

Coaching, Commitment, and Teaching Ability: Teacher Professional Development in the Era of the ASEAN Economic Community

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	Abstract
<p>Article History</p> <p>Article Submission 10 November 2022</p> <p>Revised Submission 08 December 2022</p> <p>Article Accepted 02 February 2023</p>	<p>Previous research has found that the ideal professional development of teachers in the AEC era through professional coaching can increase teachers' commitment, and teaching ability. However, there have been no studies that have examined the relationship between professional coaching, teachers' commitment, and teaching ability in the AEC Era. This study aimed to measure the level of professional coaching, teacher commitment and teaching ability and examine the relationship between teacher professional coaching and teacher commitment to teaching ability in the AEC era of both principals and teachers. This study uses quantitative methods with descriptive statistics of central tendencies and correlational analysis by Pearson. And it involved nine elementary schools in East Java, Indonesia, with respondents of 422 teachers and 317 principals. Based on the results of quantitative analysis, this study found that the teaching ability of teachers in the AEC era, according to respondents of principals and teachers, was in the very good category. Meanwhile, the analysis showed that there was a significant relationship between teacher professional coaching and teacher commitment, and teacher teaching ability.</p> <p>Keywords: Professional Development; Commitment; Teaching Ability; Coaching; Economic Community; ASEAN</p>

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Introduction

Enhancing teacher performance is the purpose of coaching to strengthen teachers' professional abilities (Munandar & Fathurrohman, 2020; Anwar, 2019; Adrianto et al., 2020). The research results from Ben-Yehuda (2015) have shown that teacher professional coaching programs significantly affect students' academic abilities and improve the quality of teaching (Islami et al., 2022). To educate diverse students, the performance-based instructional coaching approach attempts to improve teacher pedagogy and classroom management (Teemant et al., 2011). Teacher professional coaching focuses on developing several complex personal and professional development strategies based on internalizing characteristics of professional behaviour (Anghel & Voicu, 2013). Interventions in teacher professional coaching may change teacher behavior management techniques to reduce exclusionary disciplinary procedures that are known to have a negative impact on student performance (Flynn et al., 2016). Teacher professional coaching supports teacher development and student achievement (Devine et al., 2013; Kraft et al., 2018). Professional coaching of teachers is crucial to continuously be developed by the demands and developments of the field of education. Teacher professional coaching is a practice that helps enhance teachers' professionalism in the classroom. Professional coaching of teachers is crucial to be developed continuously. Participants reflected on their abilities, difficulties, and experiences in a coaching relationship to gain insights and try out new behaviors and ideas (Patti et al., 2012).

Professional coaching has developed ethics, proficiencies, and masteries that advance adult learning far beyond the era of helpful special supervisors who offered wise counsel on how to run classes or deliver courses and support individuals in dealing with real-world issues (Tschannen-Moran, 2011; Lofthouse, 2019). According to Bafadal (2003), supervision should be used to coach teachers' commitment in addition to providing them with opportunities for professional development. Teacher professional coaching would also include training on how to adjust to changes in the teaching profession and administration of the educational system (Hadi et al., 2021). Additionally, the goal of professional coaching for teachers is to improve their level of commitment, taking into account how leadership and workplace conditions might affect this level of commitment as well as how to create and sustain high levels of it (Razak et al., 2009; Imron et al., 2021).

Professional educators with more abilities are required in light of the AEC, the pattern of commerce and services, and the requirement for competitive, comprehensive, and networked professional human resources. As a result, instructors' teaching capacity must be maximized to prepare students for the AEC future. High teaching ability is necessary, but facing the AEC era is still insufficient if not accompanied by a high commitment to educating learners. Therefore, commitment and teaching ability become two inseparable sides of the coin (Imron, 2016). Optimization is required through professional coaching of teachers, both by the principal and the school superintendent. The most crucial elements in producing high-quality educational outcomes are the knowledge, abilities, and commitment of teachers as well as the quality of school leadership (European Commission 2013). The results of previous research by Anchunda (2021) found that the teacher development model is effective in improving teachers' teaching abilities-increasing teachers' ability to teach using a teacher development model based on coaching and professional learning communities, and coaching has a positive impact on teacher competence (Frazier, 2018).

