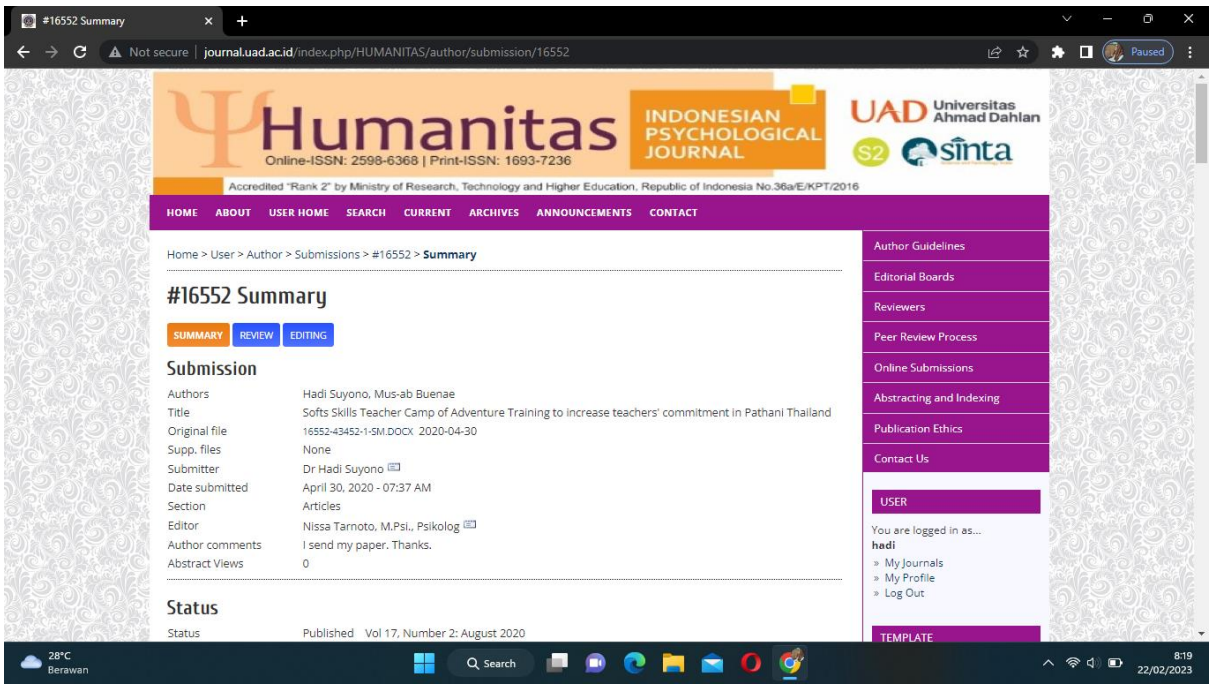
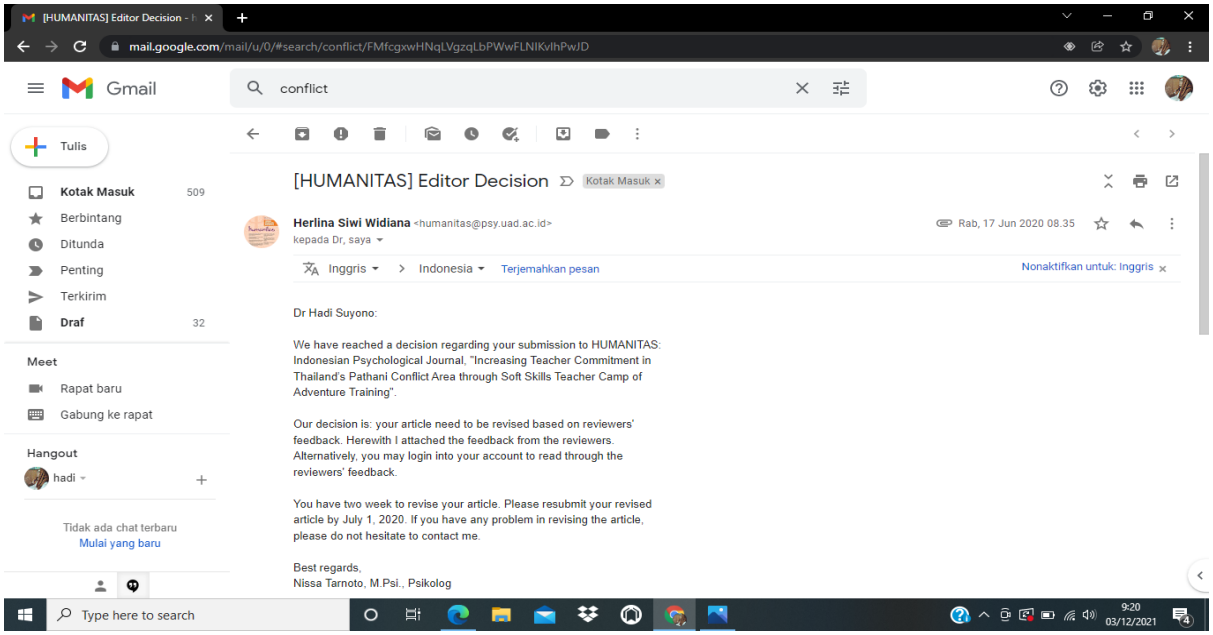
Korespondensi Syarat Khusus
Pengajuan Jabatan Fungsional Lektor Kepala

Sofft Skills Teacher Camp of Adventure Training to Increase Teachers Commitment in Pathani Thailand

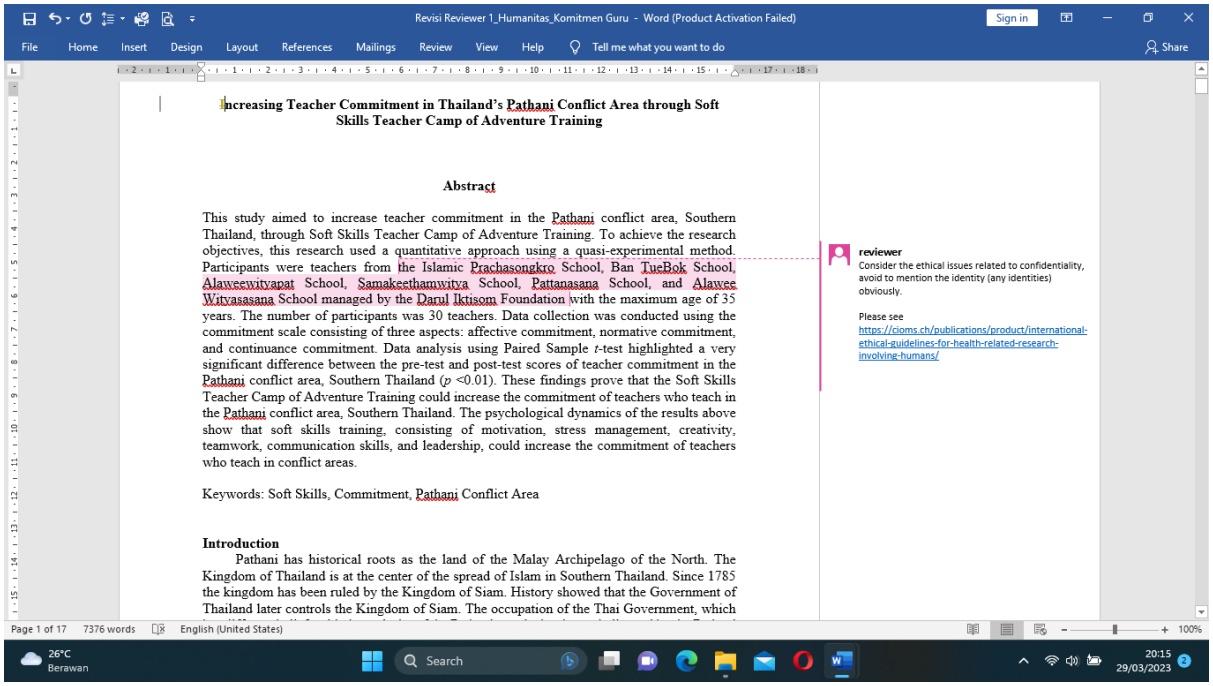
Bukti Submit :

