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### CONSTRUCT THEORETICAL: INDONESIAN TEACHER ENGAGEMENT INDEX (ITEI)

Sasmoko<sup>1</sup>, Yasinta Indrianti<sup>2</sup>, Aqeel Khan<sup>3</sup>, Joko Nurkanto<sup>4</sup>, Yohanes Harsoyo<sup>5</sup>, Ni Putu Sri Harta Mimba<sup>6</sup>, Suryanti<sup>7</sup> and Agnes Maria Goni<sup>8</sup>

The connection and interdependency between ability, competence and other social role become one whole unity of a teacher contribute tremendously toward Indonesian teacher profile in creating a qualified generation. The ideal teacher profile is then called Indonesian Teacher Engagement. To create the profile we need to make a new approach of valid and reliable standard instrument which is called Teacher Engagement Index (ITEI). The question in this study what is the manifestation of construct theoretical from ITEI, which encompasses conceptual and contextual definition with Indonesian teachers, its dimension and the indicators. The first stage of the research method is by conducting a library research through literature reviews which interpret the effect of education as something which has a positive impact, it is called positive education. The second stage of the research is by content validity using Delphi technique. The result of the first stage finds that ITEI is the merging of the capacity of pedagogic competence, personality, social, and the professionalization of Indonesian teachers which is manifested in 5 (five) dimensions: (1) positive, work spirit marked by high level of work enthusiasm (vigor), the loyalty towards work (dedication), the self engagement towards work (absorption) initiative, responsibility, and commitment, (2) High performance, marked by: student achievement and teacher achievement, (3) competence comprises of pedagogic competence, personality, social and professionalization, (4) well-being, marked by: work-life satisfaction and work-life balance. The result of the second stage research finds that the result of the first stage of the research is valid in terms of content.

**Keywords:** Indonesian Teachers Engagement Index, ITEI

#### 1. INTRODUCTION

The profession as teachers demands connection and interdependency between ability, competence and various roles as one whole and synergic unity. To maximize the role possessed, each individual uses various level physically, cognitively or emotionally which is known as engagement (Kahn, 1990). Engagement is viewed as a condition related with a kind of job with positive paradigm which continuously penetrates (Mancz, 2014).

Engagement is a suitable concept to depict the demand of a teacher which has a complex role to generate superior and high qualified generation. The success of the implementation of education does not only rely on the curriculum, students and technology. But the highly-engaged teachers can be the main key in the process

<sup>1,2</sup> Bina Nusantara University, E-mail: sasmoko@binus.edu, yasintaindrianti@gmail.com

<sup>3</sup> Universiti Teknologi Malaysia, E-mail: drageethan@gmail.com

<sup>4</sup> Universitas Sebelas Maret, E-mail: jokoanwar@gmail.com

<sup>5</sup> Samudra Dharma University, E-mail: yohanes.harsoyo@gmail.com

<sup>6</sup> Udayana University, E-mail: p.mimba@und.ac.id

<sup>7</sup> Universitas Negeri Surabaya, E-mail: suryanti@unesu.ac.id

<sup>8</sup> Universitas Negeri Manado, E-mail: agnesmurti0559@gmail.com

# CONSTRUCT THEORETICAL INDONESIAN TEACHER ENGAGEMENT INDEX (ITEI)

*by Harsoyo Yohanes*

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<sup>1,2</sup> Bina Nusantara University, E-mail: [sasmoko@binus.edu](mailto:sasmoko@binus.edu), [yasintaindrianti@gmail.com](mailto:yasintaindrianti@gmail.com)

<sup>3</sup> Universiti Teknologi Malaysia, E-mail: [draqeelkhan@gmail.com](mailto:draqeelkhan@gmail.com)

<sup>4</sup> Universitas Sebelas Maret, E-mail: [jokonurkamto@gmail.com](mailto:jokonurkamto@gmail.com)

<sup>5</sup> Sanata Dharma University, E-mail: [yohanes.harsoyo@gmail.com](mailto:yohanes.harsoyo@gmail.com)

<sup>6</sup> Udayana University, E-mail: [p.mimba@unud.ac.id](mailto:p.mimba@unud.ac.id)

<sup>7</sup> Universitas Negeri Surabaya, E-mail: [suryanti@unesa.ac.id](mailto:suryanti@unesa.ac.id)

<sup>8</sup> Universitas Negeri Manado, Email: [agnesmaria0559@gmail.com](mailto:agnesmaria0559@gmail.com)

(Beairsto, 2012). Highly engaged teachers are able to create some positive construct which among others are, interest and enjoyment, value and usefulness, satisfaction, choice of behavior, persistence, effort and importance and intent (Boyd, 2011). Teachers who possess low engagement level is usually because of the presence of a certain illness, the approaching of pension age or the dissatisfaction towards the work/job. These teachers are usually ineffective in working so they must try to increase their level of engagement in order to not continuously disserve students by giving low quality teaching (Cardwell, 2011).

