

STUDENTS TEACHERS' SELF-EFFICACY AND TEACHING EFFECTIVENESS

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Abstract

This study concerned to the experience of students who had completed the teaching practice as their task in university. This study aims to discuss how self-efficacy influences teaching effectiveness, specifically at initial teaching of their teaching practice. The phenomenological approach as part of qualitative research was applied to see the students' experience during teaching practice. The sample was four students at English Department, University of Muhammadiyah, Aceh that selected purposively. The four students were interviewed pertaining to five aspects: the importance of self-efficacy, promoting students' learning, classroom management, building self-efficacy, and teaching ability. To interpret the interview data, the Huberman' concept was proposed. The finding revealed that the self-efficacy outlines the advantageous for student teachers who were unversed in teaching-learning process. This self-efficacy helped them to have the braveness and the eagerness in increasing the teaching ability that positively affected their teaching effectiveness.

Keywords: Students teacher, Self-efficacy, Teaching effectiveness

INTRODUCTION

The quality of education depends on the quality of the teacher. Teacher is one who has significant role in education. He must have a good ability in teaching to improve the education system. As known that education is the leading investment to develop a country. The development of the country depends on education system in which teacher is a main actor. If a teacher fails to keep himself in touch with the developments of knowledge, then he would affect on the ability in teaching. So, teachers should have a commitment to enrich their ability in teaching so that affecting teaching process.

The teaching is a complex activity that needs a competent teacher to be able to handle all the class situations. Teacher is demanded to have an excellent competence in teaching process, both theoretical understanding and practical experience. The effectiveness of teaching is assumed as a contribution of a competent teacher. The competent teachers are teachers who understand the level of their ability. They believe on their capability to be able to handle all teaching learning process effectively. Bandura (1997:12) "self-efficacy as beliefs in one's capabilities to organize and execute the course of action required to produce the desired result". Bandura (1997) added that self-efficacy is able to gain the confidence of a person so that can do various things in various conditions. The importance of teachers to have self-efficacy is very linked to the success in teaching and learning process.

Barnes (1998), the effectiveness of teaching is the degree to which a teacher exhibits behaviours with demonstrated effectiveness with producing students learning gains. He constantly improves the teaching like using a variety of activities or learning methods and

applying appropriate teaching methods. Besides, to result the effective teaching, teacher also frequently internalize knowledge and skills so that improve the teaching quality. As proposed by Klassen & Tze (2014), the prominent factor to have the effectiveness of teaching is teachers themselves.

Pertaining to the view above, the present study investigates self-efficacy in relation to teaching effectiveness. There are such research investigates about the relation of teaches' self-efficacy and teachers' effectiveness but a few conducted focusing on practice students who start teaching in the real class. If teachers do not have confident of their ability, the teachers surely could not carry out their duty effectively and reach what the expected of learning outcomes. Regard to this, this study examines how self-efficacy affects teaching effectiveness.

Review of literature

Teaching effectiveness is related to the quality of teaching and learning process. It refers to the methodological and pedagogical aspects so that attain the particular objective in a teaching and learning process. Stronge et al., (2011) mentioned four dimensions of teaching effectiveness that consists of instructional effectiveness, use of assessment, classroom environment, and personal quality.

According to Dixon et al., (2014), instructional effectiveness explained that an effective teacher is a person who has a diverse ability in teaching by differentiating their instruction and students' assessment. Heritage (2007) also confirmed that the effective teachers understand the use of assessment in which he has the skills and the knowledge that students need to know and able to communicate with students to determine the success of students in learning. Furthermore, the effective teachers are able to create the joyful environment in order to inforce students to have good achievement in learning (Benitez, 2020). Not only that, the effective teachers are teachers who have high expectation in conducting the teaching and learning process by applying many concepts or ways in teaching and easing their students' understanding (Kola et al., 2015). Assuredly, teachers with self-efficacy will have high expectation for students, feel responsibility for students' learning, have strategies for achieving objectives and positive attitude about teaching (Asthon, 1984).

The belief of teachers in their abilities to instruct students and influence students' performance is a very strong indicator of instructional effectiveness (Bandura, 1997). As Bandura (1994), teachers' self-efficacy is defined as the extent to which a teacher is confident enough to the ability of himself in promoting students' learning. It includes some aspects such as helping students' learning, constructing effective program to students, and changing the way how students learn effectively (Gkolia et al., 2014). As Benitez (2020) addressed that the students' success and teachers' effectiveness in teaching are related to self-efficacy. The higher self-efficacy of teachers influences on teachers' motivation and students' achievement (Dari et al., 2021).

