

# Optimizing Teacher Self-Efficacy in Facing the New Normal: A Literature Review

Hardianto<sup>1</sup>, Vivi Puspita Sari<sup>2</sup>, Hidayat<sup>3</sup>

<sup>1</sup> Universitas Pasir Pengaraian, Indonesia; hardiantocally@gmail.com

<sup>2</sup> Universitas Putera Indonesia YPTK, Indonesia; vivipuspitasari@gmail.com

<sup>3</sup> Universitas Pasir Pengaraian, Indonesia; hidayatrangkuti86@gmail.com

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## ARTICLE INFO

### Keywords:

Optimizing;  
Self-Efficacy;  
Teacher.

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### Article history:

Received 2022-09-27

Revised 2022-10-10

Accepted 2022-12-15

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## ABSTRACT

The background of this research is the importance of teachers having self-efficacy in carrying out their duties. There are not many writings that specifically discuss this issue. The purpose of this study is to provide an overview of teachers' self-efficacy by looking at the factors that influence it and the role of the principal in generating their self-efficacy. The research method used is a literature review method. The primary data sources are articles published in national and international journals from 2018 to 2022. The keywords in the article search were teacher "efikasi diri" and "self-efficacy". The results of the study note that there are two factors that influence teacher self-efficacy, namely internal and external factors. The principal's effort in realizing teacher self-efficacy is the main one by implementing good communication.

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## Corresponding Author:

Hardianto

Universitas Pasir Pengaraian, Indonesia; [hardiantocally@gmail.com](mailto:hardiantocally@gmail.com)

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## 1. INTRODUCTION

Quality education has become a necessity today. Therefore, it is necessary to improve the quality of education continuously. All determinants of the quality of education must be optimized. One of the factors is the teacher. The low quality of teachers is one of the factors that cause the low quality of education (Hardianto, 2018). Another factor is the lack of infrastructure and the weak quality of the curriculum.

Teachers play an essential role in realizing educational goals. The primary purpose of education for students is to master the subject matter. Learning is said to be effective and optimal if the learning objectives can be achieved (Yunita & Hardianto, 2020). The ability of students to understand the subject matter is inseparable from the teacher's ability to deliver lessons. Therefore, specific skills are needed to become a professional teacher. In the Indonesian education system, teachers must have four competencies, namely pedagogic, professional, personality, and social competencies.

The four competencies above will be more effective when the teacher has high self-efficacy. Teachers with high self-efficacy tend to be more successful at work (Abusham, 2018; Mahmood, Mohamed, Mustafa, & Noor, 2021). Teacher self-efficacy is the teacher's belief in his ability to achieve

the desired changes in student success (Göldag, 2020). Teachers who are not confident in their own abilities are unlikely to be able to succeed at work. Teacher self-efficacy is also able to improve student achievement (Anisah, Bowo, & Hidayat, 2022).

Teachers in carrying out their duties should have high performance (Hardianto, 2019). To achieve high performance, high self-efficacy is needed. Teachers who have high self-efficacy will have high performance as well (Afrina, 2019; Aslamiyah, Lahmuddin, & Effendy, 2020; Pairi, Payangan & Hamid 2022). In addition to influencing teacher performance, self-efficacy also affects work ethic (Rahmawati & Sobri, 2021). Therefore, it is important for every teacher to have high self-efficacy.

Teacher self-efficacy is also related to his teaching process (Yılmaz & Turan, 2020). Teachers who have high self-efficacy will carry out learning better. A positive educational environment will also be created from teachers who have high self-efficacy (Koç, 2021). The higher the teacher's self-efficacy, the lower their level of fatigue (Syafrani, 2021). The teacher's self-efficacy makes it easier for them to manage the class and form student engagement (Eğinli & Solhi, 2021; Mulyani, Nasution & Prawiti, 2020). Based on the opinion above, it is known that high self-efficacy is necessary for teachers.

