Professional Organization as A Place for Strengthening Teachers' Competency in The Disruption Era

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ABSTRACT

Disruption is characterized by the use of technology in almost all fields including Education. The biggest challenge for teachers is to mastery the technology. This study is to determine the role of the Professional Teacher Organization in strengthening Teachers' Competence in the disruption era as mandated in the Law number 14/2005 about Teacher and Lecturer. The Qualitative method used shows that the digital competency is the aspect to be developed by the teacher through various trainings conducted by the Professional Teacher Organization. The role of this organization is to design the work programs from the National level to the regions. Therefore, it is necessary to strengthen the organizational leadership, professionalism, and organizational commitment and cooperation with government and non-government institutions.

Keywords: Professional Teacher Organization, Teachers' Competency, Disruption Era

INTRODUCTION

The disruption era is strongly related to technological developments which are known as Industrial Revolution.4.0. It was initially introduced by Professor Klaus Schwab, a German economist, in his book titled The Fourth Industrial Revolution that the concept that has changed the way people work and live (Komalasari, 2019). Disruption era has altered the old technology which is more physical to be more digital, resulting in truly new items which are more efficient and beneficial (Kasali, 017: 34). The scope of change covers a number of sectors: business, banking, transportation, culture and social society and education. With the shifting of system towards a more sophisticated technology, many service-based businesses then feel threatened in regards to their existence, especially those which are less-innovative or skeptical about the advancement of technology.

The evolution of information technology makes us strive to understand, follow, and adapt with our ability. The concepts in this respect can be related to Artificial Intelligence - AI, Big Data, Internet of Things (IOT), service-based cloud, smart devices. Grewal et.al (2018) in Fatmawati (2018) stated that all these concepts will make many changes in the world of education.

The world experienced the rapid digitalization of education in the last decade (Wycliff Edwin Tusiime et, al; European Union, 2013; Farrell et al. 2007.). There is a growing interest in the integration of digital technology in the field of education. Such trends is often based on an assumption that the digital technology has a huge potential to improve the current quality of education (Wycliff Edwin Tusiime et, al; Toit, 2015; UNESCO, 2009; Trucano, 2005). Knowing this reality, some countries are trying to further improve their availability of technology digital in schools. For instance, an investment by the

government of Uganda aim to support technological-based pedagogy in the teacher training program (Wycliff Edwin Tusiime et al; Uganda, 2014; Mutonyi & Norton, 2007; Farrell, 2007; Uganda MoES, 2006). In Africa, Makoe (2012) noted that teachers should be trained on how to use the most recent digital technology and integrate it into the practice of own teaching.

The immense influence of technology in the era of disruption especially in the field of education requires teachers /educators to be technologically awake and master the technology-based learning media in the teaching process. This certainly needs to be a concern of the government, educational institution, any teacher organization to undertake an innovation in order to upgrade the teachers' ability. Studies conducted by Hasniza et al (2013) and Chai et al. (2013) have reported that the use of digital technology in learning process requires teachers to develop their knowledge of technology (both hardware and software), pedagogy (method of teaching), and content. One tool or media which is able to perform the aforementioned tasks is any teacher professional organization, in Indonesia particularly, as stated in the law of teachers and lecturers No. 14 in 2005.

Teacher is a profession. This is emphasized in the law of Teachers and Lecturers No. 14 in 2005. As professional job, teacher must have a place to unite the steps and control the entire profession. In other words, professional organization plays a pivotal role in raising awareness, attitude, quality, professional activities of the teacher, and improve the teacher well-being. As stated in the law no. 14 in 2005 on teachers and lecturers in article 41, teachers forming an independent professional organization aim to promote the profession, improve the competency, career, knowledge of education, protection of the profession, well-being and dedication to the community.

The appointed competencies are contained in the law of teachers and lecturers of article 10 which is the competence of teachers, as referred to Article 8 covering the competence of pedagogic, personality competence, social competence and professional competence which are obtained through the education of the profession. However, the reality occurred in the era of current revolution is that many teachers use the old-fashioned style of teaching. Koehler et al. (2013) found that teachers often not only have less and irrelevant experiences in the use of technology but also are often given inadequate training. Having said that, it is important for teachers to learn how to engage students in an online environment (Lisbeth Amhag, Lisa Hellström & Martin Stigmar, 2019). Then, the teacher must learn not only how to use a new technology but also how to deeply integrate them into the curriculum to meet the change needs of the students in the class (Gunter & Reeves, 2017).

