

Certification and Competence of Professionalism Teachers 21st Century

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Abstract—The 21st century education transformation era is a flow of change where teachers and students will both play an important role in learning activities. The role of the teacher is not only as a transfer of knowledge or the teacher is the only source of learning that can do anything (teacher centered), but the teacher as a mediator and active facilitator to develop the active potential of students in themselves. The important problem of 21st century learning is the integration of Information and Communication Technology in learning activities is a necessity. Teachers need to keep abreast of the times as well as students need to learn according to their times. With this technology can make learning more active, creative, innovative and fun, so that the creation of multi interactions, both teachers and students, students and teachers, students with media and learning resources, as well as students with other students. Teachers must be able to familiarize students to be proactive, creative, and innovative in learning activities. In the 21st century the existence of a teacher will be more professional. Just like a doctor or lawyer, in the 21st century a teacher will have standards of professional feasibility standards and have a code of ethics in carrying out its activities in the world of education. A teaching staff must have self-awareness that he is a leader in education. But it is very ironic with the current conditions, that almost all teacher training universities do not provide educational leadership material in order to prepare teachers. Teachers must have abilities that increase over time. The profession as a teacher in the 21st century will only have a narrow space or even no place at all for teachers who are not serious about developing and carrying out their profession. Some of the efforts that a teacher can take to continue to develop themselves are by constantly reading the latest journals in the world of education, or by conducting discussions with other teaching staff. In addition, the teacher also has a career level. The more the teacher is an expert and has high abilities, then he will climb his career. This is seen from how he conducts the teaching and learning process, conducts supervision, and how to innovate curriculum development and learning. The question is ready for Indonesia to face 21st century education? **Keyword:** Certification, Competence, Professionalism, Teachers in the 21st century, Technology, media literacy.

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I. INTRODUCTION

The 21st century education transformation era is a flow of change where teachers and students will both play an important role in learning activities. The role of the teacher is not only as a transfer of knowledge or the teacher is the only source of learning that can do anything (teacher centered), but the teacher as a mediator and active facilitator to develop the active potential of students in themselves. The important problem of 21st century learning is the integration of Information and Communication Technology in learning activities is a necessity. Teachers need to keep abreast of the times as well as students need to learn according to their times. With this technology can make learning more active, creative, innovative and fun, so that the creation of multi interactions, both teachers and students, students and teachers, students with media and learning resources, as well as students with other students. Teachers must be able to familiarize students to be proactive, creative, and innovative in learning activities.

The problem of teachers in Indonesia, both directly and indirectly, is related to the problem of teacher professionalism quality which is still inadequate and clearly this determines the quality of national education. The quality of our national education is low, according to some education experts, "one of the contributing factors is the low quality of the teacher itself in addition to other factors. So, actually the problem of teachers in Indonesia must be resolved comprehensively, which is related to all aspects related to welfare, qualifications, guidance, professional protection, and administration. The source of the problems of education in Indonesia, is actually not only in the "teacher's problem", but the issue of government and community attention, funds, curriculum, methodology, management, school leaders who have professional skills and integrity in managing education. The low quality of education personnel is a key problem facing education in Indonesia. Just say as an example, the motivation to be an educator in most schools has been due to and is only based on dedication and sincerity, while in

terms of ability, skills and disciplines are said to be low. This causes low quality education and certainly has difficulty in having a competitive advantage. So, the main problem in education is basically a problem related to the quality factor of the teacher. FazlurRahman, said that Indonesia, like other large Muslim countries, also faced a major problem in modernizing education: namely the problem of scarcity of sufficient energy to teach and conduct research, how to produce such power. This view, is a challenge and problem for education in Indonesia to try to build the quality of its resources.

The Education Agency conducted Teacher Competency Test (UKG) in 2015 (teacher data of Bandar Lampung) one of the schools that carried out the exam involved teachers in the field of study, in its implementation the exam used a computer by working on 100 multiple choice questions consisting of the subject matter of the teacher's own subject matter, professional, and pedagogic (ICT subject data). From the test of teacher competency (UKG) that occurs in the field there are still teachers who do not reach the graduation score which is determined by a standard value of 60 is considered to have met the criteria, there are still many teacher values below 60 so this makes the problem, whether the Teacher Competency Test (UKG) is the best solution related to being a professional teacher or precisely the Teacher Competency Test (UKG) is a government program as a form of evaluation for teachers (teachers) that for teachers who do not meet graduation standards should be given a warning to not teach (not given teaching hours) but this did not happen, teachers who did not pass still taught and only in the data. This is what the government must think about so that the Competency Test objective becomes clear in its direction regarding the impact that will occur when we must be ready to enter 21st century education.