According to Nurindah et al., (2019), teachers' self-efficacy is a specific indication that can be seen in the process of the learning and effective teaching. A teacher who has the ability of himself during teaching will significantly influence the way of teaching process. Antonia (2018) indicated that the process of teaching can run smoothly when teachers believe in mastering the material competently. Meiyanti (2014) added that self-efficacy enhances the teaching effectiveness of teachers and increase the pedagogical competence. Manurung

(2016) addressed that the high level of teacher's efficacy will contribute increasing the teacher job's effectiveness that certainly in relation improving the quality of teaching.

Sjamsuri & Muliyani (2019) indicated that self-efficacy directly affects the effectiveness of teacher in handling classroom during teaching learning process. As Çankaya (2018) indicated that the teachers felt the most efficacious about classroom management as they believed about themselves in handling instructional efficaciously. Pendergast et al., (2011), teacher self-efficacy is a motivational construct that directly influences outcomes in the classroom. The self-efficacy leads teacher action in teaching the class that result on the effectiveness of teaching.

As assumed that teachers' self-efficacy has high contribution in achieving the teaching quality so that the teaching and learning process carried out effectively. Moreover, the teacher who has self-efficacy is able to fulfill his duty in many kinds of situations, and provide the better teaching and learning process.

METHOD

Data Procedures

This study utilizes the qualitative method by using phenomenology approach. Qualitative method can help researcher accesses the thoughts and feelings of research participants, enable the development of an understanding of the meaning that people ascribe to their experiences (Sutton, J. & Austin, 2015). Meanwhile, phenomenology is an approach in research which seek to describe the essence of experiences (Husserl, 2012). Moran (2000), phenomenology is the study of phenomena in which a phenomenon is anything appear in one's conscious experiences.

Participants

The purposive sampling was applied to select the participant of this study. Four students of English Department, University of Muhammadiyah Aceh as participant in this study. This study was conducted based on their' experiences who have completed the teaching practices in the school, Banda Aceh. By applying the phenomenology approach, this study expected could elicit the detail of students' experiences in doing teaching practice.

Instruments

The data for phenomenology study was collected by using interview. According to Moser & Kalton (1971), interview is described as a means of eliciting relevant information and personal opinion from the respondents. In-depth interview was chosen to ask students to explain or share their experience regarding the teaching process during teaching practice. This interview was considered the appropriate instrument used to gather the data regarding how self-efficacy related to teaching effectiveness as experienced by students.

Data Analysis

The data was analyzed by using Miles & Huberman's model (1994) that consisted of three stage that are: a) data reduction; b) data displays; and c) drawing conclusion. Data reduction is the process of summarizing or selecting the main event on the experience of teaching practice in the school. Data display is the process to organize the data into the explanation. Drawing conclusion is the process to verify the gathered data.

FINDINGS AND DISCUSSION

Findings

This study aimed to shed light on how self-efficacy influences teaching effectiveness. This focused on the student teachers who had accomplished the teaching practice in the school. The data was covered by their experiences during teaching in the class. From the experiences of teaching practice, it may bring out an idea or perception to improve self-confidence of student teachers at initial impression of teaching. There are five questions asked by the writers, as follows:

Question 1: Do you think self-efficacy is important for your teaching?

In accordance with the significance of self-efficacy in teaching, all interviewed students shared that self-efficacy is important for them. Self-efficacy leads them to be brave to teach in the class for the first time. By having self-confidence, they felt that they were not nervous in teaching the class, so that they can deliver the lesson for students effectively. The courage and fearlessness due to the belief of the ability in teaching enable them to reach the efficacious teaching.

Question 2: How do you encourage students in learning?

Based on teaching experiences, the student teachers kept the learning class by giving complement, and positive advices to open the students' mind in paying attention to the lesson. Also, when the students seem not focus on the lesson, the student teachers attempted to seek the solutions and help students in the class. Without doubtless, the young teachers assured what they did may assist students to get motivated and enthusiastic in their learning. The students strongly assure about themselves that self-efficacy enable them to promote students in learning.

Question 3: How do you handle classroom?

