

Principal's Role in Strengthening Teacher Self-Efficacy (TSE) and Collective Teacher Efficacy (CTE) in Remote Areas

Imron Arifin¹ Juharyanto^{1,*} Maulana Amirul Adha¹ Pramono²

Abd. Mu'id Aris Sofa³ Lidya Amalia Rahmania⁴

¹ *Department of Education Administration, Faculty of Education, Universitas Negeri Malang, Indonesia*

² *Department of Early Childhood Education, Faculty of Education, Universitas Negeri Malang, Indonesia*

³ *Faculty of Social Science, Universitas Negeri Malang, Indonesia*

⁴ *Faculty of Letters, Universitas Negeri Malang, Indonesia*

*Corresponding author. Email: juharyanto.fip@um.ac.id

ABSTRACT

The implementation of the principal's role and responsibilities cannot be done easily, without the high-performance support of teachers and employees as the spearhead of educational and administrative activities in the school. Self-efficacy is important for teachers, because high Self-efficacy helps to create a feeling of calm in approaching difficult tasks and activities. On the contrary, people who doubt their abilities, they can believe that something is harder than it really is. The purpose of this research is to know the role of the principal's leadership in strengthening Teacher Self Efficacy (TSE) and Collective Teacher Efficacy in remote areas of Indonesia. This research uses a qualitative approach using multi-site study designs through constant comparative analysis methods. The research site is Excellence Elementary and Secondary School in Tana Tidung Regency, North Kalimantan Province. The analysis in this study uses cross-site data analysis, which is through comparing the roles that principals play in the implementation of the principal's leadership role in strengthening teacher self-efficacy and collective teacher-efficacy in a constant comparative way. The results showed there were four roles performed by the principal in the effort to strengthen teacher self-efficacy and collective teacher-efficacy namely the role of inspiration, mentor, motivator, and role in facilitating the group process.

Keywords: *Elementary School, Role of Principal, Teacher Self-Efficacy, Collective Teacher-Efficacy, Remote Area*

1. INTRODUCTION

The implementation of the principal's role and responsibilities cannot be done easily, without the high-performance support of teachers and employees as the spearhead of educational and administrative activities in the school. Theoretical and practical studies of various studies have concluded that principal leadership is key [1]–[3]. High-quality schools with high support of the organization's climate, managerial qualities [4], the performance of principals and teachers and staff [5], depend heavily on the quality [6], [7]. The principal's superior leadership, is the ultimate guarantee to ensure the overall quality [3], [8], [9]. The orientation of the principal's superior leadership basically refers to Government Regulation Number 19 of 2017. This

situation is the initial reasoning of the need for research to be carried out that leads to the strengthening of Teacher Self Efficacy (TSE) and Collective Teacher Efficacy (CTE).

Bandura defines self-efficacy as a judgement of a person for his or her ability to plan and carry out actions that lead to the achievement [10]. In other words, self-efficacy is the confidence of self-assessment with regard to a person's competence to succeed in his duties. According to Bandura self-efficacy belief is a key factor in the source of human action (human agency), what people think, believe, and feel affects how they act. In addition, beliefs also influence the way a person's actions are chosen, how much effort they make, how long they will persevere in the face of obstacles and failures, how

strong their resilience is in the face of adversity, how clear their mind is of self-help or self-help, how much pressure and resilience their experience in copying the environment, and how high their level of fulfillment manifests.

According to Bandura's social cognitive theory, self-efficacy beliefs influence people's choices in making and performing the actions they [10]–[12]. Individuals tend to concentrate on tasks they feel capable of and believe can accomplish them and avoid tasks they cannot perform. Efficacy beliefs also help determine the extent of the effort people will put into an activity, how long they will be persistent when facing obstacles, and how tenacious they will be in the face [13], [14].

Efficacy beliefs also affect a number of stresses and experiences of individual anxiety such as when they are busy in an activity. Explicitly, Bandura connects self-efficacy with motivation and action, regardless of whether or not the belief [15], [16]. Thus, behavior can be predicted through perceived self-efficacy (a person's belief in his ability), although that behavior can sometimes differ from actual maturity due to the perceived importance of self-efficacy.

Strong feelings of efficacy increase one's prowess and well-being in an unimaginable way. Confident individuals, viewing difficult tasks as challenges to master rather than as threats to avoid [17], [18]. They have a stronger interest and a deep preoccupation with activities, crafting goals that challenge them, and maintaining strong commitments and heightening and supporting their efforts in the face of failure. They are quicker to recover after a failure or retreat. High self-efficacy helps to create a feeling of calm in approaching difficult tasks and activities. On the contrary, people who doubt their abilities, they can believe that something is harder than it really is.

