

THE EFFECT OF TEACHING READINESS ON TEACHER PERFORMANCE IN THE NEW NORMAL ERA (CASE STUDY: MTs SWASTA YAPI AEK SONGSONGAN)

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Abstract: *This study discusses the effect of teaching readiness on teacher performance in the new normal era. This study aims to identify and obtain information about how important the readiness of teachers is in preparing for the new normal era of learning. How is the effect of teaching readiness on the learning process in the new normal period? This study used a combination of qualitative case study methods by conducting interviews with 5 respondents at the MTsS YAPI Aek Songsongan area to obtain information about the teacher's teaching readiness in preparing for learning in the new normal era and to complete and deepen the information related to this research obtained by using the method. quantitative, namely taking some information through literature study reference sources. With the aim of maintaining confidentiality, respondents were given the initials A1, A2, A3, A4, and A5. The technique used in this data collection is a questionnaire in the form of a questionnaire, in which the questionnaires distributed are closed so that respondents simply choose the answers provided, then conduct interviews with respondents. From the observations in the new normal era, it can be seen that the teaching readiness of teachers is very influential on the performance of teachers in preparing for learning in the new normal era so that learning planning can be said to be good. Based on observations of teacher work performance at MTsS YAPI Region Aek Songsongan in the new normal era, it looks still low.*

Keywords: *Teaching Readiness, Performance, New Normal.*

Introduction

Education has an important role in national development because education is one way of forming quality human resources to achieve national development goals. Globalization has had a major influence on the development of science, technology, and even aspects of human life, especially in the New Normal era like today. It is necessary to increase the quality of human resources, among others, through improving the quality of education. The main thing that determines the quality of education is a good teaching and learning process. Readiness is a competency so that someone who has competence means having sufficient readiness to do something (Arikunto: 2001: 54). Readiness is the overall condition of a person that makes him ready to respond / answer in a certain way to a situation (Slameto: 2010: 113). The condition or situation of a person includes several aspects, namely physical, mental, emotional, motivation, goals, skills, knowledge. Teaching readiness must be possessed by every teacher, where teaching readiness is the main asset to become a teacher. In the teaching profession,

teachers are required to have competence. when a teacher is said to be ready. The competencies that must be mastered are listed in the Teacher and Lecturer Law No. 14 of 2005 chapter IV Article 10, namely pedagogical competence, professional competence, social competence, and personality competence. If the teacher has good teaching skills, it will have an impact on improving teaching and learning.

Teaching readiness greatly affects the work performance of teachers in the new normal era, this is because every educator is required to change the concept of learning. Deputy Secretary General of FSGI, Satriawan Salim, stated that 71.1% of the importance of teacher readiness, such as mental readiness, teacher training and readiness to participate Rapid test is also considered necessary before learning takes place in the new normal era. Then the other 75.4% thought that what had to be prepared, such as the school opening in the New Normal transition period, was related to the technical rules in the school itself. For example, how to arrange the learning hours, the distribution of time for the teacher (shift), so that the rules must be adhered to by all school components during teaching and learning activities. Teachers are required to be able to utilize various media for the learning process, such as the use of the Google classroom application, zoom, watshapp and others.

This condition causes learning to be ineffective, even though learning is very much demanded in the new normal era. By learning both online and face-to-face, but by using shift, the teacher prepares the learning process to improve performance. But in actual conditions, educators actually find it difficult, this is because teachers are not used to using information technology, besides that the inadequate facilities and infrastructure cause educators to need training so that educators have mature readiness to carry out learning in the new normal era.

MTsS YAPI AEK SONGSONGAN is one of the schools in Asahan district that prepares educators to have the ability and maturity to implement effective learning in the new normal era, because teaching readiness has a very strong effect on the work performance of the educators themselves.