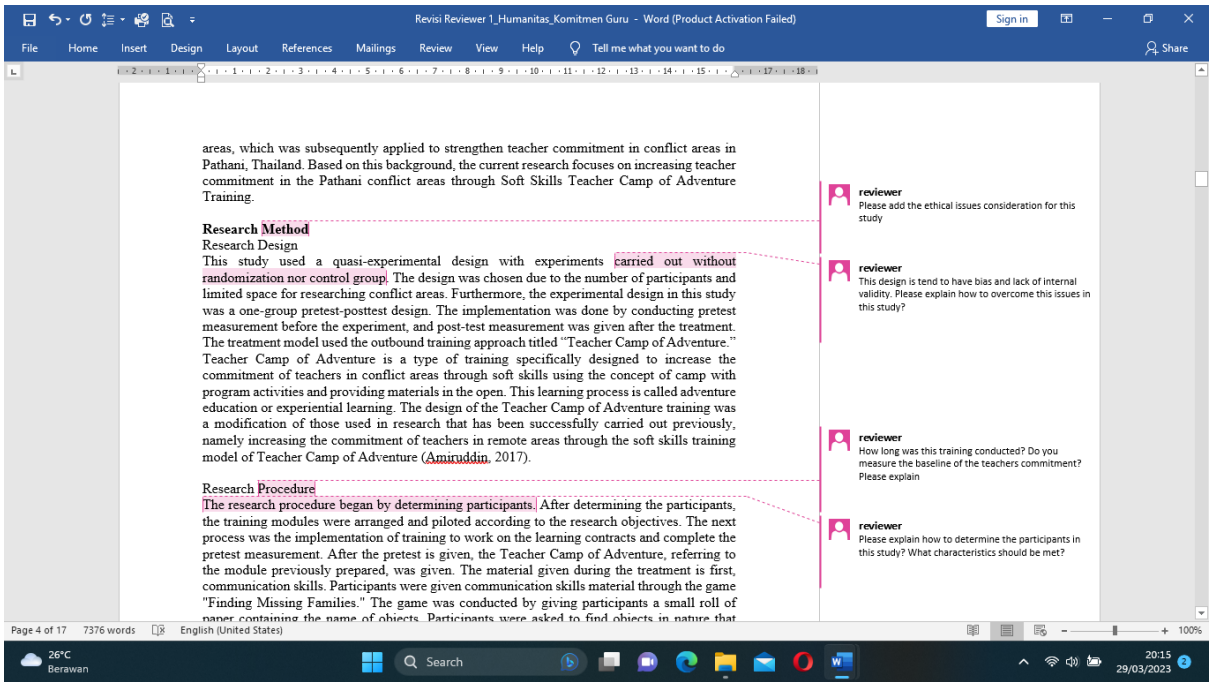


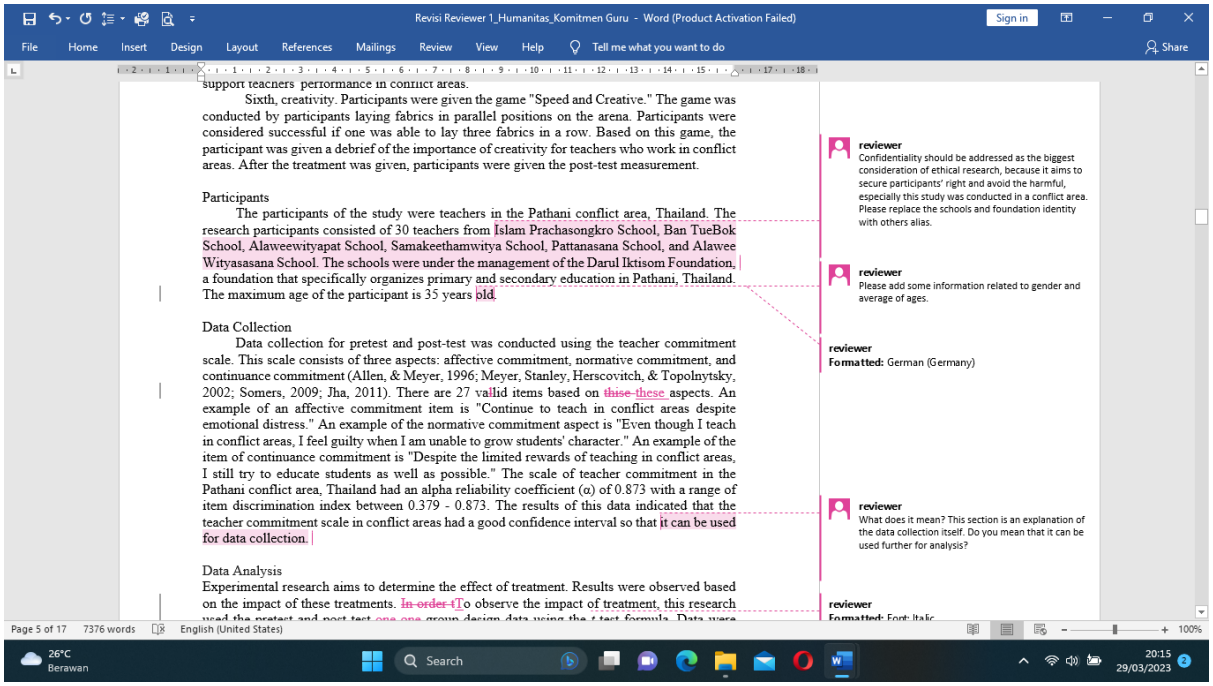
Revisi :

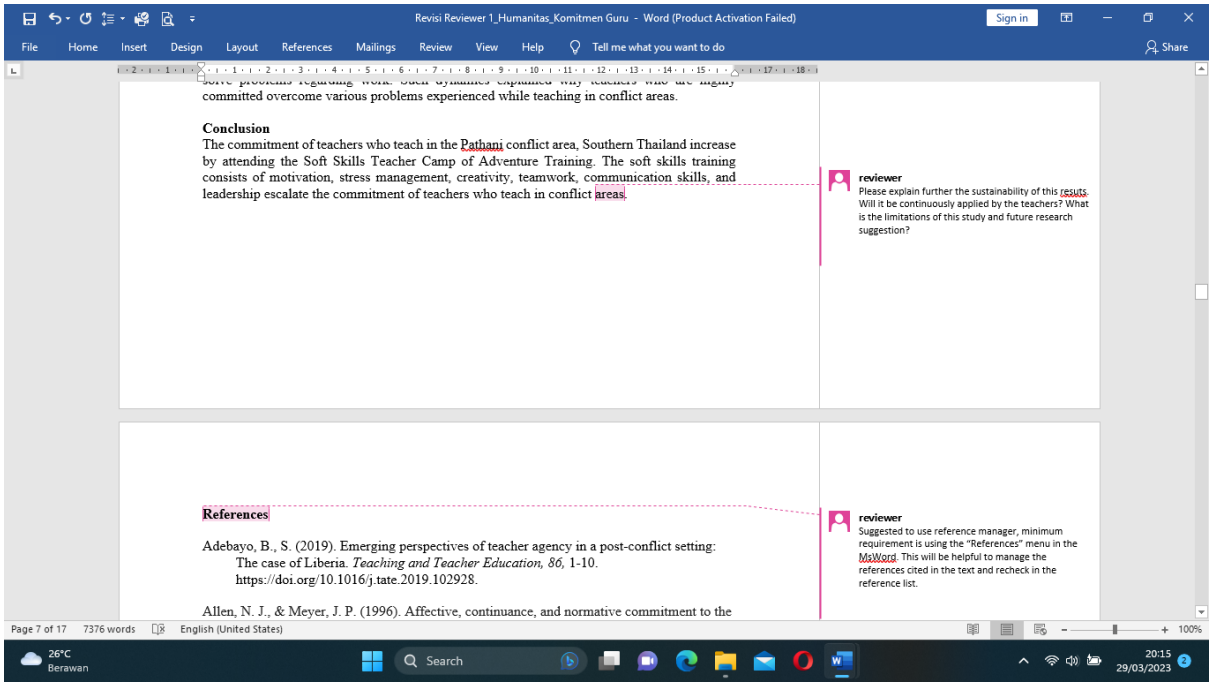


Saran Reviewer 1 :