Strengthening the four competencies above becomes extremely essential in facing the current disruption era. The appointed competencies are contained in the law of teachers and lecturers of article 10 which is the competence of teachers, as referred to Article 8 covering the competence of pedagogic, personality competence, social competence and professional competence which are obtained through the education of the profession. So, when teachers believe that technology is extremely valuable, they will be more inclined to put it into the practice of their teaching (Ottenbreit-Leftwich, Glazewski, Newby, & Ertmer, 2010). It is because educating students in the era of technology has to only be done by qualified teachers who master the science and technology, creative, innovative, adaptive, and have a good personal character. This can be achieved through joining the activities and training done by the professional organization or even becoming

a member of the organization itself. As stated in the law of teachers and lecturers No.14 in 2005 Article 41 that one of the tasks of the professional organization of the teacher is to develop the competence of the teacher itself. As long as the laws are still applied, the task of it has to be run.

RESEARCH METHOD

The approach used in this research is a qualitative approach. The approach is taken based on the problems studied, which are to acquire the essence of truth and solution of the subject and object of the research to eventually obtain the answers. It is also hoped to produce a narrative research in the context of strengthening and development of the competence of teachers in regards to the role of professional organization of the teacher in the era of disruption. The method used is a descriptive method aiming to illustrate the impact of the disruption era on the development of teacher competencies. Sanapiah Faisal (1992) mentioned that a descriptive research was a research to simply describe variable in respect to a problem which is examined without questioning the relationship between variables.

RESULTS AND DISCUSSIONS

The existence of the four competencies of the teacher in the era of disruptions Satriwan Salim, an education enthusiast from a professional organization of teacher FSGI (Federated States of the Indonesian teacher), in a direct interview by the author explains that the current law of teachers and lecturers has not been able to answer the challenges in the era of industrial revolution in which the law was created in the year of 2005 meaning that they were still overshadowed by Soeharto and Sukarno eras. Consequently, they could not capture the competency of students living in the era of technology with various forms of sophistication. In the law of teachers and lecturer No.14 of 2005 Article 10, it has been mentioned about the four competencies of teacher. Pedagogical competency is the ability of teachers to understand student characters in various ways. So that teachers need to master the learning theory, learning principles, curriculum development, information technology utilization and communication skill. Moreover, social competence is the ability to communicate with students. Professional competence is the ability to master the vast learning is vast. Lastly, personality competence is that the integrity teacher has to be able to influence the student, such as honesty, good morality, consistency and authoritative bearing.

The Indonesian ministry of education (2013) formulated the learning paradigm in the 21st century emphasize the ability of the students in finding out the knowledge from a variety of sources, identifying problems, analytical thinking, cooperation and collaborate in solving the problem. To face the learning paradigm in the 21st century, every person should have the skills such as critical thinking, knowledge itself, and digital information literacy, media literacy and information technology and communication. This is to be a challenge for teachers who are still applying the old-fashioned teaching style. When it comes to the disruption era, the radical development of technological information changed the structure of sociological life (Johanis Ohoitimur, 2018). The forms of communication, especially ways to convey messages, opinions, criticism, and evaluation change radically. Consequently, the teacher must upgrade their ability.

Satriwan Salim argued that the development of the technology is much more rapid than the development of the LPTK (Institute of Labor Education Personnel) curriculum. So, the teachers prepared are still those having an old way of thinking. The students in the

current digital era are more familiar with gadgets and social media than with paper and pencil. The challenges which will be faced by teachers in the future will be more difficult. There are many challenges that can shift their existence if they do not improve themselves immediately. For example, many features of learning service provider attracting the interest of students can be access anytime and anywhere. Social media seems to be a king in the society. While the majority of teachers are still familiar with chalk and black board. In the context of technological information and communication utilization in the world of education, it is proved that the narrowing and the melting of "space and time "factor which becomes the main factor in determining the speed and success of the mastery of science by the people (BSNP, 2010).

