Professionalism of Civics Teachers Facing Educational Challenges in the Era of the Covid-19 Pandemic

Nur Fitri Handayani[1]; Abdul Gafur[2]

Yogyakarta State University, Indonesia

Abstract

The COVID-19 pandemic is clearly a threat to human life in various parts of the world. Government with community support is considered important to make policies to prevent the spread of COVID-19 in the community. Especially in the world of education, teachers as professional staff are still required in carrying out teaching and learning activities, therefore this research aims to explore and identify the professional competence of Civics teachers in general, and describe how Civics teachers continue to carry out the teaching -learning process and carry out their duties simultaneously to get information on the constraints and professionalism of Civics teachers in the presence of a COVID-19 pandemic. This study was included in the Evaluation study and the model chosen was the Goal-Free Evaluation Model using a qualitative approach which was library research used to obtain information on the constraints and consequences of the COVID-19 pandemic towards teaching and learning activities that enforced from home. The results of this study are that there are several obstacles that threaten the level of professionalism of Civics teachers to decline because they are required to master technology in such a way as to support the learning process that is in accordance with the material and applicable rules.

Keywords: *Professional; COVID-19 Pandemic; Civic Education; Teachers*

Introduction

The World Health Organization (WHO) has determined the Corona virus or COVID-19 as a pandemic because it has spread to more than 100 countries in the world. WHO itself reflects that a pandemic is a condition when a part of the world's population has the possibility of being infected. On January 30, 2020 the Director General of WHO has inaugurated that the Corona Virus (hereinafter referred to as COVID-19 is a disease outbreak that will continue to develop and is a health emergency for the international community (WHO, 2020). The process of spreading COVID-19 is so fast and overall have caused different reactions from the government, for example, as stated by Hale (2020) that the responses given by the government in many countries related to COVID-19 show a nuance of heterogeneity, for example in several countries carrying out massive school closings Meanwhile, in other countries, such as universities, they are only closed on a certain time scale, even in some countries

schools are still open. This of course cannot be separated from government policy interventions that depend on local politics and also the country's social context. The COVID-19 pandemic is a health crisis. the first and foremost in the dun he. Many countries have decided to close schools, colleges and universities, including Indonesia.

The United Nations (UN) became upset by this fact. The international organization explained that education is one of the sectors that has been badly affected by the coronavirus, according to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), there are at least 290.5 million students worldwide whose learning activities are disrupted due to schools being closed. Arora & Srinivasan (2020) The consequence of physically closing educational institutions and replacing them with learning from home as a government policy is a change in the teaching and learning system. Alevizou (2020) changes caused by the COVID-19 pandemic have affected and damaged the system, a process commonly used by school leaders in managing institutional performance and has created barriers to existing mechanisms for providing moral, social, personal and professional support and motivation. The COVID-19 pandemic has forced millions of students to learn from home. and meanwhile many teachers suddenly become "stuttered at teaching" because they have to suddenly change the way of teaching from face-to-face to online. This fact is inversely proportional to the statement of Banks (2001) which states that teachers need to develop a reflective national cultural identification because teachers function effectively in diverse classrooms, to help students from various lines. Because it is difficult to be realized for teachers in Indonesia in the midst of the COVID-19 Pandemic.

The teacher is a figure who becomes a role model or example in the world of education, the existence of a teacher is very crucial to the success of the teaching and learning process and in the formation of positive character and social life. According to Law No. 14 of 2005 that teachers and lecturers "are a set of knowledge, skills and behaviors that teachers and lecturers must possess, appreciate, and master in carrying out their professional fields" it becomes a challenge for teachers in the midst of situations that require learning from home, and the occurrence of Inequality in the education process in Indonesia due to inaccessible access, in line with Yoo's statement (2014), he feels that there is a gap between ideals and reality in integrating integration as part of online activities in learning, making teachers need time to adapt and face new changes that are will indirectly affect the quality of learning outcomes. Teachers are forced to think hard to prepare modules and distance learning models, and in fact teachers still have to uphold their professionalism as innovative educators. Referring to what Jason and Allison (2012) said that teachers have many opportunities to vary in order to remain professional in teaching and teaching. In fact, a teacher is someone who has a strategic role in the field of education, even if other adequate educational resources are often insignificant if not supported by qualified teachers, professional teachers are the spearhead in efforts to improve service quality and overall education outcomes related to teacher quality (Beeby, 1969). Maintaining professionalism in the midst of having to study at home, Civics teachers are required to think creatively in order to still be able to create a learning atmosphere that contains civic *knowledge, civic skills* and *civic dispositions.* The professionalism of Civics teachers is tested in realizing and delivering material in accordance with the signs written in the curriculum.

