

The Needs of Developing English Teacher's Professional Competence In the 21st Century

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Abstract

The teacher's professional competence in the 21st century is required a great deal of knowledge, master the material critically, adapt to any changes in curriculum, master the technology, and solve problems encountered during the teaching process. Many researchers have already analyzed English teacher's needs toward professional competence in the 21st century. Here, there are presently several needs to develop an English teacher's professional competence into successful teaching and adjust the 21st century in more detail. This research strives to find the needs of developing English teacher's professional competence in the 21st century. The researcher employs a qualitative approach. The data were obtained through an interview with five professional English teachers' competence. Then, the data were analyzed, interpreted, and presented using a narrative form. The result of interview analysis revealed that English teachers at Junior High School have indicated eighteen needs of developing professional competence in the 21st century, it required for the successful in teaching and learning. So, it can conclude that these needs greatly develop the professional quality of English teacher's competence in teaching and carrying out the profession as English teachers.

Keywords: *Professional Teacher's Need, 21st Century*

A. Introduction

Teaching is a method of organizing conditions in which the student changes his course consciously in the direction of his goal (Nadia, 2020, p. 10). Teaching is facilitating and guiding learning, allowing the student to learn, and setting the learning condition. Teaching is also made up of tasks, activities, and learning experiences selected to assist with learning and how to use it in the classroom (p. 10). Furthermore, learning is an act of acquiring experience, skills, knowledge, and values by knowing what to do and how to do every task by synthesizing the various types of information that were perceived by us (Nadia, 2020, p. 9). Learning brings about improvements in an individual's current actions (p. 9). However, the 21st century is generally a variety of skills to encompass a range of competencies widely, include: critical thinking, creativity, collaboration, information literacy, media literacy, technology literacy, flexibility, productivity, leadership, initiative, and social skills (Stauffer, 2020).

In addition, teaching and learning in the 21st century imply showing or assisting someone to learn how to do something, providing instruction, guiding something to research, providing information, causing communication and digital literacy to be known and understood (Kim, 2019, p. 101). Teaching and learning in the 21st century are changing, the changing is not about

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the content of curricula, but pedagogical changes from simple action to comprehensive action, from traditional teaching to teaching with technology (Afandi & Afriani as cited in Sholihah, 2020). The changing also can be seen from the characteristics of learning in the 21st century that has changed from learning which differ in previous centuries. These characteristics aimed to prepare students to be able to adapt, and contribute in this rapidly changing era, as well as to prepare them to live and work in the environment of the 21st century, and assist students in mastering any skills needed to be responsive and useful to face changes and development era.

Competence is a set of skills, knowledge, and behaviors that the teacher or lecturer should possess, internalize, and master in performing professional tasks (Biringan et al, 2020, p. 110). Whereas, Mulyasa as cited in Ainy (2020, p. 17) clarified that competence is the main component of professional standards besides the code of ethics as a regulation of professional behavior set out in some procedures. While, teaching competencies are related to the teaching skills and thus related to the actions of a teacher in the classroom (Ramesh & Krishnan, 2020, p. 357). In addition, teacher competences are including the multifaceted responsibilities of teachers at various levels, i.e. individual, school, professional networks, and local community, covering the entire spectrum of their profession (p. 357). The Ministry of Education and Culture (2020) stated that one of the important keys in improving the quality of education is the competence of teachers and school principals. Therefore, it is necessary to update the teacher competency model to answer the challenges to the quality of education that continues to develop at the regional and global levels. In addition, Biringan et al (2020, p. 110) claimed that teachers who have competencies consists of pedagogical competence, personal competence, professional competence, and social competence. In this research, the researcher concentrated on the professional competence of English teachers.