II. THEORY

- According to Michael Dictop's theory to become a teacher who innovates in the 21st century there are 21 criteria, namely: 1) Not quickly satisfied with the changes and skills possessed, trying to continue to improve knowledge, 2) Curiosity about something he doesn't know especially new things, 3) Admiration for something new and having the motivation to develop themselves (sense of motivated), 4) Far-sighted and always looking forward, 5) Feeling something that is not impossible and can give birth to ideas beyond the mind. 6) Dare to take risks and be willing to be in an uncomfortable situation, 7) Always adjust to new work and problems, 8) Dare to be different from others and have ideas that can attract other people's hearts, always sharing happiness with others, 9) Willing to maintain the concepts and ideas, and consider the idea to be maintained, 10) Adapting to the situation and being open, 11) Trying to establish relationships with all levels, both superiors and subordinates, 12) Assess the problems faced and find solutions, 13) See things from a broad perspective, 14) Not easy to panic in the face of something, 15) Trying to learn from time, especially with regard to new science and technology, 16) Make a balanced assessment using thinking always assess

and make an analysis before making a decision, 17) Trying to balance thinking and always work together for the progress of the school, 18) Communication is flexible and easy to understand, able to translate abstract things into concrete things, 19) Facing obstacles with steadfastness and learning from mistakes and not easily despairing, 20) Always work hard and diligently, 21) Always give new ideas and a strong commitment to the field they do.

- Professional: Professional is a job or activity carried out by a person and becomes a source of life income that requires expertise or skills that meet certain quality or norms and require professional education. (UUD Number 14 of 2005 concerning Teachers and Lecturers), Professionalism: Professionalism comes from a profession that means work. According to the profession contains the same meaning as the word occupation or work that requires expert ise acquired through special education or training, Profession: Bulleas quoted by Gilley and Eggland (1989) Profession as "The field of human business is based on knowledge where expertise in the experience of the perpetrator is needed by the community.
- Certification: The term certification is used in a sense that varies depending on the context. In the banking world, for example, certification (in <http://www.investordictionary.com/definition/Certification.aspx>) is defined as "process by which a bank or financial institution guarantees a signature in the request for payment on a savings bond, a request for reissue, or other application or request related to savings bonds. In another sense, certification is a process whereby official recognition (validity) of a person, product, process, ownership, or information, and usually regulated by applicable legislation.
- St century teacher characteristics: The eight characteristics that teachers must have in the 21st century are: adapters, communicators, learners, visionaries, leaders, models, collaborators, and risk takers.

III. DISCUSSION

In the 21st century the existence of a teacher will be more professional. Just like a doctor or lawyer, in the 21st century a teacher will have standards of professional feasibility standards and have a code of ethics in carrying out its activities in the world of education. A teaching staff must have self-awareness that he is a leader in education. But it is very ironic with the current conditions, that almost all teacher training universities do not provide educational leadership material in order to prepare teachers. Teachers must have abilities that increase over time. The profession as a teacher in the 21st century will only have a narrow space or even no place at all for teachers who are not serious about developing and carrying out their profession. Some of the efforts that a teacher can take to continue to develop themselves are by constantly reading the latest journals in the world of education, or by conducting discussions with other teaching staff. In addition, the teacher also has a career

