

Development Management Model of Teacher's Global Competence and Complexity Leadership Based on the Merdeka Curriculum

Eliana Sari¹, Wiratri Anindhita², Muhammad Mulyadi³, Dwi Purwoko⁴, Madhakomala⁵, Durotul Yatimah⁶, Ade Imas Rismayanti⁷

^{1,2,5,6}State University of Jakarta, Indonesia

^{3,4}National Research and Innovation Institution, Indonesia

⁷Labschool Cibubur, West Java, Indonesia

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ABSTRACT

This study aims to produce: 1) A product of a global competency measurement instrument for senior high school teachers, 2) A product of a measurement instrument for the complexity of leadership of senior high school principals, and 3) A product of a global competency development model based on the complexity of leadership for senior high school teachers in DKI Jakarta, and 4) A product of a training module for developing global competencies for senior high school teachers in DKI Jakarta. The unit of analysis of this study was SMA Penggerak in DKI Jakarta, with respondents of SMA Penggerak Batch I teachers totaling 301 teachers taken by proportional random sampling. Measurement of teacher global competence was carried out by distributing questionnaire instruments compiled based on 3 (three) core elements of teacher global competence, namely: 1) Teacher disposition, 2) Teacher knowledge, and 3) Teacher skills (Tichnor-Wagner, et al, 2019). Meanwhile, measurement of complexity leadership was carried out by distributing questionnaire instruments compiled referring to 3 (three) components of complexity leadership, namely: 1) Administrative leadership, 2) Adaptive leadership, and 3) Enabling leadership (Uhl-Bien et al., 2009). This study uses the SEM model with data processing techniques using Wrap PLS. The results of the design of the complexity leadership and global competent teacher measurement instrument show a high level of validity and a perfect level of reliability, so it is very suitable for use in this study. The results of the complexity leadership hypothesis test on global competent teachers show that there is a significant influence. The results of measuring the complexity leadership dimensions on global competent teachers also show that each dimension has a significant influence, where the empowering leadership dimension has the most significant influence.

Keywords: Global teacher competency, complexity leadership, independent curriculum.

INTRODUCTION

Globally competent teachers will guide their students to develop a global mindset that is open to new thoughts and ideas, develop positive values and attitudes that will equip their students to interact with people from diverse backgrounds, and understand the positive and negative implications of developments in the world for their local communities (Sari, et al, 2019). Globally minded teachers will collaborate with various parties to advance education innovatively and creatively while upholding the values believed in by the local community (Sari, et al, 2024; Junedi, Mahuda & Kusuma, 2020). A teacher not only teaches lesson content, but also acts as a liaison between generations. Teachers help students interpret their cultural heritage in the context of a changing world, preparing them to become globally minded individuals but still rooted in local traditions (Kerkhoff & Cloud, 2020; O'Connor & Zeichner, 2011). Some efforts that teachers can make to improve global competence include: 1) Teachers and students together create a classroom atmosphere that celebrates diversity, 2) Improving learning experiences to allow students to interact within a framework of cultural diversity, 3) Encouraging students to connect, communicate, and learn with students from other countries

using technology, 4) Facilitating intercultural communication between students on a regular basis, and 5) Encouraging students to learn other languages and cultures (Godara, 2017; O'Connor & Zeichner, 2011).

In 2024, the Merdeka curriculum was officially established as the national curriculum, after the launch of the Merdeka curriculum and the Merdeka Learning platform episode 15 on February 11, 2022 by the Minister of Education and Culture Nadiem Makarim (<https://ditpsd.kemdikbud.go.id/agenda/detail/merdeka-belajar-episode-15>). The Head of the Education Standards, Curriculum, and Assessment Agency (BSKAP) of the Ministry of Education, Culture, Research and Technology, Anindito Aditomo stated that 80 percent of schools at all levels throughout Indonesia have implemented the Merdeka Curriculum.

