



Competence of teachers graduates and education leaders in the 21st century

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ABSTRACT

The competence of Teachers, Graduates and Leaders in the 21st century is very much needed. Superior competence and being able to compete in the era of globalization which demands human resources that have qualified quality and are able to keep up with the times. Currently, Indonesia as a developing country must be able to create superior human resources who are able to innovate and provide benefits to others. This study uses a qualitative approach and literature study methods in collecting data obtained from interviews, observation and searching for material from various literature from library books, modules and internet information media. Furthermore, increasing competence is carried out by increasing skills, education and skills. It takes maximum effort from within the individual himself for this improvement. The results of this study can be obtained by teachers as agents of change and provide learning transformation for students in an effort to improve the quality of learning outcomes. Furthermore, having superior abilities for graduates to be able to compete in the globalization era that demands qualified skills. As a future leader who will later make changes in improving education, the quality of teachers and the quality of graduates must have the competence of a superior future leader.

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INTRODUCTION

The 21st century is set apart by the movement of mechanical improvements with the goal that there is a ton of contest between nations, remembering rivalry for HR. (Ma'ruf, 2021). Every nation attempts to make quality HR to confront the opposition among nations and increment the advancement of the country. Schooling is a method for working on the nature of HR. As per regulation no. 20 of 2003, instruction is where an individual can foster their true capacity by having abilities, strict otherworldliness and conduct that can help themselves, others or the country. (Cahyawati & Sholeh, 2020)The time of globalization which is brimming with super-quick advances will bring tremendous changes, one of which is the school system in Indonesia.

Currently, education is in the age of knowledge with acceleration great increase in knowledge. This accelerated increase in knowledge is supported by the application of digital media and technology called the information super highway (Ma'ruf, 2021). Learning styles in the age of knowledge must be adapted to the needs of the age of knowledge. Learning materials must provide a more authentic design to go through challenges where students can collaborate to create solutions to problem solving lessons (Manan, 2022). Problem solvers lead to questions and seek answers by students which can then be sought for solutions to problems in the context of learning using available information resources (Rifani & Pohan, 2019).

Changes in the school system affect the job of instructors as teachers. The schooling area, as one of the primary points of support for the advancement of the up and coming age of the country, should likewise adjust to the times so it isn't left behind such a great amount in the field of instructive innovation than learning programs contrasted with created nations. (Raharja et al., 2022). Expanding the capability of educators, graduates and academic chiefs is vital to have the option to keep cooperating to move towards exceptionally serious quality training. Research on the competence of teachers, leaders and graduates in the 21st century has significant implications in the context of education and human resource development. The implication of this research is that there are efforts to improve the quality of education through training, professional development, and curriculum renewal in accordance with the demands of the 21st century. Research can help identify the skills and knowledge required by teachers to teach effectively in the digital and global era. In leading in the era of globalization and the demands of the 21st century, it is necessary to renew the role of leadership, not only as an administrator, but also as an instructional leader who is able to inspire, motivate and support staff and students in achieving educational goals. Improving the quality of graduates has implications for the importance of preparing graduates with 21st century skills such as problem solving, creativity, critical thinking, adaptability, and effective communication skills.

RESEARCH METHODOLOGY

This study uses a qualitative approach, because it aims to describe and analyze the competencies of teachers, graduates and leaders in the 21st century. (Nandayu, 2022) events that are in accordance with the problem under study. Qualitative data analysis involves the process of understanding, classifying, and interpreting data obtained through qualitative research methods. It is also important to maintain the integrity and legitimacy of qualitative data analysis by involving processes such as triangulation, namely comparing the results of analysis with additional data or involving other researchers to verify or discuss research findings. The method in writing this scientific work is by studying literature. Literature study is a series of activities related to methods of collecting library data, reading and taking notes, and managing research materials. The author can collect data obtained by searching for material from various literature in the form of books in the library, module books and information media (internet) that have something to do with this scientific work. (Sahadi et al., 2022).

