

A New Paradigm of Basic Teaching Skills: Learner Organizational Culture and Self-Leadership Constructions

¹Ratnawati Susanto, ²Noni Agustina, ³Nizirwan Anwar, ⁴Widarto Rachbini

¹Universitas Esa Unggul, Jakarta, Indonesia, Email: ratnawati@esaunggul.ac.id

²Universitas Esa Unggul, Jakarta, Indonesia, Email: noni@esaunggul.ac.id

³Universitas Esa Unggul, Jakarta, Indonesia, Email: Nizirwan.anwar@esaunggul.ac.id

⁴Graduate School Universitas Pancasila, Jakarta, Indonesia, Email: widarto@univpancasila.ac.id

Abstract

A new paradigm of basic teaching skills is needed to design as teachers' abilities of both hard skills and soft skills through the roles of individuals and organization comprehensively. This research work is aimed to construct new paradigm of basic teaching skills measured from learner organization culture and self-leadership which integrated basic skills of teaching, soft skills and hard-skills. There were a total number of 109 Elementary school teachers of several public Elementary schools in Western part of Jakarta province, Indonesia, participated in this study. There were three questionnaires in the form of 4 Likert-scale ranging from 'excellent' (1) to 'poor' (4) used as the instruments in collecting the data. The quantitative data analysis answered three research questions as the findings of the study as follows: 1) learner organizational culture contributed to teachers' basic teaching skills; 2) self-leadership contributed to teachers' basic teaching skills; and 3) there were five dominant factors found both in learner organizational culture and self-leadership variables constructed teachers' new paradigm of basic teaching skills. This research work concluded that both learner organizational culture and self-leadership positively and significantly contributed to the construction of new paradigm of basic teaching skills model.

Keywords: basic teaching skills model, learner organizational culture, self-leadership.

Introduction

Low competence of teachers of Elementary school has been becoming a critical issue in education field in Indonesia (Budhayanti, 2012; Fitriyaningsih, 2016; ICRW, 2015; Khalik, 2016; KPAI, 2018; Listyarti, 2017). Students' learning experience phenomenon is still non-humanistic and not professional with 84% (ratio 7:10 students) of child abuse happened at schools in Indonesia in which 39.6% of them were done by the teachers (Barchini, 2017; Brown, et.al., 2017, Budhayanti, 2012; Goleman, 2007; Fitriyaningsih, 2016; ICRW, 2015; Khalik, 2016; Listyarti, 2017). Therefore, a sustainable and fundamental studies to solve these problems by developing pedagogical competence is urgently needed. Citing the works

of Susanto, Agustina, Rozali, Azmi, et.al., (2021), Susanto (2021) reported in her research work that low pedagogical competence of Elementary school teachers was 55% caused by low professional spirituality. Research studies also explained that pedagogical competence can be improved up to 53% through a model of pedagogical competence development which focused on (a) the internalization of professional spirituality (Kumala, Levin, & Schrum, 2019; Sofyani & Susanto, 2019; Susanto, et.al., 2018; Susanto, 2020; Susanto & Rachmatullah, 2019; Susanto, Rozali, & Agustina, 2020), and (b) the involvement between organization and pedagogical competence development strategy which covered the aspects of pedagogical knowledge, reflective ability, emotional

intelligence and instructional communication pattern (Susanto, Agustina, Rozali, Azmi, et.al., 2021; Susanto, Agustina, & Rozali, 2020).

