

## A Reflection on Dynamics of Teacher Competence to Cope with Post-Pandemic Teaching in Indonesia

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**Abstract: A Reflection on Dynamics of Teacher Competence to Cope with Post-Pandemic Teaching in Indonesia.** **Objective:** This paper aims to describe Indonesian teachers' competence in coping with the COVID-19 pandemic through their self-reflection and satisfaction with their teaching practices during the pandemic. **Methods:** A cross-sectional online survey using snowballing sampling was employed. **Findings:** This study found that from 111 teachers from various provinces in Indonesia participated in the survey, dynamic modifications in the teacher competencies, especially in the pedagogical and social competencies were apparent. Overall, while pedagogical competence experienced a decrease, social competence increased, whereas personality and professional competencies stayed the same. The volatile, uncertain, complex, and ambiguous (VUCA) conditions during the pandemic indicated facilitation in improving teacher competencies, primarily in the teachers' ability to integrate ICT into their teaching practices. However, the VUCA situation also recedes the teachers' competencies in understanding their learners (pedagogical competence), in being democratic and reasonable (personality competence), and in socializing with students and colleagues (social competence). Therefore, adaptive teaching and social-emotional competencies are crucial for teachers to manage post-pandemic teaching. **Conclusion:** These results should inform the importance of accommodating the VUCA framework in teacher competence to deal with new standards in education.

**Keywords:** distance learning, ICT in ELT, teacher competencies, new normal education, VUCA circumstances.

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## ■ INTRODUCTION

Teacher competencies in Indonesia are legitimately categorized into four categories: pedagogy, personality, social, and professional. Each competence is further described by several characteristics defined in the government regulation number 74 Year 2008 as a guide for teachers in Indonesia to perform their professional responsibilities successfully. Scrutinizing the characteristics of each competence, it is noticeable that teachers' technological knowledge appears in teachers' pedagogical competence, social

competence, and professional competence, indicating an intersection among the three competencies. The intersection supports Mishra & Koehler's (2006) the conception of 'technological pedagogical and content knowledge' (TPACK), which considers the overall intersection of teacher knowledge categories. It emphasizes the importance of teachers' capability in integrating technologies into pedagogical concepts and teaching practice. Nevertheless, ICT and the growing digital technologies demand an up-to-date search for

teaching strategies and approaches to respond to the transformation in teaching and learning (Compton, 2009).

The realization of teacher competence was challenged during the COVID-19 pandemic when sudden and disruptive changes occurred. Once its outbreak reached Indonesia in March 2020, the government instructed all schools to stop face-to-face meetings and shifted all instructional activities to distance learning mode. Most schools then quickly picked up online learning to sustain the learning process, ensuring emergency remote teaching (ERT) was performed. Unlike e-learning, which has well-planned extensive online course designs with long-term investment strategies that make use of evidence-based approaches to establish the desired type of learning environment (Barbour et al., 2020), ERT struggles with even the most fundamental aspects like the planning and design of the courses which leads to teachers and students encountering hardship including in adapting with technologies used in the online instructional activities (Sepulveda-Escobar & Morrison, 2020). In addition, teachers needed to eventually rely on technology while their knowledge about integrating information and communication technology (ICT) into their teaching was still lacking.

Prior to the ERT, technology integration in language classrooms had not reached the optimum level, and one of the significant barriers is many teachers graduate with little or no knowledge of how technology can be used in teaching (Grundmeyer & Peters, 2016; Guzman & Nussbaum, 2009; Tsai & Chai, 2012). On top of that, the failing internet connection, digital inequity and privacy (Khlaif & Salha, 2020), and disability services (Baas et al., 2020) also added to the complexity of the problematic situation. Studies by Shafeeq and Baskaran (2015) highlight three main factors influencing ICT integration in teaching: inadequate technical/administrative support and facilities, poor knowledge about

technology integration, and insufficient financial support and time. Episodes of such difficulties were not limited to Indonesia, as research indicated that numerous other regions worldwide faced the same issues (Affouneh et al., 2020).

