MAIN SOURCE OF TEACHERS' SELF-EFFICACY IN INDONESIAN TUTORIAL CENTRE'S TEACHERS: UNDERSTANDING PUPILS' NEEDS

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Abstract

*This study is a preliminary research study on enhancing tutorial center teachers' self-efficacy
through lesson study, which aims to identify sources of teachers' self-efficacy in facilitating
engagement for students, implementing instructional practices, and managing the classroom, and
their impacts on teaching and learning. The study used a qualitative content analysis method, and
data were analyzed by hand. Data collection is from an online focus group and individual
interviews with five tutorial center teachers with a small group learning method in Indonesia with
eleven self-efficacy questions. The participants consisted of three female teachers of 22, 32, and 33
years old and two male teachers of 18 and 24. All teachers teach high school levels with various
teaching experiences from six months to fourteen years. Their teaching subjects are consistent with*

their educational background; four teachers taught more than one subject, and one teacher taught only one subject. The finding shows tutorial center teachers' self-efficacy in facilitating student engagement, instructional practices, and classroom management, and understanding pupils' needs as the primary source of teachers' self-efficacy. Mastery experience is the other source of self-efficacy for tutorial center teachers. Teachers' self-efficacy affected their teaching performance and ability to promote proper time management and good communication skills.

1. Introduction

Teachers' self-efficacy has a high impact on teachers (Pfitzner-Eden, 2016) and students' performance (Caprara et al., 2006). Good quality of instruction will be challenging to deliver by a teacher with a low level of self-efficacy caused by a low level of self-confidence and fear of decision making. While student achievement is determined by student performance inside and outside of the classroom and student performance is a product of instructional treatment given by the teachers, it results in student resilience and achievement (Bandura, 2010). Teacher's self-efficacy can be defined as a teacher believing that they can persuade students' willingness to learn, even for unmotivated students (Guskey and Passaro, 1994). Teacher's self-efficacy determines how teachers will improve their quality of teaching performance in three dimensions of instructions, classroom management, and student engagement (Tschannen-Moran and Woolfolk Hoy, 2001, Summers *et al*. 2017; Duffin, French, and Patrick, 2012).

Teacher with a high level of self-efficacy will resilience (Beltman, Mansfield and Price, 2011), have an excellent instructional quality (Holzberger, Philipp and Kunter, 2013), committed to their professional work (Chesnut and Burley, 2015), satisfied with their job (Klassen and Chiu, 2010), showing good teaching performance (Klassen and Tze, 2014), and lowered the level of teachers burnout (Schwarzer and Hallum, 2008).

Previous research about self-efficacy sources shows mastery experience as the dominant source of teacher self-efficacy (Tschannen-Moran et al., 1998). Research in Finland and Japan (Yada et al., 2019) shows mastery experience as the dominant source. In Japan, vicarious experience also shows as a source because hierarchical relationships are essential, and the Japanese tend to respect older people or people in authority. In Finland, relationships tend to be horizontal. It does not matter how old or what authority someone has. Mastery experience mentioned in both

countries, their experience and success in their teaching gain confidence and build their self-efficacy.

Therefore, cultural aspects also impact the source of self-efficacy in a country. In Indonesia, mastery experience is not the only one of the primary sources of self-efficacy. When teaching experience is essential to build self-efficacy, a student's different characteristics in one class required a teacher to see each student's needs. The research that has been done is based on school conditions. Research-based on tutorial center conditions has not been found.

Teacher self-efficacy is needed in a formal and non-formal educational, including tutorial center. Tutorial centers are different from school. Unlike school with the same general treatment for whole students in the same school, tutorial centers provide a custom treatment for their students. After-school tutoring in the United States of America is usually held at school and organized by the school for helping students at risk at educational failure (Hock, Pulvers, Deshler, & Schumaker, 2001). Different from Indonesia, where tutoring happened outside the school and not organized by the school. In Indonesia, tutorial centers are organized separately from school and become an everyday business. Students who go there vary, not only students at risk in their education but students who want to maintain their grades, need more explanation about the subject at school, and even for a place to study with friends and a place to do their homework. Students need to register and pay, usually monthly. Prices vary in each city and place, depending on the quality, how many students, purpose, and the tutorial center gives study hours.

