Designing and Testing Teacher Professional Development Models Focusing on Optimizing Teacher Commitment in the Era of the ASEAN Economic Community and New Normal

Ali Imron[1, *] Bambang Budi Wiyono[1], Syamsul Hadi[2] Imam Gunawan[1]
Asghar Abbas[3] Dyas Bintang Perdana[4] Muhammad Kurniawan Hidayatullah[4]

[1] *Dept. of Educational Administration Universitas Negeri Malang Malang, Indonesia*
[2] *Dept. of Engineering Education Universitas Negeri Malang Malang, Indonesia*
[3] *Dept. of Education International Islamic University Islamabad, Pakistan*
[4] *Dept. of Educational Management Universitas Negeri Malang Malang, Indonesia*
[*]*Corresponding author. Email: ali.imron.fip@um.ac.id*

ABSTRACT

The real challenge in teacher professional development is the socio-cultural demands of the ASEAN Economic Community era and new normal (caused by the covid-19 pandemic). The purpose of this study is to examine the model of teacher professional development that focuses on optimizing teacher commitment in the era of the ASEAN Economic Community and new normal. We used a development research procedure as proposed by Baker and Schutz (1971). The participants of this study were school supervisors, principals, teachers, and students. The instrument used is a questionnaire. Data were analyzed by descriptive statistics. The results conclude that the teacher development model developed is effective to increase teacher commitment. Our findings are discussed in the context of teacher professional development to increase teacher commitment.

Keywords: *teacher development, teacher commitment, ASEAN economic community, new normal*

1. INTRODUCTION

Teacher professional development is very important to be developed continuously, especially in the era of the ASEAN Economic Community (AEC) and new normal. The commitment of the teacher is a reflection of the dedication of the teacher's work in the field of teaching which is interpreted philosophically [1]–[4]. Facing the AEC era and new normal, with the pattern of trade, services, and the need for professional-competitive human resources and full of networks, a professional teacher with more abilities is needed. Therefore, it is necessary to optimize the commitment of teachers to condition students who can survive and succeed in the AEC era and new normal. The ability of teachers in learning is necessary, but to face AEC and new normal, is still not sufficient, if it is not accompanied by optimal commitment in nurturing students.

Commitment is defined as a degree related to ties to the institution [5]. Commitment is an attitude, affection, trust, and attention to a person's behavior towards his work [6]. Meyer and Allen [7] prove that commitment is evident when individuals display behavior more towards something morally right, rather than just personally beneficial. Teacher commitment is the inner bond between teachers and students, which determines the morale of their work. Teacher commitment can be interpreted as the level of psychological attachment to teaching activities [8]–[10]. From many research results, it is known that many factors have been found to improve and increase teacher commitment.

Leadership, teacher autonomy, collaboration, feedback, learning opportunities, resources, and participation in decision-making are important contributors to commitment [11]–[14]. The results of the research by Teemant et al. [15] also show that teacher commitment gets a contribution from the principal's learning supervision. Teacher commitment is one of the most important aspects of teacher performance and quality. Commitment is the difference between teachers

who care, are dedicated, and who take their work seriously from those who are only interested in being teachers [11], [16]–[18]. Teaching commitment is defined as the psychological bond of teachers to the teaching profession [8], [19]–[22]. When teachers are not committed to the teaching profession, they will leave the profession quickly. Teacher commitment is closely related to job satisfaction, morale, motivation, and identities and predictors of teacher job performance and their effect on student achievement and attitudes toward school. This study aims to examine the model of teacher professional development that focuses on optimizing teacher commitment in the era of the ASEAN Economic Community and new normal.

2. METHOD

We designed this study with a research and development design, and the procedure followed the steps proposed by Baker and Schutz [23]. Participants in this study were school supervisors, principals, and teachers in Malang City, Indonesia, and students (bachelor, master, and doctoral) at the State University of Malang. Data collection techniques at this stage of development are closed and open questionnaires about the teacher's professional development model to participants to obtain empirical verification. Quantitative research data (collected through closed questionnaires) were analyzed using descriptive statistics (percentages) [24]–[26]. Qualitative research data (which was collected through an open questionnaire) [27]–[29] were analyzed using the content analysis technique of Mayring [30].