Research on the professional competence of English teachers is very complex. Several studies involved the teacher's profile (Mirici & Yangin, 2016, Jabri, 2017), the teacher's profile in the 21st century (Handayani, 2017, Maldonado, 2019), teachers ability in technology (Agustrianita, 2017, Alfah, 2019, Laborda, 2017, Riandi et al, 2018), and the 21st century teacher's professional competence (Murkatik et al, 2020). The research about profile teachers does not focus on the needs of the 21st century (as shown by Mirici & Yangin, 2016, Jabri, 2017), profile teachers in the 21st century have to focused on the needs (as shown by Handayani, 2017, Maldonado, 2019), while teacher's ability in technology shows the teacher's need to be conscious of what they do in the classroom and adopt technology principles to be applied, but teachers are still poorly in technological ability to improve the learning quality in facing the 21st century (as shown by Agustrianita, 2017, Alfah, 2019, Laborda, 2017, Riandi et al, 2018), therefore the 21st century teacher's professional competence has focused on the needs of teacher's competence in the 21st century (as shown by Murkatik et al, 2020). This research examines the teacher's need of how to develop in facing the 21st century including professional competence. Thus, it is interesting and important to research in greater detail.

The teacher of the 21st century must acquire a great deal of knowledge, not only have to come to school to teach courses, but teachers must think critically, adapt to any change, and solve problems. On the other hand, the capacity in handling the classroom is no longer adequate; teachers are required to become agents of change and advocates who can prepare students to ready outside the school to face global challenges. According to Agustrianita (2017, p. 19) that teachers are required to be able to master technology, or at least able to operate it. The results of the research are expected to be used to facilitate teachers or lecturers

to develop English teacher's needs following the professional competence and supported by the 21st century.

B. Methods

This is a qualitative approach employing a case study. The step of doing the case study is as follows (adapted from Neale et al, 2006, p. 5). Those steps can be seen below.

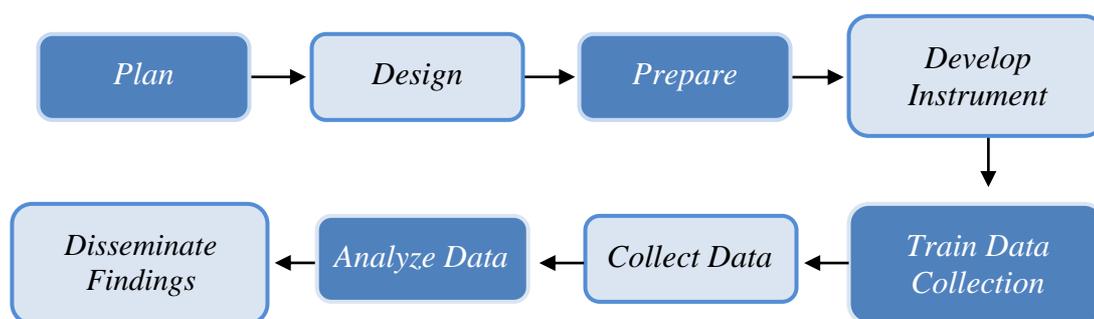


Figure 1. Steps of research

- 1) *Plan*. The planning stage focuses on defining the research problems or other rationale for doing a case study, choosing to use the case study approach, and considering its strengths and weaknesses.
- 2) *Design*. The design stage focuses on defining the unit of research and the most likely cases to be studied, developing theory and identifying issues that comprise the anticipated research, determining case study design, and developing procedures for ensuring the quality of the case study.
- 3) *Prepare*. The preparation stage focuses on developing skills as a case study investigator, training for a particular case study, developing a case study protocol, conducting a pilot case, and gaining any relevant approvals.
- 4) *Develop Instrument*. The develop instrument stage focuses on develop interview protocols, the rules that guide the administration and implementation of the interview.
- 5) *Train Data Collector*. The train data collector stage focuses on identifying and training data collectors. Using interviewers who speak the local language, where possible.
- 6) *Collect Data*. The collect data stage focuses on recollects all related research. Establish interviews with stakeholders (be sure to explain the purpose, why the stakeholder was chosen, and the duration expected). Seek informed consent (written or recorded oral) from each respondent. Explain again the intent of the interview, why the stakeholder was selected, the estimated length of the interview, how the details would be held confidential, and the use of a note-taker/tape recorder. The interview is performed if the respondent has consented.
- 7) *Analyze Data*. The analyze stage relies on theoretical propositions and other methods, discusses and uses empirical approaches, examines alternative hypotheses, and presents data (facts) rather than interpretations.
- 8) *Disseminate Findings*. The disseminate findings stage focuses on writing reporting, requesting feedback, reviewing, and disseminating.