During the pandemic, the unanticipated instruction to abruptly shift from face-to-face meeting into ERT had put teachers in volatile, uncertain, complex, and ambiguous (VUCA) circumstances. VUCA results from disruptive innovation that challenges management in an unpredictable and demanding world (Millar et al., 2018). It entails a challenging and constantly shifting environment that requires adaptable and flexible approaches to knowledge, information, and change (Waller et al., 2019). In teacher education, Livingston (2017) nominates specific competencies for teachers to cope with the VUCA world, among which are digital communication in foreign languages, digital competencies, and learning to learn. The VUCA situation had made it urgently necessary for teachers to improve not only their competencies related to ICT but also to be autonomous and adaptable because in turn, teachers had to autonomously learn how to use social media or free online platforms (Affouneh et al., 2020) to cope with the ERT.

Surviving from the VUCA circumstances during the pandemic, teachers should critically reflect on their competencies to navigate the VUCA situation brought about by the pandemic. Teachers may develop new skills that improve their competence, or, on the contrary, teacher competencies may recede due to the difficulties they face. This self-reflection should then influence how teacher education institutions may effectively integrate relevant information and skills into their programs, equipping future teachers with the necessary tools to navigate the VUCA environment successfully. Hence, engaging in a more profound discourse regarding the essence of VUCA in the realm of post-pandemic teaching is worthwhile.

Relevant previous studies revealed that VUCA situation during the pandemic has taught teachers the significance of improving teacher competencies by embracing adaptability and reflective practice (Agudo, 2023) in using various media and technologies (Pultoo & Oojorah, 2020; Rodionov et al., 2021; Yaccob et al., 2023) and promoting students autonomous learning (Rodionov et al., 2021; Yaccob et al., 2023). Nevertheless, the dynamics of teacher competence during the pandemic and how they contribute to post-pandemic teaching in the Indonesian context still need exploration. Therefore, this paper aims to describe Indonesian teachers' competence in coping with the COVID-19 pandemic through teachers' self-reflection and satisfaction with their teaching practices during the pandemic. The reflection results should inform the importance of integrating VUCA in education.

**METHOD**

**Research Design**

A cross-sectional survey to describe current attitudes, beliefs, opinions or practices (Creswell, 2012) was employed to reach the objective of this study, which was describing teacher viewpoints related to the dynamics of their competencies as teachers while coping with the VUCA situation during the pandemic. Additionally, a cross-sectional survey, which collects data at a certain point (Fraenkel et al., 2012), is suitable for this study due to feasibility concerns because the study involved teachers from different regions in Indonesia, which would provide challenges if a longitudinal survey used.

**Research Participants**

Conforming to Creswell's (2012) guiding steps in conducting a survey study, this study starts with identifying the population. All teachers across Indonesia who performed ERT during the pandemic were acknowledged as the population. Further, by taking into account that the teacher competence based on government regulation number 74/2008 was employed as the framework of this research, the target population of this study was secondary school teachers in Indonesia who employed ERT during the pandemic. Following Fraenkel et al. (2012) that in a cross-sectional survey information is assembled from a sample pulled out from a predetermined population at just one point in data collection, sampling was carried out in this study.

A sample is described as a section from the target population that the researcher intends to investigate (Creswell, 2012). In this study, nonprobability sampling using the snowball technique (Creswell, 2012) was employed. First, the researcher selected participants who met the attributes needed for the research, which were accessible and advantageous. Then, the researcher requested the chosen participants to distinguish others to become the sample. In this manner, many participants from diverse geographical areas in Indonesia can participate in the study in a relatively short time. As a result, 111 (one hundred eleven) teachers participated in the survey. Table 1 provides detailed information about the provincial origin of the participants.

**Table 1.** Participants' geographical origin

Province	Number of Participant	Percentage
Banten	3	2.70%
Jakarta	6	5.41%
West Java	1	0.90%
Central Java	60	54.05%
East Java	6	5.41%

East Borneo	10	9.01%
North Borneo	4	3.60%
East Nusa Tenggara	21	18.92%
Total	111	100%

### Research Instrument

A questionnaire developed from the characteristics constructing the four teacher competencies in Indonesia was used as the instrument in this study. The questionnaire is a non-test instrument comprised of 28 items with three types of inquiry: open-ended questions, 3-point Likert scale statement and multiple responses inquiries. There were three sections in the questionnaire. The first section had three open-ended question items aimed at recording participants' demographic information. The second section focused on the participants'

reflections on their competencies during the ERT practices. Therefore, question items in this section were constructed from sub-competencies of the four teacher competencies stated in the government regulation number 74/2008. The pedagogical, personality, social, and professional competencies were indicated by eight, ten, three, and two sub-competences respectively; making up a total of 23 sub-competencies as indicators of the teacher's competencies (see Table 2). Thus, a total of 23 question items representing each sub-competencies of the four teacher competencies were presented in this section.

