

Teacher Self-Efficacy for Professional Development during the COVID-19 Pandemic In East Kalimantan

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Abstract

Self-efficacy Teacher affects the professional competence of teachers during the COVID-19 pandemic. Teachers are still required to be able to construct the knowledge, skills, and attitudes of students in online learning. This study aims to investigate the *self-efficacy* experience of junior high school teachers to remain professional during the COVID-19 Pandemic. The research method uses a qualitative type with a narrative approach which is carried out from August to September 2021. Data collection first conducts observations by taking initial data at the education office as many as 35 teachers but only 14 teachers are willing to be interviewed as respondents in primary data using a purposive approach. sampling. Then identify and then conduct online interviews, the data obtained are then grouped according to the needs of research data and given coding and then reduced, displaying data and drawing conclusions. The results showed that the experience of *self-efficacy* of junior high school teachers to remain professional during the COVID-19 pandemic was difficult. Failures occur when constructing the knowledge, skills, and attitudes of students, so some teachers decide to attend workshops to help online learning. Teachers, students, and parents are worried because they cannot do their best due to the very limited support for online learning facilities. Teachers are also challenged to master the technology so that online learning continues to be carried out with the support of workshop activities to increase competence and quality of learning. The conclusion that *the self-efficacy experienced* teachers to remain professional is still dubious and even causes stress, because teachers are increasingly busy and work hard to prepare and ensure that learning remains effective. The practical implication is that the results of future research can be tested by teachers in high school.

Keywords: COVID-19, professional competence, online learning, *self-efficacy* teacher.

Introduction

The COVID-19 pandemic has hit the world in almost two years. Various changes occurred both in the aspects of the economy, health, social behavior, government, and education (Courtemanche et al., 2020). There is a policy set by the government to shift work that should be done in the office, schools have changed to be done at home. Limiting distance with the term social and physical distancing, granting restrictions on community activities. Finally, education immediately took the attitude to innovate, everything was done easily and quickly (Copeland et al., 2021). The application of service acceleration and various shifts provides space for accelerating the application of education in the industrial revolution 4.0 era. All school subjects are required to make changes quickly by adapting to utilizing technology.

Online learning has become a necessity during the COVID-19 Pandemic. It is a solution to keep learning amid a storm hitting all of humanity in this world. The use of technology in communication and learning can create opportunities and challenges in the implementation of education (Bento et al., 2020). A new opportunity that arises is the development of multimedia, a learning method that cannot be limited. Opening opportunities for someone to continue to work and develop themselves in education (Frutos et al., 2020).

Mastery of technology and adaptation of teachers in learning systems such as the use of the Zoom application, Google meet, LMS, and others, as well as the use of laptops, Android, and various other types. Everything can be used so that the implementation of online learning becomes very important. Finally, teachers will experience challenges in online learning (Fessell & Cherniss, 2020).

The low *self-efficacy* of teachers in carrying out their duties to always develop themselves as professional teachers, so that efforts to achieve teacher professionalism are still lacking (Dahl, 2019; Perren et al., 2017). Bandura, (1982) states that the ability to do something, at a high level, depends on the belief that a person has in his abilities.

Teachers have not passed certification as a symbol of professionalism. It is important to make efforts to improve the quality of teacher education starting with increasing professionalism, because, in the learning process, teachers have very strategic functions and roles, especially in dynamizing teaching and learning activities (Yuanita et al., 2019). The demands and obligations of a teacher to be called a professional are the first that a teacher must fulfill is to achieve a minimum education level of bachelor degree (S1) or diploma four (D4) and or be 50 years old with a working period of at least 20 years, is to join a certification program to obtain an educator certificate.

Teachers' lack of attention to discipline is even found in teachers who are late for school and also go home early (Kunesh & Noltemeyer, 2015). Discipline-based on awareness will support successful learning (Zhao & Liu, 2021). Winberg et al., (2018) The implementation of learning is strongly supported by high discipline from the teacher. The realization of a safe, orderly, and orderly school makes students able to study in peace (Kartadinata et al., 2011).

Schools need to have rules of conduct that contain orders and prohibitions as well as strict sanctions (Siegel, 2014). Thus, all components of the school must uphold the rules that apply in the school.

It was found that there were teachers who did not implement online learning based on a predetermined schedule, even the teacher only gave assignments. A teacher develops duties and roles as educating, teaching, and training (Sato et al., 2020). Besides that, the teacher can manage the class effectively and pleasantly and be able to read the situation and condition of the students in the class so that the learning process can be carried out professionally. The duties of this teacher have been legally stated in Government Regulation No. 74 of 2008 concerning Teachers. Article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. The high level of commitment and professionalism of teachers in carrying out their main tasks in schools will potentially increase the quality of education.

