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Teacher Competency Development in Independent Curriculum Implementation : A Literature Study

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ABSTRACT

A curriculum is a well-organized strategy for achieving predetermined learning goals. Implementation becomes a significant and vital component of curriculum management in schools during the curriculum development process. The implementation of the prepared programme plan, in which there is contact between students and teachers in a learning environment, constitutes the learning process. One of these variables that affects how well the curriculum is implemented is the teacher. Teachers are crucial in helping students acquire the abilities they will need in the twenty-first century. Teachers serve as learning agents who motivate, inspire, and engineer learning for pupils. They also serve as facilitators and drivers. To raise the standard of education, the autonomous curriculum is being implemented with a focus on teacher competency. If you participate in professional development or teacher competency, you can acquire all these talents. This research review illustrates the significance of improving teachers' abilities while putting autonomous curricula into practise, particularly when it comes to developing digital skills.

ABSTRAK

Kurikulum merupakan suatu strategi yang terorganisir dengan baik untuk mencapai tujuan pembelajaran yang telah ditentukan. Implementasi menjadi komponen penting dan vital dalam manajemen kurikulum di sekolah selama proses pengembangan kurikulum. Pelaksanaan rencana program yang telah disusun, di dalamnya terjadi kontak antara siswa dan guru dalam suatu lingkungan belajar, merupakan proses pembelajaran. Salah satu variabel yang mempengaruhi seberapa baik kurikulum diterapkan adalah guru. Guru sangat penting dalam membantu siswa memperoleh kemampuan yang mereka perlukan di abad kedua puluh satu. Guru berfungsi sebagai agen pembelajaran yang memotivasi, menginspirasi, dan merekayasa pembelajaran bagi siswa. Mereka juga berperan sebagai fasilitator dan penggerak. Untuk meningkatkan taraf pendidikan, diterapkan kurikulum otonom dengan fokus pada kompetensi guru. Jika Anda berpartisipasi dalam pengembangan profesional atau kompetensi guru, Anda dapat memperoleh semua bakat ini. Tinjauan penelitian ini menggambarkan pentingnya meningkatkan kemampuan guru sekaligus menerapkan kurikulum otonom, khususnya dalam hal pengembangan keterampilan digital.

Kata Kunci: Kompetensi Guru; Implementasi Kurikulum; Kompetensi Digital; Kurikulum Merdeka

INTRODUCTION

To ensure the successful delivery of the curriculum, teachers must have a high level of competency while implementing an autonomous curriculum in schools. A collection of plans concerning competencies and learning that students, assessments, teaching, and learning must accomplish is known as competency-based education. To implement competency-based education, the entire curriculum must be completely redesigned, including evaluation and teacher assistance. We shall examine the idea of teacher competency development in autonomous curricular implementation in this literature review. Numerous studies have recently been conducted with a focus on competency-based education and curriculum reform. Competency-based education, as opposed to just testing for knowledge, emphasizes the practical understanding of a subject. This method guarantees that before going on, students have a complete understanding of a subject. The development of an inclusive culture where all students feel secure and appreciated is another benefit of competency-based education. The implementation of competency-based education, however, can be difficult for teachers since they might run into difficulties such as a lack of time, resources, or support from school officials.

Teachers need a variety of abilities and knowledge to carry out an independent program successfully. These consist of data analysis, instructional design, assessment design, and curriculum design. Teachers must have a thorough understanding of the curriculum they are using, be able to provide quality tests and instructional materials and be able to use assessment results to modify their teaching methods. To ensure that children receive an excellent education that will prepare them for success in the future, it is essential to develop teacher competency in the implementation of independent curriculum.

According to the law on the national education system, the development of the program is carried out taking into account the national educational standards in order to achieve the national education. According to (Rusman, 2018), the implementation of the curriculum will be impacted by the new paradigm in education. The support of professional, qualified, and competent human resources from school principals, teachers, and other education staff is necessary for curriculum implementation in schools. Without changes to the teachers themselves, it is impossible to execute curriculum modifications. The key determinants of the success or failure of curriculum implementation are the availability and caliber of human resources (human resources), in this case, teachers, during implementation. A strategy to achieve teacher competency criteria is to improve teacher competence in light of these demands as well as advancements in science, technology, and the arts.

Ira Wantiana's research (Ira, 2023) concluded that there are still challenges in using the autonomous curriculum that has been established. The school's bordering location between a village and a metropolis, its meager library and internet resources, and its insufficiently skilled teachers. The main challenges for teachers in implementing an independent curriculum were limited learning resources in textbooks and the government's lack of socialization regarding the independent curriculum to schools, which resulted in a lack of preparation for teachers to switch to an independent curriculum.

