



SELF-EFFICACY IN PRIMARY SCHOOL TEACHERS

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ABSTRACT

One of the teaching workers is elementary school teachers. Teachers are a vulnerable group and are at risk of experiencing problems in physical and psychological health. The psychological health problem that is often encountered in teachers is work stress. Teachers who experience work stress can be identified through their absence from class, increased emotions, and the illnesses they experience. One way for teachers to reduce work stress is to build self-efficacy. Self-efficacy is a belief in the teacher's ability to carry out teaching tasks. This research aims to determine the description of self-efficacy in elementary school teachers. This type of research is quantitative descriptive with a cross sectional approach which was carried out in elementary schools in the working areas of the Kembaran Regional Headquarters Office and the Purbalingga National Education Department Korwilcam Office. The sampling technique uses purposive sampling technique. The sample size of elementary school teachers was 25 people. The research instrument is the Teacher Sense of Efficacy Scale (TSES) questionnaire consisting of 12 items. The analysis used is quantitative descriptive. The results of this research show that 25 teachers have moderate category self-efficacy, indicated by the highest score in class management abilities. Teacher self-efficacy is the teacher's ability to engage students, classroom management, and teaching. Teacher self-efficacy is very important to be able to optimize teacher performance in the learning process.

Keywords: elementary school; self-efficacy; teachers

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INTRODUCTION

The world of education, especially teaching work, is one of the largest industrial sectors in the world and is prone to experiencing physical and psychological health problems. One of the teaching workers is elementary school teachers. The number of teachers as teaching staff in Indonesia is quite high, one of which is in Central Java Province, especially in Banyumas Regency, numbering 7,029 in 2022 (data Dapodik). Teachers are a vulnerable group and are at risk of experiencing problems in physical and psychological health. The psychological health problem that is often encountered in teachers is work stress (Skaalvik & Skaalvik, 2016).

The job of a teacher with the main task of teaching is not an easy job because it requires special skills, namely preparing and designing learning materials, giving assignments, assessing student learning processes and outcomes, planning other activities, and enforcing discipline. In connection with this, the task of a teacher is not only limited to delivering lessons, but also educating students to become people of character, therefore teachers will be faced with a heavy burden of responsibility, which triggers work stress (Nasrum, 2019). This is because teachers in elementary schools have teaching duties that tend to be more boring

when compared with the duties of middle or high school teachers (Akbar & Pratasiwi, 2017).

The results of Damayati's research (2016) found that elementary school teachers in Lawang Regency, Malang experienced work stress in the moderate category with a percentage of 48%. The stress that occurs causes less than optimal teacher performance in teaching and learning activities (Damayati, 2015). Teacher work stress can have an impact on the teacher's personality, the school where he teaches, and students. Teachers who experience work stress can be identified through their absence from class, increased emotions and the illnesses they experience. The various illnesses suffered as a result of the stress experienced range from minor ailments such as back aches and headaches so that teachers ask permission not to come in for just one day to rest. On the other hand, chronic stress can cause physical health problems such as heart disease or hypertension and mental health problems such as depression (Luma, 2018).

Teachers must be able to overcome the problems they experience by having confidence in their ability to carry out their duties as a teacher. Bandura defines belief in one's ability to organize and carry out the actions necessary to handle future situations as self-efficacy (Brígido, Borrachero, Bermejo, & Mellado, 2013). Teacher self-efficacy was proposed by Holzberger et.al (2013) as confidence in their ability to teach subjects and have concern for students to understand the subjects being taught even though the subjects are difficult (Holzberger, Philipp, & Kunter, 2013). If teachers have a belief that their abilities are weak and are faced with difficult situations, then efforts to overcome them will slacken or even stop. On the other hand, if the teacher has strong confidence in his abilities and when faced with a difficult situation, his efforts to overcome it are greater (Bourne, Smeltzer, & Kelly, 2021). Teacher self-efficacy determines the type of behavior and the amount of effort that the teacher will make in solving problems or completing assignments, as well as how long the teacher will persist in facing the obstacles they experience (Alawiyah, 2017). This is in accordance with the opinion of Gholami (2015) that self-efficacy can have an influence on activities to survive when facing obstacles (Gholami, 2015).

