



Analysis Of Basic Teachers Professionality In Improving Creativity In The Digital Era

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Abstract

The purpose of this study is to describe the professional competence of teachers in increasing creativity in the digital era. The research method used in this research is qualitative with the type of library research, which is a series of studies relating to the library data collection method, or research where the object of research is explored through a variety of library information with a philosophical and pedagogical approach. The results showed that to drive better change in the world of education with a priority to increase the quality of teachers, it is necessary to have teachers who are creative and have the quality to bring change and innovation both academically and non-academically. Creative teachers always develop diverse learning activities. The learning process in front of the class for creative teachers does not only deliver material but has a sense of responsibility to guide, create, experiment, inspire, and motivate students to continue to be creative.

Keywords: Professional, Basic Education, Creativity

INTRODUCTION

The teacher is the main instrument in the education process in schools. In addition to being responsible for educating, guiding, teaching students, teachers are expected to be able 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. Improving teacher performance and professionalism both in attitudes and a number of competency devices that need to be possessed is one way to improve quality and quality in education (Oktiani, 2017; Supadi, 2019; Suprihatin, 2015). Professional teachers are teachers who have competencies in accordance with their fields in carrying out tasks for the success of students both academically and non-academically (Umi et al., 2019). Professional teachers have the ability to carry out their professional duties appropriately and effectively 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. (Darmadi, 2015). Seeing the dynamics of the increasingly sophisticated times 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 (Hasyim, 2014; Oktiani, 2017; Wartomo, 2016). So that innovative and interactive learning activities will be more meaningful.

The teacher as an agent of change is the most important part of the scope of education (Ainiyah, 2013; Jamin, 2018). That is, the teacher as 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). Teachers as agents of change are required to have pedagogical competence, professional competence, personality competence, and social competence. Teacher competence is a provision in facing the

changing times like today (Susanti, 2018). This competence is not only applied in the real world but must be applied in cyberspace or online. Therefore, today's teachers must be proactive in facing the times and changes in science and technology that occur.

But in fact, the current professional qualifications of teachers are not all. This is in accordance with the results of the Teacher Competency Test (UKG) in recent years showing the low competency of Indonesian teachers (Maulipaksi, 2016). The national average for the 2015 UKG results in the pedagogic and professional fields was 53.02. For pedagogic competence alone, the national average is only 48.94, which is below the minimum competency standard (SKM), which is 55. Other problems include teachers who are less creative, 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 in a more meaningful direction. To carry out meaningful learning the teacher must have adequate or professional competence. To direct teachers to professional competencies, it should include the following abilities: learning to know, learning to do, learning to be, and learning to live together (Andrian, 2018).

Innovation in education is needed because it is related to issues of relevance, quality, efficiency, effectiveness, and structural problems that must be resolved to improve and improve the quality of education even better. In simple terms, innovation is defined as renewal or change marked by new things (Wahyudin & Susilana, 2011). Previous research related to innovation in learning has been carried out, including (Buntat & Ahamad, 2012; Kristiawan & et al, 2018; Nurdyansyah & Fahyuni, 2016) which explains that ideas, ideas, and thoughts as changes are implemented to improve the quality of education that is better. In the 21st century, in improving the quality of teacher education quality, it is necessary to be more creative in developing the learning process. Creativity is a person's ability to modify something to become something new (Fakhriyani, 2016; Oktiani, 2017). As explained by NACCCE (National Advisory Committee on Creative and Cultural Education), creativity is an imaginative activity that produces new and valuable results (Craft, 2005). Observing this, creative teachers are teachers who have the ability to create new things or things that already exist into new concepts, by finding ways of solving problems that most people cannot find and creating new ideas. who have never been there, and see the various possibilities that will occur. Therefore, this study aims to analyze the basic professionalism of teachers in increasing creativity in the digital era

RESEARCH METHODE

The research method used in this research is qualitative with the type of library research (library research), which is a series of studies relating to the library data collection method, or research whose research object is excavated through a variety of library information (books, encyclopedias, scientific journals, newspapers, magazines, and documents) (Fadli, 2021; Ridwan et al, 2021). The approach used in this research is a philosophical and pedagogical approach. 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 the research that had been conducted by previous researchers.

RESULTS AND DISCUSSION

Professional teachers are the first efforts that must be made to achieve the educational process by expectations (Ismail, 2010; Muhson, 2004; Syamsul, 2017). Turning to the word

professional as explained earlier, the term professional teacher about 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. As explained (Hamid, 2017) that professional teachers must make students learning partners because they hope to become moral, creative, and innovative individuals to achieve their goals. Starting from this understanding, professional teachers are people who have special abilities and expertise in the field of teacher training, so they can carry out their duties and responsibilities as a teacher to the fullest. In doing their professionalism, teachers are required to have a diverse set of abilities. So that the success of teachers in carrying out their duties can describe, expand, and create the relevance of the curriculum by looking at student development and advances in science and technology.

Observing this, teacher 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. Creativity learning is not only fixed on the curriculum, but creative learning emphasizes the learning process that creates creativity, imagination, and reasoning of students or teachers who are equally developed. In creative learning, there are no boundaries that can hinder the creation of 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 models of discovery which 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 does not only deliver material but has a sense of responsibility to guide, create, experiment, inspire, and motivate students to continue to be creative.

In today's digital era, creative teachers will continue to innovate knowledge by continuing to develop an experiment related to learning. The ability and creativity of teachers to use modern tools including using social media in learning, mobile learning, gadgets, and other information and communication technology devices in learning. As said (Darimi, 2017) that professional teachers will integrate ICT in the learning process, develop students' thinking skills and develop skills in the ICT field so that they will be more creative and professional in carrying out their duties. In this digital era, teachers have a new style in developing their creativity that cannot be separated from completely electronic devices. Technology is a tool that can help teachers carry out the learning process. The important role of teachers in utilizing technology is what brings teacher creativity in bringing up new ideas to continue to innovate (Setiawan, 2017).

CONCLUSION

Professional teachers are people who have special abilities and expertise in the field of teacher training so that they are able to carry out their duties and responsibilities as a teacher to the fullest. In doing their professionalism, teachers are required to have a diverse set of abilities. So that the success of teachers in carrying out their duties is able to describe, expand, and create the relevance of the curriculum by looking at the development of students and advances in science and technology.

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