



Investigating The Arabic Teachers Efficacy to Become a Driving Teacher

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Abstract

This study aims to investigate the efficacy aspects of Central Kalimantan Arabic teachers, such as level, strength, and generality to become a driving teacher. This study used a mixed method by combining qualitative and quantitative designs (concurrent triangulation) by recruiting 19 (nineteen) Arabic teachers at Madrasah Aliyah level from several districts/cities in Central Kalimantan province, Indonesia. The results of this study indicated that the three aspects of the Arabic teachers already have high self-efficacy to become a driving teacher with an average score of 3.79. This is based on their enthusiasm to learn how to use IT in the teaching process and their ability to instill character education and be able to be flexible in dealing with diverse student behavior. However, some difficulties arise from aspects of strength such as difficulties in reflecting and evaluating student-centered learning outcomes and involving the students' parents.

Keywords: *efficacy of the Arabic teachers, driving teachers, Madrasah Aliyah*

Introduction

The Minister of Education and Culture has officially launched the Driving Teacher Program to realize the Freedom to Learn Program Policy. Nadiem explained that Driving Teachers are at the forefront of changing education in Indonesia towards self-directed learning (KEMENDIKBUD RI, 2020; Sugiyarta et al., 2020; Suharyati et al., 2023). Driving Teachers are oriented toward the ability of teachers to act creatively and innovatively to provide the best for students (Kusumah & Alawiyah, 2021; Mansyur, 2021; Mulyasa, 2021; Sibagariang et al., 2021), and gave birth to a profile of Pancasila students, namely faith, morality and fear of God, creative, cooperation, global diversity, critical reasoning, and independent (Irawati et al., 2022; Nurihayanti, 2022; Rusnaini et al., 2021). From the statements above, it can be concluded that a Mobilizing Teacher is a teacher who can motivate, inspire, and guide his students to help achieve academic, social, and emotional success and help them become independent and accomplished

leaders. In order to realize this goal, it is necessary to have a sense of desire that grows from the teacher's soul to become a driving teacher figure. This desire is known as self-efficacy.

Self-efficacy refers to an individual's belief in his ability to carry out certain tasks or achieve desired goals. Self-efficacy is an individual's belief about his ability to produce the desired results in certain situations. Self-efficacy can influence individual attitudes, motivation, and behavior. Individuals with high self-efficacy tend to be more motivated to try new things, dare to take risks, and strive to achieve their goals. Conversely, individuals with low self-efficacy tend to feel less confident and avoid challenges, thus limiting their potential to achieve desired goals and success (Aloe et al., 2014; Bandura, 1999; Chesnut & Burley, 2015; Hajovsky et al., 2020; Klassen & Chiu, 2010; Schunk & DiBenedetto, 2016).

True self-efficacy has significant implications for realizing a teacher's career goals (Chesnut & Burley, 2015), and their consistency in reaching those goals (Morris & Usher, 2011; van Rooij et al., 2019). Self-efficacy also has positive implications for solving common problems occurring in the learning process, such as stress and fatigue (Aloe et al., 2014; Vesely et al., 2014). They tend to get greater performance satisfaction (Klassen & Chiu, 2010), based on their enthusiasm to innovate and be creative in the learning process in class. Therefore, a teacher's self-efficacy certainly significantly impacts the realization of the driving teacher program to facilitate the Indonesian students, especially those with heterogeneous cultural characteristics.

