

Professional English Teacher Competence and Its Relation to the 21st Century Skills and Learning

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Abstract

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The purpose of this study is to find out what the teacher's duties are and what competencies a teacher must have because the challenges of the 21st century demand many things so that the teacher becomes someone who has multiple roles. The method used in this study is the systematic review method. The results obtained are that in the 21st century, the role of a teacher is to renew the quality of learning, assist students in developing participation, make adjustments to personalized learning, emphasize project and problem-based learning, and motivate students to work together and communicate.

Kata Kunci:

*Kompetensi guru,
Profesional,
Keterampilan,
Pembelajaran abad ke-
21*

Abstrak

Tujuan dari penelitian ini adalah untuk menemukan apa saja tugas guru serta kompetensi apa yang harus dimiliki seorang guru karena tantangan abad 21 ini menuntut banyak hal sehingga guru menjadi seseorang yang multi peran. Metode yang digunakan di dalam penelitian ini adalah metode systematic. Terjadi redundat di abad 21 peran seorang guru yakni memperbaharui kualitas pembelajaran, membantu siswa dalam mengembangkan partisipasi, melakukan penyesuaian pada personalisasi belajar, memberikan penekanan pada pembelajaran berbasis proyek dan masalah, memotivasi siswa untuk bekerjasama dan berkomunikasi.

INTRODUCTION

The 21st-century learning and skills focus on aspects of development and the ability to create the widest possible employment opportunities for the people of Indonesia. The world of education is no exception, changes in the 21st century also occur in teachers and students. Teachers are required to have good and

sufficient competence, which can be said to be professional teachers. Good teacher competence will give birth to superior students. Likewise, with students, students are required to master skills by going through a different learning process in this century. Character education is a necessity in facing the challenge of globalization at this time (Baroya, 2018). Character education is a national movement in creating schools to develop learners to have ethics, responsibility, and caring, by applying and teaching good character through an emphasis on universal values (Komara, 2018). The ability to think critically, solve problems, and collaborate becomes an important competence in entering the life of the 21st century.

Change happens quickly and can't be stopped. Changes occur because of the rapid development of technology and information. These changes are related to the development of social media and digital in this century. The use of social media occurs in all circles, both young and old. Skills and job creation are also linked to these technological and information developments. Competence of professional English teachers will produce quality students. Good learning will produce students who have good abilities and skills to gain knowledge. Therefore, it is necessary to examine how professional teacher competencies are and what skills and learning must be mastered by students in the 21st century, so that teachers who have competence and superior students are in line.

METHOD

The method used in writing this scientific work is to use the SLR (Systematic Literature Review) method by comparing several articles. In addition, in writing scientific papers also refer to relevant books. The stages used in this study are to find relevant sources from journals and books, and select sources, then enter the writing stage.

FINDINGS AND DISCUSSION

Professional Teacher Competence

According to Oktifa (2022), there are four professional competency standards for teachers including pedagogical competence, personal competence, professional competence, and social competence.

The first competency standard that must be possessed by a teacher is pedagogical competence. Pedagogic competence is the ability or skill of a teacher in managing a learning process or teaching and learning interaction with students. There are seven aspects and indicators of teacher pedagogical competence, namely: 1. Characteristics of students, 2. Learning theory and educational principles of learning 3. Curriculum development, 4. Educational learning, 5. Development of the potential of students, 6. How to communicate, 7. Assessment and evaluation of learning.

Personality competence is a competency related to the teacher's character. Indicators that reflect the positive personality of a teacher include: outgoing, patient, disciplined, honest, humble, authoritative, polite, empathetic, sincere, noble, and acting according to social & legal norms. This competency determines how a teacher can be a good role model for students and also those around him.

Teacher professional competence largely determines whether a teacher can carry out his duties and functions as a teacher properly. An example of professional competence is shown by the following indicators of Teacher Professional Competence: 1. Mastery of the subject matter being taught, along with its structure, concepts, and scientific mind-set. 2. Mastery of Competency Standards (SK) lessons, Basic Competence (KD) lessons, and learning objectives of a subject being taught. 3. The ability to develop subject matter creatively so that it can provide broader and deeper knowledge for students. 4. Ability to act reflectively to develop professionalism sustainably. 5. Ability to utilize Information and Communication Technology in the learning process as well as self-development.

