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THE INFLUENCE OF TEACHER SELF-EFFICACY ON THE QUALITY OF CLASSROOM LEARNING: A SYSTEMATIC LITERATURE REVIEW

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Abstract

This research aims to analyze and map teacher self-efficacy with two main focuses: mapping teacher self-efficacy indicators and the impact of teacher self-efficacy on learning quality. This research uses a systematic literature review (SLR) with five main stages: protocol search, appraisal, synthesis, analysis, and report. Database searches use publish or perish with selection based on suitability of theme, completeness of journal identity, and year of publication. The results of the article database were analyzed and synthesized to obtain data that was categorized based on themes. The SLR results show that teacher self-efficacy consists of general and specific indicators related to the learning process. Other SLR findings show that teacher self-efficacy has a direct positive influence on student learning outcomes and achievement. Also, self-efficacy positively affects teacher performance, productivity, and discipline in carrying out their duties and roles. The SLR results show that teacher self-efficacy is an essential component that plays a role in improving the quality of teacher performance and learning in the classroom.

Keywords: self-efficacy; teachers; learning quality

Abstrak

Penelitian ini bertujuan untuk menganalisis dan memetakan efikasi diri guru dengan dua fokus utama, yaitu pemetaan indikator efikasi diri guru dan dampak efikasi diri guru terhadap kualitas pembelajaran. Penelitian ini menggunakan systematic literatur review (SLR) dengan lima tahapan utama, yaitu *Protocol search*, *appraisal*, *Synthesis*, *analysis*, dan *report*. Pencarian database menggunakan *publish or perish* dengan seleksi berdasarkan kriteria kesesuaian tema, kelengkapan identitas jurnal, dan tahun publish. Hasil database artikel dianalisis dan disintesis sehingga diperoleh data yang dikategorisasi berdasarkan tema. Hasil SLR menunjukkan bahwa indikator efikasi diri guru terdiri atas indikator efikasi diri yang bersifat umum dan efikasi diri yang bersifat khusus yang spesifik berkaitan dengan proses pembelajaran. Temuan SLR lain menunjukkan bahwa efikasi diri guru memiliki pengaruh positif secara langsung terhadap hasil dan prestasi belajar siswa. Selain itu efikasi diri juga berpengaruh positif terhadap kinerja, produktivitas, dan disiplin guru dalam menjalankan tugas dan perannya. Hasil SLR tersebut menunjukkan bahwa efikasi diri guru merupakan komponen penting yang berperan dalam peningkatan kualitas kinerja guru dan kualitas pembelajaran di kelas

Kata Kunci: efikasi diri, guru, kualitas pembelajaran



INTRODUCTION

Teachers are an essential part of an education system, and teachers are considered vital in the education system because they can have a direct influence on students' learning achievements both individually and as a whole group (Li, 2023). Furthermore, the role of teachers is not just to transfer knowledge to students but to develop various potentials and encourage students to become lifelong learners. This illustrates that the duties and responsibilities of teachers are very complex in achieving educational goals because they not only deliver curriculum material but also become good role models for the entire school community (Santosa & Ayu, 2022). Various factors influence the success of teachers in developing their duties and responsibilities, including both external and internal factors. A teacher's self-efficacy is one of the factors that influences teacher performance and will impact the quality of learning (Amin & Harahap, 2023).

Teacher self-efficacy is a teacher's belief in his ability to organize, plan, and carry out activities necessary to achieve specific educational goals (Li, 2023). Furthermore, teacher self-efficacy will encourage teachers to try harder to achieve educational goals with various alternative strategies for finding solutions (Prahara & Budiyan, 2019). Another opinion states that a teacher's self-efficacy is a critical component that influences teacher competence in providing the best service to students (Binammar et al., 2023). In this regard, a teacher's self-efficacy plays a vital role in achieving educational goals and ensuring the success of the learning process. However, a teacher's self-efficacy is variable, sometimes strengthening and sometimes decreasing (R. D. Harahap et al., 2023). This is because various factors influence teacher self-efficacy. One of the main factors that influences a teacher's self-efficacy level is the teacher's personality characteristics (Barni et al., 2019).