The new normal causes changes in all sectors of life, including education. Therefore, it is necessary to adapt the teacher in dealing with this new situation. The adaptability of teachers is important for schools to progress (Lacks & Watson, 2018). A simple example is the application of online learning. Teachers need self-efficacy in implementing online learning. Teachers who have taught online in the past have higher self-efficacy than teachers who have never implemented online learning (Szabo, Korodi, Szel, & Jagodics, 2021).

Because teacher self-efficacy is so important, having a special reference that talks about it are important. There isn't much written about teacher self-efficacy at the moment. People talk more about self-efficacy in the business world or at a company. Because of this, the authors want to share ideas about teacher self-efficacy. This paper will give an overview of how important teacher self-efficacy is, what is being done to improve it, and what role school principals play in making teachers feel like they can do their jobs well. This research is helpful for teachers because it can help them feel better about themselves. This research is also helpful for principals because it shows them what can make teachers feel like they can do their jobs well.

## 2. METHODS

This research uses a library research method. Literature research is a series of activities related to library data collection, namely reading, recording and processing library materials from various sources (Khatibah, 2011) and (Zed, 2008). This research was conducted by collecting research articles that have been published in national and international journals using the keywords "efikasi diri guru" and self-efficacy. Articles collected are limited by the year of publication, which is from 2018 to 2022. Article searches are carried out using Google Scholar and Eric.go.id search engines.

Data analysis was carried out with descriptive-critical methods, namely emphasizing the strength and analysis of data sources by relying on theories and concepts interpreted based on writings that lead to discussions (Bashori, Komariah, Nurlailisna, Habibi, & Istikomah, 2022). From the search results, 78 research articles were collected, consisting of 52 articles in international journals and 27 articles in national journals. All articles are grouped based on research objectives and analyzed to obtain conclusions.

## 3. FINDINGS AND DISCUSSION

### 3.1 *The Urgency of Self-Efficacy for A Teacher*

Self-efficacy is individuals' readiness and motivational, voluntary and social capacity to use solutions successfully and responsibly in various situations with the abilities and cognitive skills that individuals have learned to solve problems (Yılmaz & Turan, 2020). Self-efficacy is a person's confidence in his ability to successfully carry out a job (Bandura, 1997). In relation to the teaching profession, teacher self-efficacy can be defined as the belief and confidence in a teacher, and his

expectations for student learning as a result of the teachings given (Özdemir, Şahin, & Öztürk, 2020). From what has been said, it is clear that a teacher needs to have a lot of self-efficacy. Teachers who think they can do their jobs well will be able to teach better.

Self-efficacy is formed from information provided by four main sources, namely: (1) experiences of success and failure; (2) self-comparison with others; (3) verbal persuasion; and (4) physiological and affective conditions (Bandura, 1994). Teachers who are experienced in successfully carrying out activities will have high self-efficacy compared to teachers who have experienced failure. Teachers who see their friends succeed in carrying out a job also tend to have higher self-efficacy than teachers who see their friends fail. Teachers who are given verbal persuasion have higher self-efficacy than teachers who are not given verbal persuasion. Teachers with excellent physical and affective conditions also have better self-efficacy than teachers with less prime physical and affective conditions.

Self-efficacy can be measured based on three dimensions: the level of difficulty, generality and level of strength (Bandura, 1997). The dimension of difficulty level means the teacher's belief in his ability to overcome difficulties at different levels. There are teachers who are able to overcome high-level difficulties. There are also teachers who give up on facing ordinary difficulties. The generality dimension means the belief in the teacher in dealing with several varied situations. There are teachers whose self-efficacy is not limited to specific situations. The strength dimension means the teacher's confidence in his abilities. There are teachers who have a very high level of confidence in their abilities, there are also teachers who are less confident in their abilities.

