International Journal of Engineering & Technology, 7 (3.30) (2018) 297-300

International Journal of Engineering & Technology

Website: www.sciencepubco.com/index.php/IJET

Research paper

An Evidence-based Model of Teacher Engagement in Indonesia: Indonesian Teacher Engagement Index (ITEI)

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Abstract

Educational transformation can occur when teachers are directly involved in seeking change through self-diagnostic measurements to have a clear picture of Indonesian teachers' capacity as a teacher, professional and Indonesian character educator. The instrument discussed in this research is the Indonesian Teacher Engagement Index (ITEI). This research is the result of the literature review to produce the ITEI model. The research used Neuroresearch method with an exploratory stage through journal study and focus group discussion. The result of the research found that there is a teacher engagement model that is suitable for the characteristics of teachers in Indonesia.

Keywords: *Indonesian Teacher Engagement Index, Neuroresearch.*

1. Introduction

This in welcoming the 21st century, the Indonesian government and its stakeholders strive to meet the demands of professionalism of 21st-century teachers. Teachers as the spearhead of education become the focal point of success or failure of educational institutions, so there needs to be proactive efforts from policymakers to develop practical management education for each stakeholder [1, 2].

Educational transformation is needed for the building of teacher quality so that students' knowledge, equity, and achievement can increase [3, 4]. The existence of teachers is suspected as the main factor determining government efforts in the intellectual life of the nation in all aspects—spiritual, emotional, physical, and mental—in accordance with the mandate of the Constitution of the Republic of Indonesia (1945) and Law No. 20 of the National Education System Indonesia of 2003 [5]. Educational transformation is conducted by the government through certification as a strategic step aimed at determining teacher feasibility as a learning agent, as well as improving the process and quality of education, teacher dignity and teacher professionalism [6].

Educational transformation will be optimal when teachers also want to be directly involved in pursuing this change; therefore, there is a need for a new approach for teachers, so they can perform self-diagnostic assessments to get a clearer view of their capacity as a teacher, professional educator and Indonesian. One such assessment is the Indonesian Teacher Engagement Index (ITEI). By conducting this self-diagnostic assessment, teachers can identify the aspects of their practice that should be addressed to improve the overall quality of Indonesian teachers.

ITEI was born from the concept of engagement, which describes the conditions in which a person is fully engaged in his profession that is characterized by high activity, initiative, and responsibility so that they feel satisfied and enthusiastic in doing the work [7, 8, 9, 10]. Engagement is the full and enthusiastic involvement of a person, in which he or she is committed, dedicated, and loyal to the institution, employer, and co-workers. A person engaged in his work is a person who physically, cognitively, emotionally and psychologically performs his or her organizational role optimally [11, 12, 13, 14]. The term engagement is used in various fields, including education; in the educational context, there are student engagement, parent engagement, teacher engagement and school engagement.

This research focuses on the concept of teacher engagement because the teacher is a central figure in the implementation of education. Teacher engagement becomes the key to synergistic efforts to achieve student achievement as one of the indicators of quality education [15]. Teacher engagement is demonstrated through high energy and strong identification of a person for his or her work. This engagement affects the student's life and is shown through the teacher's enthusiasm while teaching, the awareness of the student's success, the understanding of the teaching materials, and the pride taken in the job so that it can impart optimism to the students [16, 17].

2. Theoretical Basis

The concept of teacher engagement has been assessed since 1986. A study found that high levels of teacher commitment and enthusiasm (engagement) are critical determinants of success in a school because they have important implications for student learning and behavior and ultimately provide quality education [17, 18, 19]. However, recruiting energetic teachers is also not the answer to getting teachers who are engaged especially when existing workplace conditions provide few opportunities for teachers to utilize their skills, achieve success and gain recognition [20]. Furthermore, teacher engagement has important implications for student learning and behavior [17].

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One of the necessary preconditions for students to reach levels of high achievement is teacher engagement. Although curriculum and technology can be a means to help students, teacher engagement is best for them [15].

Table 1: Literature Review of Teacher Engagement

Year	Reference	Literature Review
1986	(Rutter & Jacobson, 1986) [17]	Teacher engagement is identified by three sets of variables that are considered to contribute: individual teacher characteristics, school demographics, and school organizational features. Teacher engagement is characterized by engaged teaching, namely: The teacher affects student life Teachers convey a sense of enthusiasm for the content they teach to students Teachers pay attention to the success of their students Teachers increase their competence beyond minimum standards Teachers know their field of knowledge well and want to learn more Teachers are proud of their work Teachers show confidence Teachers transmit optimism
2008	(Skinner, Furrer, Marchand, & Kindermann, 2008) [21]	Teacher engagement has two dimensions, the behavioral dimension and emotional dimension, which refers to: Active interaction Goal directly Flexible Constructive Continuous Focus Semi-positive with social and physical environment
2011	(Cardwell, 2011) [22]	Teacher engagement is the high energy and high identification of a teacher to her work. Teacher engagement is characterized by: Having commitment and enthusiasm Focusing on the quality of education Focusing on the learning practices applied in the classroom Looking for new ideas Implementing best teaching practices Modifying instructions to meet their students' instructional needs Having high expectations for their students Taking responsibility for the student learning process Regularly monitoring student progress and providing feedback
2012	(Beairsto, 2012) [15]	Teacher engagement marked by 3 conditions: Autonomy Mastery Purpose

3. Research Method and Analysis

This study uses the Neuroresearch method but only up to the exploratory stage [23, 24, 25]. The first exploratory stage was conducted by reviewing journals related to teacher engagement. The second exploratory stage is done by formulating the dimensions that are considered able to describe the condition of teacher engagement with Indonesian cultural context. This formulation is the basis of content validation through focus group discussion with Directorate General of Teachers and Education Personnel, Ministry of Education and Culture of Republic of Indonesia before finally finalized into a standard instrument.

