

Professional Digital Competency of English Teacher at SMPN 30 Banjarmasin: A Case Study

Grazia Elvrinna Novritersa¹, Noor Aisyah², Faisal Rahman³, Aulia Azmi⁴

^{1,2,3,4} Universitas Sari Mulia, Indonesia

* Correspondence e-mail; graziaelvrinna@gmail.com

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Abstract

The current development of digital technology is very good to be utilized to improve the quality of learning through digital media. There are professional digital competencies that teachers must master to enable them to actively use digital media in the classroom. This study aims to determine how the professional digital competencies of teachers in the digital era that continues to develop at SMPN 30 Banjarmasin. This study uses a qualitative research method with a case study. The researcher selected English teachers from SMPN 30 Banjarmasin as respondents, consisting of three teachers. In data collection, the researcher used an interview technique. The researcher used three main stages in data analysis, namely; Data collection, Data reduction, and Data presentation. The results of the study show that based on the data, the author found that most English teachers have a good understanding of professional digital competencies. They understand digital ethics, use various digital media, participate in relevant training, lead and guide students in the use of digital media, collaborate with colleagues on digital topics, plan learning with digital media, and observe student changes with digital media. However, there needs to be increased consistency in the use of digital media. Based on the data analysis discussed, it can be concluded that English teachers are quite proficient in mastering professional digital competencies.

Keywords

Digital Media Learning; Professional Digital Competency; Teacher Competency.



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1. INTRODUCTION

Education is a part of human life. It is a necessity of life that is needed by everyone, whether children, teenagers, adults, or parents, everyone needs education (Lestari et al., 2019). The quality of education significantly impacts the educational process, and teachers play a crucial role in supporting this quality. Teachers have a great contribution on the success of learning in school (Dwi Handayani et al., 2021). Quality teachers help students achieve their goals by fulfilling basic competencies. Professional teachers are

required to possess pedagogical, personality, social, and professional competencies. Article 10, paragraph 1 of Law Number 14 of 2005 mandates these competencies, which are holistic and define professional teachers.

As for carrying out their duties, teachers are required to have basic abilities in order to present lessons that attract the attention of participants educate (Utami & Hasanah, 2020). One of the influences on learning so that the material can be conveyed well is the use of learning media, where the teacher must master the learning media so that the material is more interesting. Teacher required to have broad insight and mastery of theoretical concepts, able to choose the right model, strategy and method in carrying out activities learning (Utami & Hasanah, 2020). Competency Professionalism is the ability to master learning material broadly and in-depth that connects the content of the learning material with the use of using communication and information technology and providing guidance to students in accordance with national education standards (Utami & Hasanah, 2020). Teachers are expected to be able to develop their professional competencies, especially in the digital field as a learning medium in an increasingly modern era, and this can help optimize learning in the classroom. In the current digital era, teachers' professional competency must continue to develop as time goes by. This is very influential when teachers use digital media for learning in order to maximize student understanding. In the current digital era, where advances in science and technology are increasing rapidly, a teacher must improve his performance and ability to create good professionalism (Imaniah & Al Manar, 2022). Teachers must be able to master digital technology for learning media, and this is also important to prepare students to become better graduates, especially in the digital era.

A teacher at school requires digital competency to achieve effective and efficient learning outcomes (Sitompul, 2022). The emergence of digital media can now be used as a learning medium, and teachers must have professional digital competency to help develop higher-quality learning. According to Kelentrić et al., (2017), the role of teachers who master PDC is very important to develop basic skills and students' specific knowledge; therefore, teachers should master PDC during initial teacher education and then through education and development, continuing professionalism throughout their teaching career. It is hoped that the use of digital media will be able to improve the quality of learning in Indonesia and meet national education standards. English teachers who master PDC should find it quite easy to master digital media because the application of digital media is usually based on English. Therefore, in pursuing English in class, it will be easier to use digital media. As for listening learning, teachers can of course use digital speaker media to make learning easier in class. The digital

professional competency of a teacher is closely related to teaching English in the classroom, where teachers who master PDC are able to help students improve the quality of learning. Many learning platforms and applications currently use English in their applications so that English teachers will, of course, be more proficient in digital media and master PDC. The English teacher at SMPN 30 is capable of using digital media. Therefore, the researcher aims to find out how is digital professional digital competency of English teachers at the school.