Besides, the development of pedagogical competence is also done by improving basic teaching skill as basic instructional, soft skills and hard skills, hence it will become the initial preparation of Elementary school teachers' qualifications and competence (Al-ethari & Al-ethari, 2020; Hendriyani, Ratnasari, & Rifqiawati, 2020; Özer, Duran, & Tekke, 2020; Omolere, 2020; Talukder, 2020; and Chen, 2020). Both theoretical and empirical studies described that basic teaching skill focused on 8 teaching abilities which represented the whole process of an instructional, namely pre-, whilst, and post-activities (Hendriyani, Ratnasari & Rifqiawati, 2020). These basic teaching abilities did not fulfill the required pedagogical knowledge yet since in the 21st century, the needs and barriers in education call for supports from learners' organizational culture and excellent characters of self-leadership (Jayachitra, 2020; Susilo, Kristiani, & Sudrajat, 2020; Yen, 2020). In relation to learning, basic teaching skill is a key of educative interaction which will be oriented to the qualities of learning process and achievement (Ilyandani, 2019; Rahayu & Susanto, 2018; Susanto, 2019). In regards to process of learning, the 8 basic teaching skills are the abilities to (a) ask questions, (2) give strengthening; (3) use variations; (4) open and close the lessons, (5) explain, (6) guide small group discussion, (7) manage the class, and (8) teach small group and individuals. These eight abilities are called as basic teaching skills and these skills are not included to either soft skills or hard skills. As Mailool, et.al., (2020) argued that eight abilities of teaching are only small parts of learning interaction classified into three stages of learning, i.e. opening, process, and closing. The problem is that these basic teaching skills are oriented to teachers' activeness which does not respond to the needs of students' competence (Omolere, 2020; Chen, 2020). Thus, instructional abilities which integrate basic teaching skills with new paradigm of 21st century learning in content knowledge is needed together with soft skills and hard skills which further become pedagogical and technological knowledge that will give positive impacts to graduates' competence (Al-ethari & Al-ethari, 2020; Boukhentache, 2020; Hendriyani,

Ratnawari, & Rifqiawati, 2020; Nieto-Márquez, Baldominos, and Pérez-Nieto 2020; Özer, Duran & Tekke, 2020; Ramli, Rasul & Affandi, 2020, Susilo, Kristiani, & Sudrajat, 2020; Talukder, 2020; Valtonen, et.al., 2020; Wu, et.al., 2020). Therefore, a paradigm of teaching skills need to be developed in the expansion of basic teaching competence by integrating comprehensive supports of both organization and individual (Susanto, 2022; Susanto, Agustina, Azmi, et.al., 2021; Susanto, Syofyan, & Rachmadtullah, 2019).

Learning process which is related to basic teaching skills need to be united in the cohesiveness of learner organizational culture. This culture manifests itself as part of groups of people that consistently and continuously hold learning effort to develop self-competence both individually and in a group to face the changing and development of world and this becomes a new paradigm (Vostroknutov, Grigoriev, & Surot, 2020). Learning organizational culture puts learning which focuses on each individual, improving literacy achievement, communication and think, and expanding skills that bridge the improvement of individual's and community's values (Fajardo & Ed, 2021; Igboke, 2021; Khiste, Maske, & Dharmaraj, 20122; Novak & Mulvey, 2021). Those skills become basic necessities supporting the effectiveness of teaching process and outputs which influence teachers' work performance, hence they will effect student success significantly (Fajardo & Ed, 2021; Igboke, 2021).

The meaning of learner organization refers to a definite description that the organization is skilled in designing, getting, and doing knowledge transfer and modifying new attitudes expected to possess new knowledge or insights and skills. Learner organization is a learning entity where its members will continuously widen their self-capacity in order to get excellent results through their new thoughts, patterns, and models resulted from collaborative efforts. These can be realized by implementing 5 disciplines of knowledge workers as parts of learning readiness (Susanto & Rachmadtullah, 2019a). Those knowledge are thinking system, personal mastery, mental model, shared-vision, and team learning (Senge, 2006).

Thinking system is the ability to build related structures on various internal and external

factors in the environment, using methodological frame of thoughts, having well-structured, in ordered, and getting into the process of taking decision and can be accounted for (Alidrisi & Mohamed, 2022; Bulletin, Sciences & Online, 2022; Hartanto, 2020; Listiani, et.al., 2021; Yulivan & Anriani, 2022).

Personal mastery explains that individuals in an organization will become the experts in their fields and they have comprehensive characteristics profile as graduates, aware of their strengths and weaknesses, able to utilize those strengths and opportunities to create achievements and also able to solve any weaknesses and threads to build their competence (Kumar, 2022; Nurtanto, et.al., 2022; Rahman, Dzunur, and Nur, 2022; Solvik & Roland, 2022).

