Professionality Analysis of Basic Education Teachers As Agents To Improve Creativity in Digital Era

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A B S T R A K

Rendahnya kompetensi yang dimiliki oleh seorang guru, sehingga dibutuhkan sebuah pembaharuan yang dapat meningkatkan kreativitas seorang guru. Tujuan dalam penelitian ini adalah menganalisis kompetensi, kreatifitas dan profesioanalitas guru serta strategi dalam mengoptimalkan guru pendidikan dasar sebagai agen pembaharu di era digital. Penelitian ini merupakan jenis penelitan kepustakaan (library research). Subjek penelitian ini adalah komptensi guru pendidikan dasar. Metode pengumpulan data yang digunakan adalah studi pustaka. Teknik analisis data penelitian ini adalah teknik analisis data kualitatif. Hasil penelitian menunjukan bahwa kompetensi profesional guru pendidikan dasar sebagai agen pembaharu adalah kemampuan penguasaan materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu serta kemampuan memanfaatkan teknologi informasi dan komunikasi (TIK) dalam mendukung pembelajaran dan pengembangan keprofesionalan melalui tindakan reflektif. Sehingga dapat disimpulkan bahwa upaya menggerakan perubahan yang lebih baik di dunia pendidikan dengan perioritas peningkatan kualitas guru, diperlukan guru yang kreatif dan mempunyai kualitas untuk membawa perubahan dan inovasi yang dilakukan baik akademik dan non akademik. Implikasi dari penelitian ini adalah mampu menambah wawasan mengenai kompetensi dasar seorang guru pendidikan dasar.

A B S T R A C T

A teacher possesses low competency, so that reform is needed that can increase a teacher's creativity. This study aimed to analyze the competence, creativity, and professionalism of primary education teachers as reform agents and optimize basic education teachers' strategies in the digital era. This research is a type of library research (library research). The subject of this research is the competence of basic education teachers. The data collection method used is a literature study. The data analysis technique of this research is qualitative data analysis techniques. The results show that the professional competence of basic education teachers as agents of reform is the ability to master materials, structures, concepts, and scientific mindsets that support the subjects being taught and the ability to utilize information and communication technology (ICT) in supporting learning and professional development through reflective action. So it can be concluded that efforts to drive better change in the world of education prioritize improving teacher quality. It is necessary to have creative and quality teachers to bring about changes and innovations both academically and non-academically. The implication of this research is to add insight into the basic competencies of a basic education teacher.

1. Introduction

The teacher is the main instrument in the education process. In addition to being responsible for educating, guiding, teaching students, teachers are expected to have the ability to design learning programs and manage classes so that students can learn and reach maturity levels as the ultimate goal of the educational process (Karimah et al., 2017; Kusumaningtyas et al., 2020; Yuanita, 2019). Improving

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teachers' performance and professionalism in attitudes and some competency devices that need to be possessed is one way to improve education quality (Nuryani et al., 2016; Oktiani, 2017; Resbiantoro, 2016).

Professional teachers have competencies following their fields in carrying out tasks for students' success academically and non-academically (Darmadi, 2015; Susanti, 2016; Umi et al., 2019). Professional teachers can appropriately and successfully carry out their professional duties by carrying out their main duties as educators, teachers, guides, directors, trainers, assessors, and evaluators of students in early childhood education through formal education, primary and secondary education. Because of the dynamics of the times that are increasingly sophisticated with all technological developments and innovations, teachers are expected to be able to bring changes in creating an atmosphere that encourages students to ask questions, observe, conduct experiments and determine the correct facts and concepts according to the changes that occur in the learning process (Hapsari et al., 2019; Maiza & Nurhafizah, 2019; Sakti et al., 2019). So that innovative and interactive learning activities will be more meaningful.

The teacher as a reformer agent is the most important part of education. The teacher is the main commander in charge of bringing about changes in someone who initially did not know, became aware of the results of the learning and teaching process and the application of positive values, both privately and publicly, which were carried out professionally (Andrian, 2018; Heru & Yuliani, 2020; Indriani, 2015). Teachers as agents of change must have pedagogical competence, professional competence, personality competence, and social competence. Teacher competence is a provision in facing the changing times like now. Teachers must be proactive in facing the times and changes in science and technology that occur. (Kristiantari, 2015; Suparno, 2013; Susanti, 2016).

