



**TECHNIUM**  
**SOCIAL SCIENCES JOURNAL**

**Vol. 14, 2020**

**A new decade  
for social changes**

[www.techniumscience.com](http://www.techniumscience.com)

ISSN 2668-7798



9 772668 779000

## **Contribution of Teacher Competence (Pedagogy And Personality) In Teaching Practice During The Covid-19 Pandemic and 4.0 Era**

**Cipto Wardoyo, Rizky Firmansyah, Sunaryanto, Dudung Ma'ruf Nuris,  
Mochammad Galih Satriyo Wicaksono**

Universitas Negeri Malang of Indonesia

[cipto.wardoyo.fe@um.ac.id](mailto:cipto.wardoyo.fe@um.ac.id), [rizky.firmansyah.fe@um.ac.id](mailto:rizky.firmansyah.fe@um.ac.id),  
[sunaryanto.fe@um.ac.id](mailto:sunaryanto.fe@um.ac.id), [ruf.fe@um.ac.id](mailto:ruf.fe@um.ac.id),  
[mochammad.galih.1704216@students.um.ac.id](mailto:mochammad.galih.1704216@students.um.ac.id)

**Abstract.** The purpose of this study is to describe the role of accounting teachers during the Covid-19 pandemic and the 4.0 era by implementing pedagogic and personality competencies to build an appropriate online learning atmosphere for students. In a situation that does not provide certainty, the world of education must be more resilient and prepare all learning needs in any condition. The role of teachers in difficult times like this is very much needed, so that the aspect of teacher readiness is a major factor in the success of a lesson. In this study using a phenomenological approach. Data were collected through interviews that were set online. Qualitative data analysis was carried out in stages: Data Reduction, Data Presentation, Conclusion Drawing and Verification. The results of the study show that the contribution of pedagogic competence and personality helps teachers to shape student attitudes and behavior in online learning. Competence pedagogic help teachers to decide strategies and teaching methods that will be implemented, knowing the characteristics of learners, helped draft the learning and use the profit to evaluate learning activities that teachers can assess online learning which based on the needs of their students. Meanwhile, personality competence is a natural competence that is inherent in a teacher so that the attitudes and actions shown by the teacher are always the attention of students to be imitated and followed.

**Keywords.** Teacher Competence, Teaching Practice, Covid-19 Pandemic, 4.0 Era

### **1. The first section in your paper**

The development of data -based services and the trend of digitization show that Indonesia has entered the era of the industrial revolution 4.0. The industrial revolution 4.0 is the starting point for changes that occurred during the period when industrialization was introduced, which is a time when the use of

cyber that is collaborated with manufacturing can improve the quality of life of people in the world (Erdoğan 2019; Syamsuar and Reflianto 2019). Not separated from the education sector, they also felt an extraordinary influence with the presence of the 4.0 era. One positive impact is felt, the ease of access to such information, either in the form of e-journals, articles, and e-book. With this, industrial revolution 4.0 will change the habits/patterns of human life, especially in the field of education, which will not be separated from the influence of rapidly developing technology (Shahroom and Hussin 2018).

The presence of the 4.0 era is a new challenge in the education sector. Becker et al (2011) explain that the threat of industrialization will reduce demand for education, which may be due to factory demand for low-skilled labor, so that children are attracted to work in factories without having to go to higher education. Based on this, educational institutions have a big share in changing the mindset of students, where teachers are the backbone of education delivery (Palmer 1998). Teachers who often interact with students through the delivery of knowledge and information are expected to be more sensitive and able to adjust in any condition to be able to change the mindset and behavior of their students according to educational goals (Afrianto 2018).

When education is faced with a global pandemic, namely Covid-19, it seems as if the education sector feels such a tremendous impact. This shows that there is a total change in the provision of education, so that in order to continue learning, you must switch to distance learning because in situations like this it is not possible to do face-to-face learning in the classroom (Indrawati 2020). The impact of this pandemic has also been felt by teachers, especially for teachers who are not yet competent in using technology. Changes are so fast that they present anxiety for both educators and students and there is also ambiguity about the implications of online learning for educational equality in general (Zhang et al. 2020). Indeed, the readiness factor in situations like this has a big role in the delivery of education.

Success in the delivery of education depends on how teachers carry out their role as educators, especially during this pandemic that does not mean that it will diminish the role of teachers, instead this is a challenge and at the same time an opportunity for a teacher to hone their skills. Of course, this will increase the workload and responsibility of a teacher so that he can always increase knowledge and understand technology. So that a teacher must meet the qualifications including, which must have pedagogical, professional, personal, and social competence. Absolute competences that teachers must have are pedagogical and personality competencies, which these competencies will become teachers' provisions to educate students so that they become qualified and competitive human resources.

