



## How Indonesian Principals Create and Improve Teacher's Self-Efficacy

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### ***Abstract***

Few studies have identified the type of leadership that could improve a teacher's self-efficacy. But previous research is silent as to what kind of leadership practices are used to improve teacher's self-efficacy. To address this gap in the literature, this case study examines how principal leadership practices influence teacher's self-efficacy, at elementary schools in Bandung, Indonesia. This study will compare the difference between principal leadership practice in a model school and a regular school by using triangulation data as the research method. As a result, there were no significant differences in degree of teacher self-efficacy, between the model school and the regular school. From the qualitative analysis it was found the differences about principal leadership practices by implementation of monitoring in improving teacher's self-efficacy in model and regular school.

***Keywords:*** *monitoring, principal leadership practices, teacher self-efficacy.*

### **Introduction**

The teachers are the spearhead of the success of an education, because they are directly involved in producing the expected educational output. The quality of an education system cannot exceed the quality of the teachers. Currently, there are growing concerns about the quality of teachers in Indonesia. One major problem scores of teacher absenteeism in Indonesia, which

is still relatively high (Ministry of Education and Culture (Development, 2018)). The most common reasons for teacher absenteeism is that they attend official teaching-related duties, such as attending meetings and training ,and but also late arrival (Supriatna, 2014).

The government has a lot of responsibility in the improvement of the quality of teachers in Indonesia. Teacher's quality could be supported from external factors and internal factors. External factors could be supported by the school policy, school program, and principal leadership. Furthermore, internal factor could be supported by teacher's self-efficacy. Self-efficacy is one of the concepts of motivation to improve their self-confidence in order to be able to performing certain tasks. Self-efficacy is necessary for teachers because, if the teachers have high self-efficacy, they will have confidence and be responsible in finishing or performing their duties well.

Teacher's self-efficacy is one of the most influential factors on teaching quality and teacher's motivation (Ross, 1994) and ultimately on their student outcomes (Woolfolk & Hoy, 1990). In Indonesian, teachers require high self-efficacy because of the decentralisation of education in Indonesia. This decentralisation requires the school principals and teachers to design and develop their own curriculum. With a wide mandate given to the teachers, there is expected to be an increase in the quality of teachers. On the other hand, this wide mandate also bears negative consequences on teachers. They are expected to have more open access in decision making and have a stronger sense of autonomy for their teaching learning process (Basikin, 2006).

Teachers in Indonesia are not ready to be given such open opportunities to determine their autonomy. Such a concern is due to the long standing academic culture in which teachers functioned during the centralization era, when they were accustomed to implementing whatever curriculum the central government required of them. The problem here is not only whether they



have the autonomy, but also whether they judge themselves able to act autonomously with respect to their autonomous state. Teachers should have belief of their own ability (self-efficacy) and be able to boost their ability in autonomously exercising the power they have to influence practices in the school (Basikin, 2006).

Further, a review of the literature shows teacher's self-efficacy can be effected by the principal (Woolfolk & Hoy, 1990)(Ashton, Webb, & Doda, 1982)(Newmann, Rutter, & Smith, 1989) (Fuller, Wood, Rapport, & Dornbusch, 1982). The principal's behaviour may have a reciprocal effect on teacher's self-efficacy (Rosenholtz, 1985). A principal's actions help shape school condition which contribute to teacher's self-efficacy. A teacher who has high self-efficacy feels more competent, where a principle promotes supportive and facilitative behaviours. The principal is required to improve the teacher's ability. Therefore, the principals should have extensive knowledge and reliable leadership skills to control, influence and encourage the teachers to perform their duties honestly, responsibly, effectively, and efficiently. Damanik (Damanik, 2014) has conducted research in Indonesia and found that there was a link between a principal's transformational leadership and a teacher's self-efficacy. But what kind of leadership practices, that could be provided by principals, was not clearly stated in her research? Teacher's self-efficacy might be improved by daily practices of the principals leadership. To fill these gaps, the researchers wanted to explore how the Indonesian principal practices could create and improve teacher's self-efficacy by examined the implementation of monitoring. The main task of the principal, as a school supervisor, is to carry out monitoring in academic and managerial aspect of the education unit. The purpose of the monitoring is to help teachers and other educational leaders to understand issues and make wise decision affecting student's education (Bondi & Wiles, 1989). The general role of school supervisor is an observer, supervisor, evaluator and successor (Purwanto, 2014).