Several researchers have previously investigated the relationship between educators' self-efficacy and second language (L2) learning outcomes in several countries (Faez & Karas, 2017; Hoang & Wyatt, 2021). Other researchers also linked teachers' self-efficacy to their motivation to teach their second language (L2) in class (Han & Yin, 2016). Finally, the research results also reported that self-efficacy also positively affected the social relations of teachers and students (Hajovsky et al., 2020; Yin et al., 2022). Some of the research results above have proven that self-efficacy positively impacts both teacher motivation in teaching and students' second language learning outcomes (L2). However, self-efficacy to become a driving teacher, especially in the context of the Arabic language teachers, has yet to be widely discussed by researchers. In fact, the driving teacher program, as previously mentioned, is oriented towards producing innovative and creative educators. Therefore, it is necessary to investigate further the readiness of teachers to participate in the program as driving teachers, especially in the context of the Arabic teachers. The results of this study are also expected to provide consideration to those who have the authorities to produce of the driving teacher program at the ministry level to provide opportunities for the Arabic language teachers to take part in the driving teacher program.

Method

Research Design

This study used a mixed method by combining qualitative and quantitative designs (concurrent triangulation) in a balanced way at the same time but independently

to answer a similar research problem (Sugiyono, 2015). Combined methods aim to gain a more comprehensive and in-depth understanding of the phenomenon under study by combining the strengths of both approaches. In this method, quantitative and qualitative data are analyzed separately and combined to provide a more complete and in-depth picture of the phenomenon.

For a qualitative design, phenomenological research explores the phenomena of life experiences they face in sociocultural, political, or historical contexts in which the experience occurs (Creswell et al., 2007). In the context of this research, the central phenomenon to be investigated is the experiences told by the participants, namely the Arabic language teachers. The quantitative design used in this study is descriptive quantitative, which functions to map and classify the levels of variable data indicators symbolized by numbers (Wahidmurni, 2017).

Participant Characteristics

The participants or subjects of this study were 19 (nineteen) the Arabic teachers at the Madrasah Aliyah level recruited from several districts/cities in Central Kalimantan province, Indonesia. The teachers were recruited based on several criteria, namely: (1) having a minimum of 5 years of teaching experience, (2) ages were around 30-55 years, (3) living in urban areas (having pretty good internet coverage), (4) teaching at Madrasah Aliyah. The determination of these criteria is expected that the Arabic language teachers can provide objective data based on the experiences they have experienced while teaching Arabic. The researcher also allowed the Arabic language teachers to resign if they felt they were not pleased to provide data related to the research to be held (Hammersley & Traianou, 2012).

Data Collection Technique

Semi-structured interview techniques and questionnaires were used in collecting data from this study. The interview questions are oriented to the experiences experienced by the Arabic teachers while teaching in their respective places. The questionnaire results are oriented to compare and support the interview data.

Furthermore, the numerical data recapitulation was analyzed using descriptive statistics using averages for the data generated from the questionnaire in numbers. Moreover, the data were grouped based on the indicators. The average is interpreted as a qualifying table based on predetermined intervals. The following is the qualification level seen from the average with intervals of 1-5, as shown in the following table:

Table 1. Qualification Level

Average Intervals	Qualification
1,00 – 2,44	Low
2,45 – 3,44	Medium
3,45- 5	High

Data Analysis Technique

The results of interviews and questionnaires were analyzed using four steps, namely: (1) collecting interview data as a whole, (2) reducing based on the themes raised in this study, (3) presenting data according to the themes raised in this study, (4) concluding the research results (Holcomb, 2017).

Result

The results of this study are described based on aspects of self-efficacy theory, namely: level/magnitude, strength, and generality. Each aspect is described as follows:

Level/Magnitude

Table 2. The Arabic teachers' self-efficacy level to become a driving teacher

Item Number	Statement	N	Score					Average	Category
			1	2	3	4	5		
1	I have a strong passion in learning to use applications to be applied in learning	19	1	0	6	7	5	3,784	High
2	I am always curious about new learning applications	19	0	1	8	8	2	3,57	High
3	Confident that I can guide the learning process that creates a comfortable and enjoyable atmosphere for learning	19	0	0	3	11	5	4,10	High
4	Always reflecting and continuously improving so that students are encouraged to improve their academic achievements independently and with noble character	19	0	0	4	13	2	3,89	High
5	Able to create a learning space as a medium for discussion and collaboration	19	0	0	6	9	4	3,89	High

