

ENHANCING TEACHER SELF-EFFICACY: A FRAMEWORK FOR STRUCTURED CONTINUOUS PROFESSIONAL DEVELOPMENT

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Abstract :

This research aims to analyze the influence of the sustainability of the professionalism management development (PKB) program on teacher self-efficacy in Islamic Islamic madrasahs. This research is motivated by the importance of increasing teacher competence and self-confidence in teaching through a structured and systematic CPD program. This research uses a qualitative descriptive method, with data obtained through interviews, observation and documentation, which is then analyzed using triangulation techniques. The research results show that good CPD management which includes planning, implementation, monitoring and reporting has a positive effect on teacher self-efficacy. Teachers with high self-efficacy are more confident in managing the classroom and implementing innovative teaching methods. Findings also show that professional collaboration, such as in Teacher Working Groups (KKG), and participation in professional networks, such as teacher communities and educational organizations, make significant contributions in increasing teacher self-efficacy. Therefore, effective management of PKB as well as support for collaboration and professional networks are very important to improve the quality of education in madrasah ibtidaiyah.

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh keberlanjutan program pengembangan manajemen profesionalisme (PKB) terhadap efikasi diri guru di madrasah ibtidaiyah. Penelitian ini dilatarbelakangi oleh pentingnya peningkatan kompetensi dan rasa percaya diri guru dalam mengajar melalui program CPD yang terstruktur dan sistematis. Penelitian ini menggunakan metode deskriptif kualitatif, dengan data yang diperoleh melalui wawancara, observasi dan dokumentasi, yang kemudian dianalisis menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa pengelolaan CPD yang meliputi perencanaan, pelaksanaan, pemantauan dan pelaporan yang baik berpengaruh positif terhadap efikasi diri guru. Guru dengan efikasi diri yang tinggi lebih percaya diri dalam mengelola kelas dan menerapkan metode pengajaran yang inovatif. Temuan juga menunjukkan bahwa kolaborasi profesional, seperti

dalam Kelompok Kerja Guru (KKG), dan partisipasi dalam jaringan profesional, seperti komunitas guru dan organisasi pendidikan, memberikan kontribusi yang signifikan dalam meningkatkan efikasi diri guru. Oleh karena itu, pengelolaan PKB yang efektif serta dukungan kolaborasi dan jaringan profesional sangat penting untuk meningkatkan mutu pendidikan di madrasah ibtidaiyah.

INTRODUCTION

The Continuous Professional Development Program (PKB) plays a crucial role in efforts to improve the quality of education which is always predicted to be a national education goal (Apiyani et al., 2022; Oktaviani, 2022). One of the main benefits of PKB is improving the quality of teaching (Azizah, 2021). Through this program, teachers can update their knowledge and skills in accordance with the latest developments in the field of education. Another aspect as a form of benefit from PKB is increasing self-efficacy as a form of self-confidence (Wahyuniv & Supendi, 2023; Faiz et al., 2023). Self-efficacy is an individual's belief in one's ability or competence to carry out a task, achieve goals, and produce something. This concept has a significant influence on a person's behavior, especially when faced with problems that are considered difficult or less controllable.

Teachers are required to continue to innovate in the learning process, not only rely on manual and classical methods. Learning must always adapt to the digital era, and knowledge about curriculum changes needs to be improved (Rahayu et al., 2022; Sanjani, 2024; Zuhdi et al., 2024). At MIN 7 East Aceh, teachers have shown high awareness of building innovation in learning and improving their performance. They actively continue their education to postgraduate level and maintain good attendance at the madrasah. Apart from that, they show accuracy in managing time in class, discipline towards assignments, and responsibility in educating and teaching. This phenomenon reflects the commitment of MIN 7 East Aceh teachers to continue to develop and adapt to the demands of the times, in order to provide the best education for students.

In order to increase the academic value of MIN 7 East Aceh teachers, several teachers have even carried out professional improvement independently by continuing their studies in postgraduate programs since 2020. This shows that there is already self-awareness (self-efficacy) of the teachers at MIN 7 East Aceh. This awareness is an important driver for them to continue to develop professionally, improve their competencies, and have a positive impact on the quality of education in madrasahs. The courage to take such steps shows their confidence in their ability to achieve goals and face challenges in the ever-changing world of education.