This study will not only examine the principal leadership practices in improving teacher's self-efficacy, but also compare the principal leadership practice in a model and a regular elementary school in Indonesia. The Model school is defined as a pointed school, nurtured by the Education Quality Assurance Institution (LPMP), to become a reference school for other schools in the implementation of the quality assurance of independent education (Development, 2018). The Model school was able to apply a quality education syllabus systematically, holistic and sustainable with the purpose to grow up the culture and develop independently at school. The Model school is a pilot school for regular schools that will implement assurance of education independently. A Model school has a responsibility to reinforce good practice in implementing quality insurance to the five surrounding schools. Therefore, the principal and the teachers in the model school should be the model for the principal and the teachers in the regular schools.

## **Materials and Method**

This research was conducting using a mixed method approach using triangulation data which included the use of a questionnaire, for all homeroom teachers in two schools, an interview with selected participants and observation. The questionnaire used Teacher Sense of Efficacy Scale by Tchannen-Moran and Anita Woolfolk (VI) to determine the degree of the teacher's self-efficacy. The research used semi structure interview and observation to determine which principal leadership practices might influence teacher's self-efficacy. The participants in this study were homeroom teachers and principals from one model elementary school and one regular elementary school in Bandung, Indonesia. The participants in School A (model school) were 17 teachers and School B (regular school) were 6 teachers. The number of the students in School A was 864 and School B was 216 students.

Interviewed teacher were described under four categories, (1) teachers who are believed to have high self-efficacy and have good performance in teaching practice; (2) teachers who are believed to have high self-efficacy but have poor performance in teaching practice; (3) teachers who are believed to have low self-efficacy but have good performance in teaching practice, and (4) teachers who are believed to have low self-efficacy and have poor performance in teaching practice. The research undertook interviews with the two principals, from both schools, to see their perception with their leadership practices. For the quantitative data, the research used descriptive analysis and for the qualitative data, the research used the coding analysis method, developed by Creswell (VII). The process of coding involves aggregating the text or visual data into small categories of information, seeking evidence for the code from different data being using in the study, and assigning the label to the code.

## **Result and Discussion**

### ***Teacher's self-efficacy degree***

From the descriptive analysis, it was shown that the average teacher self-efficacy (TSE) in school B was higher (M=7.5) than school A (M=7.4) but the differences is only slight. It is possible to say that there was no significant difference between teacher self-efficacy score in school A and B. Both of the schools were categorized in the high teacher self-efficacy category. There were three components in a teacher's self-efficacy, such as classroom management, student engagement and instructional strategies, that might improve student's achievement.

Based on figure 1, it was shown that the teacher's score in School A for student engagement (SE) was 7.3, instructional strategies (IS) was 7.4 and classroom management (CM) was 7.5. Meanwhile, the indicator of student engagement and classroom management in school B was high with the mean score 7.5 for each indicator. Instructional strategies score for school B

was 7.3. All indicators from both schools categorized in the high score category (from scale 1-9). School A and B have different principals but, from the teacher self-efficacy degree and the indicators of teacher self-efficacy, there was found to be no significant difference between the two schools. From this it can be said that the principal leadership practice might not affect a teacher's self-efficacy degree.

### ***The principal leadership practices by implementation of monitoring***

In Indonesia context monitoring refers to monitoring class observation and monitoring administration. Principal and teacher call monitoring supervision. In this section participants might use the supervision term as the monitoring classroom observation and monitoring administration. Monitoring is an activity that involves continuous and systematic checking and observing of a program or a project.