In one tutorial center in Indonesia, students have different characteristics, and teachers have to give the correct treatment according to their needs. Teacher quality becomes a priority. Capability to make students engage well in learning, managing the classroom, and giving the right instructional strategies is needed. In the previous research, have not been found a teacher's self-efficacy specific for tutorial centers. Found at previous research of self-efficacy sources, mastery experience, vicarious experience, verbal persuasion, and physical and emotional state (Bandura, 1997; Tschannen-Moran et al., 1998). However, Yada et al. (2019) research in Finland and Japan concludes the sources for teacher self-efficacy in a regular school in both countries, not for teachers in tutorial centers. While teachers' different characteristics are needed for tutorial centers, different characteristics of teacher self-efficacy for tutorial centers are also needed. Conditions in tutorial centers in Indonesia where teachers can teach different students each time demand a pedagogic skill and understanding of student needs' in a short time. It was not an easy thing to do, and a higher level of teacher self-efficacy is needed. Therefore, this research is purposely done to identify the source of teacher self-efficacy for tutorial centers.

2. Research Method

This study aims at identifying sources of teachers' self-efficacy in facilitating pupils' engagement, implementing instructional strategies, managing the classroom, and their impacts on teaching and learning. The study used a qualitative content analysis method, and data were analyzed by hand.

The data was collected from an online focus group and individual interviews with five teachers of a tutorial center in Indonesia. There are eleven questions about self-efficacy asked the participants, where they can answer with 'confident' or 'not confident' and give an explanation about their answers. During the interview, if there is any data needed to dig more to analyze, an in-depth interview will do. The data then turned into coding to find the themes or categories from the data.

Results are based on three dimensions of Teacher's Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) that have been used by many researchers for its validity this past one decade (Zee & Koomen, 2016). Teacher's Sense of Efficacy Scale (TSES) is considered better than others scale for its stable factors and its range that include teachers' important capability to teach well (Woolfolk Hoy & Burke Spero, 2005). The scale is built by three dimensions of (1) student engagement, (2) instructional strategies, and (3) Classroom management.

The questions asked are based on three dimensions of teachers' self-efficacy measurements: student engagement, instructional strategies, and classroom management. The questions such as (1) How confident are you to facilitate student engagement in a learning activity?, (2) How confident are you to motivate students in a learning activity?, (3) How confident are you that the rules you established at your classroom can keep the classroom climate?; been asking five participants simultaneously through a zoom video call, followed by individual audio calls to deepen the answers. In a group zoom call, participants will take turns to answer one by one.

The participants consisted of three female teachers with ages of 22, 32, and 33 years old and two male teachers with 18 and 24 years old. All teachers teach high school levels with various teaching experiences from six months to fourteen years. Their teaching subjects are in line with their educational background; four teachers taught more than one subject, and one teacher taught only one subject. The composition of students can be different each time they teach.

3. Results

Five teachers have different characteristics that will have an impact on their self-efficacy and interactions with students. Below will explain teachers' self-efficacy on student engagement, instructional strategies, and classroom management. It also will explain the sources of tutorial center teachers' self-efficacy.

