Principal Leadership: Responding to The Challenges of 21st Century Teacher Competence

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Abstract:

This study aims to understand the principal's leadership in responding to the challenges of the pedagogic competence of 21st-century teachers at SMA Negeri 68 Jakarta. A qualitative approach with a descriptive method is applied in this study. Data was collected through interviews, observation, and documentation. The data analysis was conducted interactively, starting with data collection, data reduction, data display, and concluding. The results showed that; Principal leadership in improving teacher pedagogic competence is carried out by strengthening educator certification, training organized by the department and school, strengthening collaboration, communication, critical and creative thinking, implemented through literacy skills, strengthening character education, information, and communication technology-based learning. This research has implications for the importance of teacher competence in improving the quality of education in schools, so it needs to get earnest attention from all parties.

Keywords: *Leadership, Principal, Teacher Competence, 21st Century*

Abstrak:

Penelitian ini bertujuan untuk memahami tentang kepemimpinan kepala sekolah dalam menjawab tantangan kompetensi pedagogik guru abad 21 di SMA Negeri 68 Jakarta. Pendekatan kualitatif dengan metode deskriptif diterapkan dalam penelitian ini. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis datanya dilakukan secara interaktif, yang dimulai dari pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa; Kepemimpinan kepala sekolah dalam meningkatkan kompetensi pedagogik guru dilakukan melalui penguatan sertifasi pendidik, pelatihan-pelatihan yang diselenggarakan oleh dinas maupun sekolah, penguatan kolaborasi, komunikasi, berpikir kritis dan kreatif, yang diimplementasikan melalui kecakapan literasi, penguatan pendidikan karakter, pembelajaran berbasis teknologi informasi dan komunikasi. Penelitian ini memberikan implikasi tentang pentingnya kompetensi guru dalam meningkatkan mutu pendidikan di sekolah, sehingga perlu mendapatkan perhatian yang sangat serius dari semua pihak

Kata Kunci: *Kepemimpinan, Kepala Sekolah, Kompetensi Guru, Abad 21*

INTRODUCTION

Along with the times, students in the 21st century have grown up online and surrounded by digital technology since they were born, as have students at SMA Negeri 68 Jakarta. As a result, the demands of students to be digitally significantly educated affect the education system and their daily lives. On the other hand, there is an emerging consensus that integrating digital technology can improve student learning which ultimately improves the main output of schools, namely student achievement. For this reason, teachers are expected to be architects in students' digital learning environments (Engeness, 2021).

To investigate how teachers should address the challenges of 21st-century teaching skills at SMA Negeri 68 Jakarta, it is essential to identify what is expected of students as the workforce of tomorrow. On the other hand, as a learning designer, the teacher's responsibility is to develop students' potential into proficient technology users who can quickly adopt, adapt, and integrate technology in their classrooms (Amini & Kemal, 2021). This certainly has expanded the concept and definition of a professional teacher. Therefore, a discussion of how teachers can be considered professionals is essential to provide an in-depth understanding of how technical skills are essential to the professional development of teachers. According to Masnan & Halim (2021) and Sancar et al., (2021), teachers' professionalism is influenced by four factors: academic qualifications, professional training, teaching experience, and ongoing professional growth.

Teacher certification is currently being implemented to create professional and competent teachers to improve the quality of education and 21st-century learning processes (Najemiah, 2017). In this century, the relevance of education and work must be adjusted to the progress of the times, science, and technology while still focusing on the humanities (Shaffer et al., 2019). 21st-century skills and attitudes are classified as ways of thinking (knowledge, critical and creative thinking), ways of learning (literacy and subtle skills), and ways of learning with others (personal, social, and state responsibility) (Zubaidah, 2018).

Educator certificates are given to teachers who have met the standards of the teaching profession. A teacher must undergo a competency test process designed to test mastery of competencies, including pedagogic competencies (Kurniawan, 2020; Sahudra et al., 2021). In other words, teacher certification for SMA Negeri 68 Jakarta acknowledges that a teacher has the competence to provide education and teaching. So, certified teachers must have good pedagogical competencies to answer the challenges of teaching 21st-century skills. In other words, teacher certification as evidence of a teacher having pedagogical competence helps them maximize the student learning experience (Barsah et al., 2020).

