

Professional Competency Mastering in 21st Century Teacher Performance Effectiveness in Elementary Schools

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Abstract. This study aims to describe how the mastery of the professional competence of teachers in elementary schools, and how the effectiveness of the performance of 21st century teachers in elementary schools. This type of research is qualitative by analyzing the phenomenon and the meaning contained in the mastery of professional competence of teachers in the effectiveness of the performance of 21st century teachers in elementary schools. The data were collected through interviews, observation and documentation, then the data were analyzed using several steps of utilizing, categorizing, data intervention, then the data were validated by extending the time of observation and triangulation. The results of the study show that the mastery of professional competence in the effectiveness of teacher performance in the 21st century teachers have mastered the competence of the teaching profession namely pedagogical competence, social competence, professional competence, leadership competence, assessment competence, in all competencies possessed by a teacher must include abilities in the five the main domains, namely: knowledge, skills, attitudes, personality, and ethical values, with the mastery of the professional competence of teacher performance can help students become quality human beings and have noble character.

Keywords: *Competence; Teacher Profession; Teacher Performance Effectiveness*

INTRODUCTION

Teachers in the 21st century have roles that are increasingly complex and varied compared to the past. In this digital and globalization era, teachers must be able to adapt to the changes that occur in the world of education and technology to be able to integrate them into learning (Giantara, 2019). Teachers who have lifelong learning skills have the ability to take initiative in learning and follow new developments in the field of education, 21st century teachers must be able to think creatively and innovatively in designing interesting and effective learning experiences for students (Santoso & Wuryandani, 2020) They must be able to develop unique and distinct learning strategies to address complex learning challenges. These

are some of the characteristics of teachers in the 21st century. All of these characteristics must be possessed by teachers to be able to provide relevant and effective learning experiences for students (Sabandi, 2013). The regulation governing the competence of the teaching profession is the Regulation of the Minister of Education and Culture (Permendikbud) Number 24 of 2016 concerning Competency and Academic Qualifications of Teachers and Lecturers. This Permendikbud regulates academic qualification requirements and teacher competencies that aim to improve the quality of education in Indonesia. Several important points are regulated in Permendikbud Number 24 of the Year, namely competencies that must be possessed by teachers, including

pedagogical, personality, social, professional competencies, as well as attitude and behavioral competencies. The academic qualification requirements to become a teacher are a minimum of having a bachelor's degree or diploma four in a study program relevant to the field to be taught. The process of developing teacher competence includes training, self-development, and teacher certification which must be carried out periodically. The criteria and process for assessing teacher performance, which are carried out regularly to assess teachers' abilities to teach and improve their competence ((Permendikbud) Nomor 24, 2016).

21st century teachers are teachers who have the skills and knowledge relevant to the challenges of education in today's digital era, teachers are expected to be able to teach with innovative and creative methods, utilize technology to enhance student learning experiences, and have good interpersonal skills to build good relationships. positively with students and parents (Salmia, Rosleny, 2020). 21st century teachers are also expected to be able to master subject matter and understand the applicable curriculum, and be able to teach with a student-centered approach and facilitate an effective learning process (Sudarmin, 2020). In addition, 21st century teachers must also be able to adapt to changes that occur in the world of education and society, and update their knowledge and skills continuously (Muhajir, 2021). In this

digital era, 21st century teachers must also have a good understanding of technology and be able to utilize technology to enhance student learning, such as using social media, online learning platforms, and other technological devices (Indarta et al., 2022). In addition, 21st century teachers are also expected to be able to teach digital skills to students, such as digital literacy and the wise use of technology (Sutoyo et al., 2022). The 21st century teacher is a teacher who is ready to face the challenges of education in the digital era and is able to provide quality learning with an innovative approach and effective educational technology, as well as having good interpersonal skills to build positive relationships in collaboration with students and parents (Onde et al., 2020).