This research is taken from an interview conducted at Junior High School in Cirebon, West Java, Indonesia. The object of this research was the English teachers that have participated in teaching practice activities or had previous experience teaching English. There were 5 participants that willing to join a group of interview participants that made by the researcher. Interview conducted during four days with all of the participants. The research instrument is the researcher's self. It is because the researcher plays an important role in all the research processes such as collecting research data and analyzing the data themselves (Creswell, 2009, p. 175).

In analyzing of the data, the researcher adopted the steps of data analysis by Miles & Huberman as cited in Sugiyono (2017), they are: Data Collection, Data Reduction, Data Display, and Making Conclusion.

1) Data Collection

Data collection is the process of collecting data or information related to the topic of research by the researcher through predetermined data sources. The researcher collects the data through interviews and literature resources. The interview is done against the representative of English teachers who are now in Junior High School. To support the data, the researcher also reads, takes a note, and makes a conclusion from the literature resources that taken from books, journals, etc. related to the 21st century teaching and learning theories to make a theoretical foundation that can be used for reference to analyze data obtained through interview.

2) Data Reduction

Data reduction is the process of selecting, focusing on simplifying, abstracting, and transforming through data obtained from data sources, in this case informant interviews. After conducting the interview, the researcher transcribed the data or information from the participants and categorized the data based on theory.

3) Data Display

Data display is a presentation of the results of data analysis that has been done by researchers in the form of narratives, tables, charts, and so on. The researcher presents the data descriptively.

4) Making Conclusion

After the researchers conducted the data processing above, the next step was drawing a conclusion. The conclusion includes important information in this study in broad outline.

C. Findings and Discussion

After conducting, collecting, analyzing, and categorizing the result of the interview responding English teacher's professional competence, the researcher discussed as follows:

In the teaching process, dimensions of skill, characteristic, and framework are often referred to as the requirements that teachers should have to carry out their teaching with good execution results. In this case, those dimensions are highly required to be possessed and applied by teachers in the learning and teaching process to create maximum learning outcomes. There are eighteen needs of professional competence in the 21st century according to the finding data and the detailed explanation provide in point by point below.

First is processing the material from different sources. Material resources have an important role in the learning process, because the availability of adequate material resources can help teachers and students in facilitating the learning objectives that have been setting can be

achieved. This need is considering several items as indicated by Kendra (2020, p. 46), Scott (2015, p. 4), and Fullan (2013, p. 9) including: i) teachers are able to modify their perceptions clearly and independently in making the material which obtained by books and internets; ii) teachers are able to involve accessing, analyzing and synthesizing information according to 21st century teaching in making the material. *Second* is discussing, exchanging ideas/opinions about the material. Discussing the material with other teachers are very necessary, because a discussion is a place where we exchange ideas about mindsets of the subject matter, and we can find out the shortcomings of the material that teachers have made. This need is considering several items as indicated by Kendra (2020, p. 46), Ontario (2016, p. 12), and Fullan (2013, p. 9) including: i) teachers should be able to communicate effectively in discussing the material with different teachers; ii) teachers are able to discuss to a variety of purposes.

