COMPETENCIES FOR THE 21ST CENTURY
TEACHERS IN INDONESIAN CONTEXT

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ABSTRACT
The rapid increase of information technology impacts upon society life including education sector. As mentioned on UNESCO Information Communication Technology (ICT) Competency Framework for Teachers, this globalization era drives modern societies to build workforces which have ICT skills to handle information and knowledge. UNESCO’s Framework notes that teachers not only have ICT competencies and be able to teach them to the students but also teachers need to be able to help students working collaboratively as well as creatively to become effective citizens and members of the workforce. This paper aims at portraying teaching learning process conducted by Indonesia teachers in this 21st century. This research is part of a larger study evaluating the teaching of English as a Foreign Language (EFL) in Indonesian junior high schools utilizing various instruments in 12 randomly selected case study schools in the Yogyakarta province. The findings indicate teachers have implemented the basics of ICT such as using power-point presentation in their teaching. They claimed to face obstacles in implementing ICT in class. Furthermore, teachers need to integrate their teaching and learning with the rapid growth of ICT. Tons of friendly-users activities and references can be selected and downloaded.

Keywords: ICT, EFL, power-point, competencies, Yogyakarta

INTRODUCTION
Indonesia spreading across 13,000 islands between Asia and Australia is ethnically diverse with more than 746 spoken by 340 different ethnic groups. Due to the very diverse indigenous languages, Bahasa Indonesia became the national language as written in the Indonesian motto, Bhinneka Tunggal Ika (Unity in Diversity). It is the language commonly used in all government, business and education in the mass media and it represents nationalism, national unity and solidarity. Due to its rapid development, Bahasa Indonesia seems to have diglossic characteristics (Samsuri, 1987; Sneddon 2003; Turner and Wong, 2010).

Indonesia is the biggest country with the number of people 260,581 in 2016 (United Nation data). In terms of education, the government provides thousands of schools ranging from primary to secondary schools. The number of schools stated by the government (2008), for example, was 144,567 primary schools, 26,277 junior high schools and 10,239 senior high schools.

All schools technically are managed under the supervision of MONE and MORA. Law No. 20/2003 on the National Education System states that the structure of education in Indonesia begins with Pendidikan Anak Usia Dini (PAUD) or early childhood stage which is not compulsory and is categorized into kindergarten and playgroup starting from the age of 0 to six years old. The Provincial Education Office of Yogyakarta website listed 24 public and 2,044 private kindergartens but no information regarding playgroups (see Figure 1).
The nine basic education years cover primary school or Sekolah Dasar (SD in 6 years) with the school starting age 7 and junior high school, Sekolah Menengah Pertama (SMP in 3 years) as highlighted in grey in Figure 1.1. Senior high school includes general high school (Sekolah Menengah Atas in 3 years) and senior vocational schools (Sekolah Menengah Kejuruan or SMK). Higher education refers to education after senior high school including diploma, bachelor, master and doctoral programs. The national school-leaving examination is conducted at the end of Years 9 and 12, with the core subjects examined to cover subjects of Bahasa Indonesia, English, mathematics and natural science for SMP and plus social science for SMA.

The quality assurance of the education nationwide is designed by means of Government Regulation No. 19/2005 which stipulates the eight standards to cover Graduate Competency, Content, Process, Personnel, Infrastructure, Management, Funding and Evaluation standards. The implementation of this scheme is intended to improve the quality of national education by consistently scaffolding, monitoring and evaluation by the National Education Standard Agency (Badan Standar Nasional Pendidikan - BSNP). The result of such evaluation is by awarding the school rating, from the highest into the lowest, into A, B or C.