3. RESULTS

3.1 Conceptual Model of Teacher Professional Development for Optimizing Teacher Commitment in The AEC Era and New Normal

Based on the results of the literature review and theory, a conceptual model design of teacher professional development for optimizing teacher commitment in the AEC era and the era of new normal is proposed, illustrated in Figure 1.
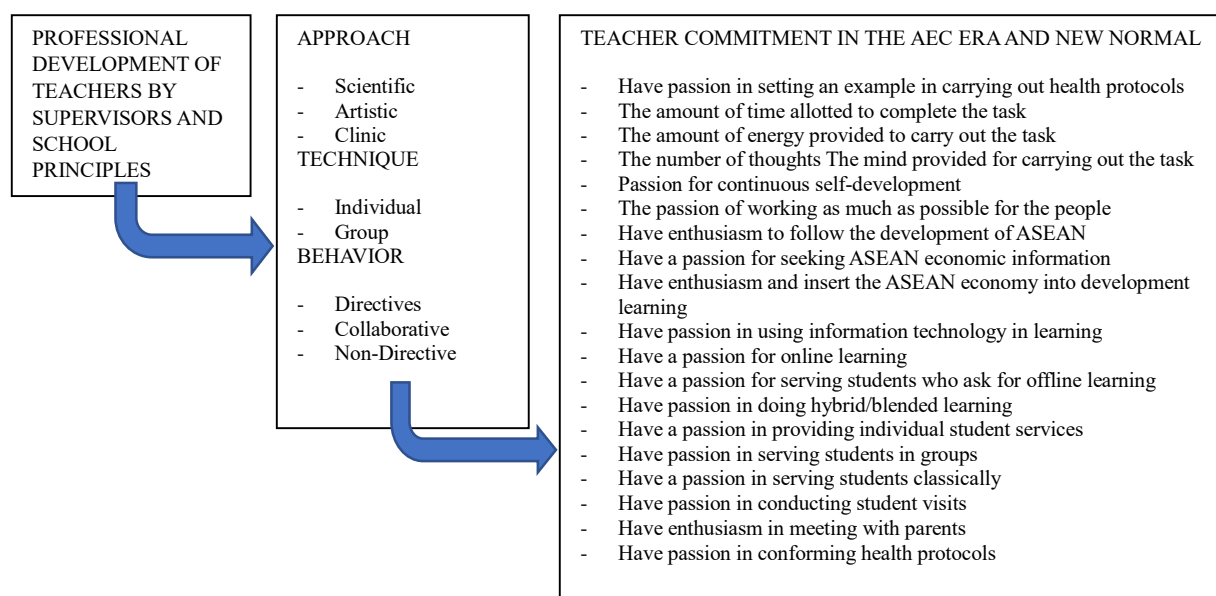

Figure. 1 Conceptual Model of Teacher Professional Development for Optimizing Teacher Commitment in the AEC Era and New Normal

3.2 Expert Judgment Model for Teacher Professional Development for Optimizing Teacher Commitment in the AEC Era and New Normal

Based on the results of reviews and suggestions from experts in the supervision of learning and teacher professional development, the conceptual model of teacher professional development for optimizing teacher commitment in the AEC era, and new normal, there are many improvements to the conceptual model designed by researchers. The refinement of the conceptual model designed by the researcher, by the expert is completely illustrated in Figure 2. The refinement made by the expert is as follows:

