

GREAT TEACHER TRAINING, INNOVATIVE, CREATIVE AND FUN: EFFORTS TO STRENGTHEN TEACHER PROFESSIONAL COMPETENCE IN CIHANJAWAR VILLAGE

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Abstract

Keywords:

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innovative, creative

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

Abstrak

Kata kunci:

guru hebat,
profesional, inovatif,
kreatif

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

INTRODUCTION

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

Early Childhood Education (PAUD) is a development effort aimed at children from birth to the age of 6 years which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education. Early Childhood Education (PAUD) education cannot be separated from the role of a teacher. A teacher is a personal figure who can be a role model and example, because from every word, deed, and behavior will be the spotlight for his students. An ideal PAUD teacher, in addition to having professional abilities according to established standards, should also equip themselves with various insights and knowledge about their students. This insight is very necessary so that teachers can recognize the characteristics of their students well, including an introduction to the development of physical motoric, cognitive, language, social emotional, moral religious, artistic and creative including problems encountered in various aspects of development

The task of PAUD teachers is not only teaching but more importantly, how to facilitate the growth and development, as well as children's learning. To be able to act as facilitators, PAUD teachers must have a clear understanding of learning. Learning occurs because there is a process, namely the interaction between individuals and the environment. Interaction with the environment gives rise to experience, while the results achieved after learning are behaviors that include knowledge, attitudes, and skills. There are several elements in learning between processes or activities, experiences, changes in behavior as a PAUD teacher must also understand the principles of child learning. Learning principles are provisions of punishment that must be used as a guide in the implementation of learning activities as a law, learning principles will greatly determine the process and results of learning.

Teachers as learning agents, namely teachers act as facilitators, drivers, motivators, inspirers, and engineers of learning for students. In the Republic of Indonesia Law number 14 of 2005, article 8, teacher competencies include personality competencies, pedagogical competencies, social competencies, and professional competencies that will be obtained through professional education. Competencies are attributes that determine human resources that have good and superior quality. These attributes include skills, knowledge, and expertise or certain characteristics (Sudarmanto, 2009).

In the education system, more specifically in educational institutions (schools), ideally teachers have the required competencies to be able to carry out their duties and functions well and responsibly. In this regard, Sardiman (2005:135), states that there are several reasons why teachers must have competencies, because the aim is for: a) Teachers to have personal abilities, including having knowledge, insight, skills and abilities as well as a more stable and adequate attitude so that they are able to manage learning well; b) Teachers become innovators, namely educators who are able to commit to efforts for change and are responsive to information that encourages a better direction; c) Teachers are capable of being developers, that is, having a solid vision of education and teaching with a broad perspective, so they are able to adapt to change, be ready to accept change, and become agents of change. Understanding the meaning of competence must be accompanied by thinking within a broad conceptual scope. Competence can also be defined as knowledge, skills, and basic values reflected in habits of thinking and acting. Another definition can be said that competence is the specification of knowledge, skills, and attitudes that a person possesses and their application in work, in accordance with the performance standards required in the field. The habit of thinking and acting consistently and continuously enables a person to be competent, in the sense of having the knowledge, skills, and basic values to do something. The relationship with teacher competence in question is carrying out educational activities. Theoretically, Syah, M. (2005:229) explains the basic

meaning of competence as "ability or skill". This is different from the view of Usman (1994:1) who states that "competence means something that describes a person's qualifications or abilities, both qualitative and quantitative". A more specific definition related to teacher competence is put forward by Majid (2005:6) who states that "the competence possessed by each teacher will show the teacher's quality in teaching". The competence in question will be realized in the form of mastery of knowledge and professionalism in carrying out their functions as teachers. To be able to have teaching competence, a person must undergo adequate formal education strengthened by experience.

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

METHOD

The method used is community service with the Participatory Rural Appraisal (PRA) Technique approach. Participatory Program Cycle Basically, the stages and processes of implementing programs and activities with a participatory approach are in line with the program cycle management that has been widely used and known so far. The program cycle includes activity planning to see the study of potential and alternative activities, implementation of pre-activities, activity monitoring, and evaluation. The stages in organizing program activities with the community by conducting the Identification/Assessment Stage, Program Planning/Design Stage Planning is a process or activity of preparing an activity plan, Preparing Program Design, Implementation and Monitoring Stage, and Evaluation Stage. The steps taken are as follows:

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1. Conducting social, economic, technical, institutional, and other analyses as a preliminary step to identify problems through a participatory approach involving various affected and influential parties (stakeholders) to identify needs, potential, and opportunities, as well as existing problems. This activity is conducted using Participatory Rural Appraisal (PRA) methods and techniques.
2. Conducting Stakeholder Analysis to explore the interests, influence, and level of participation of these stakeholders who may be influenced/affected by the program's activities.
3. Conduct a Comparative Advantages Analysis (CAD) to explore the level of superiority and superiority of a program for target groups, both within the government and rural communities.
4. Conduct an Appraisal. Based on the specific activities mentioned above, the next step is to analyze all the results obtained and conduct an in-depth appraisal to obtain a comprehensive formulation.
5. Hold a Workshop involving various stakeholders to review and obtain feedback and confirmation on the results of the Identification Phase, particularly those concerning the identification of needs or problems. It is hoped that this workshop will produce a problem formulation and various alternative strategies to address the problems encountered.

