ENHANCING TEACHER COMPETENCE IN THE DIGITAL AGE: CHALLENGES AND STRATEGIES

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Abstract: Teachers in the digital era face unique new challenges, especially since their students are a generation that grew up in a digital environment and are familiar with internet technology. This study uses a qualitative descriptive method with a literature approach, relying on journals and books as primary sources. This study aims to identify Enhancing Teacher Competence in the Digital Age: Challenges and Strategies. This study emphasizes the importance of understanding professional standards as a top priority in improving teacher quality and professionalism. Five key competencies must be possessed and developed by teachers in the digital era: (1) adequate educational qualifications, (2) the ability to commercialize technology, (3) the ability to adapt to global culture without stuttering, (4) hybrid competencies that include experience in future strategies in a dynamic world, and (5) skills in facing a turbulent and ever-changing world. In addition, to maintain their profession, teachers must also have relevant academic qualifications, effective communication skills with students, a creative and productive spirit, a strong work ethic, and a high commitment to the profession. Teachers must be actively involved in pedagogical innovation to stay relevant in the digital era."
Keywords: Digital; Teacher; Improvement

Abstrak: Guru di era digital menghadapi tantangan baru yang unik, terutama karena siswanya adalah generasi yang tumbuh di lingkungan digital dan akrab dengan teknologi internet. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan literatur, mengandalkan jurnal dan buku sebagai sumber primer. Penelitian ini bertujuan untuk mengidentifikasi Peningkatan Kompetensi Guru di Era Digital: Tantangan dan Strategi. Penelitian ini menekankan pentingnya memahami standar profesional sebagai prioritas utama dalam meningkatkan kualitas dan profesionalisme guru. Lima kompetensi utama yang harus dimiliki dan dikembangkan oleh guru di era digital: (1) kualifikasi pendidikan yang memadai, (2) kemampuan mengkomersialkan teknologi, (3) kemampuan beradaptasi dengan budaya global tanpa gagap, (4) kompetensi hibrida yang mencakup pengalaman dalam strategi masa depan di dunia yang dinamis, dan (5) keterampilan dalam menghadapi dunia yang bergejolak dan selalu berubah. Selain itu, untuk mempertahankan profesinya, guru juga harus memiliki kualifikasi akademik yang relevan, keterampilan komunikasi yang efektif dengan siswa, semangat kreatif dan produktif, etos kerja yang kuat, dan komitmen yang tinggi terhadap profesi. Guru harus terlibat aktif dalam inovasi pedagogis agar tetap relevan di era digital."
Kata Kunci: Digital; Guru; Peningkatan

INTRODUCTION

The current era combines automation technology with cyber technology . Through IoT, cyber-physical systems communicate and collaborate with each other simultaneously. Now the use of technology in daily life has a great influence on the cognitive, emotional, and social development of children and adolescents. Technology offers many opportunities for children to explore and learn more deeply (Rokobah, 2023). The current use of digital information and communication

technology devices is reflected in the shift of public services to computerization and automation, such as mobile banking, the birth of electronic commerce, and online marketing. In addition to digital movements that can only be easily accessed through smartphones, digital wallets are present as a new means of payment that replaces cash. On the other hand, the use of the internet or digital technology can have a negative impact on children's development. Studies on the physical effects of medical internet use have been widely disclosed (Lasaiba, 2024).

The use of smartphones can trigger mental disorders and social communication disorders. This is caused by the ease of access to illegal content that contains violence, pornography, as well as hoax news as well as the influence of cyber communication with dangerous people . Thus, this condition can threaten the disintegration of the nation. There needs to be a more positive use so that later students or children will make more use of digital technology in the direction of positive learning (Alpiyah, 2023). Recent technological developments have changed the way of looking at education. The changes made are not limited to pedagogical methods, but are essential, namely a change in perspective on the concept of education itself. This condition does not only occur in Indonesia, but education around the world is facing changes and developments in the impact of digital transformation (Prihanto & Putri, 2021).

Various changes are taking place in the world, which are significantly affecting various areas of life as a result of digital transformation. The digital transformation that occurs has an impact on various sectors of human life and education is also affected (Irawan & Putra, 2023). The change of the conventional era to the digital information space has become a new challenge for all existing professions. There is no exception in the teaching profession which develops following the times. Teachers are always required to be able to adapt to the changing times. This means that the learning world has adapted to the development of information and communication technology. In today's digital era, it greatly affects student behavior, so the formation of the desired character must also be regulated. To face the digital era, educational institutions need a paradigm change, especially in the field of education, teachers minimize their duties as providers of learning materials and coaches the growth of student creativity (Tias, 2022) (Riana et al., 2023) (Wati & Nurhasannah, 2024).

