

THE RELATIONSHIP BETWEEN EFL TEACHERS' SELF EFFICACY AND REFLECTIVE THINKING LEVELS

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Abstract: This research was intended to investigate the relationship between EFL teachers' self-efficacy and reflective thinking levels. The quantitative method was chosen since the researcher intended to find out whether there is a significant relationship between teachers self-efficacy and reflective thinking with computed by SPSS 16.0. There are 101 English teachers of Junior High School in Jombang as the researchers' subjects in this research. The questionnaires divided into two namely teacher sense of efficacy scale and reflective thinking levels were used to answer the research question. Simple random sampling was technique to gain the data. The result of data analysis reflected that the null hypothesis (Ho) is rejected. It means that the teachers' self-efficacy and reflective thinking levels has significant relationship that marked on sig. value is 0.00 is below than 0.05 with level of relationship moderate (0.525''). Based on the result of questionnaires, it showed that teacher has enough self-efficacy and the mean score of reflective thinking levels is 51. It is indicated that the teachers have medium or contextual level (38 – 51). Thus, it is necessary to enhance self-efficacy to move up to the next level of reflective thinking

Keywords: Relationship, Self-efficacy, Reflective thinking levels

Introduction

Teaching is a process that involves not only transfer of knowledge but also improvement on students' attitude and behavior. Gage (1963) mentioned that teaching is shaping relational influence whose purpose is to transform behavior potential of students. Hence, the role of teachers beside making students understand the material and doing the administrative jobs, they should also be able to give time to listen to students' problems and provide them with feasible solution. By doing so, teachers will fulfill their teaching job holistically. In Indonesia's educational context, many teachers are likely to compete to be called a professional teacher. One of the reasons is because the government gives additional salary to those who are qualified.

However, this competition is not an easy process partly because it requires them to satisfy some aspects in professional development.

Teacher professional competence consists of two indicators those are mastering subject matter, structure, concept and scientific mindset that supports the subjects being taught and developing professionalism through reflective actions (Permendikbud no. 16 year. 2007). Teacher should be equipped with abundance understanding on the subject matter and reflect their everyday teaching practice to create betterment for their future teaching and learning process. Recently, it is also mentioned that 21st teachers must be able to prepare the students who are skilled, think critically, creatively, innovatively, communicatively and be able to collaborate.

Teacher efficacy has been defined as a teacher's belief that his or her ability has a positive effect on student learning and is one of the few teacher characteristics consistently related to student achievement (Ashton, 1985). Other variables related to efficacy include student motivation, teachers' adoption of innovation, teachers' classroom management techniques, and ratings of teacher competence (Woolfolk & Hoy, 1990). Self-efficacy impacts teachers' determination when things do not go smoothly and their resilience in the face of disappointment. Teacher that has high self efficacy usually would rather act, wants to try new idea and strategy to teacher and fix the problem when face of the learning and has great future and aims of his/her learner. Teacher that has low self efficacy usually used monotonous learning, low strategies and idea to apply in his or her learning process.

Dewey (1998) defined that reflective thinking as an active, persistent, and careful consideration of any belief or supposed form of knowledge. This concept tells that teacher should be active, persistent and not easily satisfied with the way they manage learning and only know how to teach and understanding the subject matter or to just think fulfill their obligation or responsibility. Instead, teachers must always add insight and knowledge, developing their competencies and self reflection in their learning

Some level of reflective thinking based on Taggart and Wilson (1998) represent three levels of reflective thinking: technical, contextual, and dialectical. Three components of teachers' reflective thinking level collected in the form of pyramid that mean "builds progressively from a basic general premise to a peak of reflection epitomised by individual autonomy and self-understanding" (Taggart & Wilson, 1998).

Previous study had been conducted by Fariba Mirzaei, Fatin Aliah Phang, Hamidreza Kashefi (2013) investigated Assessing and improving Reflective Thinking of experienced and inexperienced teachers. The result indicated that level of

reflective thinking has indicated both. It finds out strengths and weakness and the ways of supporting reflective thinking skills of inexperienced teacher are identified but it likely unclear because in the conclusion does not show the ways to support and improve inexperienced teacher thinking. In line with Samane Noormohammadi (2014) investigated relation of teacher reflection and teacher efficacy and autonomy. The findings those have positive relationship as well as the relationship between various elements of reflection and self efficacy component and elements of autonomy. This research lacks of effect of reflection.

The aforementioned studies showed a lot of similarity. Based on those studies, the researcher conducted to find out whether there is positive relationship between teachers' self-efficacy and teachers' reflective thinking level in the English teachers of Junior High School in MGMP group of Jombang.

