

# Commitment to Teacher's Work and Authentic Leadership in the Industrial Revolution Era 4.0

Hana Lestari\*

Sahid Entrepreneurial University  
Bogor, Indonesia  
\*hana.lestari@inais.ac.id

Ima Rahmawati

Educational Administration, School of Post Graduates  
Universitas Pendidikan Indonesia  
Bandung, Indonesia  
imarahmawati@upi.edu

**Abstract**—This study aims to determine the commitment of teacher work and authentic leadership of school principals in Vocational High Schools (SMKs) throughout the city of Bogor. This study uses a Qualitative Approach by describing data obtained through words or sentences that are separated to achieve conclusions. The research location is SMKN in the city of Bogor. The data sources in this study are Certification PNS (Civil Servants) Teachers, Principals, Curriculum Section, and students obtained through interviews, observation, and documentation. Data analysis was carried out through 3 activity lines, which are data reduction, data presentation, and conclusion drawing. The results of the data analysis show that the teacher's work commitment and the authentic leadership of the principal in the SMKs in Bogor City are good enough. However, there are still teachers who have not been able to adjust themselves as professional teachers who are responsible for their commitment to teaching, and principals with authentic leadership are expected to be applied to support the teacher's work commitment.

**Keywords**—*teachers' work commitment; authentic leadership; industrial revolution era*

## I. INTRODUCTION

Entering the Industrial Revolution 4.0, Indonesia is challenged to be ready to face changes in various sectors. The implementation of Industrial Revolution 4.0 requires new skills so that the preparation of human resources with competencies by the development of technology can be achieved. Then also with educational institutions, especially vocational schools. Breakthroughs and innovations need to be encouraged. Vocational education graduates are people who will have to be ready to face the industrial system changes such as the 4.0 industrial revolution [1-3]. Vocational school students or vocational students are prepared to work.

In Industrial Era 4.0, the teacher must be able to educate and graduate those who can innovate in the face of any changes that exist. Facts in the field show that teacher competency still needs to be improved [4,5]. Teacher competency testing in the last three years shows that the results of standardization still need to be upgraded to achieve the standard education service targets for teacher competency. Activities such as training,

debriefing, and empowerment of teachers are indeed vital to improve the quality of teachers [6,7].

## II. LITERATURE REVIEW

Every effort to improve teacher professional competence will give good results if followed by the teacher's commitment to grow and develop their abilities [8,9]. Professional teacher commitment is an attachment to the tasks and obligations as a teacher that can give birth to responsive and innovative responsibilities and attitudes towards the development of science and technology [10,11].

High teacher work commitment is needed in a school organization because the creation of high commitment will affect the professional work situation. Talking about teacher work commitments cannot be separated from a loyalty term that often follows the word commitment [12,13].

The success of a teacher in his work is determined by the level of competence, professionalism as well as commitment to the field. A person's commitment to the organization where he works shows power from someone in identifying involvement in the organization [7,9,13].

Until now, both in fact and perception, there were still many people who doubted the teacher's commitment to work. This doubt is quite reasonable due to the results of the competency test, which shows that there are still many teachers who have not reached the specified competency standards. Based on the regional education balance data, the results of the vocational school teacher competency test (UKG) teachers are as follows:

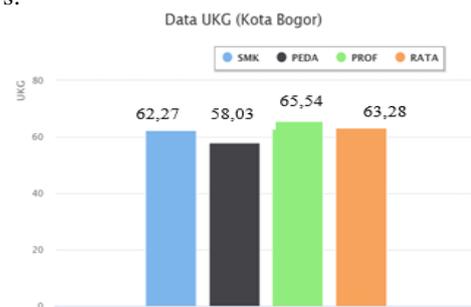


Fig. 1. Vocational teacher competency test results data.

Based on these data, the average UKG score of teachers of Vocational High Schools in the city of Bogor was 63.28. This result showed that the competence of teachers in the criteria did not meet the standard of vocational education.

The value of UKG is influenced by the teacher's qualifications themselves, based on regional education balance data regarding the qualifications of vocational teachers in 2018 obtained as follows.