Sekolah Penggerak Program in DKI Jakarta

Sekolah Penggerak Program is a partnership and collaboration program between the Ministry of Education and Culture and the Regional Government where the commitment of the Regional Government is the main key. The Head of the DKI Jakarta Provincial Education Office is committed to supporting and continuing the PSP since the first batch was launched in 2021. There are many benefits that the Regional Government will obtain through this School Mover Program, including: 1) Accelerating the improvement of the quality of education in the region; 2) Improving the competence of Education Unit HR; 3) Making learning more enjoyable and meaningful; 4) Opportunity to get an award as an Education Mover Region; 5) Becoming a reference area for good practices in developing Mover Schools, and 6) Multiplier effects from Mover Schools to other Schools (<https://gtk.kemdikbud.go.id/read-news/kata-sejumlah-pemda-tentang-program-sekolah-penggerak>). The number of Mover Schools in DKI Jakarta is cumulatively greater than Mover Schools in other provinces in Indonesia.

Table 1: Growth in the Number of Sekolah Penggerak in DKI Jakarta

Educational level	Force I	Force II	Force III	Amount
PAUD	7	60	23	90
SD	18	102	22	142
SMP	14	51	17	82
SMA	13	25	4	42
SLB	2	8	0	10
Total				366

Sumber: <https://psp-web.pauddikdasmen.kemdikbud.go.id/#/home>, processed by researchers (2024)

METHODOLOGY

This research uses the Gall, Gall & Borg (2007) research and development procedure. The unit of analysis of this study was SMA Penggerak in DKI Jakarta, with the research population being SMA Penggerak Batch I teachers totaling 423 teachers). The research sample was SMA Penggerak Batch I teachers who had participated in the school mover training program, which was taken by proportional random sampling. Measurement of teacher global competence was carried out by distributing questionnaire instruments compiled based on 3 (three) elements, namely: 1) Teacher dispositions, 2) Teacher knowledge, and 3) Teacher skills (Tichnor-Wagner, et al, 2019). Measurement of complexity leadership was also carried out by distributing questionnaire instruments to teachers which were compiled referring to 3 (three) dimensions, namely: 1) Administrative leadership, 2) Adaptive leadership, 3) Enabling leadership (Uhl-Bien. et al, 2009). Data analysis used SEM (Wrap PLS) after previously conducting validity and reliability tests.

Table 2: Data on SMA Penggerak in DKI Jakarta

No	Force I	Force II	Force III
1	SMAN 21 - East Jakarta	SMA Global Mandiri East Jakarta	SMAN 112 - West Jakarta
2	SMAN 42 - East Jakarta	SMAN 102 - East Jakarta	SMAN 77 - West Jakarta
3	SMAN 50 - East Jakarta	SMAN 107 - East Jakarta	SMAS CALVIN West Jakarta
4	SMAN 71 – East Jakarta	SMAN 64 – East Jakarta	SMAS KANAAN West Jakarta
5	SMAN 89 - East Jakarta	SMAN 9 - East Jakarta	
6	SMAN 93 - East Jakarta	SMA Prestasi Prima, East Jakarta	
7	SMAS LABSCHOOL Jakarta Timur	SMAS Muhammadiyah 11 East Jakarta	
8	SMAS PKP - East Jakarta	SMAS Pusaka 1 East Jakarta	
9	SMAN 109 - South Jakarta	SMA Islam Al-Azhar Jakut	
10	SMAN 28 - South Jakarta	SMAN 110 - North Jakarta	
11	SMAN 70 - South Jakarta	SMAN 18 - North Jakarta	
12	SMAN 86 - South Jakarta	SMAS Dharma North Jakarta	
13	SMAS IS AVICENA South Jakarta	SMAS Tarakanita 2 Jakarta Utara	
14		SMA IT Almaka West Jakarta	
15		SMAN 94 - West Jakarta	
16		SMAN 95 - West Jakarta	
17		SMAN 96 - West Jakarta	
18		SMAS Al Huda Cengkareng West Jakarta	
19		SMAS Cinta Kasih Tzu Chi West Jakarta	
20		SMAS Dian Harapan West Jakarta	
21		SMAN 29 - South Jakarta	
22		SMAN 38 - South Jakarta	
23		SMAN 74 - South Jakarta	
24		SMAN 82 - South Jakarta	

25		SMAS Bakti Idhata South Jakarta	
	13	25	4

Source: <https://psp-web.pauddikdasmen.kemdikbud.go.id/#/home>, processed by researchers (2024)

This study uses the SEM model with data processing techniques using Wrap PLS. In SEM there are 3 (three) activities simultaneously, namely checking the validity and reliability of the instrument (confirmatory factor analysis), testing the relationship model between variables (path analysis), and obtaining a suitable model for prediction (structural model and regression analysis). A complete modeling basically consists of a measurement model and a structural model or causal model. The measurement model is carried out to produce an assessment of validity and discriminant validity, while the structural model is a modeling that describes the hypothesized relationships. To perform SEM data processing more easily, you can use the help of statistical software. Currently, various software is available for SEM data processing, including Lisrel, AMOS and Smart PLS.

