**CHALLENGE OF TEACHERS IN DIGITAL ERA AND STRATEGY TO IMPROVE TEACHER PROFESSIONALISM**

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**Abstract**

The development of science, technology and information brings so many changes in education such as digitalization of education. One problem that arises from the phenomenon of digitalization of education is that many teachers who come from the pre-digital world have difficulty building effective communication with students who are already familiar with the digital world. This study aims to discuss the challenges faced by teachers in the digital age and strategies that can be done to improve teacher professionalism in the digital era. This research is a qualitative research with a type of library research. The method of data collection is done by elaborative techniques, namely by combining from various reading sources that support this research. The results of this study indicate that some of the challenges experienced by many teachers in the digital era are; Teaching in multicultural society, Teaching for the construction of meaning, Teaching for active learning, Teaching and technology, Teaching with new views about abilities, Teaching and choice, Teaching and accountability. The solutions that can be offered to face these challenges are; Competency development, pedagogical, Information technology competency development, Personality competency development, Social competence development, Professional competency development.

***Keywords: teacher challenges, digital era, strategies, teacher professionalism***

**INTRODUCTION**

Entering the 21st century is marked by the increasingly diffusion of the citizens of the world in a broad and diverse society, and also open to all citizens. This happens because it is supported by the use of information and communication technology in all aspects of life. The existence of information technology connects the world that transcends geographical boundaries so that the world becomes limitless and allows the development of relationships with anyone, anytime, anywhere, in various forms, namely sound and images that present information, data, events in an instant. Psychologically, these conditions will lead to changes in cognitive maps, development and plurality of needs, shifting priorities in values.

Kang, Kim, Kim & You (2012) note that changes in the standard of academic performance occur along with the development of information communication technology (ICT) and global economic growth. So that there is no denying that the professionalism of teachers towards information technology is a necessity that cannot be delayed anymore, along with the increasing development of information technology in this digital era. Hasan (2004) explained that the teacher's workload in the future will increase, especially because of the rapid changes that occur in society caused by fundamental changes in values, changes as a consequence of the increasingly powerful use of communication technology, political life that requires citizen behavior towards more positive and constructive in fostering a healthy and productive national life, and an economic life that requires new abilities and attitudes to face competition.

Conceptually, the teacher as a professional must fulfill various competency requirements to carry out his duties and authority professionally, while the real conditions in the field are still very concerning, both in terms of quantity, quality and professionalism of the teacher. This problem is still added by the various challenges that are still complex in this global era. Teachers who come from the pre-digital world find it difficult to establish effective communication with children or students from the digital age. The habits and ways they learn are certainly very different from the habits and ways in which their teachers and parents learn. This often makes both parties, students on the one hand and teachers and parents on the other hand, finally both become frustrated because of disconnections between students and teachers.

Students - digital native - receive information quickly from various multimedia sources, while teachers - digital immigrant - provide information slowly and from limited sources (using only textbooks, for example). Students like to do several activities at once (eg completing tasks while listening to music from an iPod or smart phone), while the teacher wants to do one thing at a time. Students prefer to see pictures, hear sounds (music) and see the video first before seeing the text, while the teacher gives the text first before showing the picture or hearing or watching the video. Students want to access multimedia hyperlink information at random, 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 his students to work independently. Students like lessons that are relevant, interesting and can be used immediately (instantaneously), the teacher wants to follow the curriculum and meet the standardization (Marc Prensky). (Nasih, 2011).

In dealing with all developments in the digital era such as social development, technology and information as well as culture which of course also affect students' thinking styles, a strategy to increase teacher professionalism is needed so as to produce teachers who are truly professional along with the development of information technology today. Based on the description of the background above, it can be determined the formulation of the problem in this study as follows: (1) what are the challenges of professionalism faced by teachers in the digital era? (2) what is the strategy of Teacher Professionalism Improvement in Facing Challenges in the Digital Age?