2. METHODS

This research used a qualitative method. According to Arikunto (2010), a descriptive study is a kind of non-hypothesis research and does not need to formulate the hypothesis in the steps of the research. Qualitative data consist of words or sentences categorized to draw conclusions, summarized, compared with expected results, and expressed as percentages. One type of qualitative research is the case study method, which focuses intensively on a specific object. According to Arikunto (2013), research methods are the methods used by researchers to collect research data. The research conducted by the author with the title "Professional Digital Competency of English Teachers at SMPN 30 Banjarmasin: A Case Study" is qualitative research with a case approach. Qualitative research is research that produces descriptive data (descriptions in the form of written or spoken words of each behavior of the people observed). (Nawawi, 2003), stated that "case study data can be obtained from all parties concerned; in other words, the data in this study was collected from various sources." As a case study, the data collected comes from various sources, and the results of this research only apply to the cases investigated. The population of English teachers at SMPN 30 Banjarmasin is three. The researcher wanted to know all the digital professional skills of English teachers at the school, so the researcher used the purposive sampling method. According to Sugiyono (2018), the purposive sampling technique involves taking samples using several samples with certain considerations in accordance with the desired criteria to determine the number of samples to be studied. The researchers selected all English teachers at the school, totaling three teachers, with the criterion that all of them had previously used digital media in their teaching.

In this research, researchers used interviews to collect the data needed for the research. The researchers want to understand how the Professional Digital Competency of three English teachers at the school works through 11 open-ended questions adapted from Amalia Nadia (2020) and adjusted according to the PDC framework from the Norwegian ICD Center in Education 2017 as indicators. To analyze the data, the

researcher used qualitative methods. Qualitative methods involve the processes of data collection, data reduction, and data presentation.

3. FINDING AND DISCUSSION

This study was conducted to determine the PDC (professional digital competency) of English teachers at SMPN 30 Banjarmasin. The research data was collected through interviews with English teachers on Thursday, August 8, 2024. Three teachers were interviewed to find out how their PDC skills are. This study presents eleven interview questions that must be answered by the three English teachers. After conducting the interviews, the researcher found that each teacher has different PDC skills. Teachers feel that the digital media used is very helpful in delivering learning materials, and students are more enthusiastic about learning. The results are as follows:

Subjects and basic skills of teachers are related to digital media, where teachers understand the development of digital media to be able to expand learning content. With the utilization of digital media, learning becomes more qualified and increases the effectiveness of learning, which becomes interactive and interesting. As for the results of the teacher interviews regarding how teachers design the delivery of learning materials in the classroom are as follows:

Table 1. Techers prepatation

Code	Interview Results
T1	Reading, determining media
T2	Learning ahead of the students, using Canva to create a PowerPoint for delivering the material
T3	Reading, preparing PowerPoint materials if using a projector

From the results above, it can be seen that teachers design learning by reading the material to be delivered and then determining the media to be used. Teachers also utilize digital media in designing the delivery of learning materials in the classroom.

As for the results of the digital media that teachers use in class learning, they are as follows:

Table 2. Digital media used by the teachers

Code	Interview Results
T1	Projector, Laptop, Speakers, Canva application
T2	Projector, Laptop, Speakers, Canva application
T3	Projector, Laptop, Speakers, Handphone, Canva application, Youtube application

From the results, it can be seen that teachers use digital media for learning in class. The digital media used is also almost the same as the teacher's activity. From the results of interview questions 1 and 2, it can be seen that the teachers understand or master the basic skills and subjects taught.

Based on the findings obtained from the interviews, the results reveal that the three teachers design their material delivery by reading or studying the content to be presented, then selecting the media to be used. Teacher 2 and Teacher 3 create PowerPoint presentations when using an projector. From the interviews there is a commonality in how they design their material delivery in the classroom, which is by studying the material first and determining the media. The media used by all three teachers is also similar, consisting of an projector, laptop, speakers, and the Canva application, while Teacher 3 also uses a handphone and the YouTube application. In addition to textbooks, teachers can utilize digital media to obtain more information about learning materials because it provides internet access (Sakti, 2023). In this regard, teachers are expected to understand how digital developments and their utilization can expand learning content. Teachers must also master the subjects and basic skills they teach by utilizing digital media. From this, it can be understood that the teachers at the school have a good understanding of how to use digital media to deliver learning materials. However, designing the delivery of materials by incorporating digital media to expand the learning content does need improvement, as the teachers still often rely on books in this regard. Nevertheless, the use of digital media indicates that these teachers are capable of mastering the subject matter and basic skills by utilizing digital tools. It is just that to design the delivery of materials, teachers need to enhance their involvement of digital media to have a broader content for teaching materials.