In the context of schooling, efficacy is divided into two, namely teacher self-efficacy and collective teacher-efficacy [19], [20]. Both groups are the main capital in improving the quality of learning in schools. Knowing that, the leadership role of the principal is very important. There are at least some key leadership roles that can be played by the organization's leaders, including principals, including: inspiring others, mentoring others, supervising others, ensuring follow-through, and facilitating group process [21]–[26]. The excellence of the role played by the principal will have a huge influence on the quantity and quality of self-efficacy of the teachers. Based on the above description, the purpose of this research is to know the role of the principal leadership in strengthening Teacher Self-Efficacy (TSE) and Collective Teacher Efficacy in remote areas of Indonesia.

2. METHOD

Research is approached qualitatively using multisite study designs through constant comparative analysis

methods. The research site is located in Tana Tidung (Summit) of North Kalimantan Province. Precisely at The Flagship Integrated School of Public Junior High School 1 *Boarding School* Tana Tidung District, The Flagship Integrated School of Public Junior High School 2 Tana Tidung District and The Flagship Integrated School of Public Elementary School 2 Sesayap Tana Tidung District. The choice of the location of the study is based on an initial field poll that has been conducted by the research team. The location of the study is an area that qualifies for this study, as it is considered to have the characteristics that researchers need in the effort to collect relevant data. Data credibility checking is done using triangulation techniques, the other two techniques used in checking the credibility of this research data are *random member checking* and discussion of fellow researchers.

The auditability of this research data is briefly explained as follows. Once the collection and analysis of the data on the first site is completed, consistency checks are carried out between the conclusion formulation, provisional findings, data exposure, and field records. The single site analysis measures in this study include: (1) the preparation of all field defects based on chronological data collection time; (2) data reduction; (3) data domain exposure and analysis; and (4) withdrawal of conclusions. Data exposure is based on the types of leadership roles found through this study. Second, cross-site data analysis, namely through comparing the roles played by principals in the implementation of the principal's leadership role in strengthening teacher self-efficacy and collective teacher-efficacy in a constant comparative way.

3. RESULT AND DISCUSSION

3.1 *Principal's Role as Inspiration*

In an effort to strengthen teacher self-efficacy and collective teacher-efficacy, the principal became a role model for teachers. The principal tries to inspire subordinates to perform at their best. The principal prepares visions, missions, actions, and provides practical instructions on how to realize that vision, mission, and action. The principal has high optimism for the progress of the school, which is demonstrated through high determination and confidence in carrying out his duties and certainly in decision making related to the progress of the school. Indirectly through the optimism, determination and confidence shown by the principal inspired his subordinates [27], [28]. An inspirational principal must have many ideas or ideas in order to realize an effective and efficient [29]–[31] An inspirational Principal must be able to carry out his basic duties and functions with dedication and responsibility. If this is done, there will be a conducive school situation.

3.2 *Principal's Role as Mentor*

The principal describes himself as an example / example in action, appreciating the actions of each member, giving the member the freedom to dare to face risks especially for certain things that have just been introduced. The principal also made himself a co-worker as well as a learning companion for the teachers. To realize the school's goals, the principal continues to invite his educators and education personnel to continue to improve his competence. Improving the quality of Indonesian teachers can not only use the old way that only collects them in one place, is given seminars, then go home each. Not only that, one way to lift the quality of teachers must be to be a leader who can guide and inspire [2], [32], [33]. An effective principal should be able to optimize the development of the ability of all teachers and school staff in an effort to achieve the goals [34]. Leaders as mentors keep teachers to focus on realizing vision with direction, giving hope, example and building trust among all members of the organization to realize the vision of the school [35]–[37].

3.3 *Principal's Role as Motivator*

The principal continuously motivates the educator and his education so that the confidence awakens which then what becomes the mission of the school can be realized. The form of motivation given by the principal in the effort to strengthen in the form of encouraging, strengthening teacher confidence, setting the physical work environment and working atmosphere or learning is comfortable for teachers in the development of teacher professionalism. Principals should be able to encourage all components of education in schools to develop professionally, especially in strengthening teacher self-efficacy and collective teacher-efficacy. There have been many research results that state motivation in the world of education is one of the important factors [38]–[40], with the motivation of being able to arouse interest and be able to encourage one to do whatever [41]–[43] the principal does in strengthening teacher self-efficacy and collective teacher-efficacy.

