# Analyzing Contribution Of Pioneeringteachers To Improv Their Competence In Rote Ndao District In East Nusa Tenggara

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**Abstrak**: Pioneering  teacher is a new breakthrough to improve teacher competence. Teacher competencies  are more sharply will result in a better quality of education. The purpose of this study was to see the benefits and contributions of pioneering teachers in improving their competence as a teacher in Rote Ndao district. This study used a qualitative descriptive approach through questionnaires and interviews with 6 Pioneering teachers in Rote Ndao district.  Based on the results of research that after participating in the pioneering ing teacher program, the four teacher competencies  increased, this is evidenced by the personality competence pioneering  teachers of Rote Ndao being able to show a better personality by displaying an independent nature and willing to share knowledge with fellow teachers at school. The pedagogic competence of pioneering teachers is able to provide learning materials that are more applicable to students and apply literacy in schools. The social competence of Rote Ndao Pioneering teachers has been able to engage in society more existently and consistently and the professional competence of pioneering  teachers proves that they are always professionals with high discipline. Thus, pioneering  teacher program has made a positive contribution in Rote Ndao district, East Nusa Tenggara.

**Kaywords:** *Pioneering Teachers, Contribution, Teacher Competence*

## PRELIMINARY

Education in Indonesia follows the development of 21st century education. In the 21st century, technology and information have been increasing in all aspects of life (Susantini et al., 2020). The 21st century ismthe era of society 4.0.  The era of Society 4.0 offers a balance between economic progress and solving social problems through a system that is connected between the virtual world and the real world, in this era technology becomes part of humanity itself (Ellitan, 2020).  Education 4.0 (E4) aims to improve the teaching-learning process and democratize access to quality education by using Industry 4.0 technologies in educational environments (Costa et al., 2022). Education is a process of perfecting all individuals as participants students, both intellectual potential or cognitive, mental, taste, initiative and awareness of dignity his humanity (Karsidi, 2017).

Education is conceptually defined in conducting guidance, teaching, and training students. Principles of the education society 4.0 focus on learner-centred ownership to create their own learning path that is lifelong; learning will shift from traditional and siloed competencies to experiential and project-based capabilities that focus on adaptability and agility; assessment will become more "authentic, meaningful, and reflective" (Kim, 2022). The role of the educator transitions to a mentor, where the curriculum is collaboratively designed with students. Therefore, the education movement needs to balance between the quality of teachers who have qualified capacity by having a good personality and mastering teaching materials and mastering teaching methods as competencies to develop in their career.

The teacher becomes a navigator in the world of information (Peredrienko et al., 2020). Teacher needs to change the class and a learning environment so all children can study (Rudiyati, 2013). He assists in choosing the most reliable sources, helps to distinguish valuable information and turn it into the student's knowledge. It will be premature if teachers do not have these pedagogic qualities and skills (Adawiyah et al., 2021). Support these pedagogic abilities, it is necessary to develop a good educational program to achieve the desired goals. Good teachers can give love and care to students, have a desire to develop their knowledge of the subjects they teach, and support and encouragement in helping students achieve their best (Hastuti et al., 2022).

Education in East Nusa Tenggara (NTT) has always been in the spotlight of the negative image of education in Indonesia. The average ranking of education in NTT is the fourth lowest in Indonesia ( Kennedy et al., 2019). NTT is still a province that has the third highest percentage of poor people in Indonesia, after Papua and West Papua (Nalle et al., 2022). Rote Ndao Regency is one of the districts in NTT Province located in the southern most of Indonesia In the development of education in the border areas of NTT, it is necessary to pay attention to several factors that become top priorities, namely: the effectiveness of the teaching and learning process which in fact depends on the availability of learning facilities and infrastructure, the quality and quantity of teaching staff, teaching methods and education management; The role of parents, communities and governments that support the development of quality education. This process requires the support of competent teachers for effective learning in NTT.

Teachers are always role models for their students. The teacher is the spearhead who deals directly with students as subjects and learning objects (Damanik, 2019). A good role model must have adequate teacher competence. Teachers who meet competency qualifications will support the creation of quality in students ( Nur & Fatonah, 2023) One solution is to improve the learning model used by teachers (Rahman et al., 2023). Teachers are respected people in schools because they have a considerable role for the success of learning. Teachers play a role in helping the development of students to achieve optimal abilities. When parents send their children to each level of education in a particular school, at that time they also are optimistic for teachers, so that children can get education, coaching and learning as well as guidance so that children can develop optimally. The interests, talents, abilities, and potentials of students will not develop optimally without the help of teachers.