This research will look at research on developing teacher competency in implementing an independent curriculum. We will look at ways for developing teacher competencies, such as professional development, mentoring, and cooperation. We hope to provide insights that can help schools implement independent curricula effectively and ensure students receive quality education by examining the constraints faced by teachers, the skills and knowledge that teachers must have, as well as strategies that can be used to develop teacher competencies.

The function of the teacher in shaping the quality of the learning experience is critical in modern education. The implementation of an autonomous curriculum complicates these relationships, therefore educators must have a distinct set of skills. The scope of this literature review is teacher competency development in the context of independent curricular implementation.

This study intends to reveal the main competencies required for educators to flourish in tackling the challenges and opportunities given by an autonomous curriculum by examining existing research and scientific work.

A full grasp of the techniques and abilities required for effective teaching in this setting will be presented via the investigation of relevant theories and practical insights. This research has the potential to shed light on how teacher development programmes might be tailored to improve these unique competencies, promoting success and enriching the implementation of autonomous curriculum. As a result, the author attempts to clarify the topic "Development of Teacher Competencies in the Implementation of the Independent Curriculum in a Literature Review" in this paper.

LITERATURE REVIEW

There have been several earlier studies that have relevance to the variables in this study, including:

1. According to Bilal Zakawali al-Fathoni (Bilal, 2023), the implementation of change management activities has proven to be a very effective strategy for increasing teacher capacity in mastering the independent learning curriculum. The excellent outcomes of the action research, as well as the positive feedback from teachers, highlight the need of using organized change management interventions to facilitate educators' ongoing professional growth and development. This research's expertise is helpful to the academic community, emphasizing the necessity of strategic change management techniques in promoting excellence in teaching and learning practices

2. According to another study (Jamshid, 2023), a specialist in the twenty-first century is a highly professional person who can think creatively, make non-standard decisions, and accept responsibility for these decisions. Only by solving professional problems competently and effectively using information technology can a teacher's efforts in the sphere of education be more successful and with lower psychological costs. The professional competency of a teacher, based on new forms of education, heightens his demand for continuous self-development and self-improvement. Based on the preceding definition, the author comes to the conclusion that schools nowadays are an information and educational environment that reflects overall education. The current educational information technology system places special demands on the professional skills of educators.

3. (Marmita, 2023) published another study. An educator or instructor must be adept in the use of technology and digital communication tools to access, use, and even assess digital-based learning processes. This is regarded as the teacher's digital capability in instructing students to actively and creatively learn new information. This is very much related to the life of today's active students, Generation Z. The purpose of this research was to look into elementary school teachers' digital literacy skills in managing teacher learning in the Gandapura district. The sample for this study is made up of primary school teachers who use subject-based learning. This survey found that teachers in Gandapura District's public primary schools are digitally literate, with low, medium, and high literacy levels. As a result, it is feasible to conclude that teacher digital competence helps considerably in the development of effective and efficient teacher learning activity management. The digital skills of a teacher can build passion and harmony between instructor and pupils in studying courses, particularly science, which is normally more challenging for children.

Curriculum

(Beauchamp, 1975) argues in his book that a curriculum is a written document that contains the themes that will be taught to pupils through various subjects, scientific fields, and problem formulation in everyday life. The curriculum expresses the objectives and hopes of educators/teachers in the form of educational

plans and programmes implemented at school. The curriculum is the goal and strategy, while the teaching and learning process is how it is carried out. Teachers and students are fully immersed in the process.

Curriculum Management

According to (Rusman, 2018), management is a common process that includes numerous acts such as planning, organizing, activating, and supervising. All of these acts are intended to attain goals by utilizing all available resources. Curriculum management is a curriculum management system developed collaboratively, thoroughly, holistically, and systematically to fulfill a curriculum purpose.

Planning, implementation, and evaluation are the three stages of program management. The three management phases are intertwined and define the effectiveness of the educational program. Curriculum management is an important part of an educational institution, and it has a considerable impact on educational quality.

Curriculum management is the planning and oversight of educational programs delivered by instructors. This is critical for enhancing educational quality. The following are some curriculum management practices that can be used to improve educational quality.

1. Thorough Planning: Implementing an educational program with predetermined goals necessitates thorough planning.
2. Democratic Implementation: Curriculum administration is democratically implemented, ensuring that administrators, executors, and student subjects carry out their responsibilities in a responsible way that meets the curriculum's objectives.
3. Periodic Evaluations: Periodic evaluations should be performed to determine how successfully the educational program is being executed and where improvements may be made.
4. Curriculum Development: For the educational program to grow with the times, curriculum development must be carried out.
5. Teacher Quality Improvement: To ensure that instructors can appropriately apply the curriculum by set objectives, teacher quality improvement must be implemented.