**Table 2.** Indicators of teacher competence

No	Competence	Indicators	
1	Pedagogy	1.1	knowledgeable and mastered the learning theories
		1.2	know students' characters
		1.3	develop the concerned course curriculum
		1.4	design learning activities
		1.5	perform dialogic teaching
		1.6	utilize educational technology
		1.7	evaluate the learning result
		1.8	facilitate students to develop and maximize their potential
2	Personality	2.1	wise and prudent
		2.2	democratic
		2.3	confident
		2.4	having self-esteem
		2.5	emotionally stable
		2.6	honest
		2.7	reliable
		2.8	reasonable
		2.9	objectively evaluating self-performance
		2.10	independently improving continuous professional development
3	Social	3.1	communicate politely in any mode of communication (spoken, written and/or sign)
		3.2	functionally utilize information and communication technology
		3.3	effectively interact with students, colleagues, staff, principals, student parents or guardians
4	Professional	4.1	master a comprehensive understanding of the subject matter under the prescribed curriculum of educational units, subjects, or groups of subject taught.

- 4.2
- master a deep understanding of the concepts and methods used in the relevant fields of study, technology, or art, which conceptually involve or align with the unit of education program, subject matter, and/or set of subjects to be taught

Finally, the third section of the questionnaire also made use of the 23 sub-competencies as indicators of the participants’ satisfaction related to the four teacher competencies. This section contained two open-ended questions addressing the participants’ satisfaction with their competencies as teachers during the pandemic. The 23 sub-competencies were employed as multiple responses that could be chosen from by the participants when responding to the two question items in the questionnaire.

Once the instrument was ready, it was then tried out by 20 lecturers conducting ERT during the pandemic to measure its validity and reliability. The questionnaire was confirmed to be valid as all the items had Sig. value > 0.05 and the *r-value*>*r-table*. The questionnaire was also highly reliable with Cronbach’s Alpha coefficient of 0.988.

Data Analysis

Having the research instrument ready in the Google Form, a link to access the questionnaire was provided and distributed to the target population using WhatsApp chats. Responses to the questionnaire were documented in the Google form spreadsheet. The quantitative data were analyzed descriptively in percentages, while the qualitative data were scrutinized on the most nailed findings. Both data are presented through tables or figures to complement detailed narrative

elaborations discussed using a teacher competence point of view.

RESULT AND DISCUSSION

One hundred eleven teachers across Indonesia participated in this study by filling out the research instrument. Further, the responses to sections two and three of the questionnaires were analyzed under four themes representing teacher competencies: pedagogy, personality, social, and professional. Results drawn from the analysis are projected to imply lessons learned pertinent to the dynamics of teacher competencies in VUCA situations during the pandemic to later get ready for post-pandemic teaching.

Pedagogical Competence

Indonesian government regulation number 74/2008 characterizes standards for each of the four teacher competencies in Indonesia. In pedagogical competence, 8 sub-competences were serving as indicators in the questionnaire. From the survey findings, the use of ICT was acknowledged by most participants (74.8%) as the one increased. On the other hand, 69.4% of participants admitted that the ability to understand their learners was decreased, and evaluating learning was the characteristic that stayed the same (50.5%). Table 3. presents comprehensive information pertinent to the reflection on their pedagogical competency during online teaching.