An educator is a teacher who must have the various competencies needed to help students learn and develop optimally (Hamdi et al., 2022). As for some of the competencies that should be possessed by a teacher, namely pedagogical competence is the ability to plan, implement, and evaluate learning processes that are effective and efficient, including identifying student needs, developing lesson plans, and selecting appropriate teaching methods, personality competencies, namely the ability to show good personality, including honesty, integrity, cooperation, and empathy towards students (Satiti & Falikhatun, 2022). Furthermore, social competence is the ability to build positive and effective relationships with students,

colleagues, and parents of students, as well as being able to communicate well, while professional competence is the ability to develop oneself continuously, including following the latest developments in education and updating the necessary knowledge and skills, furthermore leadership competence is the ability to lead and manage classes effectively, as well as motivate and inspire students to achieve their academic and non-academic goals (Yahya, 2018). In addition, teachers must master technological competence, namely the ability to use modern technology in learning, such as learning software, interactive media, and presentation aids to make learning more interesting and effective (Aristia et al., 2020). Teachers in carrying out learning must, of course, master assessment competencies, namely the ability to evaluate and provide feedback on student performance, including creating and administering tests, monitoring and assessing student performance objectively, and developing alternative ways to assess student progress. (Widoyoko, 2014). Overall, the competencies possessed by a teacher must include abilities in five main domains, namely: knowledge, skills, attitudes, personality, and ethical values. With adequate competence, a teacher can help students achieve their academic and non-academic goals, and help them become human beings of high quality and noble character. (Sujadi et al., 2019).

A good teacher has responsibility with his duties and functions as a teacher. As for the characteristics that must be possessed by a good teacher, namely caring and empathic, a good teacher cares and is empathetic to the needs and problems of his students who try to understand their students individually and pay attention to their needs (Kurniaman & Noviana, 2017). In addition, the teacher is a model and a positive example for students to teach by example, both in their attitudes and behavior in class and outside the classroom (Sujanto, 2019). A good teacher is able to communicate clearly, precisely, and effectively with students so that students listen carefully, ask questions, and provide constructive feedback (Sobur, 2016). A teacher must keep learning in order to have deeper knowledge in the subjects they teach, as well as updating their knowledge regularly, in learning the teacher is able to motivate students to learn and achieve their goals, make learning fun and interesting, and provide challenges according to their needs. student ability level (Kompri, 2015). In managing learning the teacher is able to be flexible and adaptive in dealing with different situations and diverse students, able to change their lesson plans if necessary to meet student needs, next is the ability of teachers to assess students fairly and objectively, by providing constructive feedback and helping students correct their shortcomings, and what is very important is that teachers are able to be positive and optimistic, even in difficult

situations teachers are able to overcome stress and frustration, and always try to give the best for their students. By possessing the above traits, a teacher can help students reach their full potential and help them achieve success inside and outside the classroom (Anderson, 2017).

The teacher has a very important role in education and the formation of student character, and the function of the teacher in the educational process is to teach students in certain subjects (Satiti & Falikhatun, 2022). The teacher must have extensive knowledge and good teaching skills to convey subject matter in a way that is easily understood by students, the teacher also has a role to guide and mentor students, assist students in understanding themselves, encourage their best potential, and assist them in taking right decisions, as well as the role of the teacher in educating students in good social, moral and ethical values. The teacher's role is to help students understand the importance of hard work, perseverance and integrity (Putriani & Hudaidah, 2021). The role of the teacher for students is a source of inspiration for students, by providing positive examples in their attitudes and behavior. They can also motivate students to study better and achieve their goals, teachers assess students' progress in learning and provide constructive feedback (Putrihapsari & Dimyati, 2021). They also develop and evaluate the curriculum and teaching methods used. In order for students to be motivated, teachers can act as models

for students, by setting positive examples in their behavior and attitudes (Sutjipto, 2017). A good teacher can help students develop positive values and important social skills, by carrying out these functions well, teachers can help students reach their full potential and help them achieve success inside and outside the classroom (Arviansyah & Shagena, 2022).