1. The improvement of the parties who carry out professional development of teachers, which previously consisted of principals and school supervisors, were changed and refined by experts to become: principals, supervisors, experts, senior teachers, and other supervisors.
2. Completion of the teacher professional development approach, which previously consisted of scientific, artistic and clinical approaches, added an integrative approach (or a combination of the three).
3. Completion of teacher commitments in the AEC era and new normal, becomes teacher commitments in the AEC era and optimized new normal.
4. Substantive improvement of teacher commitment related to time, energy, and thought to be:
   a. Provide as much time as possible to complete the task.
   b. Provide as much energy as possible to carry out the task.
   c. Provide as many minds as possible to carry out the task.
5. Substantive improvement of teacher commitment in the AEC era and new optimized habits, in the words

of passion in carrying out various learning activities, with the words:
a. Commit to working as much as possible for as many people as possible.
b. Committed to following ASEAN developments, seeking ASEAN economic information.
c. Committed to using information technology in learning.
d. Committed to integrating the ASEAN economy in learning.
e. Committed to doing online learning, serving students who request offline learning.
f. Committed to doing hybrid/blended learning.
g. Committed to providing individual student services.
h. Committed to serving students in groups.
i. Committed to serving students classically.
j. Committed to conducting student visits.
k. Committed to holding meetings with parents, informing the Covid-19 health protocol.
l. Committed to setting an example in implementing the Covid-19 health protocol.
6. Completion of the words of the health protocol with the words of the Covid-19 health protocol.

Figure. 2 Expert Judgment Model for Teacher Professional Development for Optimizing Teacher Commitment in the AEC Era and New Normal

3.3 Empirical Model of Teacher Professional Development for Optimizing Teacher Commitment in the AEC Era and New Normal

After producing an expert model on teacher professional development to optimize teacher commitment in the AEC era and new normal, an empirical test was conducted in the field. Empirical test

targeting school supervisors; principal; teacher; undergraduate students of Education Supervision, Learning Supervision courses; master students taking education supervision matriculation courses; and doctoral students who have taken the Education and Learning Supervision course. After the empirical test, the respondents' answers to the instrument, the percentage is shown in Figure 3.

| TEACHER PROFESSIONAL DEVELOPMENT BY SUPERVISOR (SUPERVISOR, PRINCIPAL, EXPERT, SENIOR TEACHER, AND OTHER SUPERVISOR) (95%) | APPROACH

- Scientific (87%)
- Artistic (30%)
- Clinic (90%)
- Integrative (30%)

TECHNIQUE

- Individual (90%)
- Group (87%)

BEHAVIOR

- Directive Informational (30%)
- Directive Control (30%)
- Collaborative Direction (90%)
- Collaborative Negotiation (87%)
- Non-Directive (87%) | TEACHER COMMITMENT IN THE OPTIMIZED AEC ERA AND NEW NORMAL

- Provide as much time as possible to complete tasks (85%)
- Provide as much energy as possible to carry out tasks (87%)
- Provide as many minds as possible to carry out tasks (87%)
- Committed to continuous self-development (88%)
- Committed to working as much as possible for the people (88%)
- Committed to following ASEAN developments (85%)
- Committed to seeking ASEAN economic information (86%)
- Committed to integrating ASEAN economy in learning (88%)
- Committed to using information technology in learning (88%)
- Committed to doing online learning (90%)
- Committed to serving students who request offline learning (90%)
- Committed to doing hybrid/blended learning (85%)
- Committed to providing individual student services (85%)
- Committed to serving students as a group (88%)
- Committed to serving students classically (90%)
- Committed to conducting student visits (90%)
- Committed to meeting with parents (90%)
- Committed to informing the covid-19 health protocol (90%) |