In this case, teachers must understand the perspective of digital development and the importance of the function of digital media in society in the sense that teachers must be more active in involving digital media with students so that students in the future have more access to digital and digital skills development. Here are the results from the interview regarding how often teachers use digital media in their teaching:

Table 3. Frequency of using digital media

Code	Interview Results
T1	Rarely
T2	It depends on the situation, but 75% should be digital media
T3	Rarely

From the results above, it can be seen that there are two teachers who rarely use digital media in learning, and there is one teacher who adjusts the situation when using digital media.

The results of the interviews regarding the significant changes that teachers observe when using digital media in learning are as follows:

Table 4. Student's response related digital media used by teacher

Code	Interview Results
T1	The children are more excited, more focused, and more enthusiastic
T2	The students are more excited, more active when learning, and they are quite engaged during question and answer sessions
T3	The students are more enthusiastic

It can be seen from the results in the table that when teachers use digital media, students are more excited, focused, and active. This shows that digital media affects the quality of learning, and learning also becomes more interactive. From the results of the interviews, questions number 3 and 4 indicate that teachers understand the use of digital media in learning. However, there are still some teachers who rarely utilize digital media in their teaching, and teachers are also able to observe changes in students when using digital media. Furthermore, the results show that teachers understand School and Society, but two of them still seldom take advantage of digital media.

From the interviews, the researcher found that Teacher 1 and Teacher 3 rarely use digital media, while Teacher 2 uses it frequently, depending on the situation. The teachers observed significant changes when using digital media, noting that students are more enthusiastic, focused, and active in their learning. Teachers are expected to recognize the importance of digital media in modern education. Actively using digital media can help make learning more creative because digital media is constantly being updated to access many features, which can encourage students to be more interactive in their learning and train them to become accustomed to advancing technology over time (Sakti, 2023). There is a habit of learning activities involving digital media as a learning tool or searching for learning information, helping students in the future as better qualified nation successors thus reducing the gap in digitalization (Siregar & Sumantri, 2024). Teachers should contribute to students' digital development to ensure their future market participation. Overall, two teachers are less active in using digital media, while one depends on the context. However, all three teachers can foster student enthusiasm and focus, though some still lack contributions to the School and Society in the PDC.

In this regard, teachers understand the values related to digitalization in society and have insights into the legal regulations concerning the ethics of digital use. In this context, teachers are also responsible for ensuring that students comprehend the ethics of digital usage during learning and take action to ensure that students recognize the importance of good digital behavior. The results of the interview regarding how teachers are responsible for ensuring the ethical use of digital media in the classroom are as follows:

Table 5. The teachers' responsibility related to digital media ethics

Code	Interview Results
T1	The P5 project on Digital Media Content that is beneficial and non-beneficial discusses the content that is useful and that which is not
T2	It is advised to make an agreement with the students
T3	Guided, advised, urged

From the results above, we can see that each teacher is responsible for ensuring that students use digital media appropriately. Additionally, teachers also conduct projects through P5 (*Projek Penguatan Profil Pelajar Pancasila*) aimed at encouraging the achievement of the Pancasila Student Profile.

The results of the interview regarding the actions of teachers to ensure that students understand the importance of good digital behavior are as follows:

Table 6. The teachers' actions related to digital media ethics

Code	Interview Results
T1	Encouraging, inviting, providing explanations
T2	Urging, making an agreement with the students
T3	Guided, urged

From the results above, it can be seen that the teacher takes action to ensure that students use digital media appropriately. From questions 5 and 6, it can be understood that the teacher understands the values related to digital ethics and has insights regarding the regulations of digitalization ethics.

