

TEACHER COMPETENCE IN DISRUPTION ERA

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ABSTRACT

The era of disruption is now a new era with technological advances, its development certainly brings changes to life, including in the world of education. This article aims to determine the readiness of teacher competencies in the era of disruption, in improving the quality of education in this era full of progress. So, it is hoped that teachers will no longer feel hesitant and interested in adapting and being able to take advantage of technology with all its benefits in educational life. In writing this article, we use the motto of literature review (library research), where researchers collect materials related to research derived from books, journals, scientific articles, literature, and mass media reports by describing and describing the data. Based on the discussion, it can be concluded that as a professional teacher, teachers must always improve knowledge of both the material in their field of competence or the field of technology, attitudes, and skills continuously. Teachers in learning must be able to utilize Information Technology, use fun methods, enrich science with various sources of reading material, and be able to conduct research. As a teacher, you must be prepared to face the era of disruption.

Keywords: Teacher Competence, The Destructive Era

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INTRODUCTION

The progress of a country is closely related to the quality of education implemented in the country. If the education that is carried out goes well, the country will advance. A successful next generation is the result of successful education. Therefore, education has a big role to play in bringing the nation's next generation to face the times (Samsudin, 2019).

Education is one of the important parts of building a civilization. The part in the world of education as a complete holistic element contributes to supporting success in producing the high civilization of a country. For example, when the Country of Japan finished World War II, the first question asked by the Prime Minister of Japan was, how many teachers were left (Taufik, 2021).

Currently, education in Indonesia is in the 4.0 era. Indonesia's current education trend is online learning, especially during the pandemic which uses the internet to connect teachers and students (Ahmad, 2018). The development of technology has become a business opportunity in the field of education with the emergence of online-based tutoring (Syarifzka, 2019). In addition, technological advances have changed the order of education in Indonesia for example 1) since 2013 the national examination system has changed from paper-based tests to Computer-based tests (Pakpahan, 2016), 2) The wider development of the Information and Communication Technology will have an impact to the New Student Admission System which is online implemented (Bambang Warsita, 2015), 3) Schools conduct online learning activities during the global Covid-19 pandemic (Mia Rosmiati, 2020).

Improving human resources in a country is inseparable from the role of teachers. Teachers are very instrumental in efforts to build and shape the perfect and professional quality of human resources. Being a teacher in today's digital era requires teachers to have innovations to keep up with the times. Learning in the era of disruption has changed from the analog era to the digital age. In the digital era, the learning

environment must be adapted to the use of information and communication technology, for example, the internet and Cybernet, which makes the learning process dynamic, independent, and not fixated on one place and one learning resource, not even relying on the subject teacher alone, but students can learn from many teachers in various other parts of the world through cyberspace (Nika Hadiya Rahmawati, 2019).

Previously, teachers were central in learning activities. The teacher is the most important and only source of knowledge in the classroom. Nowadays, the role of the teacher has shifted, namely as a facilitator for students. Learning is no longer focused on the teacher but is student-centered (Priatmoko, 2018). In this era of disruption, the sacredness of families, schools, and communities is eroded by the arrival of new energy in an invisible form but can be present anywhere if needed. This is what is referred to as educational disruption (Herwina, 2018).

The role of teachers in the era of disruption must remain large, teachers in addition to transferring knowledge, also do not forget character, morals, and exemplary education. Transferring knowledge can be replaced by technology, but the application of soft and hard skills cannot be replaced by advanced tools and technologies (Risdianto, 2019).

Teachers are an important component in the face of an era of disruption. Teachers have a huge responsibility in teaching, guiding, and directing students to face the Era of disruption. Teachers must be able to master and use digital technology in the learning process. The era of disruption is marked by the presence of four things, namely Supercomputers, artificial intelligence, cyber systems, and manufacturing collaboration. Therefore, it is very necessary to have teacher competence that can compensate for the presence of these four things. Then, the purpose of this writing is the competence that must be had by the teacher in the disruption era.

LITERATURE REVIEW

Understanding Teacher Competence

Experts give varied definitions of the definition of teacher competence. Such differences of views tend to appear in the editorial and its scope. While the basic core of understanding has synergy between understanding one another. Teacher competence is considered by various groups as a professional picture or as educators. Even the competence of the teacher has an influence on the success achieved by the learners (Janawi, 2012).

According to the General dictionary, Indonesian competence means the authority of the power to determine or decide something (WJS. Purwadarnita, 2003). The basic definition of competence is ability or proficiency. What is meant by teacher competence in this study is teacher competence which includes pedagogical competence, professional competence, personality competence, and social competence.

Competence is something that describes a person's qualifications or abilities, both qualitative and quantitative. This understanding implies that competence can be used in two contexts, namely: first, as an indicator of ability that indicates the observed deed. Second, as a concept that includes cognitive, affective, and deed aspects and the stages of their implementation as a whole (Muhammad Uzer Usman, 2005). Competence is a basic ability that a person must possess with regard to his duties. Both definitions explain that competence is a basic ability that a person must possess, in this case by the teacher (Nana Sujana, 2011).