A teacher must prepare five competencies when training students in today's digital era. Relevant competencies include competencies that encourage students to use technology for entrepreneurship (technology commercialization competencies), online learning competencies (educational competencies), skills to predict the future and develop strategies to deal with them. it (competence in future strategies), competence to react to various changes in the era of globalization (competence in globalization) and competence to understand students' psychological problems as a result of time (Dzikri, 2023). Permendiknas RI Number 16 of 2007 concerning Teacher Qualification Standards states that "the professional competence of teachers is: (1) mastering the material, structure, concepts, and patterns of scientific thinking that support the subjects taught, (2) mastering the competency standards and basic competencies of the subjects taught, (3) developing learning materials that can be taught creatively, (4) developing professionalism in a sustainable manner by implementing reflective actions, and (5) utilizing information and communication technology to develop themselves (Wati & Nurhasannah, 2024) (Haddar, 2023).

In relation to these qualifications, teachers' professional skills have a fundamental focus, in the world of education, skills and competencies are not just transferred. Without professional teachers, the world of education will not progress, so the role of professional teachers is needed. Simply put, professional work means work that can only be done by people who are specifically prepared and trained to do it, and not work by people who can't or don't want to find another job. Teachers themselves must have professional abilities so that professionalism based on openness and reform policies can support the existence of schools. Good leadership is needed from teachers, the ability to manage all stages of work and the learning process with good leadership as a result

of which the necessary learning goals can be achieved using satisfactory results (Djibran et al., 2024).

Professional teachers must also have social, intellectual, moral and spiritual responsibilities, a professional school teacher must be able to lead education continuously, manage the knowledge gained in various fields of education, so that teachers can improve their professionalism, teachers are required to be able to be more innovative in the learning process, especially in the 21st century like now so that students better understand what is conveyed. The teaching profession is the key to the success of a learning and learning process in schools. At this time, we have entered the era of the industrial revolution 4.0 or the 21st century which requires the world of technology education. Therefore, teachers must have high qualifications to face increasingly high technological developments (Hasiolan et al., 2025).

Learning in the 21st century requires skills, technological skills, literacy and media and information skills, learning and innovation skills, as well as life skills and professional skills. In the Indonesian education system, teachers are one of the many elements that determine the success of students in achieving the learning goals that have been set. This results in a demand that teachers deliver material well and should not be left behind with today's developments. The existence of requirements that must be met by teachers in order to improve their skills is the main reason for the importance of mastering teachers' professional skills. The knowledge that teachers have in teaching is very crucial in achieving learning goals. This knowledge includes Technological, Pedagogical, and Content Knowledge to improve professional skills or commonly called (Susilowati & Suyatno, 2021).

A professional teacher is a teacher who sees himself as a person who is called to help students learn and who constantly needs to think about how students should learn. Good digital skills are expected of teachers in the digital age. The National Educational Technology Standards Framework (NETS) provides standards that must be met by teachers. First, teachers have the opportunity to increase the spirit of creativity in the classroom by using current digital technology. Second, as trainers, teachers must be able to plan and develop technology and information-based learning. Third, as responsible digital citizens, teachers can lead by example. Fourth, the teacher's duty to develop his professional skills (Salma et al., 2024).

According to the ASEAN Achievement Ranking in Education, Indonesia is fifth among Southeast Asian countries. Indonesia ranks 108th among all participating countries. Of course, the results of this research must be used wisely so that the quality of education with the help of teachers can be improved by improving the professional competence of teachers in the digital era. Based on the existing presentation, it is necessary to study more deeply the strategies used in developing teacher professionalism in the digital era by looking at challenges and looking for existing opportunities. Strategy is a tool, plan, or method to complete a task. This research focuses on the opportunities and challenges faced in the digital era with policies and implementation, in other words, strategies that can be implemented in the field, as well as internal and external strengthening programs, especially teacher professionals in Indonesia.

Theoretical Foundations

Teacher Challenge

In the Digital Era The digital era is an era that brings significant changes in various areas of life. Teachers who play a role in spearheading the global education are the main figures in the global change in education. This requires preparation to face the challenges ahead. Learning in the current digital era demands students' skills, knowledge and skills in the digital field, learning skills as well as discovery and biological and professional skills. To learn in the digital era, everyone needs critical sense, digital literacy, issue literacy, media literacy and ICT dominance (Oktarina et al., 2024).

