

# TEACHERS` SELF-EFFICACY AND CLASSROOM MANAGEMENT IN COMMUNITY LEARNING CENTRE (CLC) SARAWAK

SPEKTRUM

Jurnal Pendidikan Luar Sekolah (PLS)

<http://ejournal.unp.ac.id/index.php/pnfi>

Jurusan Pendidikan Luar Sekolah

Fakultas Ilmu Pendidikan

Universitas Negeri Padang

Sumatera Barat, Indonesia

Volume 9, Nomor 2, Mei 2021

DOI: 10.24036/spektrumpls.v9i2.111963

Ciptro Handrianto<sup>1</sup>, Shahid Rasool<sup>2</sup>, M. Arinal Rahman<sup>3</sup>, Musta`in<sup>3</sup>, Aldeva Ilhami<sup>4</sup>

<sup>1</sup>Sultan Idris Education University, Malaysia

<sup>2</sup>Florida Gulf Coast University, USA

<sup>3</sup>UIN Antasari Banjarmasin, Indonesia

<sup>4</sup>UIN Sultan Syarif Kasim, Indonesia

<sup>5</sup>[handriantociptro@gmail.com](mailto:handriantociptro@gmail.com)

## ABSTRACT

Community Learning Centre (CLC) is the Indonesian government's primary education to the children of Indonesian migrant workers in palm oil plantations in Sarawak, Malaysia. Teachers` self-efficacy and classroom management are important issues in education, including for Indonesian children overseas. Self-efficacy means that the belief of teachers to perform good quality and competency in teaching-learning practices. The teachers who have high self-efficacy may be able to solve problems faced by students. They have the confidence to find out the solutions effectively. Meanwhile, classroom management is a teacher's efforts to supervise classroom activities such as training, group interaction, and learner performance. The successful study is determined how far the teacher can manage their classes. A good class is not a silent class, but making more participating in the teaching-learning process. In CLC Sarawak's context, teachers` self-efficacy and classroom control are the key concepts to enhance Indonesian students' learning. There are some beneficial impacts for the students if their teachers have self-efficacy highly and promising approach in classroom management, namely: (1) Students meet a figure who can be trusted and help to solve their problems; (2) Students enjoy in the teaching-learning process because the teachers bring them the simplicity from complex materials and concept; (3) Students are more confident and actively to participate in their classroom; (4) Students will have critical thinking and can quickly answer the questions; (5) Students have high motivation and try their best in the study for their success in the future.

**Keywords:** Teachers` self-efficacy, Classroom management, CLC Sarawak

## INTRODUCTION

The teacher is the key to the learning process to realise the goals of education. In line with Lieberman and Pointer Mace (2008), the teacher is the main person in the class, leading and directing his students' learning activities. The teacher's position becomes very core in the context of schooling, as leaders and directors are required to have the abilities to be good teachers. Wessels, Trainin, Reeves, Catalano, and Deng (2017) emphasised that being a good teacher must be able to see the goals and work with confidence, and the teacher must give examples of learning habits, attention and effort that plans about developing themselves continuously through learning.

Working with complete confidence means that a teacher is confident with the abilities possessed by providing the value (Syuraini, Wahid, Azizah, & Pamungkas, 2018) or benefits of his works. The self-confidence that is owned by his ability will always be ready to face challenges or problems. (Bardach and Patashnik, 2019) explaining that self-efficacy is a faith in one's own capability to administer with and resolve issues effectively. Self-efficacy further involves accepting that you can succeed and thrive.

A teacher who possesses high self-efficacy is convinced to solve difficulties, especially in solving students' problems successfully. It is expected that with high self-confidence in a teacher's

ability to manage positive situations in the school environment, such as making efforts to prevent drug abuse among their students (Handrianto & Salleh, 2019). Conversely, if a teacher has low self-efficacy, he will feel hesitant in acting, become less eager to carry out the task, feel unable to with the difficulties experienced, and even feel hopeless because they cannot carry out their duties properly. (Bandura, 1997) revealed that the difference in self-efficacy in each individual lies in three aspects, precisely the level of pressure (level), the level of power (strength), and Generalisation (generality).