Method

Research includes evaluation research and the chosen model is the *Goal-Free Evaluation Model* by Scriven. The evaluation of this model is *balanced* to reveal any changes in behavior that have occurred as a result of COVID-19 in the education sector. This study uses a qualitative approach that is *library research.* Data collected by library research is a study used in collecting information and data on various kinds of materials such as documents, books, magazines, historical stories (Mardalis, 1999). Based on this, data collection in research is carried out by examining and / exploring several journals, books and documents as well as sources of data or other information deemed relevant to the research or study.

Results and Discussion

1. Citizenship Education Teacher Professionalism

The word profession can be defined as someone who has certain expertise in accordance with his / her field that has been practiced for years. This is confirmed in Law no. 14 concerning Teachers and Lecturers in article 7 says that the profession of Teachers and Lecturers in article 7 states that the teaching profession and the lecturer profession are specialized fields of work carried out based on principles, *firstly* having talents, interests, vocation, and idealism, *secondly* having a commitment to improving the quality of education, faith, piety, and noble morals, *third.* Having academic qualifications and educational background in accordance with the field of work, *fourth.* Have the necessary competencies in accordance with the task field, *fifth.* Has responsibility for the implementation of professional duties, *sixth.* Obtain an income determined in accordance with work performance, *seventh.* Have the opportunity to develop professionalism in a sustainable manner by lifelong learning, *eighth.* Has guaranteed legal protection in carrying out professional duties, and ninth. Having a professional organization that has the authority to regulate matters related to teacher professional duties.

Danim (2011) teachers as professional professional staff are required to always develop their teaching profession, in addition to having high skills but also having a required behavior in the educational process and being responsible for the educational process. Kennedy (2005) states that a teacher must have professionalism in educating their students in order to create students who are ready to face the real world. In several studies it was found that the quality of a teacher as an educator as a whole will have a direct impact on the achievement of the competence of their students. Therefore, every teacher must understand how to continue to improve their competence so that they always become teachers who have high professionalism in the learning process solely to improve the performance of students. *Competency as a rational performance with satisfactory meets the objectives for a desired condition (*Charles 1974) Every teacher as an educator must at least feel very important to understand how to continue to improve his competence in the context of meaningful learning for his students, so as to improve competency outcomes. learners in every aspect of behavior which is the goal of learning which includes aspects of attitude skills. The same thing was stated by Pujiyana (2012) argued that in a global perspective a professional teacher must have 4 basic abilities, namely: 1) the ability to communicate, namely an ability to convey subject matter to students, 2) the ability to collaborate, which is the ability to work together. with related parties in improving learning, 3) technological ability, this technological ability is the ability to use information technology devices in learning, 4) the ability to evaluate, in the form of an ability to assess the achievement of student learning outcomes.

In Law No. 14 of 2005 in Article 10 paragraph 1, it is explained that teachers must have four competencies in teaching to support their personal teachers to become professional teachers. Competencies that must be possessed are, 1) Pedagogic competence, namely the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials, 2) Personality Competence, is educator personality who is steady, stable, mature, wise, and dignified, becomes a role model for students, and has a noble character. 3) Social competence, namely the ability of educators to communicate and interact effectively with students, fellow educators, educational staff, parents / guardians of students, and the community. 4) Professional Competence, is the ability of educators in mastery of learning materials broadly and deeply which allows them to guide students to obtain the specified competencies. Kaiser & Konig (2019) In empirical education research, teacher competence is understood as a specific context, a cognitive performance disposition that is functionally responsive and responsive to situations and demands in certain domains. Teacher professionalism is an important factor in the success of the learning process, teachers try their best to make learning activities successful. Zein (2016) the teacher has a role to provide direction to and provide learning facilities to students *(directing and facilitating the learning)* so that the teaching and learning process runs optimally, not merely

providing information. To get these results, the teacher must try to fulfill the aspects as a model, leader, planner, leader and guidance and guide towards learning centers.