Tabel 1 *Tutorial Center Teachers' Profile*

Tutorial Center Teachers' Profile						
Name	**Gender**	**Age**	**Teaching Experience**	**Grade**	**Subject**	**Education**
ER	Male	18	6 Month	Junior & Senior High School	Math, Science	College student (3rd semester)
JA	Male	24	4 Years	Junior & Senior High School	Math, Science, English	College student (8th semester)
MO	Female	22	1 Year	Junior & Senior High School	Science	College student (8th semester)
SH	Female	32	14 Years	Junior & Senior High School	English	Bachelor Degree
VE	Female	33	10 Years	Junior & Senior High School	Math, Science, Accounting	Bachelor Degree, TC Coordinator

3.1 Teachers' Self-Efficacy for Tutorial Centre's Teacher Dimension Student Engagement, Instructional Strategy, and Classroom Management

Tutoring teachers are confident in their ability to facilitate student engagement. The age differences and teaching experience made no difference in their beliefs. The difference in educational background, subjects taught, and grade level also did not change their beliefs. This belief was expressed by VE, participants with teaching experience over four years, "I am sure because with my experience and study materials that I understand, such as questions, practice

books, textbooks, each chapter has imagined the points needed, I am sure that I can facilitate their learning process."

In previous studies, it was reported that there were no differences in the level of teacher self-efficacy in the dimensions of student engagement related to gender, professional qualifications, and type of work (Shaukat & Iqbal, 2012). Participants with teaching experience of fewer than two years expressed their beliefs as follows, "I believe that because Arrow has a flexible teaching method, the demands are not only studying, but the teacher tries to understand the student's condition so that the learning time is effective."

In previous studies, it was also reported that the relationship between teacher self-efficacy in student engagement and the desire of teachers to continue working or not. Student engagement affects the tendency of teachers to stay or leave their jobs. Teachers who have confidence in student engagement tend to enjoy their work. Conversely, teachers will tend to leave if self-efficacy in student engagement is low (Martin, Sass, & Schmitt, 2012). Building relationships with students' parents is one aspect of student engagement that participants feel incapable of. Teachers feel less confident that they can build collaboration with parents for student success. They are also related to the management system of tutoring where administrators and tutoring coordinators bridge communication between parents and teachers to not communicate directly about students' condition to students' parents. As mentioned by IV, "I am not sure. Based on experience, there has never been any interaction with parents for this matter. Based on the stories of colleagues, there are many types of parents. Some are not too concerned, some do not care about the process, the important thing is good grades and stresses, and these are new things that I have never experienced so I'm not sure."

Participants also reported that cooperation with parents is considered difficult to implement in tutoring because parents tend to see tutoring as an institution. It is rare for parents of students to find out which teachers are specifically teaching their children in certain subjects. One of the reasons parents encourage or allow their children to take tutoring is because parents do not have time to accompany their children to study or parents do not master children's subjects, and what parents see is tutoring in the form of an institution. "Not sure. Because I never had any experience either, because it was not that intense. However, it is difficult for us to build such communication with the students' parents. Most of our feedback is how the children's attitude at the tutoring place," said ST.

As explained in previous studies, communication between teachers and parents of students is essential. The level of teacher self-efficacy in communication with parents of students is

influenced by experience and the ability to compose words (Coninck, Walker, Dotger, & Vanderlinde, 2020).

Tutorial center teachers are confident in their ability to facilitate instructional strategies if they have more than four years of teaching experience. Meanwhile, tutoring teachers with less than four years of teaching experience are unsure of their ability to facilitate an instructional strategy. The teacher's belief to facilitate an instructional strategy is related to the teaching experience. Participants with less than four years of teaching experience said they were less confident about facilitating an instructional strategy. In the few things they have done that have been successful, their confidence is high. MO said, "I am not sure because I lack experience in that field. However, it is anticipated by chatting with the child first by asking, 'what do you want to study for today?' So that it is adjusted to the needs of their children at that time. The child's needs are only known on the D day or the day before."

Previous research has also reported that instructional strategies also affect teacher burnout (Martin, Sass, & Schmitt, 2012). The higher the teacher's self-efficacy in the instructional strategy, the lower the teacher's burnout rate. Instructional strategies are an influential factor in teacher self-efficacy, so it is essential to develop them (Depaepe & König, 2018).