### ***Implementation of monitoring in School A***

Based on the interview, the PA (principal in School A) said that he undertook the monitoring 4 times in a year. He used four steps in the monitoring implementation. First, PA made the monitoring schedule, then PA went to a teacher's room and asked about the class preparation. PA would undertake a discussion with a teacher, with regards to good class preparation, if he thought it necessary. Classroom preparation in this context means the administrative works like syllabus, work sheet, assessment tool, etc. Third, PA did the class observation from outside the classroom, with this technique, PA believed that he would get the real feel of the teaching practice. Last, PA asked the teacher about their strength when they did the teaching practice. PA believed it better to ask about a teachers strengths before asking about a teachers weaknesses. The teachers will automatically explained their weaknesses by reflecting

on their strength. The purpose of this observation method is good but it might mean that the teachers do not recognize the implementation of monitoring by the principal.

In this school, some teachers had a different perception. One of the participants said that PA did not supervise them, because PA felt confident with the teacher's ability (TA1). This happens because of the different perception of the implementation of monitoring. Lack of awareness from the teachers also might be the reason that teacher felt they have never been monitored. In this regard, PA should make the same perceptions in the implementation of monitoring so there will be no misunderstanding between the principal and the teachers.

The principal and the teachers in this school have a different perception not only for the structure of monitoring implementation but also for the time of monitoring implementation. PA said he conducted the monitoring 4 times a year but the teachers said the principal conducted routine monitoring once a year (TA2). While TA3 claimed that PA was not conducting routine monitoring because the principal believed in the teacher's ability. Further, TA4 claimed that monitoring was conducted 2 times a year, at the beginning of the year and in the middle of the year.

There was a gap between principal and teacher's perceptions. Once or two times a year for monitoring is not ideal, actually it should be once a month. The monitoring should be held continuously with the purpose of the principal understanding a teacher's improvement. The result of the monitoring could be the benchmark for the teachers. The principal should make the monitoring a priority because the teachers believed that the result of the monitoring could improve their performance in class (TA1). While it was encouraging that PA believed in his teachers' abilities, his belief was not perceived or understood by the teachers. The teachers need real action from the principal, such as advice and suggestions on how to improve their teaching skill and to manage their class better.

Teachers in this school felt the implementation of monitoring just focused on the administrative tasks. Teachers felt that PA provided feedback and motivated them to complete the administration. But the teachers also felt that they were not supposed only think about administration tasks but also about the teaching practice (TA2). Conversely the teachers felt they did not have much time to focus on the administration tasks because there was too much of it.

During the teacher's meeting, the principal shared the feedback from the monitoring result with the purpose of ensuring that all teachers could learn from other teacher's strength and weaknesses. But still there were different perception about the principal's feedback. One of the teachers did not feel the principal gave him feedback and he believed that the feedback could motivated him and make him more confidence in finishing his tasks (TA1).

From above explanation it could be said that, in this school, some teachers did not recognize the feedback and advice from the principal because they did not feel the process of monitoring itself. The teachers did not get the same treatment by the principal. The implementation of monitoring on only recognized teacher has been carried out by the principal; however, the frequency and intensity is low. The implementation of such monitoring is profound because: 1) the time constraints (many administrative tasks that must be completed); 2) monitoring has not been programmed in a participatory manner; 3) lack of understanding about monitoring from the concept and practice; and 4) lack of communication between the principal and the teachers.

### ***Implementation of monitoring in School B***

From the interview results, the principal in school B (PB) was conducting the monitoring once a month, varying on teacher needs. Sometimes teachers asked to discuss their learning and PB was always willing to help. PB's actions are supported by the teachers who said that the



principals conducted the monitoring once a month (TB1, TB2). PB also asked the students about the teacher's explanation and gave the students motivation to study hard and listen to the teachers. The principal maintains good communication with students. He assesses the teaching ability of each teacher by asking students about their understanding of lessons. If students could not understand the lesson, there is something wrong with the teaching method. The principal did not only see from the teachers perspective, but also from student perspective.

