

# Teacher Professional Development to Increase Teacher Commitment in the Era of the Asean Economic Community

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## ABSTRACT

The purpose of this article is to describe strategic steps in facing the ASEAN Economic Community (AEC) era through teacher professional development as a strategic effort to improve the quality of education that is capable of producing superior and competitive human resources in the face of competitive competition in the AEC era. An era in which competition in the ASEAN region runs so competitively, without being limited by regional borders in the economic and service sectors. Professional development which is expected to have an impact on the commitment and ability of teachers in teaching. The method of writing this article uses the literature study method, which is to conduct an in-depth study of literature sources that are relevant to the problem being discussed. The results of writing this article are: (1) a form of commitment and teaching ability of teachers in facing AEC; and (2) teacher professional development in optimizing the commitment and teaching ability of teachers in the AEC era.

**Keywords:** Coaching, Professionals, Teachers, AEC

## 1. INTRODUCTION

Currently, countries in the ASEAN region, including Indonesia, have agreed on economic integration as a form of ASEAN's vision. The joint agreement with countries in the Southeast Asian region aims to create a stable, prosperous and competitive ASEAN economic region that began in 2015. Where as a consequence of the ASEAN community there is free movement of goods, services, investment, and capital flows between ASEAN countries. The ASEAN community which is popular with the term AEC is a challenge for ASEAN countries. As a country involved in the agreement, of course ready or not ready, Indonesia must develop strategic steps and corrective steps in facing the ASEAN Economic Community (AEC) free market era [1] - [3].

One of the focuses of improvement is in the field of education because it is related to creating superior and globally competitive Human Resources (HR). Therefore, the strategic steps taken are increasing the competence and capabilities of human resources that are directly involved in learning activities [4] - [6]. Human resources

are an important component in improving the quality of education to produce superior human resources in addition to material resources where in the education system in Indonesia, human resources are classified into teaching and educational staff.

Seeing the target of strategic steps taken by the Indonesian government is to create superior and competitive human resources in facing the AEC. Of course, here, education personnel (teachers) have a strategic role. Given that teachers are the spearhead of learning activities held at various levels of education. Improving the quality of learning which will have an impact on the quality of education will certainly be accompanied by an increase in the capabilities and competencies of teachers in developing innovative and creative learning activities to produce graduates who are ready to compete in the AEC era [1], [5], [7], [8].

A strategic step to improve teacher capacity and competence is through teacher professional development as an effort to help teachers improve their competence. One of them is through learning supervision activities.

Where professional coaching is carried out by policy makers in the education sector which are then delegated as a form of autonomy to each educational institution through their respective school principals in providing professional coaching to teachers. Professional coaching provided to teachers contributes positively to the improvement of learning outcomes achieved by students and also the professionalism of teachers who are committed to supporting the improvement of the quality of Indonesian human resources in the AEC era [1], [3], [9].

Teachers who have been committed as part of the development of improving the quality of education in Indonesia. Teachers who have committed will certainly improve their ability to teach and this will have a positive impact to encourage students to be motivated to develop their potential and improve their learning outcomes [10]. Facing the AEC era where global competition is so competitive, teacher coaching is a wise step to prepare for the competition in the AEC era [11], [12]. Therefore, the ability of teachers to teach is absolutely necessary in an effort to improve the quality of education which will produce superior and competitive human resources, so that the ability and commitment of teachers are needed in developing their professionalism. Like two sides of a coin that complement each other and cannot be separated [4], [13].

Teacher professional development has also not been mentioned too much in several previously published research results. Whereas professional coaching is a weapon for improving the quality of education in the competitive AEC era [7], [14]. Therefore, it is necessary to study the professional development of teachers who produce quality human resources as a form of strategic steps prepared by the Indonesian government in facing the AEC.

## 2. METHODS

The writing of this article uses the literature study method. The process is to select and sort literary sources relevant to the theory and concepts of teacher professional development as a reference source for writing this article. Literature study is a method by collecting data from various literature searches from books, journals, articles, and some literature [15], such as newspapers and other sources of information, both print and electronic [16], [17].

The steps taken in finding references are: (1) literature study; (2) problem identification; and (3) identification of needs, then studied in depth according to the theme of this article [18], thus producing conceptual theoretical scientific articles [17]. Writing this article aims to describe the professional development of teachers in the face of the AEC era, which is explained by

strengthening the theory and some of the results of previous research.

