messages such as restlessness, boredom and so on, so that they can then be more precise in determining appropriate activities (Rosmala & Setyaningsih, 2021; Sajjad et al., 2023).

Meanwhile, tactile and tactile senses can also be utilized, although their influence may be lower than other senses. Teachers can utilize students' ability to feel and touch for relaxation exercises which can be carried out at certain times when students experience stress, such as when facing an exam. Apart from that, teachers can also utilize the abilities of these two senses in the teaching and learning process.

The second material is related to creating a productive classroom climate in the teaching and learning process. Teachers are given knowledge on how to create conditions in the classroom that can foster student motivation. Teachers are told that there are two important elements in creating this climate, namely the element of the teacher's role having character and the element of students having good self-regulation. A teacher with character is determined by how the teacher shows personal efficacy, models and teacher enthusiasm, shows attention to students, and explains positive expectations to teenage students (Adolo et al., 2022; Ayu, 2017; Marwanto, 2021; N. I. P. Sari, 2020).

Teachers' personal efficacy is reflected in their confidence or self-confidence in their role as teachers even though some teachers are still relatively young. How the teacher shows confidence in mastering the material being taught, how the teacher shows confidence that he is able to deal with teenage students including complaints that may arise in the course of their journey and so on. Teacher modeling and enthusiasm will be visible when the teacher is able to "involve me" when presenting the topic (Barone & Bresler, 2000; Handrianto et al., 2021; Li, 2023). For example, a situation when students are not bored or less enthusiastic about studying history subjects, the teacher can involve himself according to what the students feel by saying "I know history is boring, but we have to keep studying history, we can get through it together, ok ?". That way, students will feel more cared for and understood regarding their condition, thereby forming engagement between teachers and students.

Teachers with character also have the characteristic of being able to show their attention to students through how the teacher shows empathy for students' needs, as well as how the teacher can show that teachers and students can belong to each other or be friends with each other. And finally, the characteristics of a teacher with character are characterized by the teacher being able to communicate well regarding positive expectations or hopes for teenage

students as achievements that can be mutually agreed upon. Teachers can also give every student the fairest possible opportunity to have an opinion or something else. Meanwhile, the second element lies in the students themselves, namely the importance of students having good self-regulation in learning (Aldrup et al., 2022; Sun et al., 2023; Zhang, 2022). Characteristics of teenage students who have good self-regulation include having learning goals and being able to monitor their learning goals at several specified steps; carry out metacognition of what they are experiencing when learning something, for example reflecting on the material they learn from the teacher; as well as having a good learning strategy which is reflected in how students organize and control their study schedule, planning and executing according to the plan, assignment schedule and so on. This element of self-regulation in students is influenced by how the student's development period was in the childhood phase, or how the parents were raised, as well as how educational experience was at the previous level, as well as being influenced by how teachers with character can have an impact on students' good self-regulation (Isfiani & Ekanara, 2022; Syahmani & Amini, 2019).

The provision of learning material went smoothly, the teacher was enthusiastic and focused on listening, and most of them recorded the material in their respective notebooks. Several questions were also asked from several teachers. All questions were answered and with satisfactory results for teachers who needed solutions to the problems they complained about.

CONCLUSION

This community service activity at ABSM High School is an effort to empower teachers by providing materials to become fun, creative and innovative teachers. Providing material about professional teachers and the form of a teacher that is interesting and liked by students encourages teacher professionalism. Teachers at ABSM High School can carry out their profession with full responsibility and confidence. The teacher's job is not only to teach, but also to educate. Educating will be successful if the person educating (teacher) is educated. This service activity is a development process so that ABSM High School teachers become creative, innovative and effective teachers.

This community service only reaches the stage of delivering material, and not yet at the stage of evaluating and assisting teachers in daily practice. Therefore, in the future it is hoped that there will be community service activities that focus on assisting teachers' daily practices, teaching practice, and reflecting together.

ACKNOWLEDGMENTS

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