

The Efforts of Improving Teacher Competence in Dealing with 21st Century Learning

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ABSTRACT

Article with the title the efforts of improving teacher competence in dealing with 21st century learning. It is library research. The formulation of the problem of how to increase teacher competence in facing 21st century learning.

This article uses the library research method, which is a study of books, journals, magazines that have something to do with this discussion, researchers use several sources, namely Primary / Primary Sources, namely data obtained directly from the research subject by uses measurement tools or data collection tools directly on the subject as a source of information sought. In this study. Secondary sources are data that are not directly obtained by researchers from their research subjects. Secondary data is usually in the form of document or writing data in the form of scientific papers, books, articles, papers and reports related to the theme. Secondary sources are sources taken from other sources that are not obtained from primary sources Based on the results of the study, it shows that efforts to increase teacher competence in facing 21st century learning with several efforts, including (1) Improving digital literacy skills, improving the quality of literacy in teachers in the 21st century learning era is further improved, both old literacy characterized by reading, writing and discussing and new literacy called digital literacy. (2) Integrating science, the function of teachers is to educate, can be better able to integrate existing knowledge, in order to develop the science of students. (3) utilize learning technology, able to develop it by innovating the method, in order to facilitate in delivering the learning process. (4) Building discussion relations with teachers and the community, across education units, the government encourages teachers to have a forum for communication with each other. In this case, the government helped the primary school teacher forum with the Teacher Working Group (KKG) and the secondary school teacher forum with the Subject Teacher Deliberation (MGMP).

1. Introduction

Since the emergence of a global movement calling for new learning models for the 21st century, there has been a growing opinion that formal education should be transformed. These changes are important to give rise to new forms of learning needed to address complex global challenges. Identifying student competencies that need to be developed is very important

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to face the 21st century. Learners must hone their skills and enhance learning to be able to overcome global challenges, such as critical thinking skills, the ability to communicate effectively, innovate and solve problems through negotiation and collaboration. However, in terms of pedagogy has not been adjusted to overcome these challenges. (Emmeria Tarihoran1 2019)

As a nation that develops and grows into a developed country, Indonesia in facing the 21st Century, can balance the life that develops with the times, one of which is through education. Build the character we need through learning. In 21st Century learning, integrating literacy abilities, knowledge skills, skills and attitudes, and mastery of technology. (Ida Rahmawati, 2022)

Learning development should use a learner-centered approach. Students are placed as learning subjects who actively develop their interests and potential. Students are no longer required to listen and memorize the subject matter given by the teacher, but try to combine knowledge and skills, according to their abilities and level of thinking development, and are invited to contribute to solving real problems that occur in society. (Ida Rahmawati, 2022)

The Ministry of Education and Culture of the Republic of Indonesia has adapted three concepts of 21st century education to develop curricula in schools. 21st century skills are life and career skills, learning and innovation skills and information media and technology skills, namely life and career skills, learning and innovation skills, technology skills and information media which include information literacy, media literacy and ICT literacy or information and communication technology literac, (Daryanto & karim, 2017).

Improving the quality of human resources in this case is that teachers need facilities and the role of various aspects to be better. Teachers in the modern era are not only limited to teaching knowledge transfer but starting from having knowledge competencies, attitudes, professionals, and good social attitudes. In the current disruption period, teacher competence in digital literation sector is needed (Wardhana, 2020). When teacher competence increases, the insight possessed by teachers is also directly proportional, thus having an impact on safety beyond the teacher's teaching ability such as in the community and moral aspects for teachers. (Sudrajat, 2020).

Teachers are the most influential component in the creation of quality educational processes and outcomes. With improvement efforts, anything done to improve education will not make a significant contribution without the support of professional and competent teachers. Therefore, a teacher who has high qualifications, competency and desiccation is needed in carrying out his professional duties. (Siti Asdiqoh, 2015).

Teachers have a heavy, yet noble task. On him rests the burden and responsibility to prepare for a better future. The teacher serves as a bridge for the learners to cross towards the future. Of the three experiences of the past (past, present, and future), it is the future that becomes the goal by making the best use of the past and present (Joko Wahyono, 2012).

