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Future Skills of Indonesian Elementary Education Teacher Candidates

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Abstract

The study aims to identify the future skills needed for Indonesian primary school teachers to handle global issues and technological advancements. The research used the Delphi technique and involved 34 primary school education specialists. The study concluded that five areas of competency for prospective teachers include education, technology, social and personal adaptation, hard skills, and soft skills. Critical competencies were identified as improving communication, critical thinking, and information technology skills. The findings suggest that primary school teacher education programs should create a curriculum that develops these competencies and facilitates students' mastery of 75 specific skills to meet the competency requirements of aspiring primary school teachers.

Keywords: professional competency, future skills, and elementary school teacher education

Introduction

The 21st century presents a number of problems for teachers' professional competence due to the ongoing evolution of education and the emergence of new educational needs. It is very important to improve the professional competence of future teachers and modify them in relation to the possibilities and problems in the real world within the framework of Latvian education. Developing an inclusive learning environment for different groups of students and keeping up with technological changes are just two of the problems facing the professional competencies of future teachers.(Āboltiņa et al., 2023)

In the global, digital, technological era has recently emerged as a necessity for education. Teachers must adapt to these events by applying new ideas related to the paradigm and skills of 21st century learning, defined by the notions of communication, computing, automation, and information disclosure. (Lukiyadi, 2016). As mentioned in *National Council for Social Sciences* (NCSS) vision – meaningful, robust, value-based, demanding, and active – the integration of technology in learning topics is one of the advances in learning in the global-digital era. He is also strongly supportive of the development of three core 21st-century skills – learning and innovation; information, media, and technology; and life and career – all of which were created in collaboration with the Partnership Forum for 21st century skills. (Imam Farisi & Lukiyadi, 2016)

Scientific advances, especially in the field of technology, will continue to grow and tend to be unpredictable and even surprising, disrupting and damaging the current established order. The future will be difficult to predict, because today alone we have been shocked. The invention of artificial intelligence, robots, and big data has shifted and changed a lot and even eliminated some of today's human jobs (White, 2020)

There is an evolution of skills needed from today to the future (Loan zone et al., 2017). There are many

skills today that will no longer be used in the future. There are many new skills that are urgently needed in the future. There are many jobs today that will be shifted and lost in the twilight period. There are many new jobs or professions that will emerge in the future. If the current education, in the process of compiling graduate profiles is only based on the identification of the community's need for current skills, when the students graduate, then their skills are not used by graduate users. They become food (Bundy, 2017) So what to do? What needs to be done is to educate them to be capable and/or have skills according to their needs and future times. Therefore, it is important to identify the skills they need in the future, namely the 21st century, and use them as data to design curriculum and design learning. Of course, the learning principles are different from the learning principles of the past. Future generations do not need knowledge content, because they can get it independently by taking advantage of today's technological advances. What they need more is a learner's attitude and adapting to rapid changes (Khalil et al., 2020) Likewise, as a result of social and economic progress, educational institutions must provide the younger generation with the new competencies and skills necessary to take advantage of new socialization trends and actively participate in economic growth in a knowledge and skills-based system. The term "21st century" is generally used to refer to abilities and skills that imply that they are closer to the requirements of the new social and economic growth model than the previous century, which is more suitable for the new industrial mode of production.

The younger generation has experienced new forms of socialization and accumulation of social capital that are utilized by ICT developments. Their education, both at school and at home, needs to provide them with social values and attitudes and constructive experiences that will enable them to take advantage of these opportunities and contribute actively to these new spaces of social life.

In the world of Education, even in the 21st century, teachers play a very important role in advancing student education accordingly. Teachers as the main figures in education have an important role in guiding and educating students to become intelligent human beings and have commendable character. Teachers are used as guidelines for students to determine and direct all learning and learning activities. The designed learning activities are expected to be used as a basis that is able to achieve the planned educational goals, not only formalities in schools but must be carried out based on the planned goals. The teacher's task is to help students to be able to adapt to various life challenges and the urgency that develops in their training (Palungan, R and Marzuki, 2017)

Based on Law of the Republic of Indonesia No.14 Article 10 paragraph (1) of 2005 concerning Teachers and Lecturers, that teacher competence includes pedagogical competence, intellectual competence, social competence, and professional competence. This shows that there are four basic competencies that must be possessed by teachers, namely pedagogical competence, personality competence, social competence, and professional competence. One of the four basic competencies is the professional competence. Teachers are required to meet the learning needs while considering the future of the students. Teacher competence includes various interactions and collaborations both within as well as outside of school. Teacher competence also consists of an ethical commitment to encourage student learning (Niemi. et al., 2016). Professional competencies possessed by teachers and prospective teachers cannot be obtained instantly but must be learned and continuously improved in accordance with the goals, development of the times, and the needs of students. Teachers and prospective teachers must also adjust to technological developments. (Dwi Amalia Zati, 2019). Teachers and prospective teachers must also adjust to the development of knowledge technology is constantly updated, because students are increasingly heterogeneous and their needs are evolving (Niemi, H.,