RESULT

Results of Research Respondent Data

Characteristics of Research Samples

The unit of analysis of this research is SMA Penggerak in DKI Jakarta, with a research sample of SMA Penggerak teachers totaling 301 teachers taken by proportional random sampling, namely a random sampling technique by considering the proportion of each region. The following are the names of the driving schools in DKI Jakarta that are the research samples,

Table 3: Profile of Respondent

No	School Name	Region	Total
1	SMA Negeri 18 Jakarta	North Jakarta	22
2	SMA Negeri 110 Jakarta	North Jakarta	29
3	SMA Islam Al Azhar Kelapa Gading, Jakarta	North Jakarta	15
Total			66
1	SMA Negeri 112 Jakarta	West Jakarta	21
2	SMA AL Huda Cengkareng	West Jakarta	16
3	SMA Negeri 94 Jakarta	West Jakarta	24
4	SMA Cinta Kasih Tzu Chi	West Jakarta	15
Total			76
1	SMAN 42 Jakarta	East Jakarta	22
2	SMAS LABSCHOOL Jakarta	East Jakarta	37
Total			59
1	SMA Negeri 77 Jakarta	Central Jakarta	31

2	SMA Kristen Kanaan	Central Jakarta	17
1	SMA Negeri 28 Jakarta	South Jakarta	35
2	SMA Negeri 74 Jakarta	South Jakarta	17
Total			52
Total Amount			301

Source: Processed by researcher (2024)

Results of the Complexity Leadership Measurement Instrument Design

The results of designing the complexity leadership measurement instrument design using the theory of Uhl-Bien et al (2009), where the conceptual framework of the complexity leadership theory includes three interrelated leaderships, namely administrative leadership, adaptive leadership and empowering leadership. Measurement of the complexity leadership variable is carried out through 3 (three) dimensions, namely: (1) Administrative leadership dimension, with 6 indicators, namely: 1) Top-down oriented, 2) Formal with a fixed pattern, 3) Planning and coordination towards results, 4) Efficiency and effectiveness, 5) Focusing on alignment and control, and 6) Represented by hierarchical and bureaucratic functions. (2) Adaptive leadership dimension, with 2 indicators, namely: 1) Bottom-up oriented, and 2) Informal and emergency. (3) Empowering leadership dimension, with 2 indicators, namely: 1) Top-down catalyst, and 2) Memimpin keterikatan. Secara rinci hasil perancangan instrumen pengukuran perilaku *complexity leadership* kepala sekolah oleh guru, dapat dilihat pada tabel di bawah ini. Leading engagement. In detail, the results of designing the principal's complexity leadership behavior measurement instrument by teachers can be seen in the table below.

Table 4: Results of Designing Complexity Leadership Measurement Instruments

No	Variabel	Dimension	Indicators	Items
1	<i>Complexity Leadership</i>	Administrative Leadership	1) <i>Top-down orientation</i>	1, 2, 3
			2) Formal with fixed patterns	4, 5, 6
			3) Planning and coordination towards results	7, 8, 9
			4) Efficiency and effectiveness	10, 11, 12
			5) Focus on alignment and control	13, 14. 15. 16
			6) Represented by hierarchical and bureaucratic functions	17, 18
		Adaptive Leadership	1) Bottom-up oriented	19, 20, 21
			2) Informal and emergency	22, 23, 24
		Empowering Leadership	1) Top-down catalyst	25, 26, 27, 28
			2) Leading engagement	29, 30

Source: Processed by researcher (2024)

Results of the Design of the Global Teacher Competence Measurement Instrument

The results of the design of the global teacher competence measurement instrument using the theory of Tichnor-Wagner, et al. (2009), where the conceptual framework of the global competent teacher theory includes three interrelated components, namely knowledge and understanding, skills, and attitudes and values.