The learning challenge in the 21st century is currently a challenge for teachers in the digital era, namely the sophistication of today's technology that produces students today is no longer in accordance with the education system of the previous century, namely the 20th century. There are

still many teachers who have not been able to master the world of technology, rarely still using products in the 80s, while technology experts have certainly used modern products, so the results are radicalized teachers and students. The difference is because there are many differences between teachers and students. Driven by the slow condition of teachers in embracing the world of technology which is increasing day by day and also exceeding the pace of educational modernization (Alghozali et al., 2024).

The challenge for teachers in carrying out learning in the digital era is that first, teachers must know technology and always be creative and innovative individuals. Creative and innovative learning helps to build a challenging learning atmosphere, allowing students to be more involved in the learning process. The use of technology is necessary in increasing the effectiveness of learning (Khairia et al., 2024).

Teachers are required to be role models for students so that students understand the limitations of technology. These professional teachers are expected to be able to introduce their students to the world of science and technology or guide them towards the 21st century society. Effective learning is a process that allows students to acquire skills, knowledge, and an exclusive attitude as a result of which they are able to be motivated to learn. Teachers must be more open to new ideas. Awareness of digital literacy, increasing self-esteem and self-image as important assets to manage digital transformation so that it runs well.

Teachers are required to provide four skills to students from an early age, including thinkers, communicators, collaborators, inventors, and creators. Digital transformation requires teachers to change teaching tools from paper and whiteboards to digital media, but teachers must be able to create the nature of students who can communicate, use technology, be independent, think critically and also work together using others. Indeed, the implementation of learning in the digital era faces many challenges from the perspective of teachers, students, and parents.

The challenge of teachers in carrying out learning is not in front of an empty glass. If teachers do not improve their skills, teachers may fall behind their students, who are actually the digital generation. The challenges of the current digital era also include limited communication and student reach, lack of student discipline when dealing with digital resources, lack of digital skills that hinder the learning potential of the digital era, use of appropriate resources, learning methods to form appropriate assessments to see student learning progress holistically during the learning (Yunita, 2023).

Teacher Opportunities

The role of teachers in improving skills in the digital era must be carried out as well as possible, because teachers are the central resource of education, therefore the quality of the resources must be good, which also produces quality education. This is supported by research that shares that teachers' digital competencies have a positive and significant effect on pedagogical effectiveness, so that the development of teachers' professional abilities in the digital field is needed. Not only does it have challenges, but the digital era also has opportunities that can be taken advantage of. This opportunity is interpreted here as an advantage to improve the quality of teachers' professional skills in the digital era, so that it can have an impact on improving the quality of education and learning (Nuryanti et al., 2024).

The digital era provides great opportunities for teachers to access subject matter and learning resources in an unlimited way. Nowadays, there are many digital platforms that can be used to access learning. This makes it easier for teachers to carry out learning and even carry out learning evaluation. Learning that uses digital platforms is an online learning medium that can support the learning process in the classroom. The ease of access provided in the digital era must be used by teachers in carrying out learning. This refers to the central need for teachers in the digitization of the education system, namely the ability of teachers to access information, receive issues, use gossip, disseminate information and form new discoveries in education through information technology (Gunawan et al., 2024).

A teacher in facing the digital era needs to see more of the opportunities that exist, because actually in the digital era it is easier for teachers to carry out learning. The use of technology and information in the digital era by teachers can be used to help carry out various existing tasks. According to these opportunities, they include various things, namely: First, the use of digital technology as an additional means of learning. The additional learning resources in question other than coming from the internet that must always be sorted are from electronic school books from the Ministry of Education and Culture, electronic school book services from digital libraries. The electronic textbook service offered is one of the many forms of educational change in the digital era (Firmansyah et al., 2024).

Digital books that can be accessed and read at any time can be useless if teachers do not understand and know how to use the service. Therefore, it is hoped that teachers will know how to make good use of the possibilities of the digital era. Second, the use of digital technology as a learning environment based on digital technology. The use of a versatile learning environment can increase students' interest and learning outcomes (Syafi'i et al., 2024).