**METHODS**

This study uses a qualitative approach, emphasizing its analysis on the process of comparative inference and on the analysis of the dynamics of the phenomenon observed using scientific logic. This type of research is a type of literature research. Data sources obtained through several national and international journals. Strategies and research steps taken include; (1) explore general ideas about research themes, (2) search for information that supports research topics, (3) emphasize the focus of research and organize materials used in research, find and find reading material (articles, journals, books, documents has been published, manuscripts, etc.) which support research. Data collection techniques by searching for previous research journals related to the research theme. Data processing techniques using descriptive methods, this method is used to describe or describe the data that has been collected, so that researchers will not see that something is indeed the case.

**FINDINGS AND DISCUSSION**

1. Education Paradigm in the Digital Age

The digital age has a big influence on the lives of Indonesian people. Community life changes rapidly because the world is increasingly united, especially supported by advances in information and communication technology, so that the boundaries of society and the state become unlimited. Included in the global change is the teaching profession. In accordance with the demands of changing society, the teaching profession also demands professionalism. A professional teacher is no longer a figure who functions as a robot, but is a dynamic that brings potential participants towards creativity.

The International Commission for Education in the 21st century marked by the digital era formed by UNESCO reported that in this digital era education was carried out by relying on four pillars of education, namely learning to know, learning to do, learning to be, and learning to live together ( Delors, 1996). In learning to know students learn important knowledge in accordance with the level of education that is followed. In learning to do students develop skills by combining mastered knowledge with practice (law of practice), so that a skill is formed that allows students to solve problems and challenges in life. In learning to be, students learn to be whole individuals, understand the meaning of life and know what is best and best done, in order to live well. In learning to live together, students can understand the meaning of living with others, by respecting each other, respecting each other, and understanding interdependency. Thus, through these four pillars of education, students are expected to grow into whole individuals, who are aware of all rights and obligations, and master the knowledge and technology for the provision of their lives.

As an implication of globalization and the digital era, there has been a change in the educational paradigm. These changes involve, first: the paradigm of the teaching-oriented education process where the teacher is more an information center, shifting to a learning-oriented education process where students become a source (student center). With the many alternative learning resources that can replace the function and role of the teacher, the teacher's role becomes a facilitator. Second, the paradigm of the traditional education process oriented to the classical and format approach in the classroom shifts to a more flexible learning model, such as education with a remote system. Third, the quality of education is a priority (meaning quality becomes international). Fourth, the growing popularity of education for life and the more the boundary between education at school and outside of school melts.

1. Teacher Professionalism

Teacher professionalism is a condition, direction, value, purpose and quality of an expertise and authority in the field of education and teaching relating to the work of someone who is a livelihood. Meanwhile, professional teachers are teachers who have the competencies required to carry out education and teaching assignments. In other words, it can be concluded that the definition of a professional teacher is someone who has special abilities and expertise in the field of teacher training so that he is able to perform his duties and functions as a teacher with maximum abilities. Professional teachers are well-educated and well-trained people, and have rich experience in their fields (Kunandar, 2007).

Professionalism is rooted in the word profession which means work based on educational expertise. Professionalism itself can mean quality, quality, and behavior that are characteristic of a profession or professional person. Teacher professionalism can mean a professional teacher, namely a teacher who is able to plan teaching and learning programs, implement and lead the teaching and learning process, assess the progress of the teaching learning process and utilize the results of teaching and learning progress and other information in improving teaching and learning (Sahabuddin, 1993).

To become a professional a teacher is required to have five things, namely: a) The teacher has commitment to students and the learning process; b) The teacher masters in depth the material/subjects he teaches and how to teach it to students; c) The teacher is responsible for monitoring student learning outcomes through various evaluation methods; d) The teacher is able to think systematically about what he does and learn from his experience; e) The teacher should be part of the learning community in the environment of his profession (Supriadi, 1998).