The competencies of a teacher in classroom management are the result of their self-efficacy. It influences how the teachers manage their students' behaviour in the classroom. Teachers' skills are needed in this context, but some novice teachers face problems with this matter. Classroom management is also related to academic engagement in the classroom. Teachers should have more abilities to support the theoretical expectation of their students. They need to create a safe learning environment in their classes (Sieberer-Nagler, 2016).

Classroom surveillance is the totality of the essential points in educational environments (Yilmaz & Cavas, 2008). It has been noticed that there is a notable influence of classroom management on student learning outcomes (Saggaf, Salam, & Rifka, 2017; Syuraini & Yolanda, 2019). It is the entirety of the central portions to define a successful teacher in the teaching-learning process.

This paper discusses teachers' self-efficacy and classroom supervision in the Community Learning Centre (CLC) Sarawak. The beneficial impacts for Indonesian students conclude the last part if they have high self-efficacy and an excellent classroom management approach.

### **Community Learning Centre (CLC) Sarawak**

Malaysia is the leading destination for Indonesian citizens to study, work, and cultural exchange (Spaan & van Naerssen, 2018). One of the Malaysian states which produce abundant palm oil is Sarawak. This state is located on the Borneo Island border with Indonesia. Numerous Indonesian migrants work in Sarawak palm oil plantations, and they stay there for a long time (Diliawan & Rahayu, 2018). They have their family living amid the palm trees and form a community. They work for Malaysian companies that contribute to Malaysian income in general.

In 2017, under the Ministry of Education and Culture, the Indonesian government signed MoU with the Malaysian government and palm oil companies to establish Community Learning Centre (CLC) for the children of Indonesian migrant workers in Sarawak. This CLC adopted a curriculum from the Indonesian education system to fulfil the learning needs of the children. Current data are recorded that 62 CLC's which have serviced 1,658 students in Sarawak (<https://kemlu.go.id>).

In nonformal education context, CLC means that management of education is practiced among community members to fulfil their learning needs. In Indonesia, it is well known as Pusat kegiatan Belajar Masyarakat (PKBM). It encourages community to learn the basic education such as reading, writing, and counting. Beside that, CLC also provides the learners with the life skills to help them to create job or being professional workers to improve the quality of life (Musa, 2020). It is designed and applied to help the government giving educational services to the all level of societies. CLC is provided in left behind areas, conflict areas, low income socio economics of society, and for Indonesian citizens who working abroad. The main goal of CLC is how to do empowerment community so that they can drive their life independently.

CLC provides education in the primary stage, and they can pursue their learning in a secondary school in Malaysia or Indonesia after finishing their study in CLC. It combines formal and non-formal approaches in the teaching-learning situation (Syuraini, Setiawati, & Sunarti, 2018). Some teachers, tutors, and instructors are involved in the CLC program to deliver students' learning materials and character building to keep loving their original country, Indonesia (Rahmawati, 2017).

Teachers' self-efficacy and classroom management in CLC needs to be applied to improve teaching-learning quality among children of Indonesian migrant workers in Sarawak. Teachers have

to ensure that their teaching approaches support students in mastery learning. So that confident and skilled teachers are required in the learning context.

### **Teacher's Self Efficacy**

Bandura's Social Cognitive Theory concept is the single most extensive idea of self-efficacy. Bandura tries to explain individual behaviour in terms of continuous mutual interaction between cognitive factors, behaviour, and the environment. According to Bandura, although the principle of learning is sufficient to explain and predict changes in action, the principal must pay attention to two critical phenomena that are ignored or rejected by the behaviourism paradigm, namely humans can think and regulate their behaviour and many aspects of personality functions involve the interaction of individuals with other individuals (AlHasni, 2017).