The teacher's inability to master technology is due to limited infrastructure. Learning that utilizes ICT optimally will be able to improve student achievement (Gerick et al., 2017). Learning by utilizing or integrating ICT can make it easier for teachers and students because it provides opportunities for students to learn dynamically and interactively (Solar & Dockendorff, 2019). In addition, students can find learning materials easily if they use ICT (Retnawati et al., 2018). (Retnawati et al., 2018), The low ability of teachers to use ICT in learning is a challenge that must be solved to improve the quality of education.

Based on the results of the literature search above, there have not been many studies related to the *self-efficacy* of professional teachers in online learning during the COVID-19 pandemic. Previous research is more related to the professionalism of teachers in offline learning. No research aims to investigate the *self-efficacy* of teachers to continue to realize professional competence during the COVID-19 demonstrations. The purpose of the study is to investigate The Self-Efficacy of Teachers for Professional Development in the time of the COVID-19 Pandemic. The purpose of the study is to investigate The Self-Efficacy of Teachers for Professional Development in the time of the COVID-19 Pandemic.

Methodology

Qualitative research with a narrative approach, collecting data through observation, namely a follow-up to previous research, using interview instruments to collect data. Several sources of literature are used both from articles and regulations as well as the latest news info done by documenting. The research target was East Kalimantan teachers, collecting data on teachers through purposive sampling technique, namely 14 teachers who were willing to become respondents, with the following steps: **First**, visiting the East Kalimantan Provincial Education Office to identify schools and teachers who would be designated as respondents and participants; **Second**, each teacher gave a questionnaire in the form of a google form to fill in the willingness to become a respondent and a participant who would be interviewed as many as 6 teachers through an online system: Zoom or Video Call and the rest to fill out the

questionnaire as an unlimited number of participants, the more it strengthened the interview data; **Third**, carried out without coercion; **Fourth**, for those who are willing to be followed up, **Fifth**, teachers who are willing to be respondents and participants will be given online training through workshops or webinars on becoming a professional teacher in the Covid-19 Pandemic Period. The final stage of data collection, distributing questionnaires to measure the level of ability, motivation of teachers to prepare themselves to become professionals. The research will be conducted in August-October 2021. Triangulation data is carried out for data collection that combines data from various data collection techniques and existing data sources. In this triangulation method, researchers collect data and at the same time test the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources. Data analysis was done by collecting data and then predicting and then displaying it and then drawing conclusions according to (Miles & Huberman, 1994).

1.1 References

self-efficacy is Teachervery important to support the realization of increasing teacher professionalism. As Bandura, (1982) states that with *self-efficacy* teachers the teachers believe in their ability to carry out aspects of planning, organizing, and active teacher action to realize educational goals.

Besides, Bandura also stated that *self-efficacy* is *namely* strongly influenced by the factor, *magnitude* actions taken by the teacher. The factor *strength* refers to the expectations created by the teacher. The generality factor is the teacher's behavior (Bandura, 1991).

The bad experience of a teacher is not aware of having a self-efficacy attitude, namely belief in his ability to generate and improve his competence in a better direction (Bafadal et al., 2019). *self-efficacy* is Teacherbelieved to be able to influence teachers in carrying out their duties and responsibilities, increase their competence, provide a lively and interactive learning atmosphere, increase students' motivation and interest in learning (Warner & Kaur, 2017). Efficacy plays a very big role in teacher motivation and performance (Cherniss, 2017). Furthermore (Kim & Beehr, 2017) mentions that self-efficacy will encourage the various potentials possessed by individuals to become better.

Teachers' self-confidence refers to what they believe about themselves. Unbalanced self-efficacy affects production power. A teacher with low self-efficacy is at risk for carrying out a profession that lies at the bottom of his real skill level. He has the intention that if he can only be in a profession that lies at that level, and feels unsure about developing a profession with greater seriousness. (Park et al., 2019) various ways are used by teachers to remain professional in devoting themselves. In addition, (Sciarappa & Mason, 2014) policies to improve the quality of human resources in junior high schools continue to be pursued to continue to improve teacher competence and professionalism through strengthening self-efficacy to comply with standards set by the government, towards the era of competition.

2 Results and Discussion

The low *self-efficacy* of teachers in carrying out their duties to always develop themselves as professional teachers, so that efforts to achieve teacher professionalism are still lacking. From the results of interviews, it was found that 29% of teachers had difficulties in developing professionalism due to limited online learning facilities during the COVID-19 pandemic. In general, students have limited data packages, gadget facilities, and network support which are often problematic for students so that they also have an impact on teachers. On the one hand, the teacher has the desire to realize himself as a professional teacher because the undergraduate requirements have been met. Various obstacles were faced by teachers in professional development during the pandemic. However, it is necessary to consider Bandura's theory which states that *self-efficacy* teachers the teacher's belief in his own ability to carry out aspects of planning, organizing, and active teacher action to realize educational goals.