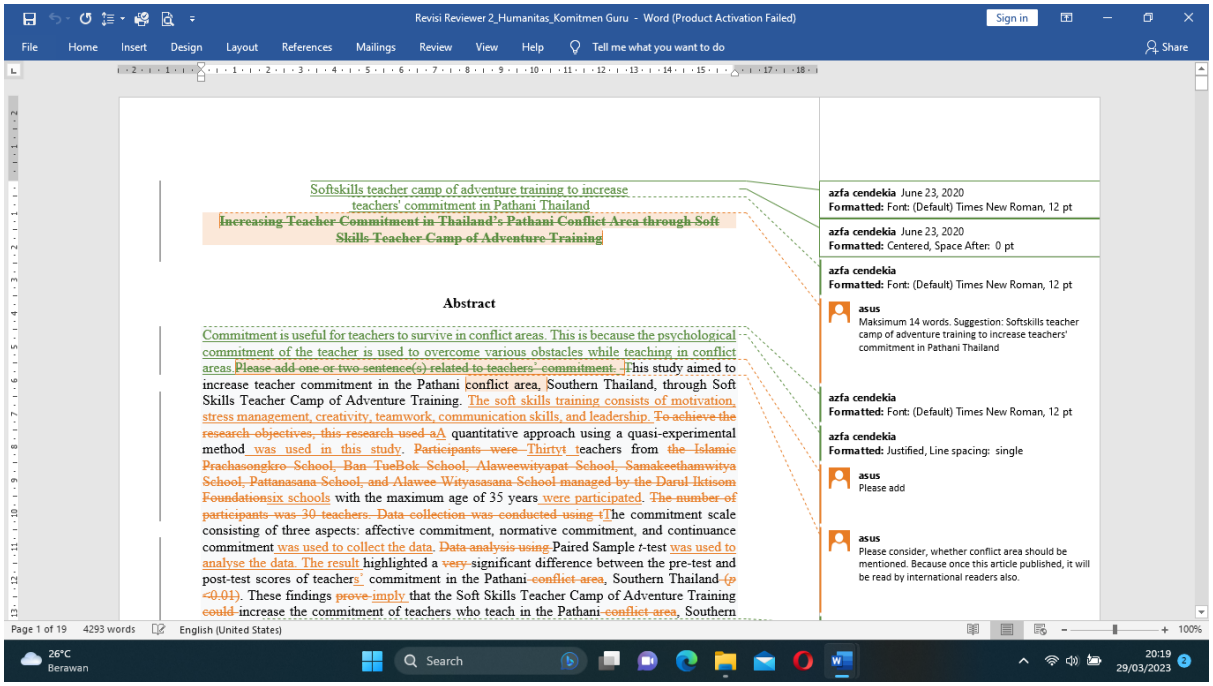


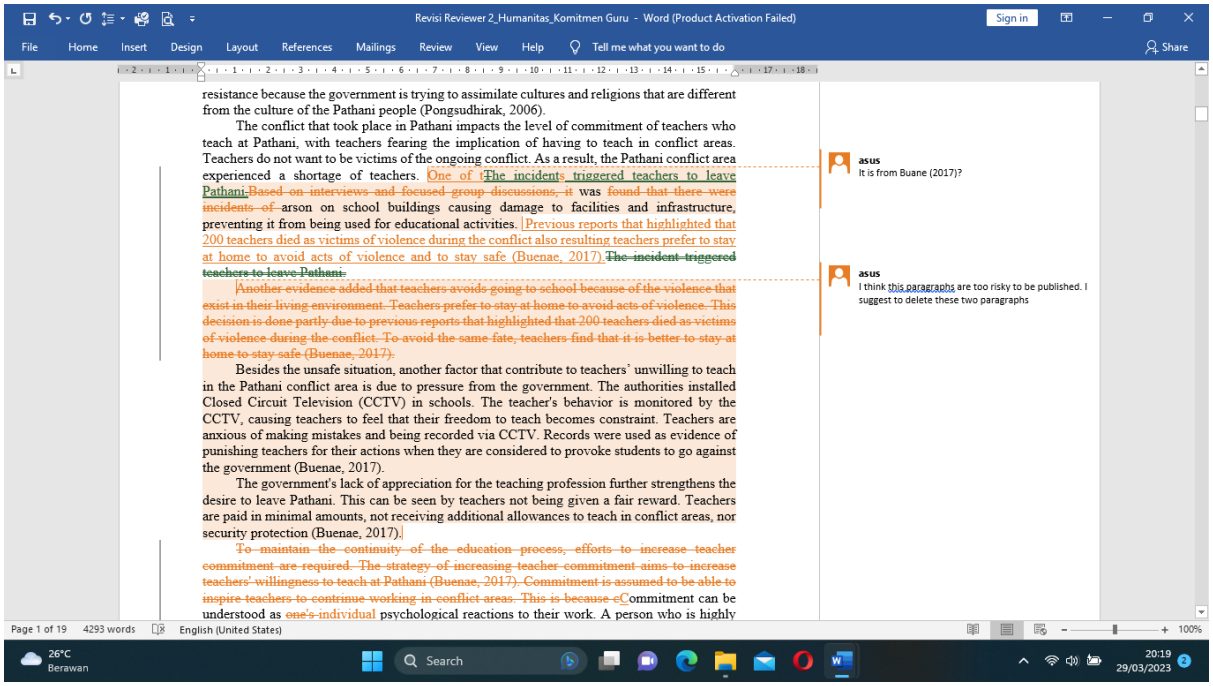


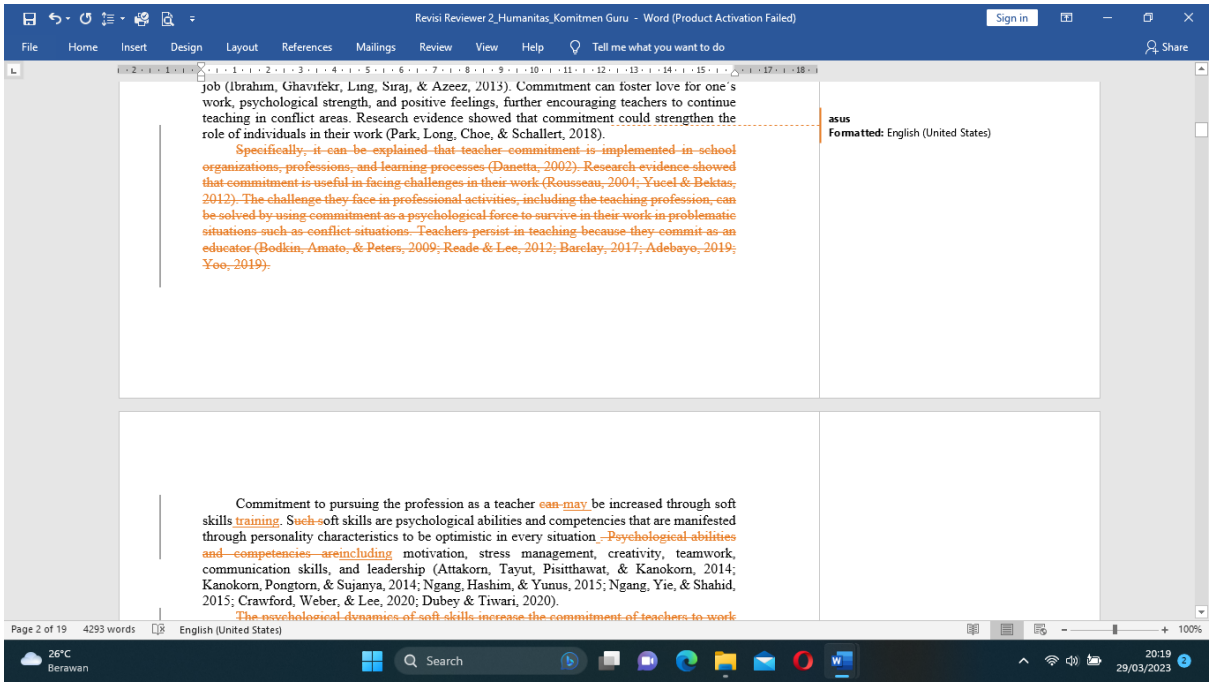

Revisi Reviewer 1_Humanitas_Komitmen Guru - Word (Product Activation Failed)
support teachers performance in conflict areas.
Sixth, creativity. Participants were given the game "Speed and Creative." The game was conducted by participants laying fabrics in parallel positions on the arena. Participants were considered successful if one was able to lay three fabrics in a row. Based on this game, the participant was given a debrief of the importance of creativity for teachers who work in conflict areas. After the treatment was given, participants were given the post-test measurement.
Participants
The participants of the study were teachers in the Pathani conflict area, Thailand. The research participants consisted of 30 teachers from Islam Prachasongkro School, Ban TueBok School, Alaweewityapat School, Samakeethamwitya School, Pattanasana School, and Alawee Wityasasana School. The schools were under the management of the Darul Iktisom Foundation, a foundation that specifically organizes primary and secondary education in Pathani, Thailand. The maximum age of the participant is 35 years old.
Data Collection
Data collection for pretest and post-test was conducted using the teacher commitment scale. This scale consists of three aspects: affective commitment, normative commitment, and continuance commitment (Allen, & Meyer, 1996; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002; Somers, 2009; Jha, 2011). There are 27 valid items based on thise these aspects. An example of an affective commitment item is "Continue to teach in conflict areas despite emotional distress." An example of the normative commitment aspect is "Even though I teach in conflict areas, I feel guilty when I am unable to grow students' character." An example of the item of continuance commitment is "Despite the limited rewards of teaching in conflict areas, I still try to educate students as well as possible." The scale of teacher commitment in the Pathani conflict area, Thailand had an alpha reliability coefficient (α) of 0.873 with a range of item discrimination index between 0.379 - 0.873. The results of this data indicated that the teacher commitment scale in conflict areas had a good confidence interval so that it can be used for data collection.
Data Analysis
Experimental research aims to determine the effect of treatment. Results were observed based on the impact of these treatments. In order tTo observe the impact of treatment, this research
reviewer
Confidentiality should be addressed as the biggest consideration of ethical research, because it aims to secure participants' right and avoid the harmful, especially this study was conducted in a conflict area. Please replace the schools and foundation identity with others alias.
reviewer
Please add some information related to gender and average of ages.
reviewer
Formatted: German (Germany)
reviewer
What does it mean? This section is an explanation of the data collection itself. Do you mean that it can be used further for analysis?
reviewer
Page 5 of 17 7376 words English (United States) 100%
26°C Berawan
Search
20:15 29/03/2023

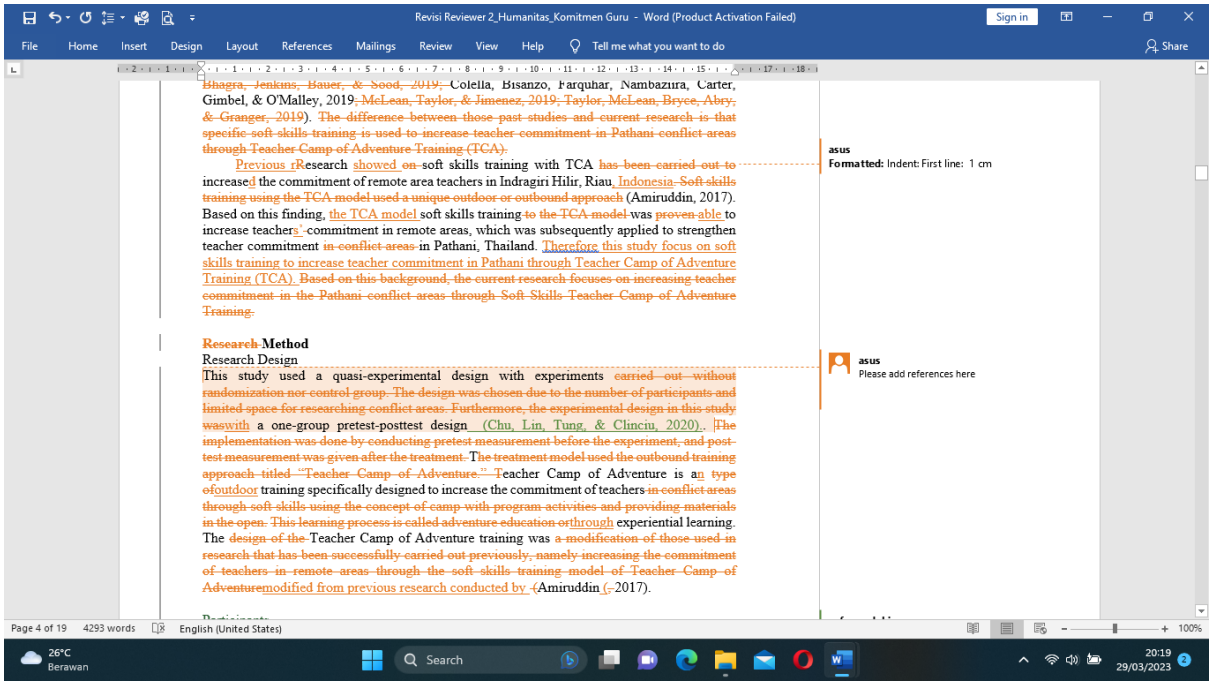

Revisi Reviewer 1_Humanitas_Komitmen Guru - Word (Product Activation Failed)
committed overcome various problems experienced while teaching in conflict areas.
Conclusion
The commitment of teachers who teach in the Pathani conflict area, Southern Thailand increase by attending the Soft Skills Teacher Camp of Adventure Training. The soft skills training consists of motivation, stress management, creativity, teamwork, communication skills, and leadership escalate the commitment of teachers who teach in conflict areas.
References
Adebayo, B., S. (2019). Emerging perspectives of teacher agency in a post-conflict setting: The case of Liberia. Teaching and Teacher Education, 86, 1-10. https://doi.org/10.1016/j.tate.2019.102928.
Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the
reviewer
Please explain further the sustainability of this resuts. Will it be continuously applied by the teachers? What is the limitations of this study and future research suggestion?
reviewer
Suggested to use reference manager, minimum requirement is using the "References" menu in the MsWord. This will be helpful to manage the references cited in the text and recheck in the reference list.
Page 7 of 17 7376 words English (United States) 100%
26°C Berawan
Search
20:15 29/03/2023

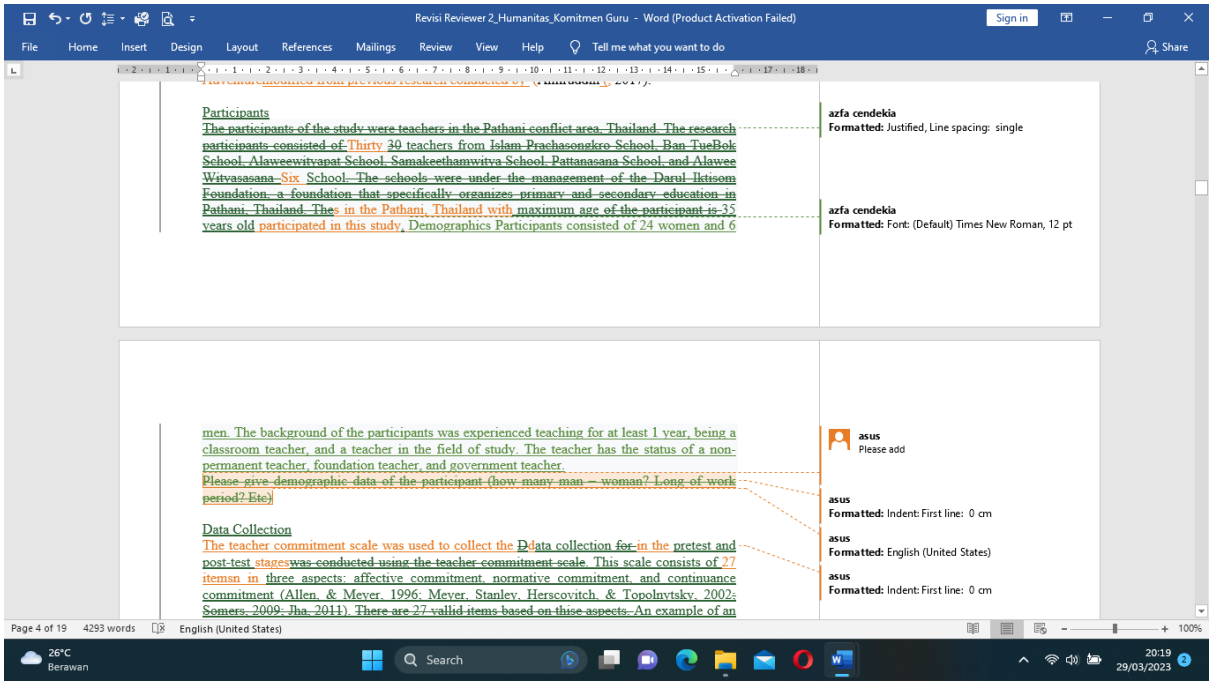
Reviwer 2 :