But in fact, the current qualifications of teachers who are said to be professional are not all. According to the Teacher Competency Test results in the last few years, the Indonesian teachers' competence The national average of the 2015 results in the academic and professional fields is low 53.02. For pedagogic competence alone, the national average is only 48.94, below the minimum competency standard (SKM), which is 55. Other problems include less creative teachers. The learning process is monotonous. They do not master information and communication technology. Teacher-focused methods and models. To deal with this, the teacher as an agent of change must change the learning pattern into a more meaningful direction. To implement learning meaningful, teachers must have adequate or professional competence. Therefore, the formation of professional teacher competencies should include the following abilities: learning to know, learning to do, learning to be, and learning to live together. (Andrian, 2018; Ningsih et al., 2019; Rizal & Munip, 2017).

Based on the above reality, it is time for the teaching profession's competence to be improved by designing and implementing learning strategies and methods suitable for the talents and interests of students' level of development students. It includes utilizing various learning resources and learning media that ensure the effectiveness of learning. One of the requirements for a teacher as a professional job, namely; (1) professional work is supported by certain in-depth knowledge obtained from appropriate educational institutions; (2) a profession emphasizes expertise in a specific field following the type of profession. Increase the abilities and expertise of a profession based on the educational background they have experienced; (3) In addition to being needed by the community, a profession must also have a social impact (Andika et al., 2016; Nuryana & Sahrir, 2020; Sukiyanto & Maulidah, 2020).

Based on this, innovation in education is needed because it is related to relevance, quality, efficiency, effectiveness, and structural problems that must be resolved to improve education quality. In simple terms, innovation is defined as renewal or change marked by new things. Innovation in learning is an idea, ideas, and thoughts as changes are implemented to improve education quality (Buntat & Ahamad, 2012; Nursalim, 2017; Wardana, 2018).

Observing this, 21st-century teachers need to improve their skills and innovations to develop innovative and creative learning processes. Creativity is a person's ability to modify something into something new. Creative teachers are teachers who can create new things or something that already exists into new concepts by finding solutions in solving problems that most people cannot find and creating new ideas that have never existed before, and see the various possibilities that will occur (Fakhriyani, 2016; Mawardi, 2019; Oktiani, 2017).

Several previous studies that are relevant to this research are (1) research conducted by (Sujianto et al., 2013), who obtained the results of the research that the professional development of teachers in the SMK technology family throughout Malang Raya was still low, most of the teachers had not invested in self-development and did innovative works; (2) research conducted by (Agusrijaya, 2015), who obtained research results that offered solutions and suggestions for teachers so that they are more professional and creative in using technology; (3) research conducted by (Febriana, 2016), who obtained research results that pedagogical training can improve the professionalism of prospective vocational teachers.

This research aims to analyze teachers' competence, creativity, and professionalism in optimizing primary education teachers as reform agents in the digital era.

2. Method

This research is library research, a series of research related to collecting library data, or research where the object of research is explored through various library information (books, encyclopedias, scientific journals, newspapers, magazines, and documents).

The subject of this research is the competence of basic education teachers. The data used in this research is secondary data. Secondary data is data obtained not from direct observation. However, these data were obtained from the results of research that previous researchers had conducted. The approach used in this study is a philosophical and pedagogical approach using the Milles and Huberman model, through a three-step data analysis model, namely: (1) data reduction; (2) presentation of data; (3) drawing conclusions.

The data collection method used was a literature study. Researchers obtain data related to this study's subject using various library information (books, encyclopedias, scientific journals, newspapers, magazines, and documents).

The data analysis technique of this research is qualitative data analysis techniques. This analysis technique analyzes teachers' competence, creativity, professionalism, and strategies for optimizing primary education teachers as reform agents in the digital era.

3. Result and Discussion

Professional teachers are the first efforts that must be made to achieve the educational process following expectations. Turning to the word professional as explained earlier, the term professional teacher to his duties and responsibilities requires a field of knowledge that must be deliberately studied, then applied for the public interest. Based on this understanding, the professional work of teachers requires special abilities in carrying out their profession. Professional teachers must make students learning partners because they hope to become moral, creative, and innovative individuals to achieve their goals (Karimah et al., 2017; Larasati & Gafur, 2018; Rizta & Antari, 2018).

Starting from this understanding, professional teachers have special abilities and expertise in teacher training to carry out their duties and responsibilities as a teacher to the fullest. In carrying out their professionalism, teachers must have a diverse set of abilities so that teachers' success in carrying out their duties can describe, expand, and create curriculum relevance by looking at student development and advances in science and technology. (Nursalim, 2017; Nuryana & Sahrir, 2020; Siregar & Manurung, 2020).