Nevgi, A., & Aksit, F. 2016). Educators are now required to continue learning in order to develop their professional competence, so that an educator is obliged to improve his knowledge, knowledge and expertise in accordance with technological developments and the times.(Dwi Amalia Zati, 2019). Teachers must continue to learn in order to improve their professional abilities, technological developments, and adapt to the student's situation. Because teachers are one of the determining factors in student success (D w i A m a l i a Z a t i , 2 0 1 9) Therefore, a teacher is said to be a professional is a teacher who has special skills related to his profession as a professional who is able to carry out his duties as an educator and learner, where this is a skill obtained through special education, namely teacher education (Ulfah,2018)

Students who are prospective elementary school teachers certainly learn basic competencies as a teacher. In college, students learn how to become a professional prospective teacher, how to do learning, how to behave as a professional teacher who continues to pay attention to the needs of students in the future. Not only increasing knowledge but also how to apply it after directly participating in how to learn students and how to apply it in daily life.

Satori (2010) said that the quality of education more or less depends on the condition of the teacher. Teachers are the determining factor for learning success in addition to the tools, facilities, facilities and abilities of the students themselves, including the participation of parents and the community. Regarding the teacher factor, many current and future skills that he must possess, must be mastered well so that the educational process becomes meaningful and always relevant to his goals, teaching materials, and times. This shows that teachers play a very important role in the world of education. Professional teachers are teachers who work optimally in their fields with the aim of improving the quality of national education and also achieving student learning goals.

Based on this, research must be Reform new skills for the future, especially for Prospective Primary School Teacher. Future skills, refer to a set of skills necessary to adapt and thrive in the ever-changing world of work. These skills include both technical and non-technical aspects. Prospective elementary school teachers need to master technical and non-technical aspects of skills in order to be able to learn their student participants. This challenge spurs the importance of integrating future skills for prospective teachers in the elementary school education curriculum, so that prospective teachers are ready to become educators who can equip their students with future skills to face an increasingly dynamic and high-tech world of work (Branscum et al., 2020; Mayes et al., 2020; O'leary et al., 2021; Close, 2022).

The goal of achieving the competence of prospective teachers in the world is different. Like research Avdiu et al (2025) which prioritizes critical thinking, creativity, and social skills for prospective teachers. The teacher's job is not only to transfer some knowledge to students, but to learn it to learn optimally, develop creative abilities, form communication skills, and the ability to cooperate with students (Yanuschik et al., 2022). The skills of prospective teachers need to be emphasized on critical thinking skills through STEM learning as a path to acquire 21st-century skills (Ibrahim et al., 2024). Meanwhile, other research focuses on the use of social media applications to develop the professional skills of prospective teachers (Xu et al., 2024). and the use of AI on mobile devices to improve the preparation of future teachers (Nadzeri et al., 2023).

Elementary School Teacher Education (PGSD) students are prospective teachers who are prepared to become elementary school teachers in the future. Everything that is in the prospective teacher will later become a guideline for students. Therefore, as prospective teachers, they must be professional and have professional knowledge, personality, skills and competencies as professional teachers who should be guided and emulated). Student learning outcomes are influenced by teachers' teaching skills (Anisah &

Widyantoro, 2019; Sumyadi, Umasih, & Syukur, 2020) So teachers should always strive to update their teaching skills.(Blegur et al., 2022)

Although publications on the skills of future teachers continue to increase, there is a need to develop complex, dynamic, and unstructured skills, especially for prospective primary school teachers. In this regard, this article is intended to present the results of the exploration and identification of the crucial skills and competencies needed by prospective Indonesian primary education teacher students that have been agreed upon by the experts

Methodoogy

Research Design

This study adopts the Delphi method to identify and develop the framework of the main ideas of information systems (Okoli & Pawlowski, 2004). Linstone and Turoff (1975, p. 3) defined the Delphi method as structured group communication to contribute to and address complex problems. This technique involves a panel of experts to provide feedback, assess, review, and respond to the information or ideas gathered. According to Sablatzky (2022), the process involved generally includes several flexible steps, namely the Delphi process, identifying problems, distributing questionnaires to experts, and reporting the results. This iterative process is carried out in two to three rounds in sequence to collect a series of data and analyze it thoroughly (Skulmoski et al., 2007). In full, Delphi's research procedure is shown in figure 1 below.