level. The more the teacher is an expert and has high abilities, then he will climb his career. This is seen from how he conducts the teaching and learning process, conducts supervision, and how to innovate curriculum development and learning. The question is ready for Indonesia to face 21st century education? In several states in the United States, a voluntary educator certification program is upgraded to mandatory in the form of licenses as in the example of the United States of America where licenses show permits for practice that can be limited in terms of location, time period, and can be granted on a evaluation result. In the applicable laws and regulations concerning education in Indonesia, the term license has not been used, what is used is certification, accreditation, and national standards. According to Law No. 30/2003 concerning National Education System, certification can take the form of two types, namely in the form of diplomas and competency certification, while the terms used in Law No. 13/2003 concerning Manpower is a work competency certification or professional certification. A diploma is given in recognition of the learning achievement and / or completion of an educational course after passing the exam held by an accredited education unit. According to the law, competency certificates are given by education providers and training institutions to students and community members in recognition of the competence to do certain work after passing a competency test organized by an accredited education unit or certification institution. Whereas work competency certification is given to workers who have attended job training organized by government and private training institutions, or workplace training. So the competence here is an ability qualification that includes attitudes, knowledge, and skills in accordance with agreed standards. Regular professional certification is given by professional institutions as a form of recognition of one's performance in the field based on body of knowledge, work experience, and based on the professional code of ethics. In Indonesia, being a teacher in the 21st century must be prepared to face technological developments and mastery of the material, methods, organize the class and be able to change the paradigm by having eight characteristics of teachers in the 21st century where a teacher not only teaches, many demands must be prepared as a teacher 21st century. Here are the eight characteristics that teachers must have in the 21st century, namely: adapters, communicators, learners, visionaries, leaders, models, collaborators, and risk takers. Teacher Competency Test (UKG) is a good solution today, to become a professional teacher. Teacher Competency Test (UKG) is a government program as a form of evaluation for teachers (teachers) that teachers who do not meet graduation standards should be given a warning to not teach (not given teaching hours) but this does not happen, teachers who do not pass still teach and only in data. This is an Indonesian state homework that must be considered by the government so that the aim of the Teacher Competency Test (UKG) becomes clear the direction related to Indonesia must be ready to enter 21st century education.

IV. CONCLUSION

To have the ability to apply each type of basic teaching skills professionally, it is not enough just to memorize. Each type of basic teaching skill is closely related to applicative skills. Therefore, to master each type of basic teaching skills it needs to be sharpened with exercises that are carried out regularly through a controlled mechanism. Teacher problems must be addressed comprehensively in relation to all relevant aspects, namely aspects of qualifications, quality, coaching, professional training, professional protection, management, teacher welfare, and availability of adequate facilities. It is really hard for teachers to work, but the award in the teaching profession is less than optimal, but the teachers are always rated as low and not optimal. There needs to be serious attention to the teachers, namely they must always get training in the fields of knowledge and new skills needed in accordance with the development of science and technology. There needs to be a system of increasing knowledge for teachers in a systematic and sustainable manner or there is good inservice training for teachers. Teachers must be prepared to improve and improve the quality of their performance in order to have optimal competence in an effort to guide students to be ready to face the reality of life (the real life) and even be able to exemplify models for students, have personal and attractive appearance, impress and be a dream of every person. The government's plan for teacher certification needs to be appreciated as a form of attention to the fate of marginalized teachers. However, the government must include teachers or education personnel as an important variable in the "independent teacher certification body" and the agency remains in the Education Institution of Education Personnel (LPTK) or the government does not need to form a new body to certify but will be better if the Education Institution for Education of Personnel (LPTK) or the teacher training university of the former IKIP is empowered to carry out teacher certification. Educational institutions that carry out the Akta IV program as an effort for teacher certification, need to be improved in terms of both professional implementation, curriculum, learning methods, assessment systems and management, so that they have "qualifications" to be able to educate professional teacher candidates.

We know that the goal of development is to improve humanity's dignity in all its personal wealth by strengthening the four pillars of education in anticipation of the 21st century described by UNESCO through The International Commission on Education For The Twenty-Firs Century. Because it is very important to be discussed in preparing the teacher's ability to face the 21st century educational characteristics, relating to the Teacher Competency Test (UKG) that has been done, it turns out that the form of evaluation of teachers is related to the ability of a teacher to become a professional teacher. The award to the teacher in the form of a certificate is a physical form that represents a teacher who can be said to be professional when compared to countries in America that have given certificates to teachers, and it is not easy to carry out the ability test stages and then proceed with

licensing if they have passed the next stage, the teacher in Indonesia can get the certificate if the evaluation conducted by the government is not just a Teacher Competency Test (UKG) and physical certification of the teacher. So in the effort of teacher professionalization, a number of policies should be needed which have direct implications for quality and performance, not just improvements in teacher payments or income.

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