Based on the results of previous research (Imron et al., 2021; Imron et al., 2021), found that the ideal professional development of teachers in the AEC era can be carried out on the substantive aspects of teacher commitment and teaching ability, using: (1) directive views (information and control), collaborative (direction and negotiation); and non-directives; (2) conceptual, technical, and humane skills, (3) individual and group techniques; (4) scientific, artistic and clinical approaches. The commitment to teaching teachers is more than just as delivery of knowledge. However, more as conditioning for students in learning, indicators of learning methods, student makers are always eager to learn, conditioning students to learn independently, and as an inspiration for students about lifelong learning (Imron, 2013). Previous research found four models of teacher professional coaching that are able to increase teacher commitment in the AEC era including conceptual, expert assessment, empirical professional

coaching, and recommendation models (Imron et al., 2021; Hadi et al., 2021). Based on the results of these studies, no research has tested the relationship between professional coaching, teachers' commitment, and teaching ability in the AEC Era. This study aims to measure the level of professional coaching, teacher commitment, and teaching ability and determine the relationship between teacher professional coaching and teacher commitment to teaching ability in the AEC era of both principals and teachers. The research question to be answered: What is the level of professional coaching, commitment, and teaching ability from the perspective of the principal and teachers? Is there a significant relationship between professional coaching and commitment to teaching ability? The aim and objective of this research work are to measure the level of professional coaching, teacher commitment, and teaching ability and examine the relationship between teacher professional coaching and teacher commitment to teaching ability in the AEC era of both principals and teachers.

Literature Review

Characteristics of Learners in the AEC Era

Based on the results of literature research, it was found that in the AEC era, as a form of a new challenge for every country in the ASEAN region, including Indonesia, it certainly needs to follow up with strategic policies in various fields, including education. This is an effort by each country to prepare human resources that can compete competitively with human resources from other countries because of the easy access for the human resources of each country to enter all fields in the Southeast Asian region (Ben-Yehuda, 2015; ASEAN, 2008). Therefore, the competencies that must be possessed and prepared by students in facing the AEC era are part of the competency challenges that students must possess in the 21st century. The industrial revolution 4.0 is a symbol of massive and global modernization which includes 1) knowledge construction, 2) real-world problem solving, 3) skillful communication, 4) collaboration, 5) the use of information and communication technology (ICT) for learning, and 6) self-regulation (Stehle & Peters-Burton, 2019). In addition, there are several skills that learners need to master in facing the challenges of the AEC era. In the age of globalization, students need to have a wide range of skills, among them complex problem-solving techniques, critical thinking, creativity, people management, teamwork, emotional intelligence, judgment and decision-making, service orientation, negotiations, and cognitive flexibility (ASEAN, 2008). (Sugilar & Nuraida, 2022; Kurniawan, 2019; Muhali, 2019).

Commitment and Teaching Ability of Teachers in the AEC Era

A commitment is an attitude that conveys how you feel about the organization you work for (Robbins & Judge, 2013). A hallmark of dedication is putting organizational objectives ahead of personal ones (Soeharto et al., 2019). A teacher's commitment, according to Kurniadi et al. (2017), is an internal interpretation of how they process and interpret their professional experience. According to Harinoto and Bogetriatmanto (2018), a person who is really dedicated to their work would provide excellent work outcomes.

Results from previous research demonstrate a substantial positive relationship between teacher competence and dedication and professional teacher performance (Siri, 2020). A strong organizational commitment can enhance productivity (Soeharto et al., 2019). High organizational commitment teachers will spend most of their time and energy planning, carrying out, and assessing student achievement (Altun, 2017). Performance is significantly impacted by organizational commitment, according to certain prior research (Bandula & Jayatilake, 2016; Gunawan et al., 2017; Hidayah & Tobing, 2018; Metin & Original, 2018; Paramita et al., 2018; Renyut et al., 2017).

According to Kotzé & Nel (2020), commitment is defined as "behaviors or psychological states that explain the employee-employer relationship, eventually impacting [the employee's] predisposition to stay in or quit the business." A key component of successful education is the teacher's dedication. It incorporates a commitment to the school, the students, perseverance in the profession, skill-based knowledge, and the teaching profession (Crosswell & Elliott, 2004). The commitment of teachers is shown to be a significant indicator of various learning and psychological outcomes and reflects the teachers' sense of loyalty and dependence on the school as

their place of employment (Day, 2008). Commitment is deeply related to a teacher's professional identity because educators must maintain their intrinsic motivation to meet academic expectations, learner desires, and individual goals (Pennington, 2015; Ma, 2022). Research results show that many factors have improved or reduced teacher commitment. Researchers are interested in organizational commitments that refer to the workplace.