Pedagogic competence is a competency that characterizes the teaching profession compared to other professions. Pedagogic competence is the ability of individuals to combine coordinated and synergistic combination of real and intangible resources to achieve effectiveness and efficiency (Măță, Cmeciu, and Ghiațău 2013). Absolutely, teachers must master and be able to implement developmental theory and learning theories (Nur 2014). Not only that, teachers must also have higher thinking skills, to be able to formulate an essence of learning creatively, logically and have good theoretical thinking skills (Rinatovna 2017). Thus, it is necessary to raise awareness that teachers must have the ability to master the development of students, learning theories, curriculum development, evaluation techniques, mastery of models, teaching methods, and so on related to learning needs.

As a teacher, he must also have personality competence (Mulyasa, 2015: 75). Through attitudes and behavior in providing good service, it is appropriate for teachers to be role models for their students. Goldberg (1993) explains that a good teacher personality consists of extraversion, friendliness, emotional stability, awareness and openness to experience. Elaboration of competence of personality conveyed Goldberg show that the formation of one's personality is not easy and will soon be formed when people are learning through the process of educators to a teacher. To support this expectation, the Indonesian government sets standards for academic qualifications and teacher competencies as stipulated in the Regulation of the Minister of National Education No. 16 of 2007,

personality competencies include five core competencies that act in accordance with religious, legal, social and cultural norms in Indonesia.

The role of a teacher in shaping the attitudes and behavior of students during the pandemic and at level 4.0 is really big, especially in relation to the pedagogical competence and personality of a teacher. With this competency, it is hoped that it can shape students from those who don't know to know. For this reason, the ability of teachers must also develop in line with the changing and increasingly advanced times, because the behavior of the millennial generation is more developed by the presence of technology which has become their primary need. This is a big problem for the teaching profession. Through these two competencies faced with the global pandemic and also the challenges of the 4.0 era, how is the readiness of a teacher to produce students in the midst of the fast flow of information technology? So that research on teacher contributions, especially related to pedagogic competence and personality, is very important to conduct research to answer these challenges.

## **2. Literatur Review**

### *2.1 Covid-19*

Corona Virus Disease 2019 (Covid-19) has shifted various dimensions of human life. Dimensional shifting causes many changes from various sides, this forces humans to make adjustments to survive in the middle of life which has situations and conditions far different from before, so this is known as New Normal Live. The term "New Normal" reminiscent of the belief of economists that the economy will return to normal after passing through a difficult period (El-Erian, 2010). Since then, the term new normal has been widely adopted in other fields, one of which is the education sector, which is currently undergoing a basic change, where the learning process must be carried out using the full distance learning method in order to break the chain of Covid-19 spread.

The impact of Covid-19 on higher education is yet to be determined, given the unpredictable and rapidly changing nature of the pandemic. This uncertainty makes learning planning tentative, but it is clear that the pandemic is changing the way we live, learn and work (Khalili 2020). Delivering material by lecturers through online and distance learning is a necessity in these conditions. Online learning systems as a synchronized and unsynchronized distance learning model are not new in the education sector. Before the pandemic, this system was only used as an adjunct to support traditional face-to-face education because of the unpreparedness of its resources or facilities or maybe worried about technical or non-technical disturbances that could interfere with student communication with lecturers, so that teaching materials or programs delivered by lecturers were not optimal (Phirangee and Malec 2017).

The certainty of an end to the pandemic is very uncertain, meaning that the shift back to face-to-face (offline) learning as was usually done before is also experiencing uncertainty. This gives a positive signal that the online learning option will continue for a long time. Therefore, improving the quality of online learning is a necessary step at this time (Murphy 2020).

### *2.2 Industrial revolution 4.0*

The term "industry 4.0" was first coined by the German government in 2013 as a strategic plan by the Industrial Science Research Alliance in Partnership with Acatech. This new project has made Germany consider itself a pioneer of IT. Industrial revolutions 1.0, 2.0, 3.0 resulted in mechanism, mass production, and digitization through the introduction of steam engines, electronics and information technology. The Industrial Revolution 4.0 resulted in a fusion of the digital and physical world through technological advances, such as the internet of things and internet of services (Ellahi, Ali Khan, and Shah 2019).

Industrial revolution 4.0 is the name of the trend of industrial automation systems, where there is an exchange of the latest data in factory technology. This term includes cyber-physical systems, the internet for all activities, cognitive computing and other network-based activities. The industrial revolution 4.0 is often called the fourth generation industrial revolution which is marked by the

emergence of super computers, smart robots, unmanned vehicles, genetic editing and the development of neurotechnology that allows humans to optimize brain function (Paravizo et al. 2018).

Implementing 4.0 in industrial companies cannot be done suddenly, there are several stages and phases that must be passed. The first phase is representation, namely introducing a complete information system, the second phase of horizontal integration, namely implementing a new automatic machine, the third phase of vertical integration data analysis, namely the advanced methods phase for data processing to be used, the fourth phase of self-controlled manufacturing and logistics, namely acquired nearly independent manufacturing (Benešová and Tupa 2017).