Mental model is an ability to do reflection as an approach to solve the problems countered; on how individuals do reflections to find principles and meanings of self-values in a harmony with organization, finding spirit, belief, and fight together in an organization, reflecting on how someone thinks, and has understanding and reasons of 'why' through thinking (cognitive aspect) about the problems faced, giving deep and thorough understanding to explain 'why' and 'how' an individual in an organization determines and acts or takes decision ((Biesta and Säfström 2011; Ellström, Löfberg, and Svensson 2005; Prayitno et al. 2014).

Shared vision is needed to build as a commitment and guidance for every individual to move and achieve the objectives by uniting personal step and goal into organization goal. Through shared-vision, linear growth between individuals and organization will be occurred. For the organization, shared-vision becomes a profile and or general description of that organization which reflects the same characteristics possessed by its individuals, either the sense of belonging, action, description of vision (future goals), and mission description (action), which become the pictures of the future, commitment, motivation and also as the pictures of capacity and capability ((Cohen et al. 2009; Senge 1990).

Team learning refers to a description of team collaboration which has energy and strong synergy (Tjahjono, Susanto, and Yulhendri 2020). Synergy involves diversity, admitting

that each individual in the organization has different various power and skill map, describing different capacity and capability as individuals' differences. Team learning provides wide opportunity to every person to learn one with another by emphasizing on strengths and put forward the positive sides of those strengths and not highlighting or judging any weaknesses. Every person is encouraged to grow by taking advantage of their power through the existed opportunities, hence each person will be great and excellent in his/her own field. Team learning puts forward the principle of being together to learn, grow, and recognize the greatness and excellence of one another (Flood, 1998; Hirst, Knippenberg, and Zhou, 2009; Kofman & Senge 1993; Law & Chuah, 2017; Offenbeek, 2001).

Another fundamental aspect that has to be owned by every individual is effective self-leadership. Leadership is not only authorities from the leaders to those being lead, but it is more on how each individual can have an effective self-leadership, thus, the efforts should be made to build self-development both individually and organizationally. In the process of building capacity and capability as an ongoing transformation process in learning organization, a space for trust and openness behaviours are needed, about what happened between individuals or between individuals and their organization. Self-leadership shows that individuals have the ability to motivate and design the knowledge, skills and attitudes into actions, so that they will be able to do their duties and work responsibilities very well and in good quality. Effective self-leadership builds self -capacity and capability as transformation process of learning organization (Fajardo & Ed, 2021; Khiste, Maske, and Dharmaraj, 2011; Novak & Mulvey , 2021) Research data showed that 90.4% of organization supports and self-leadership characteristics become strategies that play their roles in creating humanistic, educated, and competence-based for elementary education graduates in this 21st century (Nurhajati, Kencanawati and Riwayatningsih, 2020; Fajri et al., 2020; Susilo, Kristiani and Sudrajat, 2020; Zakiah & Fajriadi, 2020; Chen, 2020; Hendriyani, Ratnasari and Rifqiawati, 2020; Kurniawati, 2020; Maryuningsih et al., 2020; Nisa, Nafiah and Wilujeng, 2020; Radifan, 2020; Selman & Jaedun, 2020; Setiawati, Rusman and Djohar, 2020; Subia et al., 2020)

Empirical analysis from previous studies had resulted new paradigm in a quite long time which described that basic skills in teaching needed a new concept of learning model for millennial generations by providing learning environment with the characteristics of young generations through the utilization of information, communication and technology, competence-based and experiential-learning based education models (Robert & Tag, 1995) After few decades, new concept of basic teaching skills were focused on the development of practical life skill development as direct experiences (Rodríguez-Violante, López-Ruiz, and Cervantes-Arriaga, 2020). In other research works, it was found that the effectiveness of basic teaching skills focused on cognitive knowledge about the importance of mental health and commitment (Derapa, Satari, and Mohamed, 2020; Jayachithra, 2020; Mailool et al., 2020; Susilo, Kristiani, and Sudrajat, 2020; Talukder, 2020; Toluwa & Mary, 2020)

Those prior studies indicated that there is a need to create a different new paradigm which can become a new construct of basic skills of teaching which comprises the aspects of basic teaching, hard skills and soft skills for elementary school teachers that involve the dimensions of self-values internalization and professional spirituality, organization and its development to respond to the questions: (1) Was there any contribution of learner organizational culture towards basic teaching skills? (2) Was there any contribution of self-leadership towards basic teaching skills, and (3) What were dominant factors which become the construct of new paradigm of basic teaching skills model in the variables of learner organizational culture and self-leadership?