The above definition explains that competence is a basic ability that a person must possess, in this case by the teacher. Competence is absolutely possessed by a teacher as a basic ability, expertise, and skill in the teaching and learning process. Absolute competence is possessed along with its components, both psychological, and pedagogical components as the main components. These two components are needed as basic competencies in the teaching and learning process.

Teachers (Educators)

Teachers are one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development (Sardiman, 2010). Teachers are one of the human components in the teaching and learning process, which plays a role in efforts to form human resources whose potential is in the field of development, in accordance with the demands of society. The rapid flow of information that continues to develop automatically requires teachers to be more professional in their fields.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, and training students on the path of formal education, primary education, and secondary education (Suyanto, 2013). The teacher also means an adult who is responsible for providing assistance to students in physical and spiritual development, in order to reach a level of maturity and be able to stand alone in fulfilling all their duties and obligations as living beings (Rimang, 2011).

Teachers as professional educators have the main task of educating, the learning process that is held should be able to encourage enthusiasm for learning and the emergence of inspiration in students to come up with new ideas, and develop initiatives and creativity. The teacher must be able to motivate students to be actively involved in the learning process (Asmani, 2009).

The quality of a teacher must be a priority in an effort to develop an effective educational pattern. The quality of a teacher is characterized by a high level of intelligence, dexterity, dedication, and loyalty as well as sincerity in advancing and educating students.

Indonesian Education in the Era of the Industrial Revolution 4.0

The era of the industrial revolution 4.0 is an era where information technology is developing rapidly and coloring every human life. The era of the industrial revolution 4.0 is marked by the development of the internet of things that has penetrated various fields of people's lives today. One of them is in the field of education. Therefore, there are several efforts that need to be made, 1) revitalization of the curriculum, and 2) the use of appropriate information technology.

The presence of the internet and the speed of search engines gave birth to the digital literacy movement. The search for theories, concepts, practices, and any type of science via the internet becomes very easy and very fast. Along with the speed of accessing data and the internet, the Indonesian government began in 2017 to launch three types of literacy (one of which is digital literacy) in the face of the industrial revolution 4.0 (Risdianto, 2019). The concept of digital literacy not only relies on "reading" but also increases the ability to analyze and use the digital information obtained. For the right purposes, avoid hoaxes, etc. (Aoun, 2017).

Talking about technological developments is like looking at two blades where one side gives a positive side and the other side can also have a negative impact. Therefore, kits must be able to respond wisely to technological developments, especially in the era of Revolution 4.0 in this field of education. All these changes should be able to be an impetus for the world of education to give birth to creativity, so as to create an educational process that produces (prospective) teachers who are qualified, professional, and have character.

Challenges in the world of education for teachers in the era of the industrial revolution 4.0 are the readiness of teachers to access and master technology, the low level of media literacy among teachers, only some teachers have access to information technology. Challenges for students are still too many students, causing difficulties in the learning process and access to information technology that is still uneven (Wibawa, 2018).

For this reason, the role of the government in equitable development and equitable distribution of educational facilities in the territory of Indonesia must be prioritized again so that later when implementing internet and technology-based learning can be evenly distributed throughout Indonesia.

METHOD

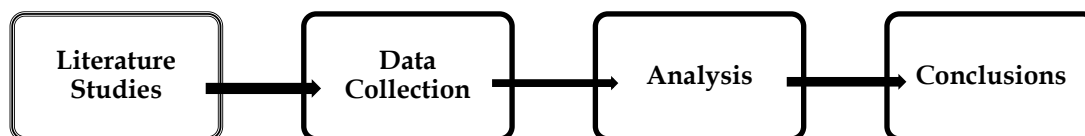


Figure 1. Stages in Research

This research uses a library study approach. According to (Zed, 2004) literature study is any series of activities related to the method of collecting library data, reading, painting, and processing research materials.

States that the literature study method is carried out through the use of literature studies and reference sources, meaning that in conducting literature research, researchers do not have to go down the spaciousness, just look for literature and process data related to the discussion and include it. In this study, the literature study process was carried out by collecting secondary data from various sources such as books, journals, scientific articles, literature, and online mass media reports. (Zed, 2004).

FINDINGS AND DISCUSSION

Era of Disruption

Disruption is a term popularized by Christensen and Porter as a continuation of the tradition of thinking "you have to compete, to win". Companies of all levels and industries need to bring greater value to their customers because there are invisible opponents who seek to shift their position (Kasali, 2018). In the Big Indonesian Dictionary (KBBI), disruption is defined as being uprooted from its roots. If interpreted in everyday life, disruption is a fundamental or fundamental change, that is, evolution.

Digitalization is a result of the evolution of technology that changes almost all orders of life ranging from the world of business, banking, transportation, and social society and even to the point of affecting the world of education. Some say that disruption is a threat. But many also say the current conditions are an opportunity. Technology that targets a gap in human life (Kasali, 2018).

In an era of disruption, we must have a choice, to reshape or create new ones. If we decide to reshape, then we can innovate from the products or services that are already owned. Meanwhile, if we want to make a new one, we must dare to have innovations that are in accordance with consumer habits.