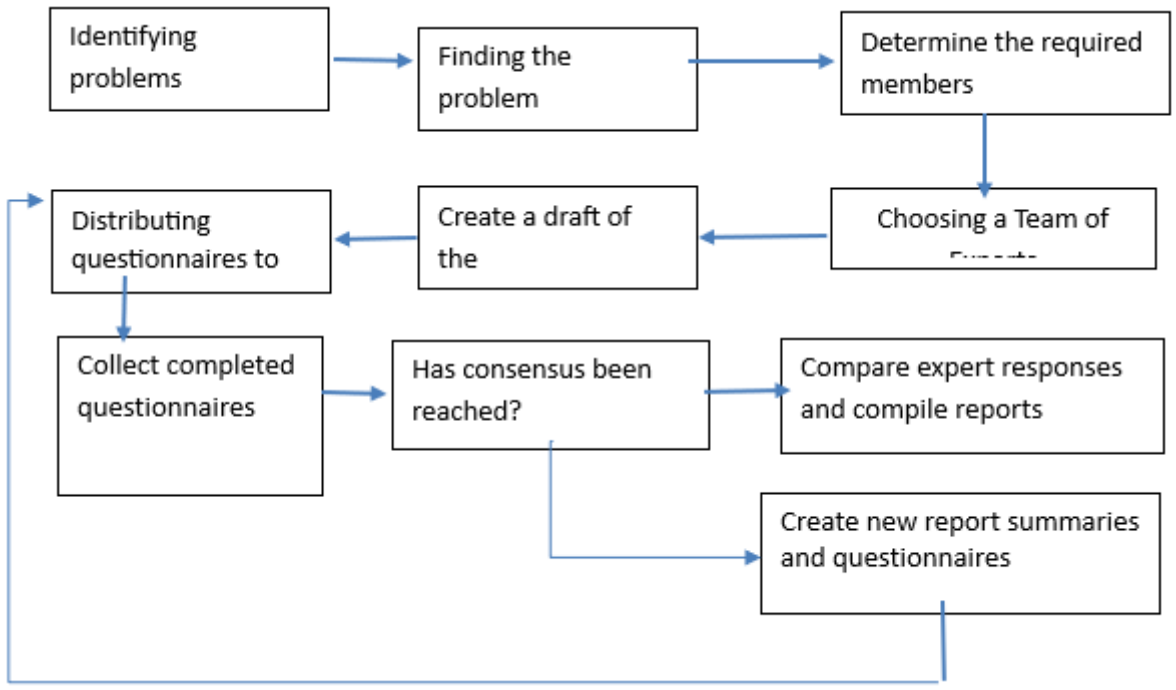

Figure 1: Delphi Sablatzky Research Procedure, 2022)

Place and Time of Research

This research was conducted by the University of Bengkulu, Yogyakarta State University, Sunan Kalijaga State Islamic University, Bengkulu and the University of Malaya. The time used in this study is 2024.

Research Sample

This research was conducted in Sumatra, Java, Kalimantan and Sulawesi. In the first round, the participant-

met each other to provide clarification of their qualitative data (Okoli & Pawlowski, 2004), while it was important for them to maintain the anonymity of their identities to guarantee that their ideas were accurate. Furthermore, purposive sampling is used to ensure that selected participants can apply their knowledge to investigate the problem (Hasson et al., 2000). They were selected based on gender, profession, qualifications, and expertise in the field of basic education and education that they obtained from filling out the questionnaire identity. Meanwhile, this study involved 34 participants.

Data Analysis Instruments and Techniques

Data was collected using open questionnaires in the second and third rounds. Before formulating a particular questionnaire item, experts are encouraged to discuss the future skills that students of education need in the future. Meanwhile, the skills are deliberately made in the form of broad statements so that experts have the opportunity to exchange ideas. The first questionnaire was generated from the open discussion of experts in the first round. Then make a list and compile criteria based on the items that will be used in the second round.

Furthermore, they were asked to propose and produce skills needed by basic education students, such as: "How are these skill indicators learned in students?", "How can the specifications of these indicators contribute to the future of basic education students?", and "Where should these skill indicators be placed in the learning of elementary school students (on products, processes, or attitudes)?". At the end of the First Round, the collected skills are listed for consolidation, deletion, and management in the list of enhanced skills. These general skills are formulated into some skills that are more specific indicators, for example creative, critical, communication and collaboration. As for the second questionnaire, the experts responded to the items in the Third Round in the classification.