Personal (self) is the focal point of personality. According to Pennington (2018), personality is a dynamic arrangement of the psychophysical system is a unique individual and influences the adjustment to the environment. Bandura (1997) offers four critical concepts in individual personalities, namely; a) Self System, an assemblage of cognitive manners that individuals use to sense, appraise, and adjust their behaviour to suit the environment and effectively achieve their goals; b) Self Regulation, Friedman and Schustack (2011) explained that self-regulation is a process within a person to regulate his achievements and actions, set targets for himself, and reward oneself for achieving these goals; c) Self Efficacy, Bandura states that self-efficacy defines whether a person will exhibit specific acts, how active a person can endure when facing obstacles or frustrations, and how success or failure in individual tasks influences the person's behaviour the future; d) Collective Efficacy, Bandura believes that individuals try to control their lives through individual self-efficacy and collective efficacy; that is, people's belief that their efforts together can produce specific social reforms.

Self-efficacy is self-confidence in one's capacity to maintain and sustain the steps needed to manage certain situations. Self-efficacy reflects each belief in exercising handle over one's motivation, behaviour, and social environment. Bandura added that self-efficacy is an individual's belief about organising and completing a task needed to accomplish specific results. Individuals with high self-efficacy demonstrate the ability to solve problems and the ability to make good decisions (Schunk & Dibenedetto, 2016).

Teachers' self-efficacy means teachers' confidence in organising and carrying out actions needed to manage certain situations (Bandura, 1997). Self-efficacy refers to a teacher's belief in his capacity to carry out the behaviour to develop several performance achievements. Teachers' self-efficacy reflects a belief in exercising control over motivation, behaviour, and social environment in the teaching-learning process. Bandura also clearly argued that self-efficacy defines whether someone pleases exhibits specific actions, how tough a person can endure when confronting difficulties or failures, and how success or failure in one particular task affects the person's performance in the future (Linehan, 2018; Syuraini, Sunarti, & Zukdi, 2019).

Training is one source of individual self-efficacy. Bandura said that this self-efficacy could be obtained, changed, enhanced, or reduced through one or a combination of four sources: performance experience, common sense, communicative persuasion, and emotional mood. The most significant cause of self-efficacy is performance experience, past performances (Linehan, 2018). The study by Moradkhani, Raygan, and Moein (2017) proved that attending training can contribute to improving one's self-efficacy.

The above description can be concluded that self-efficacy is self-confidence with individuals' ability to achieve goals with desired results. A high self-efficacy teacher can educate and guide their students to behave under society's values and norms (Syuraini, Setiawati, & Sunarti, 2019). It is hoped that the lives of these students can develop optimally tomorrow.

Bandura (1997) explains that individual self-efficacy is obtained, developed, or inherited through one or more of a combination of four causes: a) Mastery experience, Mastery experiences are the most prominent source of self-efficacy, namely, prior accomplishments. This experience of individual mastery increases perseverance and persistence in trying to overcome difficulties to reduce

failure; b) Social modelling, Others provide unexpected experiences (vicarious experiences); c) Social persuasion, Self-efficacy can also be achieved or weakened through social persuasion. This source's effect is somewhat limited, but others' influence can increase or decrease self-efficacy under the right conditions; d) physical and emotional condition, Strong emotions generally reduce the level of performance. Humans have low self-efficacy expectations when experiencing great fear, intense anxiety, and high levels of stress.

There are three aspects to teachers' self-efficacy explained by Bandura (1997). The aspects are as follows: a) Difficulty level, This aspect is linked to the degree of difficulty of the task. If the tasks assigned to the individual are arranged according to the level of difficulty, then the difference in individual self-efficacy is limited to simple, medium, or high studies. Individuals will try to do the task perceived can be implemented and avoid situations and behaviours outside the limits of their abilities. The raised the level of problem of the study, the greater the individual's self-efficacy; b) Strength level, This aspect is related to the strength of the individual's beliefs. Solid and steady confidence in individuals will encourage them to be persistent in achieving goals, such as persistence in learning, persistence in completing tasks, and consistent goals. Individuals who have a strong belief in self-efficacy will undoubtedly try and struggle to achieve their goals. However, individuals who do not have solid thoughts or doubts will be easily surrendered by unsupportive experiences; c) Generalization, In this part, the teachers who have a high level of efficacy will reflect on their behaviour. They have reasonable confidence to cope with some problems in their teaching-learning process. The teachers have abilities to carry up the materials by using many resources and enjoy teaching. They have a target in their teaching-learning by setting their achievement. They believe that if they gain successful education, that will significantly impact their students. These teachers have mastery in teaching competencies which they are actively involved with challenging tasks and try to finish them as soon as they can with their full responsibilities.