Fig. 2. Vocational qualification data for teachers.

Based on the graph above the average results of vocational teacher qualifications are 43.18, this is still in the low category. The value of teacher competency test (UKG) and teacher qualifications are achieved well if there is a commitment of teacher professionalism always to be enthusiastic, motivated, disciplined, willing to take part in supporting and to continue the study so that they are qualified to teach superior students.

The teacher's commitment is influenced by the leadership of the principal, as a leader, who provides motivation and space for the teacher to develop his potential, as well as building a great organizational culture and climate so that the teacher's commitment to work as well as possible.

The importance of the role of the principal in the success of educational organizations in schools makes academics and practitioners continue to explore the leadership style that is considered the most effective [14,15]. Moreover, school principals in the revolutionary era 4.0 are facing increasingly complex and dynamic internal and external challenges. To answer this issue, various contemporary theories of leadership emerged. One of the highlights is an authentic leadership style. Monzingo states that the forms of positive, trustworthy, transparent, and ethical leadership (authentic leadership), become alternative solutions for organizations to meet various challenges [16]. Based on the results of the study of researchers from 2006 to 2015, authentic leadership is known to have a positive influence on organizational performance, thus giving rise to teacher commitment to work [13,17].

### III. RESEARCH METHODS

This study provides an overview of the role of the work commitment of teachers who are already civil servants and certification in their professionalism and the authentic leadership of principals in the era of the industrial revolution in vocational education.

#### A. Commitment to Schools as a Social Unit

Schools are social institutions that grow and develop from and for the community. The formal social institution is an organization that is bound to legal rules having a program and clear targets or targets as well as an official leadership or management structure [10].

Based on research at SMKs in the city of Bogor, it provides that the teacher's commitment to the school as a social unit was still quite good, the certified PNS teacher brought students toward maturity, and this made use of daily interactions. This is the best and most effective way in the formation of personal students. This method will eliminate the gap between teachers and students. In other words, the teacher is committed to the school, is responsible for the school and its profession in a voluntary sense, creates a conducive school climate and seeks to realize the responsibilities and roles of the school in understanding the success of education and teaching [9,18].

#### B. Commitment to School Academic Activities

Based on research in vocational high schools (SMKs) in the city of Bogor, the results showed that the teacher's commitment to school academic in the category of less, because many teachers who have not maximized their qualifications to design learning, carry out education and evaluate learning. We can see from the fact that there are still many teachers who have not had a place when entering class, many lesson plan (RPPs) are being made after learning, no synchronization between the designs made with the implementation carried out.

Teachers who commit to academic activities will prepare a lot of time to carry out assignments related to learning such as designing, teaching, teaching, and always thinking about ways to improve student learning activeness. The teacher's task is related to commitment to school academic activities, among others (1) The teacher as a learning designer; (2) Teachers as managers of learning; (3) Teachers as instructors of education; (4) Teachers as curriculum implementers; (5) Teachers as evaluators [19].

#### C. Commitment to Creating Quality Teaching

Based on research at SMKs in the city of Bogor, we find that the teacher's commitment to creating quality teaching was good enough. Teachers always respond to new and up-to-date changes in knowledge, especially new ideas in the implementation of the curriculum in class, so that quality learning. Learning quality or quality of education will be achieved if the teacher meets the needs of students.

The teacher's ability to create active and enjoyable learning is a real effort to improve the quality of education. These skills add to the maximum effort of the teacher by applying eight necessary teaching skills. Skills of opening and closing lessons, questioning skills, member strengthening skills, explaining abilities, skills in managing classes, variations in skills, skills in guiding small group discussions and small group teaching skills [20].

#### D. Characteristics of Professional Teacher Commitments

Dash describes the characteristics of professional teacher commitment, including (1) High attention to students. Several things need to be considered by the teacher related to his attention to students by providing guidance and conducting intensive communication to obtain information about students. (2) The amount of time and energy spent. The teacher's task is a complex task ranging from educating, teaching, training, guiding, and so on [21].