Description Of Theory

1. Teaching Readiness

Readiness comes from the word "ready" which means "already provided (just use or use it)" (KBBI, 2005: 1059). So readiness is a condition or state that is ready. Meanwhile, according to the Psychology Dictionary, "Readiness is the level of development of a favorable maturity or maturity to practice something" (Chaplin J. P, 2002: 418). Another definition of readiness is that put forward by Slameto, "Readiness is the overall condition of a person which makes him ready to respond / answer in a certain way to a situation" (Slameto, 2003: 113).

Readiness is the overall condition of a person that makes him ready to respond or answer in a certain way to a situation. Meanwhile, according to Hamalik, "Readiness is a state of capacity that exists in students in relation to certain teaching objectives" (Hamalik, 2011: 41). Meanwhile, Djamarah explained that "Readiness to learn should not only be translated as ready in a physical sense. But interpret it in a psychological (mental) and material sense. Readiness to learn is a condition that has been prepared to carry out an activity (Djamarah, 2008: 39).

This means that readiness refers to the knowledge and experience as well as the readiness that a person has in relation to the goals achieved. In readiness there are principles as well as aspects of readiness, there are four principles, namely:

- 1) All aspects of development interact (influence each other).
- 2) Physical and spiritual maturity is necessary to benefit from experience.
- 3) Experiences have a positive influence on readiness.
- 4) Basic readiness for certain activities is formed in a certain period during the formation period in the development period.

The more work experience a person has, the better prepared he is to work. Sukirin's opinion as quoted by Iswaluyani said that: Readiness for something will be formed if it has reached a combination of the level of maturity, the experience required as well as a harmonious mental and emotional state. From this statement, readiness for something is influenced by three things, namely:

- 1) Level of maturity Refers to a complete development or growth process in the sense that it is ready for use. Readiness is divided into physical and mental readiness which is related to psychological aspects.
- 2) Previous experience It is a certain experience that is obtained which has to do with the environment, the opportunities available, the influence from outside which is not intentional. Experience is one of the factors that can affect the development of one's readiness.
- 3) The state of mind and emotion is in harmony.

Teaching Readiness is manifested from understanding basic teaching readiness which is a determining factor in teaching success. This readiness must be owned and controlled by prospective teachers. Basic teaching readiness includes:

1. Readiness to open and close lessons. Core learning activities. Activities to open lessons are activities carried out by the teacher to create a learning atmosphere that allows students to be mentally ready to take part in learning activities. Activities to close lessons are activities carried out by the teacher to end.
2. Readiness to explain Explaining is providing information that is systematically organized to students.
3. Readiness to Give Reinforcement Reinforcement is the teacher's response to student behavior which allows it to encourage students to be more motivated in teaching-learning interactions.
4. Readiness to Use Media and Learning Tools. Media and learning tools used in the learning process so that students find it easier to understand the learning.

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The activity of opening lessons is an activity carried out by the teacher to create a learning atmosphere that allows students to be mentally ready to participate in learning activities. The activity of closing lessons is an activity that the teacher does to end.

- b. Readiness Explains

Explaining is providing information that is organized systematically to students.

Readiness Gives Strength. Reinforcement is the teacher's response to student behavior which allows it to encourage students to be more motivated in teaching-learning interactions.

- c. Readiness to Use Media and Learning Tools.

Media and learning tools used in the learning process so that students find it easier to understand the learning material.

- d. Readiness to Arrange Scenarios / Lessons.

The steps of learning activities that will be taken by teachers and students in order to teach students include knowledge, readiness and attitudes.

- e. Readiness to Conduct Variations

Variations in learning activities are changes made by teachers in learning activities which include learning styles, use of learning media, patterns of interaction and stimulation.

- f. Readiness to Guide Discussions.

Discussion is a process of regular verbal interaction involving a group of people in informal face-to-face interactions with the aim of sharing experiences or information, constructing concepts, making decisions or solving problems.

g. Readiness for Classroom Management.

Managing the class is creating and maintaining optimal learning conditions for students and returning to optimal learning conditions if there is a disruption in the learning process.

h. Readiness to ask.