Measurement of the global teacher competence variable is carried out through 3 (three) dimensions, namely: (1) Dimension of knowledge and understanding, with 3 indicators, namely: 1) World knowledge, 2) Understanding globalization, and 3) International academic knowledge. (2) Dimension of skills, with 3 indicators, namely: 1) Communicating in a foreign language, 2) Communicating across cultures, and 3) International academic communication. (3) Dimension of attitudes and values, with 2 indicators, namely: 1) Intention to interact, and 2) Open attitude. In detail, the results of the design of the global competent teacher behavior measurement instrument can be seen in the table below.

Table 5: Results of Designing *Global Competent Teacher* Measurement Instruments

No	Variabel	Dimension	Indicators	Items
1	<i>Global Competent Teacher</i>	Knowledge and Understanding	1) World knowledge	31, 32, 33
			2) Understanding globalization	34, 35, 36, 37
			3) International academic knowledge	38, 39, 40
		Skills	1) Communicate in a foreign language	41, 42, 43
			2) Communicating across cultures	44, 45, 46, 47, 48, 49
			3) International academic communication	50, 51, 52, 53, 54
		Attitudes and values	a. Intention to interact	55, 56, 57, 58, 59
			b. Open attitude	60, 61, 62, 63

Source: Processed by researcher (2024)

Hypothesis Testing

Hypothesis testing is a structured method used to determine whether the findings of a study provide evidence to support a particular theory that is relevant to a larger population. The principle of hypothesis testing is to compare sample values (research data) with hypothesis values (population values). The size of the difference between these two values determines whether the hypothesis is accepted or rejected. Results of Hypothesis Testing Complexity Leadership on Global Competence Teachers. The results of the hypothesis test of the Complexity Leadership variable on Global Competence Teachers can be seen in the image below.

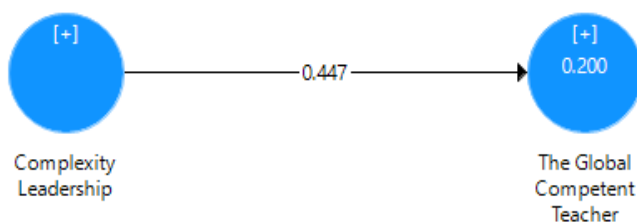


Figure 1. Results of Hypothesis Testing of Complexity Leadership variable against Global Competence Teacher variable (Data processed by researcher (2024))

In more detail, the value of the results of the hypothesis test of the complexity leadership variable against the global competent teacher variable can be seen in the following table. Table 19. Results of the Hypothesis Test of the Complexity Leadership Variable against the Global Competent Teacher Variable.

Table 6: Hypothesis Test Results of the Complexity Leadership Variable on the Global Competent Teacher Variable

	Estimate	SE	t	P value
Complexity Leadership	0,447	0,029	15,416	0,000

Source: Processed by researcher (2024)

Structural Model of Complexity Leadership Hypothesis Test Results on Global Competence Teachers

The results of the hypothesis test of the complexity leadership variable on global competent teachers, namely 0.447, can be seen in the structural model of complexity leadership on global competent teachers in the image below