They also involve developing learners' personal qualities, including a powerful sense of responsibility in oneself and others. With the development of education policy, of course, teachers must be able to adapt to applicable policies. Teachers have a very important role in learning, as professionals, teachers must be able to organize quality learning, which can produce an educated generation, a generation that is able to compete globally and has good morals (Sibagariang et al., 2021). Optimizing the role of teachers is the key to the success of education in Indonesia. The government in this case, the Ministry of Education and Culture has compiled a Pioneering teachers' program that is integrated with the independent learning curriculum which aims to reform the quality of education (Mulyasa, 2021). These policies and programs are to reform education not only in the aspect of administrative approach, but also for the transformation of cultural values with the concept of culture of learning innovation by utilizing various conditions of the school environment in accordance with the developing culture. Freedom of learning stimulates teachers to be able to think visionarily to carry out the learning process effectively. The hope with the Merdeka Belajar curriculum and the Pioneering teachers program is to foster students' interest so that they are willing to ask questions and try various innovations with confidence (Sugiyarta, 2021).

The pioneering teacher program, which was conducted for 9 months online, carried the theme of producing Pancasila students. The Pioneering teachers' program has coherence with the concept of independent learning which is currently the curriculum in

the era of Minister of Education and Culture Nadiem Makariem. When viewed from the juridical aspect, teachers need to realize the profile of Pancasila Students referring to the vision and mission of the Ministry of Education and Culture as stated in the Regulation of the Minister of Education and Culture Number 20 of 2020 concerning the Strategic Plan for Education and Culture for 2020-2024. The concept of independent learning, which is believed to take an understanding of the philosophy of progressivism that wants a change in the educational process, the educational paradigm was changed from being teacher-centered to student-centered (Faiz & Kurniawaty, 2020).

The independent learning program provides flexibility for educational institutions that autonomously run the wheels of education themselves (Sugiyarta, 2021). A very visionary policy pattern needs to get appreciation from education stakeholders to be able to jointly support and produce a superior generation in 2045. Broadly speaking, this mobilizing teacher program is to stimulate the potential of teachers to develop more referring to the values of Pancasila in order to be able to implement the values of Pancasila to students integratively with various existing fields of study. Teachers drive as the wheels of educational change in a more advanced direction by changing the pardigma of student-centered education and constructing a superior educational ecosystem and model (Sijabat et al., 2022).

Pioneering teachers will become professional teachers. Professional teachers must have 4 professional teacher competencies, namely pedagogic competence and personality, professional competence and social competence (Dudung, 2018). Four competencies of professional teachers are: (a) Pedagogic Competence. This competence concerns the ability of a teacher to understand the characteristics or abilities possessed by students through several ways. The main way is to understand students through cognitive development, design learning and implementation of learning and evaluation of learning outcomes as well as student development; (b) Personality Competencies. This personality competence is one of the personal abilities that teachers must as professional teachers to reflect a good personality in themselves, being wise and wise, being mature and authoritative and having noble morals to be a good role model; (c) Professional Competence. Professional competence is one of the elements that teachers must possess, shown as mastering learning material broadly and deeply. What is meant by broad and in-depth mastery of the material in this case includes the use of other academic abilities

that function as supporters of teacher professionalism. These academic abilities include having the ability to master knowledge, levels and types of education that are appropriate; (d) Social Competence. Social competence is one of the competencies that must be possessed by an educator through an effective way of communicating with students and all education staff or also with parents / guardians of students and the surrounding community.

Pioneering teachers expected to become ideal professional teachers. The ideal teacher is a teacher who for students is able to be a source of inspiration, motivate, encourage the growth of positive thinking, be a source of example, become a guide and source of knowledge, become a place of recreation for the soul, become parents, be fair and balanced, become true friends (Ates & Kadioglu, 2018). Of the 4 professional competencies and characteristics of ideal teachers and by understanding learning objectives and elements in learning, it is hoped that mobilizing teachers can improve their abilities as teachers. Abilities as teachers include the ability to choose effective teaching methods and design interesting and efficient learning media (Norashikin, et.al., 2015). By understanding the elements of learning and the character of winning learning, the formulation of the driving teacher and the causative factors will be revealed based on facts. The results of the analysis of activities to understand the elements of learning will also reveal the characteristics of learning independence for students. Therefore, the study of the analysis of teacher contributions as mobilizing teachers is important to do. Thus, the purpose of this article is to describe and explore the various contributions of mobilizing teachers in improving the competence of teachers in Rote Ndao district, East Nusa Tenggara.