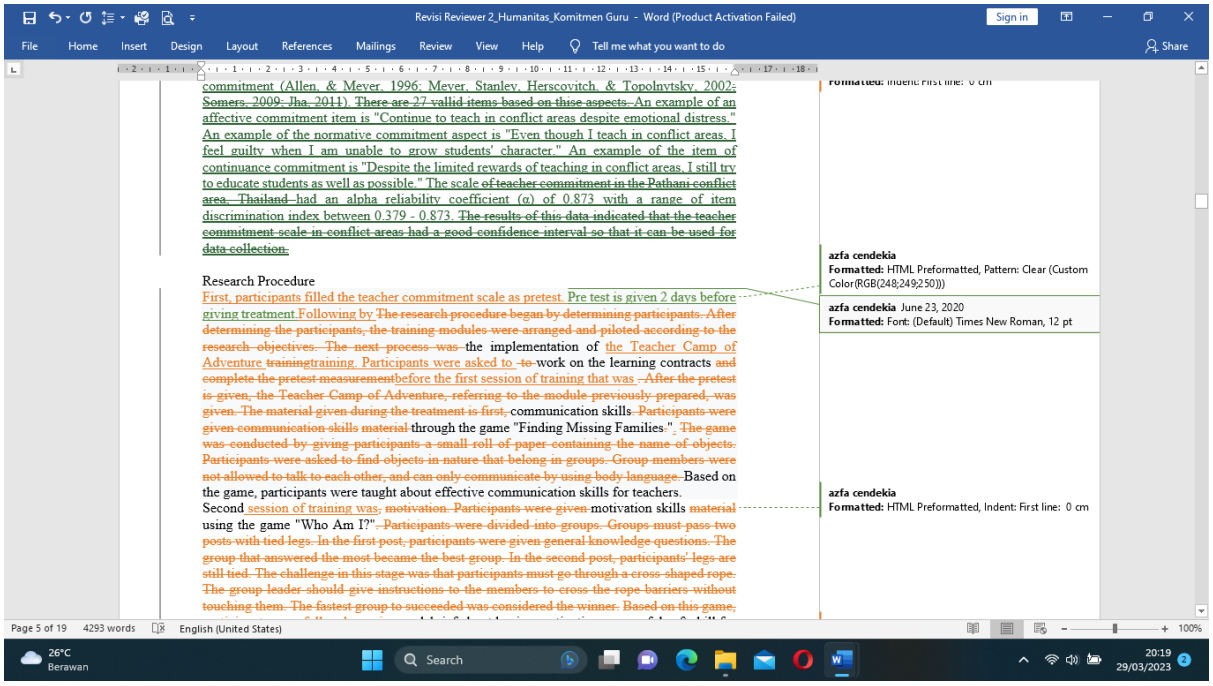

Revisi Reviewer 2_Humanitas_Komitmen Guru - Word (Product Activation Failed)
Softskills teacher camp of adventure training to increase teachers' commitment in Pathani Thailand
Increasing Teacher Commitment in Thailand's Pathani Conflict Area through Soft Skills Teacher Camp of Adventure Training
Abstract
azfa cendekia June 23, 2020
Formatted: Font: (Default) Times New Roman, 12 pt
azfa cendekia June 23, 2020
Formatted: Centered, Space After: 0 pt
azfa cendekia
Formatted: Font: (Default) Times New Roman, 12 pt
asus
Maksimum 14 words. Suggestion: Softskills teacher camp of adventure training to increase teachers' commitment in Pathani Thailand
azfa cendekia
Formatted: Font: (Default) Times New Roman, 12 pt
azfa cendekia
Formatted: Justified, Line spacing: single
asus
Please add
asus
Please consider, whether conflict area should be mentioned. Because once this article published, it will be read by international readers also.
Page 1 of 19
4293 words
English (United States)
100%
Search

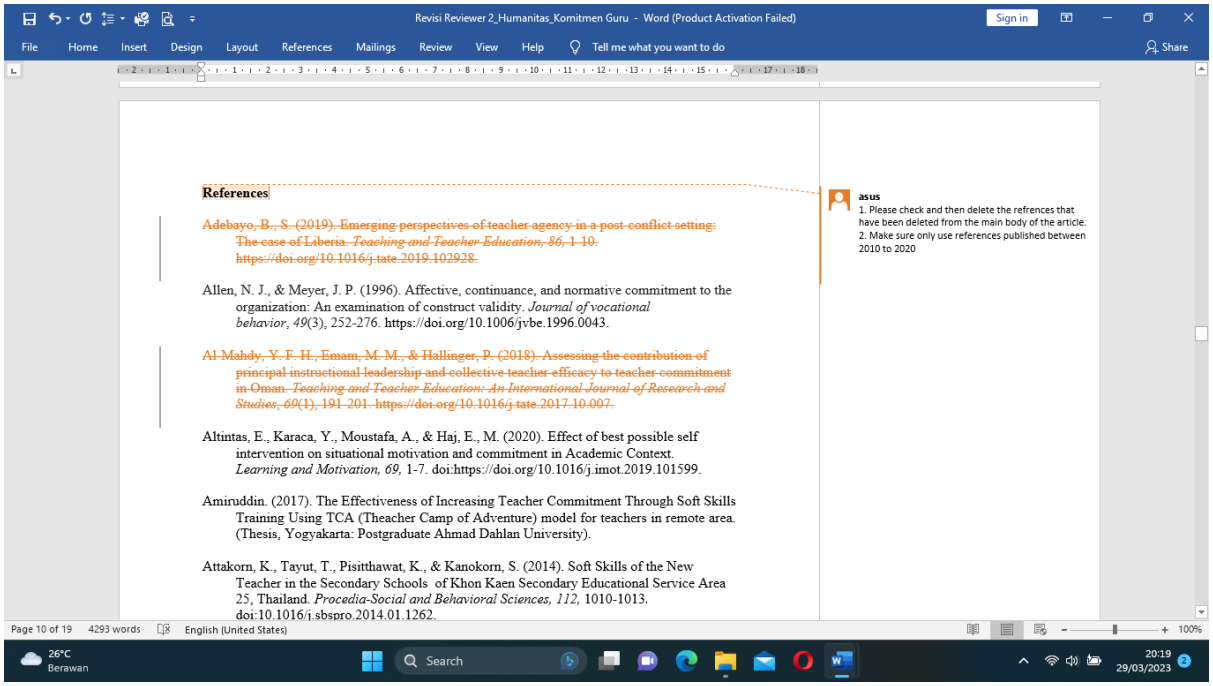

Revisi Reviewer 2_Humanitas_Komitmen Guru - Word (Product Activation Failed)
asus
It is from Buane (2017)?
asus
I think this paragraphs are too risky to be published. I suggest to delete these two paragraphs
Page 1 of 19
4293 words
English (United States)
100%
Search


Revisi Reviewer 2_Humanitas_Komitmen Guru - Word (Product Activation Failed)
Sign in
File Home Insert Design Layout References Mailings Review View Help Tell me what you want to do
Share
job (Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2013). Commitment can foster love for one's work, psychological strength, and positive feelings, further encouraging teachers to continue teaching in conflict areas. Research evidence showed that commitment could strengthen the role of individuals in their work (Park, Long, Choe, & Schallert, 2018).
Specifically, it can be explained that teacher commitment is implemented in school organizations, professions, and learning processes (Danetta, 2002). Research evidence showed that commitment is useful in facing challenges in their work (Rousseau, 2004; Yucel & Bektas, 2012). The challenge they face in professional activities, including the teaching profession, can be solved by using commitment as a psychological force to survive in their work in problematic situations such as conflict situations. Teachers persist in teaching because they commit as an educator (Bodkin, Amato, & Peters, 2009; Reade & Lee, 2012; Barclay, 2017; Adebayo, 2019; Yoo, 2019).
asus
Formatted: English (United States)
Commitment to pursuing the profession as a teacher can may be increased through soft skills training. Such soft skills are psychological abilities and competencies that are manifested through personality characteristics to be optimistic in every situation . Psychological abilities and competencies areincluding motivation, stress management, creativity, teamwork, communication skills, and leadership (Attakorn, Tayut, Pisitthawat, & Kanokorn, 2014; Kanokorn, Pongtorn, & Sujanya, 2014; Ngang, Hashim, & Yunus, 2015; Ngang, Yie, & Shahid, 2015; Crawford, Weber, & Lee, 2020; Dubey & Tiwari, 2020).
The psychological dynamics of soft skills increase the commitment of teachers to work
Page 2 of 19 4293 words English (United States) 100%
26°C Berawan
Search
20:19 29/03/2023