President Joko Widodo launched the "Making Indonesia 4.0" movement, which is the government's commitment to entering this era of industrial revolution 4.0 (Anggraeni, 2018). Some parties reveal that the education sector in Indonesia also needs to prepare itself to enter this 4.0 industrial revolution by making several changes in implementing learning methods in schools, the first is fundamentally changing the nature and mindset of students, secondly it can hone and develop children's talents and the third educational institutions must be able to change the learning model according to the needs of the times. The Minister of Education and Culture further said, the education sector needs to revise the curriculum by adding five competences of students in entering this revolutionary era 4.0, namely, having the ability to think critically, having creativity and innovative abilities, having the ability and communication skills, being able to work together and collaborating, having self-confidence. (Jatmiko 2017).

### *2.3 Pedagogic competence and personality competence*

In Republic of Indonesia Law No. 14 of 2005 on Teachers and Lecturers explains that "Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by a teacher or lecturer in carrying out professional duties". Professional educators are learning agents who must have four types of competences, namely pedagogical, personal, social, and professional competencies (Government Regulation of the Republic of Indonesia Number 19 of 2005).

Pedagogic competence is competency in the field of teachers that must be owned and controlled by teachers, in accordance with the Regulation of the Minister of National Education (Permendiknas) Number 16 of 2007 concerning academic qualification standards and teacher competency standards, it is explained that subject teacher competency standards consist of core teacher standards and teacher subject standards, each of which is explained in detail and in depth. Pedagogic competencies include core competencies, these ten competencies are the measurement of a teacher's pedagogical competence, which has been described in the previous section.

According to the Directorate General of Higher Education (2006), pedagogical competence is the ability to manage student education including: a) understanding of students, b) design and implementation of learning, c) evaluation of learning outcomes, and d) developing potential of students. From the definition above, it can be grouped into two parts: the first is how teachers have the ability to manage students; the second is how teachers have the ability to manage the learning process well (Wardoyo 2017).

Personality competencies are competencies that are formed not only through formal education, but also by family. This competency measurement uses two ways, the first is by using a questionnaire filled out by the teacher and the second is by conducting in-depth interviews with the head of education and the principal. The components measured based on personality competence are based on the Minister of National Education Regulation No. 16 of 2007; Personality competencies include the five core competencies as described in the previous section.

In contrast to other competencies, personal competence according to Joni (2008) requires special attention, because most personalities are not formed through direct learning in the context of formal education, but most of them are formed as a result of accumulation from companion learning experiences obtained in prepositions and prior education is even formed. in a family environment. Therefore, personal competence needs to be observed with in-depth interviews with a mixed approach, while other competencies are approached quantitatively (Wardoyo 2015).

### 3. Methodology

The approach used in this research is qualitative with the type of phenomenological research. This research will reveal meaning by interacting with local values which cannot be done with a questionnaire. Researchers collected data through interviews and participatory observation, as well as documentation by observing the learning tools and media used during the pandemic.

The research object in the study were teachers in Tulungagung Regency. The subjects of this study were 10 accounting teachers. Researchers conducted interviews to obtain data in the form of pedagogic competence readiness and teacher personality in dealing with related informants. Researchers conducted interviews by recording and recording the results of the interviews. The following is a list of informants:

**Tabel 1.** List of Informants

Informant 1	MAH
Informant 2	ESW
Informant 3	AM
Informant 4	MM
Informant 5	AR
Informant 6	STW
Informant 7	AS
Informant 8	BP
Informant 9	HW
Informant 10	TS

The second source of data is secondary data obtained by documentation. Researchers carried out documentation to obtain data in the form of teacher readiness before carrying out learning, implementing learning and learning outcomes. Researchers took documentation by obtaining data in the form of lesson plans and learning media.

Data analysis in qualitative is carried out in the following steps: 1) Data Reduction , 2) Data Display , 3) Conclusion Drawing and Verification . According to Moleong (2014) to determine the validity of the data, an inspection technique is needed. The examination technique is based on a number of certain criteria. There are four criteria used to check the validity of qualitative data, namely: 1) Extending the Observation Period, 2) Observation Persistence, 3) Triangulation (Methods, Data Sources, and Data Collection Tools), 4) Reference Adequacy.

In carrying out the research process, there are several steps that must be carried out by researchers in order to obtain data that is relevant to the research topic to be carried out. Qualitative research is conducted in three stages, namely the pre-field stage, at this stage the activities that need to be carried out by researchers are preliminary activities and submission of proposals (Moleong 2014) . The fieldwork stage of research is carried out to collect data, facts, and evidence about the problems to be studied with appropriate and scientific methods and the reporting stage of the researcher's task is to report the research results, the data obtained, and the facts that occur. The preparation of research reports is compiled qualitatively with descriptive forms which are reported objectively, logically, and systematically.