There are various learning media that today continue to develop. In today's digital era, the learning media used is more varied with the use of digital features. Among them are the use of learning videos that can be easily accessed through an internet connection, and the use of game applications to increase students' interest in learning. Third, the use of digital technology in carrying out supervision of students. With the existence of social media, it will be easier for individuals to have interactions without face-to-face. One of the uses of digital tools in learning is by utilizing Instagram, the use of podcast services to collaborate between teachers and students so that it is more effective and efficient in learning (Hasiolan Nasution, 2022).

Teachers can make good use of this ability to see the progress of their students through their social media accounts, so that if it is not appropriate in the future, preventive measures or other things can be taken immediately. Fourth, the use of digital in accessing information quickly. The speed of information that can be possessed by each individual will make it easier for individuals to understand the developments that occur around them. Teachers must take this opportunity to find information related to the latest learning that will be more effective and efficient in achieving learning goals. Teachers who fail to update various information through digital media are left behind. The use of digital technology allows for interactive and engaging teaching, individuals can use different sources of information compared to traditional teaching models. Fifth, the use of digital technology to carry out the publication of information related to the school or publish a work. In addition to the ease of accessing information, in the digital era it is also facilitated by the ease of disseminating information and works owned (Lam & Yunus, 2023).

METHOD

This study uses a qualitative descriptive method with a literature approach, relying on journals and books as primary sources. The data collection technique also uses a secondary data system obtained from sharing sources such as books, scientific journals, and from other libraries that provide accurate and relevant data to the topic of discussion. The collected data is then edited based on the results of appropriate and responsible literature studies. The end of the data analysis in this article is done by reducing the data. In this data reduction section, it may be easier for the author to select the data from the results of the literature research correctly and present the data in a narrative format. Data analysis techniques are collected, analyzed and analyzed from the object of study then data reduction, data presentation, and conclusion making.

RESULTS AND DISCUSSION

Professionalism in the context of education can be interpreted as behavior, goals, or a set of qualities that characterize a "profession". The Law on Teachers and Lecturers emphasizes that teachers are professional educators with the main task of teaching, educating, directing, guiding, assessing, and evaluating students on various educational paths. Professional teachers have the ability to carry out their duties based on expertise and skills that meet quality standards . (Rahmawati et al., 2023)

The law also mandates that teachers must have certain competencies to face challenges, including mastering the foundations of education, teaching materials, developing teaching programs, implementing teaching programs, assessing teaching outcomes and learning processes (Fauzan, 2023). Teacher professionalism competencies cover various aspects, such as mastery of subject matter, management of teaching and learning programs, classroom management, use of media and learning resources, mastery of educational foundations, ability to measure learning achievement, understanding of the principles of management of educational institutions and programs, thinking methods, improvement of professionalism skills, providing assistance and guidance to students, understanding of educational assessment, implementation of research simple, understanding of student characteristics, school administration, insight into educational innovation, decision-making skills, curriculum understanding, and the ability to work to plan and use time appropriately (Hasiolan, 2020).

1. Professional Teacher Competencies

According to Government Regulation of the Republic of Indonesia No. 19/2005 concerning the National Education Agency article 28, educators are learning agents who must have four competencies, namely pedagogic, personal, professional, and social competencies. Pedagogical competence, which is the ability to manage learning, design and implement learning, evaluate learning outcomes and develop students to be able to actualize all their potential. Personality competence, (personal competence) is a personal ability that reflects a steady, good, mature, wise, wise, authoritative, noble character, and an example for students. Competence, which is the ability to master learning materials in depth and breadth, which allows them to guide students to meet competency standards (Rukmini, 2023). Social competence, which is the ability of teachers to be able to interact and communicate well with fellow educators, students, educators, parents, and the community around their environment. According to Suyanto and Asep Jihad, to become professional teachers.

2. Improving Teacher Professionalism

Teachers need to improve their qualifications and competencies in the digital era by building creativity and learning innovation. Digital learning training can be an effective means to improve digital technology skills. The digital-based innovative learning revolution requires teachers who are able to conduct integrative teaching and comprehensive assessment (Zulfahmi, 2023). Teachers must be able to accommodate the uniqueness and excellence of students, motivating them to develop potential in knowledge, skills, and character. Teachers must have 21st century competencies, including character (morals and performance), skills (critical, creative, collaborative, and communicative), and literacy in various fields . Teachers as role models have an important role in shaping the character of students. Teachers need to be able to present modules according to students' abilities and conduct innovative authentic learning. Joyful and innovative learning with hands-on, mind-on, problem-based learning, and project-based learning approaches will prepare students to face the industrial revolution 4.0. Teachers must master IT and change the way they teach. Mastering information technology, such as the use of multimedia and e-books, is the key to the learning revolution to support teaching in the digital era (Lasaiba, 2024).