2. Literature Review

2.1 The 21st Century Learning

The 21st century learning is a learning transition where the curriculum developed leads schools to change the learning approach from teacher centred to student centred. This is in accordance with the demands of the future where students can have thinking and learning skills. These skills include problem-solving, critical thinking, collaboration, and communication skills. (Ministry of Education and Culture, 2023)

Jennifer Nicols simplifies it into 4 principles, namely: 1). Instruction should be student-centered, 2). Education should be collaborative, 3). Learning should have context, 4). Schools should be integrated with society (Daryanto & karim, 2017)

2.2 Guru

The phrase guru comes from Sanskrit, which is a combination of the two words, namely "gu" and "ru" which means darkness (darknes) and light (Light). A teacher takes his students from ignorance to know. He transforms man from not understanding to understanding. (Joko Wahyono, 2012)

Teachers are people who are responsible for educating the lives of their students, teachers are people who are identical to those who have the task and responsibility of shaping the character of the nation's generation. It is in the hands of the teachers that the buds of this nation are formed their attitudes and morality so that they are able to provide the best for the children of this country. For this reason, teachers with full dedication and loyalty try to guide and nurture their students, so that in the future they become useful people for Nusa and the nation. (Siti Asdiqoh, 2015)

3. Methodology

This research is a type of library research, which is a study of books, journals that have something to do with this discussion. Thus later from the literary results are described as they are then analyzed. The literature method or literature method is one of the educational research methods that uses literature review. The literature method is also called the theoretical research method. (Jasaungguh Muliawan, 2007).

The source of literature data is all books that are relevant to the theme or problem. (Tim Perumus Revisi, Pedoman Penulisan Skripsi, 2013) In collecting data, researchers use several sources, namely:

- a) Primary Source is data obtained directly from the research subject by wearing a measurement tool or data collection tool directly on the subject as the source of information sought. In this study.
- b) Secondary sources are data that are not directly obtained by researchers from their research subjects. Secondary data is usually in the form of document or writing data in the form of scientific papers, books, articles, papers and reports related to the theme. Secondary sources are sources taken from other sources that are not obtained from primary sources.
- c) Tertiary sources are sources taken from books, journals other than primary sources and secondary sources as support.

4. Results and Discussion

21st century learning is learning that integrates knowledge, skills and attitudes as well as mastery of ICT (Information and Communication Technology). These skills can be developed through activity-based learning methods that are in accordance with the characteristics of competencies and learning materials. The skills required of the 21st century are also indispensable higher-order thinking skills in preparing learners to face global challenges (kemendikbud, 2017)

21st century learning can prepare generations of Indonesian people to welcome the advancement of information and communication technology in public life. 21st century learning is actually an implication of the development of society over time. educators as facilitators, motivators and inspirers. Nowadays digital development has been so advanced, educators are not the only source of information for learning. Therefore, educators can be facilitators and motivators for their students to find and utilize learning resources through digital advancements. This is also an inspiration for students to be more active in learning and finding sources of information through developing technology. (Syahputra, 2018).

Teachers are able to bridge and direct incoming outside cultural influences. Character cultivation is one of the big challenges faced by teachers, especially moral degradation has occurred everywhere. One of the difficulties is, sometimes there is no support and synergy with parents. Teachers who intend to correct children's attitudes are actually reported or protested by parents who do not accept their children being disciplined. Based on the various opinions above, it can be underlined that the challenge of teachers in the Industrial Revolution era is that teachers are required to be able to produce the next generation who are competent, moral, character, disciplined, creative, independent and brave in order to face the era of disruption. This next generation can be able to struggle in an era of progress where human power begins to be replaced by machine power and artificial intelligence. (Duwi Retnaningsih, 2019).

The following are efforts to increase teacher competence in facing 21st century learning :

4.1 Improve digital literacy skills

Improving the quality of literacy in teachers in the 21st century learning era is further improved, both old literacy characterized by reading, writing and discussion and new literacy called digital literacy. Digital literacy is a skill (life skills) that does not solely involve the ability to use information and communication technology devices, but also involves social skills, learning skills, critical thinking skills, creative, and inspirational as digital competencies. For this reason, technology cannot be separated from literacy activities, such as: reading and writing, and numeracy related to education. (Fitriyani, Arief Teguh Nugroho, 2022).

