TEACHER PROFESSIONALITY STRATEGY USING APPLICATION OF WHATSAPP (WA) IN PANDEMIC COVID-19 IN MTS PRIVATE DARUL ARAFAH LAU BAKERI KUTALIMBARU DELI SERDANG

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Abstract

At this time one of the instantaneous programs inclusive of WhatsApp or WA has been so effortlessly implemented and preferred by numerous layers of age. Most of the users of this software are young adults of faculty age from early adolescence to students. The COVID-19 pandemic has changed numerous elements of human life today, especially inside the area of education. This calls for all elements of schooling to conform and maintain the rest of the semester. The reason of this have a look at is an overview of mastering in the course of the COVID-19 pandemic. They have an impact on of WhatsApp is very sturdy on the getting to know machine in School. Generally WA users point out the cause about selecting this utility is because of the availability of numerous conveniences that are further to no longer voicing alias free. This studies makes use of descriptive analysis research method. Online gaining knowledge of is an effective answer for activating classrooms even though colleges have closed. This gaining knowledge of approach with WhatsApp media is essential for instructor professionalism in step with the continuity of coaching and mastering activities inside the contemporary COVID-19 pandemic conditions.

Key Words: Profesionalism, Whatsapp , The Covid-19 Pandemic

I.   INTRUDUCTIOAN

The development of information and communication technology continues to develop very rapidly. New findings are continuing in this field. This situation makes it easier for humans to communicate that can be done anytime and from anywhere. All the limitations that were always

faced when communicating now are no longer there .. The most extraordinary result of the enormity of the development of this information technology until there are people who feel unable to live without the internet. The next impact of all is that there is also a change in communication culture. Ironically these changes do not just happen to a group of people at a certain age. All humans have now been affected by the impact of the development of information and communication technology.

Nowadays the most striking influence of developments as described above is the existence of social networking or whatsapp social media which is quite worrying. Entering the 21st century is marked by the increasingly mingling of citizens of the world community in a wide and diverse structure of community life and is also open to all citizens. This happens because it is supported by the use of information and communication technology in all aspects of life. The existence of information technology connects the world that transcends geographical barriers so that the world becomes infinite and allows the development of relationships with anyone, anytime, anywhere, in various forms of sound and images that present information, data, events in an instant. Psychologically these conditions will bring humans to changes in cognitive maps, the development and diversity of needs, shifting priorities in values.

Kang, Kim, Kim & You (2012) note that changes in academic performance standards occur along with the development of information communication technology (ICT) and global economic growth. So there is no denying that the professionalism of teachers towards information technology is a necessity that cannot be delayed anymore, along with the increasing development of information technology in this digital era. Hasan (2004) explains that the workload of future teachers will increase, especially because of rapid changes that occur in society due to fundamental changes in values, changes as a consequence of the increasingly powerful use of communication technology, political life that requires citizens' behavior toward more positive and constructive in fostering a healthy and productive national life, and economic life that demands new abilities and attitudes to face competition.

Conceptually the teacher as a professional must meet various competency requirements to carry out his duties and authorities in a professional manner, while the real conditions in the field are still very alarming, both in quantity, quality and professionalism of the teacher. This

problem is still compounded by various challenges ahead that are still complex in this global era. Teachers who come from the pre-digital world find it difficult to build effective communication with children or students from the digital age. Their habits and ways of learning are certainly very different from those of their teachers and parents. This often makes both parties, students on the one hand and teachers and parents on the other, ultimately frustrated because there is a disconnect between students and teachers.

In dealing with all developments in the digital age such as social development, information technology and culture which certainly also affect students' thinking styles, we need a strategy to improve teacher professionalism so as to produce teachers who are truly professional in line with the development of information technology as it is today. In an effort to prevent the spread of Covid-19, WHO recommends stopping activities that have the potential to cause crowds. For this reason, conventional learning that gathers many students in one room needs to be reviewed. Learning must be carried out with scenarios that are able to minimize physical contact between students and other students, or between students and lecturers. According to Milman (2015) the use of digital technology enables students and lecturers to be in different places during the learning process.