### 4. Discussion

The development of data-based and digitization services in Indonesia has provided evidence that we live in the midst of technological advances. Where technology in the current era instead was an item of secondary or tertiary, but has become a major requirement. Likewise, the education sector desperately

needs technology to implement various concepts and learning models using available platforms both synchronously and asynchronously. Even though in reality, education in Indonesia only uses technology as a support in the learning process and the curriculum does not contain the full importance of technology (sri puji lestari).

Another condition since the outbreak of Covid-19 which has been altered various sectors of life, did not escape the world of education was also felt the great impact because this epidemic has changed the pattern and basic in education implementation. As we know that before the pandemic, education in Indonesia was carried out directly in the classroom. However, since the arrival of Covid-19, education must be completely changed and learning is carried out at a distance. In fact, the education sector is currently very dependent on technology in order to continue learning. Given the uncertain conditions, technology is only a platform for teachers and students.

Since the issuance of the Decree of the Minister of Education and Culture Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions, which confirms that the implementation of the curriculum in Special Conditions aims to provide flexibility for the Education Unit to determine the curriculum that suits the learning needs of students (Ministry of Education and Culture, 2020). In conditions like this, the aspect of readiness is the urgency of all the needs to organize education. The shift of offline learning to full online learning is not an easy matter for educators to create more effective learning than before. Of course, there are many aspects that need to be prepared and improved by the teacher in order to adapt to student learning conditions. The capabilities and competencies possessed by teachers have a major influence in creating more effective and efficient online learning, so that teachers are expected to have high flexibility in the sense that they are sensitive to student needs and also need to optimize the use of technology.

In Government Regulation Number 74 of 2008, teachers are required to have competencies that can be applied while teaching. These competencies include pedagogic, personal, professional and social (Menkumham 2007). There are many aspects that must be changed in implementing it, considering that the learning model is carried out long distances. Actually, the pandemic is not a threat; it is a new challenge for education and specifically for educators in order to immediately break all obstacles in order to create a convenient online learning for their students. Moreover, the teacher readiness factor also greatly supports the success of learning. This is due to unpredictable conditions, so the situation has required educators to find an appropriate learning pattern for students.

Based on processed data, we have found interesting facts from the teaching practice of accounting teachers in Tulungagung Regency during the pandemic period. From the four (4) competencies that teachers must possess and develop, we focus on describing pedagogic competencies and personality competencies.

Hakim (2015) explained that the level of student understanding, design and implementation in learning, evaluation of learning, and student development are parts that can be used to measure pedagogical competence. While in Government Regulation No. 74 of 2008, at least eight (8) points of competence pedagogic be developed by teachers such as understanding knowledge or the basic education, understanding of the learners, developing curriculum or syllabus, learning design, implementing educational and dialogical learning, utilizing learning technology, evaluating learning outcomes and developing students to actualize their various potentials. In this study, we will briefly describe the conditions associated with the Covid-19 pandemic and the need for technology.

#### *Understanding of students and Learning Strategies and Methods*

Uncertainty has demanded teachers to change strategies and methods in implementing the curriculum appropriate instruction of the Minister of Education and Culture. In implementing the 2017-2018 revised 2013 Curriculum, teachers are required to be able to integrate students' higher order thinking skills (HOTS), so that the problem faced by the teacher is how to create active and student-oriented teaching and learning activities with a distance learning model. Based on the admission of MAH, the learning strategy that is practiced must be adjusted to the Basic Competence (BC) of the subjects and adapted to the character of the students. In creating conditions for active online learning, MAH asks

students to activate the camera and provides reinforcement by appointing students to provide feedback in the forum. HW added:

"In determining the strategy I looked at the content of the subject matter. When I memorized a lot of subjects, I used asynchronous discussions via WhatsApp group because it was the easiest and the signal was rarely interrupted. Meanwhile, my calculation material uses the google meet platform. Before I explained, I gave the material so that when I explained it they just asked what they didn't understand from their learning outcomes. The weakness of doing synchronous learning is that there are many students who experience distraction and even cannot participate in forums at all"

The weakness of learning is that the teacher cannot control student activities during online learning. However, the attitude of the teacher still provides an injection of motivation to students. For example, STW, before she starts to teach she gives images or quotes that contain motivations in whatsapp group. With this, according to STW, students are always ready and enthusiastic in receiving the material she will give.

Based on the informant's statement above, the teacher must pay attention to the attitudes of students. To make an online learning forum more active, it takes an injection of motivation, emphasis on material and also provides opportunities for students to provide feedback. With this, the learning strategies and methods used by Accounting teachers during online learning can be implemented properly according to Basic Competencies or subject matter so that synchronous or asynchronous learning models can also be determined.