Professional teachers are built on adequate science-based knowledge (Chong & Lu, 2019; Dodillet et al., 2019; Entsie et al., 2020). They are experts who stay abreast of scientific breakthroughs and regularly evaluate their teaching to improve student achievement (Sodik et al., 2019). 21st-century learning is described in the 21st century knowledge-skills rainbow scheme as; 1)

life and career skills; 2) learning and innovation skills; and 3) information media and technology skills (Sole & Anggraeni, 2018; Hasibuan & Prastowo, 2019).

In 21st century learning, there are at least four main principles of learning, namely; 1) Teaching must be student-centered, 2) Education must be collaborative, 3) Learning must have context, 4) Schools must be integrated with the community (Zubaidah, 2018; Sole & Anggraeni, 2018; Fitri et al., 2020). Thus, learning at this time emphasizes life and career skills, learning and innovation skills, and media and information technology skills were applying a learner-centered approach to collaborate and adapt to the surrounding environment.

A study related to the pedagogic competence of certified teachers and the skills of 21st-century teachers was conducted by Wijaya et al. (2021) whose research aims to determine the implementation of teacher certification policies in improving teacher competence and professionalism, leading to improving the quality of education in Indonesia. Fatimah & Pahlevi (2020) explained that 21st-century attitudes, skills, and knowledge must be balanced with technology. In addition, students must have the competence to think critically or known as Higher Order Thinking Skills (HOTS). Meanwhile, Using secondary school pupils in Ekiti State as a case study, Olorunsola (2019) explores the relationship between instructors' pedagogical competence and students' academic achievement.

Based on her findings, she recommends that teachers stay up to date with new skills and knowledge in their various fields of study by attending refresher courses and engaging in professional development. They are also advised to improve their classroom management skills which positively affect students' academic performance. Teachers should work hard to improve their pedagogical skills to convey the most complex and abstract concepts easily (Engin, 2020; Siddik & Kawai, 2020).

Departing from the research results above, it can be understood that teacher competence is needed in developing students' potential by the direction set, especially in responding to the challenges of the 21st century (Fazal & Bryant, 2019). Pedagogic competence is determined by how each teacher can apply and develop the pedagogic competencies they already have in carrying out the learning process (Chimpololo, 2019; Wang et al., 2021). Teachers have complete responsibility for developing their potential to adapt and answer the learning challenges in this era (Saka, 2021).

Of course, the teacher's duties and responsibilities cannot be separated from the role of the principal in leading the organization in the institution he leads. In this case, the principle of SMA Negeri 68 Jakarta has a huge task and obligation in shaping and building teacher competencies to meet the expectations of all parties. Through school principals' leadership, it is hoped that the demands for increasing teacher competence in the 21st century can be met. Therefore, this study aims to understand how the principal's leadership is responding to the challenges of 21st-century teacher competence at SMA Negeri 68 Jakarta.

RESEARCH METHODS

This study, done at SMA Negeri 68 Jakarta, employs a qualitative approach with a case study. The purpose of this study is to generate descriptive data in the form of speech or writing and observations of the conduct of persons involved in school principals' leadership in responding to the difficulties of 21st-century teacher competence. Purposive sampling was used as a data collection strategy in this study. There are five selected informants. They are all nationally certified teachers serving in the same public secondary school. One of them is the principal of the school. To collect information, many procedures were employed, including field observations, interviews, and documentation. Using three qualitative flows of operations simultaneously, the data analysis technique is carried out: 1) data condensation, 2) data presentation, and 3) concluding/verifying the results (Miles et al., 2014).

RESULTS AND DISCUSSION
Pedagogic Competence of Certified Educator Teachers

Learning to understand students, create and implement learning, evaluate learning outcomes, and develop students so that they can realize their full potential are all examples of pedagogical competency (Hickling et al., 2021). The primary competence that teachers must-have for practical and dynamic learning to be carried out is pedagogic competence (Marsen et al., 2021). Teachers must learn to grasp these pedagogical competencies in theory and practice to the greatest extent possible. Teachers must demonstrate originality and creativity in directing their students' learning by the goals they set from here on out; change and growth will occur quickly and successfully due to this (Baharun et al., 2021).

As the head of SMA Negeri 68 Jakarta, ADR said that competency development in this institution is necessary so that teachers can carry out their duties well and make changes and improvements in each of their learning activities. SHI is, the Deputy Head of the curriculum section, added that a teacher must have the competencies required by the government, especially for those who have received teacher-certification allowances. The teacher must access the preconceptions about the learning being carried out and recognize the game's rules so that when conveying the material to students, the learning is not monotonous and is based on teacher-centered.