Pertaining to control the class, the young teachers faced some troubles in handling their class during teaching practice. These obstacles as experienced by students practice made them obtain self-confidence in their teaching. They got a challenge from that kind of difficulty such as keeping students focus on their lesson, prevent noisy in the class and avoid the mess during learning process. The young teachers learned how to overcome that situation and solve that problem that definitely grows up their confidence in controlling the class. They believed that when they felt confidence, they can bring the comfortable atmosphere in the class and could complete the teaching process successfully. Another example, in handling the classroom during learning process, the practice students attempted to avoid the boredom by giving some games, giving short video, telling short stories and asking the students to sing a song. From these experiences, the practice students could handle the class by having the pleasure activities. If the teachers could handle or manage the classroom effectively, it assured will result on the quality of teaching and learning process.

Question 4: How do you increase your self-efficacy?

To increase the self-confidence in teaching, students shared that was not easy and needed the endeavour to have self-efficacy. Before teaching, they continually practiced and asked their friends to see the way of their teaching. By doing so, they believed that they will have high confidence in teaching. Moreover, they tried to increase their self-efficacy before teaching by standing in front of the mirror as helping them in managing the way to speak and convince her ability in teaching. When they have confidence of their ability, they may teach in the class as expected. It can be indicated that students' teachers encourage themselves by doing various ways to gain the successful in their teaching. The efforts of students to practice

a lot before having class in order to create the teaching process perfectly need high self-confidence.

Question 5: How do you improve teaching ability?

The students shared that the micro teaching class that had been attended before having teaching practice was also the factor to strengthen their self-efficacy. When they have micro teaching class, they improved their ability of teaching by accepting advices from their lecturer to enable themselves confront the teaching process in the real class. Preparing the lesson by applying several methods also provided the opportunity to have high confidence. Using the various method guided students understand the lesson easily and comprehensively. When they have well-prepared for the lesson, they can explain the lesson faultlessly.

Discussion

Based on the result of interview, it cannot be denied that self-efficacy influences the teaching effectiveness. The result finding yielded that self-efficacy is definitely influential in teaching and learning process. As found by Benitez (2020) that teaching effectiveness linked to self-efficacy. The effective teaching could be reached by a teacher, who believe in self-competence. The teaching practice experienced by student teachers showed that self-efficacy assists them to gain the courage and prevent the feeling of nervous, competently encourage students' learning, take care on teaching quality and carry out the efficient class. Overall, self-efficacy of teachers definitely has strong relationship to teaching effectiveness.

This result of finding also revealed that a motivation of student teachers to believe of their ability in teaching. They who have self-confident tend to behave positively, which mean they attempt to improve their teaching's way with using kind of strategies. Consequently, such teachers are relatively more notice on their roles and responsibility to acquire the quality of teaching and learning process. They will challenge themselves to increase teaching ability so that reaching the teaching process effectively. This finding is line with the result of study conducted by Manurung (2016) who addressed that the high level of teacher's efficacy will contribute increasing the teacher job's effectiveness. Thus, this indication is clear to show how self-efficacy influence teaching effectiveness.

Not only that, this current study is appropriate with Bandura's concept (1994;1997) in instructing and motivating students' learning. Good students in learning is influenced by teacher in handling the teaching in the classroom. Teachers who have confidants about themselves will deliver the learning material to students skilfully. They know how to catch the students' attention and create comfortable condition in the classroom in order to make students receives the learning material. They highly assure to organize the class with discipline and make the rule of the class so that students understand and know what they should do. For this reason, it could lead students to keep their attention, interesting, and eagerness in learning. Therefore, this study provides the evident that self-efficacy links to teaching effectiveness.

CONCLUSION

The result of finding showed that self-efficacy is related to teaching effectiveness. The teacher who has self-efficacy is considered able to obtain the success of teaching and learning process. Based on students experienced in their teaching practice in the school, self-efficacy was significantly helpful during teaching and learning process. The students could reach their teaching as expected due to their sense of self-confidence. The finding confirmed that the self-efficacy support student teachers to gain the courage in teaching the classroom. These experiences brought out students to apply the teaching and learning process successfully. Others, it increased the eagerness of students to improve their teaching ability, promote students' learning and arrange well-situation in the classroom. These efforts enabled students gaining the competency to teach the class such as applying various methods, gauging several strategies and employing different ways so that contribute on the fruitful teaching and learning process. Pertaining to this, student teachers, and teachers ought to be encouraged to have high self-efficacy in order to develop teaching quality. The highest self-efficacy of teachers, the most-successful teaching will be achieved. For further consideration, it is suggested to conduct a study with the larger sample to have the robust result. As known that the sample of this study was only 4 students in which the result will vary if conducted with the larger sample.

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