Other factors that influence a teacher's self-efficacy are teaching experience, understanding of educational policies, the teacher's preservice education, and the teacher's learning opportunities (Shah & Bhattarai, 2023). Other factors that influence a teacher's self-efficacy are related to gender, educational degree, and years of teaching service (Yang & Wang, 2019). Furthermore, a teacher's self-efficacy is influenced by the location where the teacher lives and *the setting* of the school where he teaches (Cho et al., 2020). Several research findings show that teacher self-efficacy is influenced by various factors, both teacher self-confidence and factors related to programs or activities in preparing teacher performance.

Teacher self-efficacy is an essential concern for all parties in connection with teacher performance. This is because teacher self-efficacy can impact the quality of the learning process and

the quality of the educational process. In several research results, it is stated that teacher self-efficacy influences various performances which can have an impact on improving the quality of learning, namely teacher self-efficacy influences the teacher's ability to create learning innovations in the classroom (Ariani, 2021; Khayati & Bachelor, 2015; Tirmizi et al., 2020), influences teacher discipline and performance (Pratikayanti & Putra, 2021; Sjamsuri & Mulyani, 2019), and also influences the level of productivity of a teacher (Putri et al., 2023), and also influences a teacher's motivation (Pairi et al., 2022). This research shows that teacher self-efficacy impacts various variables that support the quality of learning in the classroom. However, mapping is needed regarding the profile or description of teacher self-efficacy, which supports the formation of variables that improve the quality of learning. Based on this, a literature study was carried out using a systematic literature review (SLR) with the problem formulation: What is the profile of teacher self-efficacy indicators, and what is the impact on variables that support the quality of learning?

METHOD

This research uses the *systematic literature review* (SLR) method. SLR is a systematic method for identifying, evaluating, and synthesizing a collection of work completed by researchers, academics, and practitioners (Mengist et al., 2020). The SLR stages used consist of 5 stages as follows:

Table 1. Stages of Systematic Literature Review adopted from Mengist et al., 2020

Stages	Type of Activity	Information
<i>Protocol search</i>	<ul style="list-style-type: none"> Defining the scope of the study Determine the search strategy Searching databases 	<ul style="list-style-type: none"> The scope of the study includes indicators of teacher self-efficacy and their impact on the quality of learning. The search strategy used is <i>published or Perish</i> and Google Scholar Database search using the keywords "teacher self-efficacy" and "impact of teacher self-efficacy."
<i>Appraisal</i>	<ul style="list-style-type: none"> Determining criteria Perform database selection 	<ul style="list-style-type: none"> Database criteria used in this research: 1) suitability of the database to the theme, 2) completeness of database identity Database selection was based on predetermined criteria; the selection results obtained 39 databases (36 articles in journals and three proceedings articles)
<i>Synthesis</i>	<ul style="list-style-type: none"> Extract data Categorize data 	<ul style="list-style-type: none"> The selected database is extracted and categorized according to the needs of the scope of the study, namely the

Stages	Type of Activity	Information
<i>Analysis</i>	<ul style="list-style-type: none"> Data analysis Discussion 	profile/description of teacher self-efficacy indicators and the impact of teacher efficacy on the quality of learning. Quantitative and qualitative data analysis includes a description of teacher self-efficacy indicators and their impact on the quality of learning.
<i>Reports</i>	<ul style="list-style-type: none"> Do reporting 	Reporting is carried out in the form of articles published in journals

RESULTS AND DISCUSSION

The results of a systematic literature review of 39 article databases regarding teacher self-efficacy produced two main results and discussions, namely mapping indicators of teacher self-efficacy and the impact of teacher self-efficacy on variables supporting the quality of learning. The explanation is as follows:

Mapping of Teacher Self-Efficacy Indicators

Teacher efficacy is related to a teacher's self-confidence in his ability to strive to successfully overcome and carry out his duties and challenges related to his professional duties (Barni et al., 2019). A teacher's confidence certainly has an indicator or self-efficacy profile built up in the teacher. The following is a mapping of teacher self-efficacy indicators from several research results.