The more advanced science and technology impact the progress of society, so the demands society for better education and learning services are increasingly pressing. Furthermore, AHD as a teacher at SMA Negeri 68 Jakarta said that a teacher, in addition to being required to master learning material well, must also be able to communicate the material to students in a good way and strategy so that it is easy to catch and master the material, especially teachers who already have educator certificate. In addition, they must adapt to the dynamics of the development of science and technology, especially related to how to present their learning by utilizing various existing platforms, so that they are exciting and able to arouse students' learning motivation.

Departing from the above, at least the teacher's efforts to become

pedagogically professional in their educational and learning activities can do several important things; 1) Make a thorough plan regarding everything that will be done in the learning process, namely by making a syllabus and lesson plan (Nasirun & Yulidesni, 2018); 2) Conducting lesson preparation involving material preparation (e.g., making hand-outs, summaries), methods to be applied, and media to be used; 3) innovate with new strategies both manually and with the help of technology that refers to active, innovative, creative, effective, and fun learning (Muyassaroh & Andriana, 2018); 4) Self-reflection to improve self-quality and increase self-competence; 5) Always hone skills continuously; 6) Proficient in modifying learning methods according to student interests and existing infrastructure; 7) evaluate the process and learning outcomes on an ongoing basis; 8) Able to guide students in developing academic potential through positive activities in terms of youth scientific work and non-academic potential such as sports and so on (Pane & Dasopang, 2017).

ADR, as the head of SMA Negeri 68 Jakarta, said that tips in developing teacher competence needed to be done in providing an understanding that was able to develop student competence, from where it can be seen the level of professionalism of a teacher seen from the level of success in educating students, especially in the 21st century. The tips mentioned above show that becoming a professional teacher is not easy, especially in the pedagogical aspect. It necessitates the participation of all teachers in the design, implementation, and evaluation of their tasks in the learning process. Professional educators are an absolute prerequisite for developing high-quality educational systems and practices.

Article 1 paragraph 11 of the Law of the Republic of Indonesia, Number 14 of 2005, covering Teachers and Lecturers, specifies that certification is the process of awarding certificates to teachers who have demonstrated that they have reached professional teaching requirements. Teachers who have satisfied the qualifications are awarded an educator certificate, which serves as official documentation and acknowledgment of their status as members of the teaching profession (Sari, 2016). Everyone who has obtained an educator certificate has the same opportunity to be appointed as a teacher in specific academic units (Najemiah, 2017).

Educator certificates are given to teachers who have followed the certification process through the teacher professional education program (PPG), PPG in Position, and teacher professional education and training (PLPG). The government programs this training by involving qualified teachers in the primary education data or sympathetic system training. This program is implemented by the Rayon of Educational Personnel Education Institutions to facilitate the fulfillment of competency standards carried out such as the lecture system, teachers who pass the PPG or PLPG selection tests will obtain certification as formal evidence of professional teacher recognition is given teachers as professionals (Wijaya et al., 2021). Through this program, it is possible to improve the quality of teachers, which is expected to have an impact on improving the quality of education and teachers to gain enlightenment to improve pedagogic, professional, personality, and social competencies in order

to become professional educators.

Based on observations at SMA Negeri 68 Jakarta, it was found that teacher certification for teachers contributed significantly to improving teacher competencies, especially for teachers' professional and pedagogic competencies; the achievement of student learning objectives because the learning process carried out by the teacher goes well, and the transfer of knowledge is right on target; improvement of teacher performance, teacher's standard of living due to the provision of incentives, as well as the experience and skills of teachers in teaching.

Based on the documentation study, the number of certified teachers at SMA Negeri 68 Jakarta is 40 out of a total of 52 teachers, where those who have not taken certification are honorary teachers. This shows that 80% of the teachers in the institution are in the professional category. However, not only, SHI said that, as leaders in this institution, we want to optimize teacher competence by conducting academic supervision, which is carried out once a month in the form of class visits, checking learning tools, and other teacher administration.

The average teacher has implemented information and communication technology-based learning and refers to 21st-century learning and 21st-century teacher skills, such as the application of collaboration, communication, critical and creative thinking, strengthening character education in the learning process, lesson plans (RPP), have been prepared according to existing standards, the learning process is based on supervision instruments, and teachers improve teaching competence by using various learning models. Through breakthroughs and innovations, principals, by increasing pedagogic competence and educational certification (service), which teachers follow, can improve student competencies in the 21st century.