One alternative form of learning that can be implemented during the Covid-19 emergency is online learning. According to Moore, Dickson-Deane, & Galyen (2011) Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Research conducted by Zhang et al., (2004) shows that the use of the internet and multimedia technology is able to overhaul the way of delivering knowledge and can be an alternative learning carried out in traditional classrooms.

Online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information anywhere and anytime (Gikas & Grant, 2013). The use of mobile technology has a major contribution in the world of education, including the achievement of distance learning goals (Korucu & Alkan, 2011). Various media can also be used to support the implementation of online learning. For example virtual classes use Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), and instant messaging applications such as WhatsApp (So, 2016).

II.   RESEARCH METHODS

This study is a qualitative study aimed at obtaining a picture of online learning that was carried out at Darul Arafah's Private MTs in an effort to suppress the spread of Covid-19 in the boarding school environment. Online learning referred to in this study is learning that uses learning media that can be accessed using internet services. The study was conducted by first conducting interviews with teachers in Mts Darul Arafah regarding the application of online learning. Interviews were conducted using the Google form where the link was spread through the WhatsApp application.

The subjects of the study were Darul Arafah's Private Mts teachers who actively provided online learning. Data collection is done through interviews via telephone / Whatsapp. The aspects asked during the interview are: (1) Facilities owned by the teacher to support the implementation of online learning; (2) Teacher responses to the effectiveness of online learning using Whatsapp media; (3) Application of online learning in suppressing the spread of Covid-19 in the boarding school environment.

III.   DISCUSSION
Understanding Whatsapp

Whatsapp is a cross platform mobile application. Unlike the Short Message Service (SMS) application, which is a facility that can only be text and paid, the WA application is free and can send not only in text but also in the form of images, video and audio messages in unlimited quantities. In other words WA is an instant messaging application for smartphones, the WA function is almost the same as the SMS application. But WA does not use credit, but rather internet data. So, we don't need to worry about the number of characters or information that we send. There are no restrictions, as long as internet data is still sufficient.

More than 1 billion people in more than 180 countries use WA to stay connected with friends and family, anytime and anywhere. WA is free and offers the ability to send messages and make simple, safe, and reliable calls, which are available for phones worldwide. The name WA is a pun of the phrase What's Up, which means How are you. WA started as an alternative to texting. This product now supports sending and receiving various types of media: text, photos, videos, documents and locations, as well as voice calls. Our messages and calls are secured with end-to-end encryption, which means that no third party including WA can read

messages or hear our calls (About, s.a).

The many facilities available make this one very popular and well-known application, especially among teenagers. According to Sanjaya (Utilization, 2012), WA social media type is an online application for chatting that is compatible with several types of mobile phones, including Iphone, Android, Blackberry, and Nokia mobile phone brands. WA currently handles 50 million messages every day and is one of the most popular applications, especially among children and adolescents. Behind the advantages or conveniences available in WA in communicating such as low cost and simplifying life, it turns out this type of social media also has a negative influence. Moreover, its influence on children and adolescents because the content of entertainment (entertainment) is very much so that children and adolescents can be affected in the direction that is not good if there is no supervision from parents. sites, given that not all of them are healthy environments for children and adolescents (O'Keef, 2011).

History Based on its history, WA was born from the hands of former Yahoo employees, namely Brian Anton and Jan Koum. Supported with an eight million dollar capital in 2009 WA was made in such a way that it became one of the successful and rapidly developing applications. WA's popularity is still racing fast on almost all platforms. As of February 2013 active WA users exploded at 200 million. This figure doubled in December and rose again to 500 million in April 2014. And as of September 2015, active users of WA were recorded at 900 million. In terms of culture, the WA application is very suitable with the conditions of Indonesia, because generally our nation really likes to chat (chat). Indonesia is one of the most active markets for sending messages in the Southeast Asian region.

So the high number of WA users as one of the most popular social media by Indonesians, especially teenagers, it is not impossible to cause various impacts, whether positive or negative. WhatsApp spokesman Neeraj Arora, concluded that Indonesia's population consists of people who like to chat. Therefore WA services increasingly encourage Indonesians to exchange greetings and chat. There are currently 250 million WA users worldwide and there are 27 billion messages that are processed every day. Meanwhile according to comScore WA now has around 35.8 million users in Indonesia (Report, 2017).