### **Classroom Management**

In general, classroom management can be defined as a teacher supervising student activities in the classroom, such as the learning process, social interactions, and student behaviour (Martin et al., 1998). The teacher's classroom management approach can be classified into three categories: interventionist, non-interventionist, or interactionist (Martin & Baldwin, 2004). This approach shows the role level of the role of high teacher control to low teacher control. Meanwhile, poor teacher control represents a non-interventionist classroom management model (Musta'in & Handrianto, 2020).

According to this model, an interventionist believes that students will learn good behaviour, especially when their behaviour is carried out by rewards and enforced by the teacher. This intervention argues that teachers should give a high level of control over their classroom activities (Syuraini, 2020). On the other hand, a non-interventionist believes that students have profound experiences to find expression in the real world. Therefore, a non-interventionist suggested that students should have a significant influence on their class. Meanwhile, teachers have to reduce their intervention in student behaviour (Tauber, 1999). Interactionists believe that students' behaviour is the result of their interactions with the natural world and objects. Therefore interactionists suggest that students and teachers should share responsibility in classroom management (Wolfgang, 1995). Some teachers can use different approaches at different times depending on their students' needs; however, one system usually dominates teachers' actions in the classes they teach (Hoang, 2009).

Good classroom management means that teachers provide an opportunity for students in the implementation of project-based assignments. Students work to find the project's assignment's meaning, making the project work meaningful to their own experience and real life. They will integrate the assignment's components or aspects into a complete one and relate findings with past knowledge (Handrianto & Rahman, 2018).

A good class is not a silent class but it performs dynamic interaction among classroom members to create favorable teaching-learning. Teachers actively supervise students by involving with students' activities. They positioned themselves as a good partner to discuss without giving full

intervention to students' creativity. Teachers should be able to identify annoying students in classroom situation. They should have teaching skills and approaches to solve the problem. In classroom management, teachers do not need to implement similar strategies for each class but they have to measure the learning needs of students in different classes. They should not have highly expectation to the lower classroom students but they have to reevaluate the learning strategies applied step by step to students' development. However, students don't happy if their teachers compare them to another class by under estimate their abilities and academic achievements. Students need the teachers being part of them by understanding, discussing, and rising up together in the classroom situation.

### **Self-Efficacy and Classroom Management in CLC Sarawak**

The ways to measure teachers' success in the classroom are their belief and ability to perform all of these duties and responsibilities. This belief is an abstract concept but has a significant role. It is known as a teacher's self-efficacy and can affect student learning achievement (Handrianto, Jusoh, Goh, Abdul Rashid, Rahman, 2020). Several studies have shown that self-efficacy largely determines teacher behaviour in their classroom learning (Hoy, 2004). If a teacher believes that he/she can do well in the lessons that are meaningful to his/her students, then he/she will be more likely to do it with pleasure in the teaching-learning process (Ritchie, 2006).

Primary school students need a particular pedagogical approach in their learning process (Handrianto, 2017). Teachers should design a method to improve CLC students' engagement, strategies, and students' belief in Sarawak's learning. Several studies verified that teacher experience in service correlates with their teachers' self-efficacy in primary school classroom management (Infurna, Riter, & Schultz, 2018). They acquire more skills and competencies to manage their classroom based on student's needs.

Teacher self-efficacy refers to referring to the teacher's belief in their teaching ability in the classroom. Some research shows that the selection of classroom management and teacher instructional strategies, including using time and questioning techniques, are based on teachers' perceptions of their teaching competencies (Gibson & Dembo, 1984). Teachers who tend to be preoccupied with their shortcomings may doubt their ability to motivate certain students. Besides, teachers with lower constructive self-efficacy will allow students to ignore class rules and not participate in assignments during the learning process. They will fail to encourage these students in the same way they encourage other students in the class. Effectiveness faces problems because teachers are not confident about their teaching competence (Ashton & Webb, 1986).