The role of primary education teachers is as agents of national reform. The teacher as an agent of change is the most important part of education. As the main commander in charge of bringing about changes in someone who initially did not know, the teacher became aware of the learning and teaching process results and applied positive values, both privately and publicly, carried out professionally. (Alnashr, 2018; Kusumaningtyas et al., 2020; Resbiantoro, 2016), stated that teachers' professionalism had become the world community's demand. Teacher work is no longer seen as an ordinary job but has become a professional job. So, professionalism is expected to be part of the teacher's personality to develop himself autonomously. This view is following the exact stages that must be possessed by educators, namely: (1) learning is an activity that can produce changes in a person, both actual and potential; (2) changes that are obtained are new abilities that have been taken over a long period; (3) change occurs because there is an effort from within each individual (Hafriani, 2019; Ulfiyani, 2016; Yuanita, 2019).

(Purwanti et al., 2014; Suprihatin, 2015; Umi et al., 2019) Argues that a reforming agent is a person who helps implement social change or a planned innovation. A reform agent (change agent) is a person whose job is to influence the clinician to accept innovation following the reforming entrepreneur's goals. In the world of education, the reformer agent's main function is to act as a liaison between the reformer entrepreneur (change agency) and the client to accept innovation following the reforming entrepreneur's wishes. The success of reforming agents in smoothing the communication process between reformer entrepreneurs and clients is key to the innovation diffusion process's success. In addition, the reforming agent selects information to suit the client's problems and needs. A reformer agent as a liaison between reformer entrepreneurs and clients can be seen in Figure 1.
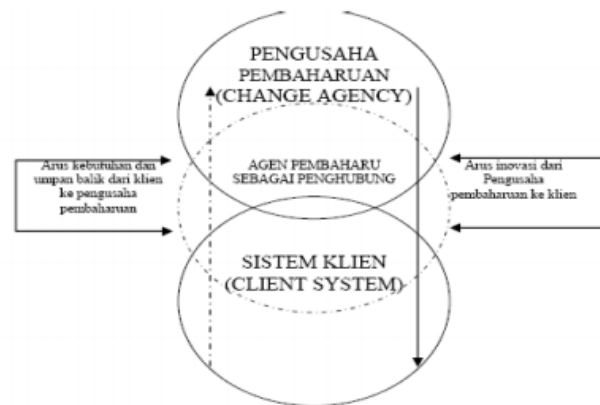
Figure 1. Reform agent as a liaison between the reformer entrepreneur and the client

The professional competence of primary school teachers as agents of reform. The teacher plays a very strategic role, especially in shaping the nation's character and developing students' potential. Teachers' presence cannot be replaced by other elements, especially in our multicultural and multidimensional society, where technology's role to replace teacher duties is minimal. Teachers have a very important role in determining the success of education. Professional teachers are expected to produce quality graduates. Teachers' quality is always in demand at various educational institutions, producing institutions (LPTK) and user institutions (schools). The teacher's job whenever and wherever is always very difficult, they must have several academic competencies (Hapsari et al., 2019; Maiza & Nurhafizah, 2019; Sakti et al., 2019).

Academic qualifications for a teacher must also be competing as a learning agent at the early, primary, and secondary education levels. Competence as a learning agent includes pedagogic competence, personality competence, professional competence, and social competence (Hafriani, 2019; Sujianto et al., 2013; Yuanita, 2019). Competence refers to the abilities that must be mastered in carrying out certain jobs.

Based on the above opinion, competence is defined as the knowledge, skills, abilities, attributes, and behaviors needed to do a particular job. This understanding identifies and defines the key competencies required for successful performance in an organization. Competence is a key characteristic that people in every professional field have to help them be successful. Organizations use competence to provide an overview of prospective employees, conduct employee evaluations, determine compensation, and make better decisions about training, promotions, and assignments. Competence includes technical and interpersonal knowledge and skills. Competence is defined as a set of abilities that includes the knowledge, skills, attitudes, and values needed to carry out their professional job duties. Competence is needed to achieve successful performance in a particular job. Therefore, competence will determine a person's success in carrying out work according to the set standards. In other words, competence is a prerequisite that must be met to carry out a task in a professional manner. Competence explains what a person can do to achieve success in work. (Hapsari et al., 2019; Sakti et al., 2019; Suparno, 2013).