The key components of sustaining commitment include leadership, teacher autonomy, cooperation, feedback, learning opportunities, resources, and involvement in decision-making. Results from earlier research also demonstrate that the principal's learning supervision is a strong predictor of teacher commitment (Ware & Kitsantas, 2007). In addition, recent studies have shown that the involvement of employees to remain in the organization, moral responsibility, and individual loyalty to the organization are predictors of the commitment of teacher organizations (Tasleem & Ishaq, 2016; Suryani, 2018; Prutina, 2016; Tufail & Lodhi, 2015; Utami et al., 2021). As a result, one of the most important factors affecting teacher performance and quality is teacher commitment. By applying suitable human resource management techniques, previous research has indicated that teacher commitment plays a crucial role (both organizationally and professionally) in enhancing student academic engagement and attaining academic success (Kalai et al., 2022). The improvement of energetic and reciprocal links among many psychological and relational components can be achieved through commitment development in a classroom setting (Human-Vogel, 2013).

Glickman (1981) describes the attitude of human life in their careers. Those aged 21 to 25 years have different ideals, aspirations, enthusiasm, and life plans than those who are more than 50 years old. Young teachers are generally ambitious in their careers. They want to achieve a supermajority in terms of ideas. On the contrary, the elderly teachers' spirits are gradually diminishing. The level of commitment can be described in a single continuum line, which is separated from low to high. Teachers who are low in commitment levels have characteristics including (1) little attention set aside to pay attention to their students; (2) little time and energy are expended on carrying out their duties, and (3) the teacher's primary concern is only on his position. In contrast, teachers who have a high level of commitment have characteristics such as (1) incredible attention to their students; (2) a lot of time and effort spent carrying out their duties; and (3) much work for the benefit of others (Glickman, 1985).

Glickman (1981) asserts that the degree of abstraction is a required skill for the capacity to train instructors. When performing teacher duties, a teacher's abstract level is crucial. He discovered that educators with high levels of cognitive development had more abstract, innovative, creative, and democratic thought processes. When performing jobs, they will be more adaptable. However, even instructors who have positive interactions with students and their peers seldom experience interruptions in this way. He also concluded that instructors with high levels of abstraction possess appropriate authority and a very adaptable teaching approach.

These teachers can employ various learning techniques and are typically more encouraging. Additionally, they are more successful in getting through their challenges. Through his research, Glickman (1985) concluded that teachers with a high degree of abstraction might envision various alternatives and employ various techniques to identify alternate teaching models. Teachers are typically more successful and significant when interacting with their pupils. Teachers can view objects from a broad range of angles. Teachers with a low degree of abstraction experience the reverse. There is just one option available to the instructor for handling his students. Teachers have much knowledge about what to accomplish but need clarification when facing classroom challenges. As a result, they constantly seek guidance and adopt a singular viewpoint.

The teacher is the only one who has to have the capacity to educate because that is their most important responsibility. The issue instructors have to deal with is dynamic pupils, both because of internal dynamics that originate from students and external dynamics that more or less affect students. Therefore, the teacher's teaching ability must also be dynamic due to the inevitable demands of student dynamics. The ability to teach teachers reflects teachers' mastery of their competence (Imron et al., 2021; Hadi et al., 2021).

Competence is defined by Hsiao and Lin (2018) as the capacity to perform work based on knowledge, job-related skills and attitudes, and personality. According to Vindyani and Desiana's (2018) research, knowledge, one of the elements of competence, significantly increases job

commitment. A competent individual is less likely to quit his job than an incompetent worker. This viewpoint is supported by the findings of studies by Suriadi et al. (2018) and Martini et al. (2018). Several research results have proven the influence of competence on performance. (Mukhtar, 2018; Mahmood et al., 2018; Poro et al., 2019; Keerthy & Biyu, 2018; Suriadi et al., 2018; Suhardi & Sari, 2018; Zhang et al., 2018; Idrus, 2018; Rabo, 2018; Martini et al., 2018; Siri et al., 2020)

Teacher competencies demonstrated in research on the measurement and teaching of twenty-first-century skills that teachers must possess include: 1). Ways of thinking (creativity and innovation, critical thinking, problem-solving, decision making and learning to learn); 2) Working tools (information literacy and information and communication technologies literacy); Ways of working (contact and collaboration/teamwork); Life in the world (local and global citizenship, life and career, and personal and social responsibilities) (Gümüş, 2022).