For teachers, self-efficacy can increase persistence in facing students' difficulties in learning and has been proven to influence learning, enthusiasm, commitment and teaching methods (R. M. Klassen & Tze, 2014). Teacher self-efficacy has an important role in student learning achievement, because self-efficacy refers to a person's belief in being able to perform in accordance with his or her obligations. (Brígido et al., 2013). Thus, teacher self-efficacy is an important factor determining the success of students' learning process at school. Based on this, this research aims to find out what is the picture of self-efficacy in elementary school teachers?.

METHOD

This type of research is quantitative descriptive with a cross sectional approach which was carried out in elementary schools in the working areas of the Kembaran Regional Headquarters Office and the Purbalingga Regional Headquarters Office. The sampling technique used purposive sampling technique with the inclusion criteria of teachers having worked at least 1 year at the elementary school. The sample in this research was 25 elementary school teachers. The research instrument is the Teacher Sense of Efficacy Scale (TSES) questionnaire consisting of 12 items. The reliability test of this instrument uses the results of tests carried out by the results of 0.82 for engagement, 0.81 for instruction, and 0.72 for management. Validity tests have also been carried out with results $r = 0.35$ and 0.28 , $p < 0.01$ (Tschannen-Moran, Hoy, & Hoy, 1998). This research has received research ethics

permission: No. B. LPPM-UHB/2132/07/2023. The analysis used is quantitative descriptive.

RESULTS

The results of this research are descriptive analysis results. The results of the descriptive data analysis of this research variable can be seen in table 1 and table 2. Based on table 1, it can be described that the dominant self-efficacy category is medium level and in table 2 it can be seen that the teacher's highest ability is seen in classroom management.

Table 1.
Frequency Distribution of Self-Efficacy among Elementary School Teachers in 2023 (n=25)

Variable	Category	f	%
Self efficacy	Medium	25	100

Table 1, data shows that all 25 teachers (100%) of respondents have moderate category self-efficacy.

Table 2
Descriptive Analysis of Self-Efficacy among Elementary School Teachers in 2023 (n=25)

	N	Min	Max	Mean	SD
Self efficacy	25	52.50	70.00	58.3400	4.98899
Student engagement	25	3.75	5.00	4.1800	.37165
Class management	25	3.50	5.00	4.2400	.43589
Teaching strategies	25	3.50	5.00	4.0600	.38379

Table 2, the results of descriptive analysis on self-efficacy have the smallest value of 52.50 and the largest value of 70.00. The average self-efficacy score of 25 teachers is 58.34, while the standard deviation value of self-efficacy is 4.98899, which means the level of data variation is low. In the aspect of student involvement, the smallest value was 3.75 and the largest value was 5.00. The average student engagement score across 25 teachers was 4.18. The standard deviation value for the student involvement aspect is 0.37165. The classroom management aspect shows the smallest value of 3.50 and the largest value of 5.00, while the average classroom management score for 25 teachers is 4.24. The standard deviation value for the classroom management aspect is 0.43589. The teaching strategy aspect has the smallest value of 3.5 and the largest value of 5.00, while the average value of the teaching strategy aspect is 4.06. The standard deviation value for the teaching strategy aspect is 0.38379.

DISCUSSION

Self-efficacy is defined as a person's perceived ability to learn or perform actions at a specified level (Bourne et al., 2021; Hussain, Khan, & Bidar, 2022). The essence of self-efficacy is how individuals establish a concept of belief within themselves that the individual concerned is capable of acting and behaving positively. Based on table 1, the results of the frequency distribution of self-efficacy scale scores for elementary school teachers show that there are 25 people (100%) have a moderate level of self-efficacy. This can be interpreted as meaning that the teacher is capable enough to carry out tasks in classroom teaching activities, include student involvement, and use learning strategies that are appropriate to the subjects given.