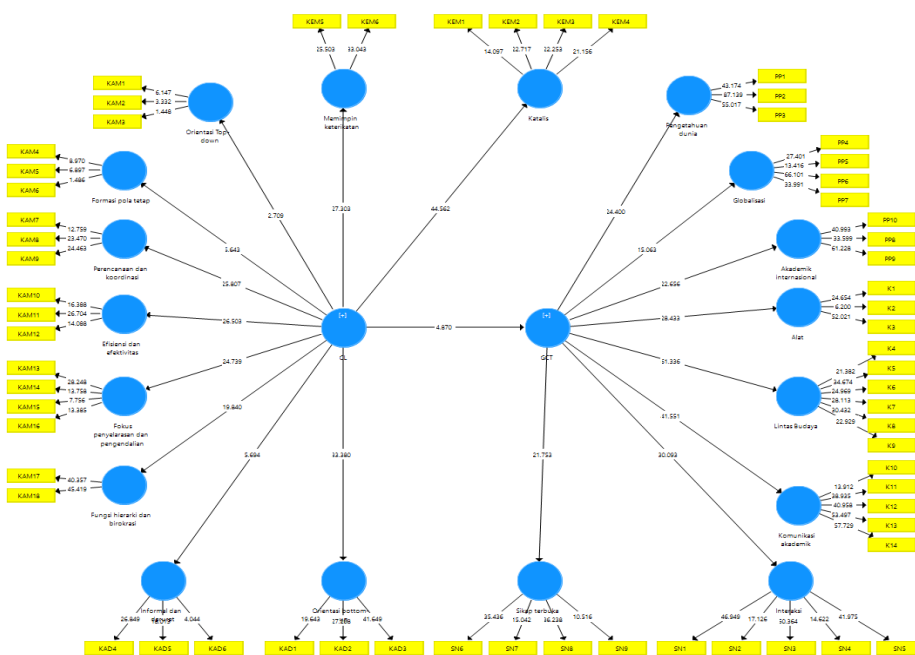


Figure 2. Results of Hypothesis Testing of Complexity Leadership variable against Global Competence Teacher variable (Data processed by researcher (2024))

Hypothesis Test Results of Complexity Leadership Dimensions on Global Competence Teachers

The results of the hypothesis test of the Complexity Leadership variable on Global Competence Teachers can be seen in the image below.

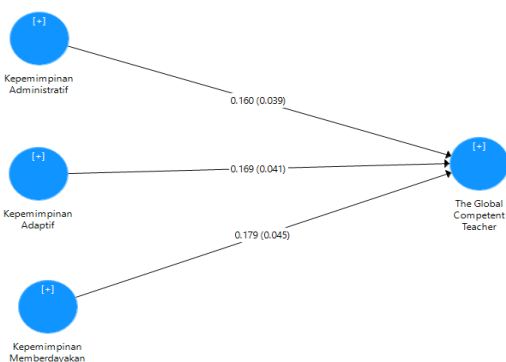


Figure 3. Results of Hypothesis Testing of Complexity Leadership Dimensions on Global Competence Teachers (Data processed by researchers (2024))

In more detail, the test results of the influence of the complexity leadership dimension on global competent teachers can be seen in the table below.

Table 7: Results of Hypothesis Testing of Complexity Leadership Dimensions on Global Competent Teachers

Dimension of <i>Complexity Leadership</i>	Estimate	SE	t	P value
Administrative Leadership	0,160	0,077	2,075	0,039
Adaptif Leadership	0,169	0,082	2,049	0,041
Empowering Leadership	0,179	0,089	2,011	0,045

Source: Processed by researcher (2024)

Structural Model of Hypothesis Test Results of Complexity Leadership Dimensions on Global Competence Teachers

The results of the hypothesis test of complexity leadership dimension on global competent teacher are as follows: The estimated influence of administrative leadership dimension on global competent teacher is 0.160, the estimated influence of adaptive leadership dimension on global competent teacher is 0.69, and the estimated influence of empowering leadership dimension on global competent teacher is 0.79, can be seen in the structural model below.