Competencies that are always being improved influence the teaching methods used, such as teaching that is always up-to-date and effective, so that it is able to better meet students' learning needs (Aniqoh et al., 2021). Apart from that, PKB also has a positive impact on student learning outcomes. Teachers who continue to develop professionally tend to provide higher quality teaching,

which in turn contributes to improving student learning outcomes (Nurnaningsih et al., 2023; Ridlo & Yanti, 2023). More competent teachers can inspire and motivate students to achieve higher achievements (Rahmiati & Azis, 2023; Arifin et al., 2024). By participating in CPD, teachers not only improve their own capabilities, but also have a significant positive impact on students' academic development. Therefore, PKB is an essential element in efforts to improve the overall quality of education.

Previous research regarding the management of the Continuous Professional Development Program (PKB) and its influence on teacher self-efficacy has been conducted by several researchers with mixed but complementary findings. Research findings by Alanoglu (2022) state that instructional leadership has a significant role in increasing teacher self-efficacy. This meta-analysis agrees with Maharani (2023) who shows that school leaders who are effective in supporting and guiding teachers can increase their confidence in their teaching abilities. Similar research (Wray et al., 2022) also discusses continuing professional development programs and finds that these programs consistently increase teacher self-efficacy, especially when they involve practice-based learning and constructive feedback. Another factor, namely technology-based professional development, can have a positive impact on teacher self-efficacy (Fackler et al., 2021). Apart from that, collaboration between teachers (Muna et al., 2021) in study groups and professional discussions is very effective in increasing self-efficacy. Teachers who engage in professional networks and share experiences with colleagues feel more motivated and confident in implementing innovative teaching strategies.

Research regarding the exploration of Continuous Professional Development Programs (PKB) on teacher self-efficacy has been widely carried out, but there are several aspects that have not been explored or integrated thoroughly in one study. This analysis identifies gaps in previous research and offers new contributions that have the potential to provide references for new scientific studies on similar research. Thus, the novelty of this research lies in the Multi-Aspect Integration of PKB Management. This integration includes instructional leadership, technology support, ongoing training, and professional collaboration in one comprehensive framework.

The purpose of writing this article is to identify interactions and synergies between these various components in increasing teacher self-efficacy at MIN 7 East Aceh. This approach is expected to provide a comprehensive and in-depth understanding of how each element of CPD management contributes to increasing teachers' self-confidence and professional competence in carrying out their duties and realizing national education goals.

RESEARCH METHODS

The research method used in this article is a qualitative approach with a descriptive type (Köhler et al., 2022). This research was carried out at MIN 7 East Aceh, which is located in Gampong Pucok Aluesa, Simpang Ulim District, East Aceh Regency. This research aims to explore and describe how sustainable professional program management influences teacher self-efficacy. Research

data was obtained through three main techniques, namely interviews, observation and documentation. Interviews were conducted with teachers to collect in-depth information about their experiences in participating in continuing professional programs, as well as how these programs influenced their beliefs in their self-efficacy in carrying out teaching duties. Interview questions are structured but flexible, allowing researchers to explore answers more deeply according to the context and experience of the interviewee.

Apart from interviews, researchers also conducted direct observations at the research location to see and record sustainable professional program management practices in real contexts at schools. These observations include teachers' daily activities, their participation in professional programs, as well as interactions with students and colleagues (Zaini et al., 2022). Documentation techniques involve collecting and analyzing various relevant documents, such as activity reports, attendance records, training modules, and school policy documents. Data obtained from these three techniques was analyzed using the data triangulation method, namely comparing and confirming data from various sources to increase the validity and reliability of research findings. Data triangulation allows researchers to get a more comprehensive and accurate picture of the impact of sustainable professional program management on teacher self-efficacy at MIN 7 East Aceh.

FINDINGS AND DISCUSSION

Building teacher self-confidence is a crucial element in creating a productive and effective educational environment. High self-confidence enables teachers to manage the classroom better, overcome challenges with resilience, and implement innovative teaching strategies. When teachers believe in their abilities, they are more likely to innovate teaching methods, communicate effectively with students, and build positive relationships with parents and colleagues. Additionally, teacher self-confidence contributes to higher job satisfaction, reduced stress levels, and increased professional well-being. Structured continuing professional development (CPD) programs play an important role in building this confidence, by providing teachers with access to relevant training, support and constructive feedback. By investing in systematic professional development, educational institutions not only strengthen the individual capacities of teachers, but also improve the overall quality of the learning experience for students.