Strengthening Collaboration, Communication, Critical and Creative Thinking

The principal's leadership in preparing teacher competencies at SMA Negeri 68 Jakarta is carried out by strengthening teachers' collaboration, communication, and critical and creative thinking. The reinforcement in question is to make sharing among peers in the form of training or discussion called evaluation teacher four C (4C), 4C which means Critical Thinking, Communication, Collaboration and Creativity, and Innovation is considered capable of providing new passion, especially in increasing teacher competence (Pecso & Abadiano, 2020).

To develop teacher pedagogic competence in 21st-century teacher skills, which is carried out using the 4C method, teachers are included in various training, mainly in improving competencies that can be obtained from the collaborative method, training that is attended by teachers such as STEM (Science, Technology, Engineering, and Mathematics) training, subject teacher deliberations, workshops, in-house training, and reading books. Workshops and training organized by schools are mandatory for all teachers; conducted 1-2 times each semester and designed according to the teacher's needs.

IKT as a teacher at SMA Negeri 68 Jakarta, said that the efforts made by

the principal in improving the competence of teachers here were providing guidance, directing teachers, involving teachers in training, setting a mutually agreed time, and accompanying teachers who need assistance. Meanwhile, the things teachers do are: reading more, making innovations which are then poured into discussions, maximizing and managing time, and participating in subject teacher deliberations.

The implementation of 21st-century learning in institutions includes 4C competencies, reading literacy, strengthening character education, and ICT-based learning. 4C competencies are applied through classroom learning. Reading literacy is carried out by reading together in the field on Tuesdays, Wednesdays, and Thursdays and by reading the Qur'an on Fridays. As stated by AHD as a class XII teacher, teachers require students to read books/articles, either in the class, library or at home every day to increase students' reading interest. Character education of students is strengthened through the learning process, including praying before starting to study, smiling, greeting and greeting, prohibiting cheating to practice honesty, and avoiding free sex and drug abuse. ICT-Based learning is applied in the classroom using audio-visual devices implemented with videos and power points and several online learning platforms such as Google Classroom and creating discussion groups on WhatsApp. Activities in the mid-semester assessment and year-end assessment using the Moodle AIOCBT system.

The following are some steps for strengthening collaboration, communication, critical and creative thinking carried out at SMA Negeri 68 Jakarta;

Literacy Skills

Literacy skills are implemented with the school literacy movement. This skill must be mastered by an educator and student along with the times so that educators and students can filter the information they receive and distinguish between true and false information. As the head of SMA Negeri 68 Jakarta, ADR said that the implementation of literacy was essential for teachers and students, where it was aimed to open windows of knowledge and expand experiences through the world of literacy. Literacy carried out in institutions is not only based on manuals prepared by school libraries and science classes but also in digital form that teachers and students can access.

Teachers at this institution are required to develop both manual and digital literacy to improve a teacher's competence so that they are not left behind in this era of globalization. SHI is, the school's deputy principal, provides an example of a genuinely literate teacher. According to him, even though he is old, one of the senior teachers at this institution does not stop him from always being literate, both manually and digitally. He always takes the time to read newspapers, magazines, and books and search for information on the internet to never miss information around us, both nationally and internationally.

The School Literacy Movement is obligated to teachers and students, especially those implemented through the teacher's creative method. The

School Literacy Movement, which incidentally is less loved by 21st-century students, but in this institution is packaged in an attractive and modern way by teachers with the application of a digital-based collaboration system, online questions and answers, and doing work in the form of an article and is appreciated by the institution by receiving an award. That way, students compete and are more enthusiastic about improving literacy in developing themselves. Literacy activities at the institution are carried out by reading together in the field on Tuesdays, Wednesdays, and Thursdays, as well as reading the Qur'an on Fridays; students in the digital library can access digital literacy by opening the school website.

The activities of the school literacy movement cannot be separated from strengthening character education and 21st Century learning as an effort to realize the profile of Pancasila Students, namely faith, fear of God Almighty and noble character, global diversity, having cooperation, creative, critical reasoning, and independent attitudes. In addition, related to literacy itself, the activities of the school literacy movement encourage the integration of mastery of the six basic literacy skills (reading and writing, digital, numeracy, finance, science, and culture and citizenship) (Noviansah, 2020).

IHS, as the student's guardian, said that the school literacy movement was able to develop children's knowledge about the outside world; even not only that, the plus value of this literacy movement was that it was able to hone children's literacy skills or abilities by being able to produce works that various groups can enjoy, both in the form of written and written works. He was made by the child himself and was able to win the competence competition he participated in. Literacy skills programs that are collaborated appropriately can stimulate creativity and critical thinking, which positively affects teacher competence and student development (Afnida & Suparno, 2020). This program is very appropriate to be chosen by school principals in stabilizing institutions in the 21st century that can maintain the existence and quality of institutions in the national and international arena.