Competence is a fundamental characteristic of an individual with a causal relationship with standard criteria that indicate effective and high performance in a task or situation (Darmadi, 2015; Purwanti et al., 2014; Sakti et al., 2019). As a fundamental characteristic, competence is inherent and eternal. It becomes a part of a person's personality that can predict behavior in various situations and carry out tasks. The causal linkage shows that competence can be a cause and predictor of achievement. Criteria standard implies that competence can predict whether someone is doing a certain task or job well.

Some of the characteristics of competence are (1) Motives, which are shown by the consistency between thoughts or desires as the cause of action; (2) Traits that are shown physical characteristics and consistency of responses to situations or information; (3) Self-concept which includes values, attitudes and views of themselves; (4) Knowledge, namely information that is specifically known; and (5) Skill, namely the ability to do special work, be it mental or physical work (Kusumaningtyas et al., 2020; Siregar & Manurung, 2020; Sutarno et al., 2011). Competency characteristics are seen from mastery of knowledge and skills and the basic elements of personality that can encourage a person to take advantage of their knowledge and skills.

In practice in a profession, competence is often used as the main requirement for carrying out tasks according to professional standards. Most professional competencies are related to applying certain technical and theoretical knowledge obtained mainly through pre-prepared education. (Larasati & Gafur,

2018; Rizta & Antari, 2018; Siregar & Manurung, 2020) Explain professional competence refers to the mastery of the knowledge and skills needed to perform professional tasks. It includes understanding the relationship between workflows (specific knowledge) and knowledge related to work equipment and materials (specific knowledge).

Professional competence includes the ability to function effectively for tasks considered important in a particular profession or job. Professional competence involves two broad domains. First, there are special skills for professions or disciplines: (1) disciplines with various special knowledge; (2) technical skills deemed important in a profession or job; and (3) the ability to solve problems faced in the profession or work. Second, the concept of professional competence is a general characteristic of an individual that can facilitate individual development and maintenance of competence, including intellectual abilities, personality, motivation, attitudes, and values (Alnashr, 2018; Kusumaningtyas et al., 2020; Sutarno et al., 2011).

The holistic professional competency model has a set, namely five types of competencies that are interrelated, including (1) cognitive competence: including supporting theories and concepts as well as informal knowledge obtained through experience, knowledge supported by understanding (knowing why); (2) functional competencies, things that can be done and demonstrated by a person; (3) personal competence (behavioral competence or knowing how to behave), a relatively enduring characteristic of a person associated with effective or superior performance; (4) ethical competence: have appropriate personal and professional ability to make a good judgment about different jobs and situations; and (5) meta-competence: the ability to overcome uncertainty by studying, learning to learn and reflecting (Ardianingsih et al., 2017; Darmadi, 2015; Purwanti et al., 2014).

The professional competence of basic education teachers as agents of reform is the ability to master materials, structures, concepts, and scientific mindsets that support the subjects being taught, including Indonesian, Mathematics, Science, Social Sciences, and PPKn, as well as the ability to utilize information and communication technology (ICT) to support learning and professional development through reflective action (Hapsari et al., 2019; Maiza & Nurhafizah, 2019; Ulfiyani, 2016).

The success of educational reform depends on what teachers think and do. It is in line with (Hafriani, 2019; Sujianto et al., 2013; Yuanita, 2019), which states that several strategic steps that can be taken in increasing the role of teachers as agents of change include:

First, building the quality of teachers' positive mentality can be done through periodic achievement motivation training activities and the like, for example, ESQ coaching and training. Although every teacher theoretically already knows some of the psychological theories of learning, it still requires a refresher on orientation and prospective life insights from psychologists or motivators in dealing with various work problems as educators. In this case, the focus of training is more emphasized on efforts to build self-consistency as educators throughout their professional career to develop: (a) the principle of always learning (learning principle); (b) the need achievement principle; (c) leadership principles; (d) the vision principle; and the principle of being enlightened in group life (well organized principle).

Second, to accelerate understanding of learning innovations and the use of ICT. Responding to the condition of teachers who still do not understand a variety of learning innovations and the importance of using advances in learning technology, the strategy that can be done is that each education unit must have a team of learning innovation experts. Some of the activities that can be carried out by a team of learning innovation experts in improving the quality of teachers are: (a) conducting collegial discussions about the development of mastery of scientific concepts and the latest technological developments; (b) compiling teaching materials or modules and conducting IT-based training in the use of multi-media; (c) conduct classroom action research activities; (d) involving teachers in the school self-evaluation process; and (e) provide input on the application of learning methods that enforce the pillars of learning, namely: learning to know, learning to do, learning together, and learning to be.