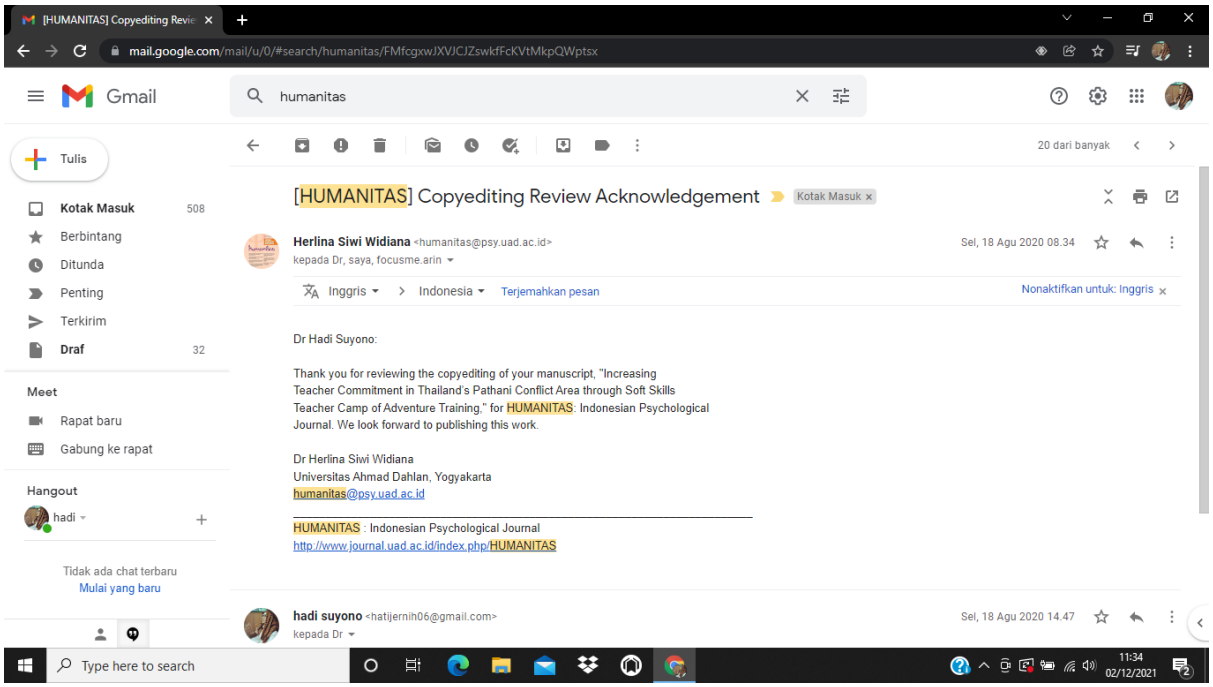

Revisi Reviewer 2_Humanitas_Komitmen Guru - Word (Product Activation Failed)
Sign in
File Home Insert Design Layout References Mailings Review View Help Tell me what you want to do
Share
Bhagra, Jenkins, Bauer, & Sood, 2019; Colella, Bisanzo, Farquhar, Nambazura, Carter, Gimbel, & O'Malley, 2019; McLean, Taylor, & Jimenez, 2019; Taylor, McLean, Bryce, Abry, & Granger, 2019). The difference between those past studies and current research is that specific soft skills training is used to increase teacher commitment in Pathani conflict areas through Teacher Camp of Adventure Training (TCA).
Previous rResearch showed on soft skills training with TCA has been carried out to increased the commitment of remote area teachers in Indragiri Hilir, Riau, Indonesia. Soft skills training using the TCA model used a unique outdoor or outbound approach (Amiruddin, 2017). Based on this finding, the TCA model soft skills training to the TCA model was proven able to increase teachers' commitment in remote areas, which was subsequently applied to strengthen teacher commitment in conflict areas in Pathani, Thailand. Therefore this study focus on soft skills training to increase teacher commitment in Pathani through Teacher Camp of Adventure Training (TCA). Based on this background, the current research focuses on increasing teacher commitment in the Pathani conflict areas through Soft Skills Teacher Camp of Adventure Training.
asus
Formatted: Indent: First line: 1 cm
Research Method
Research Design
This study used a quasi-experimental design with experiments carried out without randomization nor control group. The design was chosen due to the number of participants and limited space for researching conflict areas. Furthermore, the experimental design in this study waswith a one-group pretest-posttest design (Chu, Lin, Tung, & Clinciu, 2020). The implementation was done by conducting pretest measurement before the experiment, and post-test measurement was given after the treatment. The treatment model used the outbound training approach titled "Teacher Camp of Adventure." Teacher Camp of Adventure is an type ofoutdoor training specifically designed to increase the commitment of teachers in conflict areas through soft skills using the concept of camp with program activities and providing materials in the open. This learning process is called adventure education orthrough experiential learning. The design of the Teacher Camp of Adventure training was a modification of those used in research that has been successfully carried out previously, namely increasing the commitment of teachers in remote areas through the soft skills training model of Teacher Camp of Adventuremodified from previous research conducted by (Amiruddin (, 2017).
asus
Please add references here
Page 4 of 19 4293 words English (United States) 100%
26°C Berawan
Search
20:19 29/03/2023


Revisi Reviewer 2_Humanitas_Komitmen Guru - Word (Product Activation Failed)
Sign in
File Home Insert Design Layout References Mailings Review View Help Tell me what you want to do
Share
Participants
The participants of the study were teachers in the Pathani conflict area, Thailand. The research participants consisted of Thirty 30 teachers from Islam Prachasongkro School, Ban TueBok School, Alaweewitvapat School, Samakeethamwitya School, Pattanasana School, and Alawee Witvasasana Six School. The schools were under the management of the Darul Iktisom Foundation, a foundation that specifically organizes primary and secondary education in Pathani, Thailand. Thes in the Pathani, Thailand with maximum age of the participant is 35 years old participated in this study. Demographics Participants consisted of 24 women and 6
azfa cendekia
Formatted: Justified, Line spacing: single
azfa cendekia
Formatted: Font: (Default) Times New Roman, 12 pt
men. The background of the participants was experienced teaching for at least 1 year, being a classroom teacher, and a teacher in the field of study. The teacher has the status of a non-permanent teacher, foundation teacher, and government teacher.
Please give demographic data of the participant (how many man – woman? Long of work period? Etc)
asus
Please add
asus
Formatted: Indent: First line: 0 cm
Data Collection
The teacher commitment scale was used to collect the Ddata collection for in the pretest and post-test stageswas conducted using the teacher commitment scale. This scale consists of 27 itemsn in three aspects: affective commitment, normative commitment, and continuance commitment (Allen, & Meyer, 1996; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002; Somers, 2009; Jha, 2011). There are 27 vallid items based on thise aspects. An example of an
asus
Formatted: English (United States)
asus
Formatted: Indent: First line: 0 cm
Page 4 of 19 4293 words English (United States) 100%
26°C Berawan
Search
20:19 29/03/2023


Revisi Reviewer 2_Humanitas_Komitmen Guru - Word (Product Activation Failed)
Sign in
File Home Insert Design Layout References Mailings Review View Help Tell me what you want to do
Share
commitment (Allen, & Meyer, 1996; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002; Somers, 2009; Jha, 2011). There are 27 vallid items based on thise aspects. An example of an affective commitment item is "Continue to teach in conflict areas despite emotional distress." An example of the normative commitment aspect is "Even though I teach in conflict areas, I feel guilty when I am unable to grow students' character." An example of the item of continuance commitment is "Despite the limited rewards of teaching in conflict areas, I still try to educate students as well as possible." The scale of teacher commitment in the Pathani conflict area, Thailand had an alpha reliability coefficient (α) of 0.873 with a range of item discrimination index between 0.379 - 0.873. The results of this data indicated that the teacher commitment scale in conflict areas had a good confidence interval so that it can be used for data collection.
azfa cendekia
Formatted: HTML Preformatted, Pattern: Clear (Custom Color(RGB(248;249;250)))
azfa cendekia June 23, 2020
Formatted: Font: (Default) Times New Roman, 12 pt
Research Procedure
First, participants filled the teacher commitment scale as pretest. Pre test is given 2 days before giving treatment.Following by The research procedure began by determining participants. After determining the participants, the training modules were arranged and piloted according to the research objectives. The next process was the implementation of the Teacher Camp of Adventure trainingtraining. Participants were asked to to work on the learning contracts and complete the pretest measurementbefore the first session of training that was . After the pretest is given, the Teacher Camp of Adventure, referring to the module previously prepared, was given. The material given during the treatment is first, communication skills. Participants were given communication skills material through the game "Finding Missing Families.". The game was conducted by giving participants a small roll of paper containing the name of objects. Participants were asked to find objects in nature that belong in groups. Group members were not allowed to talk to each other, and can only communicate by using body language. Based on the game, participants were taught about effective communication skills for teachers.
Second session of training was, motivation. Participants were given motivation skills material using the game "Who Am I?". Participants were divided into groups. Groups must pass two posts with tied legs. In the first post, participants were given general knowledge questions. The group that answered the most became the best group. In the second post, participants' legs are still tied. The challenge in this stage was that participants must go through a cross-shaped rope. The group leader should give instructions to the members to cross the rope barriers without touching them. The fastest group to succeeded was considered the winner. Based on this game,
azfa cendekia
Formatted: HTML Preformatted, Indent: First line: 0 cm
Page 5 of 19 4293 words English (United States) 100%
26°C Berawan
Search
20:19 29/03/2023



Jawaban Revisi :



Hasil Revisi :

Softskills teacher camp of adventure training to increase teachers' commitment in Pathani Thailand

Abstract

Commitment is useful for teachers to survive in conflict areas. This is because the psychological commitment of the teacher is used to overcome various obstacles while teaching in conflict areas. his study aimed to increase teacher commitment in the Pathani conflict area, Southern Thailand, through Soft Skills Teacher Camp of Adventure Training. The soft skills training consists of motivation, stress management, creativity, teamwork, communication skills, and leadership. A quantitative approach using a quasi-experimental method was used in this study. Thirty teachers from six schools with the maximum age of 35 years were participated. The commitment scale consisting of three aspects: affective commitment, normative commitment, and continuance commitment was used to collect the data. Paired Sample *t*-test was used to analyse the data. The result highlighted a significant difference between the pre-test and post-test scores of teachers' commitment in the Pathani, Southern Thailand. These findings imply that the Soft Skills Teacher Camp of Adventure Training increase the commitment of teachers who teach in the Pathani, Southern Thailand. The implication of the results of this study is that soft skills can increase the commitment of teachers to teach in conflict areas. Commitment becomes the psychological skills of teachers to overcome obstacles during teaching in conflict areas.

Keywords: commitment, soft skills, teacher

Introduction

Pathani has historical roots as the land of the Malay Archipelago of the North. The Kingdom of Thailand is at the center of the spread of Islam in Southern Thailand. Since 1785 the kingdom has been ruled by the Kingdom of Siam. History showed that the Government of Thailand later controls the Kingdom of Siam. The occupation of the Thai Government, which has different beliefs with the majority of the Pathani people, has been challenged by the Pathani people (Buenae, 2017).

Research has shown that the diverse religious practices between the Pathani people and most Thai people have contributed to the dynamic of conflict in Southern Thailand (Engvall & Anderson, 2014). Other studies have noted that the differing belief between the Pathanis and general public in Thailand also causes conflict to arise (Harish, 2006). There is a resistance because the government is trying to assimilate cultures and religions that are different from the culture of the Pathani people (Pongsudhirak, 2006).

The conflict that took place in Pathani impacts the level of commitment of teachers who teach at Pathani, with teachers fearing the implication of having to teach in conflict areas. Teachers do not want to be victims of the ongoing conflict. As a result, the Pathani conflict area experienced a shortage of teachers. One of the incidents triggered teachers to leave Pathani was arson on school buildings causing damage to facilities and infrastructure, preventing it from being used for educational activities. Previous reports that highlighted that 200 teachers died as victims of violence during the conflict also resulting teachers prefer to stay at home to avoid acts of violence and to stay safe (Buenae, 2017).

Besides the unsafe situation, another factor that contribute to teachers' unwilling to teach in the Pathani conflict area is due to pressure from the government. The authorities installed Closed Circuit Television (CCTV) in schools. The teacher's behavior is monitored by the CCTV, causing teachers to feel that their freedom to teach becomes constraint. Teachers are anxious of making mistakes and being recorded via CCTV. Records were used as evidence of punishing teachers for their actions when they are considered to provoke students to go against the government (Buenae, 2017).