Strengthening Character Education

Character education can be interpreted as changing or shaping a person's character, behavior, temperament, and personality according to predetermined criteria (Maryam, 2018). The Movement for Strengthening Character Education launched by the Ministry of Education and Culture of the Republic of Indonesia in 2017 identified five central character values that need to be developed as priorities: religious values, nationalism, independence, cooperation, and integrity (Komara, 2018).

Character education cannot be separated from literacy skills programs promoted in schools with the hope of fostering tolerance in all circles and producing a social, helpful, critical, and independent generation. IHM stated that character education could be developed through the behavior that the teacher exemplifies by maintaining an attitude. Teachers do not arbitrarily order students but also have to respect and respect students. The teacher is a figure who is admired and imitated. If the teacher can be imitated and respected by students, success in educating character will be more manageable.

Furthermore, as the head of SMA Negeri 68 Jakarta, ADR said that in recruiting new teachers, the main thing to consider is their character, as the motto that is always echoed is "color yourself with a good attitude." Next is pedagogic competence, which is needed to ensure the quality of a teacher. By having teachers who have character and superior pedagogic competence, they will indirectly be able to stimulate and shape students' character.

Students' character education is strengthened through the learning process, including praying before starting to study, socializing with other people (group learning), prohibition of cheating to practice honesty, maintaining cleanliness, being polite, and respecting each other. Supporting programs in character education such as habituation of dhuha prayer in congregation and dzuhur prayer in the congregation by involving students as priests and dhikr leaders who are scheduled alternately according to learning groups.

ICT-Based Learning

21st-century learning must be able to prepare the next generation who are qualified in the field of globalization, especially in the involvement of technology. For the 21st century to succeed, four understandings are required: methods of thinking, working methods, tools for working, and skills for living in the world. These understandings are as follows: Learning oriented to students in the twenty-first century differs from traditional teacher-centered learning in that it takes a different approach to curriculum, education, classroom atmosphere, assessment, and technological resources (Hwang, 2020).

Applying information and communication technology-based learning at SMA Negeri 68 Jakarta requires both teachers and students to be information literate, media literate, and information and communication technology literate. Information literacy skills include accessing information more effectively and efficiently, being competent and critical of information, and using information accurately and creatively. It is possible to develop media literacy abilities by using media as a learning resource and by using media to communicate with others, create, and be creative (Rana & Rana, 2020). Information and communication technology literacy skills include the ability to use information and communication technology effectively as a research tool, communication tool, evaluation tool, and correctly understand the code of ethics for its use (Mohapi et al., 2021).

Efforts made by school principals by requiring teachers who are still technologically savvy to take part in information and communication technology training accompanied by teachers who are already proficient. SHI emphasized that the institution seeks and collaborates with related parties such as the nearest university, especially from the faculty of technology, to conduct training for teachers to strengthen knowledge about the use and utilization of information and communication technology to support education and learning activities in the classroom. Through this collaboration, it implies mutual benefits for both parties, from universities being able to promote campus programs to students at SMA Negeri 68 Jakarta to recruit prospective new students. On the other hand, SMA Negeri 68 Jakarta can gain knowledge from

training based on information and communication technology to improve its teachers' competence. This is where the critical role of school principals in responding to the challenges of 21st-century teacher competence is so that the educational institutions that are led can survive and adapt to the dynamics of the times and the complexity of the demands of society to win the competition between educational institutions.

CONCLUSION

In this 21st century, various challenges will be experienced by an institution if it does not have the readiness to face them. Therefore, the touch of leadership and the golden hand of school principals in improving teacher competence can be chosen to answer the challenges of this 21st century. In responding to the challenges of 21st-century teacher competence, school principals made several breakthroughs and innovations, namely improving teacher pedagogic competence through strengthening collaboration, communication, and critical and creative thinking, which were implemented through literacy skills, strengthening character education, ICT-based learning. Through activities to strengthen teacher competence, SMA Negeri 68 Jakarta can realize its vision and mission together through the involvement of all parties in the school, be able to survive amid the dynamics of the times, be able to answer the demands for improving the quality of education from the community and be able to win the competition incompetence. The quality between educational institutions. Of course, this program cannot be generalized to all institutions because it must adapt to the conditions and climate of the institution so that it will provide opportunities for further research of the same type.

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