Teacher self-efficacy is an important factor in learning because of the teacher's belief in his ability to organize and carry out the actions needed to achieve success in certain teaching tasks (Tschannen-Moran, M., & Hoy, 2001). Self-efficacy can review the extent to which individuals believe they can achieve their goals even if they have failed to do so in the past (Griffin & Moorhead, 2014). Teachers who have self-efficacy tend to be able to develop their professional abilities (Dupuis, Savick, & Fenster, 2020). The teacher's self-efficacy is able to improve his critical thinking skills (Aydin Gürler, 2021). Teachers who have self-efficacy also have better innovation abilities (Sunardi, Sunaryo, & Laihad, 2019).

Teachers' self-efficacy influences their attitudes (Tezera & Bekele, 2021). Teachers' efficacy will increase job satisfaction (Demir, 2020; Göldag, 2020; Szabo et al., 2021; Tanjung, Arifudin, Sofyan, & Hendar, 2020; Turker & Kahraman, 2021). Teacher efficacy will increase commitment (Demir, 2020). Teacher efficacy can also increase motivation (Demir, 2020; Pairs et al., 2022). Meanwhile, other findings were put forward by Laily and Dewi, who stated that motivation affects teacher self-efficacy (Nurmalia & Setiyaningsih, 2020). Teacher self-efficacy affects work engagement (Demir, 2020; Mulyani et al., 2020; Nugroho & Savira, 2019; Tanurezal & Tumanggor, 2020). Teachers with high self-efficacy tend to have high OCB (Alshaikh & Bond, 2020). The opinion above shows the importance of self-efficacy for teachers. Without high self-efficacy, teachers cannot be able to realize educational goals.

Teachers with high self-efficacy will be able to apply appropriate and varied learning strategies (Çakır, 2020). A different opinion was expressed by Can & Dologlu, who stated that mastering teaching strategies from teachers would increase teacher self-efficacy (Can & Daloglu, 2021). The two opinions above show that the ability to master learning strategies and self-efficacy are two variables that mutually influence each other. The teacher's self-efficacy affects his teaching style (Sa'pang & Purbojo, 2020). Self-efficacy affects work effectiveness (Sartana, Entang, Patras, & Harijanto, 2020; Wati, Hidayat, & Muharam, 2022) and teaching creativity (Sudrajat, Setiyaningsih, & Sarimanah, 2020). Teachers who have high self-efficacy will be able to carry out learning better than teachers who have low self-efficacy.

### **3.2 Efforts to Improve Teacher Self-Efficacy**

Seeing the importance of the role of self-efficacy in realizing educational goals, of course, it is important to make efforts to increase teacher self-efficacy. Teacher self-efficacy is influenced by two factors, namely internal and external factors (see figure 1) (Dos Santos, 2020). Internal factors are factors that come from within the teacher, while external factors are factors that come from outside the teacher. Both of these factors must be strived to always be improved.

Internal factors include teaching experience. Teaching experience is a determining factor for teacher self-efficacy (Akdogan, 2021; Can & Daloglu, 2021; Choi & Lee, 2020; Eğinli & Solhi, 2021; Infurna, Riter, & Schultz, 2018; Torabzadeh & Hashamdar, 2022; Tseeke, 2021). The more experienced a teacher is, the higher his self-efficacy. The efficacy of senior teachers is higher than that of junior teachers (Kamil, Jamin, Yusuf, & Harahap, 2021). Experienced teachers basically have experienced a lot of understanding of various teaching situations. With the experience of various kinds of problems in the classroom will be more able to be overcome them. With experience, teachers have higher self-confidence in carrying out their work.

Another internal factor is reflective thinking. Reflective thinking affects teacher self-efficacy (Saracoglu, 2022). Reflective thinking is a person's mental activity to identify problems and solve problems using knowledge and experience related to the problems at hand (Sari, Noer, & Asmiati, 2020). The teacher's ability to think highly reflectively makes him have high self-efficacy. Teachers need to continuously improve their reflective thinking skills.