#### E. Authentic Leadership of the School Principal is One of the Factors that Increase the Work Commitment of Teachers in Schools

Based on research at state vocational high schools (SMKNs) in the city of Bogor, we found that the leadership of the principal greatly influenced the work commitment of the teacher. Authentic leaders can give hope to their subordinates. This hope is in the form of determination and a high determination in work and effort to achieve goals. Avolio argued that authentic leadership creates a positive influence because these leaders focus and are consistent in supporting self-determination and determination from subordinates so that an ethical work commitment arises because it creates comfort in work [22].

Also, research from Illies found that high levels of authenticity were firmly related to high determination for subordinates. The level of commitment for individuals to achieve goals (responsibility) is the main component of expectations. Researchers predict that the practice of authentic leadership can have a positive influence on the formation of expectations on subordinates [23].

The study conducted by Walumbwa et al. in its conclusion stated that there is a potential effect of the implementation of authentic leadership. Consequences that arise in the form of the creation of a transparent relationship between superiors and subordinates, appearing comfort, culture, and climate of the organization that supports teachers to develop their competencies to create ethical teacher work commitments [24].

In authentic leadership, moral and ethical standards that are shown form the integrity of a superior. The honesty shows support for the trust in managers and management. Therefore, we assume that authentic leadership will have a positive effect on the emergence of subordinate faith, thereby increasing the teacher's commitment to work [25].

#### IV. CONCLUSION

The work commitment of teachers in Bogor City Vocational Schools is quite good. However, there are still teachers who cannot adapt themselves as Professional teachers who are responsible for carrying out their duties to educate, teach. As a civil servant and certified teachers, they should have a significant influence in terms of the professionalism as a teacher, especially in teacher career development, discipline in teaching, preparation of lesson plans, implementation of education, use of ICT-based learning media, material mastery and interactive learning methods and the evaluation of cognitive, affective and psychomotor. Authentic leaders can

create a good work culture and motivation for employees so that this research will indirectly increase work commitments and have a final impact on teachers' teaching performance. Teacher competency also includes ethical work commitment, so there needs to be development related to the teacher's professional responsibility in the future.