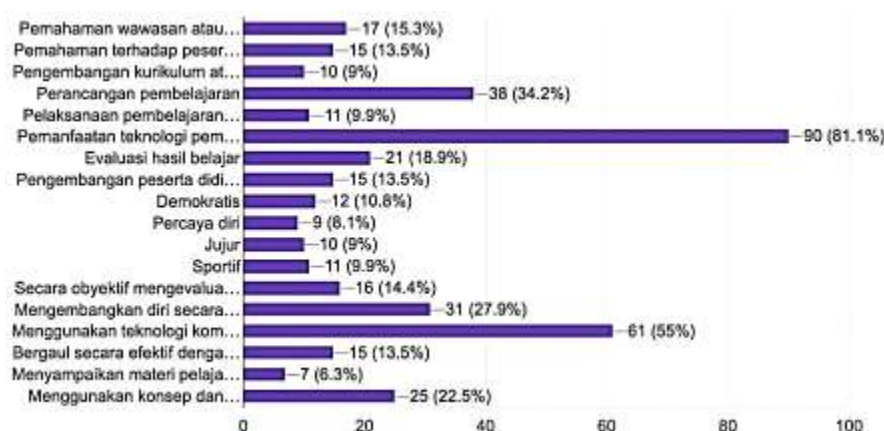
Table 3. Reflection on the pedagogical competencies during online teaching

Characteristics	Reflection		
	Decreased	Stayed the same	Increased
Educational knowledge	37.8%	36.9%	25.2%
Understanding learners	69.4%	21.6%	9%
Syllabus development	38.7%	43.2%	18%
Planning a lesson	32.4%	36%	31.5%

Dialogic teaching activities	63.1%	21.6%	15.3%
The use of ICT	13.5%	11.7%	74.8%
Learning evaluation	33.3%	50.5%	16.2%
Helping learners maximize their potential	57.7%	30.6%	11.7%
Total percentage	43.2%	31.5%	25.2%

In addition to reflecting on the alteration in the teachers' competencies, the teachers' satisfaction with the competencies' dynamics was also investigated. Figure 1. shows the findings of the third section of the questionnaire which required respondents to identify competencies

that they regard satisfactorily performed in their teaching practice during the pandemic. Among 23 multiple-responses options derived from the 23 sub-competences of teacher competencies, 18 were opted by the participants; 8 of which belonged to pedagogical competence indicators.



**Figure 1.** Satisfying characteristics of the teacher competencies

From the findings pertinent to pedagogical competence, it is learned that the teachers' competency in integrating ICT into their teaching practice was not only improved but also satisfying as 81.1% of the teachers acknowledged their satisfaction with their performance of the sub-competence. However, it seems that the teachers were more satisfied with how they planned the lesson (34.2%) than how they evaluated the students' learning (18.9%) regardless of their acknowledgment that these sub-competences relatively did not change during the pandemic teaching. Further, curriculum or syllabus development became the least satisfying indicator of pedagogical competence as only 9% of the respondents professed their satisfaction. This

finding does not confirm the teachers' responses that understanding learners is the most decreased competency during the pandemic.

These findings imply that the VUCA circumstances during the pandemic have the potential to accelerate teachers' readiness to integrate ICT into their teaching, modify how they plan the lesson, evaluate students' learning, and cope with syllabus alteration. Before the pandemic, studies about teachers' competence related to the use of technology in teaching and learning led to questions about teachers' readiness to face the digital era. Behind the encouragement of integration, teachers have a lot to consider (Admiraal et al., 2017; Habibi et al., 2020; Rana & Rana, 2020). Drent and Meelissen (2008)

argue that the employment of advanced ICT in education is controlled by several aspects at the teacher level. A study by Dymont and Downing (2018) also reported that in online or blended courses, teachers often experience a sense of being overwhelmed by the integration of technology and retain a sense of anxiety regarding attaining their learning goals. Another study by Paulus and Stein (2010) also presented that teachers are anxious about their students' ability to acquire the essential skills needed for online

learning. However, the VUCA circumstances during the pandemic left teachers with limited choices but to cope with the situations, and it taught us that adaptable teaching is essentially fundamental to coping with the VUCA world.

### Personality Competence

Concerning the teachers' personality competence, ten sub-competences were employed as indicators in this study, which results are presented in Table 4.