According to the study by Rieckmann (2017), self-awareness, collaboration, and critical thinking are still highlighted as essential skills for sustainable growth, raising the prospect of teacher training initiatives having an impact on student academic progress. However, as we have discussed, there is still a need to go forward with greater concern for the setting in which teachers are assessed and accept their professional growth (Kim et al., 2019). To promote self-reflection and ongoing progress, this must be done frequently. Teachers need to be trained in a way that reflects that process to teach skills like critical thinking, which calls for professional development requiring ongoing reflection and learning (Han & Brown, 2013).

Teacher Professional Coaching, Commitment, and Teaching Ability of Teachers

The ability of the teacher to instruct students must be consistently enhanced. Only if they do this will teachers be able to compete and network in the AEC age. Training teachers to consistently increase their dedication and teaching abilities is one tactical approach to enhancing teachers' instructional skills. A professional development strategy that supports the growth of teachers, coaching enables them to better grasp topics, reflect on their learning, and apply it to their work with other students and teachers. Additionally, it enables the teacher to acquire comprehensive information and skills and enhance their professional performance (Anchunda, 2021). Imron (2012) analyzes three different types of teacher professional coaching models: directive, collaborative, and non-directive. Glickman (1981) created the model at the beginning. The model has recently evolved from one to four, now consisting of the informational directive model, the directive control model, the collaborative model, and the non-directive model. However, the collaborative model was divided into two categories by the teacher professional coaching model: collaborative with negotiation and collaborative with direction. While dealing with a teacher who quits the profession, supervisors are encouraged to take a directive stance when providing professional counseling to teachers (the level of commitment and the level of abstraction are low). If the instructor is disengaged, has a low degree of abstraction, and is nonetheless highly committed, it is advisable to use a collaborative method in addition to guiding.

Imron et al. (2021) advise standing on the degree of growth of teacher maturity and ability in order to carry out professional coaching to the proper instructors. First, the instructor considers the beginner level being practical, first-hand experience is deemed to be more important than knowledge given orally. Teachers at this level are instructed on the definitions of various words and concepts, academic regulations, and the objectives and circumstances of the situation. Second, the teacher has some experience at this level when they can start to really influence behavior. At this level, teachers believe they need greater autonomy and independence in their profession. Teachers continue to believe that they must bear the whole responsibility for their conduct. Third, the teacher is at a level of competence when they have gone on and gained sufficient experience and drive to achieve. Fourth, the instructor must have a thorough understanding of equations and formulae to be considered proficient. Fifth, the teacher has demonstrated appearance and expert-level insight in decision-making.

According to the study by Kasule et al. (2014), there are five innovation domains or sectors in teacher professional coaching activities that are focused on enhancing teacher competencies in schools. On the basis of the study's findings, it is recommended that the teacher professional coaching program include five domains or areas of competence that a teacher must master: (1) innovation; (2) public science development; (3) network creation; (4) educational design; and (5)

entrepreneurship. Kabilan (2004) demonstrates that five facets of teacher competence—motivation, knowledge and skills, autonomous learning, interpersonal competence, and technology awareness—are advantageous in enhancing teacher competence. The findings of Clegg and Bradley's (2006) study also demonstrate that teacher-professional coaching models may be used as a technique to encourage schools to expand on their current experiences while also ensuring that all sectors follow the new national agenda.

According to Bergh et al. (2014), learning supervision that focuses on content (subject matter), gives teachers the chance to participate actively in learning, integrates with daily school life, and results in increased knowledge and skills can be effective and sustainable for teacher professional development. This study also points to the significance of group involvement and the coherence of learning supervision activities, which direct professional communication among teachers and encourage a shift toward a more efficient learning environment. According to Green and Allen (2015), better teacher professional coaching (learning supervision) that incorporates components of professional learning results in improved student accomplishment.

Fostering the teaching profession entails several processes, including (1) survival; (2) exploration and bridging; (3) adaptation; (4) conceptual transformation; (5) discovery; and (6) experimentation. According to contingency theories, professional coaching for teachers should be based on the teacher's level of maturity (LoM), level of responsibility (LoR), and degree of concern (CoT). It is advised that teachers utilize a non-directive approach if their LoM is mature, their LoR is autonomous, and their CoT is professional. While using the directive approach is advised for instructors with LoM immature, LoR reliant, and CoT self. Meanwhile, it is advised that teachers who have CoT pupils, LoM expanding, and LoR autonomous utilize the directed approach (Imron et al., 2021; Lindvall & Ryve, 2019). This model is illustrated in Figure 1.