In addition, the professionalism of a teacher needs to also be supported by competencies that must be possessed and include the following four aspects (E. Mulyasa, 2008):

1. Pedagogic Competence. In the National Education Standards, the explanation of Article 28 paragraph (3) point a is stated that pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their potential .
2. Personality Competence. In the National Education Standards, the explanation of Article 28 paragraph (3) point b, states that what is meant by personality competence is a strong, stable, mature, wise and authoritative personality ability, being an example for students, and having a noble character.
3. Professional Competence. In the National Education Standard, the explanation of Article 28 paragraph (3) point c is stated that what is meant by professional competence is the broad and profound mastery of learning material that enables students to meet competency standards set out in the National Education Standards.
4. Social Competence. In the National Education Standards, the explanation of Article 28 paragraph (3) point d is stated that what is meant by social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community

Thus professionalism is performance quality and at the same time as a demand for professional behavior in carrying out their duties. Consequently teachers as professionals are required to be able to work in the corridors of professionalism. The teacher is a professional worker and therefore must uphold professionalism. The general definition of professionalism shows trained hard work without certain requirements. Scientific understanding of professionalism refers to ideas, flows, or opinions that a profession must be represented by professionals with reference to professionalism (Wirawan, 2003).

The professional ability of educators is very important in order to improve the quality of education, that the focus of education development is placed on improving the quality of each level and type of education. Some of the results of research on teacher roles and competencies state that progressive or traditional elementary school teachers only bring little success to Bennet's learning achievements in Mujis (2008). The ability to improve their professionalism is not only useful for themselves, but has a positive meaning for improving the quality of education in general. As is known today, the professionalism of a teacher is proven by a professional certificate (certification). Through the certificate, the teacher gets the benefits in the form of benefits intended to continue to improve his professionalism. To respond to this, a number of laws and regulations have been enacted in the professionalism of a teacher and lecturer.

1. The Challenge of Teacher Professionalism in the Digital Age

Teacher's profession in the 21st century which was marked by this digital era was greatly influenced by the utilization of communication and information technology. The demands of the professionalism of teachers in this period are teachers who, in addition to having good information and being able to convey methodologically, must also be able to utilize various sources of information that are spread among the community into teaching and learning activities. However, the reality that exists in general, the speed of technology and dynamics are not balanced with the state of the teacher itself, especially in society so that often makes the teacher far behind. When the community enters the information era that contains various kinds of knowledge and information the teacher himself is left behind. And for example the teacher begins to try to change themselves and the progress they experience will still be difficult to adjust because the changes in society outside their environment are still more advanced and always losing steps. And the image emerged that the teacher was out of date.

In this digital era teachers with artificial abilities can teach students in large numbers, even serving students spread throughout the world. The teacher is no longer only in control of students studying in the classroom, but he is able to teach millions of students in "world class" to provide individual services at the same time. So that with internet information technology, science can be transmitted at high speeds. Demands of ability "and" opportunity "to accumulate, process, analyze, synthesize data into information, then become useful knowledge is very important in the current world of information (Hujair, 2004). This condition will affect the habits and culture of the teacher that has been carried out. Because, science will spread everywhere and everyone will easily obtain knowledge without difficulty because it is obtained through the means of "internet" and other "media information". "This paradigm is known as distributed intelligence (distributed knowledge) and with this paradigm, it seems that the function of teachers / lecturers / educational institutions will eventually move from a source of knowledge to a" mediator "of science. Thus, the process of long life learning in an informal world that is more learning based than teaching based will be the key to the development of human resources.

So the new paradigm of the education system in this digital era, students are considered to have initial knowledge, and the teacher's task is only to construct it. Students are analogous to plants that already have the potential to grow and develop, while teachers only function as sprinklers that help plants grow and develop well. As a result, the teacher's role in teaching changed from teacher to facilitator with a student-centered learning model (student center), no longer teacher-centered (teacher center). The upcoming PBM is to empower students to explore their curiosity with approaches to solving problems given by teachers (Junus, 2011).

Teachers in this century and the next century were challenged to accelerate the development of information and communication. Classroom learning and classroom management, in this century must be adjusted to the standards of information and communication technology progress. According to Susanto (2010), there are 7 teacher challenges in the 21st century (digital era), namely: a) Teaching in multicultural society, teaches in communities that have diverse cultures with multi-language competencies; b) Teaching for the construction of meaning, teaching to construct meaning (concept); c) Teaching for active learning, teaching for active learning; d) Teaching and technology, teaching and technology; e) Teaching with new view about abilities, teaches with a new view of ability; f) Teaching and choice, teaching and choice; g) Teaching and accountability, teaching and accountability.