#### REFERENCES

- [1] P.H. Slamet, "Peran pendidikan vokasi dalam pembangunan ekonomi". *Jurnal Cakrawala Pendidikan*, vol. 2, 2011.
- [2] I. Hanafi, "Re-orientasi keterampilan kerja lulusan pendidikan kejuruan". *Jurnal Pendidikan Vokasi*, 2(1), 2012.
- [3] M.B. Triyono, "Tantangan Revolusi Industri Ke 4 (14. 0) Bagi Pendidikan Vokasi". *Proceeding Semnasvoktek*, 2, 1-5, 2017.
- [4] N. Jalinus, "Kurikulum Pendidikan Vokasi Pada Era Revolusi Industri 4.0". *Jurnal Pendidikan*, 20(1), 82-90, 2019.
- [5] J.B. Sukoco, "Kajian Pengembangan Kapasitas Kelembagaan Pendidikan Vokasi Di Bidang Administrasi Perkantoran". *e-Jurnal Mitra Pendidikan*, 3(6), 868-879, 2019.
- [6] M.Z. Asghar, P. Kyrö, and F. Gul, "A study of the entrepreneurship education curriculum adaptation process among in-service vocational education teachers". *The Role and Impact of Entrepreneurship Education*, 105, 2019.
- [7] L. Rageth, and U. Renold, "The linkage between the education and employment systems: ideal types of vocational education and training programs". *Journal of Education Policy*, 1-26, 2019.
- [8] F. Kaiser, and V. Lindberg, "Vocational teachers in the Swedish and Finnish vocational education systems". In *Crossing Boundaries in Vocational Education and Training 2019*, Valencia, Spain, 2-3 May, 2019 (pp. 301-307), 2019. Zenodo.
- [9] I. Sincer, S. Severiens, and M. Volman, "Teaching diversity in citizenship education: Context-related teacher understandings and practices". *Teaching and Teacher Education*, 78, 183-192, 2019.
- [10] H. Akar, "Meta-analysis of organizational trust studies conducted in educational organizations between the years 2008-2018". *International Journal of Educational Methodology*, 4(4), 287-302, 2018.
- [11] Y. Kurniawan, M. Kumalaningrum, I.D.A. Nurhaeni, R.A. Nugroho, I.S. Putri, and R.D. Pratiwi, "Personnel Development for Teachers of Technical and Vocational Education & Training (TVET) for Preventing Students' Gender Violence". In *5th UPI International Conference on Technical and Vocational Education and Training (ICTVET 2018)*. Atlantis Press, 2019.
- [12] M. Pietsch, P. Tulowitzki, and T. Koch, "On the Differential and Shared Effects of Leadership for Learning on Teachers' Organizational Commitment and Job Satisfaction: A Multilevel Perspective". *Educational Administration Quarterly*, 0013161X18806346, 2018.
- [13] A. Irchami, "Pengaruh Kepuasan Kerja, Motivasi Kerja, Komitmen Sekolah, dan Kepemimpinan Terhadap Kinerja Guru pada SMK Muhammadiyah 2 Surabaya", (Doctoral dissertation, Universitas Muhammadiyah Sidoarjo), 2018.
- [14] W.L. Gardner, C.C. Cogliser, K.M. Davis, and M.P. Dickens, "Authentic Leadership: A review of the Literature and Research Agenda". *The Leadership Quarterly*, Vol. 22: 1120-1145, 2011.
- [15] B. Shamir, and G. Eilam-Shamir, "What's your story?" A life-stories approach to authentic leadership development. In *Leadership Now: Reflections on the Legacy of Boas Shamir* (pp. 51-76), 2011. Emerald Publishing Limited.
- [16] B.D. Monzingo, and M.S. Torres, "Managing Risk in School Crisis Intervention: A Call for Authentic and Inclusive Leadership". In *Predictive Models for School Leadership and Practices* (pp. 1-17), 2019. IGI Global.
- [17] D. Kulophas, and P. Hallinger, Leading when the mouth and heart are in unison: a case study of authentic school leadership in Thailand. *International Journal of Leadership in Education*, 1-12, 2019.

- [18] I. Moses, W. Admiraal, A. Berry, and N. Saab, "Student-teachers' commitment to teaching and intentions to enter the teaching profession in Tanzania". *South African Journal of Education*, 39(1), 2019.
- [19] S. Hardhienata, S. Maulana, and E. Suhardi, "Analisis sequential explanatory learning organization pada guru ditinjau dari komitmen guru terhadap organisasi dan pemberdayaan". *Jurnal Manajemen Pendidikan*, 7(1), 716-724, 2019.
- [20] Y. Hong, and K.K. Matsko, "Looking Inside and Outside of Mentoring: Effects on New Teachers' Organizational Commitment". *American Educational Research Journal*, 0002831219843657, 2019.
- [21] S. Dash, and N. Vohra, "The leadership of the school principal: Impact on teachers' job crafting, alienation and commitment". *Management Research Review*, 42(3), 352-369, 2019.
- [22] B.J. Avolio, W.L. Gardner, F.O. Walumbwa, Fred. Luthans, and R. Douglas, "Unlocking the Mask: A look at the Process by which Authentic Leaders Impact Follower Attitudes and Behavior". *The Leadership Quarterly*, Vol. 15: 801-823, 2005.
- [23] R.M. Illies, and J.D. Nahrgang, "Authentic leadership and eudae-monic well-being: understanding leader-follower outcomes". *Leadership Quarterly*, Vol, 16: 373-394, 2005.
- [24] A. Wiewiora, and A. Kowalkiewicz, "The role of authentic assessment in developing authentic leadership identity and competencies". *Assessment & Evaluation in Higher Education*, 44(3), 415-430, 2019.
- [25] U. Quraishi, and F. Aziz, "An investigation of authentic leadership and teachers' organizational citizenship behavior in secondary schools of Pakistan". *Cogent Education*, 5(1), 1437670, 2018.