3. Teacher Professionalism Development

The educator profession plays a crucial role in the life of a country. Therefore, efforts to continue to improve the professionalism of educators are a must for the progress of the nation.

Improving the quality of educators is expected to have a positive impact on improving the quality of education, both in terms of process and results.

a. Legal Basis for Teacher Professional Development

This is reflected in Law Number 14 of 2005 concerning Teachers and Lecturers, which reflects the government's efforts in developing the educator profession through legal protection with certain standards. Although legal protection has an important role in creating a foundation for strengthening the educator profession, awareness to develop oneself is a more vital and strategic aspect in efforts to improve the profession. Some of the reasons include: Legal protection is important to create a basis for strengthening the educator profession, but it cannot automatically result in substantial development in the profession. Legal protection gives legal power to educators, but it is difficult to encourage the growth of the educator profession in carrying out their roles and duties in the field of education.

b. Teacher Professional Development Strategy

The development of teachers' professionalism is a global focus, considering that their role is not only limited to the delivery of science and technology information, but also involves the formation of attitudes and spirits that can survive in the era of hypercompetition. Teacher duties include assisting students to adapt to life's challenges and the pressures that develop within them. Student empowerment includes personality aspects, especially in intellectual, social, emotional, and skill aspects. In order to create a situation that supports the development of the teaching profession, there are several strategies, namely: The paradigm change strategy begins with changing the bureaucratic paradigm to become a service-oriented institution rather than being served. The debureaucratization strategy aims to reduce the level of bureaucracy that can hinder teachers' self-development. The pattern of teacher professional development involves a number of strategies, such as a close relationship between universities and high school coaching, recruitment of prospective teachers, training programs related to field practice, improvement of the quality of education for prospective teachers, implementation of supervision, improvement of the quality of education management based on Total Quality Management (TQM), community participation based on the concept of link and match, empowerment of textbooks and educational tools, public recognition of the teaching profession, and the strengthening of the Teaching Act program through laws and regulations.

c. Improved Professional and Innovative Attitude

Improving teachers' professionalism will succeed well if they are able to foster an innovative attitude, which in turn will strengthen their professional abilities. To strengthen professionalism as educators, continuous efforts are needed in communicating and coordinating with professionals in various fields, especially those engaged in education. Through interaction with these professionals, knowledge related to the educator profession can be continuously updated and maintained.

In addition, to improve teacher professionalism, it can be done through the adoption of innovation and the development of creativity in the use of educational technology that utilizes the latest communication and information technology. Teachers can take advantage of a variety of new media and ideas in educational technology, including presentation media, computers *(hard technologies)*, and new approaches in educational technology *(soft technologies).*

"These efforts will make a significant contribution to improving teacher professionalism. Definition of the Digital Era The digital era is a period in which individuals can communicate in close proximity despite being in distant locations. Certain information can be obtained quickly, even in real-time (Aniyatussaidah, 2022). The digital era is also often referred to as globalization, an international integration process that occurs through the exchange of worldviews, thoughts, products, and cultural aspects, driven by the advancement of telecommunications, transportation, and internet infrastructure. New media or the digital era refers to the emergence of computer information technology, especially the internet network.

The impact of globalization on education is becoming real along with the advancement of science and technology (Djibran et al., 2024).

For example, to meet the market demand for quality human resources, education at all levels, both public and private, holds international class programs. New media is often used as a term to describe digital technology. In today's digital era, where the advancement of science and technology is taking place rapidly, teachers need to improve their performance and ability to achieve a good level of professionalism. Professional teachers must have creativity in applying Science and Technology (IPTEK) appropriately in the learning process, and be able to develop creative and innovative learning methods to attract the active participation of students.

World of education, learning must continue to be updated and adjusted to the development of the times to be relevant in a global scope, allowing it to compete with modern society in the current digital era (Aniyatussaidah, 2021). In the era of digitalization, teachers who want to develop and survive in global competition must master Information and Communication Technology (ICT). The use of digital technology in learning can be interpreted as a digital processing system that encourages active, inquiry, and exploratory learning in students. It also facilitates the construction of knowledge and remote communication as well as the exchange of data between teachers and learners in different physical classroom locations.