Out of the eight, conditions of personnels and process standards have become special concerns. With respect to the personnels, only 61 % teachers are bachelor certificate holders, and the worst is that 8 % of them are graduated from senior high schools (Jalal, et.al. 2009) (Refer picture 1 below.).
Further, Jalal et.al found that even though teachers’ qualifications were satisfactory, it did not always mean they had the necessary competence. Hamied (2003, p. 14) as cited in Soepriyatna (2012, p. 40) confirmed such condition saying “...seringkali gelar yang diperoleh tidak memiliki korelasi positif dengan kompetensi bahasa dan mengajar yang sesungguhnya” (having a degree in English language teaching does not always correlate positively with language and teaching competence). Although the Indonesian Government has given best efforts to improve the quality, the current data do not show significant improvement.

As to the process standard, the government has offered many programs such as many kinds of workshops, trainings, collaborative programs both at local and nation wide scopes to improve the quality of teachers. The scenario has not made significant improvement to the has been achieved. This is revealed from the quality of graduating outputs. Jalal, et.al (2009) also found that teachers in Indonesia had lower level academic qualifications than those in neighboring nations that made them less efficient teachers. Teachers’ mediocre academic qualification seems to correlate with poor quality of teachers which further impacts on students’ academic performance. A World Bank Report (2013) entitled Spending More or Spending Better: Improving Education Financing in Indonesia found that Indonesian students’ scores were at the bottom on international tests (TIMMS, PIRLS and PISA). The Programme for International Student Assessment (PISA) newest report published in December 2013, for example, states that Indonesia ranked 64 out of 65 countries.

The professionalism of teachers has become central to raising teaching standards in Indonesia. Of the four competences – personal, social, pedagogical and professional – stipulated in the regulations of the Indonesian government, the two last competences are the crucial standards since they are considered as the ‘source of knowledge’ with the teachers acting as models and motivating the students to learn, particularly in classroom activities. Teachers have important role in student’s learning process. Richard and Roger (2001) noted that teachers have two main roles as facilitator and independent participant such as organizer of resources and as a resource themselves, a guide in activities, and as a researcher and learner. Teachers play a key role in educating students through the process of teaching and learning. Consequently, the teacher should possess effective strategies used in learning process to reach the target. Moreover, the teachers in the application process or the strategy of teaching and learning should have the capability in planning of teaching and learning, so the learning process in the classroom will run well and the evaluation of learning process lead to improve the effectiveness and achievement of graduation competence.
Overall, the teacher has the important position; thus, teachers’ professionalism – skills, knowledge, methods and strategy – need to be improved. Accordingly, UNESCO categorizes teachers into three different approaches. The first is Technology Literacy, enabling students to use ICT in order to learn more efficiently. The second is Knowledge Deepening, enabling students to acquire in-depth knowledge of their school subjects and apply it to complex, real-world problems. The third is Knowledge Creation, enabling students, citizens and the workforce and they become, to create the new knowledge required for more harmonious, fulfilling and prosperous societies.

**Integrating ICT in English Language Teaching**

Of the twelve case studies ranging from international standard schools, national standard school as well as potential ones in the Yogyakarta province, the teachers’ qualification as well as learning facilities seemed to be diverse. The city schools were provided with sufficient laboratories, including a multimedia laboratory. Schools in urban areas had both a computer and language laboratory but they seemed not to be used, certainly not in teaching English. Rural schools had very limited facilities. The followings paragraphs described how the ICT integrated to teaching English. In Case Study 1, a government junior high school located in a medium sized town, the school had been provided with a new language laboratory with some CDs from one of the publishers in Yogyakarta. In terms of internet access, one computer was provided with internet access. Hot spot area was merely in teachers’ room. Of the four English teachers, two of them were senior teachers with master of humanities degree, while others were in bachelor degree in English education.