Research Methods

This method of this study is quantitative method non experimental in correlation. In line with Creswell, Ary, et. al (2010) also describe that Correlation research looks for the relationship or correlation between variables in positive correlation or negative correlation, and the level of correlation is determined by the coefficient of correlation. The researcher used correlation research to find out whether there is significant relationship between teachers' self efficacy and reflective thinking level”

There are two variables in this research. The independent variable of this research is self efficacy of the teacher. Latief (2015: 14) Argued that independent variable is a variable that give influencing to the dependent variable. The dependent of the research is reflective thinking levels of teacher. Cresswell (2009 : 60) states that the dependent variables are the result of the influence of the independent variables.

The population is defined as a members of any well defined class of people, events or objects (Ary:2010,148). The population that used in this research is All Junior High School English teachers of MGMP group in Jombang. The sample is the part of the population that is taken by the researcher to which has some characteristic. According to Ary,et,al (2010:148) the population is a portion (some members) of the population. In this research, the researcher used simple random sampling to find the respondents sample. It used to represent the entire data population without is used regard to strata that exist in that population. It was held on Google form by online. The sample is the English teachers that have returned the questionnaires to the researcher as many as 101 English teachers' respondents.

This research has 2 types of questionnaires. The first is Questionnaires' of Teachers' Sense of Efficacy Scale is adapted from Tschannen-Moran, M., & Woolfolk Hoy, A. (2001) and the second questionnaire is the questionnaire of Teachers' Reflective Thinking is adapted from Germaine L. Taggart, Alfred P. Wilson in Promoting Reflective Thinking in a Teacher's book.

The researcher adapted and translated all of items of the instrument from English to Bahasa Indonesia, The researcher looked for the expert validation to asked checking the meaning of each statement. (1 Lecturer and 1 English teacher). In this research, the researcher used Pearson product moment to investigate whether there is significant relationship between teachers' self-efficacy and reflective thinking levels.

Results and Discussion

Data Display

In this study, the data display explains the results of each variable's research. Researcher took samples from 101 English teachers respondents of junior high school in Jombang. The researcher has gained the data by Google form. Thus, the score of each variable is as follows:

Mean value of self-efficacy and reflective thinking levels

Variables	Mean Value	Criteria
Teachers' self-efficacy	24	Moderate
Teachers' RTL	51	Dialectical

Data Analysis

Based on the research question, the researcher aims at investigating the relationship between EFL Teachers' self-efficacy and reflective thinking levels. The data presents the result from data analysis of Pearson Product Moment formula by using SPSS 16.0 for windows. Before doing the Pearson product moment analysis, it is necessary to do the pre-requirement test as the assumptions test of correlation research. The pre-requirement test is namely normality test and linearity test. Normality testing is used to determine whether the assumption of data distribution is normal or not. Linear testing is used to determine the relationship between one variable with another variable.

Normality Test Assumption

Normality test is the first assumption test of Pearson product moment. It was aimed to know the normality between score of teachers' self efficacy and reflective thinking levels. The result could be normal if the significant value more than .05 (>.05). The researcher computed the normality by One-Sample Kolmogorov-Smirnov Test method in SPSS 16.0. So, the result can be seen in this table below::

Table 1.1
Summary of Normality Test

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		101
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	5.20511972
	Most Extreme Differences	
	Absolute	.098
	Positive	.052
	Negative	-.098
Kolmogorov-Smirnov Z		.986
Asymp. Sig. (2-tailed)		.285

a. Test distribution is Normal.

Based on the output above, it could be known that the significant value of Kolmogorov-Smirnov Z is 0.986 and the asymp sig (p) is 0.285 is higher than 0.05. So, it could be concluded the data distribution was normal.

Linierity Test Assumption

Linearity test is used for check whether the linier relationship between 2 variables namely self-efficacy and reflective thinking levels in the form of straight line (linear) or not. The distribution data can be told linear if the significant value > 0.05. Linearity test result can be seen in the table below:

Linearity Test

ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.

Reflective Thinking Levels * Self-Efficacy	Between Groups	(Combined)	1485.552	16	92.847	3.458	.000
		Linearity	1031.307	1	1031.307	38.415	.000
		Deviation from Linearity	454.246	15	30.283	1.128	.345
		Within Groups	2255.081	84	26.846		
		Total	3740.634	100			

Based on the table, the researcher can interpret that the data of both variables above are linear. It can be seen in the significant of deviation linearity from the output of SPSS 16.0 for Windows is higher than the significant 0.05. The significant of deviation from linearity of variable X (Teachers Self-Efficacy) and variable Y (Teachers' Reflective Thinking Levels) is 0.345. Thus, it means that there is any significant linearity correlation between EFL Teachers' Self Efficacy and Reflective Thinking Levels which computed by statistical analysis