4. Results

The Indonesian Teacher Engagement Index model as the result of the study is described as follows:

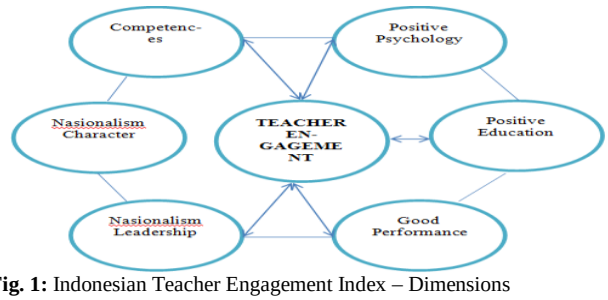


Fig. 1: Indonesian Teacher Engagement Index – Dimensions

A six-dimensional linkage indicates that an engage teacher must be able to demonstrate a valuable psychological state because it is assumed to have authentic and meaningful life. When the teacher has been in this stage then the teacher will be able to support the realization of a productive educational environment, able to become role models for their students and achieve the target set. Engaged teachers must also be agents of change that are capable of passing on the spirit of nationalism that puts the nation's interests above personal and group interests. Indonesian teachers who engage should also prioritize the value of Pancasila as the nation's philosophy. And teachers who engage must have basic competencies that become benchmarks in implementing the learning process.

5. Discussion

Teacher engagement in Indonesia is very important because the teacher is an important asset in the context of education [26]. In such, this research attempts to compile the Indonesian Teacher Engagement Index (ITEI) instrument in the Indonesian context by considering several aspects. The positive psychology aspect is considered because the concept of engagement is part of positive psychology, which emphasizes one's strength and happiness [27]. People who are engaged with work should feel happy and feel increasingly potent [28, 29, 30].

Positive psychology is closely related to positive education where the positive psychology principle relates to positive mental health and an adaptive function [31]. Thus, positive psychology needs to be a concern for the teacher because the engaged teacher will always strive to realize a positive education.

The concept of engagement is also inseparable from the teacher's performance. Performance is defined as an overall behavior and an important activity in a population to meet organizational goals [32, 33]. Teacher performance is an important plus for a teacher as one of the teacher quality benchmarks [34]. Various studies have shown that engagement can be one of the indicators that can improve performance [35, 36, 37].

In the context of Indonesia, teachers have the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners. In carrying out their profession, teachers are obliged to adhere to several principles of talent, interest, personal calling and idealism; have a commitment to improving the quality of education, faith, piety and noble character; have academic qualifications and an educational background that prepares them for teaching duty; have the necessary competencies to educate; have responsibility for the implementation of professional duties; earn income determined in accordance with the work performance; have the opportunity to develop professionality on an ongoing basis with lifelong learning; have the guarantee of legal protection in performing professional duties; and be a part of professional organizations that have the authority to regulate matters relating to teachers' professional duties [38, 48].

Teachers are required to have academic qualifications, competencies, certificates of educators, physical and mental health, and he ability to realize the goals of national education. Teacher competence includes pedagogic competence, personality competence, social competence, and professional competence gained through professional education [38]. In addition, a teacher in Indonesia must have a national character based on the value of Pancasila. Pancasila as the foundation of the State has five precepts, namely the Supreme Godhead, Just and Civilized Humanity, Indonesian Unity, Democracy Led by Wisdom in the Policy of Deliberation of Representation and Justice for All Indonesians. These five precepts form the basis for the formation of the national character because Pancasila, as the identity of the Indonesian nation, must be absorbed and implemented first in one's profession as a teacher [39].

A teacher should also demonstrate leadership that can be followed by the students. As a good leader, teachers should also embrace a spirit of nationalism. The attitude of nationalism is very important because it shows the attitude of loving the homeland and nation, participating in its development, upholding the law, upholding social justice, and utilizing resources, as well as being future-oriented, high-achieving, independent and responsible with respect for self and others, and ready to compete with other nations and engage in international cooperation [40- 47].

The study of these various aspects facilitated the Indonesian Teacher Engagement Index instrument as a measuring instrument to detect teacher engagement in the Indonesian context.

6. Conclusion and Implication

The Indonesian Teacher Engagement Index is structured to complement the instruments used by the Indonesian government in developing teacher capacity through Performance Assessment and Teacher Competency Test. With the diagnosis of teachers, the condition is expected to contribute to synergy between teachers, students, schools, and government of Indonesia in developing the country's potential and improving the quality of education in Indonesia.

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