Methods

This quantitative study applied survey research design which aimed to create a new paradigm of basic teaching skills constructed from learner organizational culture and self-leadership as basic teaching, soft skills and hard skills. There were three questionnaires used as the instruments in collecting the data in the form of 4-Likert scale consisting of 'excellent' (1), 'good' (2), 'moderate' (3), and 'poor' (4). The questionnaires were: 1) Basic teaching skills questionnaire which measured teachers' abilities

in integrating their teaching skills comprehensively as basic teaching in content knowledge, soft skills and hard skills; 2) Learner organizational culture questionnaire which measured teachers' organizational abilities in designing, getting and transferring knowledge, and modifying new attitudes expected as the reflection of having new insights and skills; 3) Self-leadership questionnaire which measured levels of abilities in building self-capacity and capability as transformation process to motivate and design knowledge, skills and skills into actions.

There were 109 elementary school teachers of public elementary schools in the area of Western Part of Jakarta Province, Indonesia, selected through Slovin sampling technique, participated as the respondents in this study. The data were analysed quantitatively with the following steps: 1) analysing and identifying the influence of learner organizational culture and self-leadership as two variables in the construction of basic teaching skills; 2) analysing the data by using Goodness of Fit (GoF) criteria through first and second model analysis (Rachbini, et.al., 2020); 3) measuring the findings by using Confirmatory Factor Analysis (CFA) and SEM as instrument aid with Amos. The following figure 1 was used as this research framework model:

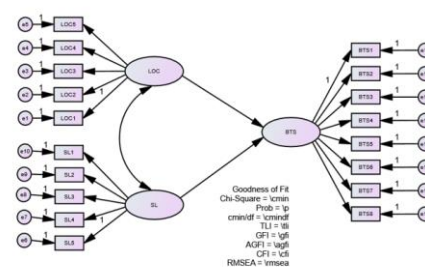


Figure 1. Research Framework Model

Remarks:

BASIC TEACHING SKILLS (BTS)

BTS1 = Ability to ask

BTS2 = Ability to give reinforcement

BTS3 = Ability to do variations

BTS4 = Ability to open and close lessons

BTS5 = Ability to explain

BTS6 = Ability to guide small group discussions

BTS7 = Class management ability

BTS8 = Small group and individual teaching ability

LEARNER ORGANIZATIONAL CULTURE (LOC)

LOC1 = System Thinking

LOC2 = Personal Mastery

LOC3 = Mental Model

LOC4 = Shared Visions

LOC5 = Team Learning

SELF LEADERSHIP (SL)

SL1 = Ability to Motivate

SL2 = Design Their Knowledge, skills and attitude

SL3 = Carry out Job Duties

SL4 = Responsibilities

SL5 = Quality Oriented

influenced by construct variables of all indicators; learner organizational culture and self-leadership. Therefore, it can be assumed that basic teaching skills are important to become new paradigm model which conceptually formed by individuals and organization (Susanto, 2022; Susanto, Agustina, Azmi, et al., 2021). In order to design basic teaching skills, initial foundation is started from preparation and learner organizational culture used as basic fundamental of the organization. This research work highlighted that organizational culture will be very well-formed if it begins with the readiness of that organization as learner organization, makes its organization as a place for its all members to have opportunities to grow and develop, developing self-ability individually and in a team in facing world changing and advancement, and these become new paradigm ((Vostroknutov, Grigoriev, & Surot, 2020). New paradigm which significantly forms organization members to develop their capacity and capability together with their organization through the construction of mental model, thinking system, shared-vision, personal mastery and team learning implementation (Chester & Allenby, 2021; Osagie et al., 2022; Reese, 2021; Senge, 2006; Vostroknutov, Grigoriev, and Surot, 2020)