RESULTS AND DISCUSSIONS

Teachers are required to have high competence to produce students who are able to answer challenges in the current Era of Globalization and the 21st Century. (Hidayat & Wulandari, 2020) mentioned five competencies that must be possessed by teachers in the era of globalization and the 21st century, namely: 1) Educational competence, competency in educating/learning based on the internet of things as a basic skill. 2) Competence for technological commercialization, having the competence to educate students to have an entrepreneurial attitude (entrepreneurship) based on technology and the results of student innovation. 3) Competence in globalization, a world without partitions, not stuttering about various cultures, hybrid competence and problem solving competence (problem solver competence). 4) Competence in future strategies, the world changes

easily and moves quickly so that you have the competence to predict exactly what will happen in the future along with the strategies. 5) Counselor competence.(Yniaursih et al., 2022). Bearing in mind that in the future the child's problem will not be difficulty understanding teaching material, but more related to psychological problems, stress due to pressure from increasingly complex and severe circumstances, a teacher who is able to act as a counselor/psychologist is needed. (Wahab, 2021)So when we are going to improve the quality of education, we must first improve the quality of teachers. (Zulkifli, 2020)Teachers must have strong competence, have soft skills, namely critical thinking, creative, communicative and collaborative. The teacher's role is as a character model, spreading passion and inspiring. This is a role that technology cannot replace.(Notanubun, 2019) Teachers must be able to build an atmosphere that can meet the psychological needs of students, which include: needs for competence, every student needs to feel able, meaning that interaction in learning is able to make students feel able.n this section, it is explained the results of research and at the same time is given the comprehensive discussion (Suparman, 2020).

This can be done by giving awards for student learning outcomes. Needs for Autonomy, every student needs to feel 'autonomous' by getting freedom and trust because every autonomous learner will not depend on the teacher in learning.(Hadi, 2020) Needs for relatedness, every student needs to feel himself part of a group, and interact in groups. So the learning process must be able to foster collegiality interactions and mutual support. Sustainable learning, so that students are able to pass through the era of disruption, and enter a new era called the Abundant Era, which is an abundance of information, media and learning resources. (Yasa et al., 2021)

Furthermore, what is no less important are the competencies that graduates must have in the 21st century, the competencies of graduates are becoming increasingly important due to tighter competition in a world of work that is increasingly open and globally connected. (Ningrum, 2022)Several competencies that are considered important for graduates in the 21st century include:

1. Graduates must be able to speak foreign languages well, especially English as an international language that is used in many fields.
2. Graduates must be able to interact and adapt to different cultures in a multicultural work or business environment.
3. Graduates should be able to master digital technology and digital communication tools to optimize business processes and increase productivity.
4. Graduates must be able to develop good business strategies and be able to understand challenges and opportunities in the global business environment.
5. Graduates must be able to generate new and innovative ideas that can help companies or organizations compete in the global market.
6. Graduates must be able to build a professional network with various parties around the world to develop their business or career.
7. Graduates should be able to communicate effectively, especially in a global business environment that requires different languages and communication styles.
8. Graduates must be able to think critically and creatively in dealing with business challenges and solving problems with innovative solutions. (Akbar, 2021).

To achieve the graduate competencies needed in the era of globalization, there are several ways that can be done, including:

1. Improve foreign language skills: Graduates can improve foreign language skills by deepening their knowledge of languages, taking language courses, reading, watching, and communicating with foreigners.
2. Attend training and courses: Graduates can attend training and courses to improve skills such as the use of information technology, leadership skills, management, and entrepreneurship.

3. Build a professional network: Graduates can build a professional network by joining professional organizations or joining discussion groups and online forums related to their field of work or business (Pratiwi & Aslami, 2022).
4. Completing internships: Graduates can complete internships or part-time work to gain work experience and upgrade skills.
5. Develop critical and creative thinking skills: Graduates can develop critical and creative thinking skills by reading more books, attending seminars, and discussing with people who have different backgrounds and views (A & Syukur, 2021).
6. Take up global opportunities: Graduates can take part in global opportunities such as student exchanges, international internships, or study abroad programs to improve their foreign language skills and broaden their professional network (Teknowijoyo, 2022).
7. Study global culture and customs: Graduates can learn global culture and customs by reading books, watching films or documentaries, and interacting with foreigners.
8. Establish a good relationship with mentors: Graduates can look to mentors or people with more experience for guidance and advice on their career development. (Wahab, 2021).

