

**COMPETENCE OF PROFESSIONAL TEACHERS FACING 21st CENTURY
LEARNING THROUGH 4C COLLABORATION, COMMUNICATION,
CRITICAL THINKING, CREATIVITY)**

Yuni Indriyani¹, Siti Maryam Rohimah²

^{1,2}PGSD Universitas Pasundan

¹yuniindriyani@unpas.ac.id 1, ²sitimaryamrohimah@unpas.ac.id

ABSTRACT

This activity is carried out to improve the Competence of Professional Teachers in Facing 21st Century Learning Through 4C (Collaboration, Communication, Critical Thinking, Creativity). In this training, teachers will receive training in the preparation of lesson plans that can develop the 4Cs. Teachers who are trained are expected to improve their performance in achieving achievement and quality of learning continuously. The training uses an interactive, dialogical and participatory pattern with an andragogic learning approach, horizontal relationships between participants and trainers by identifying the needs, resources and obstacles faced by teachers in developing integrated learning plans in their respective schools. The output target is that teachers have optimal pedagogical competence in carrying out their roles and functions professionally so that learning is more interesting.

Keywords: Teacher competence, 21st century, 4Cs.

A. Introduction

Increasing and developing aspects of teacher professional competence is currently a necessity. This is due to the strategic role of teachers in every effort to improve the quality, relevance, and efficiency of education. Education is not only determined by the teacher, but also by several other components of education. However, how much education and teaching has progressed in its development so far, much depends on the expertise of teachers in applying the standard competencies that must be possessed, including professional

competence. states that professional teachers must have 4 professional teacher competencies, namely pedagogic competence, personality competence, professional competence, and social competence.

Science and technology (IPTEK), both as the substance of teaching materials and as a tool for implementing learning, continues to develop. This dynamic requires teachers to always improve and adjust their competencies to be able to develop and present actual subject matter using various approaches, methods, and the latest learning

technology. Therefore, it is important for teachers to improve their professional competence in facing the 21st century today.

The implementation of national education is in accordance with the mandate of the Law on the National Education System (Depdiknas, 2005), which "must be able to ensure equal distribution of educational opportunities, improve quality as well as the relevance and efficiency of education management to face challenges in accordance with the demands of changing local, national and global life". It is stated in article 36 paragraph 3 that the curriculum is structured according to the level of education within the framework of the Unitary State of the Republic of Indonesia with due observance of; the demands of the world of work, the development of science, technology, and the arts, as well as the dynamics of global developments

There are four Saud (2009, p. 40) that must be owned by the 21st century generation, namely: ways of thinking, ways of working, tools for working and skills for living in the word. How an educator must design learning that will

deliver students to meet the needs of the 21st century. The following are the 21st century abilities that students must possess, namely:

a. Way of thinking.

Ways of thinking are some thinking skills that must be mastered by students to face the world of the 21st century. These thinking abilities include: creative, critical thinking, problem solving, decision making and learning.

b. Ways of working.

Ability how they should work. with the global and digital world. Some skills that must be mastered by students are communication and collaboration. The 21st century generation must be able to communicate well, using various methods and communication strategies. Also must be able to collaborate and work with individuals as well as communities and networks. This communication and cooperation network utilizes various ICT-based methods, methods and strategies. How one should be able to work together with different abilities.

c. Tools for working.

One must have and master the tools to work. Mastery of Information and communications technology (ICT) and

information literacy is a must. Without ICT and information sources based on all sources, it will be difficult for someone to develop their work.

d. Skills for living in the world.

The ability to live life in the 21st century, namely: Citizenship, life and career, and personal and social responsibility. How students should live as citizens, life and career, and personal and social responsibilities.

Teacher professionalism is the expertise and special authority in the field of special education in the fields of education, teaching and training which are occupied to become a livelihood in meeting the needs of the person concerned, Kunandar, (2007, p. 45).

Competence is basically a description of what a person should do in his job. According to the origin of the word competence comes from a word which means capable or master; while competence itself means (a) the power to decide something; the ability to master abstractly and concretely. According to Makmun, A. S. (2002, p. 15), competence refers to rational action that can achieve its goals satisfactorily based on the conditions

(prerequisites) that are set. Student-centered learning has several characteristics that are often referred to as the 4Cs, namely:

a. Communication

In this character, students are required to understand, manage, and create effective communication in various forms and contents orally, in writing, and in multimedia. Students are given the opportunity to use their abilities to express their ideas, both during discussions with their friends and when solving problems from their educators.

b. Collaboration

In this character, students demonstrate their ability in teamwork and leadership, adapt to various roles and responsibilities, work productively with others, put empathy in its place, respect different perspectives. Students also exercise personal responsibility and personal flexibility, in the workplace, and in public relations, set and achieve high standards and goals for themselves and others, and tolerate ambiguity.

c. Critical Thinking and Problem Solving

In this character, students strive to provide reasonable reasoning in

understanding and making complex choices, understanding the interconnections between systems. Students also use their abilities to try to solve the problems they face independently, students also have the ability to compile and express, analyze, and solve problems.

d. Creativity and Innovation

In this character, students have the ability to develop, implement, and convey new ideas to others, be open and responsive to new and different perspectives.