Ideas, comments, and responses from experts to questions are essential information needed to design the skills of math and science education students. In the First Round, they mentioned the reason behind the selection of future skills for basic education students. The data was then collected intensively based on the advice of experts. In addition, various indicators were grouped based on term similarity to avoid descriptive bias, and hence the qualitative data collected in this study using ethnographic techniques (LeCompte & Goetz, 1982). The description of the system terms is verified to ensure the data is represented in the second round.

While the items on the questionnaire are the results of the first part. In addition, participant approval is obtained by reaching an agreement through a yes or no questionnaire in the second round, for example the first question asked "Are you sure that critical, creative, communicative, and collaborative thinking skills are special skills that elementary education and science students will need in the future?". Furthermore, skills are determined based on the consensus of experts where more than 75% of them approve of the chosen skills (Diamond et al., 2014). In the last round, the second questionnaire was designed on a five-point Likert scale ranging from strongly agreeing to strongly disagreeing. In addition, the survey results were represented by descriptive statistics, and their skill rank differentiation was analyzed with non-parametric statistics because the items were not normally distributed.

Table 1. Participant List

	Participants	Round 1	2nd Half
Gender	Man	22	20
	Female	12	12
	Entire	34	21

Professional	Lecturer	12	12
	Associate. Professor	18	18
	Professor	2	1
	Entire	34	32
Qualification	Bachelor	-	-
	Graduates	-	-
	Graduate	34	32
	Entire	34	32
University Region	Java – Indonesia	12	12
	Sumatra- Indonesia	12	12
	Kalimantan	2	2
	Sulawesi	6	6
	Kuala Lumpur- Malaysia	2	-
	Entire	34	32
Areas of Expertise	Counseling Guidance	4	2
	School Elementary Education	24	24
	Indonesian Education	4	4
	Mathematics Education	2	
	Science		
	Entire	34	32

Methodology

Result

Based on the results of the questionnaire distribution, data were obtained about 32 subjects/respondents who filled out the questionnaire and their university origin as stated in the following Graph 1: Result of Questioner

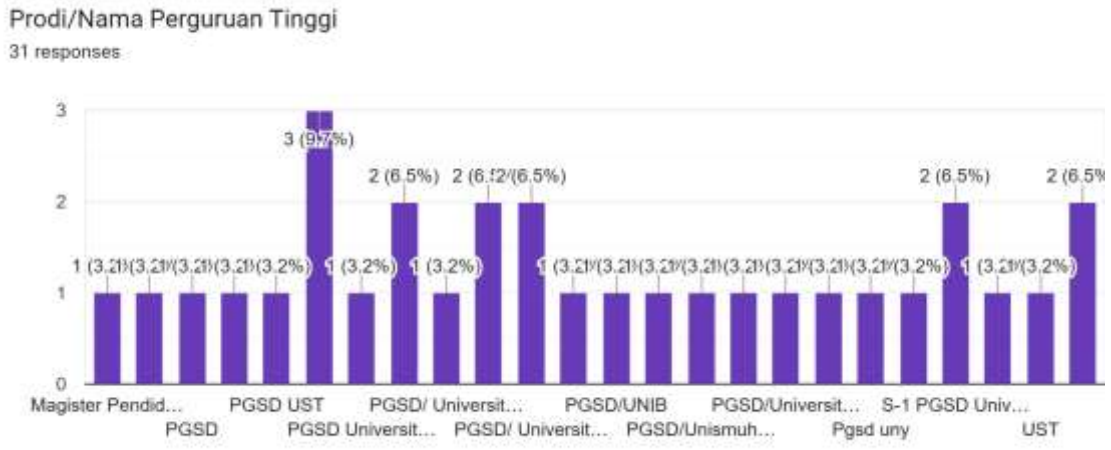

Table 2. Respondent Approval Level Data Per Aspect of Future Skills Required by Elementary School

Professional Teachers from the Results of the Questionnaire

Not.	**Aspects of skills**	**Aspect Interest Approval Rate (%)**			
		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
1	Conceptual comprehension skills			6,3	94
2	Motivating skills			15,6	94
3	Collaboration skills			21,9	71
4	Cooperation skills			15	83.9
5	Ethics	3.1		3,1	83.9
6	Critical thinking skills			21,9	78,1
8	Computing power			31.3	71.9
9	ICT literacy skills			12.5	87.5
10	Science process skills			25	75
11	Cognitive skills			18.8	18.8
12	Digital literacy skills			9.4	18.8
13	Entrepreneurship Skills			40.6	59.4
14	Multidisciplinary skills (social, personal, methodological)		3.1	25	71.9
15	Communication skills			9.4	90.6
16	Professional skills			9.4	90.6
17	Problem-solving skills			12.5	87.5
18	Individual learner skills			28.1	71.9
19	Questioning skills			9.4	90.6
20	Videospasial skills		3.1	43.8	15.1
21	Learning management skills			8.8	81.3
22	Networking opportunity skills			31.3	68.8
23	Innovation skills			21.9	78.1
24	Self-efficacy skills			24.4	68.8
25	Literary research skills			62.5	40.6
26	Science literacy skills			40.6	59.4
27	Managing uncertainty skills		6.2	50	43.8
28	Maintain cultural values skills			31.3	68.8
29	Decision-making skills			25	75
30	Metacognitive skills			34.4	65.6
31	Adaptability			12.5	87.5
32	Social skills			12.5	87.5
33	Self-development skills			18.8	81.3
34	Coding skills		6.3	46.8	50
35	Complex reasoning skills			31.3	68.8
36	Automatic systemic thinking skills			40.6	59.4