Another internal factor is the attitude towards the profession. Attitudes towards the profession affect teacher self-efficacy (Alemayehu & Genene, 2019). Attitude towards the profession is the attitude of a teacher related to the benefits of the task, task execution, feeling happy about work, satisfied with work, hard work, and the desire to achieve success in his profession as a teacher (Porotu'o, Kairupan, & Wahongan, 2021). When teachers have a positive attitude towards their profession, their self-efficacy will increase. Conversely, when the teacher has a negative attitude towards his profession, his self-efficacy becomes low. Negative attitudes towards the profession, such as not being sincere in work and not being enthusiastic about work, will cause a decrease in work enthusiasm and low self-efficacy.

Another internal factor is emotional intelligence. Emotional intelligence affects the self-efficacy of teachers (Debes, 2021; Wigati, 2018). Emotional intelligence is the individual's potential to master self-awareness, self-regulation, empathy, and social skills to realize success in work (Satriyono & Vitasromo, 2018). Teachers who have emotional intelligence are of course able to control themselves better, so they have high self-efficacy. To improve self-efficacy, it is necessary to increase the emotional intelligence of the teacher.

The next internal factor is job satisfaction. Job satisfaction affects teacher self-efficacy (Infurna et al., 2018). Job satisfaction is an attitude that individuals have about their jobs. It results from their perceptions of their jobs based on factors of the work environment, such as the supervisor's style, policies, and procedures, workgroup affiliation, working conditions, and fringe benefits (Gibson, Ivancevich, Donnelly, & Konopaske, 2012). Teachers who are satisfied with their work will be more enthusiastic in their work and can improve their performance (Hardianto, 2018). To improve the self-efficacy of teachers, it is necessary to increase their job satisfaction.

The research findings show that the external factors that trigger teacher self-efficacy are the work climate and training programs. Work climate affects teacher self-efficacy (Reaves & Cozzens, 2018; Hesbol, 2019; Alemayehu & Genene, 2019; Lacks & Watson, 2018). The work climate in a school is a situation or atmosphere that arises because of the relationship between the principal and the teacher, the teacher and the teacher, the teacher and the student or the relationship between the student and the student which is the hallmark of the school that influences the teaching and learning process at school (Hadiyanto, 2004). When the work atmosphere is felt comfortable by the teacher, of course, it will cause the teacher's self-confidence to be able to carry out the work better.

Another external factor that affects teacher self-efficacy is the training program. There are differences in the self-efficacy of teachers who receive the training program and those who do not (Colson, Xiang, & Smothers, 2021). The higher the quality of the training program provided, the higher the teacher's self-efficacy. The quality of the initial training program affects teacher self-efficacy (Alemayehu & Genene, 2019; Bozkur & Kaya, 2021; Dalimunthe, Dewi, & Faadhil, 2020; Nilasari, 2020; Weissblueth & Linder, 2020). In the education system in Indonesia, universities that produce prospective teachers have a program to provide field practice to schools. This debriefing program is deliberately given so that prospective teacher students are familiar with the school environment.

The training program is not only given to prospective teacher students. New teachers also need to be briefed or orientated so that they know the school rules. In addition to new teachers, training is also important for senior teachers. At least every year teachers are given one briefing/training. Advances in information technology that are increasingly fast make training for teachers must also be improved in quality and quantity.