The consequences of this digital era rolling affect learning resources, including school libraries and school information technology facilities resources including internet facilities. We do not turn a blind eye to the current condition of the school which is very alarming. Schools are faced with the fact that the learning resources in the library are very limited. The collection of books and compact discs (CDs) owned by the school is inadequate even if they are outdated or expired. The renewal of the collection of books and CDs certainly requires a very large cost where the school will not be able to finance it. This condition does not have to be mourned, but with the creativity and innovation of the teacher especially by using ICT in the learning process will be able to help reduce these problems.

According to data from the Ministry of Communication and Information, Indonesia still needs more than 60 million digital literacy people. Facing a number of global competition, of course our nation is expected to be able to provide better results and avoid lagging. Information technology is advancing rapidly. Every modern human being is required to master it. The Republic of Indonesia Teachers Association (PGRI) targets all new information technology (IT) teachers in 2020. Based on data from PGRI, there are still many teachers who are not yet literate in technology and information. "From the results of the competency test of 1.3 million teachers, it turns out that around 30 percent of teachers, especially those who are elderly, have difficulty using Internet technology,"

The above challenge is a tough challenge that we must face with our readiness and using the right strategy. This strategy certainly must be different from what has been applied before. If only the formulation used is wrong, then changing times will be toxic to future generations.

1. Strategies face the Challenges of Teacher Professionalism in the Digital Age

The digital era, the stages of which have been started in the present, has turned out to have a very big influence on the world of education. The world of education in the present is really faced with quite a tough challenge that handling requires a strategy involving various parties involved. Strategy can be interpreted as an effort made by a person or organization to arrive at the destination. What is meant by the strategy of developing teacher professionalism is a way or effort made by a person or organization in developing teacher professionalism. Being a professional teacher facing the digital age at least has the following characteristics: a) Have a commitment to the learning process of students; b) Mastering in depth the subject matter and how to teach it; c) Able to think systematically about what he did and learn from his experience.

The strategy recommendations in facing the challenges of teacher professionalism in the digital era are as follows:

1. First, Development of Pedagogical Competence

Pedagogical competence or the ability of teachers to manage learning is the backbone of the success of the education process in schools. This pedagogical competence is related to good and appropriate teaching methods, so the learning process can run smoothly and effectively. A teacher, besides having to have competence in his scientific field, must also master the theories and techniques of teaching and their application in the learning process at school. Therefore, increasing capacity in this field is the main thing in developing teacher professionalism. Teachers are not only judged by mastery of their field of study or the development of scientific theories, but also in their ability to teach and manage learning in the classroom which includes approaches, strategies, methods, and the art of teaching.

To improve this pedagogical ability, teachers need to be given training related to teaching methods in schools which include:

1. Method of Discussion (Discussion Method). This method is more effective than the lecture method, because discussion requires mentality and thought and exchange of opinions. In addition, the discussion was also more communicative, able to explain things that were still false, and able to reveal the level of activity of each student.
2. Case Study Method (The Case Method). This method is relevant especially for study programs that emphasize the application of a law to a case, for example in law faculties or agriculture faculties, and others. A case is used as material for student discussion under the guidance of the teacher.
3. Tutorial Method (Tutorial Method). This method is in the form of assigning several students to a particular object, then they discuss it with experts in their fields to ensure the validity of their understanding of the object.
4. Method of Teaching Team (Team Teaching Method). One form of this method is that at least two teachers teach the same subject at the same time, but with complementary subjects.

In this Competence the teacher must have 10 abilities, namely as follows: 1) The ability to master the learning material presented; 2) Ability to manage teaching and learning programs; 3) Ability to manage classes; 4) Ability to use media / learning resources; 5) Ability to master educational foundations; 6) Ability to manage teaching and learning interactions; 7) Ability to assess student achievement for teaching education; 8) Ability to recognize functions and guidance and counseling service programs; 9) Ability to recognize and administer school administration; 10) Ability to understand principles and interpret the results of educational research for teaching needs

1. Second, Development of Information Engineering Competencies

The development of science and information technology especially in education is currently developing. Modernization in education makes things smoother and easier, several factors that support education are the internet, Wifi facilities, and computers or laptops that are used to support progress in education. The world of education is demanded to continually follow the flow of the development of science and technology that is growing rapidly, because education that remains in instructional curriculum will only make the inequality of technological progress increasingly inevitable.