3.4 *The Role of Principals in Facilitating Group Processes*

One of the key roles of the principal in the effort to strengthen teacher self-efficacy and collective teacher-efficacy is to facilitate the group process, the principal performs his role in facilitating the group process through good communication, facilitates the needs of teachers in the development of his main professionals in the learning process, clarifies group tasks, ensures that everyone's contribution is heard, maintains time parameters, assists the group in reaching consensus, and establishes follow-up responsibilities. Meetings or often called meetings are one way of facilitating the group process. In a meeting has a great opportunity to innovate, solve problems and make decisions with the collective intelligence [44], [45] On the other hand, meetings are also a frequent source of

frustration and many people simply prefer to avoid meetings because they have no meaning to themselves or because they can waste their [46], [47] The principal as a facilitator has various tasks to do to 'facilitate' the people participating in the [48]: (1) support individuals in groups in understanding their common goals; (2) help people collectively move through the process; (3) develop conversations and implement appropriate group facilities techniques to keep discussions effective; (4) grow participation and get people to come up with ideas, thoughts, and perspectives that add value; and (5) get all the individuals in the room to feel like they are in a group with a shared interest.

4. CONCLUSION

The principal's superior leadership is the ultimate guarantee to ensure the overall quality of the school. In the context of school, efficacy is divided into two, namely teacher self-efficacy and collective teacher-efficacy. Both groups are the main capital in improving the quality of learning in schools. Knowing this, the leadership role of the principal is very important. Based on the findings of the study, there are four roles performed by the principal in the effort to strengthen teacher self-efficacy and collective teacher-efficacy namely the role of inspiration, mentor, motivator and role in facilitating the group process.

ACKNOWLEDGMENTS

The authors would like to thank to the Dean Faculty of Education State University of Malang, Indonesia, who has given permission to conduct this research, so that this research can be completed. Special thanks to those who contributed to this article directly or indirectly.

REFERENCES

- [1] H. H. M. Marks and S. S. M. Printy, "Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership," *Educ. Adm. Q.*, vol. 39, no. JANUARY, pp. 370–397, 2003, doi: 10.1177/0013161X03253412.
- [2] B. Mulford, "School Leaders : Changing Roles and Impact on Teacher and School Effectiveness," *Educ. Train.*, no. April, pp. 1–67, 2003.
- [3] I. Arifin, Juharyanto, Mustiningsih, and A. Taufiq, "Islamic Crash Course as a Leadership Strategy of School Principals in Strengthening School Organizational Culture," *SAGE Open*, vol. 8, no. 3, p. 215824401879984, 2018, doi: 10.1177/2158244018799849.
- [4] J. Claude Ah-Teck and K. E. Starr, "Total Quality Management in Mauritian education and principals' decision-making for school improvement," *J. Educ. Adm.*, vol. 52, no. 6, p. 833, 2014, doi: 10.1108/JEA-06-2012-0075.
- [5] A. Gibson, "Principals' and teachers' views of