Self-efficacy is considered very important as the first stage of becoming a teacher (De Jong et al., 2014). Self-efficacy leads teachers to instill confidence in themselves that teachers are able to perform optimally. Instilling this belief will produce a sense of optimism within oneself so that it will indirectly improve teacher performance. It is also stated that self-efficacy is an individual teacher's belief in their own ability to plan, organize and carry out the activities necessary to achieve certain educational goals. To achieve high self-confidence in

teachers requires high levels of experience for teachers because experience is the key to success in working in achieving maximum performance. Teacher performance will be maximum if teacher self-confidence grows so that the problems faced at work will become better (Rohmawati & Nurcholis, 2019).

Jong et.al (2014) literature suggests that the self-efficacy model is: classroom management, adequate learning strategies and the ability to increase student involvement (De Jong et al., 2014). Based on table 2, it can be seen that the highest component of teacher self-efficacy is the classroom management component. In accordance with the opinion of Wang, et.al, (2015), there are three basic components in teacher self-efficacy, namely learning strategies, classroom management, and student involvement. The explanation of these three concepts according to is (1) Learning strategy concerns beliefs about the teacher's ability to effectively use various teaching strategies, (2) Class management refers to beliefs about the teacher's ability to regulate student behavior during class and (3) Student involvement reflects beliefs teachers in their ability to motivate students to appreciate and actively participate in the learning process (Wang, Hall, & Rahimi, 2015). From this description it can be concluded that if a teacher has good self-efficacy, then learning will be effective (Mahler, 2018). This is reinforced by Kim and Engin's 2018 statement that research on an educational institution shows that teacher self-efficacy can influence students' learning, such as achievement and motivation (Kim, 2018, G Engin 2020).

Self-efficacy is very important for teachers to have because it can influence their students and have an impact on the quality of teaching and student achievement. Students will be more likely to achieve high achievement when teachers have confidence (self-efficacy) that they can help students master various lesson topics in class. This is supported by research results which show that teachers, apart from their role as teachers, educators and mentors, through teacher self-efficacy can increase student learning achievement to the maximum so that students are able to obtain maximum learning outcomes in accordance with the educational goals that have been set (Anisah, Bowo, & Hidayat, 2022). Teachers who have self-efficacy will feel more confident in carrying out their duties as teachers, have high hopes for motivating student achievement, and are more creative in carrying out teaching tasks in the classroom. Self-efficacy can influence teachers' teaching motivation, one aspect of which is the choice of teaching style approach. Teachers with high self-efficacy will be able to identify what teaching style needs to be applied so that learning can be more effective (R. Klassen, Durksen, & Tze, 2014).

Teacher self-efficacy can also influence teacher job satisfaction. If self-efficacy increases, teacher job satisfaction will also increase. This is supported by research which states that there is a significant relationship between teacher self-efficacy beliefs and job satisfaction (Rahman Tanjung 2020). Teachers with high, medium or low self-efficacy can influence their performance because self-efficacy is influenced by their circumstances and how the environment treats them. Increasing self-efficacy will also improve teacher performance, job satisfaction and student achievement. On the other hand, when teacher self-efficacy decreases, this will also reduce the level of teacher performance, job satisfaction and student achievement as well. For this reason, it is necessary to create a work environment that is able to stimulate the formation of self-efficacy in teachers so that it will have an impact on optimal performance.

CONCLUSION

Teachers are one of the parties who play an important role in education. Education is a very important issue to pay attention to because it has a fundamental role in creating a quality generation in the future. Therefore, teachers are expected to have self-efficacy to optimize their performance as teachers. Good teacher performance is demonstrated by the ability to carry out the role of teacher, educator and guide. Teacher self-efficacy can increase student learning achievement to the maximum so that students are able to obtain maximum learning results in accordance with the educational goals that have been set.

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