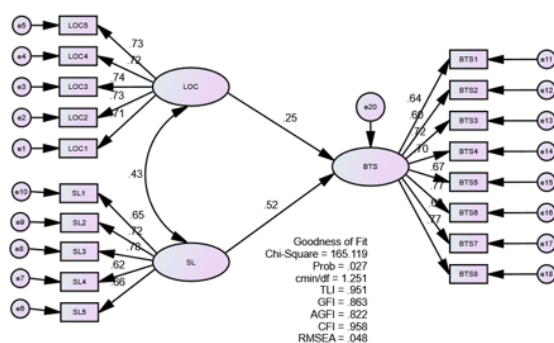
Findings and Discussions

The contribution of learner organizational culture towards basic teaching skills

Besides, quantitative analysis of Goodness of Fit Model (GOF) revealed the following results:

Outer loadings research model formed was as below:

Table 1. Goodness-of-Fit Model



Goodness-of-Fit (GOF)	Result of Analysis	Cut off Value	Evaluation Model
Chi-square	$\chi^2 = 165$ P = 0.027	Probability ≥ 0.05	Not good
TLI	0.951	TLI > 0.90	Good
GFI	0.863	GFI > 0.90	Near to
AGFI	0.822	AGFI > 0.90	Near to
CFI	0.958	CFI > 0.90	Good
RMSEA	0.048	RMSEA ≤ 0.08	Good

Figure 2. First Model Analysis of Basic Teaching Skills

Based on GOF criterion, it was deduced that available GOF model fit the data. RMSEA was the main criterion to explain Goodness of Fit model with the criterion of $RMSEA \leq 0.08$ (Good). In order to answer whether or not learner organizational culture and self-leadership contributed to basic teaching skills, the following Table 2 of Maximum Likelihood Estimation presents:

It can be seen from Figure 2 that all indicators have loading factor of > 0.60 which indicated that all indicators were the constructs which formed the model. This finding explained that basic teaching skills model was significantly

Table 2. Maximum Likelihood Estimation
Regression Weights: (Group number 1 -
Default model)

			Estimation	S.E.	C.R.	P	Label
BTS	<---	LOC	.219	.099	2.223	.026	
BTS	<---	SL	.493	.128	3.857	***	
LOC1	<---	LOC	1.000				
LOC2	<---	LOC	1.042	.155	6.716	***	
LOC3	<---	LOC	1.089	.160	6.824	***	
LOC4	<---	LOC	.990	.148	6.676	***	
LOC5	<---	LOC	1.031	.152	6.786	***	
SL5	<---	SL	1.000				
SL4	<---	SL	.900	.164	5.494	***	
SL3	<---	SL	1.205	.184	6.560	***	
SL2	<---	SL	1.125	.181	6.214	***	
SL1	<---	SL	.929	.161	5.760	***	
BTS1	<---	BTS	1.000				
BTS2	<---	BTS	.987	.179	5.503	***	
BTS3	<---	BTS	1.087	.170	6.379	***	
BTS4	<---	BTS	1.116	.180	6.214	***	
BTS5	<---	BTS	1.156	.192	6.014	***	
BTS6	<---	BTS	1.244	.184	6.748	***	
BTS7	<---	BTS	1.089	.183	5.968	***	
BTS8	<---	BTS	1.260	.188	6.694	***	

The data presented in table 2 above explained that t-table for alfa 0.05 was 1.96 while for alfa 0.10 was 1.65. In that table, p value of Learner Organizational Culture (LOC) = 0.026 < 0.05 which confirmed that this variable gave positive and significant contribution to the variable of Basic Teaching Skills (BTS). The higher the value of Learner Organizational Culture (LOC), the higher the value of Basic Teaching Skill (BTS) would be, and vice versa.

The contribution of self-leadership towards basic teaching skills

As it was presented in Table 2 above, p value of Self-leadership (SL) was ***<0.05, in which t table for alfa of 0.05 was 1.96 and for alfa of 0.10 was 1.65. Thus, this result confirmed that Self-Leadership (SL) positively and significantly contributed to Basic Teaching Skills (BTS) variable. In other words, the result indicated that the higher the value of SL, the higher BTS of the teachers would be, and vice versa. This finding also explicitly showed that Basic Teaching Skills (BTS) could be constructed from Self-leadership (SL). Structural equations that can be formed for basic teaching skills model constructed from learner organizational culture and self-leadership was: $BTS = 0.219*LOC + e + 0.493*SL + e$.