Item Number	Statement	N	Score					Average	Category
			1	2	3	4	5		
6	Interested in joining the mobilization teacher program	19	1	3	4	7	4	3,52	High
7	As a teacher, I am highly motivated by the existence of a driving teacher program to improve self-quality	19	0	1	4	10	4	3,89	High
8	I am still trying to become a "mover teacher" even though the opportunity to join the drive teacher program has not been fulfilled	19	1	1	5	10	2	3,57	High
9	I can be a driving teacher	19	1	3	6	6	3	3,36	Medium
Average								3,73	High

Based on the data above, the Arabic teachers are passionate about using the applications used in learning. In this era of all technology, teachers want to learn and be included in IT learning. They firmly believe that they can make the learning process create a comfortable and pleasant atmosphere, liven up the atmosphere with collaborative learning, and always appreciate students so that they continue to improve their achievements. Teachers are highly interested in becoming driving teachers to improve their self-quality if the opportunity is offered to them. However, they are still determining if they can follow or become driving teachers.

Strength

Table 3. The Power of the Arabic teachers' efficacy to become a driving teacher

Item Number	Statement	N	Score					Average	Category
			1	2	3	4	5		
1	I can confidently reflect on and evaluate student-centered learning by involving parents.	19	1	0	10	8	0	3,31	Medium

Item Number	Statement	N	Score					Average	Category
			1	2	3	4	5		
2	I believe that I can train other teachers and make changes to the quality of learning and develop myself independently.	19	1	4	8	6	0	3	Medium
3	I believe that I can motivate fellow teachers to continuously learn and make positive changes together and give birth to a generation of quality nations	19	0	0	9	8	2	3,63	High
4	I try to move the educational ecosystem with teachers and school members	19	0	2	3	12	2	3,73	High
5	I can move the learning community with other teacher colleagues.	19	0	1	14	4	0	3,15	Medium
6	I am always ready to open positive discussion spaces and collaboration spaces between teachers and stakeholders inside and outside the school	19	0	1	3	14	1	3,78	High
7	I am always ready to open positive discussion spaces and collaboration spaces between teachers and stakeholders inside and outside the school.	19	1	2	5	11	0	3,36	Medium

Item Number	Statement	N	Score					Average	Category
			1	2	3	4	5		
Average							3,42	Medium	

Based on the data above, it is known that the Arabic teachers still need to reflect on and evaluate student-centered learning that involves parents fully. However, the teachers believe they can motivate other fellow teachers to learn and make positive changes and are ready to open up space for mutual discussion for their student's achievements. On the other hand, they need more confidence in acting as a driving force for learning communities among colleagues and have complete confidence in training other teachers to improve the quality of learning and encourage the well-being of the educational ecosystem in schools. In this aspect of strength, the teachers are in the moderate category.

Generality

Table 4. Generality of the efficacy of the Arabic teachers to become a driving teacher

Item Number	Statement	N	Score					Average	Category
			1	2	3	4	5		
1	I always instill character education in/through learning Arabic	19	0	0	2	12	5	4,15	High
2	I am trying to understand the ins and outs of the character of today's students.	19	0	1	3	10	5	4	High
3	I always try to be flexible in dealing with various kinds of student behaviour.	19	0	1	1	10	7	4,21	High
4	If some teachers or students experience distress or pleasure, I also feel what they feel	19	0	0	4	9	6	4,10	High
5	I cooperate with school personnel in various educational activities	19	0	0	2	9	8	4,31	High

6	I have moral, emotional, and spiritual maturity.	19	0	0	1	14	4	4,15	High
7	I try to be flexible in dealing with students.	19	0	0	0	8	11	4,57	High
8	I am empathetic to students	19	0	0	0	8	11	4,57	High
9	I know and have mastered how to build/educate character	19	0	0	2	13	4	4,10	High
Average								4,24	High

Based on the data above, the teachers can always instill character education and understand the ins and outs of students today, so they can be flexible in dealing with diverse student behavior. Not only that, the teachers are also able and always empathize with students, feel the difficulties of students, and understand and help their difficulties. Therefore, the teachers can master how to educate and foster students in the classroom and the school environment. This attitude also enables the teachers to work with school members in various educational activities. It can be concluded that overall, the teacher's efficacy in describing the figure of a driving teacher in this aspect of generality is very high.