## 3. RESULT AND DISCUSSION

### 3.1 *Forms of Commitment and Teacher Teaching Ability in Facing AEC*

Commitment is defined as a level related to individual ties to the organization in carrying out their duties. Commitment will relate to a person's attitude in carrying out their responsibilities, maintaining the trust that has been given, and focusing on every job that is their responsibility. Commitment indicates the evidence displayed by individuals through their behavior seen from a moral perspective that is right and personally beneficial [19], [20].

Meanwhile, if drawn within the scope of the field of education, teacher commitment is a form of bond between the teacher as an individual and the school as an institution or organization. Where commitment has an influence on teacher motivation in their duties and responsibilities to carry out learning activities at school. Teacher commitment is also defined as the condition of the psychological bond between the teacher and the teaching profession as a professional [21]. Teacher commitment is the key to the performance and quality shown by the teacher when carrying out their duties and obligations at school.

Therefore, a proper coaching process is needed to increase the commitment of teachers in carrying out their duties as professionals in their fields, because teacher commitment is related to job satisfaction, motivation, moral conditions, identity, and predictors of job performance that affect the improvement of student learning outcomes. and the attitude of teachers in carrying out their responsibilities. If the teacher is not professional in carrying out his duties as a facilitator of student learning, then there are several characteristics that can be identified that the teacher has a low commitment to his job as a professional. These characteristics are: (1) paying little attention to students; (2) only a small amount of energy and time is spent in carrying out their duties and responsibilities as an educator; and (3) choose to work a lot for the benefit of others [22] - [24].

The abstract level of the teacher in a position that is so important in carrying out his duties as an educator. Some research also shows that if teachers have a high level of cognitive development, they will think more innovative, creative, imaginative, and abstract, so that they will be more flexible in carrying out their assignments. The teacher also tends to be more outgoing with the people around him and students and has a variety of learning models that can be applied in schools [25], [26]. Such teachers will be more effective in dealing with

problems related to the learning process in schools as well as more consequent and effective in dealing with students who have various physical and psychological abilities and developments [7], [10].

Meanwhile, teachers with a low level of abstraction can only find one alternative in solving the problems they are facing. There is a tendency that teachers with low abstraction tend to be confused in facing problems, do not know what to do, and ask the school for instructions a lot, because they only see a problem from one perspective [19], [27]. Whereas the teacher's ability to teach is an essential ability that must be possessed by teachers as a professional occupation. This is also inseparable from their main task, namely teaching. Where the conditions faced by teachers in schools are so dynamic, therefore teachers also need to improve their teaching abilities dynamically, reminding that the dynamics within the teacher itself or in the school environment affect the readiness of teachers in carrying out their duties.

There are ten basic competencies that should be mastered by the teacher [20] are: (1) able to master teaching materials; (2) mastering the educational foundation; (3) can arrange learning programs; (4) carry out the learning well; (5) assessing the learning outcomes that have been achieved by students; (7) carry out school administration; (8) can develop self-potential and personality as an educator, (9) can build relationships with peers and the community; and (10) able to carry out simple research in the framework of scientific development and teaching interests. Of the ten competencies, it can then be simplified into three basic competencies that teachers must possess, namely: (1) the ability of the teacher to plan lessons; (2) the ability to carry out learning; and the ability to evaluate learning [5], [8], [22], [28].

### ***3.2 Teacher Professional Development in Optimizing Commitment and Teaching Ability of Teachers in the AEC Era***

The teaching ability of teachers needs to be continuously developed, so that teachers have competitive abilities in the AEC era and are not inferior to teachers from other countries. One form of professional development towards increasing teacher commitment and quality in teaching is by conducting supervision activities [29], [30]. This activity will focus on optimizing teacher commitment, that teaching is a form of scientific and moral responsibility for the profession as well as continuous teaching skills by making various innovations in learning activities carried out in schools.

There are several models of teacher professional coaching [8] namely: (1) directive model; (2)

collaborative model; and (3) nondirective model. However, in its development there are four models of professional development, namely: (1) directive informational model; (2) directive control model; (3) collaborative model; and (4) nondirective model. There are various practices in carrying out professional coaching for teachers. If what you are facing is a teacher with a low level of commitment and abstraction, then the appropriate model to use is directives. Meanwhile, for teachers who are not directed at working with high commitment but low abstraction, the model that is considered appropriate is the collaborative model, which means that there is collaboration between teachers and supervisors in an effort to solve problems and improve teacher competence in teaching.

If the teacher already has high commitment and high abstraction, then the right coaching model is nondirective where the teacher already has the ability and awareness of their work as a professional [21], [23], [27]. In order to carry out proper professional coaching for teachers, it is necessary to stand on the level of development of teacher maturity and ability. The first is the novice level where the teacher feels that practical personal experience is more important than information conveyed verbally. At this level the teacher will be fostered about ideal learning concepts, school regulations, learning objectives at school, and the characteristics of situations of learning activities at school.