By providing motivation to the students, teachers feel the principal appreciates their work. Further, the principal also checked the student's outcomes, mark recaps, the administrative task, classroom observation and gives advices for students and teachers (TB1). The implementation of monitoring for all teachers was the same, the monitoring was held once a month. The teachers and the principal were on the same page with regards to monitoring implementation. The principal affects student's achievement through the positive influence on the beliefs and psychological states of the teachers and the students (Feng, 2016).

PB provides rewards to the teacher who shows the most improvement in their performance. He believed that when the teachers were rewarded for their work, they were more motivated and more confident in performing their tasks. An example of the rewards was lunch together with the teachers and an opportunity to be assistant principal. Furthermore, the principal also gave some bonuses if the teacher worked overtime and it encouraged the teachers to perform well on their duties (TB1).

The principal shared the monitoring result at the general meeting or would call the teacher to discuss problems privately (TB2). Similar to School A, PB share the monitoring result in a forum that could make the teachers learn from each other experiences. This could prepare teachers to be ready for when they encounter the same problem. A personal discussion also established good communication between the teachers and the principal. PB believed that good

communication was essential in allowing teachers to open about the problems they faced in the teaching learning process. The principal also tried to create a family atmosphere for the teachers so that the teachers did not feel any gap between them. The impact of monitoring could motivate the teachers to do better for their duties and increased their confidence to do all tasks or self-efficacy (TA1).

### ***Discussion***

As mentioned before, monitoring might be one of the principal leadership practices that should be implemented, by the principal as supervisor, that could improve teacher's self-efficacy. This study aims to compare the principal leadership practices and the role of monitoring in improving teacher's self-efficacy in a model and a regular elementary school in Indonesia. The comparison between the implementation of monitoring in School A and School B are as follows (see table 1).

Based on table 1, it was shown that principal leadership practices, in the implementation of monitoring, were better in School B better than in school A. The School B principal was providing good leadership practices through the timely implementation of monitoring, the contents of the monitoring implementation, the process of monitoring implementation and the impact felt by the teachers. The monitoring should be implemented continuously because the principal should know about the improvement of a teacher's development.

The Contents of the monitoring implementation should also be clear, not only for the principal, but also for the teachers. It will be good if the principal and the teachers have the same perception about the monitoring and its goals. Without regular monitoring, teachers may begin to feel that their teaching methods are correct, without knowing their true strengths and weaknesses. Talking to teachers about the planning and procedure of monitoring itself, might decrease misunderstandings between the principals and the teachers.



The process of monitoring implementation is dependant on the principle in each case. Sometimes it may be adequate for a principal to no longer visit classes to conduct the monitoring of teaching and learning (Nhleko, 1999), it might be adequate to merely communicate with the teachers. But it still depends on how teachers reflect on the communication and how the communication impacts the relationship between teacher and principal. The communication between principal and teachers in school can involve the teacher's interpretation of the school principal's behavior or task (Sezgin & Er, 2016). To some teachers who still harbor the injustices of the past system, monitoring is still regarded as some form of evaluation and not as means of helping them to improve their skill. But the main purpose of monitoring is discussion. That is why the principal should have the communication skill to discuss issues with teachers. At the discussion the principal could give some advice to improve teacher ability and both of them could work towards solutions to solve the problems. Good communication between the teachers and the principal also creates belief and trust in the principal.

An impact will be felt if the principal engages in good communication with the teachers. Monitoring itself is a motivation from the principal to provide advice and suggestions for the teachers to improving their abilities and competences. The teachers in School B felt the monitoring was a motivation tool to do better in their duties. This leads to increased self-confidence to do all tasks; self-efficacy. This could prove that principal leadership practices, by implementation of monitoring, could improve teacher's self-efficacy. Teacher's self-efficacy focuses on the teacher's perception of his or her own competences and on their own abilities, of teaching as a professional discipline, to shape a student's knowledge, values and behaviours (Friedman & Kass, 2002). If the teachers feel motivated and confidence they will have the belief in their own competences and ability to do their duties.