- spirituality in principal leadership in three primary schools,” *Educ. Manag. Adm. Leadersh.*, vol. 42, no. 4, pp. 520–535, 2014, doi: 10.1177/1741143213502195.
- [6] J. Juharyanto, I. Arifin, I. Bafadal, A. Y. Sobri, and A. Nurabadi, “Dominant Leadership of School Principals in the Implementation of Curriculum 2013 in Religious Based School Indonesia,” *Asia Proc. Soc. Sci.*, vol. 2, no. 4, pp. 47–51, 2018, doi: 10.31580/apss.v2i4.280.
- [7] J. Juharyanto, S. Sultoni, I. Arifin, I. Bafadal, A. Nurabadi, and H. Hardika, “‘Gethok Tular’ as the Leadership Strategy of School Principals to Strengthen Multi-Stakeholder Forum Role in Improving the Quality of One-Roof Schools in Remote Areas in Indonesia,” no. 5, 2020, doi: 10.1177/2158244020924374.
- [8] Juharyanto, “Implementasi Kompetensi Kepala Sekolah Sebagai Agen Perubahan pada Sekolah Berprestasi: Studi Multi Kasus Pada Tiga SD/MI Berprestasi Di Kabupaten Bondowoso, Kabupaten Jember dan Kabupaten Situbondo,” Ph.D Thesis Universitas Negeri Malang, 2012.
- [9] Juharyanto, “Kepemimpinan unggul Kepala Sekolah Dasar Daerah Terpencil (Studi Multisitus pada Sekolah Dasar di Kabupaten Bondowoso),” *J. Sekol. Dasar*, vol. 1, no. Tahun 26, pp. 89–100, 2017, [Online]. Available: url: <http://jurnal.fip.um.ac.id/sekolahdasar>.
- [10] A. Bandura, “Self-efficacy: Toward a unifying theory of behavioral change,” *Psychol. Rev.*, 1977, doi: 10.1037/0033-295X.84.2.191.
- [11] A. Bandura, “Guide for constructing self-efficacy scales,” *Self-efficacy beliefs Adolesc.*, 2006, doi: 10.1017/CBO9781107415324.004.
- [12] A. Bandura, “Social Cognitive Theory: An Agentic Perspective,” *Annu. Rev. Psychol.*, 2001, doi: 10.1146/annurev.psych.52.1.1.
- [13] R. Hapsah and S. I. Savira, “Hubungan Antara Self Efficacy dan kreatifitas dengan Minat Berwirausaha,” *J. Psikol. Teor. Terap.*, vol. 5, no. 2, pp. 80–89, 2015.
- [14] Y. Bouchamma, M. Basque, and C. Marcotte, “School Management Competencies : Perceptions and Self-Efficacy Beliefs of School Principals,” no. May, pp. 580–589, 2014.
- [15] F. Pajares, “Self-efficacy beliefs in academic settings,” *Rev. Educ. Res.*, 1996, doi: 10.3102/00346543066004543.
- [16] M. F. Pajares, “Teachers’ Beliefs and Educational Research: Cleaning Up a Messy Construct,” *Rev. Educ. Res.*, 1992, doi: 10.3102/00346543062003307.
- [17] M. Thurlings, A. T. Evers, and M. Vermeulen, “Toward a Model of Explaining Teachers’ Innovative Behavior: A Literature Review,” *Rev. Educ. Res.*, vol. 85, no. 3, pp. 430–471, 2015, doi: 10.3102/0034654314557949.
- [18] S. Morton, A. Mergler, and P. Boman, “Managing The Transition: The Role of Optimism and Self-Efficacy for First-Year Australian University Students,” *Aust. J. Guid. Couns.*, vol. 24, no. 1, pp. 90–108, 2014, doi: 10.1017/jgc.2013.29.
- [19] E. M. Skaalvik and S. Skaalvik, “Teacher self-efficacy and teacher burnout: A study of relations,” *Teach. Teach. Educ.*, 2010, doi: 10.1016/j.tate.2009.11.001.
- [20] R. M. Klassen and M. M. Chiu, “Effects on Teachers’ Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress,” *J. Educ. Psychol.*, 2010, doi: 10.1037/a0019237.
- [21] S. Du, V. Swaen, A. Lindgreen, and S. Sen, “The Roles of Leadership Styles in Corporate Social Responsibility,” *J. Bus. Ethics*, 2013, doi: 10.1007/s10551-012-1333-3.
- [22] L. Christman, “Leadership Roles and Management Functions in Nursing Theory and Application,” *Nurs. Adm. Q.*, 2004, doi: 10.1097/00006216-200407000-00013.
- [23] T. R. Ilhamsyah P. Bakri, Amri, “SEKOLAH TERHADAP KINERJA GURU DAN PENGAWAS,” vol. 4, no. 1, pp. 250–259, 2015.
- [24] N. Rapp and H. Duncan, “Multi-Dimensional Parental Involvement in Schools: A Principal’s Guide,” *Int. J. Educ. Leadersh. Prep.*, vol. 7, p. 14, 2012, [Online]. Available: <http://search.proquest.com/docview/1031153230?accountid=14609>.
- [25] D. I. Riddle and D. Ph, “Roles for effective leadership.” p. 2008, 2008.
- [26] Juharyanto, I. Bafadal, I. Arifin, B. R. Saputra, and M. A. Adha, “The Use of Conventional Communication Technology as an Effective Principal Leadership Strategy in Strengthening the Role of Multi-Stakeholder’s Forum for School Quality improvement,” *Elem. Educ. Online*, vol. 19, no. 4, pp. 1963–1973, 2020, doi: 10.17051/ilkonline.2020.762773.
- [27] K. Leithwood and D. Jantzi, “The Effects of Transformational Leadership on Organizational Conditions and Student Engagement with School,” in *Educational Management: Major Themes in Education*, 2013, pp. 94–112.
- [28] B. B. Wiyono, “The Effectiveness of the Implementation of Principals’ Transformational Leadership in Motivating Teachers to Carry Out Their Profession Duties,” *Int. J. Learn. Teach.*, vol. 3, no. 2, pp. 144–147, 2017, doi: 10.18178/ijlt.3.2.144-147.
- [29] M. Afshari, K. A. Bakar, W. S. Luan, B. A. Samah, and F. S. Fooi, “Technology and School Leadership,” *Technol. Pedagog. Educ.*, vol. 18, no. 2, pp. 235–248, 2009, doi: 10.1080/14759390902992527.
- [30] B. M. Bass and P. Steidlmeier, “Ethics, Character, and Authentic Transformational Leadership Behavior,” *Leadersh. Q.*, vol. 10, no. 2, pp. 181–217, 1999, doi: 10.1016/S1048-9843(99)00016-8.
- [31] Juharyanto, “School Principal’s Strategies in