Pearson Product Moment test

According to the assumptions test, the result of normality and linearity test has calculated which was indicated that the data was in normal distribution and linear relationship. After the researcher fulfilled the assumption test, so the researcher can use Pearson product moment test to find out the relationship between teachers' self efficacy and reflective thinking levels. The questionnaires distribution has returned to the researchers as many as 101 respondents. Then the researcher used Pearson product moment to know the hypothesis. . If the data distribute that significant value below than 0.05, so the null hypothesis (Ho) is rejected. Hypothesis test result uses Pearson product moment can be seen in the following table:

Result of Correlation

		Self-Efficacy	Reflective Thinking Levels
Self-Efficacy	Pearson Correlation	1	.525**
	Sig. (2-tailed)		.000
	N	101	101
Reflective Thinking Levels	Pearson Correlation	.525**	1
	Sig. (2-tailed)	.000	
	N	101	101

** . Correlation is significant at the 0.01 level (2-tailed).

The hypothesis test is gained r_{xly} number = 0.525 with significant value (p) 0.00. It is smaller than < 0.05 means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. So then, there is a significant relationship between teachers' self-efficacy and reflective thinking levels. Based on the Pearson correlation value or correlation coefficient is 0.525 which means that it has positive relationship with relationship criteria is moderate relationship (0.40 – 0.599)

Discussion

From the testing of hypothesis above, . It described that there is a significant relationship between self-efficacy (X) and reflective thinking levels (Y) in English teachers of Jombang. Based on the table of interpretation of relationship above and the result of correlation coefficient (r_{xly}) in this research is 0.525. It means that there is moderate relationship between teachers' self-efficacy and reflective thinking levels. It showed that teachers' self-efficacy has contribution to reflective thinking levels of teachers.

There are the different between the three components of self-efficacy and reflective thinking levels in the value of Pearson product moment. Self Efficacy based on student engagement (SE) has relationship to reflective thinking levels with value of Pearson product moment (r_{xly}) is .409". . It indicated that Self-efficacy on student engagement and Reflective thinking levels has moderate relationship, while the relationship between self-efficacy on instructional strategy and reflective thinking levels has value of Pearson product moment (r_{xly}) is .563". . It exhibited that those has moderate relationship. Self-efficacy on classroom management and relationship has relationship with value of Pearson product moment (r_{xly}) is .455". It showed that those has moderate relationship

Based on the value of Pearson product moment or correlation coefficient (r_{xly}) in each component of self efficacy, all of components has moderate relationship with reflective thinking levels. Nonetheless, it can be known that self-efficacy on instructional strategy has higher relationship than other components with marked value of correlation coefficient (r_{xly}) is .563.

As a result of questionnaires, the average answer of English teachers in jombang to self efficacy items showed that English teachers of Junior High School in Jombang have enough self-efficacy. The teachers who have enough self-efficacy usually has good enough act in class likely try new idea and enough strategy in the learning and fix the problem when they have encountered.

The mean of reflective thinking levels score of English teachers in Jombang is 51 score. It is including of contextual level (38 to 51). The contextual level can be explained as the level at which teachers make an effort to enlighten the circumstances underlying the problem while they associate their applications with students' development (Taggart, Collier). Reflective Thinking of the teachers who have contextual level usually looks at alternative practices, choices based on knowledge and value commitments, content related to context/ student need, analysis, clarification, validation of principles. It marked on when the teachers face a problem, the problem is analyzed and clarified on the basis of educative principle.

Therefore, self-efficacy and reflective thinking is the important things that always have contribution which not only make a better a goal of teaching learning but also to increase the learning process and help students learning. Thus, it is important to teachers for enhancing self- efficacy to increase or move up to the next level of reflective thinking.

Conclusion

This researcher was investigated the relationship between EFL teachers' self-efficacy and reflective thinking levels. This research used correlation research to describe the data that obtained from the English Teachers of Junior High School in Jombang with given teacher self efficacy questionnaire and reflective thinking levels questionnaire. The result of the research and discussions which have described, referring to RQ (Research Question), it could be concluded that there was significant relationship between self efficacy (X) and reflective thinking levels (Y) in English teachers of Jombang. It was evidenced by the analysis result that has computed by Pearson product moment in SPSS 16.0 for windows program.

The statistical hypothesis also shows that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. The r-value is 0.525 which means that the relationship between X variable and Y variable is moderate relationship (0.40 – 0.599). In addition, there is a tendency that when teacher who has enough self efficacy, so the teachers' reflective thinking levels can be enough too. It can be said that the self-efficacy of teachers can determine levels of reflective thinking.

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