37	Ability to develop learning tools through TPACK in the aspect of Content Knowledge (CK)			25	75
38	Ability to develop learning tools through TPACK in the aspect of Content Knowledge (CK)			28.1	71.9
39	Ability to develop learning tools through TPACK in the aspect of Pedagogical Knowledge (PK)			25	75
	Ability to develop learning tools through TPACK in the aspect of Technological Knowledge (TK)			31.3	68.8
41	Ability to develop learning tools through TPACK in the aspect of Technological Content Knowledge (TCK)		3.1	25	71.9
42	Ability to develop teaching materials based on Multiple Intelligences		3.1	25	71.9
43	The ability to develop soft skills for prospective student teachers through the empowerment of student activity units			28.1	71.9
44	Ability to develop the formation of graphic competencies of elementary school students using computer-oriented learning tools			31.3	68.8
45	Ability to analyze student needs in English subjects in elementary schools			40.6	59.4
46	Ability to analyze short films of prospective teachers about environmental awareness			40.6	59.4
47	Ability to understand environmental regulations, environmental awareness and satisfaction with environmental governance			37.5	62.5
48	The ability to develop the formation of graphic competencies of elementary school students using computer-oriented learning tools			40.6	59.4
49	Ability to use robots in STEM education selected for students		12.5	31.3	58.3
50	Communication skills in learning			25	75

51	Ability to analyze students' High-Order Thinking (Hots) skills in solving Hots problems			19.4	80.6
52	Ability to develop the formation of graphic competencies of elementary school students using computer-oriented learning tools		3.2	41.9	54.8
53	Skills to implement problem-based learning			25.8	74.2
54	Skills for implementing project-based learning			29	71
55	Skills to implement inquiry-based learning			25.8	74.4
56	Skills to implement game-based learning		3.2	35.5	61.3
57	Skills for implementing hands-on learning			35.5	64.5
58	Skills to implement collaborative learning			19.4	83.9
59	Organizational skills in learning			25	75
60	Motivational skills in learning			22.6	77.4
61	Affective learning skills and character are important for the future of primary school teacher education students			16.1	83.9
62	Leadership Skills in learning			25.8	77.4
63	Learning commitment			29	71
4	Feedback asking skills Provide relevant feedback			35.5	67.7
65	Provide relevant feedback Provide relevant feedback			35.5	64.5
66	Ability to Design and Develop Learning Materials			22.6	77.4
67	Reinforcement Giving Skills		3.2	38.7	58.4
68	Small Group Discussion Mentoring Skills			32.3	67.7
69	Classroom Management Skills			40.6	59.4
70	Skilled in Running Computer Technology			22.6	77.4
71	Adaptability in the digital age			22.6	77.4
72	Innovative spirit			35.5	71
73	Ability to develop teaching materials based on multiple intelligences			35.5	64.5

74	New Information Literacy			35.5	64.5
75	Ability to use Inquiry-Based Learning in the Social Sciences			28	71
	Middle	3.1	4.7	28.3043	69.59726

Discussion

Based on table 2 and the graphs for each aspect of skills, we can see the degree of agreement of respondents to each aspect of the skill that is very disagreeable, disagree, agree and strongly agree. Only 3.1% of respondents expressed their *strong disagreement* with the 75 aspects of skills offered, namely the aspect of skills to apply ethics; 4.7% of respondents stated that they did not *agree* with the skill level "*Multidisciplinary skills (social, personal, methodological)." "Visiospatial skills," "Managing uncertainty skills," "Coding skills," "Ability to develop learning tools through TPACK in the aspect of Technological Content Knowledge (TCK)," "Ability to develop teaching materials based on Multiple Intelligences," "Ability to use robots in STEM education selected for students," "Ability to develop the formation of graphic competencies of elementary school students using computer-oriented learning tools," "Implementation skills game-based learning," and "Reinforcement Giving Skills;" While* 28,3043*% stated that they agreed with the importance of all aspects of entrepreneurship, the remaining* 69,59726 respondents expressed their agreement with the importance of skills from the 75 aspects of skills offered. In other words, experts (28.3043*% +69.59726* = 97.90156) state the 75 aspects of these skills.