Curriculum Implementation

According to (Mulyasa, 2014), the process of putting ideas, concepts, policies, or innovations into action in such a way that they have a positive impact in the form of changes in knowledge, skills, values, and attitudes is known as implementation. Curriculum implementation is the application or execution of a curriculum program developed in the preceding stage, then tested with implementation and management, while always making adjustments to the field situation and student characteristics, including their intellectual, emotional, and physical development. Curriculum implementation is the process of putting a curriculum plan or program into action in the form of learning.

According to (Beauchamp, 1975), the first responsibility of the teacher in curriculum implementation is to prepare the learning environment in various ways so that the relevant curriculum can be implemented through the development of learning methods. This indicates that the teacher serves as a curriculum developer in his class by planning, executing, and developing the curriculum.

According to (Dunkin, 1974), the learning process will be successful if the teacher possesses two key competencies: substantive competency in learning content or mastery of subject matter, and competency in learning methodology. This means that teachers must grasp not only the subject matter but also learning methods tailored to the needs of the teaching material, which refers to pedagogical principles, including recognizing the characteristics of pupils. The learning strategy employed is intended to assist pupils in mastering the content offered by the teacher. According to Dunkin and Biddle, teachers play a crucial role in curriculum implementation because they are the implementers of the curriculum.

According to the constructivist viewpoint, teachers must encourage students to investigate their world, seek knowledge, reflect, and think critically, rather than simply providing information to their minds.

METHODS

A literature review was employed as the research approach, which emphasizes references or books used as a reference for researchers to perform the study. In general, a literature review is a discussion or reading material linked to a topic or study findings. Document review, according to Radolf (Setyosari, 2015), is "the analysis and synthesis of information, focusing on findings rather than bibliographic citations, summarizing the content of documents and drawing conclusions ". This literature review is a data analysis and synthesis that focuses on findings rather than bibliographical quotations, summarising the content of the literature and drawing conclusions from it.

The authors focus their research with this literature review on the development of teacher competency in the implementation of the independent curriculum. The author searches Google Scholar, online libraries, and online journal databases for literature sources related to the research topic. The writer then examines and evaluates the literary sources discovered to determine their relevance and credibility, before selecting literature related to the research topic. Furthermore, the author analyses the collected literature, derives conclusions from the findings, and puts them in a research report.

RESULT AND DISCUSSION

21st Century Skills and Teacher Competencies

As a result of the advancement of science and technology in both information and communication technology and worldwide competition in the twenty-first century, students are required to acquire 21st-century skills or abilities. As a result, the learning process must likewise be geared towards the acquisition of certain talents or abilities. Students must have the following abilities or skills: character, literacy, and competency. As a result, mastery of 21st-century skills is a primary issue in the Merdeka Curriculum, which was launched in February 2022 by Minister of Education and Culture Nadiem Anwar Makarim. This has ramifications for students who are expected to develop life skills and soft skills, such as critical thinking abilities. in addition to mastery of learning materials and concepts, and problem-solving, creativity, communication, and collaboration. As a result, education is becoming increasingly vital in ensuring that pupils have these skills. From the perspective of the teacher's role, integrating information and communication technology in the learning process will help teachers become facilitators, collaborators, mentors, coaches, directors, and partners. research, allowing students to experience learning events on their own.

Students' competency demands in tackling the challenges of the twenty-first century have implications for increased teacher competence demands. Teachers are required to develop their competencies in the curriculum implementation process, not only in terms of the substance competence of learning materials and learning methodology competencies as described above but also in terms of the qualifications that a teacher must possess as written in the Law of the Republic of Indonesia Number 14 of 2005 Regarding Teachers and Lecturers article 10, which is regulated later in the Minister of National Education Regulation. According to the law, instructors must have four competencies: pedagogic competence, personal competence, social competence, and professional competence.