Engagement is marked by the condition and positive paradigm marked by vigor, work totality (dedication), self-engagement (absorption) (Schaufeli, Salanova, Gon Alez-ro, & Bakker, 2002). Engagement is also marked by high satisfaction, activities, initiatives and high responsibility (Dvir, Eden, Avolio, & Shamir, 2002; Harter, Schmidt, & Hayes, 2002).

Teacher engagement is marked by some characteristics which among others are, teachers show enthusiasm when teaching, the concern over the students' success exceeds the required standard, understanding of the subjects well but still want to learn more, proud of their job, spread the confidence and optimism as well as intuitive (Rutter & Jacobson, 1986). Engagement, motivation as well as the ability to optimize cognitive, social and emotional determine the effective teaching (Klassen, Yerdelen, & Durksen, 2013).

Teachers as professional educators have the main responsibility to educate, teach, nurture, direct, train, and evaluate students in formal early education, primary education and secondary education. It is obligatory for teachers to possess academic qualification, competence, and certification as educators, healthy physically and mentally, as well as have the ability to manifest the objective of national education. Teachers competence comprises of pedagogic competence, personality competence, social competence and professional competence obtained by the education of profession ("Undang Undang Republik Indonesia No 14 Tahun 2005 tentang Guru dan Dosen," 2005). So, teacher engagement in Indonesia must be able to depict synergic unity between competence capacity either pedagogic, personality, social and professionalism.

## 2 MATERIALS AND METHODS

The first stage of the research methods is by conducting a library research through literature reviews which interprets the effort of education as something which has a positive impact later on known as positive education. The second stage of the research is by content validity using Delphi technique.

### 2.1. Content Validity

From various findings of definition, the dimension and the indicator which depict the engagement condition and teacher engagement, one of the efforts to conduct

content validity is by conducting focus group discussions. FGD is conducted by uniting engagement reviews, teacher engagement and the condition of education in Indonesia which demand both competence and qualification. Considering the engagement as belongs to positive psychology and teacher engagement is a part of the process to form positive education, FGD also discuss positive implication for the condition related with work satisfaction and well being.

### 3. TABLES AND GRAPHS

TABEL 1: THE CONCEPT AND DIMENSION OF THE RESULT OF LITERATURE REVIEW

<i>Concept</i>	<i>Dimension</i>
<b>Engagement</b>	
Khan (1990)	Cognitive Physical Emotional
Schaufeli, Salanova, Gon Alez-ro, & Bakker (2002)	Vigor Dedication Absorption
Dvir, Eden, Avolio, & Shamir, 2002 Harter, Schmidt, & Hayes, 2002	Satisfaction Activities Initiative Responsibility Positive Thinking
Mancz (2014)	
<b>Teacher Engagement</b>	
Boyd (2011)	2 Interest and enjoyment Value and usefulness Satisfaction Choice of behavior Persistence Effort and importance Intent
Rutter & Jacobson (1986)	Enthusiasm Concerned with the students' success 3 Eager to learn more Proud of their own work Transmit their self confidence Optimism Intuitive
<b>Teacher Competence in Indonesia</b>	
Undang-Undang No 14 tahun 2005	Pedagogic competence Personality competence Social competence Professional competence

### 4. RESULTS

Theoretical reviews, concept, dimension and the result of FGD become the base of formulation of Indonesian Teachers Engagement Index (ITEI) with the depiction of the dimension and indicator as follows:

TABLE 2: THE DIMENSION AND INDICATORS OF INDONESIAN  
TEACHERS ENGAGEMENT INDEX  
**Indonesian Teacher Engagement**

<i>Dimension</i>	<i>Indicator</i>
Positive Work Enthusiasm	<ul style="list-style-type: none"> <li>High level of work enthusiasm (vigor)</li> <li>Totality towards work (dedication)</li> <li>Selfengagement (absorption)</li> <li>Initiative</li> <li>Responsibility</li> <li>Commitment</li> </ul>
High performance	<ul style="list-style-type: none"> <li>Student achievement</li> <li>Teacher achievement</li> </ul>
Competence	<ul style="list-style-type: none"> <li>Pedagogic competence</li> <li>Personality competence</li> <li>Social competence</li> <li>Professional competence</li> </ul>
Well being	<ul style="list-style-type: none"> <li>Work-life satisfaction</li> <li>Work-life balance</li> </ul>

