

The Challenges Of Implementation Of Professional Teachers Competency In The Digital Era

Joko Hartoyo^{1*} Syarwani Ahmad² Yessi Fitriani²

¹SMA Negeri 1 OKU

²Universitas PGRI Palembang

*Email: jokohartoyo017@gmail.com

Abstract

Teachers are required to keep up to developments in information and communication technology as educators. It is a challenge for teachers to maintain their professional competence in achieving national education goals in this digital era. This research aims to study the implementation in the digital era of teacher professional competence. This research utilizes qualitative methods.

Keywords: *Teacher Professional Competence, Digital Era*

INTRODUCTION

Teachers are a major component in improving the quality of education [1]. In learning activities, teachers as educators always interact with students both inside and outside the classroom. Through teachers, it will give birth to a generation of nations who excel both academically and mentally and spiritually. Teachers are people who try to educate the nation in terms of knowledge, attitudes and psychomotor aspects [2]. In addition, teachers get a decision letter either as a civil servant / ASN or as a foundation employee in teaching assignments. [3]

The teacher is a profession, so people who do this task need special skills as a teacher. Given that the teaching profession cannot be done by just anyone [4]. The authority of the teacher as a profession includes teaching, training and education. Teaching means continuing and developing knowledge, training means developing the skills of students, while education is an effort to continue and develop the values of life

The word .. profession .. comes from the English language "profession" which starts from the Latin "profesus" which means to state or acknowledge experts and are capable in a field of work. Sardiman (2009) argues that profession is generally defined as a job that requires further education in science and technology which is used as a basic tool to be implemented in useful activities [5]. This profession requires a long training and academic education. Profession is a job that has a service function and also has recognition from the community. Teacher competence includes personality competence, pedagogical competence, social and professional competence obtained through professional academic education. The problem of teacher professional competence is one of the competencies that must be possessed by every teacher in any education level [6].

According to Ramayulis (2013: 84) says that professional competence is the ability to master learning material extensively and deeply. From this understanding it can be understood that the professional competence of teachers refers to the ability of a teacher to carry out his profession well [7].

Based on the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, as stated in CHAPTER III article 7 which regulates the principles of professionalism, in paragraph (1) it is stated that the teaching profession and the lecturer profession are specialized fields of work carried out based on seven professional principles [8]

Based on the criteria of professional teachers according to the law, it can be understood that teachers who meet these professional criteria will be able to carry out their

main function which can effectively realize the education and teaching process in order to achieve the goals of national education, namely to develop the potential of students to become faithful and devoted human beings. , have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. To meet these criteria, teachers must be able to undergo the process towards a real professional, continuously.

The same thing was also stated by Rusydie (2012: 14), as a professional teacher who has expertise in teaching if he is able to meet several criteria; 1) Have adequate intellectual abilities, especially with regard to the subject matter being taught. This requires teachers to learn many things related to the material to be taught, so that the teaching resources are not limited to manual books, 2) Have the ability to understand the vision and mission of education. So that with this vision and mission a teacher can make a priority scale and work with direction. This means that a teacher must understand that teaching is not just a matter of routine and attendance in class, 3) Having expertise in transferring knowledge or mastering learning methodologies well. This is important for each teacher so that what they teach is truly targeted and effective, 4) Having a good understanding of the concept of student development. So that with this concept the teacher can assess the level of success of students in teaching, the obstacles faced, and how to provide the right solutions, 5) Have the ability to organize students so that learning activities are truly effective. Students who are not well organized when they learn will cause their own problems, especially with regard to how students receive lessons from the teacher, 6) Have creativity and art in educating, so that learning activities can be followed by students with fun [9]

Those are some of the criteria for a professional teacher. Without having these criteria, the learning process will not be meaningful so it is difficult to know the learning outcomes properly. The learning process will only be meaningful as a measurable activity if the teacher has criteria. Furthermore, according to Mudlofir (2012: 64) argues that the responsibility to develop a profession is basically a demand and a call to always love, appreciate, maintain and improve the duties and responsibilities of the profession. Because of that, the profession is chosen as a vocation and is lived full time [10].

Teachers must be aware that their duties and responsibilities cannot be carried out by others, except for themselves. Likewise, teachers must be aware that in carrying out their duties, they are always required to be serious, not just a side job. Teachers also have to realize that what is considered right and good now is not necessarily true in the future. Therefore, teachers are required to always improve their knowledge and abilities in the context of carrying out their professional duties. He must be sensitive to the changes that occur, especially in the field of education and teaching, and society in general. The world of science never stops, but always brings up new things. The teacher must be able to follow these developments, so that he must know it first than students and society in general. Herein lies the development of the profession which is the duty and responsibility of a teacher. Teachers are required to have competence in the use and utilization of learning technology, especially using electronic laptops, LCDs, e-books through libraries, e-learning. Learning with e-learning to help and simplify and make learning activities more effective. Therefore, teachers are required to have the ability to use learning materials in a computer network system that can be accessed by students wherever they are [11].

