



## **CHALLENGES FOR DEVELOPING TEACHER COMPETENCIES IN THE CONCENT ERA**

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### **Abstract:**

Teachers have very important responsibilities in their role as educators in schools. Achieving quality learning goals requires continuous improvement of teacher competence as time goes by. This writing aims to discuss and understand the challenges of developing teacher competency in learning in the contemporary era. This research uses qualitative methods in the form of a literature study, with a descriptive approach. Data was collected through references from books and literature related to the challenges of developing teacher competency in learning in the contemporary era. The research results show that teacher competency is the ability possessed by teachers and includes aspects such as knowledge, skills, thought processes, personal adaptation, attitudes and values that they apply in teaching practice. There are four abilities that teachers need: educational abilities, personality abilities, social abilities, and professional abilities. In addition, teacher skills development faces various challenges, including legislative, socio-cultural, technological and political challenges.

**Keywords:** *Challenge, Competency, Teacher*

### **INTRODUCTION**

Within the educational framework, teachers play an important and strategic role. This is because educators are at the forefront in implementing education. To be relevant in today's world, educators must have creativity and technological proficiency. There is no denying that we need to be computer savvy, innovative and engaged in this day and age. As digital technology advances in the modern era, educators must be able to become certified professionals who quickly understand technological advances in order to improve the teaching and learning process in the classroom, create educational materials, and develop superior individuals. To carry out their duties as educators in schools, teachers have a big responsibility. Teacher competency must always be improved in order to achieve superior learning goals.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that in order for teachers or lecturers to carry out their duties effectively, they need to acquire, internalize and master a set of knowledge, skills and behavior (Republic of Indonesia, 2005). Teacher competence includes pedagogical competence, personality competence, social competence, and professional competence achieved through professional education. To increase a teacher's talent, his or her competence must be improved procedurally and continuously through various professional development approaches. To achieve learning goals at school, these four competencies are considered important.

Teachers must be proficient in content, procedures, and assessment systems as a minimum competency, but they also need to master personality and other abilities.

Without this, they will not be able to carry out their work professionally (Ramaliya, 2018). Teachers are expected to be good educators if they master and use these competencies in the learning process, both inside and outside the classroom. Therefore, the purpose of this essay is to talk about the challenges of developing teacher competence to become more proficient in teaching in the contemporary era.

## **RESEARCH METHODS**

This research was conducted using qualitative methods in the form of a literature study, with a descriptive approach. A literature study approach was used to write this research. Collecting relevant library materials, reading them, making notes, and analyzing them is part of the library research approach (Sugiono, 2016). To overcome difficulties by tracing previous textual sources is the definition of library research. Books, periodicals, papers and other library sources were consulted by the author to gather information for the Challenges of Teacher Competency Development in the Contemporary Era

## **RESULTS AND DISCUSSION**

### **Teacher Competency**

The main responsibility of teachers as stated in Law Number 14 of 2005 is to educate, guide, direct, train, assess and evaluate students in early childhood education through formal education, primary education and secondary school. Teachers are professionals in the field of education. According to Article 7 Paragraph 1d, the teaching profession is a unique job that is carried out in accordance with professional standards, one of which is the requirement to have skills that are relevant to the field of work. According to the Republic of Indonesia (2005), article 20 c defines competency as a collection of knowledge, abilities and behavior that must be acquired, absorbed and mastered by teachers and lecturers to carry out their professional obligations. A teacher must continue to improve his academic abilities and competencies in order to fulfill his professional obligations, keep up with advances in science. Teacher competency includes educational, personal, social and professional competencies as intended in paragraph (1) of article 10 of Law Number 14 of 2005 concerning Teachers and Lecturer.

Competence in Pedagogy, where pedagogy is defined as a teaching method that takes a psychological perspective on students. Helping students to truly learn is the essence of this method. A teacher's pedagogical competence is his expertise in relation to the art and science of education.

Personality Competency—The ability to have a wise, stable, authoritative, mature, noble, and exemplary personality that students can emulate. A teacher must have a complete personality, the ability to interact with other people, the ability to improve his career, and the ability to realize his own potential to the maximum. Thus, a teacher's capacity to treat each student as an individual, as well as their awareness of their growth as learners, are aspects of their personality that contribute to their credibility as an ethical, trustworthy, and approachable professional.

Competence in Social Situations: This skill is related to the ability to interact with peers and the surrounding community. A teacher's social and communicative abilities include: 1). familiarity with religion and social norms. 2). Cultural knowledge. 3. Understand democracy. 4). Aesthetic awareness. 5. Be appreciative and socially aware. 6. Maintain an optimistic view of learning and work. 7, devoted to everyone's value.

Professional Competence: The ability to have a thorough and comprehensive understanding of a topic is defined as professional competence in Law no. 14 of 2005 concerning Teachers and Lecturers. Expertise in the field, including knowledge of the subject matter and the techniques used to teach it, a strong sense of personal responsibility for one's work, and a strong sense of community among colleagues are components of professional competence.

Teacher professional competency standards, which include mastery of material, student understanding, educational learning, personal development, and

professionalism, are largely formed by a combination of personal, scientific, technological, social, and spiritual abilities known as teacher competency (Meria, 2016). Additionally, the set of behaviors, knowledge, and abilities that educators need to have to meet learning and teaching goals is known as teacher competency. Teacher competency includes mastery of information, skills, values, and attitudes expressed in a person's way of thinking and acting in the process of teaching practice (Hamid, 2017).