The government's lack of appreciation for the teaching profession further strengthens the desire to leave Pathani. This can be seen by teachers not being given a fair reward. Teachers are paid in minimal amounts, not receiving additional allowances to teach in conflict areas, nor security protection (Buenae, 2017).

Commitment can be understood as individual psychological reactions to their work. A person who is highly committed to his/her work will give an emotional, psychological reaction, as shown in his/her liking or love for his/her work (Lee, Ashford, Walsh, & Mowday (2000). Commitment can also be explained as a psychological strength, self-identification, and positive feelings towards the job (Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2013). Commitment can foster love for one's work, psychological strength, and positive feelings, further encouraging teachers to continue teaching in conflict areas. Research evidence showed that commitment could strengthen the role of individuals in their work (Park, Long, Choe, & Schallert, 2018).

Commitment to pursuing the profession as a teacher may be increased through softskills training. Soft skills are psychological abilities and competencies that are manifested through personality characteristics to be optimistic in every situation including motivation, stress management, creativity, teamwork, communication skills, and leadership (Attakorn, Tayut, Pisitthawat, & Kanokorn, 2014; Kanokorn, Pongtorn, & Sujanya, 2014; Ngang, Hashim, & Yunus, 2015; Ngang, Yie, & Shahid, 2015; Crawford, Weber, & Lee, 2020; Dubey & Tiwari, 2020).

Motivation as one of the softskills is the driving force, energy, enthusiasm, and passion for doing work in challenging situations, that can foster teacher commitment to work in challenging areas such as conflict areas (Fernet, Trepanier, Austin, & Cote, 2016; Altintas, Karaca, Moustafa, & Haj, 2020). Stress management is the part of soft skills that developed commitment by understanding of stresses, events, overload, and daily problems related to the work, so that can be managed properly. Good stress management will grow a commitment to remain devoted to the work (Ly, Asplund, & Andersson, 2014; Smyth, Healy, & Lydon, 2015). Creativity is a mental process of developing ideas or solutions when facing problems, by producing various alternative concepts to obtain answers and problem-solving strategies. Creativity builds the commitment of by develop ideas, find alternative solutions to problems, and find answers to problems to become educators (Mukherjee, Singh, & Mehrotra, 2016). While teamwork influences the commitment as an effort to involve individuals to contribute to the group producing optimal performance (Neininger, Lehmann-Willenbrock, & Henschel, 2010; Le Blanc & González-Romá, 2012). Communication skills are important to develop commitment as it fosters open interaction, mutual understanding, and friendship. Communication is useful for relations with students, peers, and leaders who love and strengthen each other in interpersonal relationships (Park, Lee, Lee, & Truex, 2012; Raina & Roebuck, 2016). Leadership also contributes to forming teacher commitment through the responsibility of influencing others to achieve common goals (Kim, Magnusen, Andrew, & Stoll, 2012; Jackson, Meyer, & Wang, 2013; Steffens, Fonseca, Ryan, Stoker, & Pieterse, 2018; Liu & Werblow, 2019).

Previous studies showed that soft skills training is effective in influencing the quality of teachers in carrying out their profession (Gillies, 2004; Cimermanova, 2015; Ngang & Chan, 2015; Ngang, Yunus, & Hashim, 2015; Colella, Bisanzo, Farquhar, Nambaziira, Carter,

Gimbel, & O'Malley, 2019). Previous research showed soft skills training with TCA increased the commitment of remote area teachers in Indragiri Hilir, Riau, Indonesia (Amiruddin, 2017). Based on this finding, the TCA model soft skills training was able to increase teachers'commitment in remote areas, which was subsequently applied to strengthen teacher commitment in Pathani, Thailand. Therefore this study focus on soft skills training to increase teacher commitment in Pathani through Teacher Camp of Adventure Training (TCA).

Method

Research Design

This study used a quasi-experimental design with experiments with a one-group pretest-posttest design (Chu, Lin, Tung, & Clinciu, 2020).. Teacher Camp of Adventure is an outdoor training specifically designed to increase the commitment of teachers through experiential learning. The Teacher Camp of Adventure training was modified from previous research conducted by Amiruddin (2017).

Participants

Thirty teachers from Six Schools in the Pathani, Thailand with maximum age 35 years old participated in this study. Demographics participants consisted of 24 women and 6 men. The background of the participants was experienced teaching for at least 1 year, being a classroom teacher, and a teacher in the field of study. The teacher has the status of a non-permanent teacher, foundation teacher, and government teacher.

Data Collection

The teacher commitment scale was used to collect the data collection in the pretest and post-test stages. This scale consists of 27 items in three aspects: affective commitment, normative commitment, and continuance commitment (Allen, & Meyer, 1996; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). An example of an affective commitment item is "Continue to teach in conflict areas despite emotional distress." An example of the normative commitment aspect is "Even though I teach in conflict areas, I feel guilty when I am unable to grow students' character." An example of the item of continuance commitment is "Despite the limited rewards of teaching in conflict areas, I still try to educate students as well as possible." The scale had an alpha reliability coefficient (α) of 0.873 with a range of item discrimination index between 0.379 - 0.873.

Research Procedure

First, participants filled the teacher commitment scale as pretest. Pre test is given 2 days before giving treatment.Following by the implementation of the Teacher Camp of Adventure training. Participants were asked to work on the learning contracts before the first session of training that was communication skills through the game "Finding Missing Families". Based on the game, participants were taught about effective communication skills for teachers. Second session of training was motivation skills using the game "Who Am I?" follow by a debrief about having motivation as a useful soft skill for teachers in conflict areas. Third session of training was stress management that delivered through the game "Self Reflection" to develop stress management as a psychological force on persisting to teach in conflict areas. The fourth session was leadership skills conducted by the game "Train Ball" with an explanation the importance of leadership and carrying out the task as a teacher. The game "Moving Boom" was used to teach about teamwork in fifth session of the training follow by debrief about how teamwork could support teachers' performance. The last session was creativity deliver through the game "Speed and Creative" to show the importance of creativity for teachers. After the

treatment was given, participants were then asked to complete the posttest.Post test was given 6 days after giving treatment.

Data Analysis

Data were analyzed using Paired Sample *t*-test with the Statistics Product and Service Solution (SPSS) program in Version 20.

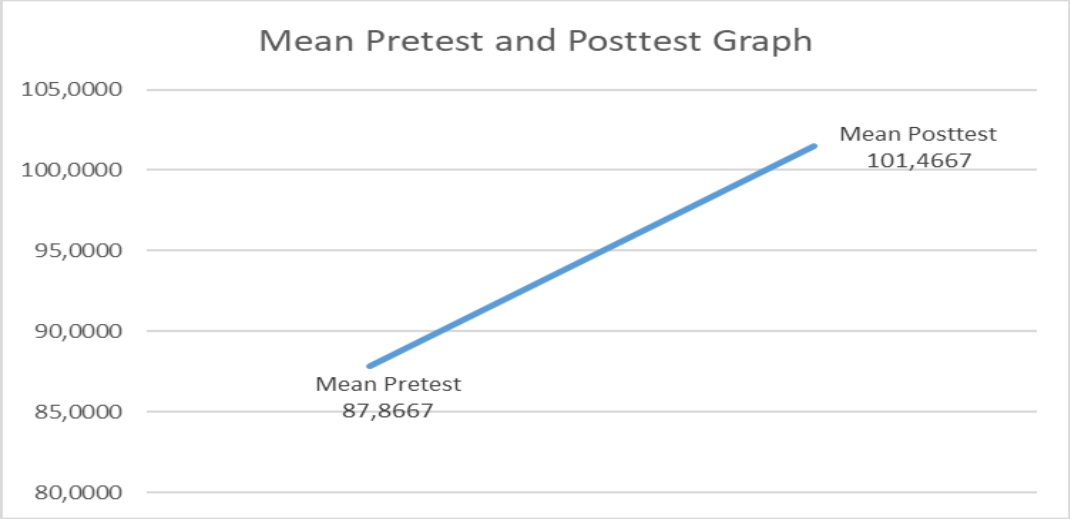
Results

The result shows that there is a significant differences in the pretest and post-est scores of teacher commitment (t = -7.794; p <0.01) The mean of posttest is significantly higher than the mean of pretest. Based on the result soft skills training through Teacher Camp of Adventure (TCA) training incrase the commitment of teachers in Pathani. Table 1 shows mean, std. deviasi, t, and sig, Graph 1 shows mean pretest and posttest, and Graph. 2 shows compare score pretest and posttest graph.

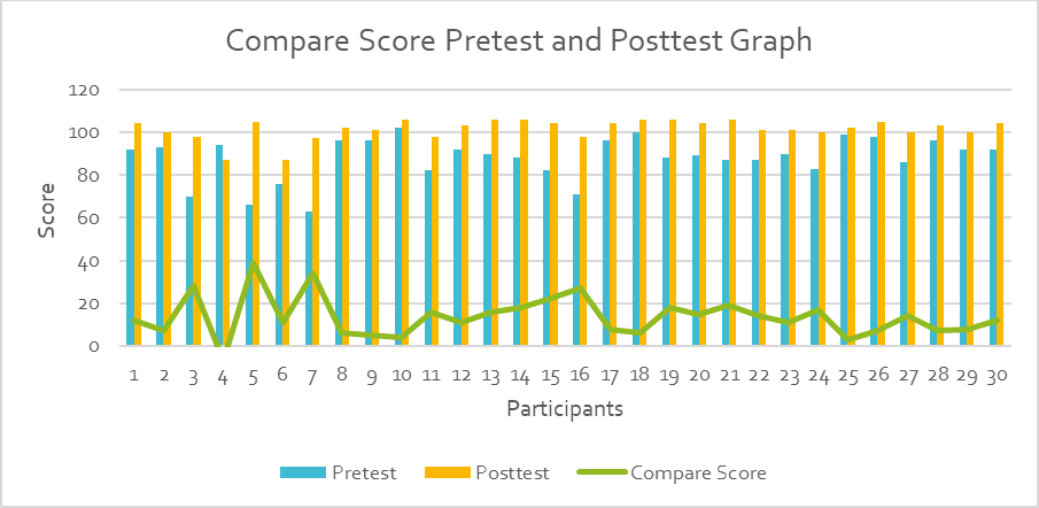
Table 1
Mean, std. deviation, t, and sig.

Pair 1 Pretest - posttest	Mean	Std. Deviation	t	Sig.
	-1.36000E1	9.55781	-7.794	0.000

Graph 1
Mean Pretest and posttest graph



Graph 2
Compare score pretest and posttest graph



Discussion

Softskills training consists of motivation, stress management, creativity, teamwork, communication skills, and leadership increase the teacher commitment. This findings confirm the previous research on the importance of softskills for teachers (Fleischmann, 2013; Pachauri, & Yadav, 2014; Somprach, Popoonsak, & Sombatteera, 2014). Each of softskills component that have been delivered though the Teacher Camp of Adventure training contribute to the increasing of commitment among teachers.