OKU 1 Public Senior High School is the oldest public high school in Baturaja, as a government effort to meet the demands of society in general. Sekolah Menengah Atas Negeri 1 OKU was founded in 1960, established in a strategic position, in the center of Baturaja city. Until now, there have been 12 changes of school principals. There are 64 teachers, with details of 50 people already having educator certificates, 32 of them have rank / class IV. There were 1074 students, consisting of 360 students of class x, 359 of class xi and 357 of class xii. The condition of the infrastructure is sufficient to support teaching and learning activities.

RESEARCH METHODS

This study aims to determine the implementation of teacher professional competence in the Digital Age. This research uses qualitative methods with descriptive research type. Data collection techniques include interviews, observation, and documentation. Data analysis techniques include data reduction, data presentation, drawing conclusions.

RESULTS AND DISCUSSION

Teacher professional competences include; pedagogical competence, personality competence, social competence, and professional competence. However, in this study it is limited to professional competence, this has been described in the focus of the research. Based on the brief description above, the professional description of the teachers at SMA N 1 OKU is presented. To obtain this data, researchers used interviews or interviews. To be more detailed and systematic, the following is an explanation of the data findings in the field based on teacher interviews at SMA N 1 OKU. The systematic presentation of field data findings is based on the nomenclature of professional competency standards stipulated in PP No. 16 of 2007, including;

Mastery of subject matter broadly and deeply.

A professional teacher is required to master the subject matter broadly and deeply in accordance with the standard content of the educational unit program, subjects, and / or group of subjects he / she is teaching, the teacher must be able to precisely determine the material that is relevant to the needs and abilities of students. This was stated by Dra Apriani Sarmawati in an interview in Baturaja November 9, 2020, that; A professional teacher must master the subject matter broadly and deeply in accordance with the standard content of the educational unit program, the subject he is teaching. As a class X Civics teacher, I should know that in the 2013 curriculum there are 4 core competencies or abbreviated as KI. Core competencies include; spiritual attitudes, social attitudes, knowledge and skills

This is in line with the observations of researchers that teachers in the OKU 1 Public Senior High School that teachers master the subject matter broadly and deeply. This can be seen when the teacher explains the competencies that must be mastered in the subjects to be taught to students.

Mastery of the concepts and methods of scientific discipline.

A professional educator should master the concepts and methods of the relevant scientific discipline, technology, or art that conceptually overshadow the educational unit program, subjects, and / or group of subjects he / she is teaching. A teacher must understand the relationship of scientific concepts and methods that are shady and coherent with the teaching material. One of the important components that connect learning with educational goals is method. The learning method leads students to be able to know and understand a concept. As one of the components in learning, the method is the method used by a teacher in conveying messages to students. As for the description of scientific concepts and methods that are shading and coherent with teaching materials as expressed by Olpi Azwari, S.Pd in an interview in Baturaja, November 3, 2020, that; There are several methods in the learning process. Each method has certain characteristics. Each method has advantages and disadvantages. A method is very appropriate for a material. But not suitable for other materials. For example, I teach a history subject, what I use must vary in terms of discussions, simulations, or lectures depending on what material I will teach, so that students can easily understand it.

Teachers of one subject can also synergize with other subjects. This is as the demands of 21st century competence, namely Collaboration. By collaborating in applying one learning method in several subjects. In line with what Eka Apriyanti, S.Pd explained in the interview in Baturaja, November 6, 2020, that; If I have a PPKn subject in certain materials, I invite to collaborate with several subjects, for example, election materials that can be presented with sociodama. For the narrative script, the subject is Indonesian, for the choreography, the subject is Cultural Arts. For recording / video subject to ICT.

The ability to compile a Learning Implementation Plan.

A professional educator must be able to plan learning and implement learning, and be able to evaluate learning, analyze and improve students (improvement and enrichment) so that an expectation of learning will be achieved. And in the end will be able to actualize the various potentials of students in a sustainable manner.

Some of the indicators are teachers who have made teaching preparations such as making lesson plans (lesson plans), making learning syllabi, and so on which are realized by learning units. Thus, mastery of learning materials is important in the learning process in order to carry out learning so that what is expected can be achieved.

Program objectives or lesson planning are nothing but a guide for teachers in carrying out teaching practices or actions in class. Thus, what the teacher does when teaching in front of the class should come from pre-arranged programs so that what is expected can be achieved. Another purpose of the learning program is the demands of class administration. This indicates that teachers are required to make lesson plans as the demands of the teacher's duties before teaching. This is in line with what Yuanita Riska Putri, S.Pd expressed in an interview at Baturaja, November 5, 2020, that; Before teaching, I had to complete several school administrations, such as making lesson plans, syllabus, semester programs, annual programs and others related to the administration. This can make it easier for teachers in teaching and learning activities.

This is in line with the observations of researchers that teachers in the OKU 1 State Senior High School that before teaching have prepared several school administrations, such as making lesson plans, syllabus, semester programs, and annual programs. So that teachers feel helped in implementing learning.

Continuous Professional Development.