**Table 4.** Reflection on the personality competencies during online teaching

Characteristics	Reflection		
	Decreased	Stayed the same	Increased
Being wise	22.5%	51.4%	26.1%
Democratic	24.3%	53.2%	22.5%
Confident	21.6%	52.3%	26.1%
Having self-esteem	19.8%	66.7%	13.5%
Emotionally stable	23.4%	55.9%	20.7%
Honest	19.8%	59.5%	20.7%
Reasonable	24.3%	52.3%	23.4%
Setting good examples	18.9%	60.4%	20.7%
Objectively evaluating self-performance	20.7%	55%	24.3%
Doing self-improvement independently	10.8%	40.5%	48.6%
Total percentage	20.59%	54.72%	24.66%

Being democratic and being reasonable are two characteristics acknowledged to have decreased by most participants (24.3%), while 66.7% also stated that their self-esteem remained the same. Also, 48% of the participants confirmed their efforts to self-improve independently increased.

Further, only six out of the ten sub-competences were opted by the participants to indicate their satisfaction (see Figure 1). Among the six sub-competences, doing self-improvement independently was chosen by 27.9% of the respondents; making it the most-opted satisfaction indicator in the personality competence domain, followed by the teachers' competence to objectively evaluate their performance as admitted by 14.4% of the

participants. Although the teachers admitted that their competence in being democratic and reasonable decreased during the pandemic teaching, 12% and 11% of the participants respectively admitted their satisfaction in the sub-competences of personality competence domain.

From the findings pertinent to the teachers' personality competence, it can be learned that the teachers' satisfaction with their competency in independently doing self-improvement confirms their increased personality competence during the pandemic. However, such independent self-improvement can impose certain mental weight that may cause negative emotions toward the teacher. Brun and Hinostroza (2014) argued that regardless of the teacher's confidence in their competencies in using ICT, more training is



necessary. Therefore, when teachers were eventually forced to cope with the VUCA situation as the abrupt shift to ERT took place while they were barely ready for technology-mediated teaching, coupled with hardly available assistance, the teachers were prone to struggling with mental health while adapting to the VUCA situation. This adaptation may lead to negative emotions (Portillo et al., 2020), as digital inequality can lead to frustration among teachers and learners (Khlaif & Salha, 2020). In this study, teachers' stable self-esteem and relatively satisfying efforts in being democratic and reasonable, seemed to help the teachers to get through the VUCA situation during the pandemic teaching. This result

once again demonstrates the importance of being adaptable and resilient in coping with the VUCA world.

### Social Competence

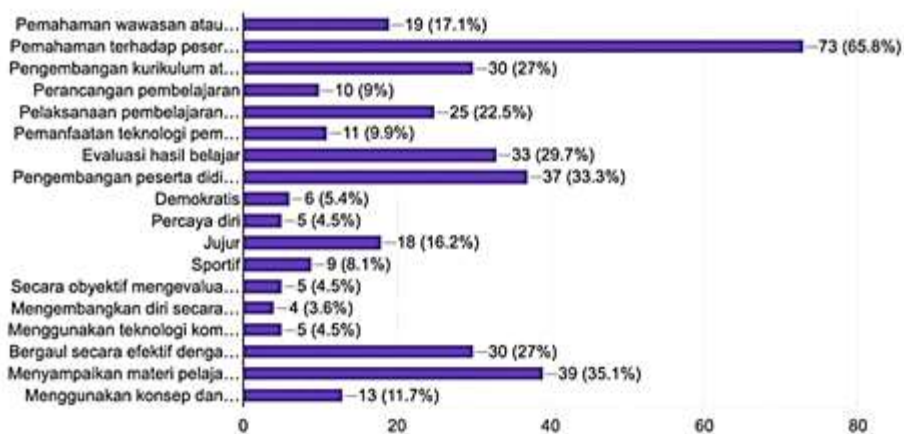
Next, social competence which encompasses three sub-competences was represented by three inquiries in this study. The results (see Table 5) revealed that most teachers (73.9%) experience in using ICT effectively was increased. Unlike their activity of socializing with students and colleagues, which was admitted by 33.3% of participants to be decreased, 47.7% of the participants asserted that their way of communicating politely stayed the same.