Educational leaders in the 21st Century need to have several competencies to ensure the success of the educational institutions they lead, including (Dewi Ayu Wisnu Wardani, 2023):

1. Education leaders need to have good management skills to lead staff, manage resources, make sound decisions, and ensure the operational efficiency and effectiveness of educational institutions (Silalahi et al., 2021).
2. Educational leaders need to have good leadership skills to inspire staff, define a clear vision and mission, and guide educational institutions in achieving desired goals.
3. Education leaders need to have good communication skills to be able to communicate with staff, students, parents, and the general public, as well as to promote educational institutions in the community (Sahadi et al., 2022).
4. Educational leaders need to have good analytical skills to be able to analyze relevant data and information, as well as to evaluate the performance of educational institutions and identify areas that need improvement (Zega et al., 2022).
5. Educational leaders need to have good adaptability to changes that occur in the world of education, including changes in technology and the demands of globalization.
6. Education leaders need to have good networking skills with staff, students, parents, and the general public, as well as with other educational institutions, professional organizations, and government (Nuryanti et al., 2022).
7. Education leaders need to have good entrepreneurial skills to be able to create new opportunities, develop innovations, and build strategic partnerships with other institutions.
8. Educational leaders need to have good strategic thinking skills to identify challenges and opportunities in the future, as well as to develop effective strategies to achieve educational institution goals.
9. Educational leaders need to have good problem-solving skills to be able to deal with problems that arise in educational institutions and to ensure that these problems do not interfere with educational goals (Jamilus et al., 2022).
10. Education leaders need to have good financial management skills to ensure that the finances of educational institutions run well and efficiently (Firmansyah et al., 2022).

The connection between the skills of teachers, graduates and managers in the 21st century is very important in the context of education and human resource development. Strong teacher qualifications are very important in preparing graduates to face the demands of the 21st century. Teachers with in-depth knowledge, good pedagogical skills and understanding of relevant technologies can be effective facilitators of learning. They can help graduates develop the critical

skills, creativity, collaboration and problem-solving skills needed in an ever-evolving world of work. Leaders of schools or educational institutions play a key role in strengthening teacher competence and influencing the quality of graduates. Leaders with a strong vision, effective instructional leadership and the ability to guide staff development can create learning environments where teachers and graduates can develop optimally. Leaders who pay attention to teacher qualification needs and take appropriate action can help ensure that graduates are ready for the demands of the 21st century. In addition, the competence of teachers and graduates can be strengthened through partnerships between teachers, graduates and managers. Professional development programs where teachers and graduates collaborate with the support and guidance of managers can enable information exchange, skills updating and joint learning. These partnerships can improve an individual's skills and strengthen the education system as a whole.

CONCLUSION

Improving the competence of teachers, graduates and leaders does not only depend on the individual, but also on the education system that supports and facilitates the improvement of these competencies through training programs, curriculum development and adequate facilities and infrastructure. With appropriate and effective competency enhancement, educational actors will be able to meet the demands and challenges of the 21st Century and make a significant contribution to the progress of education and national development as a whole. Furthermore, research on the competence of teachers, graduates, leaders can involve various aspects that can be studied to deepen understanding of the importance of their role in the educational context. For example, follow-up research on the effectiveness of teacher training and professional development, factors influencing teacher competency, the role of leadership in preparing graduates for the world of work, evaluation of the effectiveness of educational programs in developing the competence of teachers and graduates, future research can study the role of instructional leadership in facilitating development teacher competence, future research can explore the relationship between teacher competence and student learning outcomes.

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