Realizing the independent learning program, the government recruits the Pioneering teachers' program in Pioneering teachers to carry out their duties as teachers in independent learning. Therefore, this article expect to provide information about Pioneering teachers and their role in efforts to improve the skills of teachers in Rote Ndao district.

**METHOD**

This study used a qualitative research approach. Qualitative research is carried out to build knowledge through in-depth understanding and discovery (Creswell, 2013). The

qualitative approach in this research ntended to determine the identity and characteristics of teachers who are currently teaching. In this study researchers take a complex picture, examine words, detailed reports of respondents' views and conduct studies on natural situations (Ingelby, 2003).

Qualitative research conducted on natural conditions and is discoverative. In qualitative research, the researcher is a key instrument. Therefore, researchers must have broad theoretical and insightful provisions so that they can ask, analyze, and construct the object under study to be clearer. This research emphasizes more on meaning and value bound. This research was conducted in Rote Ndao Regency, East Nusa Tenggara, consisting of 6 mover teachers as research subjects. Rote Ndao District has 6 mover teachers who are now active in the field of education. He is Frengki Polin, S.Pd, Ester Natalia Seran, S.Pd., Gr, Helena Mangi Pureklolon, S.Pd., Gr, Herman Yosef Eban, S.Pd, Supriadi Laruba, S.Pd., Gr, Eva Yusup Pido, S.Pd., Gr. The author conducted interviews and distributed questionnaires about teacher competence to find out the development of teacher competencies owned by 6 mover teachers in Rote Ndao.

The survey was conducted for 4 weeks and prioritized the subjectivity of the results. Confirmation of the results demonstsrate to all mover teachers Rote Ndao district. To facilitate implementation, this research will be conducted with the following stages: For concrete data collection, researchers conduct several data collection techniques with questionnaires and interviews. Data analysis used in this research is with data analysis Miles and Huberman (Miles & Hubberman, 1994) suggest that activities in qualitative data analysis are carried out continuously, and interactively until the data is saturated. These analysis steps begin with data collection, data reduction, data display and conclusion drawing/verification. The four components of qualitative data analysis are conducted simultaneously, meaning that when researchers collect data, they also reduce data, present data, and draw conclusions.

**RESULT**

The Pioneering teacher's education process in Rote Ndao District presents various positive benefits for its participants. Based on the results of questionnaires and interviews with 6 Rote Ndao mobilizing teachers, there are 5 important benefits of the Pioneering teachers program for educators, namely: first, encouraging the improvement of student

academic achievement. Pioneering teachers Education for 9 months and competency development in Joint Workshops. This program includes online training, workshops, conferences, and mentoring for 9 months for prospective Pioneering Teachers for free. During the implementation of the program, teachers continue to perform their teaching duties as teachers. In this training, prospective mobilizing teachers will be monitored regarding their development achievements. In addition, prospective Pioneering teachers will also conduct evaluations until the training stage is completed.

Second, improve competence as a student-centered learning leader. The second benefit of participating in the Pioneering teachers' program for educators is to increase competence as a student-centered learning leader. Educators can improve their performance in becoming truly student-centered teachers. That means, educators become role models and can provide motivation for students to strengthen the ability to empower students. Teachers will be totally in providing educational services to their students. So that in the future, teachers can cope with diverse students, including unique and heterogeneous students.

Third, self-directed and group learning experiences are guided, structured, and fun. The third benefit of joining the mobilizing teacher program for educators is getting a guided, structured, and fun independent and group learning experience. Learning can indeed be done anywhere and anytime. However, consistency is something that is difficult to do. With the training of mobilizing teachers, teachers can gain knowledge again systematically. At the first stage of selection, the teacher must attach a CV, essay, and take a scholastic aptitude test. If you have passed stage 1, you will proceed to the second stage where the teacher must show a teaching simulation and interview. Only after passing both stages, educators can attend mobilization teacher training for 9 months. The learning experience together with other co-teachers who passed the selection of the Pioneering teachers' program. The fourth important benefit of the mobilizing teacher program for educators is meeting teachers from various regions. This is because the applicants for prospective Pioneering teachers come from all regions in Indonesia. Thus, prospective Pioneering teachers can exchange information, experience, and knowledge they have during the training.

Fourth, experience getting guidance / mentoring from practical teachers (assistants) of Pioneering teachers' education. One of the important benefits of the

Pioneering teachers' program for the first educator is that prospective mobilizer teachers get training with people who are experts in their fields for free. Practical teachers/assistants for mobilizing teacher training come from Widyaiswara and School Supervisors who meet the requirements set by the Ministry of Education and Culture. They are tasked with recording the progress of participants during online mobilization teacher education, mentoring during education, as well as providing motivation and assisting participants in conducting their roles.