Teacher competency is dynamic and develops in response to current circumstances. Changes that often occur and require modification of teacher competence include increasing career levels, shifts in students' educational needs, changes in the environment and societal expectations, and so on. Today's educators must be able to create evaluation tools that look at students' knowledge, abilities and character. Throughout the classroom learning process, each of these elements must be investigated, refined, and assessed. Today's educators must be able to not only build assessment tools but also write assessment reports that highlight the excellence and individuality of each student. As part of feedback to help them continue to improve their academic performance, this evaluation report will be of great help to children and their parents (Ismail et al., 2020).

Hal ini menjelaskan bahwa kompetensi guru di era ini adalah seorang guru yang sesuai dengan tren masa kini di bidangnya, memiliki informasi, kemampuan, nilai-nilai, dan sikap untuk melaksanakan tugas profesinya secara efektif. Ciri-ciri tersebut dibentuk oleh refleksi ideologi nasional, tujuan pembangunan, gagasan pendidikan universal, dan kehidupan global.

### **Challenges of Teacher Competency Development in the Contemporary Era**

The surge in information that we are currently experiencing is very strong, and we need to respond to it well so as not to let ourselves be swept away. The era of globalization has arrived as a result of these factors, and everyone now has to face this reality regardless of their level of readiness, level of liking, or level of acceptance of globalization. The ability to adapt to these changes, ride the wave of information, and see what the problems and opportunities are is critical for every educator. In their role as educators, teachers are people who work in the field of education. There are a number of standards that must be met in order for an educator to practice well in the classroom. Being competent in all areas is essential for educators to practice their craft at a professional level. Failing to maintain a professional attitude in your chosen career path will only hasten its demise. (Ramaliya, 2018).

If teaching continues to develop and adapt, this profession will become increasingly popular because education will essentially always take place in various settings and eras. A career in the development sector is a career that is always developing and changing. Therefore, to create changes in themselves and the way they carry out their responsibilities, educators must always grow and improve their skills. For educators, this presents both a challenge and an opportunity to enhance their credentials and skills.

Challenges for Teachers in Law: Developing a person's competence as a teacher is complicated by Law Number 14 of 2005 which regulates teachers and lecturers. The person most often expected to bear responsibility for the demands, difficulties and various problems of failure in the field of education is the teacher. In fact, apart from always improving his abilities, a teacher has no reason at all to defend himself. The first logical step in solving problems in the field of education is to assess and improve a teacher's skills. By using creative learning concepts, a teacher can help students grow as individuals and contribute to society. (Husnani, Zaibi, Rollies, 2019)

Teacher Challenges in the Socio-Cultural Field, Teachers who work in socio-cultural subjects face a number of difficulties, such as: Teachers face the following

difficulties in the socio-cultural field today: The first two difficulties are teaching in a multicultural society, or teaching in a society with diverse cultures . and multilingual; the second is teaching to construct meaning, or teaching to construct the meaning of a concept; the third is teaching for active learning; the fourth is teaching and technology; the fifth is teaching by choice; and the sixth is teaching and accountability. (Ramaliya, 2018).

Challenges for Teachers in the Technology Sector: Overcoming the impact of technology and the increasingly rapid pace of globalization is the only real obstacle facing educators. Technological progress not only has an impact on science, but also has an impact on society's social culture. The information technology revolution is a problem that must be resolved immediately if we want to increase teacher professionalism. The dynamics of the relationship between teachers and students will shift along with advances in information technology. Therefore, support is needed from educational practitioners in their field as well as the will and ethics based on educational science. Maintaining socio-cultural values in children is a very challenging task for an educator. The eastern culture of students is starting to fade due to technological advances. Moral damage is the only result, and it is no laughing matter. Positive and negative changes in student morale may be caused by the instructor. Therefore, a teacher's job description should be more than just imparting knowledge; rather, it should include character development and increased competence. (Husnani, Zaibi, Rollies, 2019).

Challenges of Today's Teachers in the Political Field, At the final stage of this reform movement, teachers received a lot of support from the government, which implemented a number of policies including new laws with the aim of elevating teaching to a respectable profession both in terms of social and financial welfare. compensation. Educators and lecturers have an important role in shaping the future of national education, which is regulated in laws such as No. 20 of 2003 which relates to the national education system, and No. 14 of 2005 which regulates teachers and lecturers. A number of factors contribute to the fragmentation of teacher concentration due to the lack of teacher welfare. On the one hand, educators have an ongoing responsibility to improve themselves academically by keeping up with the latest developments in media, pedagogy, and their own abilities. On the other hand, a teacher has an obligation to look after his own welfare as a demonstration effect of welfare goals. (Ramaliya, 2018)

By overcoming the challenges of developing teacher competency, teachers can play an optimal role in preparing students to face the challenges of the current era. However, to foster cooperation that focuses on teacher professional development, strategies can be implemented to increase teacher competency in facing the contemporary era as follows: First, maximize the function of Teacher Working Groups (KKG) and Subject Teacher Deliberations (MGMP). . The PKB program facilitates continuous improvement of the teaching profession. The aim of PKB is to close the gap in knowledge, skills, social competence and personality between the participant's current situation and their future job expectations. Third, through increasing teacher conversations. The social competence and personality of team members will grow through forum discussion activities. Fourth, e-literacy support will make it easier to increase teacher competency development. Instructors can access the various knowledge they need by using e-literacy. After being collected from the internet, the data is processed and checked to produce new data. In addition, e-literacy will broaden educators' understanding and perspective of the modern world. (Ismail et al., 2020).

## **CONCLUSION**

Teacher competency is the ability that a teacher has in order to carry out his or her calling. These abilities include information, skills, mental processes, personal changes, attitudes, and beliefs. The four categories of competence that educators need to have are social competence, personality competence, professional competence and pedagogical competence. There are several obstacles that educators must overcome to

become competent, such as those related to legal, political, technological and socio-cultural aspects.

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