THE CHALLENGE OF MI SALAFIYAH BEJI TEACHER'S PROFESSIONALISM TOWARDS LEARNING IN THE COVID-19 PANDEMIC

Fatmawati Nur Hasanah[1], Alifah Marwa[2], Putri Rahadian Dyah Kusumawati[3]
IAIN Pekalongan
[1]*fatmawati.nur.hasanah@iainpekalongan.ac.id,*
[2]*alfahmarwa095@gmail.com,*
[3]*putri.rahadian.dyah.kusumawati@iainpekalongan.ac.id*

ABSTRAK

Merajalelanya virus corona di berbagai negara di dunia mengakibatkan tertundanya dan terhambatnya hampir seluruh aktivitas di segala bidang kehidupan, khususnya bidang pendidikan. Hal itu menjadi tantangan tersendiri bagi guru-guru dalam melaksanakan tugasnya dengan professional. Guru dituntut untuk lebih kreatif dan inovatif dalam menyampaikan pengetahuan kepada murid-muridnya. Guru juga harus menyesuaikan metode pembelajaran dengan kebijakan yang dikeluarkan oleh pemerintah. Penelitian ini bertujuan untuk mengetahui tantangan profesionalisme guru MI Salafiyah Beji terhadap pembelajaran di masa pandemi covid-19. Penelitian ini dibuat dengan menggunakan metode penelitian studi kasus dan metode kepustakaan. Berdasarkan hasil dari penelitian kali ini penulis menemukan tantangan guru dalam menghadapi pembelajaran di masa pandemi, seperti: sulit beradaptasi dengan sistem belajar daring, semangat belajar peserta didik yang turun, orang tua peserta didik yang kurang bekerja sama, biaya kuota bagi yang kurang mampu. Guru yang sulit beradaptasi dengan sistem daring disebabkan karena mereka kurang menguasai teknologi.
Kata kunci: tantangan, profesionalisme guru, pandemi covid-19

ABSTRACT
The spread of the coronavirus in various countries in the world has resulted in delays and delays in almost all activities in all areas of life, especially in the field of education. This is a challenge for teachers in carrying out their duties professionally. Teachers are required to be more creative and innovative in conveying knowledge to their students. Teachers also have to adapt learning methods to policies issued by the government. This study aims to find out the challenges of MI Salafiyah Beji teacher professionalism towards learning during the covid-19 pandemic. This research was made using case study research methods and library methods. Based on the results of this study, the authors found the challenges of teachers in dealing with learning during a pandemic, such as a difficulty adapting to the online learning system, decreased student enthusiasm for learning, parents of students who are less cooperative, and quota fees for the poor. Teachers who find it difficult to adapt to the online system are due to their lack of technology.

INTRODUCTION

The world has been in an uproar over the coronavirus pandemic. Not only in a few nations, but almost all over the world, the virus is spreading. In Indonesia cases of the coronavirus began to occur in March 2020 and until now it has not ended, it is getting worse every day. As a result, all sectors of life become disrupted and the activities carried out may be less than optimal. The education sector has also been badly affected by the pandemic. The spread of Covid-19 has a significant impact on the teaching and learning process (Hasanah & Setiawan, 2020). Teachers need to adapt learning methods to policies issued by the government. The United Nations or the United Nations revealed that an example of a field affected by this pandemic is the field of Education (Purwanto et al., 2020). This has resulted in various nations choosing not to open schools and colleges. To prevent the spread of the coronavirus, WHO recommends suspending activities that have the potential to gather large crowds.

Even during the rampant coronavirus in this nation, many steps were taken by the government to stem the transmission by always keeping a distance, for example by issuing a letter from the (Kemendikbud). The impact of the pandemic on learning has been quite large, as seen through learning activities that should have been done offline but can now only be done independently. With this, students carry out online teaching and learning activities which are assessed according to the current situation and conditions (Handarini & Wulandari, 2020). The effect obtained due to the pandemic on learning is quite large, it can be seen through learning activities that must be done face to face but now can only be carried out independently. With this, students carry out online learning and learning activities using online methods that are assessed according to current situations and conditions (Handarini & Wulandari, 2020). However, after the new normal, the local government allowed learning activities such as before the pandemic provided that

the health protocols were adjusted and the number of students should not be too many, the teacher had to divide the students into several groups so that they were not too crowded.

