

Indonesian Teacher Engagement Index (ITEI): An Emerging Concept of Teacher Engagement in Indonesia

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Abstract. This paper presents a new concept of teacher engagement in Indonesia. The various studies in this paper examine various perspectives and even criticize the initial research on teacher engagement, so as to build the concept of different teacher engagement and in accordance with the Indonesian context so that it can be implemented and has direct impact as a guideline on improving the quality of teachers and education personnel in Indonesia. The method used in this paper is the Neuroresearch research method focused on exploratory research. The conclusion of this research is the development of Indonesian Teacher Engagement Index concept (ITEI) as a concept that describes the condition of teachers who experienced various psychological conditions positively, actively participate in building positive education, able to show good performance, have supportive competence, have national character as Characteristic of Indonesia and able to show the nationalism leadership engagement.

1. Introduction

Research on teacher engagement is mostly done because teacher engagement proved to give positive impact in the process of organizing education. Teachers who engage are able to make students become more engage so as to create a more effective school atmosphere. Engaged teachers also show the degree to working harder to make classroom activities more meaningful. Engaged teachers are willing to work with students in extracurricular activities so that students will be tied to school and improve their achievements. Furthermore, four types of engagement based on studies from previous studies, 1) Engagement with the school as a social unit, where the teacher is able to create community and concern for the school so that it integrates between his personal life and his working life; 2) engagement with school academic goals, where teachers are integrated with high demands that are influenced by the quality factor of their work life thereby increasing teacher commitment to provide meaningful feedback; 3) engagement with students as individuals so that teachers show attention to the personal lives of the students, more sensitive and aware of student development to become more mature; And 4) engagement with discipline that affects the formation of effective learning [1].



In 2014, a study attempted to expose a new construct in measuring teacher engagement. This research states that teacher engagement is formed by six indicators, namely 1) designing and organizing which is how teachers manage various responsibilities so that teachers can meet the needs of students; 2) facilitating discourse where the teacher is a facilitator for students and parents; 3) instructing is how teachers provide instruction for students with attention to the diversity of students so as to assist their cognitive development; 4) nurturing that the teacher is a very important socialization agent that is able to maintain and provide support both social and emotional; 5) motivating is how teachers have motivation as well as pass the motivation so that it can increase student involvement; And 6) monitoring, where teachers are able to manage their time and progress so as to effectively monitor student behavior and learning to achieve learning objectives [2].

Various research on teacher engagement more to explore the aspects of engagement related to learning, while looking at the role of teacher engagement that can improve student engagement and student achievement [3] then the teacher engagement of course not only centered on the learning process but on the whole Aspects of the teacher in carrying out his profession. Teacher engagement is closely related to the teacher's internal factors in the entire educational process whereby a teacher has high energy levels and strong identification of his work [4]. This concept is close to the concept of engagement in general. Engagement is conceptualized as a whole person's self-investment into a role so as to explain a comprehensive range of relationships with its performance [5]. Engagement is closely related to the source of work and performance of a person at work because when employees have control over their decisions and work and have good social support then they will provide feedback through optimal performance [6]. Engagement is also able to have a positive impact by surpassing the negative impact of work fatigue so as to increase the satisfaction of one's life and well-being [7, 8]. A person who engages is personally able to express himself and his work so that while working is able to present themselves fully and play an active role both physically, cognitively and emotionally [9].

By examining the overall concept of engagement, then the appropriate engagement teacher for the context in Indonesia is an engagement that is not only related to the learning process. Teachers in Indonesia are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education formal education, basic education and secondary education [10]. Existence of teachers in Indonesia is crucial in improving the nation's life by involving all aspects of spiritual, emotional, intellectual, physical and other aspects [11]. Even the government of Indonesia is currently undergoing the transformation of education so that it can improve the feasibility of teachers as learning agents, improve the dignity of teachers and professionalism of teachers so that ultimately can improve the process and quality of education [12]. Therefore this research attempts to build a new construct on teacher engagement that is appropriate to the Indonesian context.