The findings of this study contain the meaning that *all aspects of the future skills of prospective students of primary education teachers* conveyed through questi oner are considered very important to be possessed by prospective students of elementary school teachers;

a. The Elementary School Education Study Program as a printing institution for elementary school teacher candidates must develop a learning curriculum for elementary school teacher prospective students that contains all aspects of the 75 aspects of future maturity that must be possessed by elementary school teacher prospective students.
b. The consensus of experts is needed to develop a model of integrating new skills into developing the competencies of prospective primary school teachers in Indonesia.
c. With this agreement, the future skills of prospective school teachers become more comprehensive and relevant, and able to answer the challenges of education that continue to develop.
d. These new skills can also support the improvement of the quality of learning, including the development of the latest methods and techniques that are in line with the needs of 21st century education.

Table 3. Skills Items and Consensus Indicators for prospective teachers of elementary schools.

Skills	**97% or more Expert Approval**
Soft Skills	Soft skills include interpersonal skills, emotional intelligence, and effective communication. Unlike technical skills, they are essential for building relationships and navigating social environments, making them essential for students' personal and professional growth.

	1	*Communication Skills*	Effective communication skills allow students to express their thoughts and ideas clearly. Teachers should encourage active listening, verbal articulation, and non-verbal cues to help students connect with others and convey their message effectively.
	2	Fostering collaboration and teamwork	Fostering collaboration and teamwork is essential for students to thrive in a group setting. Teachers can implement group projects and activities that promote cooperation, problem-solving, and respect diverse perspectives to improve these skills.
	3	Critical thinking skills	Encouraging critical thinking helps students analyze situations, make informed decisions, and solve problems creatively. Teachers can facilitate discussions and challenges that stimulate students' analytical abilities and promote independent thinking.
	4	Emotional intelligence (EI)	Emotional intelligence (EI) is the ability to recognize and manage one's own emotions and the emotions of others. Teachers should exemplify empathy, self-awareness, and emotional regulation to help students develop a healthy EI, which is essential for personal relationships
	5	Adaptability in Learning	In a rapidly changing world, adaptability is key. Teachers can create an environment that encourages students to embrace change, learn from failures, and adjust their strategies, fostering resilience and a growth mindset.
	6	Creativity and Innovation	Creativity fuels innovation and problem-solving. Teachers should encourage students to think outside the box, experiment with new ideas, and express themselves creatively through art, projects, and open-ended assignments.
	7	Cultural Competence	In a diverse society, cultural competence is very important. Teachers should promote understanding and respect for different cultures, helping students develop skills to interact effectively with people from different backgrounds
	8	Building Resilience	Resilience is the ability to bounce back from setbacks. Teachers can help students develop these qualities by teaching coping strategies, cultivating a positive mindset, and encouraging perseverance in the face of challenges
B	***Future Pedagogic Skills***		In today's rapidly changing world, empowering the next generation requires innovative pedagogical skills. By developing essential pedagogic skills, educators can create a dynamic learning environment that prepares students for a successful future. Empowering future educators through improved cognitive skills is essential to fostering a successful learning environment. By investing in teacher development, we can ensure that students receive the best possible education and support. Empowering future educators involves equipping them with essential skills such as adaptability, technological advancements, and emotional

			intelligence. By focusing on these competencies, educators can ensure that aspiring teachers are prepared to inspire and lead in the classroom of the future.
	1.	The role of technology	Integrating technology in the classroom improves student engagement and learning outcomes. Teachers must be proficient in using digital tools to create interactive lessons that cater to different learning styles and promote critical thinking
	2	Emotional intelligence	Teachers must develop their emotional intelligence to connect with students effectively. Understanding and managing emotions fosters a positive classroom environment, leading to improved student relationships and overall well-being.
	3	Fostering Creativity	Encouraging creativity in the classroom allows students to explore their ideas and express themselves. Teachers should implement activities that promote creative problem-solving and innovative thinking.
	4	Fostering Collaboration	Collaboration between students is essential for developing teamwork skills. Teachers should create opportunities for group work where students can share ideas, learn from each other, and build a sense of community.
	5	Differentiated Instructions	Effective teachers realize that every student learns dead. Tailored instruction adapts teaching methods to meet diverse needs, ensuring that all students have access to learning and can progress at their own pace.
	6	Promotes Critical Thinking	Encouraging critical thinking skills is essential for student success. Teachers should design activities that challenge students to analyze, evaluate, and create, fostering an inquiry mindset and independent thinking
	7	Culturally Responsive Teaching	Incorporating cultural awareness into learning practices helps validate students' backgrounds. Teachers should strive to create an inclusive environment that respects and celebrates diversity, increasing student engagement
	8	Building Resilience	Teaching students to be resilient prepares them to face challenges. Educators should model resilience and provide strategies to overcome obstacles, encouraging a growth mindset that embraces failure as a learning opportunity
	9	Assessment for Learning	Utilizing formative assessment techniques allows teachers to measure student comprehension and adjust instruction accordingly. This approach promotes a continuous feedback loop that supports student growth and learning.
	10	Lifelong Learning for Teachers	Primary school teachers must commit to lifelong learning in order to stay abreast of educational trends and methodologies. Professional development opportunities enhance their skills and ensure they can support their students effectively.