Teacher self-efficacy is also related to classroom management, instructional strategies, questioning techniques, persistence on a task, levels of risk-taking and innovation, teacher feedback to students, and time management of student assignments (Gibson & Dembo, 1984). Teachers who have more experience tend to effectively overcome various problem behaviours, use proactive, student-centred classroom behaviour strategies and practices, and build a less conflictual relationship with students (Zee & Koomen, 2016). Teacher self-efficacy can contribute to increasing students' sense of self-efficacy (Sewell & St-George, 2000; Usher & Pajares, 2006), encourage experiences for success, including practical parenting and support, and provide a positive influence on peers to achieve high academic achievement (Rita & Handrianto, 2020; Syuraini, Jamna, & Jalius, 2019; Wang & Neihart, 2015). When teachers are very effective, students will have a high level of motivation towards academic achievement in their education (Bal-Taştan, Davoudi, Masalimova, Bersanov, Kurbanov, Boiarchuk, & Pavlushin, 2018) It also has a beneficial aspect on student competence in learning (Rouzi, Afifah, Handrianto & Desmita, 2020).

Teacher sense of efficacy can be considered as a significant part of effective teaching practices. According to Henson (2001), teacher self-efficacy has become a few variables that are consistently associated with positive teaching behaviour and affect student learning outcomes. Goddard et al. (2004) compared low teacher self-efficacy with high teacher self-efficacy. It was found that teachers with heightened perceptions of self-efficacy were more effective in using their classroom management skills. These teachers use classroom management strategies that are more organised, more planned, student-centred, and humanistic and are more open to their students' ideas (Anthony &

Kritsonis, 2007).

Teachers with poor classroom management skills will have classrooms with higher levels of student aggression. This can disrupt the classroom's learning process due to the teacher's inability to control student behaviour problems (Shernoff & Kratochwill, 2007). Teachers who can apply an authoritative classroom management style are very good at improving their self-efficacy. The aspects of teacher self-efficacy in developing classroom management styles are identified in several factors: rich experience, teacher independent teaching skills, Relationships with students, and teacher confidence (Listiani, Willian, & Muhaimi, 2019). The teacher's competencies to present material with good communication to primary school students also support classroom management and help achieve their learning goals (Handrianto, 2013).

The relationship between teacher's classroom management and their self-efficacy can be noticed from the methods teachers give students hope for success, which will influence classroom management performance. This correlation is reciprocal, so classroom management behaviour is likely to influence teachers' and students' beliefs about their self-efficacy (Henson, 2001). Gibson & Dembo (1984) showed an observational study highlighting classroom management between teachers' high and low self-efficacy. They stated that low-efficacy teachers gave up easily when students were unable to answer questions quickly. Besides, teachers with low self-efficacy were preferred to criticise students for their failures. Teachers who have high self-efficacy like to spend more of their time on academic activities. They tend to guide failed students. Preferably, they motivate students to keep working on achieving their educational goals.

Improving teachers' self-efficacy in CLC Sarawak needs the strenuous effort of teachers amid the various challenges. They have to build a powerful mind and attitude to approach their students. Teachers should make a sustainable relationship with their learners (Delale-O'Connor, Alvarez, Murray, & Milner, 2017). Students want to learn experiences from their teachers to influence their motivation to study (Handrianto, Salleh & Chedi, 2020). Teachers' actual knowledge during classroom learning can improve teachers' trust as a role model (Syuraini, 2017) for them in a learning situation.

## CONCLUSION

Self-efficacy means that the belief of teachers to perform good quality and competency in the teaching-learning process. The teachers with high self-efficacy sure to be able to solve problems faced by students. They have the confidence to find out the solutions effectively. Classroom management is a teacher's attempts to supervise classroom movements such as training, social communication, and student performance. The successful study is determined how far the teacher can manage their class. A good class is not a silent class, but making students more participating in the teaching-learning process. The connection between teachers' classroom management and self-efficacy may demonstrate how an individual's expectation for achieving good results in the classroom. In primary education, teachers' self-efficacy and classroom management are the essential concepts to enhance students learning. There are some benefits for CLC students in Sarawak if their teachers have self-efficacy highly and encouraging strategy in classroom management, namely: (1) Students meet a figure who can be trusted and help to solve their problems; (2) Students enjoy the teaching-learning process because the teachers bring them the simplicity from complex materials and concept; (3) Students are more confident and actively to participate in their classroom; (4) Students will have critical thinking and can quickly answer the questions; (5) Students have high motivation and try their best in a study for their success in the future.