Teacher Professionalism

Teacher professionalism is a condition, direction, values, goals and quality of expertise and authority in the field of education and teaching

relating to the work of someone who is a livelihood. Meanwhile, professional teachers are teachers who have the competencies required to carry out educational and teaching tasks. In other words, it can be concluded that the definition of a professional teacher is a person who has special abilities and expertise in the field of teacher training so that he is able to perform his duties and functions as a teacher with maximum abilities. Professional teachers are people who are well educated and well trained, and have rich experience in their fields (Kunandar, 2007).

Professionalism is rooted in the word profession which means work based on expertise education. Professionalism itself can mean quality, quality, and behavior that are characteristic of a profession or professional person. Teacher professionalism can mean a professional teacher, namely a teacher who is able to plan teaching and learning programs, implement and lead the teaching and learning process, assess the progress of the teaching and learning process and utilize the results of the assessment of teaching and learning progress and other information in improving the teaching and learning process (Sahabuddin, 1993) . To be professional a teacher is required to have five things:

1. The teacher has a commitment to students and their learning process,
2. The teacher deeply masters the material / subjects he teaches and how to teach them to students,
3. The teacher is responsible for monitoring student learning outcomes through various means of evaluation,
4. The teacher is able to think systematically about what he is doing and learn from his experience,
5. Teachers should be part of the learning community in their professional environment (Supriadi, 1998).

In addition, the professionalism of a teacher needs to be supported by the competencies that must be possessed and include the following four aspects (E. Mulyasa, 2008):

1. Pedagogical Competence. In the National Education Standards, the explanation of Article 28 paragraph (3) point a states that pedagogical competence is the ability to manage learners' learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.
2. Personality Competencies. In the National Education Standards, explanation of Article 28 paragraph (3) point b, it is stated that what

is meant by personality competence is the ability of a steady, stable, mature, wise, and authoritative personality, being an example for students, and having good character.

3. Professional Competence. In the National Education Standards, the explanation of Article 28 paragraph (3) point c states that what is meant by professional competence is the ability to master extensive and in-depth learning material that allows guiding students to meet the competency standards set out in the National Education Standards. d. Social Competence. In the National Education Standards, the explanation of Article 28 paragraph (3) point d states that what is meant by social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, education personnel, parents / guardians of students , and the surrounding community.

Thus professionalism is performance quality and at the same time demands professional behavior in carrying out its duties. Consequently teachers as professionals are required to be able to work in the corridor of professionalism. Teachers are professional workers and therefore must uphold professionalism. The general understanding of professionalism shows hard work in a trained manner without any specific requirements. Scientific understanding of professionalism refers to the idea, flow, or opinion that a profession must be carried out by professionals with reference to professionalism (Wirawan, 2003).

The ability of professional educators is very important in order to improve the quality of education, that the emphasis of educational development is placed on improving the quality of each level and type of education. Some research results on the role and competence of teachers state that progressive or traditional elementary school teachers bring only a small amount of success in achieving Bennet's learning in Mujis (2008). The ability of educators in improving their professionalism is not only useful for themselves, but has a positive meaning for improving the quality of education in general. As is known at this time that, the professionalism of a teacher is evidenced by a professional certificate (certification). Also through the certificate, teachers get benefits in the form of allowances aimed at continuing to improve their professionalism. To respond to this, a number of laws and PPs were implemented in the professionalism of a teacher and lecturer.

Teacher Professionalism Strategies in the Covid-19 Pandemic Period

Covid-19 pandemic at the present time, apparently has had a huge influence on the world of education. The world of education in the present is really faced with quite severe challenges whose handling requires a strategy involving various relevant parties. Strategy can be interpreted as an effort made by a person or organization to arrive at the goal. What is meant by a teacher professional development strategy is a method or effort made by a person or organization in developing teacher professionalism.

The recommended strategies for dealing with the challenges of teacher professionalism in the digital age are as follows:

Pedagogical Competency Development

Pedagogical competence or the ability of teachers to manage learning is the backbone of the success of the education process in schools. This pedagogical competence is related to good and appropriate teaching methods, so that the learning process can run smoothly and effectively. A teacher, in addition to having competence in his scientific field, must also master the theories and teaching techniques and their applications in the learning process at school. Therefore, increasing ability in this field is the main thing in developing teacher professionalism.