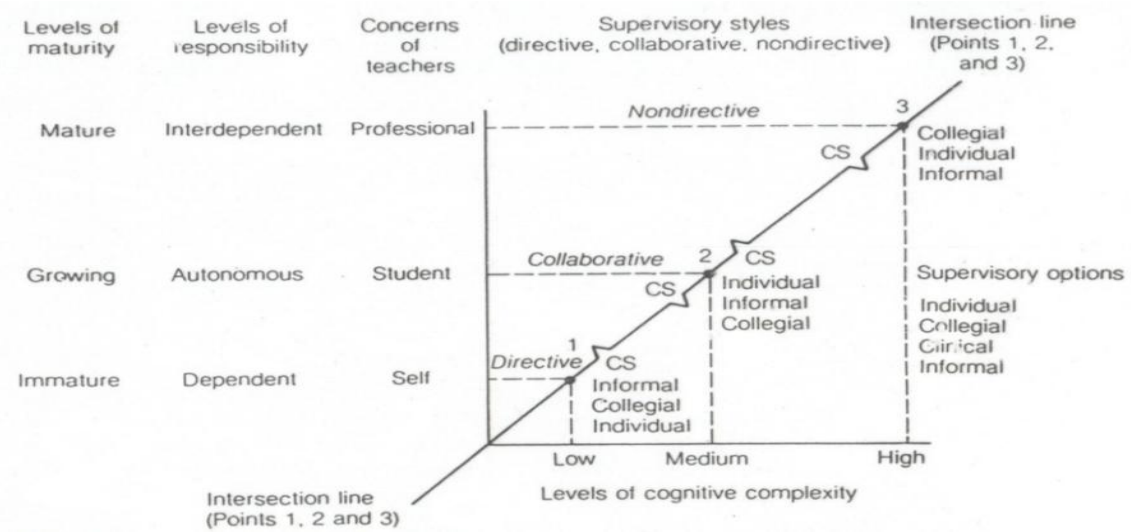


Figure 1. Learning Supervision Contingency Model

Based on the literature review, the conceptual framework in this study can be illustrated in Figure 2.

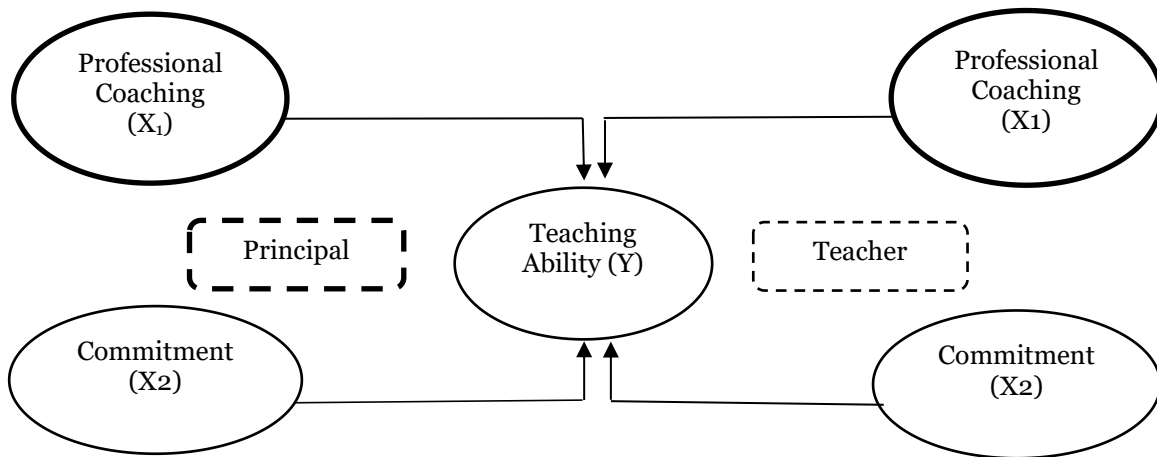


Figure 2. Conceptual Framework

Methodology

Research design

Quantitative research methods are used in this study. This kind of research involves testing a hypothesis in order to clarify how the link between the variables is understood. Each principal and instructor provides data, thus the analysis is done on an individual basis. Additionally, an AEC literature review was conducted as part of the data collection. The data was collected only once and serves as a snapshot of a certain moment in time. Consequently, this study is described as being cross-sectional.