	11	Innovative Teaching Strategies	To engage students effectively, educators must embrace innovative teaching strategies. These include project-based learning, gamification, and experiential learning, allowing students to connect with the material in a meaningful way.
C	***Cognitive Skills***		Cognitive skills are essential for effective teaching. Cognitive skills include a variety of mental processes such as attention, memory, and problem-solving. This skill is essential for teachers to effectively convey knowledge and facilitate the learning experience of students in the classroom.
	1	The Importance of Cognitive Skills	Improving cognitive skills in teachers leads to improved student outcomes. As teachers develop these skills, they can better assess student needs, adjust teaching strategies, and foster a more inclusive learning environment
	2	Strategies for Improvement	Implementing a professional development program that focuses on cognitive strategies can significantly benefit teachers. Workshops, peer mentoring, and continuing education are effective methods to improve cognitive skills among educators.
	3	The Role of Technology	Utilizing educational technology can improve cognitive skills by providing interactive learning experiences. Tools such as educational apps and online resources can help teachers engage students and strengthen their understanding of concepts.
	4	Fostering Critical Thinking	Encouraging critical thinking in the classroom is essential. Teachers can improve their cognitive skills by incorporating activities that promote the analysis, evaluation, and synthesis of information, preparing students for complex problem-solving.
	5	Collaborative Learning	Promoting collaborative learning among teachers can improve cognitive skills. Sharing experiences, strategies, and resources fosters a supportive community that fosters continuous improvement and innovative teaching practices.
	6	Mindfulness Practices	Incorporating mindfulness practices can improve focus and reduce stress for teachers. Techniques such as meditation and breathing exercises can improve cognitive fit and emotional regulation in the classroom.
	7	Assessment Techniques	Applying the technique of effective assessment allows teachers to evaluate their cognitive skills. Regular self-assessments and peer feedback can identify areas for growth and help set goals for professional development.
	8	Building Resilience	Improving cognitive skills also involves building resilience. Teachers who develop resilience can better cope with challenges, adapt to change, and maintain a positive learning environment for their students.

	9	Future Trends in Education	As education evolves, the focus on improving cognitive skills will continue to grow. Staying informed about the latest research and trends will empower teachers to adapt and thrive in their roles.
D	**Essential Social Skills**		Empowering the Future focuses on the critical social skills elementary school teachers need to nurture the next generation. Social skills are essential for teachers because they directly affect student engagement and learning outcomes. Teachers with strong social skills can create an inclusive atmosphere that encourages participation and encourages emotional growth among students. Empowering the next generation of primary school teachers with essential social skills, is essential to fostering a positive and effective learning environment. By prioritizing these skills, teachers can significantly influence the growth and success of their students.
	1	Effective Communication	Effective communication is the cornerstone of successful teaching. This involves not only speaking, but also actively listening to the needs and concerns of students. These skills promote understanding and build a strong classroom community.
	2	Empathy in Teaching	Empathy is the ability to understand and share the feelings of others. For teachers, empathy helps recognize students' challenges and supports their emotional well-being, leading to a more loving classroom environment.
	3	Conflict Resolution Skills	Teachers must have conic resolution skills to handle disputes among students. By teaching students to solve problems peacefully, teachers foster a sense of community and respect in the classroom.
	4	Building Relationships	Building strong relationships with students is essential. Teachers who invest time in getting to know their students create a safe space for learning, encouraging trust and open communication, which increases student engagement.
	5	Cultural Competence	In today's diverse classrooms, cultural competence is essential. Teachers must understand and respect different backgrounds to promote inclusivity and ensure that all students feel valued and understood
	6	Collaboration and Teamwork	Teachers should exemplify collaboration and teamwork in their classrooms. Encouraging group activities helps students learn to work together, respect diverse opinions, and develop their own social skills.
	7	Adaptability and Flexibility	The ability to adapt and be adaptable is essential for teachers. Classrooms are unpredictable, and teachers who can adjust their strategies in y create a more efficient and engaging learning environment
	8	Positive Reinforcement	Using positive reinforcement encourages desired behavior in students. Teachers can foster motivation and self-esteem by

			recognizing and appreciating student values leading to a more positive classroom atmosphere.
	9	Ongoing Professional Development	Teachers must engage in ongoing professional development to improve their social skills. Workshops and training sessions can provide valuable tools and strategies for improving classroom interaction and student relationships.

