

Conference Paper

The Impact of Global Leadership and Self-Efficacy on Teacher Innovation

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Abstract

The purpose of this study is to identify improvements in teacher innovation through the role of global leadership and efficacy. A qualitative approach is used, and the study focuses on research teachers and principals. Data collection in this study was performed via observation interviews and documentation studies. Data analysis was carried out through 3 activity lines: data reduction; data presentation; and conclusion drawing. The results of the study suggest that the role of global leadership is very important to improve teacher innovation in classroom learning. Global leadership encourages teachers to improve the efficacy of their teaching methods and has implications for improving teacher innovation.

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1. Introduction

Education takes a role as a determinant of the progress of a nation. Education contributes to providing workers who have the knowledge and skills to manage natural resources. Education makes a country have a competitive edge in creating quality products. In this era of globalization we need education that has good quality in order to create Indonesian people who are also of good quality and able to compete with developed countries.

The importance of quality education makes government and schools increasingly demanded to make changes that are fundamental. These changes can be in the form of changes in curriculum, policies, organizational structure, service strategies or educational processes. Significant changes will create conducive conditions where schools and their citizens can innovate. One example of innovation that the government is doing is implementing the 2013 curriculum which is no longer a teacher center but

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a student center, as well as a planned attitude assessment as a form of improving character education.

The world and technology are developing very rapidly in harmony with that the sciences learned are also developing dynamically. The teacher himself is the forefront in advancing education because of direct contact with students and the learning process. The teacher is a planner, facilitator, and assessor of learning whether it is as expected. The role of the teacher is very influential in the success of quality education. Teachers can no longer be able to teach with the same methods and approaches. Teachers must make changes by adjusting the demands of the times. One way to make changes, the teacher must innovate.

Innovation is an action to process a new idea to improve products, processes and services [1-5]. Innovation can be done by the teacher in learning so that the vision and mission of the school can be achieved. The innovations made by teachers must prepare young people to be able to face challenges in the future. Changes in the use of teaching methods that are done by teachers based on ideas that can be one form of innovation. Improving communication services to parents is also an innovation that is done by teachers. In implementing learning in schools there are some conditions that are not as expected.

The problem in the field is that the low level of teacher innovation shows that many of our teachers do not show improvements in terms of teaching and also services both to parents and students. The monotonous teaching process will make the learning process increasingly behind which makes the school experience a decline in the quality of education. The role of schools as important educational institutions in the eyes of the community will decline because it does not provide satisfaction to education stakeholders. With the low quality of education, the Indonesian state will be increasingly left behind because it cannot create a generation that can compete in the era of globalization.

Teacher innovation is one solution for a school to survive through various changes that occur. Teacher innovation does not just happen that many factors influence one of them is the role of the principal. The school principal has a large enough share as a leader to support and facilitate the teaching and learning process to match what is expected. The principal is a key factor in motivating to influence and empower teachers so that the vision and mission of the school can be achieved.

In enhancing the innovation of Human Resources (HR) leadership roles are needed. Where, organizational leaders must not only worry about the viability of their subordinates (for example meeting profit targets), but also about their legitimacy (i.e.

stakeholder perceptions about the suitability of educational organization activities with the values of the host country). For this reason, a leadership style that is able to face the challenges of the times is needed. Global leaders are assumed to be able to motivate subordinates to carry out more tasks than expected. Global leaders raise subordinate awareness about the importance of changing goals and work outcomes. This gives them encouragement to carry out tasks beyond their own interests so that the organization's vision and mission can be achieved.

Principals with a global leadership style can gain the trust of teachers. When teachers feel appreciated they will encourage teachers to provide ideas, services and new strategies for the achievement of school goals beyond their own interests. This shows that global leadership can trigger innovation in teachers.

Leaders have a considerable responsibility and share in determining the progress of an organization. Policies and attitudes as a role model of a leader can affect morale and work environment. With global leadership, a leader can guide his subordinates to be able to bring out all of his potential well. This is because a global leader has a clear vision and mission of the organization to go together, and provide a positive atmosphere in the work environment.

Global leadership is leadership that has the ability to think strategically and globally insightful, and has competencies, namely: a) Global Focus / Strategic Thinking / visionary; b) Drive for Results; c) Sound Business Judgment; d) Development of People; e) Motivation of People; f) Teamwork; g) Feedback; and h) Respect for others [6-12].

Efforts made by the principal can make changes made by the teacher and become a source of strength to make improvements to the quality of education both the process and the results of graduates. Efforts made by the principal show that the principal is an agent of change that can influence other teachers to also become agents of change towards improvement. The work done by the principal is a driver for teacher innovation.

The teacher has internal factors that also influence success or obstacles in innovation. Factors in teachers influenced by educational background, experience and environmental conditions. Factors from within the teacher can be self-efficacy or a teacher's confidence in the ability he has to complete the task. Self-efficacy is one's belief in being able to produce good performance in a certain time [13-15]. A teacher's confidence in his ability to manage and integrate learning is more interesting which makes students more creative. Teachers who are confident in their abilities appear to be more confident in managing the class developing ideas to create graduates who have good character and knowledge.

2. Methods

This research method uses qualitative research. The subjects of this study were PNS (civil servants) teachers and school principals. The number of participants in this study amounted to 56 teachers who were civil servants and one school principal in a high school in Jakarta, Indonesia.

Data collection methods used are interviews, observation, and documentation. This qualitative data analysis technique refers to the analytical process of Miles and Huberman. This method consists of three components, namely data reduction, data presentation, and conclusion drawing.

3. Results and Discussion

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 in improving their competence, embrace all their staff so that they can work well so that the school environment is comfortable and most importantly the role of the principal is can encourage students to have brilliant achievements. Global leadership is one of the determining factors in enhancing teacher innovation. Global leadership can gain the trust of teachers. When teachers feel valued, involved, motivated, they will encourage teachers to provide new ideas, services and strategies for the achievement of school goals beyond their own interests. This shows that the importance of the principal's role as a global leader in enhancing teacher innovation.

In addition, a teacher with high self-efficacy means being confident in his abilities and being able to overcome and complete his work in school which results in creating and enhancing innovation. Teachers with high self-efficacy are characterized by being confident in carrying out tasks well, confident of being able to complete difficult tasks, eager to achieve goals, eager to compete, able to adapt to change, can rise from failure. This is similar to the research of His Chi Hsiao et al [16] entitled The Impact of Self Efficacy in Innovative Work Behavior for Teachers who examined 546 teachers in Taiwan concluded that teachers with high self-efficacy would show better innovativeness compared to with teachers who have low self-efficacy.

4. Conclusion

The role of the principal as a global leadership in the school is very important. This is because global leadership is able to create innovative work behavior in the school environment. So that the role of global leadership and self-efficacy can improve teacher innovation in learning in schools.

Teacher innovation can be enhanced through teacher empowerment, both in the form of IHT programs and participating in Learning Community. So, the teacher's innovation will have an impact on the quality of the teacher's performance.

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