How do teachers ask questions to students in the Learning Process, both basic questions and follow-up questions. 10. Evaluation Readiness Evaluation is a systematic process to determine the effectiveness and efficiency of a learning activity

To achieve a job, a person needs to have readiness for everything that is needed in carrying out the task, both physical readiness, mental readiness and cognitive readiness. This also applies to a teacher who acts as a tutor to students in the process of learning activities. teach.

Readiness in a psychological dictionary can be defined as a point of maturity to accept or practice certain behavior (Dali Gulo: 1983). The readiness of a teacher that readiness is a competency means that someone has sufficient readiness to do something. For example, a prospective teacher is said to have readiness to teach automatic electricity practice if the teacher has sufficient knowledge of how to measure and care for automotive electrical components (Suharisimi Arikunto, 2001: 54).

There are three main points for implementing the teaching and learning strategy as follows:

1. The teaching stage (planning learning activities)
2. Using a teaching approach (teaching aids)
3. The principle of teaching (mental preparation)

Preparing before teaching according to the three aspects above will make the teacher alert and confident to enter the classroom, because the teacher already knows the method that will be used to explain the lesson material. This is in line with Siti Nuryati's opinion that in her research related to learning readiness, Community Collage states that teaching readiness is a potential which the teacher has (Siti Nuryati: 2005).

Teachers must be prepared for various learning conditions and student conditions, including the development of life in the community. There are important things to be prepared, because changes in learning and teaching patterns will certainly never be separated from the role of teachers, especially changes to online learning patterns (Akrim: 2020).

2. Work Performance

According to Clewes, "The lecturer or teacher performance is an important factor. The students are the prime evaluator of the teacher performance "the performance of lecturers or teachers is an important factor, students are the main evaluators of teacher performance (Clewes, 2003: 69-85). Teacher performance is the ability and success of teachers in carrying out learning tasks (Supardi, 2014: 23). Teacher performance is the result of teacher work that is reflected in how to plan, implement and assess the teaching and learning process whose intensity is based on work ethic, as well as professional discipline in the learning process (Uno, 2014: 86). Performance with regard to the teaching profession is a real behavior shown by teachers when giving lessons to their students (Mangkunegara: 2007).

Performance is a form of business activity or program initiated and implemented by the leadership of an organization or company to direct and control employee performance (Ruky, 2010: 6). While other opinions, performance is the result of work in quality and quantity achieved by an employee in carrying out their duties. in accordance with the responsibilities given to him (Mangkunegara, 2009: 67).

Teacher performance can be shown from the teacher's ability to master the required competencies, namely pedagogical competence, personality competence, social competence, and professional competence (Law Number 14 of 2005). The role of the teacher is influenced

by their mastery of knowledge, how to provide subject matter, frequency of teaching and so on. According to Hadiyanto and Subiyanto (2003: 8), it is explained that a conducive learning climate, among others, can support:

- a. Useful interactions among students.
- b. Clarify the experiences of teachers and students.
- c. Fostering a spirit that allows classroom activities to run well.
- d. Support mutual understanding between teachers and students.

Theoretically, the purpose of the assessment can be categorized as an evaluation and development that is an evaluation that must complete:

- a) The results of the assessment are used as the basis for providing compensation.
- b) The results of the assessment are used as a staffing decision.
- c) The results of the assessment are used as a basis for evaluating the selection system

Meanwhile, the appraiser must complete:

1. Real Achievements by Individuals
2. Individual weaknesses that hinder performance
3. The achievements developed

The contribution of the results of the assessment is a very useful tool for planning organizational policies while in detail the assessment of work performance for the organization is as follows:

- a. Compensation adjustments.
- b. Performance improvements.
- c. Training and development needs.
- d. Making decisions in terms of promotion placement, transfer, dismissal, dismissal and workforce planning.
- e. For the benefit of employee research.
- f. Assist in the diagnosis of employee design errors.