The rapid development of information technology is a new challenge for education practitioners, including teachers. Educational experts view that the mastery of teachers on information technology is very influential on their success in managing learning in school. Therefore, teachers need to be given training in the use of various types of information technology currently available, ranging from computers, television, video conferencing, to the internet world. The development of the ability to utilize information technology is needed in education planning, especially those related to analysis, design, implementation, management, to educational instructional evaluation. Forms of training whose focus is certain skills needed by teachers to carry out their duties effectively. This training is suitable for one form of pre-service or in-service training. This training model is different from the conventional training approach, because the emphasis is more on real performance evaluations of certain competencies of trainees.

Teachers who are in accordance with the conditions of globalization in this digital era are teachers who are able to master and control changes in science and technology. The characteristic of a teacher is having the ability to anticipate, accommodate, and reorient to existing developments. Anticipating the development of science and technology includes intellectual abilities and attitudes that are based on faith and devotion, which in turn leads students to the level of mastery and control of the ever-changing situation. by using a logical scientific path that is correct.

For the development of information technology capabilities, the following are needed: 1) Availability of technological facilities and equipment, both in the form of computers, videos, projectors, internet equipment, and so on; 2) Availability of content and materials related to the method of using information technology to support teaching methods and implementation of educational curricula; and 3) Organizing training for teachers on how to use these information technology tools, so that in time they can teach them also to students. Thus, the learning process will take place more effectively and productively.

With the use of technology in the world of education, it is hoped that it will increasingly empower the teaching and learning process to be more creative and competitive. In the context of education, lately many technology-based learning models have been introduced, for example the first is Computer-based Learning. Computers can be designed and used as learning media that are integrated with learning because of the advantages possessed by the computer, or the same as computer technology that can be designed and utilized in learning activities.

The second example is the presence of WiFi facilities in education. Wifi facilities are expected to increase learning motivation so that the education system can run as expected. The facility is considered important because it can greatly facilitate learning activities, especially in the search for educational materials or tasks in learning activities.

The third is the internet. Basically, the internet functions as an information medium. Along with its development, the internet has penetrated into the main media to foster new knowledge and stimulate the development of knowledge, especially in education. The internet provides unlimited information, through the internet a learning in education becomes a source of information that can be used to support the learning process. With the internet, it can make it easier to do assignments and to search for various information and knowledge on the internet.

With the present technology, it can provide indirect services, as a learning model using communication and information technology media, especially the internet, or commonly referred to as a distance learning system. With the development of this computer technology, the education method has also developed, so that the computer-assisted teaching process continues towards its perfection, but broadly speaking, it can be categorized into two, namely computer-based training (CBT) and Web-based training (WBT).

1. Third, Personality Competence Development

Personality Competence is a personal ability that reflects a stable, stable, mature, wise, and authoritative personality and becomes a role model for students and morality. Viewed from the psychological aspects of teacher educator competence the teacher shows personal abilities that reflect personality: 1) stable, which has consistency in acting according to legal norms, social norms and applicable ethics; 2) Adult which means having independence to act as an educator and have a work ethic as a teacher; 3) Wise that is how it looks beneficial for students, schools and society by showing openness in thinking and acting; 4) Authoritative, namely the behavior of respected teachers so that it has a positive effect on students; and 5) Have noble character and have behaviors that can be imitated by students, act according to religious norms, honest, sincere and helpful. The value of personality competence can be used as a source of strength, inspiration, motivation and innovation for students

1. Fourth, Development of Social Competence

Effective teachers are teachers who are able to bring their students to succeed in achieving the teaching goals. Teaching in front of the class is an embodiment of interaction in the communication process. According to the Law of Teachers and Lecturers of social competence is "the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents / guardians of students, and the surrounding community".