The integrated ICT was implemented by a junior English teacher in science laboratory. The reason why they used science laboratory was the laboratory for language was being renovated. It was reasonable to conduct the teaching and learning of English in such laboratory due to having good media such as LCD, two small speakers and a screen, even though the room was not really clean with dust everywhere. It seemed it may have been demonstration class specially put on the benefit of the researcher. One of the junior teachers with a bachelor degree prepared the lesson in the science laboratory and students were waiting there and kept talking to each other, so the class was very noisy. She directly asked students about greeting cards, then she explained what greeting cards are, and showed examples, all from powerpoint slides. She continued explaining the structure of greeting cards and asked students to copy on their books. While waiting for students to do the task, she played some clips of film or advertisements which were funny.

In CS 2, a medium-sized Islamic school located on the outskirts of a large town, the school provides language laboratory. One of the four English teachers was a master’s graduate preparing the English teaching in language laboratory. The teacher mentioned examples of narrative text and asked students what was meant by characters. She asked about characters by showing some pictures on slides asking the vocabulary item displayed in the pictures. She became a bit angry when students were passive in their class participation. It seemed the teacher found difficulty to engage students’ class participation. This seemed to indicate that though the teaching learning process was supported by interesting media (presentation on slides), the class participation was not good. Another problem that might occur was group work discussion. This is caused by the fixed seating arrangements, one student to each permanent booth. Students could not discuss with their friends as the teacher asked them to do so.

In CS 4, A large-sized government school located in the central business district of a big city, the school had provided sufficient tools to learn in the classroom as well as in school. Each of the classes was equipped with a computer, printer, LCD, air conditioner and cctv, even though most of the teachers used their own laptop in teaching. In terms of laboratories, there are some such as a computer, AVA, mathematics and language laboratories as well as two laboratories for natural science.
In the classroom, most students had their own laptop. The teacher had his own laptop although there was a computer that had been connected to LCD. There were two air conditioners and one cc TV. The teacher first greeted students and asked them to connect to wifi to check their homework. Students kept themselves busy and the teacher moved around the class to check whether they had difficulties or not. Some students tried to open their email address and attach the homework. Some found problems to open their address. Based on the observation, it seemed that the teacher let the students to be busy with their homework. Classroom activity seemed to be quiet because the students were busy with their own homework.

The learning environment in schools particularly in information technology provided by the schools depended very much on school location, school category and the use of such technology by English teachers. Both schools in the city, public and private, were well equipped with various learning technology tools, even with internet access including WiFi. Urban public and private schools had sufficient learning facilities; however, they were not used very often due to impracticality, lack of maintenance or inadequate skills of English teachers. Rural schools, however, had very limited learning facilities. Some had a computer laboratory that was used infrequently by information technology teachers, but never by English teachers. They argued that it was ‘wasting’ time. Some private schools had only one computer but it was used by the administration staff, not teachers. To make it worse, students learnt information technology subject, but it was only ‘in theory’, visualizing what a computer is like.

The teachers qualification in the city and urban areas which were supported by sufficient school facilities sometimes tried to engage students using ‘electronic tools’. In the classroom, some teachers used an LCD and their own laptop to present their PowerPoint presentations or a downloaded video. Even though they had prepared their lesson plans in such a way as to engage students’ participation, in fact, what happened was not really positive. Some students were not participating actively even though the teachers had tried to engage them.

**CONCLUSION**

In this globalization time, teachers need to be able to teach creatively, collaboratively using ICT as the basis teaching and learning in class. As UNESCO’s Framework emphasizes that teachers not only have ICT competencies and be able to teach them to their students, but also teachers need to teach them effectively to be effective citizens and members of the workforce.

In the Indonesian context particularly in this research site, most schools had a computer laboratory which, however, was used for the information technology subject. The schools that had been provided with multimedia and language laboratories, for example, still found difficulty to use such media in teaching; some teachers said that teaching with a computer took more time to prepare. There was internet access in some schools in the city, particularly in the international program schools and it was accessed by both teachers and students. In urban and rural areas, few schools had internet access though most ‘competent’ teachers complained that it was too slow. In general, it seemed to indicate that most teachers seemed not well trained to use such electronic tools in teaching.
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