Digital Literacy was first proposed by Paul Gilster in his book entitled Digital Literacy. According to Gilster [2] stated that digital literacy is the ability to use digital technology and information devices effectively and efficiently in various aspects such as academics, career and daily life. (Fitriyani, Arief Teguh Nugroho, 2022).

4.2 Integrating science

The function of teachers is to educate, can be better able to integrate existing knowledge, in order to develop the scholarship of students. Education in Indonesia has thematic learning (Natural Sciences, Mathematics, Indonesian and Social Sciences) at the elementary age level. Therefore, educators who are tasked with educating, can conceptualize various themes (science) with existing learning, and can use various methods so as to create a comfortable learning atmosphere. (Ahmad Tarmizi Hasibuan Andi Prastowo, 2019).

4.3 Leveraging learning technology

The renewal of learning experienced every year makes educators smarter in understanding existing developments, by not leaving old (traditional) methods or techniques, but instead being able to develop them by innovating these methods, in order to facilitate the delivery of the learning process. Smart teachers are teachers who are able to make the latest innovations to develop the potential of students in accordance with development and growth, because each child has a different ability to solve problems. (Ahmad Tarmizi Hasibuan Andi Prastowo, 2019).

Advances in technology and easy access to information can make it easier for teachers to explain the material, so that it is in accordance with the concept of education in the 21st century, namely learner-centered learning. (Damayanti dan Ridwan, 2006).

Here are the efforts of teachers in improving their quality by using learning technology in the 21st century :

1. Educational competence, competence in educating/internet-based learning of things as basic skills.
2. competence for technological commercialization, have the competence to educate students to have an entrepreneurial attitude (entrepreneurship) based on technology and the results of student innovation work Next is
3. Competence in Globalization, a world without barriers, no stuttering towards various cultures, hybrid competence and problem solver competence.
4. Competence in Future Strategies, the world is easy to change and runs fast so that it has the competence to predict exactly what will happen in the future.
5. Counselor competence. Considering that in the future children's problems are not in difficulty understanding teaching material, but more related to psychological problems, stress due to the pressure of increasingly complex and severe circumstances, teachers are needed who are able to act as counselors / psychologists. (Kemdikbud, 1 Mei 2019). When we will improve the quality of education, we can improve the quality of teachers first. (Susilo Setyo Utomo)

4.4 Building discussion relationships between teachers and the community

Teachers who tend to be introvet, closed, and do not communicate much with others in their schools, will be alienated and left behind by various changes. Meanwhile, across education units, the government encourages teachers to have a forum for communication with each other. In this case, the government helped the primary school teacher forum with the Teacher Working Group (KKG) and the secondary school teacher forum with the Subject Teacher Deliberation (MGMP). These two organizations were formed and developed for teachers to share teaching materials, learning methods and strategies, evaluation of learning processes and outcomes, classroom management and research development to improve learning services for their students (Dede Rosyada, 2016).

Teachers with good social competence will have high awareness to nurture their students so that they have the same social competence in facing the future world and their profession. For this reason, teachers must prepare a good class structure so

that students can develop their social interactions, so that they are trained to be people who have empathy for others. Thus, the seating arrangement should facilitate the students to discuss, share understanding and group work. With such seating arrangements, teachers have tried to prepare their students to foster empathy, be able to contribute to fellow classmates in knowledge, understanding, skills and skills, learn to communicate effectively, by using group mates as communicants, train cooperation, train group work, train students to be able to respect others, and various other social competencies, which can be developed through the learning process. (Dede Rosyada, 2016).

5. Conclusion

21st century learning is a learning transition where the curriculum developed leads schools to change the learning approach from teacher centred to student centred. This is in accordance with the demands of the future where students can have thinking and learning skills.

21st century learning which is marked by technological advances that require teachers who are ready to face this technological era by preparing various kinds of devices so that learning can adjust to the times, teachers are also required to be able to master lessons and various methods by combining student understanding and creativity so as to achieve educational goals. The following are efforts to improve the quality of teachers in facing 21st century learning:

- a. improving the quality of digital literacy
- b. Integrating science
- c. Utilizing learning technology
- d. Utilizing learning technology

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