Research conducted by Masrah Kurniawati and Yessi Fitriani (2021), related to teacher professionalism, shows that teachers must be able to improve their abilities in the field of technology in carrying out online learning methods. Similar research was also conducted by (Rahmad, 2021) concluding that teachers must encourage students to continue to study with enthusiasm in the current pandemic atmosphere, teachers must be more creative in preparing lesson plans so that students do not get bored studying at this time.

Professionalism is the quality and behavior that is nothing but a sign of a professional or personal. The challenge of teacher professionalism towards learning during the pandemic is something related to learning that must be handled by teachers professionally even during the covid-19 emergency, which during the covid-19 pandemic

the teacher's professionalism is being tested.

If the principle of educator professionalism is realized, it can replace the task of educators who were initially less active to become artistic and enthusiastic educators. This is in line with Semiawan's (1991) statement that the fulfillment of the provisions of educator professionalism will replace the task of educators who were originally verbalized speakers to dynamic capabilities in giving birth to an inviting learning environment and learning atmosphere. In its growth, educators have a multifunctional role, namely as change agents, motivators, innovators, facilitators, informants, communicators, transformers, counselors, administrators, and evaluators. The commitment of a teacher is needed to achieve educational goals (Annur, 2020).

There are several alternative solutions for teachers in determining learning methods in COVID-19 emergencies, including:

1. Project-based learning

The Minister of Education and Culture's opinion, regarding this

project-based learning method, is very appropriate to be applied to students by creating small learning groups in making projects, experiments, and innovations. This teaching and learning method is suitable for students located in areas with green zones.

2. Online method

This online method is very suitable to be applied to students who are located in areas labeled as red zones. By running a fully online method like this, the learning system delivered will continue and all students remain in their own homes in a safe condition.

3. Offline method

Offline means teaching and learning activities carried out outside the network. In a sense, the learning this time was carried out offline by observing the applicable health protocols. This method is very suitable for students located in areas with yellow or green zone labels with strict new normal protocols.

The first, home visit method is almost the same as the learning activities delivered when homeschooling. The teacher visits students' homes for some time.

Reporting from Kumparan, this method was recommended by Dr. Mahfud Fauzi, M.Pd Head of the Daarul Qur'an Fullday Partnership Division, which is very suitable for students who do not have the opportunity to obtain facilities such as gadgets. So that the presentation to be conveyed to students can be carried out smoothly. The second, integrated curriculum, this teaching method does not only include one subject but also involves other methods. Third, blended learning. This method is a method that utilizes 2 approaches at once. Online learning systems by video conferences, can be done in this method. So, even though teachers and students carry out distant learning, they can still communicate with each other.

METHODS

This study aims to find out how the challenges of teacher professionalism, especially MI Salafiyah Beji teachers, towards learning during the covid-19 pandemic. This research was made using case study research methods and library methods.

RESULTS

The learning method chosen by the MI Salafiyah Beji teacher during the COVID-19 pandemic is the online method and the offline method. They applied the online method in the first months after the Circular Letter of the Ministry of Education and Culture of the Directorate of Higher Education No. 3 of 2020 concerning the prevention of the spread of COVID-19 in the Education sector. In a circular letter, the Ministry of Education and Culture ordered to conduct distance learning activities and recommended students to study from their own homes. The teaching and learning process only uses Whatsapp group facilities, the material provided by the teacher to students can be accessed via Whatsapp with their devices. The problem is that many children their age do not have smartphones, so they have to use their parents' devices. While many parents do not understand other internet features, such as google classroom, google meet, zoom, e-learning, and so on. In fact, these facilities will further support the success of educational goals. Not to mention data constraints and unpredictable signals. It is also possible that it is the parents who do the assignments, not their children, because the scores obtained during online learning tend to be higher than before when they were normal. Many of the students and their parents have difficulty in this ineffective online learning. It is also possible that it is the parents who do the assignments, not their children, because the scores obtained during online learning tend to be higher than before when they were normal. Many of the students and their parents have difficulty in this ineffective online learning. It is also possible that it is the parents who do the assignments, not their children, because the scores obtained during online learning tend to be higher than before when they were normal. Many of the students and their parents have difficulty in this ineffective online learning.