#### *Development of curriculum and instructional design*

The syllabus must be made by the teacher himself on the implementation of the 2017-2018 Revised 2013 Curriculum. Unlike before, where the syllabus was already provided by the government. In this case, requiring all teachers to make their own syllabus can encourage teachers to be more creative, active, and innovative. As explained by MAH, ESW, AM, MM, AR, and STW that the syllabus developed by the teacher, they first get the syllabus format file from the curriculum time, then compiled where the components in it are Basic Competency (BC), Grade Point Average (GPA), Materials, Learning Activities, Time Allocation, Assessment and Learning Resources. Apart from that, the carrying capacity of students and determining the plan for determining the effective day are also factors in the preparation of the syllabus.

"The syllabus has been made. Members of the Accounting MGMP in East Java gathered in Surabaya yesterday in June to make a syllabus. Now, the teacher makes his own syllabus that is more in line with KI / KD and the students. So it is more supportive of teachers to be more creative, active and innovative. "

Not only the syllabus, teachers are also required to be able to make lesson plans in the form of a Learning Implementation Plan (RPP) with reference to the syllabus and other considerations. Based on the official letter issued by the Minister of Education and Culture, the form of RPP is only one (1) page adjusted to the current learning conditions. Even so, the content of the lesson plans must still be of high quality and the learning model being taught must also be creative.

In these conditions, teachers are asked to always be active, creative and innovative in order to create an appropriate and comfortable learning atmosphere for students. In developing curriculum and learning planning, teachers need to pay attention to the needs of students so that they can determine the depth of material to be conveyed to students and also what approaches can be applied in the online learning model.

#### *Active and communicative learning with the use of technology*

Different conditions during offline learning, communication carried out online often encountered various obstacles. Communication is needed in the learning process. This is intended to establish a good relationship between teachers and students . There are various approaches taken by the teacher so that students are not afraid when asking questions or providing feedback. As TS did:

"If I adjust to their era, what is trending among them will become a reference in my teaching. For example, the one that is viral let's say X, then how can I associate this X with the material that I will teach. It can also be done by looking at their hobbies or preferences so that whatever form is most important our students are not awkward with us. If students like us, they will undoubtedly be more enthusiastic when receiving the material that we are going to teach".

TS's statement is also in line with HW and AP, in maintaining good relations with students, they try to enter the lives of their students. This was considered the most effective because according to their admission, students were more active in asking questions either in the learning forum or outside of class hours.

In establishing good communication between teachers and students, online learning models really need a medium that can be used as a forum for communication. In this condition, only technology can transmit messages between two or more in a digital forum. AS revealed that he always uses whatsapp groups to just greet students. While MM, the topic of discussion is only about the subject matter. Based on the information from the informants, it can be concluded that the communication carried out by teachers to students is very diverse, among others, by making friends, learning partners, into their world. Although there are some teachers who are stagnant in communicating with students only about learning and consulting student activities using WhatsApp or similar platforms.

#### *Evaluation and develop the potential of students*

The evaluation conducted by MM emphasized more on parts of the material that were not yet understood. How MM evaluates:

"The evaluation instruments I use are the pretest and posttest. Technically, before delivering the material, I provide material and pretest through kahoot.it or sometimes quizizz. After I explained the material through a video conference, I immediately gave a post-test via kahoot.it or quizizz. With learning methods and strategies like that, I immediately understand what parts they don't understand."

MM further explained that he would put emphasis on parts of the material that most of the students did not understand. Meanwhile, AR has its own way of evaluating during online learning, namely when the material is full of theory, it takes an oral exam.

"I usually schedule an oral test by making a WhatsApp video call. I asked them to present what they understood and I immediately gave feedback."

According to AR, giving feedback as reinforcement is the right method so that they better understand the material that being studied. Meanwhile, examinations are very helpful for teachers to find out aspects of their knowledge and attitudes when communicating. This form of evaluation can also avoid deviant activities carried out by students.

The results of the evaluation can also be used by the teacher to develop the potential of students. When students have met the minimum grade standards, the teacher gives additional assignments. It aims to provide deepening of the material so that the level of understanding of students is more honed. Whereas for students who have not met the minimum score, US ways to develop student potential:

"Usually I give a re-exam (remedial) with an easier level of questions. If students have not met the minimum score by giving easier questions, I will pay more special attention to the students concerned."

When BP comes across students who do not understand the material and even do not meet the minimum scores, BP will change his teaching strategies and methods. In the next material, BP will give an assignment by forming groups consisting of students who are smart, smart enough, and students who need special attention. Then each group was asked to make a presentation of the group work. According to BP's recognition, this learning model in a pandemic situation is quite effective in increasing their understanding and those who do not understand the material will be encouraged to study harder because each member of the group has the opportunity to convey the results of their group work.

Based on information from several informants, it can be seen that many forms of evaluation were carried out during the Covid-19 pandemic. There are those who use pre-test and post-test by utilizing free applications available on search engines and some are using oral exams via video calls. Whatever form of evaluation it will be very useful for the teacher to improve the learning methods and strategies applied and the results of the evaluation can also be used by the teacher to find out the potential of each student.