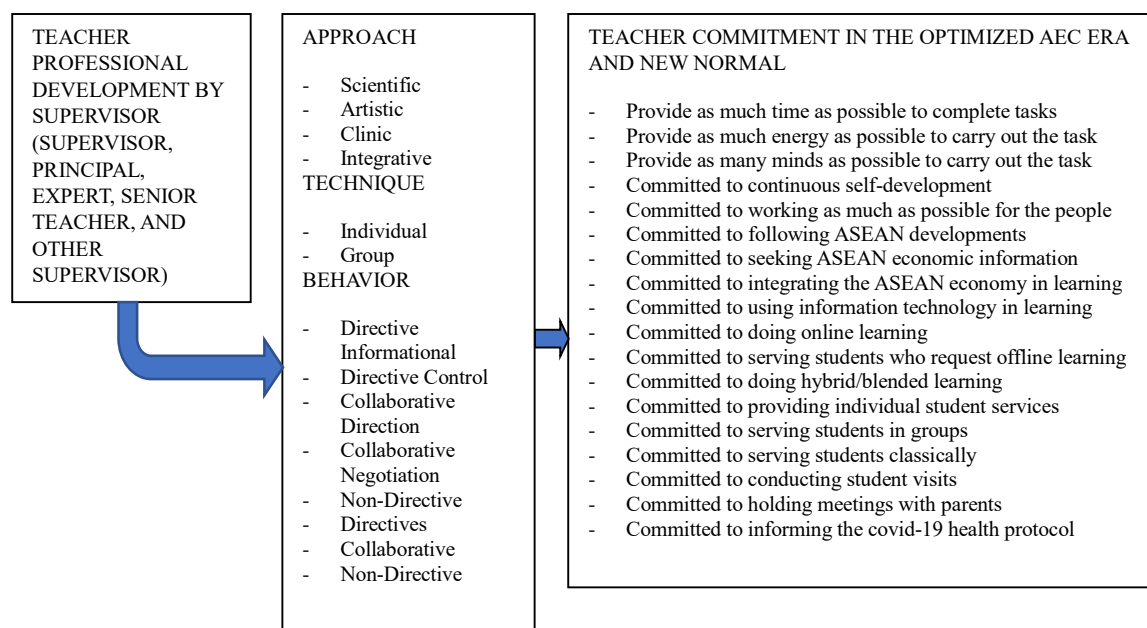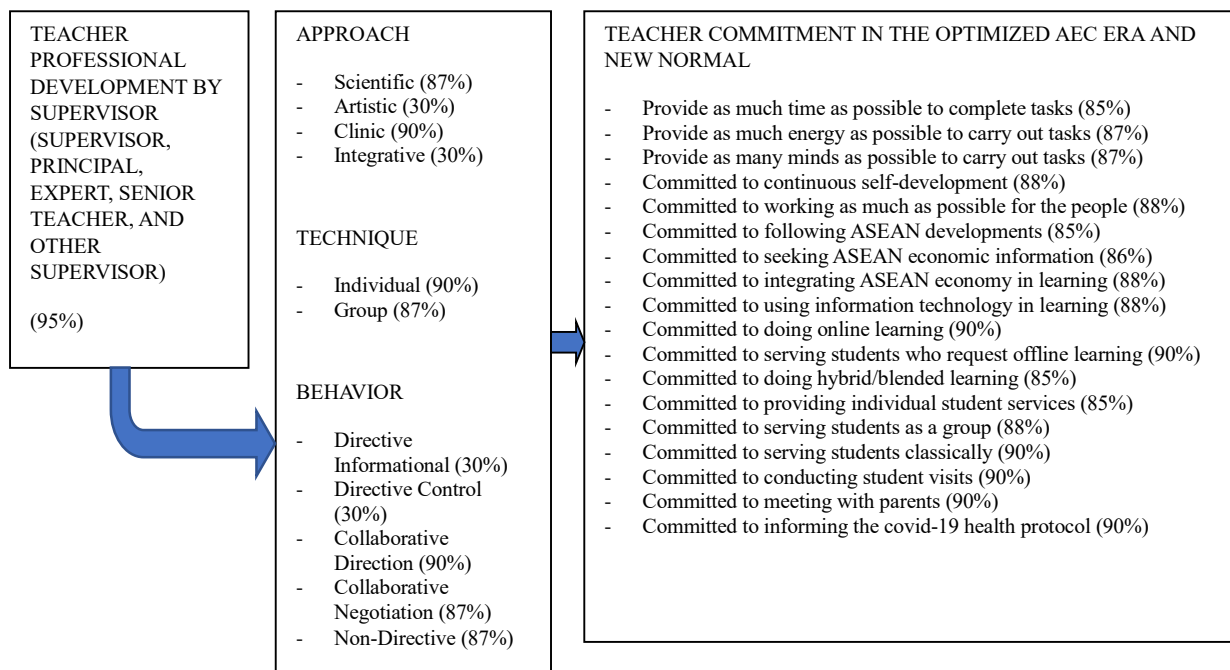**Figure. 3 Empirical Model of Teacher Professional Development for Optimizing Teacher Commitment in the AEC Era and New Normal**