RESULTS AND DISCUSSION

Some of the results obtained in the field related to this GREAT TEACHER TRAINING, INNOVATIVE, CREATIVE AND FUN: Efforts to Strengthen Teacher Professional Competence include:

Table 1. Table Great Teacher Training, Innovative, Creative And Fun

NO	MATERIAL	TIME	OBJECTIVE
1	Personal Introduction and Expectacy	30'	Participants understand the goals and expectations of participating in the training
2	Teacher Competency	60'	Understanding teacher competencies in implementing learning for early childhood students so that all teacher competencies, both personal, social and professional, are
3	To Be Great Teacher	60'	Improving the knowledge of PAUD teachers to become innovative and creative teachers.
4	Evaluation	30'	Reciprocity of activities and effectiveness of activities

Here is the Great Teacher Training, Innovative, Creative and Fun Scheme Flow;



Figure 1. Great Teacher Training

The first teacher competency is personality competency. Personality competency is a personal ability that reflects a mature, wise, and authoritative personality, solid, stable, and of noble character, and can be a good role model for students. The first personality competency is a stable and solid personality. A teacher must act in accordance with prevailing social norms in society, be proud to be a teacher, and consistently act in accordance with applicable norms. Second, a mature personality. A teacher must display independence in carrying out actions as an educator and have a strong work ethic as a teacher. Third, a wise personality. An educator must display actions based on the benefits for students, the school, and also the community, and demonstrate openness in thinking and taking action. Fourth, an authoritative personality. A teacher must have behavior that can have a positive influence and be respected by students. Fifth, have noble character and be a role model. A teacher must act in accordance with applicable norms (faith and piety, honesty, sincerity, helpfulness) and can be emulated by students.

The second competency is pedagogical competency, namely a teacher's ability to understand students, design and implement learning, develop students, and evaluate student learning outcomes to actualize their potential. Pedagogical competency is divided into several parts, including the first is being able to understand students more deeply. In this case, a teacher must understand students by utilizing the principles of personality, cognitive development, and identifying provisions for teaching students. Second, Carrying out learning designs. Teachers must understand the foundations of education for the benefit of learning, such as applying learning and teaching theories, understanding the foundations of education,

determining learning strategies based on student characteristics, teaching materials, competencies to be achieved, and compiling learning plans.

Third, Implementing learning. A teacher must be able to organize the learning environment and implement learning in a conducive manner. Fourth, Designing and evaluating learning. Teachers must be able to design and evaluate the learning process and outcomes of students continuously using methods, conducting process and outcome evaluation analysis to determine the level of student learning completion, and utilizing assessment results to improve the learning program. And fifth, Developing students as actualization of their various potentials. A teacher is able to provide facilities for students to develop their academic and non-academic potential.

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

The final teacher competency is professional competency. Professional competency is a broader and deeper mastery of learning materials. This includes mastery of subject curriculum material and the scientific substance that covers the learning materials, as well as mastery of the scientific structure and methodology. Professional competency includes: Mastery of the material, concepts, structures, and scientific thought patterns that can support the learning mastered, Mastery of competency standards and basic competencies for each subject or field mastered, creatively developing the mastered learning materials, continuously developing professionalism through reflective actions, Using technology in communication and self-development.

Competence is a harmonious combination of several elements, including knowledge, skills, values, and attitudes that are reflected in the habits of thinking and acting, so that it is closely related to personal quality. According to Gordon in Mulyasa (2006:38) there are several aspects contained in the term competence, namely: a) Knowledge; which is awareness in the cognitive field, for example a teacher knows how to identify learning needs, and how to carry out the learning process for students according to their character and needs; b) Understanding (understanding); namely the depth of cognitive and affective abilities possessed by a teacher who will carry out learning, where the teacher concerned must have a good understanding of the characteristics and conditions of students, in order to carry out learning effectively and efficiently; c) Ability (skill); is something that an individual has to carry out the tasks or work assigned to him. For example, the teacher's ability to have and make simple teaching aids to facilitate learning for students; d) Values; are standards of behavior that have been believed in and have psychologically become integrated within a person. For example, standards of teacher behavior in the learning process (honesty, openness, democracy, etc.); e) Attitude; namely feelings or reactions to external stimuli. For example, reactions to economic crises, pandemics, environmental situations, feelings about wage increases, policy changes; and f) Interest; is a person's tendency to do something. For example, interest in learning or doing something.

CONCLUSIONS

A teacher is a personal figure who serves as a role model and example for his students, because from every word, action, and behavior will be the focus of their students' attention. Teachers are also learning agents who act as facilitators, drivers, motivators, inspirers, and learning engineers for students. An ideal teacher needs to have broad insight and knowledge both related to their students and in their learning strategies. The Great Teacher, Innovative, Creative and Fun training is a training that provides insight and soft skills to teachers so that

through this training there is an increase in knowledge related to the professional abilities of teachers in implementing learning to students by 85%. Meanwhile, the practice of soft skills to become an innovative, creative and innovative teacher increased by 85%. Thus, the great teacher training is able to increase teachers' knowledge to become innovative, creative and fun teachers, and improve teachers' skills and professionalism in implementing learning to students.

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