English Teachers' Personality Competence in Utilizing ICT Technological Industry 4.0 at PKBM KREASI in Gunungsitoli Barat

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ABSTRACT

Personality competence was one of the teacher competencies that was very important in the succeed of the teaching and learning process. The purposed of this study was to determined the personality competence of teachers in utilizing industry 4.0 technology in the learning process. The method used in this research was qualitative analysis. The instruments used were observations, interview and questionnaire. After analyzing the teacher's personality competence through observation and interview, the researcher found that the four English teachers had personality competence indicators, namely, presenting themselves as a person who had a good personality stable, mature, wise, and authoritative, showing work ethic, high responsibility, a sense of pride in being a teacher, and self-confidence and upholding the ethical code of the teaching profession. Both English teachers who had been observed use technology when teaching in the classroom. Although English teachers had obstacles in using technology, they were able to dealt with them.

Key Words: *Qualitative Analysis, English Teachers, Personality Competence*

ABSTRAK

Kompetensi personal merupakan salah satu kompetensi guru yang sangat penting dalam menyukseskan proses belajar mengajar. Seseorang guru harus memiliki kompetensi personality yang dapat menolong guru untuk menghadapi setiap situasi saat ini. Tujuan dari penelitian ini adalah untuk mengetahui kompetensi personality guru dalam memanfaatkan teknologi industry 4.0 dalam proses pembelajaran. Metode yang digunakan dalam penelitian ini adalah analisis kualitatif. Instrument yang digunakan adalah observasi, wawancara dan kuesioner. Setelah menganalisis kompetensi personality guru melalui observasi dan wawancara, peneliti menemukan bahwa keempat guru bahasa Inggris telah memiliki indikator kompetensi personality yaitu, menampilkan diri sebagai pribadi yang mantap, stabil, dewasa, arif, dan berwibawa, menunjukkan etos kerja, tanggung jawab yang tinggi, rasa bangga menjadi guru, dan rasa percaya diri serta menjunjung tinggi kode etik profesi guru. Kedua guru bahasa Inggris yang telah diobservasi menggunakan teknologi saat mengajar di dalam kelas. Walaupun guru bahasa Inggris memiliki kendala dalam menggunakan teknologi namun mereka mampu menghadapinya.

Kata kunci : Analisis Kualitatif, Guru Bahasa Inggris, Kompetensi Personality

INTRODUCTION

Competence refers to the ability to perform a task or job effectively. It can range from solving a quadratic equation to leading a multinational corporation, requiring a diverse set of skills. As Judith in Messick (2019;6) defines that competence as what an individual knows and can accomplish in a subject area, regardless of how that knowledge and skill is gained, whether through teaching, experience, or whatever), and later in the same paper, as what a person knows and can do under ideal conditions. A teacher is a person who helps others to acquire knowledge, competencies or values. Teachers are one of the important components in the world of education, because teachers interact directly with students. Teachers are the main key human resources that need to be supported consistently and the standard of Hakim's educational resources (2022). In Minister of Education Regulation No. 16 of 2007 explain that personality competencies include five main competencies, namely acting by religious, legal, and social norms; presenting oneself as an honest, noble, and exemplary person for the students, and community; presenting oneself as a stable, mature, wise, and authoritative person; demonstrating work ethic, high responsibility, pride in being a teacher, and self-confidence; and upholding the code of ethnics of the teaching profession.

Lusiani (2022;7) states that Information and Communication Technology (ICT) is described as a broad set of technical tools and resources used to transmit, generate, distribute, collect, and organize information. ICT are basically tools, they can be hardware such as computers, projectors, mobile phone, etc. and software such as Microsoft Word, PowerPoint, etc. Teungku (2019) stated ICT has become a supporting factor in the learning process, one of which is utilization as a learning medium, and facilitates the teacher in delivering the subject matter and facilitate the students capturing the material given. Teachers' personality competencies play an important role in effectively utilizing ICT in educational settings. Salwa (2020) argue that teachers with certain personality traits, such as openness to new experiences, adaptability, and technological literacy, are more likely to successfully integrate ICT into their teaching practices. In conclusion, the relationship between teacher personality competence and the utilization of ICT in education is essential for promoting effective teaching and learning practices in the digital age. Teachers who possess the necessary skills, attitudes, and competencies are better positioned to harness the power of technology to enhance student learning outcomes and prepare learners for success in a technology driven world.

METHODOLOGY

In conducting this study, the researcher used the descriptive qualitative method. Qualitative research was the opposite of quantitative research, which involved collecting and analyzing numerical data for statistical analysis. Qualitative research was commonly used in the humanities and social sciences, in subjects such as anthropology, sociology, education, health sciences, history, etc. Moloeng in Ramadyani (2019) stated a field that explains how to understand the phenomenon, behavior, perception, motivation, etc. and described the result in words and sentences. In conclusion, the researcher used qualitative research because the data was in the form of explanation, description, and interpretation about English teacher personality in utilizing ICT at PKBM KREASI Gunungsitoli Barat. The researcher used three insturments namely: observation, interview, and questionnaire.