Samples and procedures

The initial communication was conducted via Whats App and email with principals and teachers in East Java province, Indonesia, to explain the purpose of the study and request research permission. After approval, we held an offline meeting (focus group discussion) to discuss the technicalities of distributing questionnaires to nine elementary schools in East Java Province, Indonesia, so that respondents would not be biased in filling out the questionnaire. The research targets were nine elementary schools in East Java, Indonesia, with a population of 422 teacher respondents and 317 principals. The sample was taken using saturation sampling because it included all population members as a study sample. In this study, 422 questionnaires were distributed to teachers and 317 to principals. All questionnaires were successfully collected when the questionnaires were distributed 100%.

Instruments

The teacher professional coaching questionnaire, based on principal and teacher respondents, consists of 31 items. An example of the selected items includes "Teacher professionalism is the main key for a teacher in carrying out his/her responsibilities as an educator". Teacher Commitment based on principal respondents consists of 25 statement items, and Teacher Commitment based on teacher respondents consists of 25 statement items and 35 items. An example of the selected items includes, "I carry out my obligations in teaching earnestly". Teacher teaching ability based on principal respondents totals 38 items, and teacher teaching ability based on principal and teacher respondents totals 38 items. An example of the selected items includes "The teacher can formulate progressive learning objectives". The authors developed this instrument based on a literature review in the AEC Era. The instruments of each variable are listed in the appendix section.

Data analysis

Quantitative data taken with a closed questionnaire with data sources of research empirical test subjects were tested using descriptive statistics of central tendencies (Sugiyono, 2005), and data analysis techniques continued with correlational analysis by Pearson. Before conducting a correlational test, an assumption test is carried out to determine the normality and linearity of the data.

Results

The frequency distribution results at this stage are based on the construct of coaching teacher professionalism, teacher commitment, and teaching ability in the AEC era. According to the principal and teacher described in Table 1.

Table 1. The frequency distribution

Coaching Teacher Professionalism in the AEC Era						
No.	Interval	Category	Principal		Teacher	
			Frequency	Percentage	Frequency	Percentage
1.	131-155	Very High	167	52.7%	206	48.8%
2.	107-130	High	148	46.7%	211	50%
3	81-106	Moderate	2	0.6%	5	1.2%
4	56-80	Low	0	0%	0	0%
5	31-55	Very Low	0	0%	0	0%
Total			317	100%	422	100%
Teacher Commitment in the AEC Era						
No.	Interval	Category	Principal		Teacher	
			Frequency	Percentage	Frequency	Percentage
1	147-175	Very High	169	53.3%	186	58.7%
2	119-146	High	143	45.1%	129	40.7%
3	91-118	Moderate	5	1.6%	1	0.3%
4	63-90	Low	0	0%	1	0.3%
5	35-62	Very Low	0	0%	0	0%
Total			317	100%	317	100%
Teacher Teaching Ability in the AEC Era						
No.	Interval	Category	Principal		Teacher	
			Frequency	Percentage	Frequency	Percentage
1	147-175	Very High	186	58.7%	211	50%
2	119-146	High	129	40.7%	209	49.5%
3	91-118	Moderate	1	0.3%	2	0.5%
4	63-90	Low	1	0.3%	0	0%
5	35-62	Very Low	0	0%	0	0%
Total			317	100%	422	100%

Based on the frequency distribution in Table 1, it was found that the professional development of teachers in the East Java AEC Era was classified in the very high (very good) category. According to the principal and teacher respondents, the commitment of teachers in the AEC era in East Java is in the very high category, and the teaching ability of teachers in the AEC era in East Java, according to the respondents, principals, and teachers are in the very high category.

After descriptive analysis, a correlational analysis is carried out to find out the relationship between variables (Table 2).