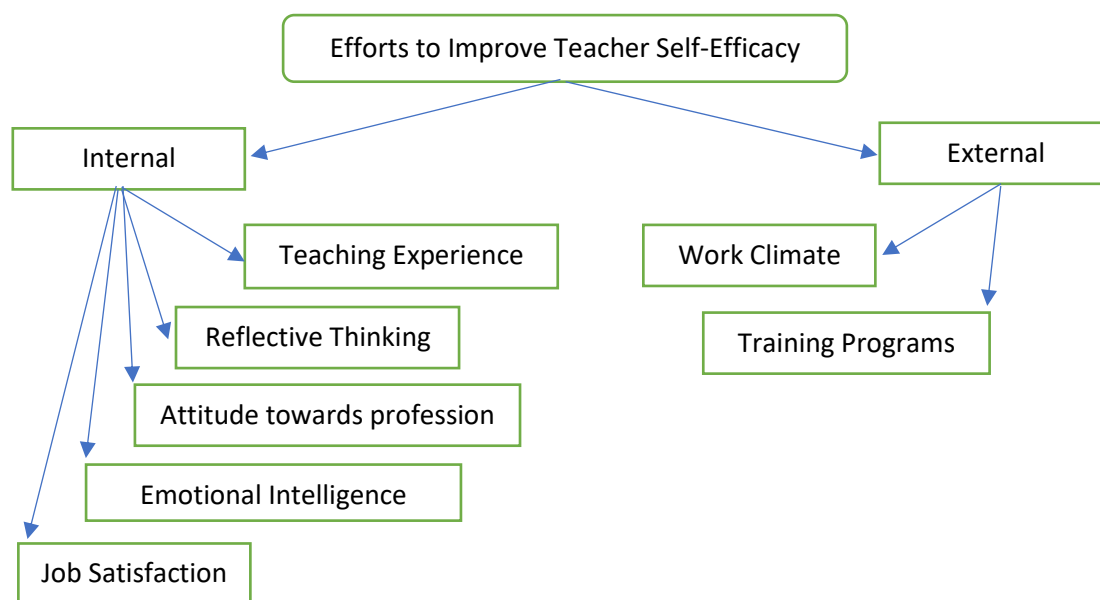


Figure 1. Efforts to Improve Teacher Self-Efficacy

### 3.3 The Principal's Role in Improving Teacher Self-Efficacy

The principal is a very important figure in the progress of education (Hardianto, Aida, & Sari, 2022). Principal leadership influences teacher self-efficacy (Özdemir et al., 2020; Flores, Fowler, & Posthuma, 2020; McBrayer, Akins, Blume, Cleveland, & Pannell, 2020; Karim, Rosminingsih, & ., 2020). Principals who give trust to teachers will make teachers more confident in carrying out their duties. The leadership applied by the principal is able to predict teacher self-efficacy (Akman, 2021). The role of the principal is important in generating teacher self-efficacy.

As explained in the previous section, teacher self-efficacy is important so that educational goals are achieved optimally. To realize teacher self-efficacy, the role of the principal as a trigger for teacher self-efficacy is important. The principal is very important to strengthen the self-efficacy of teachers (Demir, 2020). Principals who believe in teachers will lead to teacher self-efficacy.

In improving teacher self-efficacy, the principal's active involvement is needed. Every teacher activity needs to be considered by the principal, including making teaching preparations, carrying out classroom management and evaluating learning. Principals who actively monitor teachers' teaching behaviour will increase their self-efficacy (Reaves & Cozzens, 2018). The main thing that must be done by the principal to create teacher self-efficacy is to communicate well. The development of teacher self-efficacy by the principal can be done through communication (Özdemir et al., 2020).

## 4. CONCLUSION

Self-efficacy is important for teachers to be successful at work. Teachers with high self-efficacy will lead to a positive attitude at work. Teacher self-efficacy is influenced by internal and external factors. Internal factors that influence teacher self-efficacy are experience, reflective thinking, attitude towards the profession, emotional intelligence and job satisfaction. Meanwhile, external factors are the work

climate and training programs. Principals can trigger teacher self-efficacy by paying attention to each teacher's activities and establishing good communication.

The implications of this research are expected to provide teachers with an understanding of the importance of having high self-efficacy. Teachers are expected to increase their emotional intelligence and reflective thinking so that their self-efficacy increases. Principals are also expected to be able to establish effective communication with teachers. The education office or government is also expected to provide training for both prospective teachers and teachers who have taught. The limitation of this research is that the research was conducted only by reviewing the results of previous studies without going directly into the field. Based on the results of the study, it is recommended that further researchers study more about teacher self-efficacy. Research the most suitable training model to improve teacher self-efficacy and examine the internal factors that influence teacher self-efficacy.

**Acknowledgements:** Thank you to all parties, especially Mr Ryan Prayogi Head of the Social Sciences Education Study Program at Universitas Pasir Pengaraian.

**Conflicts of Interest:** "The authors declare no conflict of interest."

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