Second, the elate advanced level where the teacher has some experience so that it affects teacher behavior in a meaningful way. At this level, teachers do not feel a sense of independence or autonomy associated with their work [31], [32]. The teacher still feels that he is not fully responsible for the actions he takes. Third, the competent level where the teacher has moved and has had a lot of experience and has high motivation to succeed. Fourth, the proficient level where the teacher has the awareness and initiative to recognize certain formulas and equations in a comprehensive manner. Fifth, the expert level, where teachers have been able to demonstrate the appearance and decision-making institutions they display in teaching problem solving forums with other teachers [10], [22], [33].

There are five domains that are the goals of the success of teacher professional development in an effort to optimize the improvement of teacher competence. The five domains that must be achieved by professional teachers are: (1) teachers as innovators; (2) teachers as scientific developers to the community; (3) the teacher as a network maker; (4) teachers as educational designers; and (5) teachers as entrepreneurs [24]. Meanwhile, this is supported by five aspects that have a positive impact on increasing teacher competence. The five aspects are: (1) motivation; (2) knowledge and skills; (3) independent learning; (4) interaction competence; and (5) technology awareness [22].

Where the models of teacher professional development that are carried out can be a strategy to spur schools to build on existing experiences and at the same time ensure consistency of national development directions in all sectors in facing the AEC era. This is supported by the steps for teacher professional development which include: (1) survival; (2) exploration and bridging; (3) adaptation; (4) conceptual changes; (5)

discovery; and (6) experimentation [1], [34], [35]. Referring to the contingency theory, there are several recommendations in determining the model of teacher professional development [10], [21] namely the level of maturity (LoM), the level of responsibility (LoR), and concern of teacher (CoT). This concept is illustrated in Figure 1.

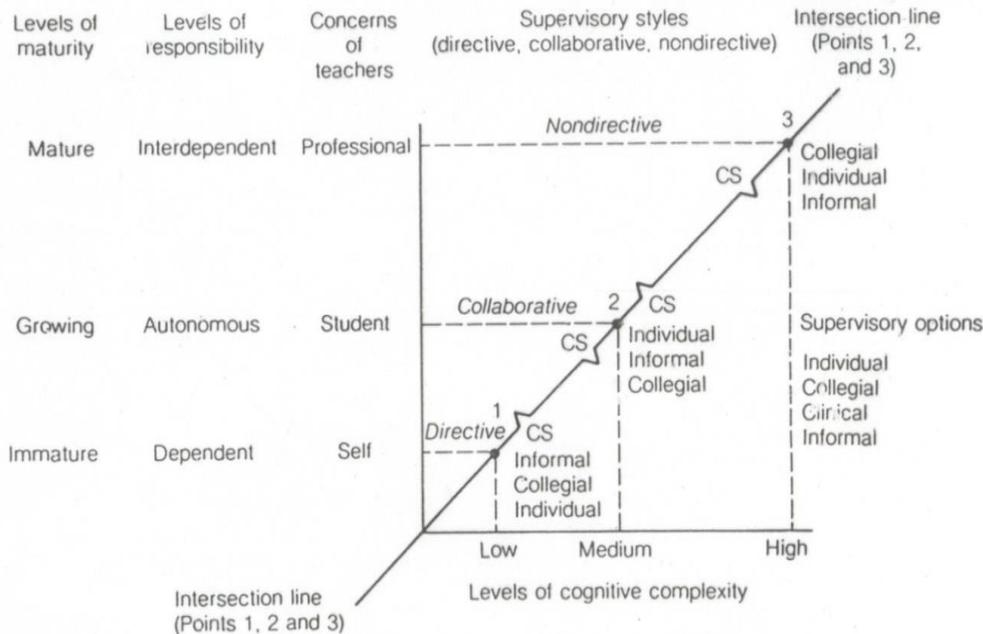


Figure 1 Contingency Model of Teacher Professional Development

#### 4. CONCLUSION

The conclusions of this article are: (1) the commitment and teaching ability of teachers in facing the AEC era is so important, because it is an effort to improve the quality of education and produce quality human resources who are able to compete competitively in the AEC era, where all countries in the ASEAN region have the opportunity to enter and compete with human resources in other countries; and (2) the professional development model for teachers is tailored to the needs of the teacher and also the level of teacher abstraction towards their duties and responsibilities as an educator. This is the basis for a supervisor to determine the right model in coaching teachers, whether to use directive, collaborative, or nondirective all invincible with the needs and level of maturity of the teacher in realizing his profession as a professional.

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