The Strategy for Developing Teacher Professionalism in the Digital Era Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, as well as the Government Decree of the Republic of Indonesia Number 74 concerning Teachers are the basis for policies for the development of teacher professionalism. The policy indicates that teacher training centers should be designed in such a way that professional teachers must have academic qualifications, become coaches, and mentors. Teacher professional development basically involves teaching, learning, and transforming teachers' practical knowledge for the benefit of students.

Research shows that the strategy of improving teachers' professional competence involves monitoring all aspects of learning, as well as providing gradual support from principals and supervisors regarding the difficulties faced by teachers through training. In every learning process, especially those related to science and technology, participation in teacher forums such as the KKG is a means to update knowledge independently. In the digital era, teacher professional development can be carried out through training in the use of digital learning media, allowing teachers to better understand digital technology-based learning.

Thus, teachers not only obtain information related to learning materials, but can also continue to follow the progress of learning. The training is not limited to specific applications and aims to increase teachers' creativity and innovation. Diverse training allows teachers to determine learning media that suit the learning needs and classroom atmosphere of students. Research shows the effectiveness of content pedagogical knowledge technology guidance (TPACK) using *Google Apps for Education* (GAFE) in improving teachers' professional competence .

Teachers' professionalism, according to them, includes good knowledge and the ability to keep up with the development of science and technology (Aniyatussaidah & Herdi, 2023). Programs to improve teachers' professional competence in the digital era, such as science and technology-based learning innovations, competency-based integrated training (PTBK), KKG and MGMP training, scientific journal reading and writing, laboratory and internet use training, and participation in Kesharlindung activities, can also be considered as concrete steps to improve teacher professionalism. In addition, the adoption of innovation or the development of creativity in the use of educational technology, including presentation media, computers, and new approaches in educational technology, is also a way that can be taken to improve teacher professionalism.

Technological competence in the context of Teacher Education in the digital era must have technological competencies that include understanding digital literacy, the use of tools and applications, and the ability to develop digital content (Abdul, 2023). This involves mastering technology tools such as learning software, online learning platforms, interactive multimedia, and

digital collaboration tools. Teachers are also expected to integrate technology in learning to increase the effectiveness and relevance of student learning experiences. Teachers' technological competencies include:

1) Digital Literacy: Teachers need to have a good understanding of the basic concepts and principles of information technology, such as the internet, computers, mobile devices, and data security."

2) "Use of Tools and Applications: Teachers need to master the use of technology tools and applications relevant to learning, such as online learning platforms, productivity software, interactive multimedia, and digital collaboration tools."

3) Digital Content Development: Teachers need to have the ability to develop relevant and engaging digital content, such as learning videos, multimedia presentations, e-books, or materials.

In the midst of the digital era, teachers need to emphasize collaboration and creativity competencies. The ability to work closely with students, fellow teachers, and other stakeholders is necessary to create innovative learning experiences (Lazuardi et al., 2023). Teachers' duties in the digital era involve professional, humanitarian, and societal aspects, with roles that include the teaching and learning process, administration, personal aspects, and psychological roles. Professional teacher competencies include personality, pedagogic, professional, and social, while teacher responsibilities are categorized as intellectual, professional, social, moral-spiritual, and personal responsibilities.

Teachers are expected to provide constructive motivation to students, develop student learning activities, create a learning atmosphere that is in harmony with the development of students' social attitudes, and instill values such as mutual respect and tolerance (Aniyatussaidah & Marjo, 2022). In the face of globalization in the digital era, professional teachers are faced with the challenge of providing provisions to students. In addition to conveying science and technology, teachers are also expected to instill a disciplined, creative, innovative, and competitive attitude. The goal is for students to have adequate provisions, not only in terms of science and skills, but also strong character and personality as Indonesian citizens.

CONCLUSION

Efforts to understand the demands of existing professional standards must be placed as a top priority if our teachers want to improve their professionalism. Teachers need skills to deal with today's millennial generation. There are five competencies that teachers need to master and develop in today's digital era, namely; 1) Educational qualifications. 2) knowing how to commercialize technology, 3) knowing how in globalization or different cultures without stuttering, hybrid competencies 4) Experience with future strategies, a volatile and rapidly changing world. In addition, to maintain their profession, teachers must have appropriate professional qualifications, academic qualifications in their fields, good communication skills with their students, creative and productive spirit, work ethic and high commitment to their profession. Teachers must be actively involved in pedagogical innovation. According to The Thailand, teachers have a main role not only in implementing educational reform, but must be involved in formulating the necessary concepts and designs for educational reform.

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