The teacher is not only judged by his mastery of his field of study or the development of his scientific theories, but also by his ability to teach and manage learning in the classroom which includes the approach, strategy, methods, and art of teaching..

To improve this pedagogical ability, teachers need to be given training related to teaching methods in schools that include:

a) Discussion Method. This method is more effective than the lecture method, because discussion requires mental and thought and exchange of opinions. In addition, the discussion is also more communicative, able to explain things that are still false, and able to reveal the level of activity of each student.

b) The Case Study Method. This method is especially relevant for study programs that emphasize the application of a law to a case, for example in the law faculty or faculty of agriculture, and others. A case is used as material for student discussion under the guidance of the teacher.

c) Tutorial Method (Tutorial Method). This method is in the form of assignment to several students about a particular object, then they discuss it with experts in their field to ensure the validity of their

understanding of the object.

d) Teaching Team Method (Team Teaching Method). One form of this method is that at least two teachers teach the same subject at the same time, but with complementary subjects.

Information Engineering Competency Development

The development of science and information technology, especially in education at this time continues to develop. Modernization of education makes things smoother and easier, some supporting factors for education are the internet, Wi-Fi facilities, and computers or laptops that are used as a support for advancement in education. The world of education is demanded to continually follow the path of the development of science and technology which is growing rapidly, because education that stays on instructional curriculum will only make disharmony against technological progress increasingly inevitable. The rapid development of information technology is a new challenge for practitioners of education, including teachers. Educational experts consider that the mastery of teachers on information technology is very influential on its success in managing learning in schools. Therefore, teachers need to be given training in the use of various kinds of information technology available today, ranging from computers, television, video conferences, to the internet world.

The development of the ability to utilize information technology is needed in educational planning, especially those related to analysis, design, implementation, management, to instructional evaluation of education. The form of training that focuses on specific skills needed by teachers to carry out their tasks effectively. This training is suitable to be carried out in one form of pre-service or in-service training. This training model is different from conventional training approaches, because the emphasis is more on evaluating the real performance of a particular competency of the trainees.

Teachers who are in accordance with the conditions of globalization in this digital age are teachers who are able to master and control changes in science and technology. The hallmark of a teacher is having the ability to anticipate, accommodate, and reorient to existing developments. Anticipating the development of science and technology includes intellectual abilities and attitudes based on faith and devotion, which in turn leads students to a level of mastery and control of an ever-changing situation. by using the correct scientific logic path.

With the present technology, it can provide indirect services, as a learning model using communication and information technology media,

especially the internet or commonly referred to as distance learning systems. With the development of this computer technology, the method of education is also developing, so that the process of computer-assisted teaching continues to progress toward perfection, but in outline, it can be categorized into two, namely computer-based training (CBT) and Web-based training (WBT).

Development of Personality Competencies

Personality competence is a personal ability that reflects a personality that is steady, stable, mature, wise, and authoritative and be a role model for students and noble. Viewed from the psychological aspect of teacher teacher competence shows personal abilities that reflect personality:

a) Steady and stable, i.e. has consistency in acting according to applicable legal norms, social norms, and ethics;

b) Adult which means having the independence to act as an educator and having a work ethic as a teacher;

c) Arif and wise that looks useful for students, schools and society by showing openness in thinking and acting;

d) Authorization, namely the behavior of respected teachers so that it has a positive effect on students; and

e) Having noble morals and having behaviors that can be emulated by students, acting according to religious norms, honest, sincere and helpful. Personality competency values can be used as a source of strength, inspiration, motivation and innovation for students.

Development of Social Competence

Effective teachers are teachers who are able to bring their students successfully to achieve teaching objectives. Teaching in front of the class is an expression of interaction in the communication process. According to the Law on Teachers and Lecturers social competence is "the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents / guardians of students, and surrounding communities". Surya (2003) suggests that social competence is the ability needed by someone to succeed in dealing with others.