Table 4. Dimension of Future Competencies of Elementary School Teachers

In today's rapidly changing world, educators must adapt to new challenges. The presentation in this article is the result of an exploration of the dimensions of competencies and future skills that are important for elementary school teachers. In this article, the dimensions of skills, knowledge, and attitudes that empower educators to engage and inspire students effectively, namely:

Not	Dimension	information
1	*The Role of Educators*	Educators serve as learning facilitators, guiding students through their educational journey. They must foster an environment that encourages critical thinking, creativity, and collaboration. Understanding their role is essential to developing the competencies needed for the classroom of the future
2	Key Competency Dimensions	The future of education depends on several key dimensions: digital literacy, emotional intelligence, and cultural awareness. These competencies allow teachers to connect with a diverse student population and prepare them for a global world.
3	Digital Literacy in Education	Incorporating digital literacy is essential for modern educators. Teachers must be proficient in using technology as a teaching tool, ensuring students develop the skills needed to navigate the digital landscape effectively. This includes understanding online security and evaluating information.
4	Emotional Intelligence Skills	Teachers with high emotional intelligence can better understand and respond to student needs. These skills foster positive relationships, improve classroom management, and promote a supportive learning environment, essential for student success and well-being.
5	Cultural Awareness and Sensitivity	Cultural awareness is very important in today's diverse classrooms. Educators must recognize and respect the diverse backgrounds of their students. This understanding helps create an inclusive environment where all students feel valued and can thrive academically.
6	Collaborative Learning Approach	Implementing collaborative learning strategies encourages teamwork and communication among students. Teachers should facilitate group activities that promote peer learning, allowing students to share ideas and perspectives, leading to deeper understanding and engagement.

7	Lifelong Learning for Educators	Teachers must embrace lifelong learning to stay abreast of educational trends and methodologies. Continuous professional development enhances their teaching practices and equips them with innovative strategies to meet the evolving needs of their students
8	Assessment and Feedback Strategy	Effective assessment and feedback are essential for student growth. Educators must use a variety of assessment methods to measure student understanding and provide constructive feedback that guides learning and improvement.
9	Building Resilience in Students	Teachers play a key role in fostering resilience among students. By promoting a growth mindset and encouraging perseverance, educators help students navigate challenges and develop the skills necessary to overcome obstacles in their learning journey.
10	Future Trends II Education	As we look ahead, emerging trends such as personalized learning and the integration of artificial intelligence will shape education. Teachers must be prepared to adapt their practices to incorporate these innovations for effective teaching and learning.
11	Conclusion: Empowering Educators	Empowering future educators requires focusing on important competency dimensions. By cultivating skills such as digital literacy, emotional intelligence, and cultural awareness, we can create a generation of teachers who are ready to inspire and lead their students into the future.

The need for extensive knowledge, skills, and soft skills to achieve professional success in a global world is urgent in the context of 21st century education. The current attention to soft skills is manifested as concern for the future of education and the progressive vision of educational institutions in a dynamic movement to meet the needs of the citizens of the society.(Kolesnik et al., 2023)

Conclusion

The findings of this study have several important implications for prospective teachers to embody future essential skills into their competencies. The study showed that 75 aspects and/or items were identified from the consensus of experts on a particular skill in the Second Round. Considering the needs of prospective elementary school teachers in the future. Only 3.1% of respondents expressed their *strong disagreement* with the 75 aspects of skills that were taught, namely the aspect of skills in applying ethics; 4.7% of respondents stated that they did not *agree* with the skills "*Multidisiplanary skills (social, personal, methodological)", "Visiosspatial skills," "Managing uncertainty skills," while the rest stated that they agreed and strongly agreed with these 75 aspects.*

Recommendations

a. As the community of respondents consisting of experts agreed on the 75 future skills that need to be possessed by prospective teachers, all aspects of the future skills of prospective students of primary

education teachers are considered very important to be possessed by prospective students of elementary school teachers.

b. The Elementary School Education Study Program needs to develop a learning curriculum for prospective elementary school teacher students that contains all aspects of the 75 aspects of future readiness that must be possessed by prospective elementary school teacher students.

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