Communication skills increase the commitment aspects of normative commitment and affective commitment (Matin, Jandaghi, Karimi, & Hamidizadeh, 2010). The development of teachers' communication skills into more positive, flexible, and open that will effect the teachers' self-adjusted, passionate attitudes, and also the skills to manage interactions with leaders, fellow teachers, students, and stakeholders (Mohd Yusof & Halim, 2014; Yeşil, 2010). Soft skills were able to foster normative commitment, namely positive attitude, openness, self-adjustment, and the skill to manage interactions to form a moral obligation to serve the profession (Meyer & Parfyonova, 2010). Communication skills also affected the increase in affective commitment, namely the flexibility of interaction and passion for working to build value in maintaining the quality of education (Ghouri, Akhtar, Shahbaz, & Shabbir, 2019; Tang & Vandenberghe, 2020).

Motivational skills that contained several indicators that are responsible, open to new challenges, wanting better achievements, and trying to obtain optimal results (Brandstätter, Schüler, Puca, & Lozo, 2018; Han & Yin, 2016). Motivation skills increase teachers' commitment by enhancing the continuance commitment that is to continue to carry out their duties and the affective commitment to affirm values in self as teachers to educate students (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012).

. Stress management as the ability to self-identify stress is an essential when individuals experience pressure to carry out tasks by doing positive coping strategies to adequately overcome stress (Jamal, Zahra, Yaseen, & Nasreen, 2017; Herman, Reinke, & Eddy, 2020). Stress management skills made individuals persistent on duty indicating continuance commitment (Sarwar & Sarfraz, 2016). Skills in managing stress can strengthen teacher's values (affective commitment) when experiencing problems regarding work in conflict areas (Dharmanegara, Yogiarta, & Komang, 2018). Therefore stress management increase commitment, specifically continuance commitment and affective commitment

With leadership, teachers have high responsibility, carrying out activities that have a positive role in the environment, a strong influence on colleagues, and having an advantage in influencing others (Aydin, Sarier, & Uysal, 2013). The leadership skill strengthens

commitment in terms of developing discipline, responsibility, fostering enthusiasm, building self-confidence, and being able to be a role model to others. These indicators contributed to the forming of commitment, specifically affective and normative commitment (Ross, Lutfi, & Hope, 2016; Liu, Loi, & Ngo, 2018).

Teamwork skills were also given at the TCA training aiming at increasing teacher commitment. With teamwork skills, teachers have an awareness of doing the task as a shared responsibility, contributing to each other in solving problems, maximizing the potential, and willingness to share with the group (Shen & Bai, 2019). These indicators could increase teacher commitment (Moses, Berry, Saab, & Admiraal, 2017). Ability to work as a team was able to foster teacher commitment due to the ability to handle various problems on duty. Teachers were able to solve problems because the problems they faced were shared responsibilities, in which each one on them contributed to the solution of the problem. Such dynamics shaped the commitment of teachers to continue teaching.

Creativity was the last delivered in TCA soft skills training. Individuals with good creativity were able to carry out thought processes in looking for alternative to solve problems, exhibit more problem-solving ideas, have new ideas, and carried out evaluations of problem-solving decisions (Jónsdóttir, 2017; Paek & Sumners, 2019). Such abilities may increase commitment. The ability to find various ways to overcome the problem, achieve adequate knowledge when facing problems, find solutions to obstacles, and provide evaluation aimed at making improvements to previous decisions enabled teachers to solve problems regarding work. Such dynamics explained why teachers who are highly committed overcome various problems experienced while teaching.

Limitation in this study is the absence of a control group. Another limitation is that the implementation of pretest and post test is less than ideal. This is because the time spent in research is short with safety considerations. Future research is suggested to further deepen teacher commitment to organizations and countries. Another thing that needs to be added in research is hardiness personality, well being, resilience, and coping. This variable is useful as a psychological skill to persist in teaching in conflict areas.

Conclusion

The commitment of teachers who teach in the Pathani, Southern Thailand was increased by involving the Soft Skills Teacher Camp of Adventure Training. The soft skills training consists of motivation, stress management, creativity, teamwork, communication skills, and leadership has been proven escalate the commitment of teachers. Therefore the Teacher Camp of Adventure Training can be use as a way to enhance the commitment among workers, especially teacher.

References

Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of vocational behavior*, *49*(3), 252-276. https://doi.org/10.1006/jvbe.1996.0043.

Altintas, E., Karaca, Y., Moustafa, A., & Haj, E., M. (2020). Effect of best possible self intervention on situational motivation and commitment in Academic Context. *Learning and Motivation, 69,* 1-7. doi:https://doi.org/10.1016/j.imot.2019.101599.

Amiruddin. (2017). The Effectiveness of Increasing Teacher Commitment Through Soft Skills Training Using TCA (Theacher Camp of Adventure) model for teachers in remote area. (Thesis, Yogyakarta: Postgraduate Ahmad Dahlan University).

Attakorn, K., Tayut, T., Pisitthawat, K., & Kanokorn, S. (2014). Soft Skills of the New Teacher in the Secondary Schools of Khon Kaen Secondary Educational Service Area 25, Thailand. *Procedia-Social and Behavioral Sciences, 112,* 1010-1013. doi:10.1016/j.sbspro.2014.01.1262.

Aydin, A., Sarier, Y., & Uysal, S. (2013). The Effect of School Principals' Leadership Styles on Teachers' Organizational Commitment and Job Satisfaction. *Educational sciences: Theory and practice*, *13*(2), 806-811. https://files.eric.ed.gov/fulltext/EJ1017309.pdf.

Buenae, M. (2017). *Focuss group discuss education in Pathani Conflict Report.* Pathani: Darul Iktisom Foundation.

Brandstätter, V., Schüler, J., Puca, R. M., & Lozo, L. (2018). *Motivation und Emotion*. Springer Berlin Heidelberg.

Canrinus, E. T., Helms-Lorenz, M., Beijaard, D., Buitink, J., & Hofman, A. (2012). Self-efficacy, job satisfaction, motivation and commitment: Exploring the relationships between indicators of teachers' professional identity. *European journal of psychology of education*, *27*(1), 115-132. doi:10.1007/s10212-011-0069-2

Chu, W. T., Lin, E., Tung, H. H., & Clinciu, D. L. (2020). Simulated Health Education Measures after Lumbar Disk Herniation Surgery: A Quasi-Experimental Study in Taiwan. *Clinical Simulation in Nursing*.

Cimermanova, I. (2015). Creativity in EFL teacher training and its transfer to language teaching. *Procedia-Social and Behavioral Sciences, 197,* 1969-1975. doi:10.1016/j.sbspro.2015.07.562.

Colella, M., Bisanzo, M., Farquhar, C., Nambaziira, R., Carter, E., Gimbel, S., & O'Malley, G. (2019). Implementation and evaluation of an innovative leadership and teacher training program for non-physician emergency medicine practitioners in Uganda. *African urnal of Emergency Medicine*, *9*(1), 25-29. https://doi.org/10.1016/j.afjem.2018.12.002.

Crawford, A., Weber, R., M., & Lee, H., J. (2020). Using a grounded theory approach to understand the process of teaching soft skills on the job so to apply it in the hospitality

classroom. *Journal of Hospitality, Leisure, Sport & Tourism Education, 26*, 1-7. doi:https://doi.org/10.1016/j.jhlste.2020.100239.

Dharmanegara, I. B. A., Yogiarta, I. M., & Komang, I. B. (2018). Work-Family Conflict, Family-Work Conflict and its Effect on Emotional Exhaustion and Affective Commitment. *International Journal of Academic Research in Business and Social Sciences*, *8*(1). doi:10.6007/IJARBSS/v8-i1/3803.

Engvall, A., & Andersson, M. (2014). The dynamics of conflict in southern Thailand. *Asian Economic Papers*, *13*(3), 169-189.

Fernet, C., Trepanier, G., S., Austin, S., & Cote, L., J. (2016). Commited, inspiring, and healty teachers: How do school environment and motivational factors facilitate optimal functioning at career start ? *Teaching and Teacher Education, 59,* 481- 491. doi:http://dx.doi.org/10.1016/j.tate.2016.07.019.

Fleischmann, E. M. (2013). *Soft skills of excellent teachers in diverse South African schools in the Western Cape* (Doctoral dissertation, Stellenbosch: Stellenbosch University). http://scholar.sun.ac.za/handle/10019.1/80131.

Ghouri, A. M., Akhtar, P., Shahbaz, M., & Shabbir, H. (2019). Affective organizational commitment in global strategic partnerships: The role of individual-level microfoundations and social change. *Technological Forecasting and Social Change*, *146*, 320-330. https://doi.org/10.1016/j.techfore.2019.05.025

Gillies, R. M. (2004). The effects of communication training on teachers' and students' verbal behaviours during cooperative learning. *International journal of educational research*, *41*(3), 257-279. doi:10.16/j.ijer.2005.07.004.

Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, *3*(1), 1217819. DOI: 10.1080/2331186X.2016.1217819

Harish, S., P. (2006). Changing conflict indentities: the case of the Southern Thailand discord. *RSIS Working Paper, 107.*

Herman, K. C., Reinke, W. M., & Eddy, C. L. (2020). Advances in understanding and intervening in teacher stress and coping: The Coping-Competence-Context Theory, 78, 69-74. doi:10.1016/j.jsp.2020.01.001.

Ibrahim, M., S., Ghavifekr, S., Ling, S., Siraj, S., & Azeez, M., I., K. (2013). Can transformational leadership influence on teacher commitment towards organization, teaching profession, and student learning ? A quantitative analysis. *Asia Pasific Education Review.* Advance online publication. doi:10.100 7/s/2564-013-9308-3.

Jackson, T. A., Meyer, J. P., & Wang, X. H. (2013). Leadership, commitment, and culture: A meta-analysis. *Journal of Leadership & Organizational Studies*, *20*(1), 84-106. doi: 10.1177/1548051812466919.

Jamal, Y., Zahra, S. T., Yaseen, F., & Nasreen, M. (2017). Coping Strategies and Hardiness as Predictors of Stress among Rescue Workers. *Pakistan Journal of Psychological Research*, *32*(1), 141-154. http://www.pjprnip.edu.pk/pjpr/index.php/pjpr/article/view/390/410.

Jónsdóttir, S. R. (2017). Narratives of creativity: How eight teachers on four school levels integrate creativity into teaching and learning. *Thinking Skills and Creativity, 24, 127–139.* doi:10.1016/j.tsc.2017.02.008.

Kanokorn, S., Pongtorn, P., & Sujanya, S. (2014). Soft Skills Development to Enhance Teacher's Competencies in Primary Schools. *Procedia-Social and Behavioral Sciences, 112,* 842-846. doi:10.1016/j.sbspro.2014.01.1240.

