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CHARACTER EDUCATION FOR 21ST CENTURY GLOBAL CITIZENS

(Aditional Volume)

InCoTEPD

Character Education

for 21st Century Global Citizen

Editors

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Preface

The 2nd International Conference on Teacher Education and Professional Development was held in Yogyakarta (Indonesia) on 21-22 October 2017. The conference is an annual event, conducted by Universitas Negeri Yogyakarta's Institute of Educational Development and Quality Assurance. Similar to the previous conference, this conference received enthusiastic response from scholars and practitioners particularly interested in character education. Participants from Australia, Japan, Malaysia, the Netherlands, and many cities in Indonesia attended this year's conference.

Exploring the theme "Character Education for 21st Century Global Citizens", the committee has invited Prof. dr. Ali Ghufron Mukti, M.Sc., Ph.D. (General Director of Higher Education and Human Resources from the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia) as a keynote speaker. Moreover, the committee has also invited Prof. Azyumardi Azra, Ph.D., Prof. Dr. Wiel Veugelers, Asst. Prof. Dr. Betania Kartika Muflih, Emeritus Prof. Dr. Terry Lovat, Prof. Dr. Kerry John Kennedy and Prof. Suyanto, Ph.D as invited speakers.

There were approximately 232 submissions from various countries to the conference. The committee selected 127 papers to be presented in this year's conference. The scientific committee has reviewed 117 papers that are qualified for publication. After a careful consideration, there are 83 papers included in the proceeding of the conference that is published by CRC Press/Balkema and submitted for indexation to Thomson Reuters/Scopus. The other 29 papers are published in this additional volume and submitted for indexation to Google Scholar. The rest of the papers are withdrawn by the authors. The peer review process was conducted to ensure that the published papers may be fruitful and potential for follow-up research or implementations.

Papers in this additional volume of proceeding are categorized under subthemes: 1) Values for 21st century global citizens, 2) Preparing teachers for integrative values education, 3) Teacher professional development for enhanced character education, 4) Curriculum/syllabus/lesson plan/learning materials development for integrated values education, 5) Developing learning activities/tasks/strategies for character education, 6) Assessing student's character development (values acquisition assessment), 7) Parents and public involvement in character education.

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Assessing Students Character Development

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Optimizing the development of teachers' motivation to teach in disadvantaged areas in Indonesia

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ABSTRACT: The concept of teaching motivation is very important for individual development and refers to the teacher's thoughts and feelings about himself to engage in teaching activities. Previous studies have reported a significant role of teachers'motivation to teach who can improve a variety of positive outcomes. Teacher's motivation to teach depends on the fulfillment or non-fulfillment of basic psychological needs, namely basic psychological needs satisfaction for autonomy, competence, and relatedness. Furthermore, basic psychological needs satisfaction can be met if there is support from the social environment, such as a positive school climate. Positive school climate as one source of motivation can motivate teachers to improve teaching competence in schools. This paper is a literature review of several school climate research findings and basic psychological needs satisfactionon teaching motivation. It aims to explore the role of the school climate and basic psychological needs satisfaction, which can serve as the basis for further research in optimizing the development of teacher motivation to teach in disadvantaged areas.The empirical information can be used as a basis in determining the form of guidance for teachers in disadvantaged areas especially in East Java in order to have a high work motivation.

1 INTRODUCTION

Teacher who is assigned in disadvantage areas and in developing areas will illustrated difference obstacles. Teacher in the remote area have to face natural challenge, society characteristic, social culture and deferent religion that become resistance in this noble duty. Besides, accessing service information is completely limited compared to existence of urban teacher, and problem faced by urban teachers do not as complex as and as complicated as with teacher in disadvantage area (Kadir 2012).

Berg identifies some reasons teacher reluctant to teach in remote area. These include difficulties to access the school, adequate facility inexistence, facilities and basic facilities which is minimum to support the process learning, availability of teacher residence which do not fulfill by government, and demand to teach teacher in remote area is heavier than to teach teacher in urban area (Paramitha 2012). As a result, many previous teachers in disadvantage countryside or remote area feel uncomforted, and propose to move school in town.