Competencies in the curriculum are considered to still not describe holistically the domains of attitudes, skills and knowledge. some of the competencies needed in accordance with the development of needs have not been recommended.

The 2013 curriculum is prepared to produce a generation that is ready to face the future. Therefore, the curriculum is structured to anticipate future developments. The shift in the learning paradigm of the 21st century becomes the basis for the development of the 2013 curriculum. With this curriculum, teachers will become the spearhead of education.

Professional teachers are teachers who can educate their students according to their potential or abilities. The teacher is the spearhead in learning and has a very large role in contributing to the success of the students.

Professional teachers are not only able to benefit themselves while their students are not. For this reason, having the ability to identify this will certainly be a provision in the learning process and further services. How a teacher will develop and nurture his students well if the teacher does not have the ability to identify it. For this reason, teachers must gain the ability to identify students or prospective students.

A teacher must have the ability to recognize the potential of students and finally create programs and provide good services, this is what is called a professional teacher who can recognize the potential of his students, provide the best service and be able to develop the potential of his students but do not forget to develop his professionalism.

Seeing the importance of teacher competence, we hold community service in the form of professional teacher competency training in facing the 21st century through 4C

(Collaboration, Communication, Critical Thinking, Creativity) for elementary school teachers so that they are ready to face the life to come.

B. Method of Implementation

The method used in this community service uses a training method on Professional Teacher Competence in Facing 21st Century Learning Through 4C (Collaboration, Communication, Critical Thinking, Creativity).

There are 2 steps taken in the service of lecturers to the community, namely, observations to see problems and retrieve data at SDN Kebon Gedang, implementation of Professional Teacher Competency training activities in Facing 21st Century Learning Through 4C (Collaboration, Communication, Critical Thinking, Creativity), participants in this training is the teacher, the method used in this implementation is lecture, discussion and question and answer.

C. Result and Discussion

The service found that several things that became a problem for

teachers were the understanding of Professional Teacher Competencies in Facing 21st Century Learning. So that teachers inevitably have to understand these competencies. This shows that this workshop is very important to carry out.

The implementation of community service activities goes through several stages including, Observations carried out on January 17, 2021. These observations were carried out to find out about learning media data, curriculum and assessments used by teachers in learning.

The implementation of the Professional Teacher Competency training for Facing 21st Century Learning Through 4C (Collaboration, Communication, Critical Thinking, Creativity) will be held on Saturday, February 26, 2021, starting at 08.00 to 12.00, consisting of two sessions. The first session delivered material on understanding the Competence of Professional Teachers Facing 21st Century Learning. The second session delivered material on 4C (Collaboration, Communication, Critical Thinking, Creativity). In this

activity, the participants were very enthusiastic in asking about the cases they often faced when teaching.

All participants were enthusiastic to ask questions about the discussion of teacher competence and 21st Century Learning Through 4C (Collaboration, Communication, Critical Thinking, Creativity). This activity the teacher is very enthusiastic and enthusiastic because they make it directly and discuss

Figure 1. Training Implementation



The results obtained after the teacher got the competency material were still a lot that had to be understood thoroughly. So that with this activity, it is hoped that all Kebon Gedang teachers can understand the competencies that must be possessed according to the current era.

Figure 2. Presentation of Material



Based on the results of the discussion, there are several things that must be noted as input for improvements in the learning process going forward, namely teachers should understand the competencies that must be possessed, teachers should provide learning that can develop using the 4Cs (Collaboration, Communication, Critical Thinking, Creativity, teachers should be consistent in making judgments during the assessment which includes 4C (Collaboration, Communication, Critical Thinking, Creativity).

As a product in this training, trainees are able to understand competency patterns, learning which includes 4C (Collaboration, Communication, Critical Thinking, Creativity) so that it makes it interesting for students.

Based on the results in the field, the participants turned out to be enthusiastic during the training, the training materials were felt to be very necessary for the participants because they discussed how the Competence of Professional Teachers Facing 21st Century Learning Through 4C (Collaboration, Communication, Critical Thinking, Creativity).

Figure 3. Group Photo with Teacher



The trainees also seemed very active in the training process. They are enthusiastic when discussing, actively they dare to ask questions, cooperate with their groups. So it can be concluded that this training is very much needed by teachers, especially at SDN Kebon Gedang, Bandung City.

D. Conclusion

Most of the community service activities planned in the proposal can be implemented. Teachers and parents at the time of the training were very lively during the discussion activities, the implementation of this kind of service had never been done so they asked for this training to be carried out again.

The implementation of service at SDN Kebon Gedang, Bandung City, was felt by the team and participants was very satisfying, seen from the enthusiastic indicators of participants who took part in the training from beginning to end.

Given the magnitude of the benefits of this community service activity, this community service activity can be carried out with similar activities, only with a different target and a wider location and reach of the school.

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