Kim, S., Magnusen, M., Andrew, D., & Stoll, J. (2012). Are transformational leaders a double-edged sword? Impact of transformational leadership on sport employee commitment and job satisfaction. *International journal of sports science & coaching*, *7*(4), 661-676. https://doi.org/10.1260/1747-9541.1.7.4.661.

Le Blanc, P. M., & González-Romá, V. (2012). A team level investigation of the relationship between Leader–Member Exchange (LMX) differentiation, and commitment and performance. *The Leadership Quarterly*, *23*(3), 534-544. doi:10.1016/j.leaqua.2011.12.006.

Lee, T., W., Ashford, S., J., Walsh, J., P., & Mowday, R., T. (2000). Commitment propensity, organizational commitment and voluntary turnover: a longitudinal study of organizational entry processees. *Journal of Management, 18(1),* 15-32.

Liu, Y., Loi, R., & Ngo, H. (2018). *Linking organizational social exchange to intention to leave: Does normative commitment matter? The International Journal of Human Resource Management, 1–21.* doi:10.1080/09585192.2017.1423097.

Liu, Y., & Werblow, J. (2019). The operation of distributed leadership and the relationship with organizational commitment and job satisfaction of principals and teachers: A multi-level model and meta-analysis using the 2013 TALIS data. *International Journal of Educational Research*, *96*, 41-55. https://doi.org/10.1016/j.ijer.2019.05.005.

Ly, K. H., Asplund, K., & Andersson, G. (2014). Stress management for middle managers via an acceptance and commitment-based smartphone application: A randomized controlled trial. *Internet Interventions*, *1*(3), 95-101. http://dx.doi.org/10.1016/j.invent.2014.06.003.

Matin, H. Z., Jandaghi, G., Karimi, F. H., & Hamidizadeh, A. (2010). Relationship between interpersonal communication skills and organizational commitment (Case Study: Jahad Keshavarzi and University of Qom, Iran). *European Journal of Social Sciences*, *13*(3), 387-398. https://pdfs.semanticscholar.org/2eec/720d7ca2b7437398398fc84244a0ab61bc1f.pdf.

Meyer, J. P., & Parfyonova, N. M. (2010). Normative commitment in the workplace: A theoretical analysis and re-conceptualization. *Human resource management review*, *20*(4), 283-294. https://doi.org/10.1016/j.hrmr.2009.09.001.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of vocational behavior*, *61*(1), 20-52. https://doi.org/10.1006/jvbe.2001.1842.

Mohd Yusof, F., & Halim, H. (2014). Understanding teacher communication skills. *Procedia-Social and Behavioral Sciences*, *155*, 471-476. https://doi.org/10.1016/j.sbspro.2014.10.324

Moses, I., Berry, A., Saab, N., & Admiraal, W. (2017). Who wants to become a teacher? Typology of student-teachers' commitment to teaching. *Journal of Education for tEaching*, *43*(4), 444-457. https://www.tandfonline.com/doi/pdf/10.1080/02607476.2017.1296562?needAccess=true.

Mukherjee, S., Singh, A., & Mehrotra, S. (2016). Organsational justice in relation to competence, commitment and self-motivation. *The International Journal of Indian Psychology*, *3*(2), 33-59.

Neininger, A., Lehmann-Willenbrock, N., Kauffeld, S., & Henschel, A. (2010). Effects of team and organizational commitment–A longitudinal study. *Journal of Vocational Behavior*, *76*(3), 567-579. doi:10.1016/j.jvb.2010.01.009.

Ngang, T. K., & Chan, T. C. (2015). Critical issues of soft skills development in teaching professional training: Educators' perspectives. *Procedia-Social and Behavioral Sciences*, *205*, 128-133. doi:10.1016/j.sbspro.2015.09.039.

Ngang, K., T., Hashim, H., N., & Yunus, M., H. (2015). Novice Teacher Perceptions of the Soft Skils Needed in Today's Workplace. *Procedia-Social and Behavioral Sciences,177*, 284-288. doi:10.1016/j.sbspro.2015.02.338.

Ngang, K., T., Yie, S., C., & Shahid, M., A., S. (2015). Quality Teaching:Relationship to Soft Skills Acquisition. *Procedia-Social and Behavioral Sciences,177*, 284-288. doi:10.1016/j.sbspro.2015.04.649.

Ngang, T. K., Yunus, H. M., & Hashim, N. H. (2015). Soft skills integration in teaching professional training: Novice teachers' perspectives. *Procedia-social and behavioral sciences*, *186*, 835-840. doi:10.1016/j.sbspro.2015.04.204.

Pachauri, D., & Yadav, A. (2014). Importance of soft skills in teacher education programme. *International Journal of Educational Research and Technology*, *5*(1), 22-25.

Paek, S. H., & Sumners, S. E. (2019). The indirect effect of teachers' creative mindsets on teaching creativity. *The Journal of Creative Behavior*, *53*(3), 298-311. doi:10.1002/jocb.180

Park, J., J., Long, P., Choe, H., N., & Schallert, L., D. (2018). The contribution of self compassion and compassion to others to students' emotions and project commitment when experiencing conflict in group projects. *International Journal of Educational Research, 88,* 20-30. https://doi.org/10.1016/j.ijer.2018.01.009.

Park, J., Lee, J., Lee, H., & Truex, D. (2012). Exploring the impact of communication effectiveness on service quality, trust and relationship commitment in IT services. *International Journal of Information Management, 32*(5), 459-468. doi:10.1016/j.ijinformgt.2012.02.005.

Pongsudhirak, T. (2006). Conflict and terrorism in Southern Thailand. *Contemporary Southeast Asia, 28(1),* 160-163.

Raina, R., & Roebuck, D. B. (2016). Exploring cultural influence on managerial communication in relationship to job satisfaction, organizational commitment, and the employees' propensity to leave in the insurance sector of India. *International Journal of Business Communication, 53*(1), 97-130. doi:10.1177/2329488414525453.

Ross, L., Lutfi, G. A., & Hope, W. C. (2016). Distributed leadership and teachers' affective commitment. *NASSP Bulletin, 100*(3), 159-169. doi:10.1177/0192636516681842.

Sarwar, S., & Sarfraz, S. U. (2016). The impact of work-family conflict on continuance commitment under the mediation of emotional exhaustion and the role of social support as moderator: among academic staff. *European journal of business and management*, *8*(19), 38-44. https://pdfs.semanticscholar.org/b6e8/67dc91585aa3712f22451ad2209fbb83fca6.pdf?_ga=2.84472473.181777733.1586927387-1804670702.1586927387.

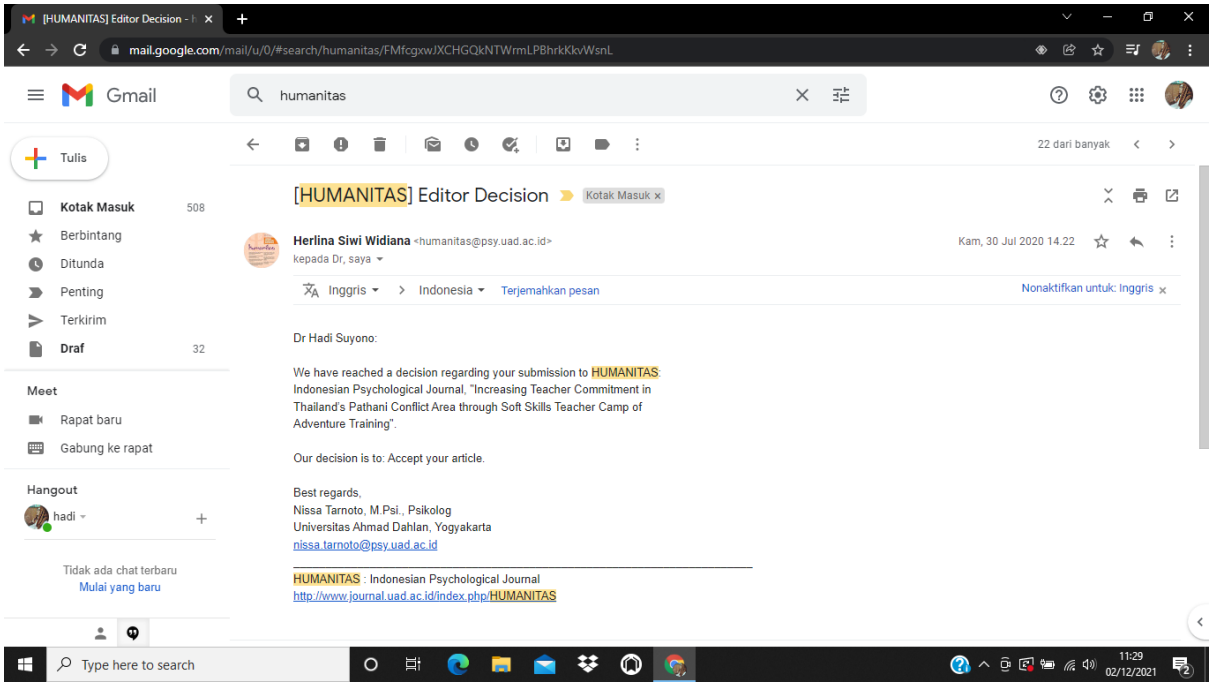
Shen, B., & Bai, B. (2019). Facilitating university teachers' continuing professional development through peer-assisted research and implementation team work in China. *Journal of Education for Teaching, 45(*4), 476–480. doi:10.1080/02607476.2019.1639265.

Smyth, E., Healy, O., & Lydon, S. (2015). An analysis of stress, burnout, and work commitment among disability support staff in the UK. *Research in developmental disabilities, 47,* 297-305. http://dx.doi.org/10.1016/j.ridd.2015.09.023.

Somprach, K., Popoonsak, P., & Sombatteera, S. (2014). Soft skills development to enhance teachers' competencies in primary schools. *Procedia-Social and Behavioral Sciences, 112,* 842-846. doi: 10.1016/j.sbspro.2014.01.1240

Steffens, N. K., Fonseca, M. A., Ryan, M. K., Rink, F. A., Stoker, J. I., & Pieterse, A. N. (2018). How feedback about leadership potential impacts ambition, organizational commitment, and performance. *The Leadership Quarterly, 29*(6), 637-647. https://doi.org/10.1016/j.leaqua.2018.06.001.

Tang, W. G., & Vandenberghe, C. (2020). Is affective commitment always good? A look at within-person effects on needs satisfaction and emotional exhaustion. *Journal of Vocational Behavior,* 103411. https://doi.org/10.1016/j.jvb.2020.103411

Yeşil, H. (2010). The relationship between candidate teachers' communication skills and their attitudes towards teaching profession. *Procedia-Social and Behavioral Sciences, 9*, 919-922. https://doi.org/10.1016/j.sbspro.2010.12.259.

Info Accepted :