Fifth, get a new learning community. The sixth benefit of participating in the Pioneering teacher program for educators is getting a new community. Just like the previous description, teachers will meet fellow participants and trainers or mentors with diverse backgrounds. This is certainly a new learning community for teachers that may still be able to be done when they have finished attending their training program. This program allows teachers to collaborate with more people.

The role of Pioneering teachers in the field of education is closely related to teacher competencies that must be developed. In Law of the Republic of Indonesia number 14 of 2005 article 8, teacher competence includes personality competence, pedagogic competence, social competence, and professional competence if you attend professional education. Pioneering teachers in Rote Ndao have stable and steady personalities, act in accordance with prevailing norms and have a high work ethic. This is evidences in Rote Ndao's Pioneering teachers display an independent nature and willing to share knowledge with fellow teachers at school. The results of observations and interviews that the Pioneering teachers' activities are sharing knowledge from the workshop with other teacher friends. This means that mobilizing teachers has behaviors that can have a positive influence and are respected by fellow teachers and students.

Pedagogic competence is the ability of a teacher to understand students, design and implement learning, student development, and evaluation of student learning outcomes to actualize their potential. One of the things that Pioneering teachers must have been to be able to understand students more deeply. One of the Pioneering teachers of Rote Ndao, Mr. Frengky Polin S.Pd., Gr is developing his pegagogic competence to develop student literacy. In this case, a mobilizing teacher must understand students by utilizing the principles of personality, cognitive development, and identifying provisions to instruct students and conduct lesson plans. Teachers must understand the educational

foundation for the benefit of learning, such as applying learning and learning theory, understanding the educational foundation, determining learning strategies based on the characteristics of students, teaching materials, competencies to be achieved, and compiling learning designs.

The next teacher competence is social competence. Social competence is the ability possessed by a teacher to communicate and have a good relationship with education personnel, students, parents of students, and the community around the school. The results of observations of 6 mobilizing teachers that have an inclusive attitude, act objectively, and do not discriminate against religion, gender, physical condition, race, family background, and social status. Pioneering teachers must be able to communicate politely, empathetically, and effectively with fellow teachers, education staff, parents, and the surrounding community.

Professional competence is mastery of learning material more broadly and deeply. Includes mastery of the subject curriculum material and the substance of science that overshadows the learning material and mastering the structure and methodology of science. Rote Ndao's Pioneering teachers contributes to developing professional competence by becoming a speaker at KKG. This means mastery of materials, concepts, structures, and scientific mindsets that can support learning work very well. He also has mastery of competency standards and basic competencies for each subject or field mastered and conducts continuous professional development by taking reflective actions.

## DISCUSSION

Mover teachers are not limited to carrying out their duties as teachers in preparing lesson plans, delivering material to students but must have the will and ability to lead, innovate and make changes (Murniarti et al., 2021). Mover teachers freedom of learning must be able to teach and manage learning effectively by using existing technology, be able to speak English to improve the quality of education and must reflect and improve learning continuously (Daga, 2021).

Pioneering teachers must have the ability to create innovatively and energetically serve students and be able to build good relationships between teachers and schools with the wider community to become learners as well as agents of change. Teacher leadership is an important agent of change in the effort to create effective schools (Norashikin, et.al.,

2015). Teachers as practitioner-researchers, the power and the possibility for social transformation in an increasingly complex world, through the agency developed during teaching careers (Chung, 2023).

The benefits of mover teachers are 1) encouraging student academic achievement, 2) increasing competency as leaders, 3) independent learning experiences and guided groups, 4) learning experiences with practical teachers, 5) new learning communities. The role of the mobilizing teacher in education, the important role of the mobilizing teacher is to become a learning leader who encourages the well-being of the educational ecosystem in schools (Qulsum, 2022). Teachers become mobilizers in the learning community for fellow teachers in the school and region. Being a coach for fellow teachers is the role of the mobilizing teacher. It is hoped that the presence of mobilizing teachers will be able to bring a good change for teachers who are driven, especially in the quality of teaching students and teacher independence in developing themselves independently. The experience of being a mover teacher at Rote Ndao gave a new spirit to develop their teacher competencies. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners (Ramadhani et al., 2017). The teachers driving Rote Ndao succeeded in developing 4 teacher competencies that must be owned. Teachers' Core Competencies include: (1) pedagogic competence, (2) personality competence, (3) social competence, and (4) professional competence (Sri, 2011).