Another leadership practice of the principal in School B was giving providing the incentive of reward for the teachers. Rewards could be the way to show appreciation of good work conducted by the teachers. Rewarding consequences inform and motivate (Bandura, 1997). As teachers then work at the task and observe their progress this sense of efficacy is validated, which helps to sustain motivation and develop skills. Receipt of a reward also validates self-efficacy because it symbolized progress (Schuck, 1984). The simple rewards given by the principal could motivate the teachers.

### **Conclusion**

The degree of Teacher self-efficacy in the regular school was higher than in the model school. However, the difference was not significant. This appears to breaks the assumption that teachers in model schools performs better than regular schools. Implementation of monitoring could be one of the principal leadership practices in improving teacher's self-efficacy. The Regular school still showed the better leadership practices in implementation of monitoring in improving teacher's self-efficacy than the model school. Monitoring could improve teacher's self-efficacy but depends on the implementation by the principal. When the principal did not monitor well, it was difficult to improve teacher's self-efficacy. Not only implementation of monitoring, but also giving reward for the teachers could be the leadership practice that could improve teacher's self-efficacy.

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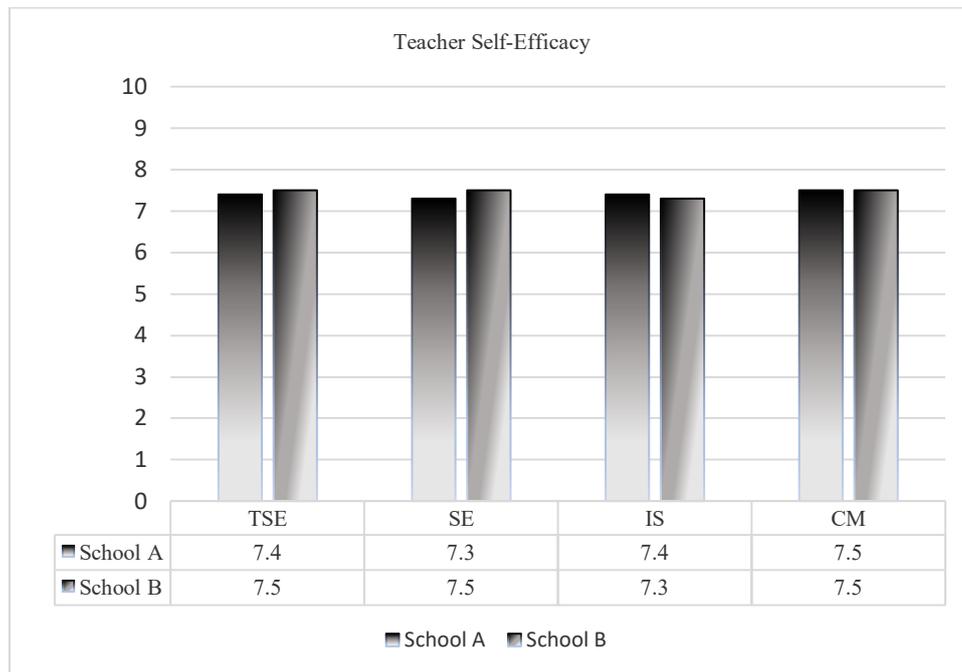
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**Table 1.** Comparison between the Implementation of Monitoring in School A and B

	<b>School A</b>	<b>School B</b>
Time	The implementation of monitoring in this school was rare (2 times a year).	The implementation of monitoring same as the regulation (once a month).
Contain	Lack of understanding about monitoring from the concept and practice.	Same perception between teachers and principal about monitoring from the concept and practice.
Process	Principal focus on administrative task better than observation class.	Principal evaluated teacher by checked the administrative tasks, classroom observation, asked students perceptions and checked student achievement.
Impact	Not all teachers felt the impact of monitoring because there is a lack of communication between the principal and teacher.	The teachers were felt the impact of monitoring as a motivation to do better at their task and improve their confidence (self-efficacy).

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**Figure 1.** Teacher’s self-efficacy degree

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