2. Methods

This research uses Neuroresearch method, which is a research method that synthesizes quantitative and qualitative research. Procedures in the Neuroresearch method are carried out through three processes: exploratory research, explanation research, and confirmatory research. This research only applies exploratory stage. An exploratory stage is the phase of a literature study as a reference in constructing theoretical construct. This stage involves the process of thinking qualitatively [13].

Exploratory research is a qualitative step in which neuroresearch research is done through literature review and study of various theories that will produce theoretical construct. This stage will result in a deeply variable review so as to find the construct. Construct is the final conclusion of a variable inspired by research journals, textbooks, theories, and other references that are contextualized to population conditions whose conclusions are ultimately conceptual definitions, dimensions and indicators. The construct position in neuroresearch is the academic forecast of the researcher. The theoretical construct of variables along with dimensions and indicator is then become the main reference of research instrument preparation [13-15].

3. Results and Discussion

The literature study on teacher engagement with the basic concept of engagement and study in the Indonesian context finds several findings as follows:

3.1. Engagement is a concept in positive psychology

A person engaged with his work is someone who performs his organizational role optimally both physically, cognitively, emotionally and psychologically characterized by high energy at work, dedication and absorption [7, 9, 16, 17]. Various research issues about positive psychology focus on work engagement is a positive, satisfying and affective motivational work situation [18]. The positive goal of psychology is to catalyze the focus shift in the field of psychology towards building individual quality in a positive way [19]. Interventions in the positive psychology should target individuals with less engage as this means that there is a lot of undeveloped potentials [20]. Therefore, teacher engagement is also included in the realm of positive psychology.

3.2. Engagement is a concept in positive education

In the world of education, teachers who engage will seek to apply the best methods and focus on student progress [4, 21, 22]. While education that seeks to improve skills and happiness is part of the concept of positive education that synergies between learning and positive emotions [23]. So that teacher engagement in Indonesia becomes more comprehensive when included in the concept of positive education.

3.3. Engagement relates to performance

A study of Dutch teachers attempts to test teacher engagement models in which job resources are related to the level of work and engagement and are able to predict their performance on a weekly basis [24]. This suggests that engagement can not be detached from the resulting performance and has been proven through various studies that find that there is an influence of determinant engagement on one's performance [25]. Therefore, performance becomes one of the important factors in the formation of teacher engagement in Indonesia.

3.4. Analysis of teachers in Indonesia

The law states that the national development in the field of education is the effort to improve the life of the nation and improve the quality of Indonesian people who believe, pious, and noble and master the science, technology, and art in realizing a society that is advanced, fair, prosperous and civilized based Pancasila and the Constitution of the State of the Republic of Indonesia Year 1945. This means that every teacher in Indonesia must practice the nation's philosophy as a characteristic character of the Indonesian nation.

In addition, the law also states that teachers in Indonesia must have competence, namely a set of knowledge, skills, and behaviors that must be owned, experienced, and mastered by teachers in performing professional duties. Teacher competence includes pedagogic competence, personality competence, social competence, and professional competence.

The existence of teachers in Indonesia who helped determine the intellectual life of the nation shows the existence of three fundamental things that must be imbued by teachers in Indonesia, the character of nationality which is reflected through Pancasila, four basic competencies and nationalism attitudes related to the love of the fatherland so that Always upholds social justice for all students in Indonesia [11, 26, 27].

4. Conclusions

This research is a preliminary research in constructing teacher engagement constructs in accordance with teacher context in Indonesia. The concept of teacher engagement is considered appropriate to describe Indonesian teachers with complex tasks and responsibilities. To improve the quality of education in Indonesia it requires teachers who engage in accordance with the Indonesian context and

absorb all positive aspects in the concept of engagement as a whole. The existence of teachers in Indonesia is very decisive efforts to educate the life of the nation became the main axis in this study which was captured through the Indonesian Teacher Engagement Index (ITEI). The concept of teacher engagement is defined as integrating the teacher's capacity as a "professional educator-mentor" characteristic of Indonesia by considering the positive aspects of psychology, positive education, teacher performance, teacher competence, national character and nationalism spirit. This research is a preliminary research so it still needs to continue the study to find the construct building on teacher engagement, namely the unification of various capacity of teachers.

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