Then after the new normal, the teachers took the initiative to form study groups by implementing health protocols. With this offline learning method, it is easier for parents to bridge their children's

knowledge. It turns out that the students of MI Salafiyah Beji prefer this offline learning system. They are happy because they can learn face to face again by paying attention to health protocols. The number of students from grade 1 to grade 6 is approximately 20 children. The lessons are divided into 2 groups with alternating learning times. Here's the division:

Table 1. Data for grouping offline learning time for MI Salafiyah Beji during the covid-19 pandemic

Group	Day	Study Time	Total students
1	Monday, Wednesday, Friday	07.30-10.00 WIB	±10
2	Tuesday, Thursday, Saturday	07.30-10.00 WIB	±10

Previously, teachers took the initiative to organize a home visit learning system, but many students lived far away. So that teaching and learning activities are carried out in schools. The seating position of the students is spaced, students use masks and face shields, the learning only lasts 2.5 hours. Teachers try to maximize learning effectively. In addition to studying at school, teachers also give assignments to children so that children understand better in exploring the material obtained with the limited time.

If the surrounding area is a green or yellow zone, the teacher can implement an offline learning system, taking into account health protocols. If the surrounding area is a red zone area, the teacher can implement an online learning system.

Harris Iskandar, Plt. The Director General of Early Childhood Education at the Ministry of Education and Culture explained that educators do not have to be fixated on teaching and learning activities with an online system and assignments. Something creative and innovative is needed by educators in exploring learning activities that are not boring, especially because of the limitations of technology and internet connections. For example, teaching with a project to make hand sanitizer made from traditional spices that can be directly used by students. In line with this, the

education office is expected to provide guidelines or technical procedures for the implementation of online learning that are adapted to the surrounding conditions so that its application does not become an additional burden. To overcome limited internet access, Learning without the internet can be carried out for certain situations that do not require the use of the internet. However, the Ministry of Education and Culture seeks to develop support for private partners to advance education by utilizing technology platforms during an emergency situation like this. In this case, the Directorate General of Higher Education helps provide facilities for organizing online learning more broadly, collaborating with Kominfo and telecommunications service providers. With this effort, residents are able to open various distance learning content with various platforms such as Learning Houses, Smart Classes, Quipper Schools, Teacher Rooms, and Zenius for the SD/MI level. However, the Ministry of Education and Culture seeks to develop support for private partners to advance education by utilizing

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Teacher Rooms, and Zenius for the SD/MI level (Arifa, 2020).

The challenges for educators in learning during the COVID-19 emergency include: difficulty adapting to the online learning system, decreased student enthusiasm for learning, parents of students who are less cooperative, quota fees for the poor. Therefore, teachers must be more active in exploring information technology in learning both online and offline, teachers should be able to stimulate students to be enthusiastic in learning. Regarding the parents of students, teachers should communicate to them in order to achieve the success of children's learning. Now the government has started to launch quota subsidies for learning purposes, so that it will make it easier for both teachers and students to support teaching and learning activities. In organizing teaching and learning activities during the COVID-19 pandemic, it varies depending on the local situation. The teachers aim to carry out learning as much as possible even with all the limitations (Yuhana, 2020).

In addition to challenges, it turns out that there are also opportunities in using IT in online teaching and learning activities in this era. Previously, various discourses, supporting policies, and socialization regarding the industrial era 4.0 had not succeeded in making the elementary education industry, junior high school equivalent, universities achieved significant progress in the digital transformation of education. In Indonesia, the existence of this pandemic not only has a negative impact but also has a positive side, such as an improving natural situation, the education sector is now the trigger for the acceleration of the digital transformation process of education in Indonesia. However, this is a development to be grateful for and it is necessary to get used to using technology in the learning process (Suni Astini, 2020).

DISCUSSION

The pandemic that lasted for more than a year resulted in the delay of educational activities, especially at MI Salafiyah Beji. One of the MI teachers, Salafiyah Beji, said that there were several challenges faced

by teachers in dealing with learning during this pandemic, including: difficulty adapting to the online learning system, decreased student enthusiasm for learning, students' parents who did not cooperate, quota fees. for the underprivileged. Teachers who find it difficult to adapt to the online system are due to their lack of technology. Therefore, MI Salafiyah Beji teachers are even more active in exploring information technology in learning. Teachers should be able to stimulate students to be enthusiastic in learning. Regarding the parents of students, teachers should communicate to them in order to achieve children's learning success. Now the government has started to launch quota subsidies for learning purposes, so that it will make it easier for both teachers and students to support teaching and learning activities.

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