Table 2. Relationships between Variables

No.	Variable	Symbol	Principal			Teacher		
			PC	C	TA	PC	C	TA
1	PC	Pearson Correlation	1	.996**	.982**	1	-.191**	.686**
		Sig. (2-tailed)		.00011	.0001		.0001	.0001
		N	317	317	317	422	422	422

No.	Variable	Symbol	Principal			Teacher		
			PC	C	TA	PC	C	TA
2	C	Pearson Correlation	.996**		1	-.191**	1	-.136**
		Sig. (2-tailed)	.0001		.0001	.0001		.005
		N	317	317	317	422	422	422
3	TA	Pearson Correlation	.982**	.980**	1	.686**	-.136**	1
		Sig. (2-tailed)	.00011	.00011		.0001	.005	
		N	317	317	317	422	422	422

Note: PC = Professional Coaching; C = Commitment; TA = Teaching Ability

The Relationship between Teacher Professional Development, Teacher Commitment, and Teacher Teaching Ability: Principal's Perspective

Reviewing from Sig. (2-tailed) in Table 2, the results of the analysis are known sig value. (2-tailed) between teacher professional coaching (X1) and teacher teaching ability (Y) is $0.0001 < 0.05$ which means there is a significant correlation between variables X1 and Y. Furthermore, the relationship between teacher commitment (X2) and teacher teaching ability (Y) has a Sig. (2-tailed) value of $0.0001 < 0.05$ which means that there is a significant correlation between the variable X2 and Y.

The Relationship between Teacher Professional Development, Teacher Commitment, and Teacher Teaching Ability: Teacher's Perspective

Based on Table 2, the following conclusion can be drawn which the value of Significance or Sig. (2-tailed) known value of Sig. (2-tailed) between teacher professional coaching (X1) and teacher teaching ability (Y) is $0.0001 < 0.05$ which means there is a significant correlation between variables X1 and Y. Furthermore, the relationship between teacher commitment (X2) and teacher teaching ability (Y) has a Sig. (2-tailed) value of $0.005 < 0.05$ which means that there is a significant correlation between the variable X2 and Y as shown in Table 2.

However, before the analysis test, an assumption test is conducted to determine whether it meets the requirements or not to be tested using Pearson's product-moment correlation technique as shown in Table 3.

Table 3. Test Assumptions

Classic Assumption	Tests used	Principal		Teacher	
		Result	Conclusion	Result	Conclusion
Normality	Kolmogorov-Smirnov Test	Unstandardized Residual = 0.086	Normal distribution (> 0.05)	Unstandardized Residual = 0.041	Normal distribution (> 0.05)
Linearity	Test of Linearity	$X_1.Y = 0,000$ $X_2.Y = 0,000$	Linear (< 0.05)	$X_1.Y = 0.0001$ $X_2.Y = 0.005$	Linear (< 0.05)

Discussion

Professional Coaching of Teachers in the AEC Era

The results showed a significant correlation between teacher professional coaching and teacher commitment and teaching ability. Based on the results of the literature research, it was found that professional teacher development can be carried out by the substantive perspective of the teacher's commitment and teaching ability. To carry out professional coaching, which could be done using the views of directives (informational and control), collaborative (direction and negotiation); and non-directive; conceptual, technical, and humane skills; coaching techniques of an individual and group nature; and by using scientific, artistic, and clinical approaches. Based on the results of quantitative analysis, it was also found that the real professional coaching of teachers, according to respondents, the principal was in the excellent category; and according to respondents, the teacher is also in the category of good wishes.

According to the study by Bafadal et al. (2021), professional coaching of teachers and encouraging their dedication through monitoring should be the focus of efforts to improve teachers' professional standing. According to Razak (2009), both the development and maintenance of high levels of commitment among teachers are influenced by leadership and the working environment. This opinion is in line with Hooker (2009) who also believes that teacher professional coaching should include training in the adaptation to the evolution of change in the profession of teachers and managers of education systems.

Teacher Commitment in the AEC Era

Based on the findings of the study, it was found that the ideal teacher in the AEC era is as a teacher, who is not just a conveyor of knowledge but instead as a conditioner of learning learners, indicators of learning methods, student makers are always eager to learn, conditioning students to learn independently, and as an inspiration for students about lifelong learning; as educators, should play a role in shaping the morals of students, guardians of noble values and norms, and shaping the positive character of students to be ready to face a dynamically changing life; as a learning manager, is to be the empowerment of all learning resources that are very abundant in the AEC era as a non-conventional class manager, the role of the teacher is not limited to limited space but all types of vehicles allow educational interactions between teachers and learners and learners with their physical environment and social environment; as a learning facilitator, the teacher acts as a servant of all the learning needs of students. Based on the results of quantitative analysis, the commitment of teachers in the AEC era, according to principal respondents, is in the excellent category; and according to respondents' teachers are also in the excellent category.