3.4 The Recommended Model of Teacher Professional Development for Optimizing Teacher Commitment in the AEC Era and New Normal

After producing an empirical model on teacher professional development for optimizing teacher commitment in the AEC era and new normal, an analysis was carried out of which model elements were feasible to be maintained and used as elements of the recommended model. If the average value of the mode or percentage is above 50%, then these elements are maintained or used as elements of the recommendation model. If it is less or equal to 50%, then it is dropped as a recommendation model. Based on the observation of the empirical model, several things that are reduced from the elements of the model are (1) artistic coaching approach (35%), (2) integrative coaching approach (30%), (3) directive informational coaching behavior (30%), and (4) directive control coaching behavior (30%). After an in-depth analysis, the recommended model of teacher professional development for optimizing teacher commitment in the AEC Era and new normal is illustrated in Figure 4.
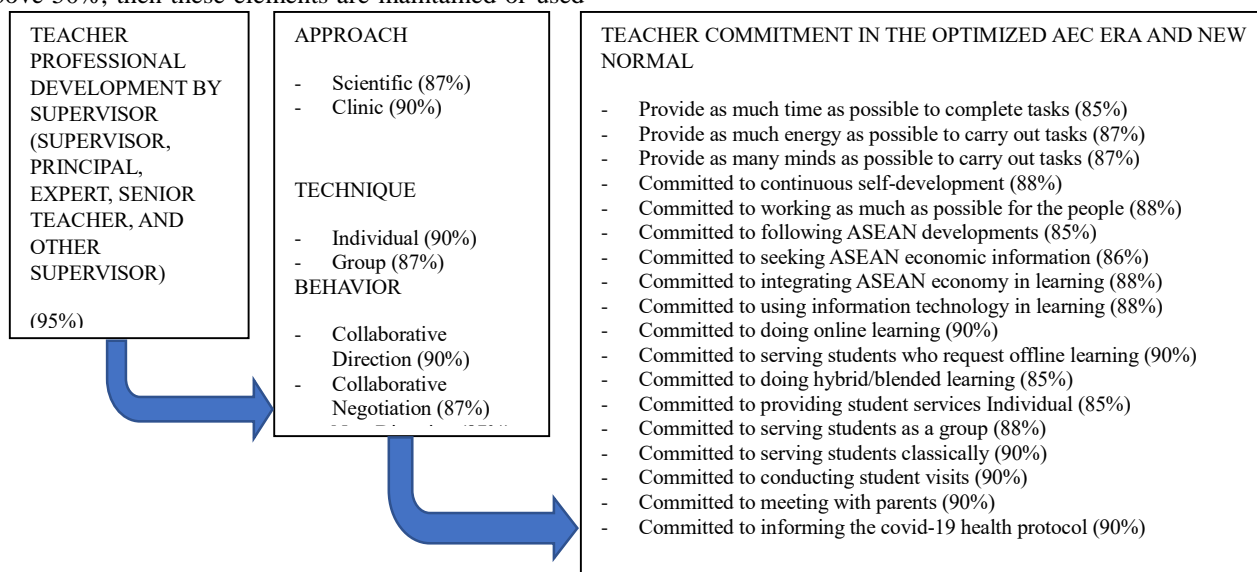
| TEACHER PROFESSIONAL DEVELOPMENT BY SUPERVISOR (SUPERVISOR, PRINCIPAL, EXPERT, SENIOR TEACHER, AND OTHER SUPERVISOR) (95%) | APPROACH

- Scientific (87%)
- Clinic (90%)

TECHNIQUE

- Individual (90%)
- Group (87%)
BEHAVIOR

- Collaborative Direction (90%)
- Collaborative Negotiation (87%) | TEACHER COMMITMENT IN THE OPTIMIZED AEC ERA AND NEW NORMAL