According to Suyato et al (2016) Civics teachers have a very significant role in shaping the behavior of students as a society and citizens, cultural values of the nation, and involvement in responsibility in maintaining national resilience. In order for the science learning process to run well, Civics teachers must also have characteristics that can be exemplary by students, including being honest, having commitment, having competence, hard work, being consistent in the subject so that they have a deep study concentration. While the role of Civics teachers is *first*, as a mandate holder in carrying out teaching, guiding, and at the same time educating students with full responsibility. *Second,* Civics teachers have a role to provide good examples in speech, attitudes, which are inherent in the teacher. *Third*, educate with heart and build motivation. As is the case in the Slovak state which formulates the wide variety of teacher influences in the formation of citizens, Luksik (2019), based on these references, Indonesia has implemented Civics is a very important subject for creating students who love the country, have insight into national and state awareness *(national resilience)* for the survival of the nation and state *(national survival).*

Based on the explanation above, it can be said that the professionalism of civic education teachers has a big responsibility to teach students to have broad knowledge, be able to think critically and be able to compete at the global level. The main task of professional teachers is to identify features of existing scientific developments to be given to students so that they have broad attitudes and knowledge. This is supported by the opinion of Tien-Chi & Chia-Chen (2013) which states that civic education is a major and important component in developing holistic education. The purpose of civic education is to carry out responsibilities based on the knowledge and skills possessed.

2. Challenges of Citizenship Education Teachers in the Covid-19 Era

In Indonesia, schools were the first institutions to be closed in March when the announcement of the corona virus entered Indonesia in an effort to reduce the risk of the spread of coronavirus. The minister of education takes the decision to carry out all school activities from home. This decision is in line with what Bozkur & Sharma (2020) stated that school from home or distance learning is an emergency that must be done at this time, for equitable access to education and the relevance of regulations. The implementation of distance learning is identical to online learning, distance learning activities certainly cannot be carried out moderately without paying attention to the elements that must be present in offline teaching and learning activities (Churiyah, Sholikhan, Filianti, & Sakdiyyah, 2020: 492). The way teachers interact and teach has changed as a result of PSBB (large-scale social restrictions) due to the spread of COVID-19. The new context of remote teaching and surveillance has implied an ongoing process of adaptation to the world of education. Therefore, teachers are suddenly and quickly required to adapt to the situation, this situation raises a number of critical challenges in the world of education. Hu et al (2019) said that teacher preparation programs that are relevant as professional development cannot be demanded in such a way, technological advances exist forever, not only in the COVID-19 era, therefore teachers as educators need to focus on preparing education practitioners to understand that teaching in the era of COVID-19 requires expertise, tools and teaching practices. Bao (2020) changes the implementation of direct / in-class learning activities to the implementation of distance learning using information technology, whose role as the most influential actor is the teacher, because the teacher is the controller in the learning process.

The PSBB which is carried out by Indonesia exposes teachers, students and parents to a very new situation, Lauermann & Konig (2016) the situation and conditions of education in the COVID-19 era not only requires knowledge and skills but also requires self-confidence related to success in Erickelmann's

online teaching. & Gerick (2020) states that teachers must switch to online teaching, requiring them to use various digital tools and resources to solve problems and apply new approaches to the teaching and learning process. Ferdig (2020) Teachers in carrying out the learning process in the COVID-19 era must focus on experience, innovation, and strategies to deal with distance teaching. In this regard, some of the challenges felt by Civics teachers, the most urgent of which are that some teachers are not proficient in using internet technology or social media as a learning tool, Rapoport (2010), illustrates that education practitioners, even people who are truly committed to teaching from a global perspective, clear curricular guidance is needed. If this is done specifically in the world of learning information technology, empirically all teachers are ready if there is a change in teaching style according to prevailing conditions and circumstances.

