

Leadership: Leadership and Coaching was given to Young Teacher participants

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Abstract. After leadership training has been carried out, Young Teachers will have and demonstrate leadership behavior skills that are ready to take on challenges and can inspire students and other parties. From the training activities carried out, it can be concluded that the extension participants felt happy and satisfied with the exposure given. This is because the participants gain new understanding and skills in demonstrating leadership behavior. Indonesia Mengajar is a movement whose main activity is recruiting, training and sending young Indonesians who are the best university graduates, to serve for one year in various regions in Indonesia as elementary school teachers. Apart from their basic duties as teachers, these Young Teachers have the mandate to drive behavioral change in their places of duty.

Keywords: Coaching, Leadership, Teacher

I. INTRODUCTION

Education is an important factor in the authority of a country. With good education, it will certainly give birth to the nation's next generation who are intelligent and competent in their fields. The condition of the nation will continue to improve with the presence of the nation's next generation who are competent in various sciences. Education is a right and obligation that every human being must carry out. From education, a person will learn to become a person of character and have high educational and social knowledge

The world of education in Indonesia still has several obstacles related to the quality of education, including limited access to education, the number of teachers is not evenly distributed, and the quality of the teachers themselves is considered to be lacking. The quality of education in Indonesia is currently very worrying (Nasution et al., 2022). This is proven, among other things, by UNESCO (2000) data regarding the Human Development Index ranking, namely the composition of educational attainment rankings, health and income per head. In fact, Indonesia's human development index is decreasing. Among 174 countries in the world, Indonesia ranks 102nd (1996), 99th (1997), 105th (1998), and 109th (1999).

There are at least several problems that can be identified in the world of education, especially in religious district governments. It can be seen that the quality of teachers is low, there is low opportunity for equal distribution of education and the low relevance of education to needs. With this, researchers see the distribution of young students in elementary school levels, with the aim that the quality of education at the elementary level will be much better with the development of education that will be taught by young students who have been assigned by the government to each school.

Judging from the low quality of teachers at the junior high school level, the level of teacher quality is quite low, seen from several factors, including teachers who are mostly honorary graduates whose majors are not focused on primary school education, but the quality of the teachers still meets the criteria, but most honorary workers who only join to teach at the basic level with less than optimal knowledge capacity. And the level of teacher requirement level is quite low because there are various teachers who teach more than one class, so when the Indonesian program teaches students, it is very helpful for teachers because

with new knowledge and teaching services, these students have new experiences. in the field of learning and knowledge, related to the Indonesian teaching program, at that time it brought in 3 students, some of whom had their own basics, such as one of the young teachers majoring in English, mathematics and Indonesian.

Indonesia Mengajar is a movement whose main activity is recruiting, training and sending young Indonesians who are the best university graduates, to serve for one year in various regions in Indonesia as elementary school teachers. Apart from their basic duties as teachers, these Young Teachers have the mandate to drive behavioral change in their places of duty.

Indonesia Mengajar believes that the presence of Indonesia's best sons and daughters as teachers will help improve the quality of Indonesian education, especially in the Agam district. Through Indonesia Mengajar, the best sons and daughters, who are named Young Teachers (PM), will be trained to become future leaders of the nation because for a year they have the opportunity to develop grassroots understanding of Indonesia, which is diverse and has complex problems. Apart from that, this adventure period is a vehicle for self-maturation and natural leadership training.

So there is a need for leadership training for young students who will take part in elementary school, so that they have the opportunity to develop pursuits in accordance with the criteria of a teacher who is competent in their field. According to the article which explains leadership training for young teachers, it will be beneficial for students as well with the knowledge and knowledge that young teachers will teach students and new strategies in teaching.

Therefore, researchers are very interested, especially in providing leadership training for young teachers who will later be assigned to each designated area. This training also aims to train leadership for young teachers so that later they can carry out activities and teaching with maximum knowledge.

Prospective Young Teachers who take part in this leadership training will have the opportunity for one year to interact with the school government. The training program is designed so that young students have comprehensive equipment and skills when placed in the destination area of this Leadership Training which is provided as follows:

1. Explain leadership in general.
2. Explain leadership within yourself (self-awareness).
3. Explain leadership and its relationship in building effective relationships with other parties.
4. Explain how to carry out effective coaching for other parties.
5. Explain how to provide effective feedback to other parties.