Teachers who master the competence of the teaching profession mean teachers who are able to map out the obligations of a student (Kurniasih dan Sani, 2015), so students also have duties or responsibilities that must be fulfilled in the learning process. The assignment of assignments to students aims to make students active students in the learning process actively involved in discussions and activities in class, as well as seeking additional understanding through other sources outside the classroom, besides that students must maintain self-discipline inside and outside the classroom, and respect their teachers and friends, maintain both physical and mental health, so that they can study well, and students follow the rules and regulations set by the school and teachers, and are responsible for their own actions (Aditya et al., 2019). Furthermore, students must do the assignments given by the teacher and complete them well and on time. A teacher must be able to encourage students to take responsibility for their learning outcomes and continue to strive to improve them, guide students to appreciate the differences between them and their peers, and understand and

respect the diversity of cultures and views in the school environment, therefore by fulfilling assignments or their responsibilities well, students can reach their full potential and help create a positive and productive learning environment (Rukiyati, 2014).

The effectiveness of teacher performance can be measured by looking at student learning outcomes by looking at the increase in student learning outcomes (Purwanto, 2014). This can be measured through student academic scores, tests, and other evaluations. Teacher competency development can be measured by looking at the ability of teachers to develop their professional competence. This can be seen from teacher participation in training, certification and other self-development, and the effectiveness of teacher performance can be measured by looking at the level of student and parent satisfaction with teacher performance. This can be seen from student and parent feedback, satisfaction surveys, and other evaluations. Compliance with rules and regulations regarding the effectiveness of teacher performance can also be measured by looking at the level of teacher compliance with applicable rules and regulations. This can be seen from the level of accuracy in the use of time and the availability of teaching materials prepared by the teacher. Collaboration and participation in school development (Rahmadayanti, 2022). The effectiveness of teacher performance can be measured by looking at the level of teacher

collaboration and participation in school development, such as taking part in teacher meetings, school committees, and other activities related to school development. Overall, the effectiveness of teacher performance can be measured by looking at the various factors that influence the quality of teaching and the teacher's contribution to the development of students and the school as a whole (Bahri, 2022).

RESEARCH METHODS

The type of research used in this study is a type of phenomenological research with a descriptive approach, namely describing phenomena that occur in the field according to the actual situation, with problem-solving procedures based on what they are. Phenomenological research is to explain what experiences a person has in this life, including his interactions with other people (Sugiono, 2018). This research took place in elementary schools. This research was conducted at the time the permit was issued. The reason for choosing this location is because researchers see that teachers in elementary schools already understand and master teacher competencies, so researchers want to know teacher performance through teacher competence assessment.

This research is a type of qualitative research where the data is taken from the field which is descriptive qualitative in nature. As field research, what is needed in this study is primary data, namely data taken directly from

the research location (Sukmawati, Salmia, 2023). While the presentation is carried out in a qualitative descriptive manner, namely describing the object under study as it is with statements that are qualitative in nature (Sukmawati, Sudarmin, 2023). The view of qualitative research is holistic (comprehensive, cannot be separated), so that qualitative researchers will not determine their research based solely on research variables, but the entire social situation studied which includes aspects of places, actors and activities that interact synergistically (Sugiono, 2018). The determination of the informants of this research was carried out using a purposive sampling technique. The focus examined in this study is Teacher Performance Effectiveness through Teacher Competency Mastery in Elementary Schools.

The main instrument in the research is the researcher himself with various media that can be used as a tool in gathering information and all the data needed. The researcher himself is seen as the main research instrument because empirical phenomena in the field are sometimes difficult and it is impossible to imagine something appearing as an empirical phenomenon in society (Nazir, 2019).

Data collection techniques used are documentation studies, observations and interviews. To collect data in research activities, certain data collection methods or techniques are needed, so that the research

process can run smoothly, analyzing data by means of data reduction, data presentation, verification or data inference, in testing the validity of the data researchers use triangulation (Nazir, 2019). Triangulation is a data collection technique that combines existing data and sources (Ruslan, 2019). Researchers will collect data from several combinations of interview, observation and documentation methods to find the truth about various phenomena, and strengthen the validity of the data findings and maintain the validity of the research, so the researchers refer to the four validation standards suggested by Lincoln and Guba, which consist of: 1). Credibility (credibility), 2). Transferability, 3). Dependability, 4). Firmness (confirmability) (Suharsaputra, 2018).