Third, build a cooperative mentality as strong teamwork. All teachers in educational units must be united as one solid building (system unity) in the education service process. The process of dissociative interaction among educators in providing educational services must be minimized. Therefore, in the context of providing quality learning services in educational units, every teacher should always learn to advance his education unit through six concepts, namely: (a) system thinking; (b) mental models; (c) personal mastery; (d) team learning and teaching; (e) shared vision; and (f) dialogue.

Fourth, monitoring and coaching teacher performance. Through school supervisors, city or District Education Offices continue to monitor or provide guidance to teacher performance in implementing professional teachers' four basic competencies. Some of the requirements that supervisors must have in the teacher coaching process to be able to become one of the agents of change for learning in schools, namely the personal figure of a supervisor as a professional teacher performance coach must be truly qualified, including (a) understanding theoretically and applicatively about the various psychological

theory of learning; (b) have an integral, democratic, visionary and superiority IESQ; (c) has multiple abilities, both concerning certain scientific disciplines, managerial, communicator/motivator, and humanist; (d) conceptually and applicatively mastering educational research with a variety of learning strategies or approaches.

To facilitate teacher activities to realize various professional competencies, the government and community members must remain committed to providing learning facilities and infrastructure properly because the availability of learning facilities and infrastructure will improve the student learning process's quality. When the learning facilities and infrastructure are well provided, the teacher's welfare is guaranteed. It is followed by the growth of a positive mental attitude in each teacher as described above. It is assumed that the teacher will improve his professional quality so that the teacher will act as an agent for changing student learning in schools. (Hapsari et al., 2019; Maiza & Nurhafizah, 2019; Ulfiyani, 2016).

Observing this, teachers' professionalism in increasing creativity in today's digital era requires a strategy that can present a new paradigm and bring change to students so that learning becomes more enjoyable. Learning creativity is fixated on the curriculum, but creative learning emphasizes the learning process that creates creativity, imagination, and reasoning for students or teachers equally developed. In creative learning, there are no boundaries that can hinder creativity because the creative space will be created in free space without many rules. Creativity is important in the learning process. The dynamics of knowledge will continue to develop until it gives birth to several discovery models that are none other than the fruit of creativity. Creative teachers always develop diverse learning activities. The learning process in front of the class for creative teachers not only delivers the material but has a sense of responsibility to guide, create, experiment, inspire and motivate students to continue to be creative (Ardianingsih et al., 2017; Darmadi, 2015; Purwanti et al., 2014).

In today's digital era, creative teachers will continue to innovate knowledge by developing and experimenting with learning. Teachers' ability and creativity to use modern tools are including using social media in learning, mobile learning, gadgets, and other information and communication technology devices in learning. Professional teachers will integrate ICT in the learning process, develop students' thinking skills and develop skills in the ICT field to be more creative and professional in carrying out their duties. In this digital era, teachers have a new style in developing their creativity which cannot be separated from all electronic devices. Technology is a tool that can help teachers carry out the learning process. Teachers' important role in utilizing technology is what brings teachers' creativity to develop new ideas to continue to innovate (Fitriyadi, 2013; Kristiantari, 2015; Suhendro, 2012).

Several previous studies that are relevant to this research are (1) research conducted by (Sujianto et al., 2013), who obtained the results of the research that the professional development of teachers in the SMK technology family throughout Malang Raya was still low, most of the teachers had not invested in self-development and did innovative works; (2) research conducted by (Agusrijaya, 2015), who obtained research results that offered solutions and suggestions for teachers so that they are more professional and creative in using technology; (3) research conducted by (Febriana, 2016), who obtained research results that pedagogical training can improve the professionalism of prospective vocational teachers.

The implications of the implementation of this research are in addition to analyzing the competence, creativity, and professionalism of teachers and strategies in optimizing basic education teachers as agents of reform in the digital era, namely being able to add insight into the basic competencies of a basic education teacher and as a reformer agent teacher in education must remain creative. And innovative in the learning process

4. Conclusion

Based on the results and discussion, it can be concluded that efforts to drive better change in the world of education with priority to improve teacher quality. It is necessary to have creative teachers and have the quality to bring about changes and innovations that are carried out both academically and non academically. This research implies that it can add insight into the basic competencies of a basic education teacher.

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