- Strengthening Institutional Characters as Educational Leaders for Global Era: A Theoretical Context,” *Educ. Rev. USA*, vol. 4, no. 3, pp. 54–65, 2020, doi: 10.26855/er.2020.03.002.
- [32] S. J. Zepeda, *Instructional Supervision*, Fourth Edi. New York: Taylor and Francis, 2017.
- [33] A. Yusuf Sobri, I. Bafadal, A. Nurabadi, and Juharyanto, “Induction Model with Self Reflection Based Mentoring Module for Beginning School Principals,” 2019, doi: 10.2991/icet-18.2018.49.
- [34] Mustiningsih, Maisyaroh, and N. Ulfatin, “Peran Kepemimpinan Visioner Kepala Sekolah Hubungannya dengan Kesiapan Guru Menyongsong Revolusi Industri 4.0 di Sekolah Dasar Negeri Efektif Kota Malang,” Malang, 2019.
- [35] J. Blase and J. Blase, “Effective instructional leadership,” *J. Educ. Adm.*, vol. 38, no. 2, pp. 130–141, 2000, doi: 10.1108/09578230010320082.
- [36] J. G. Rigby, “Three Logics of Instructional Leadership,” *Educ. Adm. Q.*, vol. 50, no. 4, pp. 610–644, 2014, doi: 10.1177/0013161X13509379.
- [37] S. Dinham and F. Crowther, “Sustainable school capacity building – one step back, two steps forward?,” *J. Educ. Adm.*, vol. 49, no. 6, pp. 616–623, 2011, doi: 10.1108/09578231111186926.
- [38] S. Dev, S. Nair, and A. Dwivedi, “Emotional Intelligence of Instructors and the Quality of Their Instructional Performance,” *Int. Educ. Stud.*, vol. 9, no. 5, p. 40, 2016, doi: 10.5539/ies.v9n5p40.
- [39] Z. M. Elqadri, P. Priyono, R. P. Suci, and T. Chandra, “Effect of Leadership Style, Motivation, and Giving Incentives on the Performance of Employees—PT. Kurnia Wijaya Various Industries,” *Int. Educ. Stud.*, vol. 8, no. 10, pp. 183–192, 2015, doi: 10.5539/ies.v8n10p183.
- [40] G. Holleran and I. Gilbert, *A Teacher ‘s Companion to Essential Motivation in the Classroom*. London: Routledge, 2015.
- [41] C. Walker, *Managing student motivation through teaching performance*, no. November. 2011.
- [42] P. Rahabav, “The Effectiveness of Academic Supervision for Teachers,” *J. Educ. Pract.*, vol. 7, no. 9, pp. 47–55, 2016.
- [43] Juharyanto, A. Y. Sobri, and A. Nurabadi, “The Principal Leadership in Strengthening Elementary School Education Character,” 2018, doi: 10.2991/icet-18.2018.38.
- [44] J. F. Nunamaker, L. M. Applegate, and B. R. Konsynski, “Facilitating Group Creativity: Experience with a Group Decision Support System,” *J. Manag. Inf. Syst.*, vol. 3, no. 4, pp. 4–19, 1987, doi: 10.1080/07421222.1987.11517775.
- [45] D. W. Lick, “Whole-Faculty Study Groups : Facilitating Mentoring for School-wide Change,” *Theory Pract.*, vol. 39, no. 1, pp. 37–41, 2010, doi: 10.1207/s15430421tip3901.
- [46] J. C. Chilberg, “A Review of Group Process Designs For Facilitating Communication in Problem Solving Groups,” *Manag. Commun. Q.*, vol. 3, no. 1, pp. 51–70, 1989, doi: doi:10.1177/0893318989003001004.
- [47] D. Wise, “Teaching or Facilitating Learning? Selecting the Optimal Approach for Your Educational Objectives and Audience,” *Journal of Ext.*, vol. 55, no. 3, pp. 1–5, 2017.
- [48] R. Cserti, “Essential Facilitation Skills for an Effective Facilitator,” *SessionLab*, 2019. .