## REFERENCES

- Al Fajri, M. R., & Syuraini, S. (2021). Perception of the Varied Lecture Methods and Their Relationship to Tauhid Learning Outcomes of MDTA Class III Students. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 9(1), 31-36.

- AlHasni, F. (2017). Exploring teacher efficacy and job satisfaction beliefs: A mixed-methods study on language teachers at a college of technology in Oman (Doctoral dissertation, University of York).
- Anthony, T. & Kritsonis, W. (2007). 'A mixed-methods assessment of the effectiveness of strategic e-mentoring in improving the self-efficacy and persistence (or retention) of alternatively certified novice teachers within an inner-city school'. *District Doctoral Forum National Journal for Publishing and Monitoring Doctoral Student Research*, 4(1), 1–8.
- Ashton, T. & Webb, B. (1986). *Making a Difference: Teachers' Sense of Efficacy and Student Achievement*. White Plains, NY: Longman.
- Bal-Taştan, S., Davoudi, S. M. M., Masalimova, A. R., Bersanov, A. S., Kurbanov, R. A., Boiarchuk, A. V., & Pavlushin, A. A. (2018). The impacts of teachers' efficacy and motivation on student's academic achievement in science education among secondary and high school students. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(6), 2353-2366.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. H. Freeman. New York, NY.
- Bardach, E., & Patashnik, E. M. (2019). *A practical guide for policy analysis: The eightfold path to more effective problem-solving*. CQ Press.
- Delale-O'Connor, L. A., Alvarez, A. J., Murray, I. E., & Milner, IV, H. R. (2017). Self-efficacy beliefs, classroom management, and the cradle-to-prison pipeline. *Theory Into Practice*, 56(3), 178-186.
- Diliawan, R., & Rahayu, A. Y. S. (2018). Collaborative Governance in Fulfilling Right of Basic Education of Indonesian Migrant Workers' Children in East Malaysia. *ICASPGS*, 14-27.
- Friedman, H. W., & Schustack, M. W. (2011). *Personalidad: teorías clásicas y la investigación moderna*.
- Gibson, S. & Dembo, H. (1984). 'Teacher efficacy: a construct validation. *Journal of Educational Psychology*, 76(4), 569–82.
- Goddard, R., Hoy, W. & Woolfolk, A. (2004). 'Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Researcher*, 3(33), 3–13
- Handrianto, C., & Rahman, M. A. (2018). Project-based learning: a review of literature on its outcomes and implementation issues. *LET Linguistics, Literature, and English Teaching Journal*, 8(2), 110-129.
- Handrianto, C., Salleh, S. M., & Chedi, J. M. (2020). The Correlation between Teaching-Learning Quality and Students' Motivation to Study in Yogyakarta's Bimbel. *Spektrum: Jurnal Pendidikan Luar Sekolah (PLS)*, 8(4), 527-537.
- Handrianto, C., & Salleh, S. M. (2019). The Environmental Factors that Affect Students from Outside Java Island to Choose Yogyakarta's Bimbel. *International Journal of Environmental and Ecology Research*, 1(1), 27-32.
- Handrianto, C. (2017). The Roles of Matrilineal System Towards Integrating Religious and Cultural Values in Minangkabau Community. *Jurnal Ilmiah Peuradeun*, 5(3), 373.386.
- Henson, K. (2001). Relationships Between Pre-service Teachers' Self-Efficacy, Task Analysis, and Classroom Management Beliefs. Paper presented at the Annual Meeting of the Southwest Educational Research Association, New Orleans.
- Hoang, T. (2009). 'The contributions of teachers' credentialing routes and experience levels on classroom management. *International Journal of Instruction*, 2(1), 1–14.
- Hoy, A. (2004). What Do Teachers Need to Know About Self-Efficacy? Paper presented at the annual meeting of the American Educational Research Association, San Diego.