1. **Pedagogic Competence**

   Pedagogic competence is defined in the National Education Standards as the ability to manage student learning, including understanding students, designing and implementing learning, assessing learning outcomes, and developing students to reach their fullest potential. The following are the aspects that the teacher must master:

a. Understanding Learners' Characteristics
b. Capable of Developing Curriculum
c. Capable of Mastering Learning Theory and Learning Principles
d. Capable of Developing Learners' Potential
e. Presenting Educational Learning Activities
f. Establish Student Communication
g. Capable of Conducting Assessments and Evaluations

Several indicators in pedagogic competence are described by (Silphy, 2021), which are used to measure the extent to which teachers master pedagogic competence, namely:
a. Understanding of insights and also the foundation of education.
b. Understanding of pupils begins with the character of the students being taught by the teacher.
c. Knowledge of the educational curriculum that is applied and enforced in schools.
d. Learning design that is suited to students' requirements.
e. The implementation of educational and dialogic learning implies moral education during instruction and a conversation process between teachers and students.
f. Use of learning technology to introduce technology to kids so they don't stutter and to broaden the range of learning techniques.
g. Learning result evaluation, such as summarising learning outcomes and shortcomings as material for improvement.
h. Student development to realize or promote the many potentials that each individual possesses.

2. **Personality Competence**
Personal skills of teachers are personal abilities that show a strong, stable, mature, intelligent and authoritative personality, become an example for students, have a noble personality. The personality traits of the teacher also have an impact on the success of learning. Teachers with strong personality traits will be able to manage learning effectively, including their capacity to communicate with students.
Based on Permendiknas Number 16 of 2007, the following indicators for measuring teacher personality skills are provided:
a. Obey Indonesian religious, legal, social, and cultural traditions.
b. Present yourself as an honest, noble individual who serves as a role model for pupils and society.
c. Present oneself as a steady, stable, mature, intelligent, and authoritative individual.
d. Show a strong work ethic, a sense of duty, pride in being a teacher, and self-assurance.
e. Uphold the teaching profession's code of ethics.

3. **Social Competence**
Teachers' social competency is described as their capacity to communicate and interact effectively with students, fellow educators, education staff, students' parents/guardians, and the surrounding community as members of the community. It was also mentioned that social competency is the ability of teachers as members of society to:
a. Understanding and respecting differences, as well as the ability to manage stress and disputes.
b. Work in harmony with colleagues, school principals, vice principals, and other associated parties.
c. Create a small, intelligent, dynamic, and agile staff.
b. Maintain effective and enjoyable communication with all school members and parents, fully aware that everyone has a role and obligation in promoting learning.

c. Understand and internalise environmental changes that affect their responsibilities.
a. Being able to situate himself inside the surrounding community's value system.
b. Put in place excellent governance concepts (such as participation, openness, accountability, law enforcement, and professionalism).

4. Professional Competence

Professional competence refers to a comprehensive and in-depth knowledge of the learning material, including mastery of subject-matter teaching materials in schools as well as mastery of scientific structures and techniques. The essential markers of professional sub-competencies are as follows:

a. Mastery of scientific content is associated with indicators in learning areas such as understanding of curriculum materials, understanding of the structure, concepts, and methods of science with relevant materials. teaching materials, an understanding of the conceptual relationships between related subjects, and the application of scientific concepts to everyday life.

b. There are marks of competence in mastering scientific structures and techniques, such as mastering the key research and research steps to professionally advance knowledge/subject in a professional environment. global school.

According to (Jamil, 2017), the following are indicators of professional teacher ability in subject matter mastery:

a. Master the sciences as a learning resource;
b. Master the subject taught;
c. Mastering knowledge of student characteristics;
d. Mastering knowledge of philosophy and educational goals;
e. Mastering knowledge and mastering teaching methods and models;
f. Master the principles of learning technology;
g. Master the knowledge of assessment and the ability to plan and lead for a smooth educational process.

Teacher Professional Competency Improvement

The teacher of the twenty-first century must deal with difficulties and situations that his predecessors could not even envisage. New technology tools imply new and distinct methods of accessing and processing information required for teaching and learning. Teachers and students must both have the skills and knowledge necessary to confront these new difficulties and apply new techniques. Teachers must be proficient in the use of technology in education and grasp how new modes of learning, learning resources, learning media, and other factors are related.

Educators must develop teacher competence in the Independent Curriculum to support the implementation of the Independent Curriculum. One way they might do this is by expanding their professional ability as instructors. According to the International Society for Technology in Education, there are various aspects of 21st-century teaching skills, the most prominent of which is the information age. The following are the five categories of 21st-century teacher skills:

1. Facilitating and inspiring student learning and creativity;
2. Creating digital era learning experiences and evaluations; and
3. Serving as an example for learning and working in the digital age.
4. Encourage and model accountability and a digital society; and
5. Take part in professional development and leadership.

