

DEVELOPMENT OF TEACHER COMPETENCE IN IMPROVING 21ST CENTURY LEARNING IN SANTA LUSIA KINDERGARTEN

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Abstract. The teacher's limited knowledge of 21st century learning skills is an obstacle to implementation in the classroom. In the educational context, technological developments should have had a positive impact on the learning process as well as from the perspective of teacher competency development. Less than ideal conditions occur in school, where the competence of the teachers is still weak. Teaching is still conventional and teacher-centered. The solution to overcome this problem is to attend training organized by the foundation. The research method used is descriptive quantitative. The subjects in this study were Santa Lucia Kindergarten Teachers. Data analysis used in this research is data reduction, data presentation, and conclusion. The results of this study cannot be disclosed because the research has not been completed. This research is in the nature of product development for the benefit of the competence of all teachers in the Santa Lucia Kindergarten Unit. The results of the education and training that have been carried out have not been carried out in full, its implementation is still in progress. The author concludes that teachers in today's 21st century educational development have more severe challenges and their tasks are more complex. The role of the teacher is very important in managing the learning process, to face these challenges, therefore teachers must have the ability to think critically, social responsibility, the ability to build networks, time discipline and rules as well as skills, skills in the 21st century.

Keywords: teacher competence; 21st century learning; school

I. INTRODUCTION

Talking about the 21st century, of course, will open your eyes and open your heart, because significant changes are happening everywhere, especially in educational institutions. Changes are needed and teacher competency development must also be sustainable based on life [1]. Education must be able to encourage the development of needed 21st century skills. Therefore, various elements of education must be prepared both curriculum, students, teachers, media and learning tools[2]. Not to mention that the 2013 curriculum has been completed, it has been suggested by educators now to innovate continuously and must start implementing or using and using the independent curriculum, educators are invited to be able to think critically and creatively [3]. To use and modify learning with an independent curriculum, the phenomenon that appears at this time is that a teacher must be up to date and creative because students are more adept at using digital [4], students today can be said to be the digital generation because everything can be accessed quickly. Learning in the 2013 curriculum era is the first step for changing the mindset of the world of education in educational institutions [5]. Teacher-centered learning is no longer relevant to the demands of the times. The rapid development of the times with various discoveries of the latest science and technology encourages humans to develop various self-competencies, both knowledge, skills and attitudes [6]. Become a competent teacher in the 21st century It is not easy for educators if they cannot prepare themselves to renew themselves, which means they have the courage to

change. Therefore, various elements of education must be prepared both curriculum, students, teachers, media and learning tools. Various Learning Implementation Plans also emphasize the emergence of 21st century abilities, namely strengthening character education, Literacy, 4C (creative, critical thinking, communicative, collaborative) integrated with HOTS (Higher Order Thinking Skills). In order to be able to carry out the 2013 revised edition of the 2017 curriculum, teachers need not only good competence [7]. Teachers are also required to be creative and innovative so they can manage 21st century learning well. Low teacher human resources at the implementation stage in the field, established with conventional teaching techniques, difficult to accept innovation [8]. Therefore, various training and workshops are carried out by education observers in educational institutions, especially in the Santa Lucia Kindergarten unit.

However, the fact is that this has not worked optimally. The results of training and workshops often do not leave an imprint on the teacher's daily activities. This is what underlies the need for improvements that focus on real conditions in the field, starting from conditions in classrooms, schools and teachers[9]. All the problems and constraints experienced by teachers at the implementation level in the field must be accommodated according to their individual needs [10]. Various education and training programs are indeed sought in units and experts are invited to provide refreshing learning materials but the fact that teachers still use the usual teaching methods, such as the lyrics of the song "I'm still the same as before " this is what made the researchers raise the research

"Teacher Competency Development for 21st Century Learning in Santa Lucia Kindergarten "21st century learning certainly also demands the development of teachers to have competent and skilled competencies, including teacher awareness of the basic changes in human life that constantly interact with technology. Therefore, a teacher cannot close his eyes to a situation that is going so fast. So, an educator must be able to master technological developments well [11]. On the other hand, a teacher is also a social role model who must be able to pay attention to awareness and social responsibility in his profession. This is what underlies the need for improvements that focus on real conditions in the field, starting from conditions in classrooms, schools and teachers. From the background above, it can be determined the formulation of the problem as as What efforts or solutions have been made to improve the competence of educators in the Santa Lucia Kindergarten unit. The purpose of this research was to motivate educators to continuously innovate, be able to think critically and creatively.