At MIN 7 East Aceh, the development of teacher self-confidence through structured CPD programs has the potential to significantly enhance the quality of education provided. As teachers at MIN 7 East Aceh become more confident in their skills and knowledge, they are better positioned to mentor and support their colleagues, creating a culture of continuous improvement within the institution. This collaborative environment fosters the exchange of best practices and strengthens the collective commitment to educational excellence. The increased self-confidence of teachers at MIN 7 East Aceh enables them to engage more deeply in reflective practice. By critically assessing and refining their teaching methods, they can implement more dynamic and responsive educational strategies tailored to the needs of their students. This, in turn,

positively impacts the learning outcomes, as empowered and motivated teachers create a more engaging and supportive classroom atmosphere. By prioritizing teacher self-confidence through well-structured CPD initiatives, MIN 7 East Aceh not only invests in the professional growth of its educators but also advances its broader goal of achieving high educational standards. This approach supports the creation of a thriving learning environment, benefiting both teachers and students alike, and contributing to the overall success of the educational institution.

Characteristics of Teacher Self-Efficacy

Self-efficacy refers to a teacher's belief in his or her ability to plan, organize, and carry out the teaching tasks necessary to achieve desired learning outcomes (Warsiki & Mardiana, 2021; Permatasari et al., 2022). The main characteristics of teacher self-efficacy include self-confidence in managing the class, the ability to overcome challenges and difficulties in the teaching and learning process, and the ability to motivate and actively involve students in learning (Sholeh, 2023). Teachers with high self-efficacy tend to be more innovative in teaching methods, more persistent in finding solutions to problems faced in the classroom, and more open to feedback for self-improvement. They also demonstrate a strong commitment to professional development and are willing to continue learning and developing their skills. In addition, high self-efficacy in teachers contributes to a positive school climate, where students feel supported and motivated to learn.

Judging from the results obtained in the field, it can be concluded that the characteristics of teacher self-efficacy at MIN 7 East Aceh can be categorized into two types, namely: 1) Constructive type and 2) Normative type. Teachers with the constructive type tend to develop their abilities in each learning process with the aim of achieving teaching success. They continually seek new ways to improve teaching effectiveness, innovate methods and strategies, and always strive to increase student engagement and motivation. In contrast, teachers with the normative type focus more on carrying out existing teaching routines. They tend to follow procedures and methods that have been proven effective without making many changes or innovations (Istiqomah et al., 2023). However, both types of teachers have an important role in creating an effective learning environment and supporting student development.

In the constructive type, the self-efficacy characteristics of East Aceh MIN 7 teachers are as follows; First, teachers become members of the KKG, so they always maintain communication with colleagues by participating in KKG activities; Second, teachers continue to participate in the KKG even though they have difficulty dividing their time because teaching time is tight; Third, teachers continue to fulfill learning administration needs in the classroom even though they are experiencing personal problems because they never mix personal problems with those at the Madrasah; Fourth, teachers always try to have a positive influence in participating in all KKG activities and other teacher training by always providing motivation about the need for certificate grades, so that teachers can be promoted immediately; Fifth, teachers continue to participate in

KKG and workshops despite lack of funds by setting aside certification funds for certified teachers and performance allowances for non-certified civil servant teachers; and sixth, co-workers who are fellow teachers and doubt a new innovation that has been created and carried out by other co-workers because they always support and share with each other.

Meanwhile, in the normative type, there are characteristics of Self Efficacy of East Aceh MIN 7 teachers, namely as follows; First, teachers always maintain communication with colleagues in completing learning administration requirements; Second, teachers cannot complete the administration of learning in Madrasas if they are experiencing personal problems that cannot be ignored but are still trying to complete the administration of learning; and Third, to encourage teachers to complete teacher administration, the madrasa head gives awards to teachers who have completed learning administration in the form of giving additional points to the teacher's SKP.