Based on the findings obtained from the interviews, the researchers found that the three teachers are responsible for ensuring that students use digital media ethically and that students are aware of good digital behavior. The three teachers exhibited similar actions, such as encouraging, inviting, providing explanations, and making agreements. The teacher 1 created the P5 project as a responsibility to ensure that students use digital media properly. In this regard, teachers are required to understand the values related to ethics and legal regulations in the digitalization of society. When teachers utilize digital media in learning, they must provide an

understanding of digital ethics as a safeguard for the proper and appropriate use of digital tools (Khalisatun Husna et al., 2023). Teachers must have insight into the proper use of digital tools to help monitor students' digital development. From this, it can be seen that the three teachers contribute to the understanding of the values of digitalization in society and ethics in the Professional Digital Competency of teachers.

In this case, it refers to the context of applying principles and teaching methods related to the use of digital media in the learning process. In this regard, teachers must gain more knowledge about their profession in a digital environment. Below are the results of an interview with teachers regarding whether they participate in training or workshops to enhance their teaching skills in using digital tools:

Table 7. Training or workshop joined by the teacher

Code	Interview Results
T1	Following the assembly at school
T2	Joining study communities at school and online training
T3	Following the assembly at school

From the table above, it can be seen that three teachers attended training to develop their teaching skills in the use of digital tools, and teacher 2 attended online training outside the school in addition to improving skills.

Another result regarding too teacher evaluate, plan, and teachers evaluate, plan, and organize students when using digital media in learning is as follows:

Table 8. Teacher Evaluation, Planning, & Organization related digital media in learning

Code	Interview Results
T1	There is planning, but no evaluation is conducted
T2	Planning and organizing
T3	Planning

From the results above, each teacher plans their lessons when using digital media, but there are two teachers who rarely use digital media in their teaching, thus not conducting evaluations of the lessons utilizing digital media. It can be understood that the information from the interviews related to questions 7 and 8 shows that all three teachers attended training or workshops to improve their teaching skills in using digital media. In addition, each teacher also plans their lessons when using digital media. It is just necessary to conduct an evaluation to find out the changes when using digital media and improve the organization towards the use of digital media in learning. It is clear that all three teachers are sufficient in applying the principles and methods of pedagogy and subject didactics, and all three teachers have attended

training or workshops to develop their skills. In addition, it was found that each teacher designed their lessons when using digital media.

From the interview findings, the researcher discovered that all three teachers participated in the learning community training available at the school, and Teacher 2 also took online training outside of school to enhance their teaching skills using digital media. The three teachers collaborated in designing lessons using digital media; however, teachers 1 and 3 did not evaluate or organize their work because they rarely used digital media. In this regard, teachers need to have principles and methods in teaching related to digital media. Therefore, teachers should develop their knowledge as digital technology continues to advance. According to Fatahilah (2023), teachers need to develop their skills and knowledge in the use of digital media. This is necessary due to the advancement of digital technology, which allows teachers to enhance their abilities and apply design and evaluation in the teaching conducted in the classroom. By participating in training, teachers contribute to their profession and enhance their own understanding. Additionally, teachers need to evaluate their lessons to analyze progress through the use of digital tools, which is essential for assessing the effectiveness of the learning conducted. From this, it can be understood that the three teachers are quite good at contributing to pedagogy and didactic subjects at PDC, but they need to evaluate and organize learning when using digital media.

In this regard, teachers are expected to guide learning when using digital media. Teachers are expected to have mastery over the digital media used and to be able to provide direction or manage learning effectively. The results of the interview regarding how teachers manage the classroom with the help of digital media are as follow:

Table 9. Management Classroom using digital media

Code	Interview Results
T1	Guiding students
T2	Giving instructions
T3	Guiding students

From the results above, it can be concluded that all teachers master the Leadership of Learning Processes, where teachers guide students when using digital media in learning. It means that teachers can effectively lead learning through the use of digital media.

From the interviews, the researcher found that all three teachers effectively led learning using digital media by guiding their students. The leadership of teachers in the learning process of using digital media is essential to support its implementation;

teachers must be able to demonstrate their mastery effectively (Septiana & Hidayati, 2022). This leadership is crucial in modern education, helping participants understand and utilize digital tools effectively. Strong leadership fosters an adaptive, innovative, and collaborative learning environment, enhancing digital competencies. With effective leadership, the learning process becomes more focused, leading to significant improvements in digital skills. Teachers are expected to master the digital media they use, as their professional competence is vital for achieving quality learning outcomes. Overall, all three teachers exhibit leadership in the learning processes related to professional digital competency.