Table 2. Mapping Teacher Self-Efficacy Indicators

Name (year)	Indicators of Teacher Self-Efficacy
(Khayati & Bachelor, 2015)	Self-efficacy indicators consist of the ability to carry out tasks, the ability to complete tasks, the ability to face challenges, the ability to face risks, the ability to increase motivation, and the ability to improve performance.
(Sa'pang & Purbojo, 2020)	A teacher's self-efficacy is reflected in 3 main dimensions: ability in learning strategies, ability to interact with students, and ability in classroom management.
(Sjamsuri & Mulyani, 2019)	Indicators of a teacher's self-efficacy consist of self-confidence, optimism, persistence in facing challenges, commitment to goals, ability to control feelings, and ability to carry out tasks.
(Putri et al., 2023)	Teacher self-efficacy is reflected in the ability to serve individual and group learning, the ability to choose and use learning media that makes things easier for students, the ability to organize and plan learning, the ability to involve students in various learning experiences, and the ability to position oneself as a leader for students.
(Santosa & Ayu, 2022) (Wicaksono & Lutfi, 2022)	Indicators of teacher self-efficacy consist of experiences of success, experiences with other individuals, physiological conditions, and verbal persuasion.

Based on Table 2, indicators of teacher self-efficacy in several studies have differences but still refer to the same thing regarding the essence of teacher self-efficacy itself. This difference is more about describing indicators of teacher self-efficacy, which are general in their role and duties, and the description of indicators, which are specific or specific when developing tasks in the learning process in the classroom. The differences in teacher self-efficacy indicators are presented in Table 3 below:

Table 3. Comparison of Teacher Self-Efficacy Indicators

Indicators of Teacher Self-Efficacy	
General indicators	Specific indicators
Ability to carry out tasks, ability to complete tasks, ability to face challenges, ability to face risks, ability to increase motivation, and ability to improve performance.	Ability in learning strategies, ability to interact with students, and ability in classroom management
Self-confidence, optimism, and persistence in facing challenges, commitment to goals, ability to control feelings, and ability to carry out tasks	Ability to serve individual and group learning, ability to choose and use learning media that makes it easier for students, ability to organize and plan learning, ability to involve students in various learning experiences, and ability to position oneself as a leader for students
Experiences of success, experiences with other individuals, physiological states, and verbal persuasion	

Based on Table 3, indicators of teacher self-efficacy have fundamental differences, namely indicators of teacher self-efficacy, which are general by emphasizing the ability to face challenges in their roles and duties in a broader context both in and outside the classroom. Apart from that, specific indicators emphasize the teacher's ability to face challenges and tasks in implementing classroom learning, such as the teacher's ability to select learning strategies, learning media, learning methods, and classroom management. Both reflect the self-efficacy that a teacher must have and continue to develop to develop roles and responsibilities at the educational level in general and the learning level in the classroom.

The Impact of Teacher Self-Efficacy on Learning Quality

Self-efficacy is crucial for a teacher to realize educational goals and learning objectives. In achieving learning goals in the classroom, a teacher needs to pay attention to the quality of learning. The quality of learning includes improving student learning outcomes and achievements, increasing student activity and involvement in the learning process, and delivering material to students meaningfully (A. Harahap et al., 2022; Latif et al., 2020; Thovawira et al., 2020). To achieve this

quality of learning, a teacher must be ready to face challenges and provide quality learning with an orientation toward achieving these learning quality indicators. Teacher self-efficacy is an important part that directly and indirectly impacts the quality of learning. The following is a mapping of various research results regarding the impact of teacher self-efficacy on variables that support the achievement of quality learning.