Management Teacher Self-Efficacy

self-efficacy management is a process that involves various strategies and approaches to increase teachers' confidence in their ability to carry out educational tasks effectively (Muna et al., 2021; Amar, 2024). This includes systematic efforts to build teacher confidence through ongoing training, professional development, and collaborative support. One important aspect of self-efficacy management is giving teachers the opportunity to participate in professional development activities such as workshops, seminars and teacher working groups (KKG). In addition, managing teacher self-efficacy also involves providing constructive feedback, coaching, and mentoring by colleagues or superiors. A supportive work environment (Sholeh, 2023), where teachers feel valued and encouraged to share experiences and innovate, also plays a key role in increasing self-efficacy. This effective management (Efendi & Sholeh, 2023; Maulidia & Sanjani, 2023) not only helps teachers face challenges and changes in the world of education, but also improves the overall quality of teaching and learning, creating a positive impact on students and the school community.

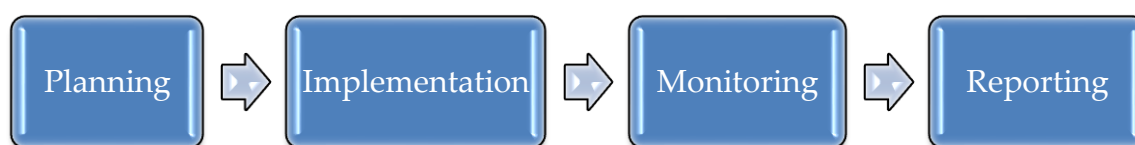


Figure 1. Teacher Self-Efficacy Management Flowcharts

The management of sustainable by Figure 1, professional programs on teacher self-efficacy at MIN 7 East Aceh involves four main stages: planning, implementation, monitoring and reporting. The planning stage begins with identifying teacher professional development needs and determining program goals and objectives, including various training activities and workshops that are relevant to teacher needs, as well as scheduling activities in a structured manner.

The implementation phase involves the implementation of planned activities, where teachers actively participate in training, group discussions, and direct practice in the classroom. Monitoring is carried out periodically to evaluate the effectiveness of the program through observations, surveys and interviews with participants. Feedback from teachers is very important in this stage to assess the impact of the program on increasing their self-efficacy. Finally, the reporting stage involves documenting the results and findings of the program, including achievements and obstacles encountered. These reports are used to improve future programs and ensure that professional development goals are achieved. Through this systematic management, the sustainable professionalism program at MIN 7 East Aceh can significantly increase teacher self-efficacy, which in turn contributes to improving the quality of teaching and learning in schools.

Professional Collaboration and Networking

CPD programs that involve collaboration and professional networks can increase teachers' confidence in their own abilities. Professional collaboration and strong networks can strengthen teachers' competence and confidence in teaching (Lestari & Kurnia, 2023; Sipahutar & Naibaho, 2023; Islamiah & Maulidiah, 2024). Professional collaboration between teachers includes various forms of interaction and cooperation designed to increase competence and self-efficacy (Jenariah et al., 2022). One form that is commonly implemented is the Teacher Working Group (KKG). Collaboration built at MIN 7 East Aceh, KKG is a group of teachers who regularly gather to share experiences, develop teaching strategies, and solve problems together. KKG helps teachers update knowledge, improve skills, and solve problems together collaboratively. Through KKG, teachers at MIN 7 East Aceh can discuss challenges faced in the classroom, share best practices, and develop more effective learning plans. This not only improves the quality of teaching but also strengthens teachers' self-confidence and self-efficacy in teaching and managing the classroom.

The subject aspect at MIN 7 East Aceh has collaboration in the form of the Subject Teachers' Conference (MGMP), which is a forum that facilitates the gathering of teachers of the same subject to develop work professionalism. The group functions as a means to communicate with each other, learn and exchange ideas and experiences in order to improve teacher performance as practitioners of learning reorientation in the classroom.

The network built at MIN 7 East Aceh through participation in educational organizations is an important form of professional network. Teachers join professional organizations such as the Teachers' Association or the Indonesian Teachers' Association which provide training, conferences and seminars. Benefits of participation include gaining access to educational resources, training opportunities, and networking with other professionals in the education field. Workshops and seminars are also a form of professional networking where teachers come together to learn about specific topics, share experiences, and gain new skills. Workshops and seminars provide a platform for continuous learning and networking, as well as updating knowledge about the latest teaching methods (Nugraha et al., 2024; Purwanto et al., 2023). On the other hand, online networks and social media allow teachers to join online groups, forums, or social

media specifically for education, where they can share resources, discuss, and find solutions together (Indriyati, 2023; Dewi, 2021). The benefit of this online network is that it allows fast and broad access to a global community of teachers, share ideas and resources in real-time, and get peer-to-peer support .