- <https://kemlu.go.id/kuching/id/news/1344/community-learning-centre-clc-sarawak> (accessed 3 March 2021)
- Infurna, C., Riter, D., & Schultz, S. (2018). Factors that determine preschool teacher self-efficacy in an urban school district. *International Electronic Journal of Elementary Education*, 11(1), 1-7.
- Lieberman, A., & Pointer Mace, D. H. (2008). Teacher learning: The key to educational reform. *Journal of teacher education*, 59(3), 226-234.
- Linehan, M. M. (2018). *Cognitive-behavioural treatment of borderline personality disorder*. Guilford Publications.
- Listiani, S., Willian, S., & Muhaimi, L. (2019). Investigating English Teachers' Self-Efficacy in Developing Classroom Management Style. In *the 3rd Asian Education Symposium (AES 2018)*. Atlantis Press.
- Martin, K., Yin, Z. & Baldwin, B. (1998). 'Construct validation of the attitudes and beliefs classroom control inventory'. *Journal of Classroom Interaction*, 33(2), 6-15.
- Martin, N. & Baldwin, B. (2004). *Belief Regarding Classroom Management Style: Differences Between Novice and Experienced Teachers*, ERIC Document Reproduction Service No. ED 387471.
- Moradkhani, S., Raygan, A., & Moein, M. S. (2017). Iranian EFL teachers' reflective practices and self-efficacy: Exploring possible relationships. *A system*, 65, 1-14.
- Musa, S. (2020). Family Literacy Development Strategy in Community Learning Center (CLC) Fatumation in The Liquica District of the Timor Leste Democratic Republic (RDTL). *KOLOKIUM*, 8(1), 46-53.
- Musta'in, M., & Handrianto, C. (2020). Peranan Pengurusan Sekolah Berasrama Islam Nurul Hakim untuk Membangunkan Sumber Manusia Masyarakat Sekitar. *Jurnal Penyelidikan Sains Sosial (JOSSR)*, 3(9), 114-123.
- Pennington, D. (2018). *Essential personality*. Routledge.
- Putri, L. M., & Syuraini, S. (2021). Life Skills Learning Strategies for Sewing Household Items in an Effort to Improve the Family Economy. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 9(1), 37-45.
- Rahmawati, I. (2017). Efektivitas Pendidikan Bela Negara dalam Peningkatan Sikap Nasionalisme Siswa Indonesia di Community Learning Center Sarawak Malaysia. *Manajemen Pertahanan*, 3(1).
- Rita, Y., & Handrianto, C. (2021). Innovation of Digital Learning in Package C Program in Facing the New Normal Education. *KOLOKIUM*, 9(1), 20-28.
- Rita, Y., & Handrianto, C. (2020). Strategi Pembelajaran Kooperatif Tipe Jigsaw dalam Penerapan Nilai-Nilai Kato Nan Ampek Pada Program Paket C. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat (JPPM)*, 7(1), 1-14.
- Rita, Y., Muliana, I. L., & Handrianto, C. (2021). Taksonomi Bloom dalam Materi Sistem Persamaan Linear pada Program Paket C di PKBM Hang Tuah Pekanbaru. *JURING (Journal for Research in Mathematics Learning)*, 4(1), 69-80.
- Ritchie, K. (2006). 'A Comparison of the Self-Efficacy Scores of Preservice Teachers Based on Initial College Experience'. Unpublished doctoral dissertation, University of North Texas.
- Rouzi, K. S., Afifah, N., Handrianto, C., & Desmita, D. (2020). Establishing an Islamic Learning Habituation Through the Prophets' Parenting Styles in the New Normal Era. *International Journal of Islamic Educational Psychology*, 1(2), 101-111.