The tutorial center's teacher feels confident in his ability to facilitate classroom management. This belief is not influenced by factors such as length of teaching, educational background, or gender. Teachers with more than four years of teaching experience say that they are confident in facilitating classroom management. They have their way of getting from their teaching experience. They understand students because they have met various kinds of students during their teaching. "I am pretty sure. Because from the start, I knew my position, so I knew what climate I should create. I position myself as their learning companion." VE said.

Teachers with less than four years of teaching experience feel confident enough to implement classroom management with their colleagues' experiences. Participants said that even though they had not had too much experience, they received information from their peers about students or particular situations, which affected their self-efficacy. MO said, "I'm pretty sure. Because it can be seen from experience that a child who is noisy in the class is sometimes initially quiet but suddenly brings a bottle and makes unnecessary noise in class. They seek attention, perhaps because they lack attention at home, so choose to seek attention in the tutorial center. " JA said, "I'm pretty sure. I am judging from the condition of the child and the attitude. From a non-verbal style too. I want the atmosphere to be relaxed so the child won't be depressed. They learned something."

In contrast to previous studies that reported a relationship between teachers' self-efficacy in the classroom management dimension and teacher education (Aliakbari & Darabi, 2013), this study found no relationship between teacher beliefs in facilitating classroom management and educational level. The possibility of different research settings conducted on tutoring teachers has a different effect on teachers in traditional schools. Previous research also found differences in gender. Male teachers were found to have higher self-efficacy in classroom management (Gurcay, 2015). However, this was not found in this study.

3.2 Main Sources of Tutorial Centre Teachers' Self-Efficacy: Understanding Pupils' Needs and Mastery Experience

The tutorial center teachers' teacher said that understanding students' needs made them have high confidence in teaching. They collaborate with students to find out students' needs, both psychological and physical needs, during teaching and learning to maximize learning. One of the psychological needs is the teaching method: the student's preference and physical needs such as fatigue or hunger. As mentioned by MO, "I pay attention to what they like. What is the mood of the child looks from the gesture. If they are tired, they will sit in a certain way. If they are hungry, they will be distracted by ordering food. I want to tell them that I want the child to be comfortable here, and the child can engage more."

In understanding students' needs, participants reflect on personal experiences by making themselves a reflection of what students like or dislike to help students have a good learning experience, not just chasing targets. JA said, "Because my learning style is more flexible according to the condition of the child, it ensures that their children want to learn rather than just chasing learning targets. I reflect on myself if I learn how to enjoy it. Personally, if you are told to study when you do not want to learn, you cannot enjoy it, if you are given freedom, you can enjoy it. I only use self-parameters."

In previous research, it was reported about the importance of understanding students' needs. Every student has needs that must be met when undergoing the learning process. For example, when students use the library, they need space for themselves but remain together (Kim, Bosch, & Lee, 2020). In another study conducted by Wang, Tian, & Huebner (2019), it was also reported that students have basic psychological needs that are a child's mood to student achievement, which will increase student achievement if met. If not fulfilled, it will reduce student achievement. Basic psychological needs, if met, can also increase student involvement in learning (behavioral engagement).

Participants try to find out students' needs by being friendly and asking students to determine their needs includes asking closed and open-ended questions regarding conditions at school and in private, and providing time for consultation if needed. "Based on experience, when students experience internal and external obstacles, I can overcome them through a personal approach. Digging stories, during tutor time, did not push the student to finish the material. Seeing their bad mood and not being pushed, put aside the learning material first, help them explore questions like exploring facts about what happened to the child and what he faced." SH explained.

Previous research has reported a student's need for feedback (Paterson, Paterson, Jackson, & Work, 2020). The feedback in question is constructive or constructive input, given continuously and not just once with explicit feedback, easy to understand, and not in circles. Supporting previous research, tutorial center teachers' did provide feedback to each student regarding what the students' preferences were to create a conducive teaching and learning atmosphere. After receiving feedback from students, the teacher can understand students' needs and make decisions according to these needs. "We like to ask questions; we give space to give choices; what do we want to do first. What's the target? We usually give them a choice. The reward or punishment is usually the same again, some snacks each week, chat, play cards." as mentioned by IV.