Teachers have not passed certification as a symbol of professionalism, so the steps taken are trying to become professional. . In general, all respondents have had an S1 or D4 education level and some are even 50 years old and above with a minimum service period of 20 years, but there are 36% of teachers who have not been certified as respondents in this study. Certification programs for teachers can be pursued through competency tests in the form of portfolio assessments and teacher professional education. For teachers who pass the competency test through portfolio assessment, immediately get an educator certificate, while for those who have not passed, they are required to take teacher professional education and training (PLPG) which ends with a competency test.

Teachers who pass the competency test are given an educator certificate and those who have not passed are allowed to take the re-examination twice. In addition, some teachers are exempt from the certification process and only verified documents, namely teachers who have an education level of S2 or S3 and are already in class IV/b and teachers who already have class IV/c directly obtain an educator certificate. (Kim & Beehr, 2017) mentions that self-efficacy will encourage the various potentials possessed by individuals to become better.

For teachers who already have an educator certificate as a symbol of professional teachers, they are entitled to a professional allowance of one time of basic salary. Besides that, educational components such as curriculum, students, infrastructure, methods, and learning media also play a role in supporting the success of education. While teachers who have been certified have not shown a significant increase in professionalism, the attitude of teachers in implementing the certification policy appears to be merely pursuing welfare, while teaching quality has received less attention. In order to develop teacher professionalism on an ongoing basis, it is necessary to know the real indicators of professional teachers. As (Park et al., 2019) stated that there are various ways that teachers do to remain professional in devoting themselves.

With regard to the development of teacher professionalism problems can occur because it is caused by several factors such as Ertürk, (2022) stated caused by teacher fatigue as the impact of problems, the shortness of carrying out tasks, shrinking ability and willingness to carry out activities, shrinking body commitment, pressure of mind and anxiety, loneliness, unhappiness, cynicism, depreciation of encouragement, the shortness to arrive at school, the willingness to leave school, leny Right attitude, self-revocation, and anger. Not only that, one of the research results that is very meaningful says the importance of conducting efficient communication, the implementation of obligations and responsibilities in a way that fits the duration, suitability of the body, the attitude of teachers and administrators that are in accordance with the rules of work ethics and business ethics, team cooperation and cooperation in schools that do not have clashes. A committed teacher manifests himself as a professing teacher.

A teacher who is committed to realizing himself as a professional teacher will apply: 1) has the willingness to implement the vision and mission of the school; 2) have a good personality; 3) have a commitment to work hard, high confidence, trustworthiness and respect for others srta discipline.

Lack of teacher attention to discipline is even found in teachers who are late for school and also go home early. During the COVID-19 pandemic, schools have scheduled teachers, in turn, every day to enforce government regulations regarding the spread of COVID-19. When the teacher has a teaching schedule and at the same time as a picket schedule, online learning takes place at school. Therefore, the school first facilitates facilities in the form of WIFI, laptops, Android, and PCs (personal computers) and ensures a strong network to support online learning.

The emphasis on student discipline in online learning cannot be forced considering the many obstacles encountered in implementation. For example, when online learning is carried out, suddenly the network has problems, synchronous learning shifts asynchronously or teachers can use WhatsApp in learning. Or it can be replaced by giving assignments with the intention that students continue to carry out learning independently at home. The application of discipline during the COVID-19 pandemic is situational.

It was found that there were teachers who did not implement online learning based on a predetermined schedule, but the teacher only gave assignments. Almost all respondents experienced the same condition. When the network conditions are problematic or there are complaints from participants that they run out of data packets. So the school opens the option by preparing a Student Worksheet (SW) by the teacher concerned so that students can go to school, take the SW and return it offline based on a mutual agreement between students and teachers.

SW is a means to assist and facilitate teachers in teaching and learning activities so that effective interaction is formed between students and teachers. Besides that, it can also increase students' independent activities in learning and student learning achievements. The teacher in preparing the SW is part of the teacher's task as a facilitator. But of course, the

teacher asks the SW to be adapted to the learning conditions that will be faced by students and teachers.

There are 90% of teachers think that through assignments such as SW students will benefit 1) making students more active in learning at home; 2) create independence and sincerity; 3) the character of responsibility is formed; 4) create closeness between children and parents because when students find difficulties, they will ask parents for directions; 5) have the initiative and ideas to want to learn, and 6) create confidence in the teacher to always have a good feeling that the tasks given to students are done by themselves.

The teacher's inability to master technology is due to limited infrastructure. Based on the results of interviews, data obtained that there are 60% of low teacher abilities in mastering technology in online learning during the COVID-19 pandemic. Among them some have never used a laptop, teaching by using the internet network. This situation causes the teacher to only provide references in the form of material and assignments. According to Zhang, (2021) The obstacles faced by teachers are a negative impact of online learning even though it is euphoria for 21st-century learning. In addition, teachers who master multimedia technology and system design will increase students' interest in learning so that the effect of classes also increases significantly.

3 Conclusions

The experience of *self-efficacy* teachers to remain professional is still doubtful and even causes stress, because teachers are increasingly busy and work hard to prepare and ensure effective learning. The practical implication is that the results of future research can be tested by teachers in high school.

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