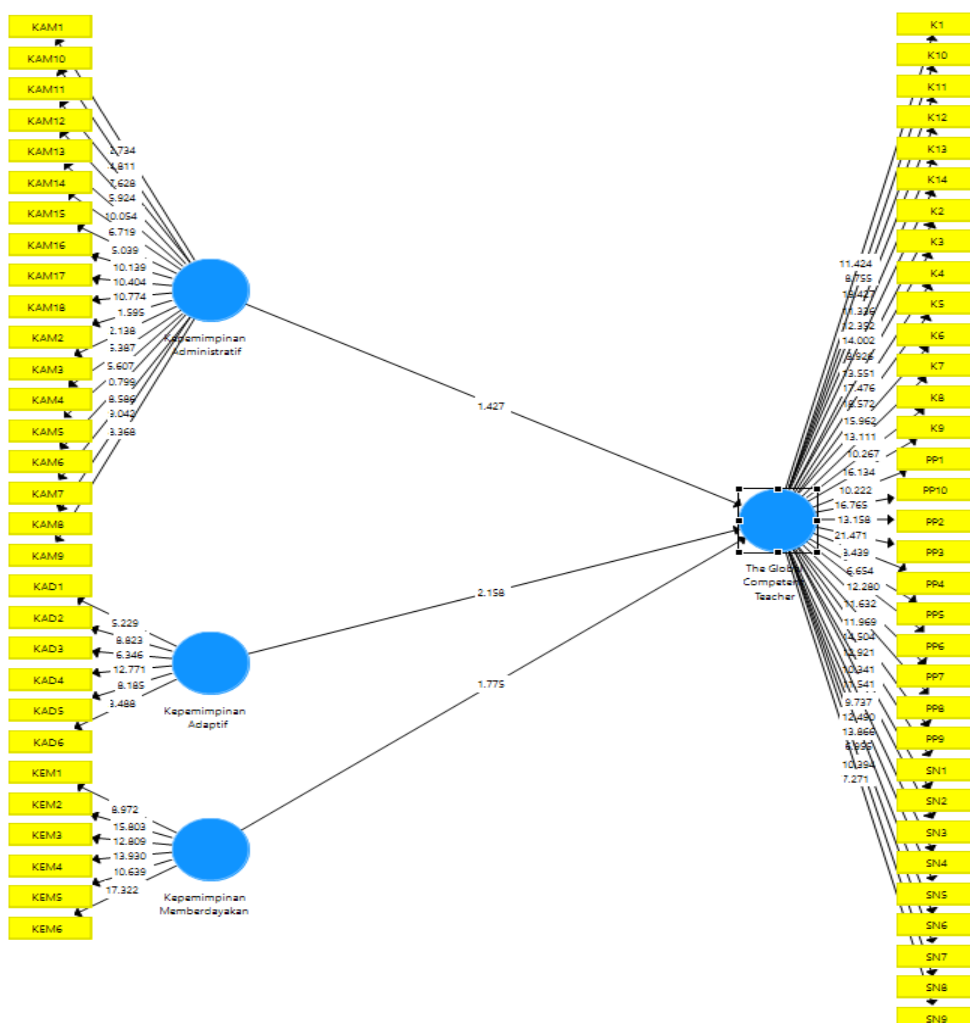


Figure 4. Structural model of complexity leadership dimensions towards global competent teachers (Data processed by researchers, 2024)

Summary of Hypothesis Test Results of the Dimension of Complexity Leadership on Global Competence Teachers

Table 8: Summary of Hypothesis Test Results of Complexity Leadership Dimensions on Global Competent Teachers

Hypothesis		Estimate	P Value	Decision	%
H1	The influence of complexity leadership on globally competent teachers	0,447	0,000	Supported Hypothesis	
H2	The influence of administrative leadership on globally competent teachers	0,160	0,039	Supported Hypothesis	32%
H3	The influence of adaptive leadership on globally competent teachers	0,169	0,041	Supported Hypothesis	33%
H4	The influence of empowering leadership on globally competent teachers	0,179	0,045	Supported Hypothesis	35%

Data processed by researchers, 2024

Based on the results of testing the complexity leadership dimension hypothesis on global competent teachers, it was found that the empowering leadership dimension is the dimension with the greatest influence among the other dimensions because it has the largest estimated influence of 0.179 among the three dimensions.

CONCLUSIONS

Based on the results of the data processing that has been presented above, the results of this study can be concluded as follows: The results of the design of the complexity leadership measurement instrument for SMA Penggerak teachers in DKI Jakarta are proven to be valid and reliable, so this instrument can be used to measure the complexity leadership of all SMA Penggerak teachers in the DKI Jakarta area. The results of the design of the global competent teacher measurement instrument for SMA Penggerak teachers in DKI Jakarta are proven to be valid and reliable, so this instrument can be used to measure the global competent teacher of all SMA Penggerak teachers in the DKI Jakarta area. The results of the design of the global competent teacher management model based on complexity leadership for SMA Penggerak teachers in DKI Jakarta in detail can be seen in Figure 10, namely the structural model of complexity leadership towards global competent teachers, where 3 (three) dimensions of complexity leadership, all show a significant influence on global competent teachers, where empowering leadership has the strongest significance on global competent teachers. Global competent teachers of SMA Penggerak in DKI Jakarta can be developed to many other SMA in the DKI Jakarta area. Development of global competent teachers can be done through measuring global competent teachers to other SMA teachers in the DKI Jakarta area, especially through measuring the components of knowledge and understanding, skills, and attitudes and values.

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