

Conference Paper

Role of Global Leadership and Capacity Building in Increasing Teacher's Profession Commitment

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Abstract

The purpose of this study is to describe efforts to increase the commitment of the teaching profession through the role of global leadership and capacity building in State Senior High Schools (SMA) in Bogor Regency. This study employs a descriptive qualitative approach and collected data via: interviews; observation; and documentation study. Data analysis in this study uses data reduction, data presentation and verification or conclusions. The results showed that increasing the professional commitment of teachers can be done through teacher training (capacity building) and the role of global leadership as the development of people and motivation of people.

Keywords: teacher's professional commitment, global leadership, capacity building

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1. Introduction

Entering the era of the industrial revolution 4.0 brought many changes to human thinking patterns, including a paradigm shift in improving the quality of education, both the quality of inputs, the quality of processes and the quality of output. Given the strategic role of teachers in improving the quality of education, the development of the teaching profession is an important requirement in encouraging the realization of the quality of education.

Law No. 20 of 2003 Article 1 of the national education system explains that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills which is needed by himself, society, nation and state. To achieve the functions and objectives of education, quality education is needed that can shape students into high quality human beings and have high competitiveness.

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One important component in improving the quality of education is the teacher. Teachers in the context of education have a large and strategic role. This is due to teachers who carry out the learning process, educate and guide students. It is the teacher who directly confronts students to transfer science and technology while educating with positive values through guidance and example.

The teacher plays a strategic role, especially in the effort to shape the nation's character through the development of desired personality and values. In this context the role of the teacher is difficult to be replaced by others. In terms of learning, the role of teachers in Indonesian society remains dominant even though the technology that can be utilized in learning is developing very fast. This is because there are dimensions of the educational process, or more specifically the learning process, which is played by teachers who cannot be replaced by technology [1].

Teachers have a mission and a tough task, but noble in delivering the nation's shoots to the top of ideals. Therefore, teachers should have a commitment to their profession and have various abilities related to their duties and responsibilities. With this commitment and ability, you will become a professional teacher, both academically and non-academically.

Previous research on the type of school and the commitment of teachers to the profession showed mixed results. Gupta and Gehlawar report that private school teachers are more committed to the profession than teachers in public schools. In contrast, Gerald reports that there are no significant differences regarding teacher commitments in public and private schools. When the age factor is considered, Gerald reports that younger teachers are more committed than older teachers. However, Garipagauglu found that there were no significant differences in commitment in terms of age [2].

This is similar to the problems that occur today, the low commitment of the profession of PNS teachers when compared to teachers who work in private schools. The results of the data show that: a) 63.33% of teachers have emotional ties to the profession; b) 61.67% of teachers have not really developed their profession; c) 66.67% of teachers felt they received less economic value by living as teachers; d) 70% of teachers have not updated their learning tools by reflecting lesson plans every school year, and teachers feel irresponsible for the behavior of students outside the classroom; e) 68.33% of teachers felt that their knowledge was not enough to work as a teacher and had not really taken part in the teacher coaching program / in other words there was no feedback from the results of the training.

For educational institutions, the commitment of teachers to the profession is very necessary in improving the quality of the learning process which will ultimately improve

the quality of outputs and the quality of educational outcomes, as well as the competitiveness of educational institutions. Therefore, only teachers who have a teacher's commitment to the profession can carry out this role. The commitment of teachers to the profession is one of the main requirements in realizing quality education.

The development of teacher's commitment to the profession is a major concern, because teachers have the task and role of not only providing scientific and technological information, but also forming attitudes and souls that are able to survive in the era of global competition. The teacher's task is to help students to be able to adapt to various life challenges and pressures that develop in them. The teacher's commitment to the profession is one's belief and acceptance of the values of the work chosen, and willingness to maintain membership in the work [3-6].

Increasing the commitment of the teaching profession is supported by the principal's role as a leader. The principal is a key figure in a school management system. This means that the principal must be able to maintain the positive climate in the school, encourage teachers to be enthusiastic and committed to improve their competence, embrace all staff so that they can work well so that the school environment is comfortable and most importantly the role of the principal school is able to encourage students to have brilliant achievements. All of this is inseparable from the role of the principal as a formal authority holder as a leader for his school [7]. But to face the era of the industrial revolution 4.0, global leadership is needed that has the ability to be adaptive to future uncertainties, the ability to work across countries and across cultures and the ability to create innovative environments, and have the ability to influence, mobilize, foster a sense of participation and responsibilities, providing facilities, good role models and work enthusiasm towards others / subordinates [8-14].

To maximize the increase in the professional commitment of the teacher, it requires efforts to develop from within the teacher. This can be done with efforts to develop the capacity of the teacher (HR) itself. Capacity building is the process of increasing the ability of knowledge and skills, as well as the attitudes and behavior of teachers in educational organizations [15]. In this process, it certainly can be done in various ways, both through education and training (Diklat) based on competencies, fostering clear career patterns all of which are for improving teacher performance in carrying out their duties. Therefore, capacity building is closely related to the ability of teachers, the ability of institutions, and the ability of the organizational system.

2. Methods

This research method uses a qualitative approach at one of the high schools in Bogor Regency. Data collection techniques were using three techniques, namely interviews, observation and documentation. Data obtained during the study were analyzed with steps namely data reduction, data presentation, and drawing conclusions. While checking the validity of the data is done by persevering observation and triangulation. Triangulation is done in two ways, namely triangulation of data sources and triangulation of data collection methods.

3. Results and Discussion

The principal is responsible for the running of the school institution and its activities. The principal has a stake in the success of the organization he leads, being a school principal needs to have qualified competence. In general, school principals have responsibilities as a field of teaching, curriculum development, teacher and staff development, student administration, staff personnel administration, community relations, school plant administration, and school skills and organization.

The success of a teacher in carrying out their duties is determined by the teacher's commitment in carrying out his profession as a professional educator. Teachers who have a high level of commitment, characterized by the characteristics: a) Attention to students is quite high, b) Time and energy expended to carry out their many tasks, and c) Many work for the benefit of others [16].

Various teacher development programs (Capacity building) have been carried out, such as the training program for state civil servants, fostering the implementation of 5 work cultures such as: writing scientific papers through the literacy movement, and other coaching activities organized in the context of work meetings and upgrading teachers before the odd semester break, and involving teachers in seminar / workshop activities.

The commitment of the teaching profession can also be increased through the role of global leadership as a development of people, namely a leader who has the ability to develop employees under his leadership, can do coaching and be able to see the talents / strengths of each of his subordinates (HR) and encourage them to grow and as motivation of people, which means the ability to provide motivation and inspiration, a school principal is only said to be successful if he is able to lead with positive motivation,

make them work joyfully and follow the organization's rules with enthusiasm and love their work.

In addition to coaching and other factors above, it is necessary to develop a belief that teachers are able to carry out their tasks better, not limited to the demands of work, but also an awareness of preparing a better generation, because, the teaching profession can provide hope for a better future for both teachers and students.

4. Conclusion

The commitment of the teaching profession can be increased through the role of global leadership as the development of people and motivation of people, as well as through the development of directed and sustainable capacity building.

Professional Learning Community (PLC) is one part in an effort to increase professional commitment. This improvement can also be done from within the organization. Like the appropriate compensation, there is reward and achievement motivation in the teacher. Thus, if these efforts have been realized, it will have an impact on school loyalty and quality.

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