

The Effectiveness of “I’m Capable to be an Optimistic Teacher” Workshop to Increase Elementary School Teacher Self-Efficacy

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Abstract— *The aim of this study is to identify the effectiveness of “I’m capable to be an optimistic teacher” workshop to increase elementary school teacher self-efficacy. This research is quasi-experimental research using within subject group design. Participants in this study included 16 teachers from X elementary school in Jakarta. The data was collected using questioner Teacher Sense of Efficacy Scale (TSES). Data then analysed using T-Test. The result of this research showed that the “I’m capable to be an optimistic teacher” workshop effectively increased teachers’ efficacy at X elementary school. The results explained that the “I’m capable to be an optimistic teacher” workshop method could be one of the interventions that are used to improve teacher self-efficacy of elementary school teachers.*

Keywords— *Workshop; teacher self-efficacy; elementary school.*

I. INTRODUCTION

Teacher are professional educators with main task of educating, teaching, guiding, directing, training, assessing and evaluating students both in early childhood education, basic education and secondary education (Perpres, 2017). Therefore, it is important for a teacher to have competence as a teacher. In the Presidential Decree (2017) it is explained that competence as teacher is a set of knowledge, skills and behavior that must be possessed, live and controlled by teachers in carrying out professionalism.

A part form competence, teacher personality is also a determining factor for success in the learning process in the classroom, one of which is teacher confidence or namely teacher self-efficacy. Teacher self-efficacy in teaching has an important role in the learning process in the classroom (Hoy, 2006). This is also supported by the result of research conducted by Sumantri & Wardhani in 2017 where the result of the study explain that competence have an influence on the quality of teaching in the classroom.

Teacher self-efficacy is defined as a teacher’s belief in having the ability to be able to plan, implement and maintain the means to achieve the goals of education (Protheroe, 2008). Bandura (1997) explains that there are four factors that can increase self-efficacy, namely mastery experience, past experience, verbal persuasion and psychological arousal.

In the concept of teacher self-efficacy, there are two factors that have an important role, namely teaching experience and social persuasion. Experience in teaching or vicarious experience is defined as how the teacher observes and obtains teaching experience from those around him, while social persuasion is the teacher’s ability to be able to get input

or feedback from the school environment on his role as a teacher (Hoy, 2006).

Based on some of the characteristics of adult learner, having experience to contribute, is the main source that provides ideas and examples in the learning process, of course there is also a need for types of intervention that are centered on adults themselves (Biech, 2005). A workshop is defined as a meeting method for exchanging knowledge and experiences between a number of participants who have the same expertise or profession in order to increase knowledge or solve a problem (KBBI, 2018). For this reason, it is necessary to prove intervention to elementary school teacher with method that can involve teachers to share and discuss the difficulties and problems they face in class.

By considering the characteristic of learners and adult learning methods, this study attempts to design an intervention with the concept of a workshops themselves can be used as a learning method for adults (Biech, 2005). It is hoped that by implementing the workshop method for elementary school teachers who are adult learners can increase teacher self-efficacy.

II. OBJECTIVE AND METHODS

The aim of this study is to identify the effectiveness of “I’m capable to be an optimistic teacher” workshop to increase elementary school teacher self-efficacy.

The number of study participants was 16 elementary school teachers (consisting of 11 woman and 5 men). The participants were teachers from elementary school X in Jakarta. The participants are homeroom teachers as well as teachers who are in charge of several fields of study. The participants had never attended a workshop of teacher self-efficacy. They volunteer to take part in activities and are willing to be participants in research.

The instrument used in this study was measuring tool Teacher’s Sense of Efficacy Scale (TSES) made by Fives and Buehl (2010) with a total of 24 items. TSES was later adapted into language by Mariyati (2012). TSES in Bahasa was also re-adapted by the researcher and carrier out a series of adaptation and validation processes, so TSES was used in Bahasa by 20 items. TSES Bahasa was tested for validity of the items using Confirmatory Analysis. It is was found that 20 items of TSES had factor loading with values ranging from 0,40-0,80.

III. RESULT AND DISCUSSION

The result of the workshop “I can be a confident teacher” can be seen through the measurement results of the Teachers’s Sense of Efficacy Scale (TSES) in Bahasa. The TSES result shows that there is an increase in the score on the result of the posttest intervention. The total score on the result of posttest intervention was higher than of the pretest intervention. Teacher self-efficacy scores for all participants increased after attending the workshop process.

TABLE I. The Result of Pretest dan Posttest Intervention

Score Interventions	Mean
Pretest	M= 60.81, SD = 7.618
Posttest	M=75.38, SD = 9.393
t(16) = -10.298, p = 0.000.	

In table I is the result of Paired Simple T-Test. These results indicate that there is a significant increase between the posttest intervention scores compared to the pretest intervention scores (M = 60,81, SD = 7, 618) and posttest (M=75,38, SD =9, 393). $t(16) = -10,298, p = 0,000$. The average score at the “I can be a confident teacher” workshop effectively increased teacher self-efficacy for all participants. Based on the results of the before and after intervention showed an increase teacher self-efficacy after attending the workshop process. This explains that the intervention method in the form of a workshop “I can be a confident teacher” can be one of the interventions used to answer the problem of teacher confidence teaching. The result of this study found that the total score of teacher self-efficacy increased after the intervention was given.

IV. CONCLUSION

This study shows that an intervention with a one-day “I can be a confident teacher” workshop design effectively increases teacher self-efficacy among elementary school who participates on this workshop. This can be seen from the significant change between the scores before and after intervention. Several factor that can support the success of intervention include materials and activities designed based on teacher self-efficacy theory an activity methods adapted from adult learning method theory.

Overall, the result of the evaluation in the implementation of the workshop provided benefit for the participants in the X Jakarta private elementary school teachers. The result of this study also has limitation, especially in the implementation

time. The next research is expected to develop more varied material by involving direct learning such as bringing in speakers or activities that involve teachers discussing a shop or book that discusses the success of teacher in teaching. If the school wants to hold a follow-up workshop, the teacher can also be given practice assignment to discuss at the next meeting. In addition, it is hoped that the next research will also follow up by involving all participants. This aims to see the overall development teacher self-efficacy after attending the workshop.

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