The power of media technology in the era of disruption is going to be a threat to the existence of a teacher in the future. Satriwan Salim explained that the technology will increasingly develop, but the existence of the teacher as a person will not be replaced by robots as Indonesia is influenced by religious morality. However, there will always be collaboration between robots and humans in the learning process. He quoted the words of Marcus Tullius Cicero, a philosopher from England, saying that "the school is not just for learning, but learning about life". This is supported by the purpose of Indonesian education which is stated on the law on National Education System No.20 in 2003 Article 3 "The purpose of Indonesian education is to develop the potential of students in order to become a faithful, noble moral, healthy, knowledgeable, capable, creative, independent human-being while becoming democratic and responsible citizens".

The aforementioned statement strengthens that the role of teacher is extremely essential as they are the ones who design and transform the values as stated on the goal of national education particularly to face the era of disruption. Francis Fukuyama, an author of the book "The Great Disruption: Human Nature and the reconstitution of Social Order (1999)" (Johanis Ohoitimur, 2018), he defined the disruption as a chaos in the terms of values and social distraction which has the risk in degrading the human civilization. As civilized society, it is impossible to live without social bonding and values (religious, moral, cultural). In other words, no matter how sophisticated the technology and innovation are, the human nature must remain a fundamental for structuring of the social life". "The important role of teacher in learning process in the classroom is to be an important factor in cultivating the morality in the current modern world" (Komalasari, 2019: 447).

The above challenges require teacher or educators in order to immediately organize themselves, strengthen, and develop the competence knowing that we now live in the era of technology. The goal is to steer the students to be use the technology and media social more wisely. It is because the students hold the milestone of the future civilization. So what kind of competence we need to train in the era of disruption? Satriwan Salim further explained that the competencies to be developed are the digital competence which is the mastery of the technology, especially in the process of learning. He also stressed that the mastery of technology is not limited to the ability to make PPT (power point) slides only, but the ability to master the technology in a medium of learning, such as literacy media. What is more, it is to produce and/or manipulate the media until the evaluation stage.

Qusthalani in on the page "home study" of the Ministry of Education and Culture (Kemdikbud.go.id) mentioned five competencies must be prepared by the teachers entering the era of the industrial revolution 4.0. First, educational competence is

competence of internet-based learning as a basic skill. Second, competence for technological commercialization means that teachers must have the competence to make the students have a sense of entrepreneurship with the technology or an innovative piece of work. Third, competence in globalization means teachers do not stutter about various cultures and are able to solve problems in education. Fourth, competence in future strategies means the competence to predict accurately what will happen in the future and its strategy by joint lecture, joint research, joint-resources, staff mobility and rotation. Fifth, counselor competence is the competence of teachers to understand that, in the future, the problem of students is not only difficult to understand the taught-material, but also related to psychological problems.

Digital competence which must be mastered by the teacher should of course always be aligned with values (religious, moral, cultural). Because Indonesia is a country upholding high values of Pancasila as the foundation of nation's way of thinking. As a consequence, the teacher in the era of disruption must be proficient in technology and have noble characters to then be transformed to the students in order to respond the technologies which increasingly develop in a more thoughtful way.

Professional Organizations as A Strengthening Media of Teacher Competence in The Era of Disruption
The law No. 14 in 2005 article 41 states that every teacher must form and follow a professional organization. The same article in verse 2 mentions that "Professional organization, as referred to verse 1, aims to promote the profession, improve the competence, career, knowledge of education, protection of the profession, welfare, and dedication to the community". The article above has clearly emphasized that the professional organization of the teacher has responsibilities to improve and strengthen the competence of teachers, especially in the current era of disruption. Some professional organizations of the teacher have tried to carry out their duties as a media to strengthen teacher competencies, the IGI (Indonesian Teachers Association) for example. Danang Hidayatullah, one of the IGI members in Jakarta explained that IGI has a vision of improving the competence of teachers. One of the roles runs by the professional organization of the teacher is to design a program of work aiming to improve the competence of teachers started from national level up to regions. One of the programs initiated by the IGI is SAGUSANOV (one teacher, one innovation) in which every teacher following the training is trained to create a blog, design and manipulate learning application devices. There is also SAGUSAKU (One Teacher, One Book), SAGUKANAL (One Teacher, One Journal Article), and various other programs.