**Table 5.** Reflection on the social competencies during online teaching

Characteristics	Reflection		
	Decreased	Stayed the same	Increased
Communicating politely	10.8%	47.7%	41.4%
Using ICT effectively	5.4%	20.7%	73.9%
Socializing with students and colleagues effectively	33.3%	30.6%	36%
Total percentage	16.5%	33%	50.4%

While the majority of the teachers acknowledged that their competency in using ICT was increased (73.9%) and satisfying (55%), only 36% of the participants admitted that their competency in socializing or interacting with students and colleagues was increased/improved.

From Figure 2 that shows the unsatisfying characteristics of the teacher competencies, it can be noticed that while only 5% of the teachers were dissatisfied with their competency in using ICT, 27% of the respondents were dissatisfied with their interactions during the pandemic.



**Figure 2.** Unsatisfying characteristics of the teacher competencies



It can be inferred from the findings that teachers may prefer to have face-to-face interactions than technology-mediated interactions although their competency in using ICT was improved. This argument is in line with Dymont and Downing (2018) arguing that while technology is a crucial instrument for education, teachers believe that it cannot replace in-person instruction’s interpersonal bond. During the initial stages of transitioning to online teaching, teachers may understand the lack of competence regarding the technological competencies needed for online learning. However, the unreadiness of teachers in using technology in their classrooms seems to be forced to end as the COVID-19 pandemic hit. Schools and teachers are left with almost no choice except to go beyond their apprehensiveness in integrating ICT in their teaching for online learning, which appears to be a practically ideal solution to care for education. Beng et al. (2020) stated that the abrupt shift of situations and the transition to online learning have forced schools and teachers to look for alternative methods. These efforts once again underline the importance

of being adaptable in coping with the VUCA situations. Personal preference such as what is shown by the teachers participating in this research, should not necessarily overshadow the improvement of their competency. Although it is not a simple job to do as Montgomerie et al. (2016) noted that the challenging factors to online teaching are personal, interpersonal and process factors, while the major challenge is in conducting an emergency remote teaching using a curriculum that is designed for face-to-face learning, the result of this study proved that the teachers could go through the challenges.

Professional Competence

Lastly, the professional competencies with two indicators were presented in two inquiries, whose results are presented in Table 6. It can be learned that 50.5% of the participants disclosed that the learning material’s in-depth exploration was decreased. In addition, 44.1% of the respondents stated that their use of concepts and methods, technologies, or arts relevant to the subject they taught remained the same.

Table 6. Reflection on the professional competencies during online teaching

Characteristics	Reflection		
	Decreased	Stayed the same	Increased
Learning materials are explored deeply due to the standard of content	50.5%	33.3%	16.2%
Using concepts and methods, technologies, or arts relevant to the subject	19.8%	44.1%	36%
Total percentage	35.15%	38.7%	26.1%

Although most of the teachers perceived that their competence in using concepts, methods, technology, and arts remained the same, findings related to the teachers’ satisfaction with the realizations of their competencies during the pandemic teaching confirm that the teachers were more satisfied in this sub-competence than in their competence of doing in-depth exploration on the learning material.

The research findings indicate that the improvement of teacher competencies is mainly driven by the teacher’s ability to integrate ICT into their teaching practices. Most teachers stated that their knowledge and skill in utilizing ICT had improved in two main domains of Indonesian teacher competence – pedagogical and social competencies. Meanwhile, teachers technological competence in the professional competence

domain remained unchanged. The teachers further expressed satisfaction with the improvement they made. According to PP no.74/2008, the Indonesian teacher competence framework identifies technological knowledge as a critical component of three primary competencies: pedagogical competence, social competence, and professional competence, leaving out personality competence. It suggests that technological knowledge interconnects the three main competencies of teachers. The role of technological competence in interconnecting several teacher competencies has been highlighted in Mishra & Koehler's (2006) concept of TPACK. The 'technological pedagogical knowledge' (TPK) and 'technological pedagogical content knowledge' (TPACK) suggested by Mishra & Koehler (2006) are competencies that teachers need as they need to equip students to cope with the VUCA world (Yacob et al., 2023). Thus, ICT and its integration into teaching are essential new teaching materials for future teachers. ICT also facilitates them in broadening their professional network by easily keeping in touch with colleagues from various schools.