One way to understand students' needs is to position themselves in an equal position with students, as friends, and not just see from a teacher's position. Based on previous research, egalitarian factors were reported to motivate teachers to reduce the tendency to have a judgmental view of students/prejudice (Hachfeld et al., 2011). Besides, participants said that students are expected to feel calmer and not carry a burden by placing themselves as friends to students. Participants also encourage students to interact with each other, teaching each other because 'friend's language' is considered more understandable. As mentioned by VE, the Coordinator of the tutorial center, "I position myself as a friend, not as a teacher. More welcome than coming as a teacher. So that there is no distance between teachers who are considered super smart and students, they can come without burden, avoiding distance."

Mastery experience, the experience of teacher success' is the second most substantial source of self-efficacy for tutorial center teachers. Supports previous research conducted on 261 elementary school teachers in Japan and Finland reported that mastery experience was the most potent source of self-efficacy in Japan and Finland. Participants said that their recent success experiences in teaching and students became vital sources of their current beliefs. "I am used to handling and facilitating. Dealing with a child who is not in a mood, who is ashamed of his opinion,

I make sure that each child expresses their opinion to find their understanding. Assessments are given first so that they are involved in the learning process." JA said.

Participants made their personal success experiences when they were still students in the past as their confidence source when teaching and dealing with current students. In this study, tutorial center teachers' personal experience, when applied to students, will not necessarily be successful because each student is in a different pedagogic condition. JA shared his personal experience, "I've been used to it for a long time. If you want to study, always make a lesson plan about what you want to learn." As added by MO, "When I was at school, I tended to be students who had a little difficulty in learning, so I often assumed that their children already understood the explanations. I estimated the children's abilities too high, even though not all children had the same abilities. I use my standards. When I assumed they understood because around that age, I understood the materials, so I left the questions because I didn't want to underestimate the child's ability."

Participants who have taught for more than four years said their experiences dealing with students from various schools and knowing the applicable curriculum increased their confidence in teaching. IV explained, "Because we have mastered the subject material, then we also know which school this child goes. So the planning is more well planned, the goals are clear, the activities, materials, and delivery methods are clear. " Strengthened by VE, "There are curriculum standards that have been before."

Participants said that the teaching methods they had successfully applied increased their confidence in facilitating students to enjoy learning and also motivating them. SH said, "Happiness comes from internal, the teacher's job is to facilitate relevant activities. Not monotonous based on pencil and paper. There can be projects and involve various learning styles, such as kinesthetic, visual, and audio. " Added by IV, "I need to make sure that in two hours, they have a span of attention to the study. And then we can we play/eat/rest, usually that way it can work better."

Although mastery experience is still the most vital source of teacher self-efficacy in this study, this is not reported in previous studies. Phan & Locke (2015) reported that the most potent source of self-efficacy for EFL teachers in Vietnam is social persuasion. In line with Phan, research from EFL teachers in Iran did not say that the most substantial source of teacher self-efficacy in Iran is verbal persuasion (Moradkhani & Haghi, 2017).

Other sources found such student rotation, tutorial center's situation, verbal persuasion, emotional state, and vicarious experience.

4. Conclusions

Findings show a high tutorial center teachers' self-efficacy. Understanding pupils' needs and mastery experience is the primary source of tutorial center's teachers' self-efficacy in facilitating student engagement, instructional practices, and classroom management. Other sources were found as additional sources for tutorial center teachers' self-efficacy. This research can be used as a base for future research, especially in improving teacher self-efficacy through lesson study. This research's limitation is the various shape of the tutorial center in Indonesia, and each shape requires a different strategy.

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