The last teacher competency standard is social competence. Competence is closely related to how a teacher communicates, behaves, and interacts in general, be it with students, fellow teachers, education staff, parents of students, to the wider community. The four indicators that show the teacher's social competence are as follows: 1. Ability to be inclusive, objective, and not discriminate regarding a person's background, whether it is related to physical condition, social status, gender, race, family background, and so on. 2. Ability to communicate effectively, using polite and empathetic language. 3. Ability to communicate both orally and in writing. 4. Ability to adapt and carry out duties as a teacher in various environments with various socio-cultural characteristics.

The 21st Century Skills and Learning

The education and competence of students have developed. In the 21st century knowledge and skills must experience a balance. Skills are carried out by habituation based on knowledge. Skills in the 21st century are expected to be able to open the widest possible employment opportunities for students in the future.

According to Among Teachers (2018), four skills must be mastered by students in the 21st century, namely, critical thinking, creativity, collaboration, and communication. Meanwhile, according to Mardhiyah (2021), 21st-century skills focus on student centres, the goal is to give students the skills to think, namely critical thinking, problem-solving, metacognition, communication, collaboration, innovation and creativity, and information literacy. The Special Region of Yogyakarta Disdikpora stated that some of the 21st-century skills are creativity and innovation, critical thinking and being able to solve problems, communication and collaboration, information literacy, media literacy, ICT literacy, flexibility and adaptability, initiative and self-control, intercultural social skills, productivity, and accountability, leadership, and responsibility.

Darmady (2015) explains that teaching is a profession that requires special expertise. A teacher must have qualified competencies and skills so that he can teach students all the good things that are by his competence. There is a saying "A good teacher will give birth to good students". That is why the role of the teacher

is very important and the teacher must have good skills in teaching and educating his students.

Teacher professionalism can be seen from the teacher's duties that are carried out well and the ability to carry out the task properly. Among the tasks of the teacher is to educate, teach, and train. Educating means making valuable by developing the values of life and personality. Teaching means making students know and developing their knowledge. While training means making students skilled and developing their skills.

The position of the teacher is as a second parent. Teachers must be good at attracting students' attention so that students are interested and have an interest in learning. Besides that, the teacher must be good at encouraging and motivating students to learn. Then the teacher's appearance should be considered, such as the cleanliness and tidiness of the teacher at school and in the community.

Society views teachers as someone who are respected because they believe that it is because of the teacher that they and their children gain knowledge. The teacher acts as someone who educates the nation's life and shapes society to become a whole human being. Teacher competence as a professional teacher must be considered. The higher the teacher's competency, the more Indonesian people will be created and nurtured who are ready to fulfil independence and build the Indonesian State towards noble ideals.

The task of the teacher as a teacher and educator is very much. In teaching and learning activities the task of the teacher is as a mediator and liaison who conveys knowledge and knowledge to students. Then the teacher is also a guide who brings students to maturity based on the proper signs. The teacher is also a supervisor who enforces discipline and provides examples and role models in every school rule in the school environment. The role of the teacher at school is also that of an administrator or manager who regulates the running of school activities and ensures that every rule and order in the school goes well and as it should.

The role of the teacher as a whole is very much, so the teacher can be said to be someone who has multiple roles. These roles are as a guide, class manager, facilitator, mediator, inspirational, informant, motivator, initiator, evaluator, supervisor, culminator, and many other teacher tasks. So it can be concluded that the teacher's role is very important and significant in the development of students in terms of cognitive, affective, and psychomotor development of students. The teacher's ability to play these roles must also be qualified because each role determines or influences the quality of students. How to improve the ability and potential of teachers is our shared task. Government, educational institutions and society as well as students. Darmadi (2015) concluded that the law governing teacher competence is Law no. 14 of 2015 article 10 paragraph (1) "teacher competence as referred to in article 8 includes: pedagogic competence, personal competence, social competence, and professional competence obtained through professional education".