Competencies possessed by Teachers in the Era of Disruption

According to UU No. 14 of 2005, Competencies that must be possessed by teachers are pedagogical competence, professional competence, personality competence, and social competence. In its description, pedagogical competence includes seven things, namely mastering the characteristics of students, mastering learning theories and educational learning principles, curriculum development, educational learning activities, developing the potential of students, being able to communicate with students, and being able to conduct assessments and evaluations.

The competencies needed in the era of disruption are: **First**, critical thinking and problem-solving skills. This competence is very important for students to have in learning in the era of disruption. Teachers must be able to concoct learning so that they can explore these competencies from students. **Second**, communication and collaborative skills. As a competency that is urgently needed in the era of disruption, this skill must be able to be constructed in learning. Information and communication

technology-based learning models must be applied by teachers to construct communication and collaboration competencies. **Third**, creative thinking skills and innovation. In the era of disruption, students are required to always think and act creatively and innovatively. This action needs to be done so that students are able to compete and create jobs.

Fourth is information and communication technology literacy. Information and communication technology (ICT) literacy is an obligation for teachers. ICT literacy must be done so as not to be left behind with students. ICT literacy is the basis that teachers must master in order to be able to produce students who are ready to compete in the face of an era of disruption. **Fifth**, contextual learning skills. Contextual learning is learning that is very suitable for teachers to apply. If teachers have mastered ICT literacy, then contextual learning in the era of disruption is easier to do. The current condition of ICT is one of the contextual concepts that must be introduced by teachers. Many of the learning materials are contextually ICT-based so teachers are very unprepared if they don't have ICT literacy. Difficult material of an abstract nature is able to be presented to be more real and contextual. **Sixth**, information and media literacy. Many information media are social that students love. Social media seems to be a powerful communication medium used by students and teachers. Social media is one of the learning media that can be used by teachers. The presence of digital classes in the nature of social media can be used by teachers so that learning takes place without the boundaries of space and time.

Teachers must be prepared for an era of disruption; despite being preoccupied with the extremely dense curriculum and administrative burdens. Otherwise, then our younger generation will continue to be left behind and the effect will be unable to compete with the implications of the era of disruption.

Government Policy in the Disruption Era

Indonesia's national ideals as formulated in the Preamble to the 1945 Constitution of the Republic of Indonesia are ideals to educate the nation's life. As stated in Article 31 of the 1945 Indonesian Constitution. Thus, basic efforts are needed so that the life of the Indonesian nation can develop more intelligently, namely through national education and teaching efforts. Therefore, normative formulation of education is very important to realize these national ideals.

The reform of the education system is carried out to update the vision, mission, and national development strategy. National education has a vision of realizing the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are able and proactively respond to the challenges of an ever-changing era. The vision and mission are contained in Law no. 20 of 2003 concerning the National Education System.

No matter how good the education system is, when it is not supported by state support in various aspects, it will not be able to fulfill it optimally. Generally, in philosophy, the theory will emerge, then to praxis and in order to be comprehensive, it needs to be supported by government regulations. A simple example is when teachers at school try to make students not smoke or drink alcohol, but students can easily get cigarettes and enjoy them. There are things that are not yet coherent, one view that is happening at this time. Therefore, the support of government authorities and policymakers is very important.

There are several ways that the Government can do with education in Indonesia to deal with the destructive, namely the first is seen from the infrastructure, the government must try to increase the distribution of development and the expansion of internet connections to all regions of Indonesia, because currently not all regions of Indonesia can be connected with an internet connection. Second, in terms of human resources who act as teachers, they must have skills in the digital field and think creatively. According to Zulkifar Alimuddin, Director of Hafecs (Highly Functioning Education Consulting Services), in the era of society 5.0 (society 5.0) teachers are required to be more innovative and dynamic in teaching in the classroom (Alimuddin, 2019). Third, the government must be able to

synchronize education and industry so that later graduates from universities and schools can work according to their fields and according to the criteria needed by industry and later they can reduce unemployment in Indonesia. Fourth, applying technology as a tool for teaching and learning activities.

CONCLUSION

The role and duties of the teacher as one of the determinants of educational success, especially in the face of education in the destructive era. As professional teachers, teachers must always improve their knowledge of both the material in their field of competence and their field of technology, attitude, and skills continuously. In following the destructive era, the government's efforts to continue to develop the educator profession as a strong and respected profession on an equal footing with other professions can be seen from the emergence of UU no. 14 of 2005 concerning Teachers and Lecturers through legal protection. Improving the professionalism of teachers through qualifications and educational level requirements for educators from primary to secondary levels.

Teachers in learning must be able to utilize Information Technology, use fun methods, enrich science with various sources of reading material, and be able to conduct research. As a teacher, he must be prepared to face the era of disruption. The challenges faced by teachers in this era are mastery of IT, professionalism, learning creativity, time incompatibility with learning load, and the attitude of not wanting to change from some teachers themselves. The strategy taken by teachers to prepare for the era of disruption is to upgrade abilities, change mindsets, attend training, innovate learning and promote literacy skills.

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