The limited facility, difficult location to be accessed, education facilities and basic facilities which is less adequate, very minimum education operating expenses, and also less attention of teacher condition in disadvantage area become a challenge to the teacher which is teaching in the area, it is of course do not be felt by teacher who is teaching in town. Based on to that problems phenomenon, running the task and responsibility as a teacher, especially teacher who is teaching in disadvantage area needed strong motivation from individual itself. Without existence of motivation from strong individual, teaching can become heavy matter and even can create negative things to the teacher itself.

Teacher's motivation reflects to his/ her teaching practice in the classroom, so that it can create conducive learning atmosphere. Perlman (2013) said that effective teacher has to show positive dispositional behavior, is that the existence of motivational behavior to teach.

According to Ryan & Deci (2000b) teacher motivation to teach can create positive matters. This matter is also supported by statement of Gagne &Deci (2005) they said that motivation of individual itself can give the biggest motivation to voluntarily without existence of pressure of other party and perforce to, and also without existence of compulsion to conduct action. Furthermore, teacher which is motivated intrinsically in teaching can improve various positive result, where the teacher likelier to increase the effort, involvement in school activity and school learning (Black & Deci 2000, Shen et al. 2009)

Research conducted by Wilkesman's & Schmid (2013) studied about teaching motivation using self-determination theory which is facilitated by social relation, competence, and some of by autonomy, showing a result that educator has intrinsic motivation to teach because they are wishing to share knowledge and science to educative participant. Then, according to Van de Berghe et al. (2014), teacher autonomous motivation to teach is higher than controlled motivation. Quality of this high motivation is not only beneficial for teachers themselves, but also it is useful to insurance the quality of teacher-student interaction.

In addition, research conducted by Wang & Liu (2008) about teaching motivation teacher in Singapore showed that teacher has intrinsic motivation and high regulation self-identification toward national education. High regulation of self-identification toward national education made teachers to have high self- confident in teaching and having more satisfaction toward national education program (Wang & Liu 2008).

Along with the effort to increase teacher motivation to teach, hence it requires to investigate the contribution factors. According to Ryan & Deci (2000a), the appearance motivation is happened due to internal support and external support. Therefore, motivation with theory of self determination, especially motivation to teach is important conducted by entangling basic psychological need satisfaction as internal factor and school climate as external factor.

This paper is a literature review of several school climate research findings and basic psychological needs satisfactionon teaching motivation. It aims to explore the role of the school climate and basic psychological needs satisfaction, which can serve as the basis for further research in optimizing the development of teacher motivation to teach in disadvantaged areas.

2 LITERATURE REVIEW

2.1 *School climate and teacher motivation to teach*

Findings of previous researches explain that school environment and teacher interpersonal relationship have appeared to become important factor which is have potency to influence teacher's motivation (Wei 2012). Based on self determination theory, it said that support from school that is felt by teacher can fulfill competence need and related need which is have potency to improve teacher motivation in learning something (Deci & Ryan 1985). Furthermore, Deci & Ryan (1985) proposed that motivated teacher can create condition and manage the class better if there are also good support in the school environment.

Related to school environment, school climate as external factor gives strong influence to the teacher

motivation (Wei 2012). School climate viewed as part of school environment related to attitude dimension and of affective and system trust of school that is influencing children cognate, social, and psychological growth (Tubbs & Garner 2000). School climate relate to the quality and character of school life (Cohen et al. 2009). School climate represent the quality of school environment which relatives remain to be done by students, influencing behavior of participant, and relied on collective perception about behavior in school (Hoy & Miskel 2014). According to Kocabas (2009), positive school climate can be source of teacher motivation to increase teaching competence of school. This is supported by Pretorius & De Villiers (2009) is that teacher which comprehend importantly of school climate will give implication in education process, as does satisfaction, productivity, teacher motivation, and play a part to promote student learning activity

Davidson (2007) motivation assist teacher to teach effectively according to requirement of student in the school. This matter has intention that teacher plays very important role in learning process and teaching motivation in teacher directly influence student learning. If teachers are not motivated to teach, teacher will not be able to motivate student to study. Hoy (1990) stated that school climate for teacher's perspective does not only working environment, but also product of professional link of teacher, and indication health of organization (Hoy & Miskel 2014). Besidesprofessional relation, school climate and motivation are tight combination with teacher task of pedagogies (Soini et al. 2010)

Based on those explanation, it can be concluded that school climate has animportant role for teacher and it can give an effect toward teacher motivation to teach in school.