Continuous professional development is the development of teacher competencies in accordance with the needs, gradually, and continuously to improve their professionalism. In this case, teachers have to follow a lot of professional development, for example through scientific writing programs, curriculum development upgrading programs, teaching development programs, assessments, evaluations all of which are for professional development. This is as explained by Dra Apriani Sarmawati in Baturaja November 9, 2020, that; Every semester I attend at least one education and training, both organized by MGMP subjects, Curriculum Development by MKKS. At least it can meet the requirements in the DUPAK calculation.

Continuous professional development at the end of this year can be done face-to-face or online through the Zoom Meeting. The same thing was expressed by Fitriyanti, ST in an interview in Baturaja, November 10, 2020, that; If I am related to PKB, I prefer to go online. There are three advantages of online training. The first can be followed from home without leaving home activities, the second can add insight and skills, and the third can meet the requirements of professional development. Or you can get a file for DUPAK proposal / promotion.

This is in line with the observations of researchers that teachers in the OKU 1 Public Senior High School have carried out sustainable co-professional development. This can be seen in the state of the OKU 1 Public Senior High School teachers based on rank there are fifty percent of teachers with rank IV / a and IV / b. A teacher up to rank IV / a and above is required to carry out continuous professional development. This is as regulated by the Regulation of the Minister for Administrative Reform and Bureaucracy No. Per / 16 / M.PAN-RB / 11/2009 Regarding Teacher Functional Position and Credit Score, article 16, paragraph (2) states that; Promotion / rank to a higher level than the First Teacher, the rank of Young Administrator for class III / a to Main Teacher, the rank of Main Supervisor, class IV / e are required to carry out continuous professional development which includes, sub-elements of self-development, scientific publications and / or innovative work.

Utilization of information and communication technology of knowledge, information and technology that dominates the 21st century.

Teachers are required to have competence in the use of learning technology, especially the internet, so that teachers are able to take advantage of various knowledge, technology and information in carrying out their main tasks of teaching and shaping the competence of students. Based on the results of interviews with the author with teachers at SMA Negeri 1 OKU, that they sometimes use learning technology facilities. LCD projectors, internet, laptops and others. This is as revealed during an interview with Olpi Azwari, S.Pd in Baturaja, 03 November 2020 that;

When I teach, sometimes I use the LCD that has been prepared by the school. For example, when I discuss prehistoric times. There are two advantages when I use technology in learning. First, students understand the material more easily, which, secondly, I introduce technology products especially in learning activities.

Advances in information technology require teachers to be innovative in their learning in accordance with the development of science and technology so that learning methods and models no longer use traditional learning models where teachers explain and students listen, but learning models that demand the activeness of students with the use of technology in the learning process in the era digital as it is today.

CONCLUSION

Based on the research results, several conclusions can be drawn as follows, The professional implementation of teachers in the digital era at SMA N 1 is categorized as quite good. Because there are still teachers at this level of education who do not meet professional teacher qualifications or do not have an educator certificate.

ACKNOWLEDGMENTS

Thanks are given to the Head of SMA Negeri 1 OKU, the Chancellor of the PGRI Palembang University, the Director of the Postgraduate Program of the PGRI Palembang University and the Chair of the PGRI Palembang University Education Management Masters Study Program who have helped in the completion of this journal which is a product of the thesis. Then Thanks Also To The Friends of Postgraduate Students of PGRI Palembang University and All Those Who Have Assisted the Writing and Publishing of This Journal.

REFERENCES

- Fitria, H., Kristiawan, M., & Rahmat, N. (2019). Efforts to Improve Teacher Competence through Classroom Action Research Training. *ABDIMAS UNWAHAS*, 4 (1).
- Suparlan. (2008). *Become an Effective Teacher*. Jakarta: Hikayat Publishing.
- Suparlan. (2008). *Become an Effective Teacher*. Jakarta: Hikayat Publishing.
- Kunandar. (2008). *Professional Teacher Implementation of Education Unit Level Curriculum (KTSP) and Success in Teacher Certification*, Jakarta: Pt. Raja Grafindo Persada.
- Sardiman. (2009). *Educational Process Standards Oriented Learning Strategy*. Jakarta: Kencana Prenada Media Group.
- Sardiman. (2009). *Educational Process Standards Oriented Learning Strategy*. Jakarta: Kencana Prenada Media Group.
- Ramayulis. (2013) *Teacher Profession and Ethics*. Cet. II; Jakarta: Kalam Mulia.
- Republic of Indonesia. (2014). *Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers*. Cet. VII. Sinar Grafika Offset.
- Rusydie, S. (2012) *Guidelines to Become a Favorite Teacher*. Cet. I; Jakarat: Flash Book.
- Mudlofir, A. (2012) *Professional Educators: Concepts, Strategies, and Their Applications in Improving the Quality of Education in Indonesia*. Cet. I; Jakarta: Raja Grafindo Persada.
- Ahmad, S. & Zahrudin Hodsay (2020). *Education and Teaching Professions*, Cet. I, Yogyakarta, Deepublish.