In the Indonesian Government Regulation No. 74 of 2008 at least the competence to be developed are faithful and righteous, noble, wise and prudent, democratic, stable, dignified, stable, mature, honest, fair, to be an example for students and the society, in objective way evaluating own performance and developing themselves independently and sustainably. Meanwhile, based on Permendikbud No. 16 of 2017, the indicator of personality competence is to behave in accordance with Indonesian religious, legal, social and cultural norms; present oneself as an honest, moral, and exemplary person for others; presents himself as a great person, stable, mature, wise, and dignified; demonstrate work ethic, strong sense of responsibility, pride in being a teacher, self-confidence; and upholding the code of ethics for the teaching profession. In this study, we will discuss briefly and logically the contribution of personality competencies of accounting teachers in their teaching practices.

*Acting in accordance with the religious, legal, social and national cultural norms of Indonesia.*

In the proverb it is said that teachers are inspired and imitated, which means that teachers are people who are trusted and will be followed by students. So that teachers must be able to maintain their attitude in front of their students whenever and wherever. In times of pandemic, maybe physical contact between teachers and students will rarely occur, they will often meet via video conference or just communicate via chat.

According to MAH, in online learning the teacher's attitude is seen by students through the written form of chat or the way of conveying material. The online learning model is likened to a dimensional space that brings together teachers and students, which differentiates them from meeting in person. Thus, two-ways communication between teachers and students certainly feels different when compared to communicating in class. Maybe not all students can accept the teacher's delivery well. Therefore, in this condition the teacher must be more innovative and more creative in building good communication with students.

In overcoming obstacles to implementing online learning, the US revealed:

"After I explained to the students, I give freedom to the students to ask questions at any time via whatsapp group. If there is material that is not understood, please ask questions in the group. I definitely try to check my cellphone often to answer their questions."

The attitude shown by the US is a form of initiation to help overcome problems faced by students. The US attitude was also applied by STW that in addition to utilizing the STW group, they also received consultation via personal chat:

"There are times when students don't like to communicate in groups, they prefer to communicate personally with the teacher. It's not a problem for me, the most important thing is I know the obstacles my students are facing and I will definitely help."

Based on the disclosure of informants, it can be concluded that during a pandemic, teachers must be more responsive to help overcome student problems. Not only that, the form of communication and teaching materials that will be given to students also need to be considered so that students can more easily understand the material being studied.

*Present yourself as an honest, noble character, and a role model for students*

The attitude of teachers in online learning must be the same as learning that is carried out offline. The teacher must give the fairest possible response to students. As stated by ESW that he will provide a value according to the abilities and attitudes of his students during online learning.

"When I give unfair marks, there are student rights that are not fulfilled. Maybe if they knew would be it, they will hurt me for life and I am not only responsible attitude in humans, but also

to God. So as much as possible my assessment is always objective regardless of whose child he is and from which circle"

In BP's view, teachers must show a noble character in front of their students. "I always insert elements of religious values into students. For example, when teaching accounting practicum material, I advised them that as accountants we must be honest because our actions may not be seen by our colleagues. But God always sees whatever we do. Likewise at the end of the lesson, I always reminded them to always be grateful for God's blessings given today. Especially in a pandemic like this, we can still learn even though the conditions are different."

Based on the informant's statement above, it can be concluded that the religious values shown by the teacher have an effect on the mental formation and behavior of students.

*Present yourself as a person who is stable, stable, mature, wise, and commanding*

Stable and steady is the attitude of a teacher that is needed in carrying out his profession. Because if teachers have a changeable attitude and do not have a stand, then they will not be able to stand their profession. The implementation of this attitude is shown by AM:

"Because the teaching profession has been my dream since I was a child, I will always be grateful for the blessings God has given to me at this time. With gratitude. I feel more comfortable with my profession as a teacher and the impact is that students also feel comfortable when I teach because I am sincere to share the knowledge I have."

Meanwhile, the mature teacher's personality attitude can be seen and measured from the way of thinking, attitude, stance, action, speech, and the like. The maturity of a teacher can also be seen from its characteristics, namely being able to hold back, be empathetic to students, be careful in acting, be patient in facing various difficulties, and have an attitude of trust, namely being able to be responsible. A mature teacher is a teacher who is able to hold back and control himself in various situations, from controlling thoughts, words, attitudes and controlling emotions. A mature teacher, surely wise, has an empathetic attitude, that is, being able to feel the feelings of his students, and not only concerned with his feelings, so that he is able to accept the various shortcomings of other people and their students.

