Teachers Quality Improvement Strategy in the Future

Hottua Samosir[1], Satria Darma[2]
{hottuarealy@gmail.com}

Faculty of Economics, Prima Indonesia University, Indonesia[1]
Sekolah Tinggi Agama Islam Negeri Mandailing Natal, Indonesia[2]

Abstract. Education is a conscious and planned effort to develop the potential of students to have strong spirituality, good self-control, strong personality, intelligence, noble character, and have adequate skills as their future capital. Efforts to improve the quality of education influenced by many factors. Where one factor affects others. However, the most important factor is the teacher, because good and bad of the teaching and learning process in the classroom strongly influenced by teacher's quality. The teacher known as the hidden curriculum, because students as signs to be imitated or used as learning materials will accept attitudes and behaviours, professional appearance, each ability, and everything that is inherent in the teachers' personality. For most parents, educators or teachers still seen as representatives of parents when their children are not in the family.

Keywords: Quality Improvement; Teacher Candidates

1 Introduction

Entering the twenty first century is checked by the increasingly absorption of voters of the globe community in an exceedingly wide and various social organize that' furthermore receptive all citizens. This happens since it's bolstered by the utilize of information and communication innovation altogether angles of life. The presence of data innovation interfaces the world that rises above topographical boundaries so that the world gets to be borderless and permits the improvement of connections with anybody, anytime, anyplace, in different shapes, to be specific sound and pictures that show data, information, and occasions in an moment. Mentally, these conditions will lead to changes within the cognitive outline, improvement and plurality of needs, shifts in needs within the esteem framework.

These days, changes in scholastic execution measures happened in line with the improvement of data and communication innovation (ICT) and worldwide financial development [1]. So it cannot be denied that educator polished skill towards data innovation may be a need that cannot be deferred any longer, beside the expanding advancement of data innovation in this computerized time. In other side, [2] The increasing workload of future trainers, especially due to the rapid changes in society caused by significant changes in values, the resulting changes in communication innovation and the increasingly effective use of political life. Clarify. To foster a solid and useful national and financial life that requires modern skills and state of mind to confront competition.

Conceptually, instructors as experts must meet different competency necessities to carry out their obligations and specialists professionally, whereas the genuine conditions within the field

are still exceptionally concerning, both in terms of amount, quality and polished skill of instructors. This issue is still compounded by the different challenges ahead that are still complex in this worldwide period. Instructors who come from the predigital world discover it troublesome to construct successful communication with children or understudies from the computerized period. Their propensities and ways of learning are certainly exceptionally diverse from those of their instructors and guardians. This regularly makes both parties, understudies on the one hand and instructors and guardians on the other hand, at last both become baffled since there`s a disengage between understudies and instructors. Students - digital natives - receive information quickly from various multimedia sources, while teachers - digital immigrants - provide information slowly and from limited sources (using only textbooks, for example). Students like to do several activities at once (such as completing assignments while listening to music from an iPod or smart phone), while the teacher wants to do only one thing at a time.

The students prefer to see the picture, listening music and see the video first before seeing the text, while the teacher gives the text first before showing the picture or listening or watching the video. Students want to access hyperlinked multimedia information randomly, the teacher prefers to provide information in a linear, logical and sequential manner. Students like simultaneous interaction with many people (other students), the teacher wants students to work independently. Students like lessons that are relevant, interesting and can be used immediately, the teacher wants to follow the curriculum and meet standardization [3], [4].

In managing with all the advancements that exist within the computerized period such as social advancements, data innovation and culture which of course moreover influence students' considering styles, a technique for expanding instructor polished skill is required so as to produce truly professional instructors at the side the improvement of data innovation because it is nowadays.

2 Literature Review

2.1 Education in Digital Era

The digital era has had a great influence on the lives of Indonesian people. Social life is changing quickly since the world is progressively bound together, particularly upheld by propels in data and communication innovation, so that the boundaries of society and the state are now not constrained. Included within the worldwide alter is the instructing calling. In agreement with the requests of changing society, the teaching profession too requests polished skill. Proficient instructors are now not figures who work as robots, but are dynamists who lead participants' possibilities towards imagination.