Third is adapting the topic of the material. The topic of material is a set of teaching materials that are arranged systematically; show the complete figure of the competencies that should be mastered by students in the learning activity. By adapting the topic of material, it is possible for students to learn a basic competency coherently and systematically way so that they are able to master all competence cumulatively in a complete and integrated manner. This need is considering several items as indicated by Kendra (2020, p. 46), Fullan (2013, p. 9), and Trilling & Fadel (2009, p. 49) including: i) teachers are able to respectfully the various teams in adapting the material; ii) teachers are able to make significant adjustments with students and other teachers to achieve learning goal. *Fourth* is contributing and assist in student assessment. The presence of teachers in schools is to guide students to become capable adult human beings. Without guidance, students have difficulty in dealing with their development. So that, teachers must contribute and assist in the student's assessment, both in personal, lessons, and the difficulties students face at the school. This need is considering several items as indicated by Kendra (2020, p. 46), Ontario (2016, p. 13), Scott (2015, p. 5), and Trilling & Fadel (2009, p. 49) including: i) teachers are able to develop, adapt, and evaluate the assessment of student; and ii) teachers are able to open and receptive to new and diverse ideas in progress of student.

Fifth is using media, technology, and information in teaching. With the existence of ICT, it is very easy for teachers to improve their teaching requirements. The creativity and skills of teachers can be seen from the use of ICT-based learning media. Teachers easily search for literature and information related to the material to be presented in learning activities. This need is considering several items as indicated by Chu et al (2017, p. 23), Joynes et al (2019, p. 18) and Trilling & Fadel (2009, p. 67) including: i) teachers are be able to maximize web site or online-based social media, such as learning through Facebook, Google Classroom, Teacher's Room application, etc.; ii) teachers are able to creatively use different technologies and adapt to the material being taught; iii) teachers are able to face the challenges of technology knowledge, it means that school should equip technological facilities for learning, such as projector, etc.; vi) teachers are able to objectively interpret information; and v) teachers are able to effectively manage information from a wide range of sources.

Sixth is adjusting students' abilities in capturing material. Knowing the student's character is something that must be done by a teacher. Teachers are able to guide and direct students by knowing the character, so that learning activities run well and get good results as well. This also has an impact on how teachers adjust student's abilities in understanding the material being taught. This need is considering several items as indicated by C21 Canada (2012, p. 10), Kendra (2020, p. 65), and Trilling & Fadel (2009, p. 77) including: i) teachers must be able to have back up or various lesson plan in managing learning, schedules, and materials

consistently and effectively; ii) teachers are able to integrate feedback from the material being taught; iii) teachers are able to deal with praise and criticism positively; and iv) teachers are able to balance different opinions to find viable solutions in capturing the material.

Seventh is adjusting the lesson plans based on the curriculum. In delivering material, the teacher is greatly assisted by the lesson plans that have been made. It is because teachers can predict a material completed in how many times delivered. The lesson plan must adjust the applicable curriculum, so that the learning objectives can be uniform with applicable curriculum objectives. This need is considering several items as indicated by Kendra (2020, p. 74), Scoot (2015, p. 5), and Trilling & Fadel (2009, p. 79) including: i) teachers are able to take the initiative to act or take responsibility in teaching, like making their lesson plan according to school from home; ii) teachers are able to set goals related to teaching; iii) teachers are able to plan the achievement of these goals; and iv) teachers are able to assess the quality of teaching; v) teachers are able to manage learning time effectively and accordance with the students' need.

Eighth is open-minded in responding to various ideas. Open-minded plays an important role in career success. Other teachers must have noticed an open-minded attitude through the approaches taken in responding to various ideas. Some of the benefits of open-minded include quickly adapting and responding to any situation, being more flexible, and being able to work in a team. This need is considering several items as indicated by Kendra (2020, p. 82), Scoot (2015, p. 6), Trilling & Fadel (2009, p.81) including: i) teachers are able to appreciate cultural differences; ii) teachers are able to respond effectively with others from different ideas; and iii) teachers are able to take advantage of social and cultural differences to produce open-minded.

Ninth is paying attention to the learning objectives. In teaching, teachers must pay attention to the learning objectives that have been made, build relationships between fellow subject teachers that are efficient, and increase student academic achievement. This need is considering several items as indicated by Kendra (2020, p. 69), Scoot (2015, p. 6), and Trilling & Fadel (2009, p. 84) including: i) teachers are able to help to teach other fellow teachers to develop learning objectives; and ii) teachers are able to improve student academic achievement by delegating students to participate in the competitions.