- Saggaf, M. S., Salam, R., & Rifka, R. (2017). The Effect of Classroom Management on Student Learning Outcomes. In *International Conference on Education, Science, Art, and Technology* (pp. 98-102).
- Saputra, E., Handrianto, C., Pernantah, P. S., Ismaniar, I., & Shidiq, G. A. (2021). An Evaluation of the Course Experience Questionnaire in A Malaysian Context for Quality Improvement in Teaching and Learning. *Journal of Research, Policy & Practice of Teachers and Teacher Education*, 11(1), 1-12.
- Schunk, D. H., & Dibenedetto, M. K. (2016). Self-efficacy theory in education. *Handbook of motivation at school*, 2, 34-54.
- Sewell, A. & St-George, A. (2000). 'Developing efficacy beliefs in the classroom'. *Journal of Educational Enquiry*, 1(2), 58-71.
- Shernoff, E. & Kratochwill, T. (2007). 'Transporting an evidence-based classroom management program for preschoolers with disruptive behaviour problems to a school: an analysis of implementation, outcomes, and contextual variables. *School Psychology Quarterly*, 22(3), 449-72.
- Sieberer-Nagler, K. (2016). Effective Classroom-Management & Positive Teaching. *English Language Teaching*, 9(1), 163-172.
- Spaan, E., & van Naerssen, T. (2018). Migration decision-making and migration industry in the Indonesia-Malaysia corridor. *Journal of Ethnic and Migration Studies*, 44(4), 680-695.
- Syuraini, S., Jamna, J., & Jalius, J. (2019). Building a Learning Society through the Coaching of Parents and Children in Taman Bacaan Masyarakat (TBM). *KOLOKIUM*, 7(2), 120-126.
- Syuraini, S. (2017). Parenting Cooperative Model: Advances in Social Science. *Education and Humanities Research*, 118, 44-51.
- Syuraini, S., Setiawati, S., & Sunarti, V. (2019). Penanaman Nilai Karakter sebagai Upaya Mereduksi Dampak Negatif Era Digital. *e-Tech: Jurnal Ilmiah Teknologi Pendidikan*, 6(2).
- Syuraini, S., Setiawati, S., & Sunarti, V. (2018). Penyusunan Program Parenting bagi Pengelola dan Pendidik PAUD di Nagari Lubuk Jantan Kecamatan Lintau Buo Utara. *KOLOKIUM*, 6(2), 112-118.
- Syuraini, S., Sunarti, V., & Zukdi, I. (2019). The Influence of the Number of Family Members to Children's Multiple Intelligences of Students of 'Aisyiyah Kindergarten Padang. In *1st Non-Formal Education International Conference (NFEIC 2018)* (pp. 126-129). Atlantis Press.
- Syuraini, S. (2020). The Effectiveness of Parenting Cooperation Models for Parents and Teachers in Developing Social and Emotional Early Childhood. *KOLOKIUM*, 8(1), 67-75.
- Syuraini, S., Wahid, S., Azizah, Z., & Pamungkas, A. H. (2018). The cultivation of the character values of early childhood by a parent. In *International Conferences on Educational, Social Sciences and Technology* (pp. 462-466). Fakultas Ilmu Pendidikan UNP.
- Syuraini, S., & Yolanda, Y. (2019). Overview of Learning Evaluation in Entrepreneurship Subjects Equality Education Paket C. *Journal of Nonformal Education*, 5(2), 203-208.
- Usher, E. & Pajares, F. (2006). 'Inviting confidence in school: invitations as a critical source of the academic self-efficacy beliefs of entering middle school students. *Emory University Journal of Invitational Theory and Practice*, 12, 7-16.
- Wang, C. W., & Neihart, M. (2015). Academic self-concept and academic self-efficacy: Self-beliefs enable academic achievement of twice-exceptional students. *Roeper Review*, 37(2), 63-73.
- Wessels, S., Trainin, G., Reeves, J., Catalano, T., & Deng, Q. (2017). Pre-service teachers' confidence and attitudes toward teaching English learners. *Teacher Education and Practice*, 30(3), 443-461.

- Wolfgang, H. (1995). *Solving Discipline Problems: Strategies for Classroom Teachers*, 5th eds. Boston: Allyn & Bacon.
- Yilmaz, H. & Cavas, P. (2008). 'The effect of the teaching practice on pre-service elementary teacher's science teaching efficacy and classroom management beliefs'. *Eurasia Journal of Mathematics, Science & Technology Education*, 4(1), 45–54.
- Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research*, 86(4), 981-1015.