According to Mart (2013), commitment is an essential element of successful teaching; committed teachers are concerned with their student's development and struggle to keep students learning. Teacher commitment is a dedication to teacher work in the field of teaching that is philosophical (Fox, 1964). Even Elliot claimed that "the amount of teachers' commitment is considered to be a major determinant in the success of the present educational reform agenda as it strongly impacts teachers' desire to engage in cooperative, reflective, and critical practice. This is consistent with the adage that teachers who are committed to their careers in education are more likely to be content with their work and identify as teachers (Park, 2005).

Teacher Teaching Ability in the AEC Era

Based on the results of the study, it was found that the teaching ability of teachers in the AEC era is to have a prime personality; the ability to motivate learners; mastery of a foreign language of at least one; management capabilities based on entrepreneurship; the ability to express new ideas; the ability to use up-to-date information media; and the ability to plan and manage change. In addition, teachers should be able to make learners aware of what they can be, what they produce, what they can create, and what new findings to produce. Based on the results of quantitative analysis, it was found that the teaching ability of teachers in the AEC era, according to the principal respondents, was in the very good category, and according to the teacher, respondents were in the very good category. It was also found that there was a significant relationship, both singly and collectively, between teacher professional coaching, teacher commitment, and teacher teaching ability in the AEC era.

These results correlate with and confirm the research of Imron (2006), which discovered a causal connection between learning supervision, teacher views about family planning, teacher participation in MGMP, and teachers' capacity to motivate learning in the classroom. According to the research, teacher professional coaching needs a sound conceptual foundation to maximize teachers' dedication and competence.

The findings of this study support those of Ben-Yehuda (2015), which found that teacher professional coaching programs had a substantial impact on both teachers' and students' academic abilities. This is also consistent with the theory that the performance-based instructional coaching model aims to enhance teachers' pedagogy and classroom management to educate diverse students (Teemant, 2011); teacher professional coaching concentrates on the development of several complex strategies for personal and professional development, based on internalizing characteristics of professional behavior (Anghel & Voicu, 2013); and teacher professional coaching (Devine et al., 2013).

Conclusion

Professional coaching of teachers ideally in the AEC era can be carried out on (1) substantive aspects of teacher commitment and teaching ability, using: (2) directive views (informational and control), collaborative (direction and negotiation); and non-directive; (3) conceptual, technical, and humane skills, (4) individual and group techniques; (5) scientific, artistic, and clinical approaches. Based on the results of quantitative analysis, the real professional coaching of teachers, according to respondents, the principal is in the excellent category; and according to respondents, the teacher is also in the category of good wishes.

The commitment to teaching teachers ideally in the AEC era is as follows: (1) as teachers, teachers are not just as a conveyor of knowledge but rather as a conditioner of learning learners, indicators of learning methods, student makers are always eager to learn, conditioning students to learn independently, and as an inspiration for students about lifelong learning; (2) as educators, teachers play a role in shaping morals, guardians of noble values and norms, and shapes of the positive character of students to be ready to face a dynamically changing life; (3) as learning managers, teachers are the enablers of all the learning resources that were very abundant in the AEC era; (4) as a non-conventional class manager, the role of the teacher is not limited to a limited space by four walls only but all types of vehicles allow educational interaction between teachers and students and students with their physical environment and social environment; (5) as a learning facilitator, the teacher acts as a servant of all the learning needs of students. Based on the results of quantitative analysis, the commitment of teachers in the AEC era, according to principal respondents, is in the excellent category; and according to respondents, teachers are also in the excellent category.

The ability to teach teachers in the AEC era ideally, including (1) having a prime personality; (2) can motivate learners; (3) mastering a foreign language of at least one foreign language spoken; (4) having management skills based on entrepreneurship; (5) have the ability to express new ideas; (6) have the ability to use the latest information media; (7) have the ability to plan and manage change; (8) make learners what they can; (9) make learners capable of producing what; (10) make learners capable of creating what; (11) make learners produce what new findings. Based on the results of quantitative analysis, it was found that the teaching ability of teachers in the AEC era, according to respondents of principals and teachers, was in the very good category and there was a significant relationship between teacher professional coaching and teacher commitment and teacher teaching ability.

Limitations & Future Recommendations

Similar to previous studies, there are some limitations of this study that need to be considered in future research. First, the analysis technique used in this study is correlational analysis. We propose that future research use a mixed-methods research design. Second, the respondents to this study were principals and teachers at the elementary school level. This research can be followed up by making comparisons with the high school level. Third, this study did not use the student well-being variable. Future research needs to add student well-being variables as outcomes of predictor coaching, commitment, and teaching ability.

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