After leadership training has been carried out, Young Teachers will have and demonstrate leadership behavior skills that are ready to take on challenges and can inspire students and other parties.

In accordance with its objectives, young teaching participants are given teaching or pedagogical training for junior high school students, and given counseling and training on leadership. Within a year in the regions, it is hoped that young teachers can contribute to reducing the limitations in the quality of education as explained at the beginning, and are prepared to have an impact on the communities where young teachers live and teach.

Realizing that young teachers are expected to become change agents or agents of change in thinking and behavior in an area, provision of leadership is an absolute requirement. A counseling and training on "Leadership: Leadership and Coaching" was given to Young Teacher participants.

II. METHODS

In this activity, the method used is as follows:

1. CPM participants are explained and given an understanding of the material, namely Leadership and Coaching.
2. Participants hold discussions in small groups
3. Conduct questions and answers with the facilitator
4. Observe best practices in leadership and communication

5. Do a role-play while being observed by the facilitator and accompanying facilitator
6. Provided coaching/input and feedback by the facilitator

III. RESULTS AND DISCUSSION

1. Principal Leadership

Leadership has been described by several experts as an action that influences other people or subordinates to want to work together to achieve certain goals. Yulk means that leadership is the process of influencing other people to understand and agree with what needs to be done and how the task is carried out in a effective, as well as the process of facilitating individual and collective efforts to achieve common goals (Edison, 2016: 89).

So, Leadership is the process of influencing other people in an organization to achieve the goals and common interests of an organization. This means that success or failure in achieving organizational goals is largely determined by a person's leadership style in managing existing resources. And, it is from this leadership style that the atmosphere of the work environment is determined. Meanwhile, a school principal is a teacher who meets certain requirements so that he can be given the additional task of leading a school, namely as principal (Ahmad, 2016: 13).

Have a strong desire for self-development as a school/madrasah principal. Be open in carrying out main duties and functions. Controlling yourself in facing problems in your work as a school/madrasah principal. Have talent and interest in a position as an educational leader; b) have managerial skills, namely preparing school/madrasah plans for various planning levels; c) have an entrepreneurial spirit, namely creating innovations that are useful for school/madrasah development; d) carrying out supervision, namely planning an academic supervision program in order to increase teacher professionalism; e) have a social spirit, must collaborate with other parties for the benefit of the school/madrasah.

2. Teacher Performance

The term performance is a translation from English, of the word performance. The word performance comes from the word to perform which means to show or carry out. Performance means work performance, work achievements, work appearance or work results. In the Big Indonesian Dictionary, performance means something achieved, demonstrated achievement, or work ability (Fajri et al., 2019). Performance is the result of work achieved by a person or group of people in an organization, in accordance with their respective authority and responsibilities, in order to achieve organizational goals (Ardiansyah, 2011).

According to Mangkunegara (2011:67) Performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties according to the responsibilities given to him. Meanwhile, according to T. Aritonang, performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authority and responsibilities in an effort to achieve the goals of the organization in question legally, without breaking the law, and in accordance with morals and ethics (Barnawi & Arifin 2012:12). Meanwhile, according to Rachmawati (2013:16) performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set.

Based on the opinion above, it can be concluded that performance is the level of success of a person or group of people in carrying out tasks in accordance with their responsibilities and authority based on performance standards that have been set during a certain period in order to achieve organizational goals. In relation to the teaching profession, teacher performance can be interpreted as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authority based on work standards that have been set during a certain period in order to achieve educational goals. Teacher performance standards relate to the quality of teachers in carrying out their duties such as: (1) working with students individually, (2) preparing and planning learning, (3) utilizing learning media, (4) involving students in various learning experiences, and (5) effective leadership from teachers (Gusman, 2020).

Furthermore, teacher performance by Yuliejantiningasih (2012:240) is defined as the manifestation of abilities and skills based on the authority they have in their main duties, namely teaching skills. The embodiment of this ability is the teacher's activities in the learning process, namely planning learning, carrying out learning activities, and assessing learning outcomes.