The 21st century is marked as the century of openness or the century of globalization, meaning that human life in the 21st century is experiencing fundamental changes that are different from the order of life in the previous century (Jayadi et al. [12]). (Eggen [13]) confirms that the standards for 21st century or digital century schools for teachers and students are related to the application of technology in learning. 21st century skills are important skills that must be mastered by everyone in order to be successful in facing challenges, problems, life, and careers in the 21st century (Redhana [14]). The teacher's role as a teacher informer must be able to provide information on the development of science and technology, in addition to a number of lesson materials for each subject that has been programmed in the curriculum [15].

The ability of professional teachers is required not only to teach as required in the pedagogic competency standards, but also to be able to develop professionalism. The competencies that must be possessed by teachers are pedagogic, personality, social, and professional competencies. Teachers must be able to prepare their students to live in the digital age, one of which is to use their knowledge of subject matter, learning and technology to facilitate advanced student learning experiences, creativity and innovation in face-to-face and virtual situations According to (Bernie Trilling [16]) describes 21st century skills include life and career skills (life and career skills), learning and innovation skills (learning and innovation skills) and information technology and media skills (information media and technology skills).

II. RESEARCH METHODS

The method used by the author in the preparation of this mini-research is the method used is a survey method, a type of qualitative descriptive research, in which the research results are narrated in detail. Data collection techniques in this study are observation, interviews and documentation. Data analysis used in this research is data reduction, data presentation, and conclusion (Miles & Huberman [17]). And the author also collects data from reference articles and

journals available on trusted websites. Data was taken from approximately 10 articles and journals accessed from Google Scholar. The selected articles are articles that have a topic of discussion that is in line with the theme raised by the author in this article. Within approximately 5 weeks, the authors conducted research from journals and articles, which were then reprocessed into information that is easy to understand and has use value, then carried out a mini research preparation.

This research is a descriptive study using a qualitative approach. In descriptive research it is not directed at true-false conclusions, but rather emphasizes. Data collection, then describe the actual situation that occurred in the field. Using a qualitative descriptive research design, it is intended to explore facts about Teacher Competency Development for 21st Century Learning in Santa Lucia Kindergarten. Then it is described from the results of interviews and field observations. The subjects of this study were educators at the Santa Lucia Kindergarten unit as the study population. For the sample used in this research, namely educators from the Santa Lucia Kindergarten unit using a purposive technique.

Sources of data used in this study consist of primary data and secondary data. The primary data in the study were educators obtained directly through interviews with informants and field observations. The secondary data in this research are educators in the Santa Lucia Kindergarten unit which are data obtained indirectly. The data is obtained from literature studies or other information materials related to research. Research instruments for educators in school units include were:

- Interview guide, for structured interviews by setting the questions to be asked, teachers and principals.
- Recorder, used to record interviews.
- Documentation obtained from actual documents related to research.
- Literature study by studying reference books, reports, journals and other media related to research.

The technique for testing the quality of the data used is the triangulation technique, which is a data checking technique for the purpose of checking whether the process and results obtained have been understood correctly by the researcher based on what the informant intended. Ways that can be done include (1). conducting interviews with informants. (2). Conducting a cross-test between the information obtained from informants and the results of observations in the field. (3). Confirming the results obtained with informants and sources. The data analysis technique used in this study is the Taxonomic Analysis Technique. This technique focuses on certain domains, then selects these domains into sub-domains and more specific and detailed sections which are generally families that have something in common. The process of data analysis activities consists of: a. Data reduction, b.Data presentation, c.Verification data set.