The recapitulation of the efficacy of the Arabic teachers to become driving teachers can be described as follows:

Table 5. The Recapitulation of the Arabic teachers' efficacy to be a driving teacher

Efficacy Aspect	Average	Category
<i>Level/Magnitude</i>	3,73	High
<i>Strength</i>	3,42	Medium
<i>Generality</i>	4,24	High
<i>Average</i>	3,79	High

Based on the summary of data above, it is known that the Arabic language teachers have self-efficacy as driving or activating teachers. The level of the teacher's level/magnitude is in the high category, while the power of efficacy is at a moderate level, but in general conditions, the efficacy is in the high category. The overall data results show an average questionnaire of 3.79 or is in the high category. This shows that if there is an opportunity for a driving teacher program, they will be easy to follow,

because basically, they already have the efficacy to become a teacher with the competence, integrity, commitment to become a good teacher.

Discussion

The results of this study report that the Arabic teachers in Kalimantan have the efficacy to become driving teachers. The level/magnitude aspect of teachers becoming driving teachers is based on their passion for learning to use information technology for the learning process in the classroom. Arabic teachers in Kalimantan have used applications that support the learning process in the classroom. Kusumah & Alawiyah reported that teachers who always keep up with the times in science and technology are part of the criteria for a driving teacher (Kusumah & Alawiyah, 2021). The teachers strongly believe that using information technology in the learning process can enrich a collaborative and appreciative learning atmosphere. This statement is similar to Audina and Mubarak's research, which reported that integrating media produced by the development of information technology in the learning process can give all students a feeling of joy and enthusiasm (Audina & Mubarak, 2021a, 2021b). Ardiansyah et al., also reported that using media in students' learning process increased their learning interest (Ardiansyah et al., 2022). This condition will undoubtedly have implications for increasing students' interest and motivation in learning and creating a collaborative and appreciative learning atmosphere. Tavoosy & Jelveh also reported that when the students are interested in learning, they will enjoy the process and focus on spending time and busy themselves (appreciative) in the learning process (Tavoosy & Jelveh, 2019).

Meanwhile, in the aspect of strength, researchers found that teachers had difficulty realizing themselves as driving teachers. Several factors cause these difficulties, such as reflecting on and evaluating student-centered learning outcomes and involving parents. These factors may be caused by the difficulty of teachers communicating directly with the parents of students. Triwardhani et al. reported that maintaining the relationship between teachers and parents of students takes work (Triwardhani et al., 2020). Therefore, a particular strategy is needed for teachers to produce good communication so that student achievement continues to increase. Another factor that hinders their self-efficacy from becoming mover teachers is the difficulty of building a learning community among colleagues. This factor may be caused by the need for more intensity of internal communication within one organization. Wicaksono, in his research, reported that internal communication is essential for organizational success (Wicaksono, 2015). Therefore, teachers must start intense communication to improve the quality of learning and encourage the well-being of the education ecosystem in schools. Nonetheless, the findings of this study reveal that teachers still feel confident in being able to motivate each other and discuss each other to improve student achievements.

Finally, in the generality aspect, researchers found that the teachers have great potential to become driving teachers. Teachers can instill character education and be flexible in dealing with diverse student behavior. These findings also reveal that teachers can always empathize with students, share in students' difficulties and understand and

help with their difficulties. This flexibility must be distinct from the leadership insight of a teacher. Mansyur, in his research, reported that teacher leadership insight (as a driving teacher) with a democratic style could make the teachers more open (flexible) in learning and become a space for collaboration with students to foster harmonization of familiarity (Mansyur, 2021). What is the form of harmonization? With the teacher's empathy for students when experiencing difficulties and understanding and helping their difficulties.