This social competence includes skills in social interaction and carrying out social responsibility. Gumelar and Dahyat (2002) refer to the opinion of the Asian Institute for Teacher Education, explaining the social competence of teachers is one of the power or ability of teachers to prepare students to be good members of the community and the ability to educate, guide the community in facing life in the future.**.**

Social competence is the ability of teachers to communicate and socialize effectively with students, fellow educators, education personnel, parents / guardians of students and surrounding communities. Social competence is related to the ability of teachers as social creatures in interacting with others. As social beings teachers behave politely, able to communicate and interact with the environment effectively and attractively have a sense of empathy for others. The ability of teachers to communicate and interact effectively and attract students, fellow educators and education personnel, parents and guardians of students, the community around the school and around where the educator lives, and with parties who have an interest in the school. This objective condition illustrates that the social abilities of teachers are seen when interacting and interacting as a profession or as a society.

Pengembangan Kompetensi Profesional

According to Law No. 14 of 2005 concerning Teachers and Lecturers, professional competence is "the ability to master the subject matter broadly and deeply". Surya (2003) stated that professional competence is a variety of abilities needed in order to realize itself as a professional teacher. Professional competence includes expertise or expertise in the field of mastery of the material that must be taught along with the method, a sense of responsibility for their duties and a sense of togetherness with other teacher peers. Gumelar and Dahyat (2002) refer to the opinion of the Asian Institute for Teacher Education, suggesting the professional competence of teachers includes the ability in terms of :

a) Understand and can apply the foundation of education both philosophical, psychological, and so on,
b) Understand and apply learning theory according to the level of development of student behavior,
c) Able to handle subjects or areas of study assigned to him,
d) Understand and can apply appropriate teaching methods,
e) Able to use various learning tools and media and other learning facilities,
f) Able to organize and implement teaching programs,
g) Able to carry out learning and evaluation
h) Able to foster student motivation.

Professional Competence is competency in mastering broad and deep learning material which includes mastery of curriculum subject matter in schools and scientific substance that houses the material. This competence is also referred to as mastery of teaching material resources or

often referred to as the field of study expertise. Professional competence has the following characteristics:

1) Understand the subjects that have been prepared to teach.
2) Understand competency standards and subject content standards.
3) Understanding the structure, concepts, and scientific methods that shelter teaching material.
4) Understand the relationship of concepts between related subjects.
5) Applying scientific concepts in everyday life.

CONCLUSION

In an effort to suppress the spread of Covid-19 in the pesantren environment, Mts Darul Arafah conducted online learning as an alternative to conventional learning. Through this research we can see that in general teachers already have the basic facilities needed to provide online learning with Whatsapp media. However, there are some things that must be considered, including the availability of internet services and additional costs that must be incurred by the teacher.

Based on the description above it can be concluded that professional competence is the mastery of the material in a broad and substantive knowledge that overshadows the material, as well as mastery of the structure and methodology of science. A teacher must master a minimum of four (4) teacher competencies, namely: (1) pedagogical competencies, (2) personality competencies, (3) social competencies, (4) professional competencies plus Teacher information engineering competencies that are in accordance with the conditions of globalization in this digital age is a teacher who is able to master and control changes that are science and technology oriented. The hallmark of a teacher is having the ability to anticipate, accommodate, and reorient to existing developments. Anticipating the development of science and technology includes intellectual abilities and attitudes based on faith and devotion, which in turn leads students to a level of mastery and control of the ever-changing situation.

Online learning received very good responses from teachers, especially regarding the flexibility of its implementation. This learning method is also able to trigger the emergence of learning independence and encourage teachers to be more active in teaching and learning activities. Unfortunately, interactions in online learning have limits that do not allow teachers to directly monitor the activities of students during learning. Santri also had a little difficulty in understanding teaching materials

delivered online through Whatsapp media. Limited communication between teachers and students through Whatsapp instant messaging applications or through virtual classes is not enough for the students.

The implementation of online learning allows teachers to dig deeper about the utilization of internet networks, especially Whatsapp media. This aims to encourage the emergence of social distancing behavior and minimize the possibility of new clusters in the pesantren area. These two things are the steps recommended by WHO in suppressing the spread of Covid-19. However, online learning with Whatsapp media in Darul Arafah's private MTs has many benefits, which indirectly teachers are looking for wider resources on the internet with various strategies so that learning takes place effectively and efficiently by prioritizing professionalism as a teacher.

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