In this case, it refers to communication to obtain information, collaborate, and share knowledge with fellow teachers to expand on the subjects taught and the digital media used, thus fostering interaction with other teachers. Here are the results of the interview regarding whether teachers engage in interaction and communication with each other related to the subjects they teach and the digital media used:

Table 10. Teacher interaction & communication to others related their subject and digital media

Code	Interview Results
T1	Discussion with fellow English teachers
T2	Discussion with fellow English teachers and colleagues
T3	Discussion with fellow English teachers and colleagues

From the results above, it can be seen that all teachers engage in discussions with their fellow teachers regarding the subjects and digital media used. This result also indicates that each teacher interaction and communication to share knowledge and other information with one another.

From the interviews, the researcher found that all three teachers engaged in discussions with fellow English teachers about their subjects and the digital media they used. Teacher 2 and Teacher 3 also communicated with teachers outside the English department. Teachers need to communicate with each other regarding digital media or the teaching materials they handle, as this greatly aids in sharing information for quality improvement, problem-solving, and support among fellow teachers (Puspitosari & Lokananta, 2021). Communication allows for exchanging information, collaboration, and sharing important knowledge about subjects and digital media. Trust and contributions are essential for effective participation, enabling the sharing of developments and insights. Interaction between English teachers and others enhances education quality in the digital era. By discussing digital techniques and implementation strategies, teachers can develop more effective methods. Good

communication also facilitates integrated learning planning, allowing subjects, especially English, to synergistically use technology. The exchange of ideas helps teachers tackle technical challenges and adapt to advancements. Productive interactions improve teachers' digital competencies, positively impacting student learning. Ultimately, all three teachers excel in interaction and communication in the PDC.

In this regard, teachers are expected to be aware of the development of digital media, so they need to adjust their practices based on these advancements. One way is for teachers to enhance their competencies through research and development. By conducting research or creating scientific works, teachers can enhance their understanding of digital media. Here are the results of an interview with a teacher regarding whether they have ever created a scientific work related to the digital media used and the subjects they teach:

Table 11. Teachers' scientific works

Code	Interview Results
T1	Never before
T2	Have ever made
T3	Never before

From the results above, it can be seen that there are two teachers who have never created scientific works related to digital media and the subjects they teach, and only one teacher has ever produced such scientific work for the purpose of career advancement. The results also indicate that there are two teachers who have not contributed to efforts for the change and development of PDC.

From the interviews with the three teachers, the researcher found that two teachers, Teacher 1 and Teacher 3, have never created scientific works related to digital media. Meanwhile, Teacher 2 has created a scientific work focusing on audiovisuals as a requirement for teacher promotion. Teachers must recognize that digital technology is continuously evolving, and to enhance their development, they can adjust their practices based on research. The scientific work related to digital media that teachers compile greatly contributes to the development of education and technology, as it provides knowledge to other educators as well as serves as a development of the teachers' own expertise (Lubis et al., 2022). Creating academic work offers teachers the opportunity to deepen their understanding of the latest technology and teaching methodologies, encouraging the application of new theories in practice. Contributing to scientific publications also allows for valuable feedback from peers and researchers, enriching their insights. Overall, this activity fosters a more dynamic and adaptive

learning environment. Ultimately, only one of the three teachers has produced scientific work, highlighting a lack of contribution to progress in the PDC.

CONCLUSION

This study aims to find out how is professional digital competency of digital media by the teacher. In conclusion, the English teachers at that school demonstrate that they possess a sufficient level of Professional Digital Competency. From the interview results, there are quite a few good responses regarding how teachers manage learning by utilizing digital media. However, the competence of teachers in using digital media for teaching still needs to be improved. It should also be noted that teachers understand the values of digital ethics, are able to use various types of media and digital applications, participate in training or workshops to enhance their skills and knowledge regarding digital media, can lead learning and guide students when using digital media, communicate and interact with fellow teachers about the subjects and digital media being used, are capable of planning lessons with digital media, and can observe changes in students when using digital media. From the interview results, there are also aspects that need improvement, such as the consistency of teachers in using digital media, as it can be observed that students are more enthusiastic and active when digital media is utilized. It is also noted that there are two teachers who have never produced written works related to digital media.

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