Tenth is exploring learning places. A teacher's way to make it easier for students in order to receive the subject matter presented, as well as a tool to overcome student boredom and increase student interest in receiving lessons is the teacher's job in designing different teaching styles. Teachers can explore learning places and develop supporting technology. In this case, the teacher must also pay attention to the skills, attitudes, and knowledge of students so that they can adjust the teaching style. This need is considering several items as indicated by Chu et al (2017, p. 110), Bell (2010, p. 40), and Windschitl (2009, p. 2) including: i) teachers are able to involve students in independent strategies, like student understand the material by their perspective; ii) teachers are able to organize activities that delegate learning students; iii) teachers are able to monitor student progress; iv) teachers are able to facilitate learning activities such as problem solving; and v) teachers can guide students in thinking about complex problems by giving them feedback after the assessment.

Eleventh is pay attention to basic competence. Mastery of teaching material by the teacher is the ability of the teacher to apply several facts, concepts, principles, and skills to solve or solve problems related to the subject being taught. Teachers can pay attention to basic competence and adjust the character of each student. The teacher can also insert ice breaking and games during the lesson, both during the opening or reviewing the previous material, and

during the questions and answers. This need is considering several items as indicated by Pahrudin et al (2016, p. 336), Panggabean & Himawan (2016, p. 4) and Trilling & Fadel (2009, p. 50) including: i) teachers are able to find important indicators to understand the basic competence; ii) teachers are able to understand the concepts of interrelated subjects; iii) teachers are able to apply the concept of knowledge in everyday life; and iv) teachers are able to do questions and answer accordance the material to increase student's motivation.

Twelfth is monitoring student progress. The role of a teacher in managing the class affects the success of the learning process, so that teachers are required to be able to manage the class well. For example, the teacher monitors the progress of students in following the lesson. This need is considering several items as indicated by Hanna (2012, p. 56), Nessipbayeva (2012, p. 154), and Trilling & Fadel (2009, p. 141) including: i) teachers are able to manage the class by maximizing the components in it (teaching materials, student's character, classroom environment) efficiently; ii) teachers are able to maintain discipline and morals in teaching students; and iii) teachers are able to evaluate student progress and make continuous adjustments.

Thirteenth is regarding student's need. The teaching process must adapt to the needs of students, so that teachers often share with students, both inside and outside the classroom. This need is considering several items as indicated by Handayani (2017, p. 59), Henriksen, et al (2016, p. 8) and Vail (2010, p. 15) including: i) teachers are able to make a democratic classroom, where students are involved in providing input/criticism of learning; ii) teachers are able to lead to meaningful learning; and iii) teachers are able to perceive students' interests and needs, then help in making them happen.

Fourteenth is adjusting the minimum completeness criteria standard. In assessing student progress, teachers have a standardized assessment of achievement known as KKM. Then, teachers do not forget to appreciate their students who excel. This need is considering several items as indicated by Handayani (2016, p. 162), Nessipbayeva (2012, p. 154) and Trilling & Fadel (2009, p. 115) including: i) teachers are able to collaborate and communicate with other teachers about material related to student learning assessments; ii) teachers are able to work in teams to create and share interesting and best assignments to be given to students; iii) teachers are able to challenge their student's interests and skill levels; and iv) teachers are able to objectively assess the results of their student's projects.

Fifteenth is using the method. Various teaching methods are highly recommended by teachers in their application in the classroom. Because the teaching method is knowledge of how to teach that is used by a teacher to present learning material to students in the class, either individually or in groups. The example of the method likes jigsaw, discussing material through the pictures provided, and the cooperative script method. This need is considering several items as indicated by Handayani (2016, p. 158), Puspitasari et al (2016, p. 107), and Rodríguez et al (2018, p. 198) including: i) teachers are able to make the class very dynamic (more active, can produce action in the classroom). ii) teachers are able to choose the right method and can use it in the learning process; iii) teachers are able to develop students' thinking skills from the method that used; and iv) teachers are able to foster creativity as a cognitive ability to generate valuable ideas/methods for students.