"Children are still teenagers, naturally they are naughty because they are still in their time. In dealing with these students, the teacher must be more patient with them. their aim of school is to seek knowledge and also to find identity for their future provisions. here a teacher only helps them to become a better person and of course it is useful for the society", said AP

Meanwhile, according to the US, in online learning teachers must be extra patient because the teacher cannot control the attitudes of their students when learning takes place, do students really participate in learning or do they do other activities besides learning? Even when submitting assignments, the teacher must be more active in reminding students. Not only that, teachers must also be able to understand the conditions faced by students, moreover, all forms of learning today really need internet data and strong signals.

Based on the informants' statements, it can be concluded that during the pandemic the teacher's attitude cannot change. They still have to behave as when learning is done face-to-face in the classroom. Teachers also have to be more careful in their actions, for example by guarding their speech so that students don't get offended. Meanwhile, in determining policies, teachers must also pay attention to the conditions and feelings experienced by students and must not be selfish that only concerned with themselves. In addition, teachers must be trustworthy in all situations, live it with full responsibility, not only to humans, but especially to God and their conscience, including being responsible for the future of students. Therefore, it is expected that every teacher has a stable, steady, mature and wise attitude in carrying out their professional duties as professional educators.

## **5. Conclusion**

In a situation with uncertainty, we still don't know until when the education sector implements distance learning or does education forever carry out learning like this? Regardless of the conditions in the future we must prepare all the possibilities that will happen. Teachers are one of the parties who

have a big role in this situation. Their job is likely to be bigger than before the global pandemic. But conditions like this should not diminish the role of teachers as pioneers in the education sector. Within the 4.0 era, maybe most of the teachers in Indonesia are still comfortable with conventional learning models. Until the covid-19 pandemic hit, their unpreparedness became an obstacle in the online learning situation. For this reason, conditions like this are moments for teachers to improve their teaching systems and also as a stage of adaptation to the needs of times that involve technology.

The contribution of teachers in a pandemic like this is huge. The teacher must be able to create a comfortable and appropriate learning atmosphere for students so that learning can take place effectively and efficiently in accordance with the learning objectives. In creating a comfortable online learning atmosphere, of course it takes a teacher's skills and competencies that can be implemented in the learning process. Pedagogic and personality competencies are the main focus in this study. From the results of the data analysis, it was found that in the teaching practice carried out by Accounting teachers in Tulungagung Regency, several interesting facts were found in relation to the teacher creating the learning atmosphere needed by students in online learning, including:

- ✓ The teacher must understand the characteristics of the students being taught, then it can be determined what learning strategies and methods are needed by the students.
- ✓ Teachers must also be able to compile and design innovative and creative learning
- ✓ Teachers must have good communication skills using technology as a connector of information for students.
- ✓ The teacher must evaluate the implementation of learning. Apart from being an improvement to learning methods and strategies, evaluation results can also be used to develop the potential of students.
- ✓ Teachers must act according to the norms that apply to their students .
- ✓ Teachers must show attitudes and behaviors that can serve as role models for their students .
- ✓ Teachers must have a mature personality before making a decision .

This research only focuses on the role of pedagogic competence and personality in the implementation of online learning systems during the pandemic. For this reason, further research is expected to develop a wider scope for similar topics and add certain relevant aspects.

## References

- [1] Afrianto. 2018. "Being a Professional Teacher in the Era of Industrial Revolution 4.0: Opportunities, Challenges and Strategies for Innovative Classroom Practices Afrianto Faculty of Teachers Training and Education (FKIP), Universitas." *English Language Teaching and Research* 2(1): 1–13.
- [2] Anggraeni, Rina. 2018. "Transformasi Ekonomi RI, Jokowi Luncurkan Making Indonesia 4.0." *Sindonews*. <https://ekbis.sindonews.com/berita/1295038/34/transformasi-ekonomi-ri-jokowi-luncurkan-making-indonesia-40> (Juni 20, 2020).
- [3] Becker, Sascha O., Erik Hornung, dan Ludger Woessmann. 2011. "Education and catch-up in the industrial revolution." *American Economic Journal: Macroeconomics* 3(3): 92–126.
- [4] Benešová, Andrea, dan Jiří Tupa. 2017. "Requirements for Education and Qualification of People in Industry 4.0." *Procedia Manufacturing* 11(June): 2195–2202.
- [5] El-Erian, Mohamed A. 2010. *Navigating the new normal in industrial countries*. Washington D C: International Monetary Fund. <https://www.imf.org/en/News/Articles/2015/09/28/04/53/sp101010>.
- [6] Ellahi, Rizwan Matloob, Moin Uddin Ali Khan, dan Adeel Shah. 2019. "Redesigning