The personality competence of Rote Ndao mover teachers is particularly good, they display an independent nature and are willing to share knowledge with fellow teachers at school. The results of observations and interviews that the mover teachers' activities are sharing knowledge from the workshop with other teacher friends. This means that mobilizing teachers has behaviors that can have a positive influence and are respected by fellow teachers and students. As a social human being, a teacher must be able to communicate with other parties including the learners. Even to say at least the teacher should have the competence: a) communicate orally, writing and gesture, b) use of information and communication technology functionally, c) interact effectively with students, fellow teachers, staff, parents / guardians of students; and d) get along politely with surrounding communities. Personality competence showed significant effect on the teachers performance (Wardoyo, 2015).

The second competence is pedagogic competence. This competency of driving teachers optimizes their ability to understand students, design and implement learning, student development, and evaluation of student learning outcomes to actualize their potential. One of the activities of Rote Ndao driving teachers is developing their pegagogic competence by developing student literacy. In this case, a mover teachers must understand students by utilizing the principles of personality, cognitive development, and identifying provisions to tutor students, carry out learning designs. Pedagogic competence is not only related to the planning of learning, implementation of learning and evaluation, but also concerned with several factors related to any efforts to improve the quality of learning in the classroom (Asari et al., 2018).

The Efforts in improving the quality of learning in the classroom is also inseparable from the educational qualifications of a teacher. The teacher's educational qualifications should also be suitable with the teacher's area of expertise. But what if there are still teachers whose educational qualifications are not in accordance with the area of expertise of the teacher, even the educational qualifications have not met the minimum requirements of a teacher. Pedagogic competence : 1) teaching in a multicultural society; 2) teaching for the construction of meaning; 3) teaching for active learning; 4) teaching with technology; 5) teaching with a new perspective on abilities; 6) teaching with discretion; and 7) teaching with accountability (Masrur, 2021).

The third competency is social competence. Rote Ndao's driving teachers are exceptionally good at developing social compatibility. The results of observations of 6 mover teachers that have an inclusive attitude, act objectively, and do not discriminate against religion, gender, physical condition, race, family background, and social status. Mobilizing teachers must be able to communicate politely, empathetically, and effectively with fellow teachers, education staff, parents, and the surrounding community. Personal competence of the teachers is much more related to the personality steady, the responsibility and pride as a teacher, as well as the ability to be a role model for the students (Hermana et al., 2021). Social competence that should be controlled by the teacher related to communication both during and outside of lesson learning (Wardoyo, 2015).

Rote Ndao's pioneering teacher contributes to developing professional competence by becoming a speaker at KKG. This means mastery of materials, concepts, structures and scientific mindsets that can support learning that is mastered very well. The Indonesian Ministry of Education defined professional competence as a teacher's performance assessment carried out by measuring two competencies, namely (1) Mastery of material conceptual structures and scientific mindsets that support the subjects being taught and (2) Professional development through reflective actions (Rahayu & Zutiasari, 2022). Rote Ndao mover teachers develop their professional competence by being a resource person at various occasions and events. A person who has information and is willing to speak in public is a person who is able to move others (Johnson & Birkeland, 2003).

Pioneering teachers play a role in training fellow teachers in developing learner-centered learning. Teachers who are driven by mobilizing teachers must be able to design and manage their learning as interesting as possible so that students are motivated to learn and create according to their abilities and abilities. The motivation that exists in students enables them to improve their academic performance independently. Driving teachers become agents of change in terms of improving the leadership quality of students in schools (Qulsum, 2022).

Mover teacher must be able to create a space as a forum to discuss and collaborate with fellow teachers and those who have interests or stakeholders both in the school education environment and outside the school with the aim of improving the quality of learning. The mover teacher must be a guide in the learning process that creates a comfortable and peaceful atmosphere in the learning ecosystem (Sijabat et al., 2022).Mover Teacher develop themselves into individuals who reason critically, creatively, and have an attitude of tolerance. Mover teacher must always upgrade himself in keeping up with the times. Teachers must be able to improve and develop their competence as teachers independently. They Become a motivator. Teachers are motivators in learning and in spurring their learning activities.

## CONCLUSION

Pionnering teacher becomes an example who has the ability and fighting power to bring a good change in the education ecosystem in their school and in other school

units. 6 Mover teachers in Rote Ndao District have been able to develop their abilities and fighting power for 4 must-have teacher competencies. For the personality competence of Rote Ndao mover teachers to have behaviors that can have a positive influence and be respected by fellow teachers and students, pedagogic competence has been developed by increasing literacy in students in their respective schools. Social competency development is carried out by communicating politely, empathetically, and effectively with fellow teachers, education staff, parents, and the surrounding community. Professional competency development is carried out by being an active speaker at various educational meetings.

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