Sixteenth is setting up a place for learning. In teaching material to students, the teacher can seek to use the environment as a learning location. It can be said that the teacher must be able to set the place for learning. For example: studying outside of school, setting a seat to be a circle, or forming the letter L. This aims so that students do not get bored in following the

lesson. This need is considering several items as indicated by Kumpulainen et al. (2010, p. 23), LLL Platform (2017, p. 6), and Todd (2019, p. 8) including: i) teachers are able to set condition the environment to support changes in student behavior in the learning process; ii) teachers are able to complete good components in learning such as computers, whiteboards, and digital literacy (media, information, and ICT); and iii) teachers are able to determine the methods or strategies used in the teaching process.

Seventeenth is understanding in literacy, and also pays attention to 4C. The foundations of education are the basic facts and principles that underlie the search for valuable and effective educational policies and practices. These principles are the basis for the construction of the teaching house. In this educational foundation, it can include teachers' understanding in literacy (technology, media, and information), as well as paying attention to 4C (critical thinking, creativity, communication and collaboration) in teaching. This need is considering several items as indicated by Howard et al (2019, p. 9) and Trilling & Fadel (2009, p. 67) including: i) teachers are able to identify the foundation of education that refers to the characteristics of effective governance; ii) teachers must have or acquire the skills, knowledge, abilities, and commitment necessary to complete their responsibilities; iii) teachers are able to understand the program objectives and strategies to achieve it; and iv) teachers are able to know what information they need and get the information to teach.

Eighteenth is sharing with school administrators. School administration is the entire management process, starting from controlling, managing, and arranging various ways or efforts so that school goals can be accomplished. To assist teachers in understanding school administration, teachers can share with school administrators or teachers who play a role with school administration. This need is considering several items as indicated by Burhanuddin (2015, p. 30), Nurrohim (2016, p. 14), and Ushansyah (2017, p. 15) include teachers are able to understand the school administration, as follow: i) student's administration; ii) administration curriculum; iii) administration educators and educational staff; iv) administration of financial; v) administration of correspondence; vi) administration of facilities and infrastructure; vii) administration of public relation; and viii) special service administration.

From the above description, it can be concluded that there are eighteen needs of developing English teacher's professional competence in the 21st century, they are: processing the material from different sources, discussing/exchanging ideas about the material, adapting the material topic, assisting student assessment, using (media, technology, and information) in teaching, adjusting student's abilities in capturing material, adjusting the lesson plans based on the curriculum, open-minded in responding to various ideas, paying attention to the learning objectives, exploring learning places, pay attention to the basic competence, monitoring student progress, regarding students need, adjusting the minimum completeness criteria standard, using the method, setting up a place for learning, understanding in literacy and 4C, and sharing with school administrators. The suggestion for the further researchers from this finding, they should specify the needs of developing English Teacher's professional competence in the 21st century; take the initiative to collect and analyses the various data techniques on what the needs of English teacher's professional competence are; and examining the description needs of English teachers in the 21st century in greater detail.

D. Conclusion

In the 21st century, the teacher's program is complex and difficult in line with changes in the school environment which are driven by advances in science and technology, changes in democracy, globalization, and the environment. Professional competence of the 21st century English teachers is teachers who are no longer only able to teach well, but are able to become learners and agents of school change, are also able to establish and develop relationships to improve the quality of teaching in their schools. For this reason, English teachers have required the needs of developing professional competence in the 21st century.

The needs composed eighteen, they are: processing the material from different sources, discussing/exchanging ideas about the material, adapting the material topic, assisting student assessment, using (media, technology, and information) in teaching, adjusting student's abilities in capturing material, adjusting the lesson plans based on the curriculum, open-minded in responding to various ideas, paying attention to the learning objectives, exploring learning places, pay attention to the basic competence, monitoring student progress, regarding students need, adjusting the minimum completeness criteria standard, using the method, setting up a place for learning, understanding in literacy and 4C, and sharing with school administrators.

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