Danang explained that the training they do for teachers have an impact on the improvement of the competence and motivation of teachers in teaching, especially the ability to cope with technology, though not optimal. Furthermore, he also explained that the work type of IGI was voluntary work. Each educational institution which requires training or workshop will submit the proposal to IGI. The proposal will then be followed up by the organization. The teachers who want to join the training simply request to the IGI Jakarta along with the information regarding the type of training needed, the time and duration. Since 2018, at least there are about 100 schools and 5000 teachers in Jakarta who have already received a training related to strengthening of competence.

IGI (Indonesian Teachers Association) is one of professional organizations of the teacher which is actively develop technological-based learning media. Surely, this case should motivate the other professional organizations to maximize their roles in developing the

competence of their members. The objective of professional organizations is professional development. This role is one of the main roles for every professional organization especially for the sustainability of professional development of its members (Muhammad Imam Farisi, 2013; Thiyagarajah, 2009).

Professional organization of the teacher which is also mainly active in the field of advocacy is FSGI (Federated States of Indonesian Teacher). Satriwan Salim who is a member of FSGI Jakarta explained that the professional organization of the teacher is a media for teachers to develop competencies in order to not rely on the nation only. He criticized the budget for education in some areas which is still very little compared what is stated on the law of 45 Article 31 clearly stating that the budget for education has to be at least 20% for each area. So, what kind of teacher quality expected when the budget for it is still very low while the demands for strengthening the competencies in the technological era are so high? He acknowledges that the role of the current professional organization has not been able to significantly execute their duties in improving the competence of teachers as mandated in the law of teacher lecturer. However, he hopes that, in the future, every organization has to have a new pattern in designing training, seminars, workshops, and so on in order not to fully rely on the government as the allocated budget for education is different in every region. Also, the students we are facing are from generation Z. Quoted from compasiana.com, he stated that professional organizations of teachers must touch the "veins" of the educators in this republic meaning that the main priority of professional organizations of the teacher is for the welfare and professionalism of teachers.

Based on some views above, it can be said that the strengthening of the competence of teachers in the era of disruption has not been done in an optimum way either that of governments or any professional organizations of the teacher, although some organizations profession has been trying to carry out their duties well as an advocacy for the members or learning media development. So no matter how many professional organizations of the teacher are, the most important thing is that the organization can act as an enlightening media for teachers meaning that enlightening in the sense of increasing the capacity and capability of teachers as well as making the public aware that teacher is an attractive and noble profession (Satriwan Salim, 2011). The effort needs to be done on improving the performance of the implementation of organizational functions. Each educational professional organization, in sustainable way, needs to strengthen organizational leadership, professionalism, and commitment (Muhammad Imam Farisi, 2013; AMA, 2007). Also, it is important to improve the cooperation between non-government and government institutions/agencies (Komba & Nkumbi, 2008). This is done with the aim of keeping to be in circle of the high quality of education because every nation around the world has been trying to improve their quality of education. Technological development is a priority of many teacher education programs throughout the world. In Europe, for example, it is widely reflected in the reforms, policies and national education frameworks (Wycliff Edwin Tusiime, et al; Ferrari, 2012; Commission for Europe, 2007; OECD, 2003).

CONCLUSIONS

The increasing and strengthening of the teachers' competence is very important, especially in the current era of disruption. It is because, in the era of disruption, teachers are faced with an increasingly sophisticated technology. They are required to master the technology in the process of learning. Meanwhile, the four competences of teachers

mentioned on the law of teachers and lecturers need to be increasingly strengthened or even added with some new competencies. One media which can improve the competence of teachers is the professional organization of teachers as in the law No.14 in 2005 article 41 about teachers and lecturers. The competences need to be developed apart from the four competencies of teachers which have existed since the year of 2005 is the digital competence including educational competence, competence for technological commercialization, competence in globalization, competence in future strategies, counselor competence. However, these competencies must always be aligned with the practice of the values of the Pancasila as a fundamental foundation of the nation. So as the competence increases, the teacher is able to become more professional and innovative in technology-based learning with the purpose of creating the generation who are intelligent and wise in the use of technology.

Having said that, the professional organization of the teacher should be more sensitive to its duties as a media to increase the competence of teachers mandated by the law teachers and lecturers. In addition, the government also needs to pay attention to the quality of teachers especially in the provision of facilities, infrastructure and the support so they can carry out the tasks optimally. The ways which can be taken to improve the performance of professional organization functions are to strengthen the organizational leadership, professionalism, and commitment in organization as well as the improvement of the cooperation between government and nongovernment institutions/agencies.

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