Pedagogic competence is an ability to provide understanding to students, design and carry out learning processes, evaluate learning outcomes and develop students' abilities and expertise in maximizing the various potentials possessed by students. Various things included in pedagogic competence are the teacher's ability to understand students by using the principles of student cognitive development, personality principles and analysing students' initial provisions or potential. Then the ability to formulate learning, including the ability to understand the basics and foundations in education for learning purposes such as learning and learning theories and concepts, determines learning strategies and methods to be used in learning by looking at student characteristics. Furthermore, the teacher evaluates the learning process and determines the level of mastery of learning and makes learning outcomes a standard for improving and improving strategies or methods to be used in teaching.

Personality competence is the self-ability to make oneself a solid, stable and mature personality, wise and authoritative, making oneself a role model for students, having noble character and virtuous character. A stable personality is a person who is based on social norms, is proud to be a teacher, and firmly adheres

to norms and acts according to the rules. A mature personality is a person whose actions act as an educator and has the spirit and work ethic of a teacher. A wise personality is a personality that describes behaviour based on thoughts to benefit students, schools and society and shows an open attitude in thinking and behaving. An authoritative personality is a personality that has a positive impact on students and is respected by students. Having a noble character is an act that is exemplary and in accordance with religious norms (faith and piety, honesty, sincerity and helpfulness), being a role model for students.

Professional competence is a competency that is seen from the ability of a teacher to master learning material broadly and in depth, including mastery of the curriculum and scientific fields being taught. The teacher knows what will be taught structurally and knowledge methodology. Teachers master basic competencies, are able to develop their knowledge, be creative, reflect, and are able to use technology in communicating and developing themselves.

Social competence is a competency or expertise of a teacher in communicating and interacting effectively with students, other teachers, education staff, parents or guardians of students and the community. A teacher does not discriminate between associations, is good at placing himself in any environment regardless of one's background, is polite in acting and speaking, is able to adapt and is able to communicate orally and in writing.

The teacher has gone through a learning process that makes a teacher said to be a professional educator. In other words, the term "teacher" contains various competencies that indicate that a person is said to be a professional. The competencies that must be owned by a teacher are pedagogic, personality, social and professional competencies. The 21st century learning framework and learning skills require a teacher to become a professional teacher. TPACK (Technology, Pedagogy, Content, Knowledge) contains all of these things. TPACK is aligned with all the main competencies that must be possessed by a professional teacher (Rahayu, 2019).

Febrina (2019) explains that the competencies that must be possessed by a teacher are pedagogic, personality, social and professional competencies. Making a teacher competent can be done in various ways, one of which is with a teacher certification program. Teachers need to receive on going guidance, especially related to the teacher's ability to write. Then there needs to be someone who facilitates writing training. Furthermore, there must be a system that requires teachers to always have good performance, so that they are said to be professional teachers. In addition to teaching well, professional teachers must also always strive to improve their abilities through research, training and other scientific activities (Kartawagiran: 2015). In line with this opinion, Haryati et al. (2022) explained that teachers can improve their professionalism by conducting classroom action research (CAR). PTK is very useful not only for improving the quality of learning or the quality of education, PTK is also useful for a teacher in raising the rank and credit for developing the teaching profession.

Teacher competence during the pandemic has undergone a change from the main competencies described earlier, namely literacy and science and technology mastery competencies, classroom management skills competencies, and communication and social competencies (Jajat Sudrajat, 2020). Teacher competence is still lacking in terms of utilization of technology and information and self-development (Janawi, 2019). Competence is an absolute requirement that must be owned by a teacher. Teachers who have competence will be able to carry out their obligations as educators in a professional manner. Because education and teaching do not only aim to equip children with the knowledge and technology needed in life, but education will bring students to understand themselves well and respect others well too. This has an impact on society, namely the creation of a safe, peaceful and harmonious community life among community members (Imam Suraji, 2012).