Performance appraisal is basically a key factor in developing an organization effectively and efficiently. Because of the existence of better policies or programs for human resources in the organization. Assessment of individual work performance is very beneficial for the dynamics of the organization's overall growth, through this assessment. it can be known the actual conditions of how employees are performing.

A way of measuring the contribution of individuals to their organization performance appraisal is a way of measuring the contribution of individuals (employees) to the organization where they work (Bernardin and Russel, 1993: 379). Performance appraisal is a systematic description or description of the strengths and weaknesses associated with a person or group (Cascio, 1992: 267). Another opinion explains that performance appraisal is an evaluation that is carried out periodically and systematically on the work performance / position of a worker, including the potential for development (Bambang Wahyudi, 2002: 101).

3. New Normal

New Normal can be defined as a condition and / or social habit of society or individual behavior that appears after Covid-19 is over. Like the New Normal, the Old Normal is the social condition of the community before the Covid-19 pandemic (Andrian: 2020). Hopefully this new normal does not make the social community a new group that loses its old social. In the field of education, teachers and students can no longer carry out face-to-face learning in class. All learning activities are carried out through an online system. The online system is still constrained by many factors in its implementation, both constraints originating from teachers, parents, and students themselves. This is an obstacle that causes the achievement of the curriculum targets that have been set is not maximal. In the midst of this pandemic situation, the word New Normal is a hot topic of conversation among the world community. New Normal

is considered to be the right solution to be able to make peace and live side by side with corona. New Normal is a concept proposed by the World Health Organization (WHO) to carry out daily activities during this pandemic.

The implementation of the New Normal in Indonesia which is regulated in the Decree of the Minister of Health Number HK.01.07 / MENKES / 328/2020 concerning Guidelines for the Prevention and Control of Covid-19 in Office and Industrial Workplaces in an effort to Support Sustainability in Pandemic Situations that hit the world including Indonesia today. Government Number 21 of 2020 concerning Large-Scale Social Restrictions (PSBB) in the context of accelerating the handling of Covid-19 has stated that the PSBB is carried out, one of which is by closing workplaces and educational institutions. The policies issued by the government towards the new normal can have a major effect in various aspects, especially in the field of education which can have an impact on school management and students towards the new normal. The Ministry of Education and Culture issued a Circular No. 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency for the Spread of Covid-19. This decree is very influential for the continuity of education in Indonesia by implementing the new normal.

The learning process in the field of education must continue even though there is currently a COVID-19 pandemic but new normal policies and government policies towards online or online education are still implemented so that the golden generation does not lag behind knowledge in learning and continues to learn for the advancement of the next generation as buds future progress of the nation (Irawan: 2020). Therefore, educators must be able to equip their students with competent and complex education and skills, meaning that they are expected to have critical, constructive, consecutive and character thinking skills. In the application of online or online learning, distance communication cannot be separated from the use of electronics such as cell phones, tablets, or laptops and also an internet connection that is used as part of learning activiti.

Method

This research uses a combination of qualitative case study methods in the form of interviews and questionnaires and quantitative methods, namely literature study. In conducting the research, this research took place at MTsS YAPI AEK SONGSONGAN. The reason the writer took the research at the school was because MTsS YAPI AEK SONGSONGAN had implemented learning in the New Normal Era which could help the author to do research. Sources of data obtained through interviews and closed questionnaires to respondents. The data to be taken in this study are as follows:

- 1) How is the readiness of teachers in preparing for learning in the new normal era?
- 2) How to carry out learning in the new normal era that is carried out at the school?
- 3) How does teaching readiness affect work performance in the new normal era?