### **The Teachers Competencies During The VUCA Circumstances**

From the research findings, it can be learned that the VUCA condition during the pandemic could improve teacher competencies which they regard to be satisfactorily performed and improved, especially in integrating ICT into their teaching. This argument stems from the research on personality competence, which shows that teachers' efforts to self-improve independently have increased. While teachers have to search, learn, adapt and employ differing online platforms and resources to cope with the volatile and uncertain new approaches to teaching during the pandemic (König et al., 2020), they

are also compelled to deal with students' complex digital competencies, flawed content and instructional materials, ambiguous teaching quality, and barely available support and training. However, upon reviewing the research findings regarding pedagogical, social, and professional competence, which indicate a clear improvement in the ability to incorporate ICT in teaching, it is pertinent to assert that the VUCA circumstances during the pandemic have served as additional incentives for teachers to autonomously enhance their competence in utilizing ICT in their teaching. The teachers are content with their efforts, as it has been evident that their competencies in integrating ICT into teaching have been enhanced. With that in mind, this study highlights the importance of adaptive teaching as a decisive feature of high-quality instruction (König et al., 2020) in such a VUCA situation.

Despite the improved competencies in integrating ICT in teaching, the results of this study found that the VUCA situation during the pandemic also recedes the teachers' competencies in understanding their learners (pedagogical competence), in being democratic and reasonable (personality competence) and in socializing with students and colleagues (social competence). Teachers' challenges in understanding learners also become the most unsatisfying performance acknowledged by the participants in this research. These results seem to stem from the sudden change in the mode of interaction from face-to-face to online interactions due to social distancing policy. Similar findings were also identified in a case study performed by Sepulveda-Escobar & Morrison (2020) to explore the challenges and opportunities of online teaching. The study resulted in two indications. First, this distinct experience would have a beneficial impact on teacher education. Second, factors such as the absence of direct learner interaction and an unexpected setting shift

significantly impacted each student's learning process. Perceived as an approach that is constructed from diverse individual practices executed by teachers with barely modification in the educational system (Bingham et al., 2018), distance learning during the COVID-19 pandemic is identic to the implementation of online learning since the instructional activities are done by making use of the internet networks with accessibility, connectivity, flexibility and ability to generate various types of learning interactions (Moore et al., 2011). However, -Teachers, students, and - in many cases - parents are eventually forced to bear serious mental weight as they are demanded to conform to technologies they might hardly know previously (Khlaif & Salha, 2020).

On the point that the VUCA circumstances during the pandemic impose significant challenges on both teachers and students, the spotlight should be aimed at the teachers as they are the most responsible key factor in the sustainability of education during the pandemic. Teachers had to struggle to withstand numerous adjustments needed to conduct ERT learning and cope with the crisis as individuals and probably parents. Moreover, teachers also faced difficulty understanding and being understood by students due to the lack of interaction and relationship with students (Agudo, 2023) during their adaptation to the VUCA circumstances. Yet, they are still compelled to meet students' social-emotional needs, as students who struggle with VUCA circumstances require sufficient preparation in social-emotional competencies (Hadar et al., 2020). Since the autonomous learning done by teachers to improve their competencies during the VUCA situations is capable of causing significant complications, it is paramount that teachers gain new competencies to meet students' social and emotional needs to facilitate learners to develop theirs.

## ■ CONCLUSION

The volatility and uncertainty of teaching approaches and strategies topped up with complex challenges, which resulted in ambiguous teaching quality during the ERT in the COVID-19 pandemic, have accentuated the significance of ICT tools, digital teacher competence and teacher education opportunities to learn digital competence. While teachers' readiness to integrate ICT into their teaching practices appears to be slippery, distance learning during the COVID-19 pandemic has compelled ICT integration in teaching in almost all educational institutions in Indonesia. The VUCA situation during the pandemic seemed to be beneficial in enhancing the teacher competencies in integrating ICT into their teaching practices through the autonomy and adaptability quality of teachers. However, this adaptation imposed serious mental weight on teachers. Teachers have to go through the adaptation process with barely any support or training, and, at the same time, they also have to help their students cope with the VUCA situation. In this regard, social-emotional competence is imperative. Hence, further study on how the social-emotional competence of teachers and students can be improved is worth conducting.

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