- Provide as much time as possible to complete tasks (85%)
- Provide as much energy as possible to carry out tasks (87%)
- Provide as many minds as possible to carry out tasks (87%)
- Committed to continuous self-development (88%)
- Committed to working as much as possible for the people (88%)
- Committed to following ASEAN developments (85%)
- Committed to seeking ASEAN economic information (86%)
- Committed to integrating ASEAN economy in learning (88%)
- Committed to using information technology in learning (88%)
- Committed to doing online learning (90%)
- Committed to serving students who request offline learning (90%)
- Committed to doing hybrid/blended learning (85%)
- Committed to providing student services Individual (85%)
- Committed to serving students as a group (88%)
- Committed to serving students classically (90%)
- Committed to conducting student visits (90%)
- Committed to meeting with parents (90%)
- Committed to informing the covid-19 health protocol (90%) |

Figure. 4 Models of Recommended Teacher Professional Development for Optimizing Teacher Commitment in the AEC Era and New Normal

3.5 Results of Comparative Constant Analysis between Conceptual Models, Expert Judgment Models, Empirical Models and Recommended Models on Professional Development of Teacher Commitment in the AEC Era and New Normal

Based on observation and analysis of conceptual models, expert judgment models, empirical models, and recommended models of professional development on teacher commitment in the AEC era and new normal, it was found that there are aspects that are the same and there are different aspects of the four models. These differences can be stated as follows: (1) some are narrowed to the addition of the substantive aspects of the model; (2) some are converging on the editorial refinement of the substantive aspects of the model; and (3) there is a reduction in the substantive aspect of the model. The results of the comparative constant analysis can be presented in Table 1.

Table 1 Results of Comparative Constant Analysis between Conceptual Models, Expert Judgment Models, Empirical Models and Recommended Models on Professional Coaching for Teacher Commitment in the AEC Era and New Normal

No	Conceptual Model	Expert Judgment Model	Empirical Model	Recommended Models
1	Professional development of teachers by supervisors and principals	Teacher professional development by supervisors (supervisors, principals, experts, senior teachers, and other supervisors)	Teacher professional development by supervisors (supervisors, principals, experts, senior teachers, and other supervisors) (95%)	Teacher professional development by supervisors (supervisors, principals, experts, senior teachers, and other supervisors) (95%)
2	APPROACH - Scientific - Artistic - Clinic	APPROACH - Scientific - Artistic - Clinic - integrative	APPROACH - Scientific (87%) - Artistic (30%) - Clinic (90%) - Integrative (30%) - Collaborative Negotiation (87%) - Non-Directive (87%)	COACHING APPROACH (68.33) - Scientific (80%) - Clinic (90%)
	TECHNIQUE - Individual - Group	TECHNIQUE - Individual - Group	TECHNIQUE - Individual (90%) - Group (87%)	DEVELOPMENT TECHNIQUES (88.55) - Individually 90%) - Group (87%)
	BEHAVIOR - Directives - Collaborative - Non-Directive	BEHAVIOR - Directive Informational - Directive Control - Collaborative Direction - Collaborative Negotiation - Non-Directive	BEHAVIOR - Directive Informational (30%) - Directive Control (30%) - Collaborative Direction (90%)	BEHAVIOR OF DEVELOPMENT (64%) - Collaborative Direction (90%) - Collaborative Negotiation (87%) - Non-Directive (87%)

3.6 The results of the Comparative Constant Analysis between the Substance of the Conceptual Model, the Expert Judgment Model, the Empirical Model, and the Recommended Model of Teacher Commitment in the AEC Era and New Normal

After conducting a series of comparative constant analyses, it was found that there are differences between the conceptual model and the expert judgment model regarding teacher commitment in the AEC era and new normal. Meanwhile, there is no difference between the expert judgment model with the empirical model, and the recommended model. Therefore, Table 2 presents the differences between the conceptual model, the expert judgment model, the empirical model, and the recommended model.