The International Commission for 21st Century Education which is marked by the digital era formed by UNESCO reports that in this digital era education is carried out by relying on four pillars of education, namely learning to know, learning to do, learning to be, and learning to live together [5]. In learning to know, students learn important knowledge according to the level of education that followed. In learning to do students develop skills by combining the knowledge mastered with practice (law of practice), so that a skill is formed that allows students to solve problems and challenges of life. In learning to be, students learn to become complete individuals, understand the meaning of life and know what is best and should be done, in order to live well. In learning to live together, students can understand the meaning of life with other people, by respecting each other, respecting each other, and understanding the existence of

interdependence. Thus, through these four pillars of education, it is hoped that students will grow into complete individuals, who are aware of all rights and obligations, and master science and technology for their livelihood.

2.2 Teacher Professionalism

Instructor polished skill alludes to the state, course, esteem, reason, and quality of information and specialist within the circle of education and educating that's tied to the job of a individual. Proficient instructors, on the other hand, are teachers with the essential abilities to carry out instructive and educating activities. In other words, a proficient educator may be a individual with extraordinary capacities and competence within the field of instruction who is able to perform his or her obligations and capacities as a instructor to the finest of his or her capacity. Proficient instructors are well-educated, well-trained, and have a riches of ability in their disciplines. [6].

A educator must have five qualities in arrange to be considered a proficient: a) a commitment to understudies and the learning prepare; b) a careful understanding of the materials/subjects he instructs and how to instruct them to understudies; c. Instructors are dependable for checking understudy learning results through different implies of assessment; c) Instructors are able to think efficiently approximately what they are doing and learn from their encounters; e) Instructors ought to be able to think efficiently around what they are doing and learn from [7].

Furthermore, a teacher's professionalism must be backed up by competencies that must be held, which comprise the following four criteria [8].

2.1.1. Pedagogic Competence

Within the National Instruction Benchmarks, the clarification of Article 28 section (3) point a states that academic competence is the capacity to oversee understudy learning which incorporates understanding understudies, planning and actualizing learning, assessing learning results, and creating understudies to actualize their different possibil.

2.1.2. Personal Competence

Within the National Instruction Guidelines, the clarification of Article 28 passage (3) point b, it is expressed that what is implied by identity competence is the ability of a identity that's consistent, steady, develop, astute, and definitive, being a part demonstrate for understudies, and having respectable character

2.1.3. Professional Competence

Within the National Instruction Guidelines, the clarification of Article 28 passage (3) point c states that what is implied by proficient competence is the capacity to ace learning materials broadly and profoundly which permits directing understudies to meet the competency standards set out within the National Instruction Benchmarks.

2.1.4. Social Competence

Within the National Instruction Benchmarks, the clarification of Article 28 section (3) point d states that what is implied by social competence is the capacity of instructors as portion of the community to communicate and connected successfully with understudies, individual teachers, instruction staff, parents/guardians of understudies. , and the encompassing community.

3 Method

This ponder employments subjective investigate with writing ponder strategies, so that the information collection in this ponder separated from reference books and a few diaries.

Data analysis was carried out by reading library sources to obtain the necessary data with the following steps [10]: a) Reading: read all the information in the research whether there is information in accordance with the background of the research problem; b) Collecting: collect sources of study materials that are relevant to the problem in research; c) Quoting: to quote the information contained in the reading can be in the form of quotations, paraphrasing and writing down the results of the study into the cards provided; d) Taking: take notes on important things by first seeing which ones are important by also studying the index on the back of the book to look for pages relating to those recorded on the cards provided; e) Summarizing: conclude the results obtained; and f) Interpreting: interpret the results obtained.