Observation

Riduwan in Ahmad (2019) states observation is a data collection technique in which the author observes, notes, and monitors. Observations are made directly, with systematic recording of the object being examined. Observation is a data collection technique in which the author directly observes the research subject and scrutinizes the activities performed.

Interview

Moloeng in Ahmad (2019) states interview is an movement carried out by the author and requires between the author and interviewees confront to confront, so that they can conduct address and reply specifically by utilizing the meet guidelines. The discussion was conducted by two parties, specifically the questioner (who inquired the address) and the speaker (who gave the reply to the address). Interview conducted in this research was by inquiring a few questions that were organized and had been compiled by the author to gather the information required. Interview conducted to fortify and

clarify the information to be gotten.

Questionnaire

The researcher shared the questionnaire towards the students as the informants to enrich the qualitative data. A questionnaire is a written collection of self-report questions to be answered by a selected group of research participants (Gay, et al., 2012:388). Instrument for obtaining the data from the informants. Gay, et al. (2012:387), stressed that a closed question allows for a brief response such as yes or no, whereas an open ended question allows for a detailed response and elaboration on questions in ways you may not have anticipated.

FINDINGS AND DISCUSSION

The result of observation checklist were presented in the following table:

Table 1. The Result of Observation Checklist

No	Indicator	Sub Indicator	Meeting								Total		
			1	2	3	4	5	6	7	8	Done	Undone	Frequency
1.	Act in accordance with religious, legal, social, and Indonesian national cultural norms	a. Respect learners regardless of their beliefs, ethnicity, customs, region of origin, and gender.	√	√	√	√	√	√	√	√	4	0	Always
		b. Behave in accordance with religious norms, laws and social norms prevailing in society, and Indonesia's diverse national culture.	√	√	√	√	√	√	√	√	4	0	Always
2.	Displaying oneself as honest, noble, and a role model for students and the community	a. .Behave honestly, firmly, and humanely.	√	√	√	√	√	√	√	√	4	0	Always
		b. Behave in a way that reflects piety and noble character.	√	√	√	√	√	√	√	√	4	0	Always
		c. Behave in a way that can be emulated by students and members of the surrounding community.	√	√	√	√	√	√	√	√	4	0	Always
3.	Displaying oneself as a steady, stable, mature, wise, and authoritative person	a. Displaying oneself as a steady and stable person	√	√	√	√	√	√	√	√	4	0	Always
		b. Displaying oneself as a mature, wise, and authoritative person.									4	0	Always
4.	Demonstrate work ethic, high responsibility, a sense of pride in being	a. Demonstrate high work ethic and responsibility in designing learning media to support children in	√	√	√	√	√	√	√	√	4	0	Always

	a teacher, and self-confidence.	understanding the material being taught.	√	√	√	√	√	√	√	√	4	0	Always
		b. Proud to be a teacher and believe in yourself	√	√	√	√	√	√	√	√	4	0	Always
		c. Work independently in a professional manner, especially in utilizing technology, namely laptops, speakers, YouTube etc.	√	√	√	√	√	√	√	√	4	0	Always
5.	Uphold the code of ethics of the teaching profession	a. Understand the code of ethics for the teaching profession.	√	√	√	√	√	√	√	√	4	0	Always
		b. Behave in accordance with the code of ethics of the teaching profession	√	√	√	√	√	√	√	√	4	0	Always
		c. Implement the teacher's professional code of ethics.	√	√	√	√	√	√	√	√	4	0	Always

Based on the table above, it can be seen that the indicator of teacher personality competence was owned by every teacher. Be it in the use of technology in the classroom, maturity, wisdom, piety to God and carrying out the teacher code of ethics. However, although all indicators had been owned by each teacher, the provision of ICT was limited in the classroom such as the provision of Infocus. In Mr. Jimi's class, there was no Infocus so the children see the learning media uncomfortably.

Interview Result

Similarities and Differences of English Teachers Responses

No	Question	Similarities	Differences
1.	1	7	0
2.	2	4	4
3.	3	3	1
4.	4	2	2
	Total	16	7

Based on the table above about the categorization of similarities and differences, it had seen that both of English teachers had more similar responses than different responses. It means that both of English teachers had quite a lot of similar about utilizing ICT technological industry 4.0 at PKBM KREASI in Gunungsitoli Barat.