Teachers should have broad, diverse and qualified knowledge. Pedagogic competence is part of the teacher's performance in learning. Professional teachers start their careers from the level of prospective teachers or novice teachers and practice pedagogic competencies to become proficient and publish all pedagogic

competencies in the learning process (Lubis, 2018). A teacher is expected to develop his competencies on an ongoing basis as an effort to maintain the quality of teachers and learning (Nofrion: 2018).

Teacher competence describes the quality of a teacher. Measurement of competence at this time is not appropriate. The concept of competence at this time is not in accordance with what is happening in the field. Competencies that should be used as benchmarks are individual competencies, collective competencies, and organizational competencies (Andina, 2018). A teacher is said to be professional if he meets the requirements and criteria for a professional teacher and has all the competencies that are the criteria.

In the 21st century, skills and learning are changing. Students are required to have creative thinking skills, think critically and be able to solve problems, communicate and collaborate or are called 4C. In the 21st century, the role of the teacher also increases with the implementation of 21st century skills. Among the duties and roles of a teacher is that the teacher must communicate well with students on an on-going basis. Frequent communication will provide stimulation to the child's brain to imitate the use of good sentences, and convey information correctly, understandably, and understandably. The teacher as a facilitator in forming groups in school learning to foster a spirit of cooperation, solving problems, tolerance and addressing differences of opinion, thinking critically and creatively in solving problems and associating things (Almarzooq et al., 2020).

21st century learning skills are very important to be introduced to and known by teachers and developed in order to improve students' abilities in the cognitive and affective fields so that they can compete and keep up with the times with 21st century skills (Junedi et al., 2020). One method that can be used in the learning process is the STEM (Science, Technology, Engineering and Mathematics) method which is relevant to 21st century competencies (Mu'Minah & Aripin, 2019). Making appropriate learning tools must also be mastered by teachers in accordance with the demands of 21st century skills (Fitri et al., 2020). The suitability of the preparation of learning tools (LKPD) with aspects of 21st

century skills is still low, so that improvements are needed to these LKPD (Makhrus et al., 2019).

Achievement of student skills on aspects of learning and 21st century skills is carried out by updating the quality of learning, assisting students in developing participation, making adjustments to personalized learning, emphasizing project and problem-based learning, motivating students to work together and communicate. Then teachers should strive to increase student involvement and participation, increase student creativity and innovation in learning, use appropriate facilities and infrastructure, and create learning activities that are in line with real life, empower metacognition, and develop student-centeredness. Explicitly, 21st-century skills and learning are student-centered, collaborative, contextual, and integrated with society. The role of the teacher in realizing 21st-century skills is very important for the bright future of the nation (Zubaidah, 2016).

Assessments or assessments involving 21st-century learning and skills are authentic assessments. Authentic assessment is an assessment that involves students who play a real role in learning activities. Then students carry out investigations and students play an active role in building knowledge and their environment (Rosnaeni, 2021). In 21st-century learning, there needs to be a detailed explanation of the implementation plan so that learning objectives that are in accordance with 21st-century skills can be implemented as expected (Makhrus, 2018).

CONCLUSION

The conclusion that can be drawn from this study is that English teacher competency determines the knowledge and skills acquired by students. Teachers who have good competence will give birth to superior students. The competencies that must be possessed by a teacher in the 21st century in addition to pedagogic, social, personal and professional competencies are literacy and science and technology mastery competencies, classroom management skills competencies, and communication and social competencies.

Achievement of student skills on aspects of learning and 21st century skills is carried out by updating the quality of learning, assisting students in developing participation, making adjustments to personalized learning, emphasizing project and problem-based learning, motivating students to work together and communicate. Then teachers should strive to increase student involvement and participation, increase student creativity and innovation in learning, use appropriate facilities and infrastructure, and create learning activities that are in line with real life, empower metacognition and develop student centeredness. Explicitly, 21st century skills and learning are student-centered, collaborative, and contextual and integrated with society.

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