2.2 *Basic psychological need satisfaction and teacher motivation to teach*

Need satisfaction is satisfaction because having fulfilled of basic psychological need to human being; it represents nutriment for motivation developing (Gagne & Deci 2005), gives energy, and leads to individual behavior (Deci & Ryan 2000). Studies about need satisfaction are related with basic competence of psychological need or achievement, control and autonomy and control or power, and relatedness or affiliation (Woolfolk 2009).

Basic needsatisfactionof individual is important context and have to be gratified to experience of behavior motivate self determination (Deci & Ryan 2000). According to Meyer & Maltin (2010), need satisfaction for autonomy happened when at inmost storey level of reflection, individual believe that what they do are selected freely and consistent with their core values. Need satisfaction for competence happened when individual believe that they have re-

source and ability required to finish its duty has and reach target. Finally, need satisfaction forrelatedness with others happened when individual feel a respect and respected by others.

Previous research finding said that basic psychological need satisfactionbecomes pleasant and interesting factor when a teacher teaches. Reeve & Su supports this matter is that desire and interest and teacher motivation to teach will appear if there are any experiences of need satisfaction psychologically in the case of autonomy, competence, and relation during involving at teaching activity and interact with student (Gagne 2014). Furthermore, Reeve and Su said that personal motivation a teacher itself centre around level of satisfaction psychologically need during teach process, and manifested in the form of enthusiasm and work satisfaction (Gagne 2014).

When teacher has basic psychological need satisfaction to autonomy, teacher feels to be permitted to express opinions and ideas, emerge self capacity, and teacher can do many things by using teacher's method freely (Ryan & Deci 2002, Vansteenkiste et al. 2010). Study conducted by Baard et al. (2004), explained that need satisfaction is felt by teacher when teacher prefer to fully to accept instruction strategy that is proposed (satisfaction of autonomy). In addition, teachers feel self-confidence to finish their duty, giving instruction indirectly, and give opportunity to converse during training of professional teacher (need satisfactionfor competence), and teachers feel related with others during training of professional teacher (need satisfactionfor relatednees).

Niemic & Ryan (2009) explained in their research which applicants self determination theory in education, it said that internal factor which influences intrinsic motivation of basic psychological need satisfaction that is need satisfaction of autonomy which relates at experience of behavior and desire and self reflective, and need satisfaction of competence which relate to behavior experience effectively. Besides, need satisfaction for autonomy and needsatisfaction forcompetence are important to sustain intrinsic motivation.

Skinner & Belmont (1993) explained that behavior of teacher which have and support the accomplishment of satisfaction of need, like giving student freedom to chosen, to providing structured information, and have the quality of good interpersonal with student, proven have positive relation toward student learning process in school. That also told by Ryan & Deci (2000a) that involvement of personnel school will be ever greater when environment can fulfill psychological elementary need. Hereinafter & Reeve (2002) told that in school context, basic psychological needs satisfactioncan increase the involvement of academic student and teacher by supporting learning condition optimally.

Hanfstingl et al. (2010) explained that basic psychological need satisfaction have positive correlation with study motivation intrinsic in school. This matter according to Ryan & Deci (2000b) that support and basic psychological need satisfaction is important to develop intrinsic motivation.

Base on those above, so it can be describe that basic psychological need satisfaction has real contribution in teacher teaching motivation. Basic psychological need satisfaction is predicted to have an effect on to quality of teacher positive behavior in school, which is visible from their teaching motivation.