Surya (2003) suggests that social competence is an ability needed by someone to be successful in dealing with others. In this social competence includes skills in social interaction and carrying out social responsibility. Gumelar and Dahyat (2002) refer to the opinion of the Asian Institute for Teacher Education, explaining teacher social competence is one of the strengths or abilities of teachers to prepare students to be good members of society and the ability to educate, guide the community in facing life in the future

Social competence is the ability of teachers to communicate and interact effectively with students, fellow educators, education personnel, parents/guardians of students and the surrounding community. Social competence is related to the ability of teachers as social beings in interacting with others. As social beings teachers behave politely, are able to communicate and interact with the environment effectively and attractively to have empathy for others.

The ability of teachers to communicate and interact effectively and attract students, fellow educators and education personnel, parents and guardians of students, communities around the school and around where the educator lives, and with parties with an interest in school. This objective condition illustrates that the teacher's social abilities appear when associating and interacting as a profession or as a community.

1. Fifth, Development of Professional Competence

According to Law No. 14 of 2005 concerning Teachers and Lecturers, professional competence is "the ability to master subject matter widely and deeply". Surya (2003) argues that professional competence is a variety of abilities needed to be able to manifest themselves as professional teachers. Professional competencies include expertise or expertise in their fields, namely mastery of material that must be taught along with its methods, a sense of responsibility for their duties and a sense of togetherness with other peer colleagues.

Gumelar and Dahyat (2002) refer to the opinion of the Asian Institute for Teacher Education, arguing that the professional competencies of teachers include abilities in terms of 1) understanding and being able to apply educational foundations both philosophically, psychologically, and so on; 2) understand and apply learning theory according to the level of student behavior development; 3) able to handle subjects or fields of study assigned to him; 4) understand and be able to apply appropriate teaching methods; 5) be able to use various learning tools and media and facilities other learning; 6) able to organize and implement teaching programs; 7) able to carry out learning evaluations; and 8) able to foster student motivation.

Professional competency is the mastery and competence of learning material in a broad and in-depth manner that includes mastery of curriculum subject matter in schools and scientific substance that overshadow the material. This competency is also called the mastery of the source of teaching materials or often referred to as the field of study of expertise. In order for the teacher's professional competence to be properly implicated, the improvement of teacher competence and professionalism can be done in several ways, among others, as follows (Sagala, 2009):

1. Advanced Study Masters program in the Undergraduate is the first way that can be taken by teachers in improving their competence and professionalism. There are two types of master programs that can be followed, namely the master program which organizes pure science and education science education programs. There is a tendency for teachers to prefer to attend educational science programs to improve their competence and professionalism.
2. Courses and Training, Participation in education courses and training is the second way that teachers can take to improve their competence and professionalism. Although the main task of a teacher is to teach, but there is nothing wrong in order to improve his competence and professionalism, he also needs to be equipped with the ability to research and write articles / books.
3. Journal Utilization, Journals published by professional or college communities can be used to improve competence and professionalism. Articles in journals usually contain the latest developments in a particular discipline. Thus, journals can be used to update the knowledge held by a teacher. By having adequate knowledge, a teacher can develop the competence and professionalism of a teacher in transferring knowledge to students. In addition, the journals can be used as a medium to communicate the writings of the teacher's thoughts and research that can be used to obtain the credit numbers needed at the time of certification and promotion.
4. Seminars, Participation in seminars is the fourth alternative that can be taken to improve the competence and professionalism of a teacher. It seems that this is the most desirable method and is becoming a trend for teachers in the certification era, because it can be a means to get credit numbers. Through the seminar the teacher gets new information. A seminar forum held by and for teachers can be a good vehicle for communicating various matters concerning the field of science and their profession as teachers.