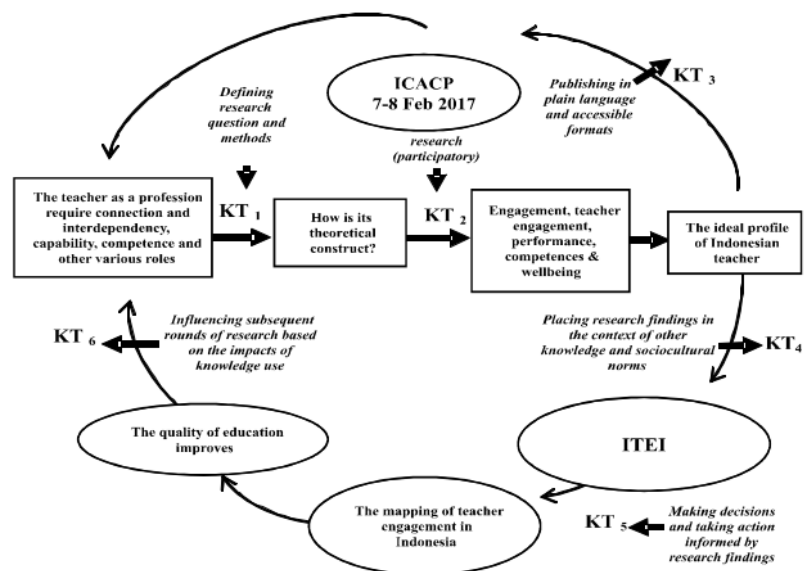


Figure 1: Construct Theoretical of Indonesian Teachers Engagement Index (ITEI)

## 5. DISCUSSION

### 5.1. Positive Work Enthusiasm

The concept of engagement strongly related with positive work enthusiasm (vigor). When the engagement condition takes place, someone shows the existence of attachment, commitment, passion, enthusiasm, concentration and work spirit (vigor) (Schaufeli, 2012). The engagement is marked by vigor, dedication, and absorption (Schaufeli et al., 2002). Vigor is the high level of energy and mental tenacity when working. Dedication refers to the condition wherein someone feels involved, unable to stay away from the work/job, experiencing the feeling that the work/job is important, feeling enthusiasm and challenged. While absorption is shown when someone is fully concentrated and preoccupied when working

So that time flies quickly and is difficult to dissociate from work/job (Bakker & Demerouti, 2008).

### 5.2. High Performance

The engagement is able to become a good mediator between job resources and job performances. It means that individuals who are engaged with the job/work will contribute more to the organization where they work because they feel that their job is interesting and meaningful so that they will feel enthusiastic and delighted to involve and survive even to overcome the most difficult challenge in their job. The massive energy enables the individuals to finish their job well (Chung & Angeline, 2010). The more important thing related with the relevance between engagement and performance is that the performance will bring forward satisfaction and intrinsic motivation in where this interrelatedness creates a repeated pattern, namely, satisfaction and motivation to increase someone's engagement toward his or her job (Rich, Lepine, & Crawford, 2010).

### 5.3. Competence

In pedagogic paradigm, the enrichment of personality aspect becomes a value which needs to be fulfilled in relation with professional competence of a teacher. An educator should possess pedagogic competence which is able to absorb almost all function, duties and skills: informative-communicative skills, didactic skills, constitutive skills, managerial skills, cognitive skills, communicative skills, perceptive skills, suggestive skills, applied skills and psycho-technique ball skills (Bodnenko, 2013). In Indonesia, It is an obligation for teachers to possess 4 kinds of competence, namely, pedagogic competence, personality competence, social competence, and professional competence which are obtained through the education of profession "(Undang Undang Republik Indonesia No 14 Tahun 2005 tentang Guru dan Dosen, 2005)".

#### 5.4. Well-Being

Working is an important part of individual's life and the condition of engagement relates strongly with the mental or emotional condition wherein someone's well being relates with engagement or organizational outcomes (Dulagil, 2012). Engagement has an impact on the psychological aspect of each individual. The concept of engagement as a positive concept of course gives a positive impact in the life of that particular individual. Due to the attitude and the level of positive activities that they have, the individuals who have engagement with their jobs will obtain positive feedback in terms of appreciation, acknowledgement and success. The condition even relates to things outside their work or job. The existing fatigue due to the engagement with the jobs/work gives happiness and doesn't make the individuals become addicted to their work or job. The individuals work hard not because the strong and insatiable inner urge. (Workaholic) but because they feel that working makes them feel happy (Bakker & Demerouti, 2008).

#### Acknowledgement

Based on the above view, the study finds the definition of Indonesian Teachers Engagement Index (ITEI) as the merging of the capacity of pedagogic competence, personality competence, social competence and professionalism from Indonesian teachers which are manifested in 5 (five) dimension, namely (1) positive work spirit, which is marked by some indicators such as vigor, dedication, absorption, initiative, responsibility, and commitment, (2) high performance, marked by the indicators such as, student achievement and teacher achievement, (3) competence, which is marked by the indicators such as pedagogic competence, personality competence, social competence and professionalism, and (4) well-being, which is marked by the indicators such as, work-life satisfaction, and work-life balance.

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