4 Result and Discussion

4.1 A Challenges of Professionalism Teacher in the Digital Era

The educating calling within the 21st century, which is stamped by the computerized period, is unequivocally affected by the utilization of data and communication innovation. The demand for teacher professionalism at this time is that in addition to having good moral information and being able to convey methodologically, they must also be able to utilize various sources of information scattered in the community into teaching and learning activities. However, the reality is that in general, the speed of technology and dynamics is not balanced with the situation of the teacher itself, especially in society, so that it often leaves teachers far behind. When people enter the information age, which includes the sharing of knowledge and information, the teachers themselves are left behind. And for example, the teacher starts trying to change himself, the changes and progress he experiences will still be difficult to adjust because changes in society outside his environment are still more advanced and always lose steps. And the image emerges that the teacher is out of date.

In this digital era, teachers with artificial abilities can teach large numbers of students, and can even serve students scattered all over the world. The teacher no longer only controls the students who learn in the classroom, but he is able to teach millions of students in "world class" providing services individually at the same time. So with internet information technology, knowledge can be transmitted at high speed. The demand for ability and opportunity to accumulate, process, analyse, synthesize data into information, and then become useful knowledge is very important in today's information world [5].

This condition, will affect the habits and culture of teachers who have been doing this. Because, knowledge will be spread everywhere and everyone will easily obtain knowledge without difficulty because it is obtained through the means of "internet" and other "information media". "This paradigm is known as distributed intelligence (distributed knowledge) and with this paradigm, it appears that it is the work of teachers/lecturers/educational teach that will inevitably switch from a source of information to ended up a "mediator" of information. Hence, the long life learning handle within the casual world which is more learning based than educating based will be the key to the advancement of human assets.

So the new paradigm of the education system in this digital era, students are considered to have initial knowledge, and the task of the teacher is only to construct it. Students are analogous to plants that already have the potential to grow and develop, while the teacher only functions as a sprinkler that helps plants grow and develop properly. As a result, the teacher's role in teaching has changed from being a teacher to a facilitator with a student-centred learning model, no longer teacher-centred. The future learning process is independent of students in exploring their curiosity with the problem-solving approach given by the [3].

Instructors in this century and the following century are challenged to quicken the advancement of data and communication. Classroom learning and classroom administration, in this century must be adjusted to the benchmarks of progresses in data and communication innovation. According to [11] and [12] there are 7 challenges for teachers in the 21st century (digital era), namely: a) Teaching in a multi-cultural society with multilingual competence, b) teaching to construct meaning (concepts), c) teaching for active learning, d) teaching and technology, e) teaching with a new view of ability, f) teaching and choice, g) teaching and accountability.

The challenges above are formidable challenges that we must face with readiness and using the right strategy. This strategy must of course be different from what has been applied before. If the wrong formulation is used, the changing times will be toxic to future generations.

4.2 Strategies to face challenges of professionalism in the Digital Era

The digital era, whose stages have begun at this time, has really had a colossal impact on the world of instruction. The world of instruction nowadays is truly confronted with a reasonably extreme challenge, the dealing with of which needs a procedure by including different related parties. Strategy can be deciphered as an effort made by a individual or organization to reach at a objective. What is meant by a instructor proficient improvement technique may be a strategy or exertion made by a individual or organization in creating instructor polished skill? Becoming a professional teacher facing the digital era at least has the following characteristics:

a. Having a commitment to the student learning process
b. Mastering in depth the subject matter and how to teach it
c. Able to think systematically about what he does and learn from his experience.

The procedure suggestions in confronting the challenges of educator polished skill within the computerized time are as takes after:

4.2.1 Development of Pedagogic Competence

Instructive competence or the capacity of teaches to supervise learning is the spine of the triumph of the educator handle in schools. This instructive competence is related to awesome and appropriate direction techniques, so that the learning plan can run effortlessly and effectively.

To make strides this academic capacity, instructors got to be given preparing related to educating strategies in schools which incorporate:

4.2.1.1 Discussion Method.

This strategy is more compelling than the address strategy, since the discourse requires mental and thought as well as the trade of suppositions. In extension, dialogs are as well more communicative, able to clarify things that are still dubious, and able to reveal the level of development of each understudy.