The direction of this professional networking and collaboration is Continuous Professional Development (CPD), which is a series of activities designed to help teachers improve their skills through workshops, courses and other training. CPD provides a platform for teachers to learn and develop continuously through various forms of training and learning. By taking part in a CPD program, teachers can update their knowledge of the latest teaching methods, gain new skills and share experiences with their colleagues. This not only increases teachers' professional competence but also strengthens their self-confidence in teaching. CPD ensures that teachers remain competitive and effective in managing classes and delivering quality educational material to students.

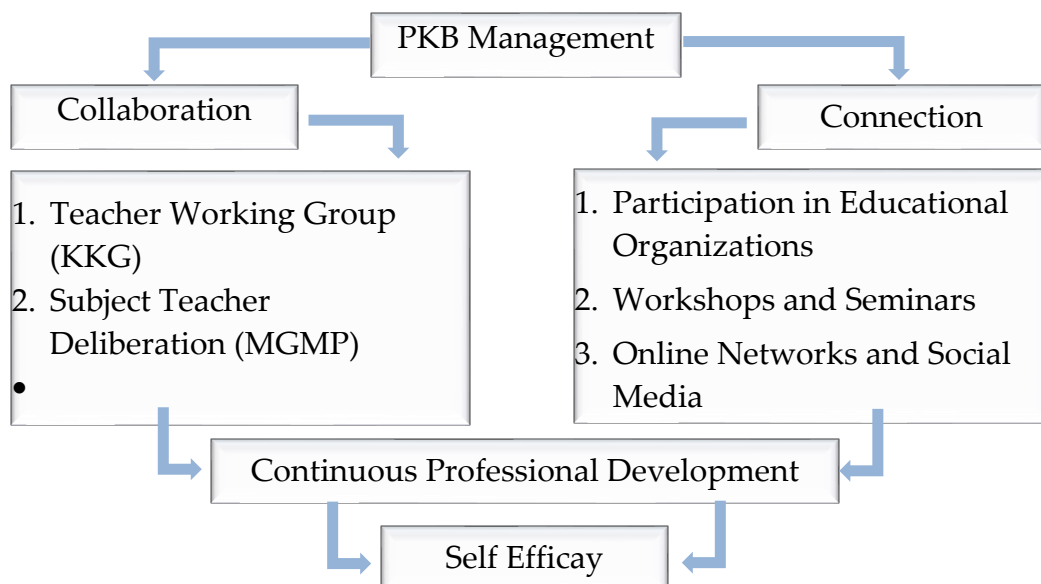


Figure 2. PKB Management Flowchart on Self Efficacy

Collaboration and professional networks by Figure 2, have a significant influence on teacher *self-efficacy* , which can be achieved through Continuous Professional Development (CPD). This achievement is carried out in two main ways. First, through collaborations such as Teacher Working Groups (KKG) and Subject Teacher Deliberations (MGMP), where teachers regularly gather to share experiences, develop teaching strategies, and solve problems together. Second, through professional networks that involve participation in educational organizations, workshops and seminars, as well as online networks and social media. Participation in educational organizations gives teachers access to training, conferences and seminars that help update their knowledge and skills. Workshops and seminars provide a platform for ongoing learning and networking, while online networks and social media enable teachers to share resources, discuss, and get support in real-time from a global community of

teachers. This combination of collaboration and professional networks strengthens teachers' self-confidence in teaching, which in turn improves the quality of the education they deliver.

CONCLUSION

This research highlights the importance of sustainable professional development (PKB) program management in increasing teacher self-efficacy at MIN 7 East Aceh. Effective CPD management includes systematic planning, implementation, monitoring and reporting to ensure teachers continue to develop professionally. This program is designed to improve teaching abilities through ongoing training, workshops and courses, which have a positive impact on teacher self-efficacy .

Teachers with high self-efficacy are more confident in managing the classroom and implementing innovative teaching methods. Self-efficacy management at MIN 7 East Aceh involves planning relevant topics, implementing active training, ongoing monitoring with constructive feedback, and reporting results for program evaluation. Professional collaboration, such as Teacher Working Groups (KKG), as well as professional networks through educational communities and organizations, has been proven to increase teacher self-efficacy . Active participation in these networks provides more learning and development opportunities, which in turn increases their competence and self-efficacy.

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