III. RESULTS AND DISCUSSION

Education will never disappear as long as humans are still on this earth, humans are essentially creatures to be

educated and need education, quality education is needed by educators and students. Quality education cannot be separated from the role of the teacher who has good creativity implementing learning as a guide to the learning process, the teacher as the executor, in the implementation process the teacher is able to carry out the learning implementation plan that has been made before, the teacher as an assessor, the teacher carries out an assessment of learning outcomes to measure the level of achievement of learning objectives, as a report material to be used as evaluation material for improving the learning process in the future, the teacher also acts as a guide in training in the context of building the character of students through extra-curricular activities.

Besides that the teacher also performs additional tasks or professional development in order to carry out the roles and responsibilities as a teacher who has good creativity. In this century, teachers must have the following skills: (1). Accountability skills, teachers can be used as role models so that both their behavior and words can be trusted by students and for others. Teachers must have the ability to adapt and communicate with others, besides being able to set and achieve high standards and goals for themselves and for others. The most important thing is that the teacher must understand all the deficiencies that occur among students or students. (2). Communication skills, the most important ability a teacher must have is the ability to communicate with other people well, because without the ability to communicate, both understand, manage and create effective communication properly, the process of transferring knowledge to students will not be successful. (3). Creativity, in the learning process teachers no longer convey learning in a monotonous manner with the educational knowledge they have so far. but this creativity includes how to develop, implement, and convey new concepts or ideas to others. (4). Critical thinking in the system. Critical thinking skills are the process of thinking and acting based on updated facts and data, which begins with analyzing the possibilities that occur from an action that is carried out rationally. and connected to the system. (5). Proficiency in information and media, interesting and challenging teaching in this era of globalization, teachers must be able to analyze, access, manage, integrate, evaluate, and create information in a variety of ways. form and medium. (6). Interpersonal and collaborative skills. As the life of social beings in general requires interaction between individuals and groups or groups, so teachers in this century must be able to maintain interactions between individuals or groups or groups and work in carrying out their duties and responsibilities responsibly.

Through interviews with school principals and educators in the Santa Lucia Kindergarten unit to develop teacher potential in facing the 21st century, the foundation has attempted to hold seminars and training on STEM Learning Development (Science, Technology, Engineering, and Math) made from Loose Part, for all teachers especially Kindergarten teachers. Santa Lucia brings in experts from Semarang for teacher training, as well as spiritual coaching every year and almost every year outbound all of these activities are carried out. Improvements to facilities and

infrastructure that support 21st century learning have been facilitated by infocus in each class so that teachers are not only focused on the available books, teachers have started teaching through electronic media, teachers admit that initially it was difficult to teach having to use these facilities but through training held teachers become accustomed to telling stories.

Through the video that is shown on the monitor screen, students want to know what tomorrow the teacher will do what about teaching materials? So, students are diligent at school because the teacher's teaching is always new, students cannot predict what the teacher will teach, curious students are finally motivated to attend school diligently because they will get new things, only in the last 2 years because of the pandemic all programs was not carried out because it could not be face to face, all activities were carried out online or online. From interviews with several teachers about STEM learning received through training for 3 days at Pematangsiantar, this learning is 21st century learning. glue, used aqua bottle caps, straws, used aqua cups, and many other materials that can be used as learning tools at school. When this learning is carried out at school, students are never bored in playing and learning. The results of this study cannot be disclosed because the research has not been completed. This research is in the nature of product development for the benefit of the competence of all teachers in the Santa Lucia Kindergarten Unit.

IV. CONCLUSION

The 21st century teacher competency development model is a model that guides teachers to improve professional competence so that they are able to face the millennial generation who are getting closer to technology every day. For this reason, in order to provide quality education to students in this information age, teachers are required to have the necessary technological skills in order to be able to take advantage of the power of computers and related technologies for effective teaching.

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