4.2.1.2 Case Study Method.

This procedure is especially noteworthy for think approximately programs that emphasize the application of a law to a case, for case inside the workforce of law or the workforce of cultivation, and others. A case is utilized as texture for understudy exchange underneath the course of the teachers.

4.2.1.3 *Tutorial Method.*

This strategy is an task to a few understudies around a specific protest, at that point they talk about it with specialists in their field to guarantee the legitimacy of their understanding of the protest..

4.2.1.4 *Team Teaching Method*

This technique is an assignment to many understudies around a particular dissent, at that point they conversation nearly it with aces in their field to guarantee the genuineness of their understanding of the disagree.

4.2.2 *Development of Information and Technology Competence*

The advancement of science and data innovation, particularly in instruction, is right now developing. Modernization in instruction makes everything smoother and simpler; a few of the supporting variables for instruction are the web, Wi-Fi offices, and computers or tablets that utilized to back advance in instruction. The world of instruction is required to take after ceaselessly the stream of the improvement of science and innovation that's developing quickly, since instruction that remains on the guidelines educational programs will as it were make disharmony with mechanical propels progressively unavoidable.

Teaches who are in assention with the conditions of globalization in this computerized period are educates who are able to expert and control changes that are consistent and mechanical. The characteristic of a educators is to have the capacity to anticipate, oblige, and reorient existing progressions.

To develop this information technology capability, the following things needed:

a. Availability of technological facilities and equipment, in the form of computers, videos, projectors, internet equipment, and so on.
b. Availability of content and materials related to the method of using information technology to support teaching methods and implementation of the educational curriculum.
c. Organizing training for teachers on how to use these information technology tools, so that in time they can also teach them to students. Thus, the learning process will take place more effectively and productively.

With the utilize of innovation within the world of instruction, it trusted it would enable the instructing and learning handle to be more inventive and competitive.

4.2.3 *Development of Personal Competence*

Identity competence could be a individual capacity that reflects a unfaltering, steady, develop, astute, and definitive identity, gets to be an illustration for understudies, and has respectable character. Seen from the mental viewpoint of educator teacher competence appears individual capacities that reflect identity:

a. Steady and stable, specifically having consistency in acting concurring to pertinent lawful, social and moral norms;
b. Adult, which implies having the autonomy to act as an teacher and having a work ethic as a teacher;
c. Wise and wise, that's , the appearance is advantageous for understudies, schools and the communityby appearing openness,in considering and acting;

d. Authoritative,specifically the conduct of instructors who are regarded so that they have a positive impact on understudies; and

e. Have respectable character and have conduct that can be imitated by understudies, act agreeing to religious standards, be genuine, true and like to assist.The esteem of identity competence utilized asasourceof quality, motivation, inspiration and development for students.

4.2.4 Development of Professional Competence

Agreeing to Law No. 14 of 2005 concerning Instructors and Teachers, proficient competence has capacity to ace subject matter broadly and deeply. It meet with the statement of [13] suggest that professional competence is the various abilities needed to be able to manifest himself as a professional teacher.

In order for the professional competence of the teacher implicated, [14] mentioned that the improvement of teacher competence and professionalism could have done in several ways, including the following:

4.2.4.1 Advanced Study.

Advance study for the Strata 2 Program. Further study for the Strata 2 or Magister program is the first way that teachers can take to improve their competence and professionalism.

4.2.4.2 Courses and Training.

Participation in courses and training on education is the second way that teachers can take to improve their competence and professionalism.

4.2.4.3 Utilization of Journals.

Journals published by professional communities or universities used to increase competence and professionalism.

4.2.4.4 Seminars

Participation in seminars is the fourth alternative that taken to improve the competence and professionalism of a teacher.

5 Conclusion

Based on the depiction over, it can be concluded that capable competence is specialist of the texture broadly and the coherent substance that shrouds the texture, as well as dominance of the structure and coherent method. A educator must ace a least of four (4) instructor competencies, to be specific: (1) educational competence, (2) identity competence, (3) social competence, (4) proficient competence additionally data building competence.