This second variable of constructing new paradigm of basic teaching skills put its focus on individuals as members of the organization. The ability of organization with its learning culture will strengthen self-leadership of every member in that organization. Every person will do action based on organizational culture. Effective

leadership was formed in every line without placing leaders' authorities to subordinates as the focus, in spite, every individual built their themselves individually as mental model of the organization, having the same thinking system and shared the same visions from individual to organization which became parts of transformation process of the organization to its members (Bucic, Robinson, and Ramburuth, 2010; Flood, 1998; Hoe 2020; Marks & Printy, 2003) Transformation process brought from the organization to its members was significantly constructed through the ability of self-leadership in carrying out job duties, having the abilities to design knowledge skills and attitude, able to focus on quality oriented, and able to motivate and having responsibility.

Dominant factors constructed new paradigm model of basic teaching skill from the variables of Learner Organizational Culture and Self-leadership

The findings of the study revealed that dominant factors which constructed new paradigm of basic teaching skill based of Learner Organizational Culture seen in Figure 2 above were the implementation of as follows: (a) mental model (LOC3) was 0.74; (b) thinking system (LOC1) and (c) shared-vision (LOC4) was 0.73 for each; (d) personal mastery (LOC2) was 0.72, and (e) team learning was 0.71. All these factors were said as dominant factors which constructed basic teaching skill model.

Meanwhile, the factors which were dominantly constructed basic teaching skills from the aspect of Self-leadership shown in figure 2 were the implementation of as follows: (a) carrying out job duties (SL3) was 0.78; (b) abilities to design knowledge skills and attitude (SL2) was 0.72; (c) focus ability and quality oriented (SL5) was 0.66; (d) the ability to motivate (SL1) was 0.65; and, (e) responsibility (SL4) was 0.62.

It can be explained from the findings above that basic teaching skills as new paradigm do not only reflect 8 basic teaching skills of teachers which only focused on abilities to ask questions, give reinforcement, do variations, open and close the lessons, explain, guide small groups discussions, manage the class or small group and or individuals, which become the interactions played alone by teachers to their students in the classroom and is not just simply class management becoming the main duty and

responsibility of the teachers (Susanto, 2022). Basic teaching skill is more as attention focus involving and integrating organization and its individuals into a single movement. It has to be a new paradigm significantly constructed through learner organization culture and self-leadership by strengthening 10 constructs covering: system thinking, personal mastery, mental model, shared-visions, team learning and ability to motivate, design their knowledge, skills and attitude, carrying out job duties, responsibilities and quality oriented.

Conclusion

Due to the demands of current globalization era, in which teachers as the main actors in the process of teaching and learning are required to possess basic skills of teaching which do not only cover the abilities to teach but also insert hard skills and soft skills. This research work aimed to propose a new paradigm of basic teaching skills constructed from the integration of basic teaching, learner organizational culture and self-leadership which will significantly complete basic teaching skills of teachers with hard skills and soft skills.

The quantitative data analysis revealed that: First, Learner Organizational Culture (LOC) significantly contributed to Basic Teaching Skills (BTS) in which p value of LOC was 0.026 was lower than 0.05 ($0.026 < 0.05$). This finding indicated that the higher Learner Organizational Culture's value was, the higher Basic Teaching Skills would be, and vice versa. Second, Self-leadership (SL) was also found as variable which significantly contributed to basic teaching skills of the teachers in which p value of SL was $*** < 0.05$, in which t table for alfa of 0.05 was 1.96 and for alfa of 0.10 was 1.65. Therefore, it can be implied that the higher the value of SL, the higher BTS of the teachers would be and vice versa. Third, among two variables of Learner Organizational Culture (LOC) and Self-leadership (SL), it was found several dominant factors which contributed in that new paradigm basic teaching skills model, as follows: (a) there were five dominant factors in learner organizational culture, i.e. the implementation of mental model, thinking system, shared-vision, personal mastery, and team learning; (b) there were also five dominant factors in self-leadership variable, namely: the

implementation of carrying out job duties, abilities to design knowledge skills and attitudes, focus ability and quality oriented, and responsibility.

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