Furthermore, two answers were selected to be focused on in accordance with the research objectives regarding to the English teachers' personality competence in utilizing ICT technological industry 4.0. According to the results of the interviews conducted, it was known that there are several English teachers personality competence in utilizing ICT technological industry 4.0 the role of ICT in helping teachers prepared teaching media which could be described in the chart below.
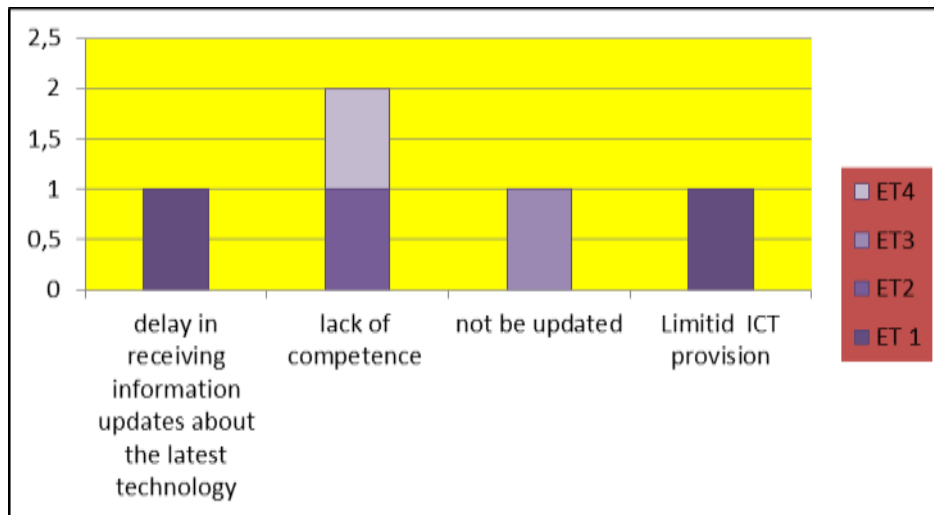
Figure 1. Obstacles by English Teachers in Utilizing ICT Technological Industry 4.0

From chart above, it was seen that both of English teachers forced the same obstacles in utilizing ICT technological industry 4.0, although there was other obstacles conveyed by the third English teacher and then fourth English teacher.

The Result of Questionnaire

The researcher used a questionnaire sheet to collected data from the students regarding the use of ICT in the classroom. Based on the paper that had been distributed and filled in by students, the researcher obtained data as shown in the table below:

The Result of Students Questionnaire

No	Indicator	Sub-Indicator	Criteria			
			AL	OF	SE	NE
1.	Act in accordance with religious, legal, social, and Indonesian national cultural norms	a. Respect learners regardless of their beliefs, ethnicity, customs, region of origin, and gender	12	0	0	0
		b. Behave in accordance with religious norms, laws and social norms prevailing in society, and Indonesia's diverse national culture	12	0	0	0
2.	Displaying oneself as honest, noble, and a role model for students and the community	a. Behave honestly, firmly, and humanely.	12	0	0	0
		b. Behave in a way that reflects piety and noble character.	12	0	0	0
		c. Behave in a way that can be emulated by students and members of the surrounding community.	12	0	0	0
3.	Displaying oneself as a steady, stable, mature, wise, and authoritative person	a. the teacher as a person who is proficient in using technology that supports classroom learning.'	10	2	0	0
		b. Displaying oneself as a mature, wise, and authoritative person.	12	0	0	0
4.	Demonstrate work ethic, high responsibility, a sense of	a. Demonstrate high work ethic and responsibility in designing	8	4	0	0

	pride in being a teacher, and self-confidence.	learning media to support children in understanding the material being taught				
		b. Proud to be a teacher and believe in yourself.	12	0	0	0
		c. Work independently in a professional manner	9	3	0	0
5.	Uphold the code of ethics of the teaching profession	a. Understand the code of ethics for the teaching profession.	12	0	0	0
		b. Behave in accordance with the code of ethics of the teaching profession	12	0	0	0
		c. Implement the teacher's professional code of ethics.	12	0	0	0

Based on the table above regarding students' responsed to the utilization of ICT in the classroom, it can be seen that English teachers at PKBM KREASI had a good personality. The researcher used the criteria of always, often, seldom, and never to determine students' responses. From the table above, it can be seen that there were 5 indicators and 13 sub-indicators. From the results of the student questionnaire, there were several sub-indicators that were often carried out by teachers. This was evident from the answers to the questionnaires distributed by researchers to students. Based on the table above, the researcher concluded that English teachers had been utilized ICT and had a good teacher personality competenced.

CONCLUSION

Based on this method, the researcher used observation as a way of collecting data, then by conducting interviewed with English teachers. In this observation, the researcher observed English teachers in the classroom for four meetings, both in the first teacher and the second teacher. The researcher found similarities between the first teacher and second teachers, the indicators of personality competence that they used, namely: (1) displaying oneself as a steady, stable, mature, wise, and authoritative person, (2) demonstrate work ethic, high responsibility, a sense of pride in being a teacher, and self-confidence, (3) uphold the code of ethics of the teaching profession. The researcher found every teacher had teacher's personality competence. Each teachers able utilizing Information Communication and Technology in their learning processed.

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