DISCUSSION

Mastery of the competence of the teaching profession in elementary schools is very important to create quality learning and provide a good learning experience for students. In mastering subject matter teachers must have broad knowledge and skills in the subject matter being taught (Ansyah, 2022). This will assist teachers in developing effective learning strategies, in learning strategies teachers must be able to develop and implement learning strategies that suit the needs of students including the use of various methods, such as group discussions, question-and-answer, problem solving, and simulations,

As for classroom management, teachers must be able to manage classes effectively, including setting lesson schedules, establishing class rules, and dealing with student behavior problems (Safitri & Ningsih, 2020). And in using technology teachers must be able to use technology in learning, such as learning software, multimedia presentations, and internet resources, in communication skills teachers must have good communication skills, both orally and in writing (Rosni, 2021). This will help the teacher explain the subject matter clearly and build good relationships with students and parents (Furoidah, 2019).

Teacher collaboration skills must be able to work together with colleagues, parents of students, and other parties in creating a good learning environment, in inclusive learning teachers must be able to create inclusive learning, which allows all students to feel accepted and valued (Rohman, 2020). Mastery of the competence of the teaching profession in elementary schools is a continuous effort and cannot be done instantly. Teachers need to attend training, develop themselves, and keep abreast of the latest developments in the field of education to meet the demands of being a professional teacher (Solehudin et al., 2022).

The effectiveness of the performance of 21st century teachers in elementary schools is very important in creating a quality learning environment and meeting the demands of the times (Rahayu et al., 2022). Some things that

can increase the effectiveness of 21st century teacher performance in elementary schools include improving the quality of education teachers must have a deep understanding of the demands of 21st century education, including digital abilities, creativity, collaboration, criticality, and problem solving. Improving the quality of education can be done through training, certification and other professional development programs (Wijaya, E. Y., Sudjimat, D. A., Nyoto, A., & Malang, 2016).

Teacher performance is also able to use technology in learning to meet the needs of digital students and must be able to integrate technology in learning so that students can be actively involved in learning (Syafriafdi, 2020). Teachers in cooperating skillfully collaborate with colleagues and parents of students to create an inclusive and creative learning environment, besides that teachers must be able to collaborate with other teachers in developing a curriculum that is oriented to student needs (Aspi, 2022).

Teacher performance in the 21st century Teachers must be able to create learning that is relevant to the lives of students so that they can understand the subject matter better (Abidin, 2014). Learning must be based on student experience and can be connected to real life, and the use of active learning methods teachers must be able to use active learning methods because using this learning method can help students to learn actively and be able to solve problems in real situations,

and most importantly teachers are able to evaluate learning effectively and continuously (Aminah et al., 2022). This evaluation can help teachers to know the success of students in achieving learning goals and correct existing deficiencies (Ahmad et al., 2021). By increasing the effectiveness of the performance of 21st century teachers in elementary schools, it is hoped that they can create a quality learning environment, develop students' creativity and abilities, and prepare them to face future challenges (Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan & Teknologi Jakarta, 2021).

CONCLUSION

Professional competence of teachers in elementary schools is very important to create quality learning and provide a good learning experience for students. In mastering subject matter, teachers must have extensive knowledge and skills in the subject matter being taught. This will assist teachers in developing effective learning strategies, in learning strategies teachers must be able to develop and implement learning strategies that suit the needs of students including the use of various methods, such as group discussions, question-and-answer, problem solving, and simulations, As for classroom management, teachers must be able to manage classes effectively, including setting lesson schedules, establishing class rules, and dealing with student behavior problems.

Effectiveness of 21st century teacher performance in elementary schools Learning must be based on student experience and can be connected to real life, and the use of active learning methods teachers must be able to use active learning methods because using this learning method can help students to learn actively and be able to solve problems in real situations, and the most important thing is that the teacher is able to evaluate learning effectively and continuously

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