Result and Discussion

During Covid-19, not only the teaching and learning process is transferred, but all academic activities must be carried out online and forcing everything to be done at home (Mavianti: 2020). The learning system in the new normal era must pay attention to health protocols such as applying physical distancing, using masks, even being done online to prevent the spread of the Covid-19 virus. The readiness to teach teachers at MTsS YAPI AEK SONGSONGAN can be seen from the results of the questionnaire instrument data from several teachers at the school. In this case the teacher is a very influential factor in creating active, creative and innovative students, especially in the new normal era like today. The teacher is a person who transfers knowledge to students.

Ideal learning is learning that is able to encourage children's creativity as a whole, make students active, achieve learning goals effectively and take place in pleasant conditions, besides ideal learning means achieving the goals of learning (Faizah: 2020) .. However, in the new era normal, of course, ideal learning is a challenge for schools, teachers, students and also parents. This is because learning must continue online, even though so far students and teachers are used to meeting face-to-face learning. In the new normal era in the world of education which will begin to be fully realized in the new academic year, it is necessary to prepare all stakeholders in the world of education. In addition, there needs to be socialization and discussion by schools, teachers and parents who will monitor student learning at home, so that ideal learning occurs in the new normal era.

From the analysis of questionnaires and interviews conducted by respondents, it shows that mature teaching readiness will affect the work performance of teachers in presenting learning. In the new normal era, teacher competence is the main determinant of the success of the learning process. The teacher will do everything possible so that the learning activities carried out are successful. The teacher acts as an organizer of the learning environment and at the same time as a learning facilitator. To fulfill that, the teacher must have a mature readiness to fulfill the aspects that the teacher is as: a model, planner, predictor, leader, and guide or guide towards learning centers. The teacher has a role to direct and provide learning facilities to students (directing and facilitating the learning) so that the learning process runs adequately, not merely providing information (M.D. Miller, 2020). Whatever the form of strategies, models, and learning media used by the teacher, is actually oriented towards one main requirement, namely to be attractive so that it fosters student interest in learning, as long as implementing online learning in the new normal era.

Based on the description that the author has explained in the background of the problem in the introductory chapter above. With the readiness to teach teachers in implementing learning in the new normal era, it will affect work performance. With a mature teacher's teaching readiness, effective work performance will be obtained. For this reason, guidance is needed for teachers, especially in the face of the current new normal era where learning is carried out online, this is so that teachers have mature teaching readiness in carrying out learning both from the selection of teaching media, the methods used and how to evaluate. assessment when the learning process is carried out not face to face. This is done to keep the quality of education running effectively in the new normal era.

The results of research conducted at MTsS YAPI AEK SONGSONGAN researchers can see how the readiness of teaching on teacher work performance in implementing learning in the new normal era is carried out to the maximum extent possible. Based on the results of the interviews, most of the respondents said that the need for mature teaching readiness, especially in the current new normal era. In preparing for teaching in the new normal era, sufficient knowledge and understanding is needed to apply learning in accordance with the conditions when new normal is good and maximally. Even though the implementation is good and appropriate, there must be obstacles experienced so that the learning process that is applied as a whole has not been carried out optimally, this is because there are still problems with the difficulty of internet signals, internet data packages that cost a lot of money, it is difficult to do learning that can be covers all aspects of child development, and the difficulty of making direct assessments. These constraints make it difficult for teachers to further mature teaching readiness so that their work performance has decreased in carrying out learning in the new normal era.

Conclusion

Based on the results of research and discussion of the effect of teaching readiness on teacher work performance in the New Normal era at MTsS YAPI Aek Songsongan, it can be concluded that:

- a. In the implementation aspect, the writer can see how the readiness of teaching on the work performance of teachers in implementing learning in the new normal era is well implemented.
- b. From the analysis of questionnaires and interviews conducted by respondents, it shows that mature teaching readiness is needed, because it can affect the work performance of teachers in presenting learning.
- c. The readiness to teach teachers in implementing learning in the new normal era will affect work performance. With a mature teacher's teaching readiness, effective work performance will be obtained.
- d. There are obstacles experienced, making teacher work performance decrease.

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