Some senior teachers are not yet fully able to use the tools or facilities to support online learning activities and need assistance and training first. And the competence of teachers in using technology will affect the quality of teaching and learning programs. Teacher competence in utilizing technology and mastering technology for learning is required to increase rapidly in response to online *Home Learning.* Abbas (2019) The use of technology as a source of learning, a source of information, systems and service quality can be largely beneficial for the distance learning process. Comanducci (2020) Some teachers raised concerns about the pressure that had been put on them, teachers complained about the difficulties caused by their ignorance of how to deliver high-quality teaching and learning from a distance, without verbal or nonverbal feedback carried out in a clear manner. live.

Zhao (2003) states that a review of the current literature reveals that there is a lot of research on technology implementation in online education with regard to cost savings and efficiency, that improving the quality and effectiveness of online education requires a framework that should be implemented in schools. The proposed framework provides practical guidance. to stakeholders in assessing the quality of online teaching and learning. According to Chakraborty (2014), several factors can create an interesting learning experience for online learners.

The main factors are how to create and maintain a positive learning environment; building learning communities; providing consistent feedback in a timely manner; and using the right technology to deliver the right content. According to Lewis (2015) As online learning opportunities increase in today's society, librarians need to consider additional ways to design online instruction effectively. Developing the strategies needed to teach and learn online successfully requires an understanding of learning styles and how they can best be handled in an online environment. Miller (2020) provides six recommendations for teachers carrying out their distance learning *first*, preparing material assignments for the coming weeks. *Second*. The teacher must be able to provide feedback based on the abilities of students. *The third* is goal-oriented by promoting the context of the online classroom experience. *The fourth is* mapping to conduct an evaluation in the form of a task in the form of high assessment *Fifth,* consider and pay attention to the material that will be given to students. *The sixth* explains in as much detail as possible what is expected from students about online learning in the next few weeks. These recommendations have the aim of maintaining the best possible continuity of teaching.

A fundamental change, namely the shift in the COVID-19 era, means that information technology is communicated quickly and widely to all citizens, so that no citizen is isolated in information. Wartomo (2016). The information presented will be very large, various interpretations, various points of view. In a situation like this, teachers are actually good at processing information, and must be one step more "sophisticated" than students, especially in using technology. Because with teacher technology it will be easy to analogize parables, analogizing abstract forms into concrete forms so that the material will be easier for students to understand (Muhibbin Syah, 2018).

Therefore, at this time it is no longer relevant if the teacher treats students according to the knowledge and experience of a teacher and measures students' abilities according to their own abilities. Students in the industrial revolution era 4.0 must be equipped with skills which include: (1) *Digital literacy*; (2) *Collaboration and communication* (collaboration and communication); (3) *Creativity and imagination*; (4) *Problem solving and critical thinking* (problem solving and critical thinking); (5) *Student leadership and personal development* (leadership and self-development) (6) *Citizenship* (citizenship); Priatna (2018).

Conclusion

Due to the large-scale social restrictions resulting from the massive spread of COVID-19 in Indonesia affecting all aspects of society and daily life, including in the world of education, schools and teachers implement government policies to learn from home as an effort slowing down the spread of COVID-19 but at the same time ensuring students in constructive activities. There are various kinds of impacts and challenges faced by teachers in implementing distance learning or *school from home,* significant differences when learning in class with learning from home. Therefore, the professionalism of civic education (Civics) teachers has a strategic role at the educational level. Professional teachers are required to actively develop science in their fields through *research* or develop civic competence as professional Civics teachers. Developing a learning model that is in accordance with the characteristics of Civics learning in the midst of the COVID-19 Pandemic is a step that teachers must take so that learning is fun, creative and innovative to make teaching materials that attract interest and enthusiasm for students to foster the character of students who are expected. used by PPKn teachers in realizing learning activities that are in accordance with their essence even though the material is only delivered over a distance.

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