- curriculum in line with industry 4.0.” *Procedia Computer Science* 151(2018): 699–708. <https://doi.org/10.1016/j.procs.2019.04.093>.
- [7] Erdoğan, Gizem. 2019. “Land selection criteria for lights out factory districts during the industry 4.0 process.” *Journal of Urban Management* 8(3): 377–85.
- [8] Goldberg, Lewis R. 1993. “The Structure of Phenotypic Personality Traits.” *American Psychologist*: 26–34. [http://psych.colorado.edu/~carey/courses/psyc5112/readings/psnstructure\\_goldberg.pdf](http://psych.colorado.edu/~carey/courses/psyc5112/readings/psnstructure_goldberg.pdf).
- [9] Indrawati, Budi. 2020. “Tantangan Dan Peluang Pendidikan Tinggi.” *Jurnal Kajian Ilmiah (JKI)*: 39–48.
- [10] Jatmiko, Bambang Priyo. 2017. “Meluruskan Pemahaman soal ‘Disruption.’” *Kompas.com*.
- [11] <https://money.kompas.com/read/2017/05/05/073000626/meluruskan.pemahaman.soal.disruption.?page=all> (Juni 20, 2020).
- [12] KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA. 2020. *KEPUTUSAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA NOMOR 719/P/2020 TENTANG PEDOMAN PELAKSANAAN KURIKULUM PADA SATUAN PENDIDIKAN DALAM KONDISI KHUSUS MENTERI*. Jakarta.
- [13] Khalili, Hossein. 2020. “Online interprofessional education during and post the COVID-19 pandemic: a commentary.” *Journal of Interprofessional Care* 00(00): 1–4. <https://doi.org/10.1080/13561820.2020.1792424>.
- [14] Măță, Liliana, Doina Cmeciu, dan Roxana Maria Ghițău. 2013. “A Reference Framework of Pedagogical Competences of Language Teachers in the Initial Training Programmes.” *Procedia - Social and Behavioral Sciences* 93: 648–53.
- [15] MENKUMHAM. 2007. *PERATURAN PEMERINTAH REPUBLIK INDONESIA NOMOR 74 TAHUN 2008 TENTANG GURU*. Indonesia. <http://repositorio.unan.edu.ni/2986/1/5624.pdf>.
- [16] Moleong, Lexy J. 2014. *Metodologi Penelitian Kualitatif Edisi Revisi*. Bandung: PT Remaja Rosdakarya.
- [17] Mulyasa. 2015. *Guru dalam Implementasi Kurikulum 2013*. Bandung: PT REMAJA ROSDAKARYA.
- [18] Murphy, Michael P.A. 2020. “COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy.” *Contemporary Security Policy* 41(3): 492–505. <https://doi.org/10.1080/13523260.2020.1761749>.
- [19] Nur, Anifa Alfia. 2014. “Meningkatkan kompetensi pedagogik guru di SD.” *Jurnal Administrasi Pendidikan* 2(1): 65–72. [ejournal.unp.ac.id/index.php/bahana/article/viewFile/3735/2970](http://ejournal.unp.ac.id/index.php/bahana/article/viewFile/3735/2970).
- [20] Palmer, P. J. 1998. *The courage to teach: exploring the inner landscape of a teacher's life*. San Francisco, Calif: Jossey-Bass.
- [21] Paravizo, Esdras et al. 2018. “Exploring gamification to support manufacturing education on industry 4.0 as an enabler for innovation and sustainability.” *Procedia Manufacturing* 21: 438–45. <https://doi.org/10.1016/j.promfg.2018.02.142>.
- [22] *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005*. 2005. Indonesia. <https://kemenag.go.id/file/dokumen/PP1905.pdf>.
- [23] Phirangee, Krystle, dan Alesia Malec. 2017. “Othering in online learning: an examination of social presence, identity, and sense of community.” *Distance Education*

- 38(2): 160–72. <https://doi.org/10.1080/01587919.2017.1322457>.
- [24] Rinatovna, Khaliullina Liliya. 2017. “Psychological and pedagogical foundations of undergraduates’ research thinking development process.” *Procedia - Social and Behavioral Sciences* 237(June 2016): 1405–11. <http://dx.doi.org/10.1016/j.sbspro.2017.02.205>.
- [25] Shahroom, Aida Aryani, dan Norhayati Hussin. 2018. “Industrial Revolution 4.0 and Education.” *International Journal of Academic Research in Business and Social Sciences* 8(9): 314–19.
- [26] Syamsuar, dan Reflianto. 2019. “Pendidikan dan tantangan pembelajaran berbasis teknologi informasi di era revolusi industri 4.0.” *Jurnal Ilmiah Teknologi Pendidikan* 6(2): 1–13.
- [27] Wardoyo, Cipto. 2015. “The Measurement of Teacher’s Personality Competence and Performance Using Embedded Model.” *Journal of Education and Practice* 6(26): 18–24.———. 2017. “Professionalism and Compensation.” *Jurnal of Applied Management (JAM)* (36): 33–44.
- [28] Zhang, Wunong, Yuxin Wang, Lili Yang, dan Chuanyi Wang. 2020. “Suspending Classes Without Stopping Learning: China’s Education Emergency Management Policy in the COVID-19 Outbreak.” *Journal of Risk and Financial Management* 13(3): 55.