Educates who are in understanding with the conditions of globalization in this progressed time are teaches who are able to pro and control changes that are coherent and inventive. The trademark of a educators is to have the capacity to anticipate, suit and reorient existing enhancements. Anticipating the enhancement of science and development consolidates mental capacities and states of intellect based on certainty and commitment, which in turn leads understudies to a level of dominance and control over ever-changing circumstances.

The efforts that can be made in order to improve professional competence are to provide opportunities for teachers to continue their studies in the Strata 2 Program, attend IT-based courses and training, use journals, attend seminars.

References

[1] Boyaci, D. B., & Atalay, N. (2016). A scale development for 21st Century skills of primary school students: A validity and reliability study. International Journal of Instruction, 9(1), 133–135. https://doi.org/10.12973/iji.2016.9111a

[2] Hasan Hamid, Hasan. (2004). Profesionalisme Guru dalam Implementasi Kurikulum Berbasis Kompetensi. Makalah Jurnal Himpunan Pengembang Kurikulum Indonesia (HIPKIN). Bandung: HIPKIN

[3] Lumbanbatu J.S; Zainuddin; Din Oloan Sihotang. (2019). Policy Analysis Implementation of 2013 Thematic Learning Curriculum. 384(Aisteel), 179–183.

[4] Razali, K., & Zulfikar, T. (2019). I Love Teaching: The reflective stories of English teachers at achieving shools in Banda Aceh. Englisia Journal, 6(1), 52. https://doi.org/10.22373/ej.v6i1.3849

[5] Lumbanbatu, J. S., & Sihotang, D. O. (2019). Education Transformation of Vocational School in 21 st Century. International Conference of Science Education On Industrial Revolution 4.0(ICONSEIR 4.0), 104–114.

[6] Hamid, Hasan. (2004). Profesionalisme Guru dalam Implementasi Kurikulum Berbasis Kompetensi. Makalah Jurnal Himpunan Pengembang Kurikulum Indonesia (HIPKIN). Bandung: HIPKIN

[7] Windari, Dewi, R., & Sihotang, D. O. (2020). Become a Professional Teacher in the Future. 488(Aisteel), 214–218. https://doi.org/10.2991/assehr.k.201124.046

[8] Mulyasa, E. (2008). Standar Kompetensi dan Sertifikasi Guru. Bandung: PT. Remaja Rosda Karya

[9] Syukwansyah, D. (2016). Pengembangan Bisnis Joeragan Dengan Menggunakan. PERFORMA: Jurnal Manajemen Dan Start-Up Bisnis, 1(2), 152–161.

[10] Arikunto, Suharsimi. 2013. Prosedur Penelitian: Suatu Pendekatan Praktik. Jakarta: Rineka Cipta

[11] Sihotang, D. O. (2019). Optimalisasi Penggunaan Google Class Room Dalam Peningkatan Minat Belajar Bahasa Inggris Siswa Di Era Revolusi Industri 4.0 (Studi Kasus di SMK Swasta Arina Sidikalang). Jurnal Teknologi Kesehatan Dan Ilmu Sosial (Tekesnos), 1(1), 77–81. http://e-journal.sari-mutiara.ac.id/index.php/tekesnos/article/view/981

[12] Arifin, M. Z., & Setiawan, A. (2020). Strategi Belajar Dan Mengajar Guru Pada Abad 21. Indonesian Journal of Instructional Technology, 1(2), 37–46. http://journal.kurasinstitut.com/index.php/ijit

[13] Ardiawan, I. K. N. (2017). The Correlation between Teacher Professional Competence and Natural Science Learning Achievement in Elementary School. Journal of Educational Science and Technology (EST), 3(3), 173. https://doi.org/10.26858/est.v3i3.3758

[14] Rerung, M. K. T. (2017). How Does a Good Teacher Teach? Journal of English Language and Culture, 3(1), 29–43. https://journal.ubm.ac.id/index.php/english-language-culture/article/view/297/285