In addition to professional competence, the skills of teachers in the digital era also need to be further refined as the International Society for Technology in Education, divides 21st century teacher skills into five categories, namely:

1. Able to facilitate and inspire student learning and creativity, with indicators including the following: (1) Encouraging, supporting and modeling creative and innovative inventions and thoughts; (2) Involving students in exploring real world issues and solving authentic problems using tools and digital sources; (3) Encouraging reflection on students using collaborative tools to show and clarify students' understanding, thinking, conceptual planning and creative processes; (4) Modeling collaborative knowledge construction by engaging in learning with students, colleagues, and other people both through face-to-face activities and through virtual environments.
2. Designing and developing digital era learning and assessment experiences, with indicators as follows: (1) Designing or adapting the right learning experience that integrates digital tools and resources to encourage student learning and creativity; (2) Developing a learning environment that is rich in technology that allows all students to feel curious and become active participants in compiling their learning goals, managing their own learning and measuring the development of their own learning; (3) Customizing and personalizing learning activities that can meet the learning style work strategy and ability to use diverse digital tools and resources; (4) Providing formative and summative evaluation tools that vary according to technology and content standards that can provide useful information for student learning and learning in general.
3. Become a model for learning and working in the digital era, with indicators as follows: (1) Demonstrate proficiency in the technology system and transfer knowledge to new technologies and situations; (2) Collaborating with students, peers, and communities using digital tools and resources to encourage student success and innovation; (3) Communicate ideas / ideas effectively to students, parents and colleagues using a variety of digital media formats; (4) Modeling and facilitating effective use of the latest digital tools to analyze, evaluate and utilize these sources of information to support research and learning.
4. Encourage and become a model of responsibility and digital society, with indicators including the following: (1) Encourage, exemplify, and teach in a healthy, legal and ethical manner in using digital information technology, including interpreting copyright, intellectual property rights and documentation of learning resources; (2) Meet diverse learner needs by using student-centered learning strategies by providing adequate access to digital tools and other digital learning resources; (3) Encourage and exemplify digital ethics as the responsibility of social interaction related to the use of information technology; (4) Develop and exemplify understanding of culture and global awareness through involvement/participation with colleagues and students from other cultures using digital communication and collaboration tools.
5. Participate in professional development and leadership, with indicators as follows: (1) Participate in local and global communities to explore the application of creative technology to enhance learning; (2) Demonstrate leadership by demonstrating the vision of technological infusion, participating in joint decision making and community integration, and developing leadership and technological skills for others; (3) Evaluate and reflect current research and professional practices related to effective use of digital tools and resources to encourage learning success; (4) Contribute to the effectiveness, vitality, and self-renewal related to the teaching profession both at school and in the community.

With the improvement of professional competencies and teacher skills, it is expected to be the solution to the challenges of professionals in this digital era.

**CONCLUSION**

Based on the description above, it can be concluded that professional competency is the mastery of material broadly and the substance of science that overshadow the material, as well as mastery of the structure and methodology of science. A teacher must master a minimum of four (4) teacher competencies, namely: (1) pedagogical competence, (2) personality competence, (3) social competence, (4) professional competence plus information engineering competencies. Teachers who are in accordance with the conditions of globalization in this digital era are teachers who are capable of mastering and controlling changes in science and technology. The characteristics of a teacher are the ability to anticipate, accommodate, and reorient to existing developments. Anticipating the development of science and technology includes intellectual abilities and attitudes based on faith and devotion, which in turn lead students to the level of mastery and control of an ever-changing situation

The teacher professional development strategy on an ongoing basis, "is intended to stimulate, maintain, and improve teacher competence in solving problems of education and learning that have an impact on improving the quality of student learning outcomes" in this digital era. Therefore, increasing the competence of teachers to be able to carry out their duties and responsibilities professionally in the education unit is a very urgent need and cannot be delayed. This is considering the development or reality that exists today and in the future. The development of science and technology, art and culture that is increasingly advanced and rapid, requires every teacher to be able to master and use it in order to expand or deepen learning material, and to support the implementation of learning, such as the use of information and communication technology (ICT).

These increasingly developed developments, encourage changes in the needs of students and society. This increasing need triggers the increasing demands of students to be met in order to win competition in the community. Moreover, today, students and society are faced with the reality of the enactment of free markets, which will have an impact on the increasingly fierce competition both now and in the future. The efforts that can be made in order to increase professional competence are to provide teachers the opportunity for Advanced Study Masters programs, take IT-based Courses and Training, Use of Journals, attend Seminars

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