Table 4. Impact of Teacher Self-Efficacy on Learning Quality Variables

Author (year)	Impact of Teacher Self-Efficacy	Information
(Ahmed et al., 2022)	Teacher self-efficacy has a positive correlation with student self-efficacy	[F(5,202)=45.362, p<0.001] y = 3.38 + 2.041x1 + 1.337x2
(Kurniawati & Liana, 2022)	Teacher self-efficacy has a positive influence on student learning outcomes	Correlation coefficient= 0.608 Linear regression equation: Y = 53.276 + 0.673
(Pratikayanti & Putra, 2021)	Teacher self-efficacy is positively related to teacher discipline and performance.	The significant relationship between teacher self-efficacy and teacher discipline on teacher performance is proven by the value of Fcount = 48.43 > Ftable = 3.29
(Putri et al., 2023)	Teacher self-efficacy has a positive relationship with teacher performance productivity	The calculated t value of 4.898 is greater than the t table value of 1.661
(Wicaksono & Lutfi, 2022)	Teacher self-efficacy influences teacher performance in the learning process	regression equation Y= 9.031+ 0.481 statistical t value (2.887) > 1.96 and P value (0.004) < 0.05.
(Santosa & Ayu, 2022)	Teacher self-efficacy has a positive effect on teacher performance	Sig value. 0.001 < 0.005
(Hery Yoenanto, 2017)	Teacher efficacy has a positive relationship with student academic achievement.	(Sig 0.00 < 0.05), with a multiple correlation coefficient value of R = 0.149 p

Based on Table 4, teacher self-efficacy has a positive impact on various variables that support the creation of quality learning. Several studies found that teacher self-efficacy positively impacts students' learning outcomes and academic achievement when learning in class (Hery Yoenanto, 2017; Kurniawati & Liana, 2022). These results show that students' learning outcomes and academic achievements are influenced by the teacher's ability and readiness to face learning challenges in the classroom. More than that, teacher readiness to deal with unpredictable classroom situations and find alternative solutions to learning problems is essential in helping students produce better achievements and learning outcomes (Pratiwi & Harahap, 2022).

In other research, it was found that teacher self-efficacy indirectly influences the achievement of learning quality in the classroom, namely increasing teacher productivity and performance as well



as teacher discipline. (Pratikayanti & Putra, 2021; Putri et al., 2023; Santosa & Ayu, 2022; Wicaksono & Lutfi, 2022) . These studies found that teacher self-efficacy has a positive relationship with teacher performance and productivity. This shows that the teacher's confidence in his ability to face the challenges and duties of his role makes the teacher more productive and perform well. In this way, a teacher's performance and productivity can be built by increasing their self-confidence to face and be prepared to carry out their roles and duties. Increasing performance and productivity, as well as the discipline of built-in teachers will undoubtedly impact the quality of learning in the classroom so that, in the end, it can increase the achievement of learning goals in the classroom and improve student learning outcomes. Apart from impacting teacher performance and productivity, teacher self-efficacy also positively influences student self-efficacy (Ahmed et al., 2022); this shows that teachers who are prepared to carry out their roles and duties will influence student readiness in facing complex learning. The teacher gives them.

CONCLUSION

Teacher self-efficacy is an important part that teachers must pay attention to in carrying out their roles and duties in achieving educational goals and learning objectives. Teacher self-efficacy is related to the teacher's self-confidence in facing challenges and readiness to carry out their roles and duties. The results of a systematic literature review using a systematic literature review (SLR) showed that indicators of teacher self-efficacy can be mapped into two things: general performance indicators and indicators specifically related to the learning process. Furthermore, the SLR results show that teacher self-efficacy positively influences student learning outcomes and achievement in the classroom. Besides that, teacher self-efficacy also positively affects teacher performance, discipline, and work productivity. Thus, teacher self-efficacy must be an essential concern for teachers to continue to develop on an ongoing basis.

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