Table 2 Results of Comparative Constant Analysis between the Substance of Conceptual Models, Expert Judgment Models, Empirical Models and Recommended Models of Teacher Commitment in the AEC Era and New Normal

The Substance of the Conceptual Model of Teacher Commitment in the Age of AEC and New Normal	The Substance of the Expert Judgment Model, Empirical Model and Recommended Teacher Commitment in the AEC Era and New Normal
1. The amount of time allotted to complete the task	1. Provide as much time as possible to complete tasks
2. The amount of energy provided to carry out the task	2. Provide as much energy as possible to carry out the task
3. The number of thoughts provided for carrying out the task	3. Provide as many minds as possible to carry out the task
4. Passion for continuous self-development	4. Committed to continuous self-development
5. The passion of working as much as possible for the people	5. Committed to working as much as possible for the people
6. Have the enthusiasm to follow the development of ASEAN	6. Committed to following ASEAN developments
7. Have a passion for seeking ASEAN economic information	7. Committed to seeking ASEAN economic information
8. Have enthusiasm and slip the ASEAN economy into learning	8. Committed to integrating the ASEAN economy in learning
9. Have a passion for using information technology in learning	9. Committed to using information technology in learning
10. Have a passion for online learning	10. Committed to doing online learning
11. Have a passion for serving students who ask for offline learning	11. Committed to serving students who request offline learning
12. Have a passion for doing hybrid/blended learning	12. Committed to doing hybrid/blended learning
13. Have a passion for providing individual student services	13. Committed to providing individual student services
14. Have a passion for serving students in groups	14. Committed to serving students in groups
15. Have a passion for serving students classically	15. Committed to serving students classically
16. Have a passion for conducting student visits	16. Committed to excitement in conducting student visits
17. Have enthusiasm in meeting with parents	17. Committed to holding meetings with parents
18. Have a passion for conforming to health protocols	18. Committed to informing the covid-19 health protocol
19. Passionate about giving examples of health protocols	19. Committed to setting an example in implementing the COVID-19 health protocol

4. DISCUSSION

The party who is responsible and has the main duties and functions to carry out teacher professional development with a focus on optimizing commitment, based on theoretical studies and previous research results is in the principal and school supervisor [31]–[36]. The principal has responsibility for the commitment of teachers who are in his school environment, while school supervisors have responsibilities in their respective target areas (10 to 15 schools). If the principal is only responsible for carrying out the professional development of teachers, then the school supervisor is not only responsible for carrying out the professional development of teacher commitment, but also the principal's commitment.

Three approaches can be used to improve and optimize teacher commitment: the scientific approach, the artistic approach, and the clinical approach [37]–[40]. These three approaches are based on different philosophical assumptions, both about learning and about the teacher's personality. All three can be done separately, but can also be done by merging. Meanwhile, teacher professional development techniques related to optimizing commitment, in addition to individual techniques, are also group techniques [31], [41]–[43]. Coaching behavior is also related to the focus of optimizing teacher commitment, which can be classified into three: directive behavior, collaborative behavior, and non-directive behavior [44]–[48]. Directive behavior is relevant for teachers who are categorized as dropouts, collaborative is more relevant to deal with unfocused worker teachers and analytical observation. Meanwhile, non-directive behavior is more suitable for dealing with professional teachers.

Research results Kasule et al. [49] show that there are five domains of teacher professional development activities that focus on optimizing teacher competence in schools [50]–[53]. Based on the findings of this study, it is suggested that the teacher professional development program should involve five competency domains that must be achieved by a teacher as: (1) an innovator; (2) community science developer; (3) network maker; (4) educational designer; and (5) entrepreneurs. The results of Kabilan [54] research shows that there are five aspects of teacher competence that are useful in improving teacher competence, namely: (1) technology awareness; (2) independent learning; (3) knowledge and skills; (4) motivation; and (5) interaction competence.

5. CONCLUSION

The results of the study conclude that the teacher development model developed is effective to increase teacher commitment. These results have consequences for the direction of teacher development, especially related to teacher commitment, which should refer to teacher behavior in teaching. Principals have the task of promoting teacher development that prioritizes critical and in-depth dialogue about instructional problems faced by teachers [55]. This dialogue ultimately aims to improve student outcomes.

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