Professional teachers must be able to convert cultural values into knowledge to achieve improved quality and competitiveness. The professional qualifications of teacher education are summarised as follows:

1. Personal capability (person capability) implies that teachers are required to have adequate knowledge, abilities, and attitudes to effectively supervise the learning process.
2. The teacher is an innovator, which means that the teacher must be open to new ideas and knowledge. Teachers are required to possess the necessary knowledge, abilities, and attitudes toward innovation, as well as to be effective disseminators of new ideas.
3. The teacher is a developer (developer), which means he must have a good, wide, and consistent teacher vision. To meet the difficulties of the times, teachers must be willing and able to look far ahead, especially in the education sector, which is described as a system.

Furthermore, the 21st-century knowledge-skills rainbow scheme summarises the 21st-century talents. The concept was adopted by the non-profit organization p21, which is establishing a global 21st-century education framework through the website www.p21.org.

Figure 1. 21st Century Knowledge Skills
Source: www.p21.org

Being born and raised in a different age than kids necessitates teachers continuing to learn in order to keep up with the times, particularly in the realm of technology, in order to deliver the best possible education to pupils. In today's digital environment, becoming a great teacher requires being skillful and wise in grasping and using technology. The rapid growth of technology allows for the presence of several sources of knowledge that are relatively unstoppable. Teachers who still utilise traditional approaches cannot match the ability to give knowledge content during the learning process. At this moment, teachers with digital competency are an absolute necessity.

DISCUSSION

Digital competence encompasses more than just digital abilities. Digital competence, according to (Erstad, 2021), encompasses technical factors linked to hardware and software administration, as well as cognitive qualities related to knowledge and education. In the context of education, digital competence can be defined as the use of technology to attain learning and educational goals in a persuasive, appropriate, and safe manner.

According to the European Commission Digcom 2.0 2015, there are at least 5 digital skills that teachers in the 21st century should strive for, which are:

1. Data and information literacy. Competence in data and information search, selection, sorting, selection, evaluation, and management.

2. Collaboration and communication. Competence encompasses the ability to communicate, share, participate, and collaborate with digital technologies. Understanding and abilities in managing digital identity, as well as respecting digital world ethics, must also be attained.
3. The ability to create digital content, which includes numerous talents in building, integrating, and re-creating digital content. This competency also requires knowledge of copyright, licensing, and programming.
4. Security, which includes the capacity to ensure device protection, data and confidentiality, health, and the learning process.
5. The technical capacity to solve and overcome difficulties, identify demands and appropriate technological replies, be innovative in the use of digital technology, and detect deficiencies in digital technology.

According to (Blyznyuk, 2019), the following digital competences are required of teachers:
1. Information, in the form of the ability to search, choose, and sort information, information/data literacy, information management, and information evaluation for existing learning.
2. Communication, communicating with or with students and other educators in order to collaborate, communicate, and share digital technologies.
3. Edition Content Creator, digital learning content can pique students' interest in learning more in-depth subject. For instance, in the use of animation, infographics, or the like.
4. Data security and protection as a product of digital technology in learning.
5. Educational Problem Solving is a technological problem that is solved by detecting flaws in digital technology in learning and being creative in how to use it constructively.

To improve digital competence, teachers must take an active role. These digital competencies can be developed in various ways, including:

1. Participate in training or training; Training or coaching can be done using offline or online techniques. Teachers can improve their competence and skills in managing the learning process through training or education.
2. Seminars; Seminars can also help teachers improve their knowledge or skills. Teachers can learn about education and teaching by attending seminars.3. Activate the MGMP (Subject Teacher Deliberation) and KKG (Teacher Working Group) teams; Teachers must hold talks or exchange various knowledge and experiences with other teachers to develop knowledge through the MGMP and KKG teams.
3. Action research is carried out to test, develop, discover, and create new actions so that if these actions are carried out, the process will be easier and faster, and the results obtained will be greater and of higher quality.
4. Continuing education at a higher level. Teachers can better understand the nature, duties, roles, functions, and responsibilities of teachers in the field of education by continuing their studies. Continuing education also allows you to improve your abilities, qualities, and capabilities in the field of teacher education and training.

CONCLUSION

According to the findings of the research, the teacher is one of the most significant components in implementing the independent curriculum in the teaching and learning process. Teachers play a critical role in attempts to develop human resources with life and soft skills to face future difficulties. The Merdeka Curriculum, which was developed as a means of increasing education quality in Indonesia, demands instructors to increase their skills, namely the ability to learn rapidly and keep up with technology changes,

so that educational goals can be met as well as aspire to. To do this, instructors must possess talents such as pedagogic competencies, personality competencies, social competencies, and professional competencies, each of which has its job and role. One of the most important professional abilities for teachers is digital competence. Teacher digital competency must be planned for in an education plan or curriculum implementation.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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