So based on the opinion above, it can be concluded that the factors that influence teacher performance can come from within, such as ability, motivation, skills, discipline and education. There are also external factors such as work climate, organizational culture, leadership, social security and income level.

3. Implementation of leadership and coaching training

Indonesia Mengajar believes that the presence of Indonesia's best sons and daughters as teachers will help improve the quality of Indonesian education. Through Indonesia Mengajar, Indonesia's best sons and daughters, who are named Young Teachers (PM), will be trained to become future leaders of the Indonesian nation because they have the opportunity for a year to develop a grassroots understanding of Indonesia, which is diverse and has complex problems. Apart from that, this adventure period is a vehicle for self-maturation and natural leadership training.

For a year, the PMs live, live and learn from the local community. They work as teachers in elementary schools and live in local homes with their new families. Challenges, obstacles and all experiences will shape leadership character as well as weave a stronger national fabric. What they go through will be a lifelong lesson for them. Meanwhile, the inspiration they share at school and in the community will become a lifelong memory for the children and community there. The Indonesia Mengajar program is holistic. Not only will the PM have to teach as a junior high school teacher, but the PM is expected to be able to change the behavior of individuals and all stakeholders as a unified entity and build active and positive communication within that entity. Therefore, leadership is one of the main skills that all young teachers must have. Fighting spirit, high adaptability, liking challenges and problem solving skills as well as being able to respect and empathize with other people are important skills that a PM needs to have.

Prospective Young Teachers (CPM) who take part in this leadership training will have the opportunity for one year to interact with the grassroots of their country. The training program is designed so that CPMs have comprehensive training and skills when placed in the target area of this Leadership Training which is provided as follows: 1. Explain leadership in general. 2. Explain leadership within yourself (self-awareness). 3. Explain leadership and its relationship in building effective relationships with other parties. 4. Explain how to carry out effective coaching for other parties. 5. Explain how to provide effective feedback to other parties.

After this leadership training, CPMs will have and demonstrate leadership behavior skills that are ready to take on challenges and can inspire students and other parties. In accordance with its objectives, CPM participants are given teaching or pedagogical training for junior high school students, and given counseling and training about leadership. Within a year in the regions, it is hoped that CPMs can contribute to reducing the limitations in the quality of education as explained at the beginning, and are prepared to have an impact on the communities where CPMs live and teach.

Realizing that CPM is expected to be a change agent or agent of change in thinking and behavior in an area, provision of leadership is an absolute requirement. A counseling and training on "Leadership: Leadership and Coaching" was given to Young Teacher participants.

Holding activities in the form of lectures, questions and answers, discussions, case studies and skills training in the form of role-playing. The material is divided into five sessions as follows: 1. The first session material is: Building self-awareness and self-control. 2. The second session is: Building effective interactions with other parties. 3. The third session is: Understanding what moral and ethical leadership means. 4. The fourth session is: Giving an overview of the situation that will be faced. 5. The fifth session is: Practice applying behavioral skills in the situations that will be faced.

In the initial presentation, it was explained that a leader must first know himself before he can lead other people or parties. This first session begins with conducting a self-assessment. It was explained that self-awareness must be built first. A leader must be able to know and realize his strengths and weaknesses.

In the second session, CPM participants began to be given counseling on how to build effective relationships with other parties, both with one person and building relationships with more than one person. It was explained that in every interaction there are universal needs or universal needs of every human being, namely: 1) the need to be respected, 2) the need to be heard and given empathy, 3) the need to be involved in interactions, 4) the need to share factual data (sharing rationale), the need to share thoughts and the need to share feelings. It was explained that if a leader is sensitive and fully aware that every human being has these needs and the leader can demonstrate behavior that meets those needs, then the first step in building effective relationships has occurred (Sjahrifa, 2019).

The third session was an explanation of what moral and ethical leadership means. In this lecture, it was explained that a leader must know which behaviors and situations are correct and which behaviors and situations are incorrect. In today's world, many leaders are moral but not ethical. In this session, they are asked to identify the material that has been presented.

IV. CONCLUSIONS

From the training activities carried out, it can be concluded that the extension participants felt happy and satisfied with the exposure given. This is because the participants gain new understanding and skills in demonstrating leadership behavior.

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