2.3 *The role of school climate's in developing teacher motivation for teach is mediated by basic psychological needs satisfaction*

Motivation to teach independently is important psychological construct for teacher's characteristic and students' learning (Roth et al. 2007). Furthermore, Roth et al. (2007) indicated that the influence of teacher motivation toward students' motivation could be directly affected by teacher teaching style. Therefore, in this research the writer wants to study teaching motivation related to important process and outcomes at teacher based on theory framework of self determination.Autonomous motivation for teaching which is relied on theory of self-determination depend on whether fulfilled or does not fulfilled of basic psychological need satisfaction, that is need satisfaction to be autonomy, need satisfaction for competence, and need satisfaction to relatedness with others (Deci & Ryan 2000). If the three requirements of basic psychological are unsatisfied, it can make teacher-teaching motivation in low condition (Ryan & Deci 2000a). Gagne & Deci (2005) stated that basic psychological need satisfaction is nutriment for development of motivation and internalization. Satisfaction of needs can be fulfilled if there are any supports from social environment. Various research using theory of self determination as theoretical framework to check social environmental factors which can be able to improve or pursue satisfaction need (Ryan & Deci 2000), like work characteristic (Van Den Broecket al. 2008), leadership style (Eyal & Roth 2010), school climate (Hoy & Miskell 2014, Cohenet al. 2009), performance (Baard et al. 2004, Gagne & Deci 2005).

Taylor and Tashakkorifound out that positive school climate takes part to increase satisfactory for school member (Marshall 2004). School climate also have potency to improve satisfaction of teacher in working and improving teacher retention, is that the main education (Boeet al. 2008, Kaesir 2011). Ghavifekr & Pillai (2015) said that a positive organizational school climate and healthy can improve teacher-teaching satisfaction in school. Other side, a healthy school climate does not only improve teach-

er-teaching satisfaction, but also improve learning environment and improve productivity school at the same time.

Lapointe (2006) in his research investigate the relation between school environment and class environment which mediates by teacher need satisfaction, that is showing a result that school environment have positive correlation with teacher need satisfaction, that thing also have positive correlation with class environment. Furthermore, Lapointe (2006) also using interview as its research instrument which showed that teacher owning need satisfaction of low or high in the reality have many equality and relative a few difference in perception about school environment and class environment

Need Satisfactionthat teachers feel in school is when teacher prefer to do proposed instruction strategy (satisfaction of autonomy), teacher feels self confidence to finish school duty, and teacher give instruction indirectly, and also have opportunity to converse during professional teacher training (satisfaction of competence). Teacher feel related with others during the following teacher training (satisfaction of relatedness) (Baard et al. 2004). Base on description above, role of school climate which mediated by basic psychological need satisfaction estimate have relevance and can be used to explain teacher motivation for teach.

3 IMPLICATIONS

Writer develop a hypothesis that to be able to improve teacher teaching motivation, hence school climate as an external factor have to beforehand have effect toward basic psychological need satisfaction as internal factor. The basic consideration of this point is that behavior of motivation happened continuously according to selfdetermination theory started from amotivation, then extrinsic motivation, and then intrinsic motivation (Ryan & Deci 2000a). The hypothetical visual framework of this study is as presented in Figure 1.

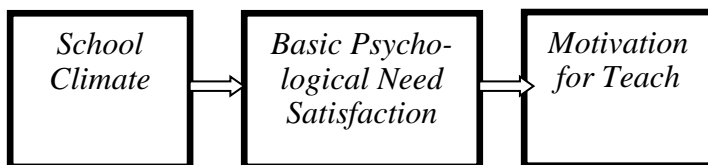| *School Climate*	→	*Basic Psychological Need Satisfaction*	→	*Motivation for Teach*

Figure 1. Research Framework

Base on explanation above, it can be comprehend that school climate have potency to improve satisfaction of basic psychological need satisfaction, where that play an important role able to improve teaching motivation. As its consequence, design development to optimize development of teaching motivation is necessary to be more sensitive, not only for teacher who teaches in disadvantage region, but also for teacher who teaches in remote area. Next implication is needed research instrument matching with teachers' condition and culture who are teaching in remote area. Therefore, further research require to prepare the design and appropriate research instrument.

4 CONCLUSIONS

This research is relevant to be basic conceptual and additional reading list about developing teaching motivation base on selfdetermination theory, specially develop teaching motivation in disdvantaged area. Study concerning about developing teaching motivation form along with factors influencing it will manifested constructive form for teachers to recognize self potency, so the teachers can improve themselves by making it optimally and considering about school climate and basic psychological need satisfaction as effected factors. Empirical information about factor that influenced it can be used as basic to determine construction form for teachers in disadvantagedarea especially in East Java in order to have high work motivation.

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