From the three aspects above, the teachers have shown forms of efficacy that categorize them as driving teachers. Driving teachers have competence, integrity, and commitment to become good teachers, as proclaimed by the Ministry of Education and Culture (Kusumah & Alawiyah, 2021; Mulyasa, 2021; Nurihayanti, 2022). Teachers experience many opportunities to change themselves. Professional development in the positions they accept and sometimes the teaching profession are essential to shaping their identity. Their professional identity can be seen as constantly changing and evolving based on their personal and professional experiences (Alsup, 2005; Cummins et al., 2015; Evans & Fisher, 2022; Horowitz et al., 2018; Safari, 2018). Therefore, articulating their beliefs and practices about teaching through reflection can be a powerful way to understand themselves better in the context of the schools in which they work. The contribution of the experiences of Arabic teachers in carrying out Arabic learning is passed through twists and turns, and the dynamics of the Arabic learning process shape the self-efficacy that exists in Arabic teachers.

According to Bandura (Bandura, 1986, 1999), the experience of mastering something is the factor that most influences self-efficacy in a person. Success will be able to raise expectations about ability, while failure tends to lower them. This statement has six impacts: 1) Success will be able to increase self-efficacy in proportion to the task's difficulty, 2). Tasks that can be completed alone will be more effectively completed alone than completed with the help of others, 3) Failure can reduce self-efficacy when someone feels they have given their best effort, 4) Failure occurs when high emotional stress is less influential than failure in maximum conditions, 5) Failure before gaining experience has more impact on self-efficacy than failure after gaining experience, 6) Failure will have little impact on one's self-efficacy, especially for those with high expectations of success (Freudenberg et al., 2011; Gale et al., 2021; Quintero et al., 2022). The contribution of the experiences of Arabic teachers in carrying out Arabic learning is passed through twists and turns (Adi, 2020; Efendi & Wahyudi, 2021; Hamidah et al., 2022; Ilmiani et al., 2021; Rosada & Amrulloh, 2018), and the dynamics of the Arabic learning process shape the self-efficacy that exists in Arabic teachers.

The efficacy formed within the teachers contributes to the willingness and ability of the teacher to become a driving teacher. Teachers are not only agents of change or transformation of quality education and later will be born future educational leaders who not only prioritize thinking skills but also demonstrate good morals as well as the profile of Pancasila students (Irawati et al., 2022; Nurihayanti, 2022; Rusnaini et al., 2021). Teachers can be role models and good leaders. The teacher gives more examples than talks a lot. More exemplary is shown. Teachers who inspire students and teachers in education and can motivate them to continue learning. Teachers who want to learn

even though they are already teaching, continuously upgrade themselves to transfer their knowledge to students, are inspiring for students and the environment (Anggraini et al., 2021; Han & Yin, 2016).

Conclusion

The results of this study indicate that the Arabic teachers have high self-efficacy to become driving teachers, with an average of 3.79. This is indicated by the average results of the two aspects, which have high categories such as level and generality. The teachers experienced a little difficulty in the aspect of strength. The level aspect is based on their enthusiasm to learn to use information technology for the learning process in the classroom. The generality aspect is based on the ability of the teachers to infuse character education and empower the flexibility in dealing with diverse student behavior. The difficulties that occur in the strength aspect refer the difficulties experienced by the teachers in drawing and evaluating learning outcomes imposed on students and involving parents.

Several limitations limit this research. First, participants who were only recruited from schools only in Central Kalimantan Province made it challenging to generalize the results to other contexts. Second, this perception analysis only focuses on Arabic teachers efficacy in becoming driving teachers. Therefore, future studies by expanding the scope of several provinces and different cultural backgrounds in Indonesia are needed to overcome the current research's limitations.

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