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Teachers' Personal and General Efficacy in Character Education in Reference to their Age, Education Level, and Teaching Experience

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Article Info

Abstract

Character development is crucially needed in Indonesia because of continuous moral degradation occurs among Indonesia young generation. It is, however, not an easy for a teacher to accomplish develop character. Teachers and educators, in general, should have solid confidence in order for them to be successful in promoting a good character to their students. Based on this understanding, this study tries to investigate the followings: (1) what is the early childhood teachers' level of Personal Teacher efficacy (PTE) and general teacher efficacy (GTE) in character education (2) is there any difference early childhood teachers PTE and there GTE in character education with regard to their age, education background, and years of teaching experience. Following a quantitative analysis approach, this study employed descriptive analysis and ANOVA. 115 early childhood teachers based in Kecamatan Gunungpati were involved in this study, the total population of teachers in the Gunungpati was actually 120. However, 5 teachers refused to participate in this study. This study found the followings: (1) would teacher level of Personal teacher efficacy (PTE) and general (GTE) has high in there is and was difference one from another in significantly. (2) In terms of age, highest education, and years of teaching experience there were no significant differences between personal teacher efficacy (PTE) and general teacher efficacy (GTE). Based on these findings, this study suggests(1) further research should be done on a larger or larger subject (2) For further research in order to classify respondents by group category with a distance range that is (3) the research should take into account Indonesian culture which presumably influence teacher self-efficacy(4) enhance teacher professional development(5) for the research should also address early childhood education and professional development specially is aspect of character development.

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INTRODUCTION

Lately, there has been a warm topic about character education. The character needs to be instilled in the student because the character of the Indonesian is currently experiencing a significant decline. Objective data can be seen in (http://*www*.pendidikankarakter.com/pentingnya-pendidikan-karakter-dalam-dunia-pendidikan) that show the during 2004-2011there are 158 heads regions involved corruption, in the 2008-2011 there are 42 DPR members dragged corruption, and in the 1999-2004 period there are 30 DPR members involved in election bribery case of BI, as well as the cases of corruption in various institutions such as the commission, Judicial commission, the commission, the directorate general of taxation, BI and investment coordinating board.

Character education has to start early especially on early childhood education (ECE). Began early the formation of character through education is a very valuable time to instill the values of nationalism, national, religious, ethical, moral, and social life useful for strategic for the development of a nation (Suyanto: 2003).

The result of Puspita and Farhan an article (2011) explain that character education of early childhood has been a character based. Begin of the child come to go out, has a lot of character activity. Character education in order to succeed, every component must be involved and responsible. Character education will work perfectly if the child is familiar with noble characters and adults able to be a good model for children. That is can see that the implementation of character education in school through various activities at the school in the absence of a separate curriculum. Character shaping and instilling character values of student needed the role of teachers as mediator and facilitator to achieve the expect goals maximally.

Teacher as mediator and facilitator, the big role of character shaping and instilling character values to the student. the research by (Jones, Ryan, & Bohlin, 1998; Milson, 2000) of Milson (2001) explain that teacher education preparing to teacher for character education support, but is little agreement about the curriculum and the methods that should be used to complete the task. As a teacher educator character prepared and trained to perform their jobs effectively. in order for performing tasks, teachers have the confidence. Related to confidence in conveying character values in students, a teacher needs to have high self-efficacy. Bandura (1997:3) argued that Self-efficacy refers to beliefs in one's capabilities to or-ganize and execute the courses of action required to produce given attainments.

Gibson and Dembo (1984) of Milson (2001) identified two component of teacher efficacy: personal teacher efficacy (PTE) and general teacher efficacy (GTE). Personal teaching efficacy is based on Bandura's (1977) theory of self-efficacy and refers to a teacher's belief in his or her abilities and competence as a teacher. General teaching efficacy, based on Bandura's (1977) concept of outcome expectancy, reflects "the degree to which the environment can be controlled, that is, the extent to which student can be taught given such factors as family background, IQ, and school conditions. Thus, a teacher's efficacy beliefs are a combination perceptions of personal influence and factors external to the classroom. Both of these dimensions of efficacy are relevant to understanding a teacher's approach to character development.

Build the character of students are required a teacher as mediator and facilitator in order to improve the confidence or self-efficacy in order to help the build of student character in the school institution. This study, researcher used two component from Gibson and Dembo (1984) about teacher efficacy which is personal teacher efficacy (PTE) and general teacher efficacy (GTE) for character development efficacy belief (CDEB) in the district Gunungpati Semarang, especially early childhood teachers because education formal in Indonesia started from early childhood. So that, the researcher shall do research to early childhood teachers.

This study for application success of teacher's on character development, and then describe efficacy belief of teachers through character education. the aims of this study for contributing to the training of future teachers in the Gunungpati district Semarang.

Based on this understanding, this study tries to investigate the followings: (1)what is the early childhood teachers' level of Personal Teacher efficacy (PTE) and general teacher efficacy (GTE) in character education (2) is there any difference early childhood teachers PTE and there GTE in character education with regard to their age, education background, and years of teaching experience.

Efficacy is self-assessment, can be it take action is good or bad, right or wrong, can or can't do as required (Bandura of Alwisol, 2008: 287). According to Milson and Mehlig (2002), there are several factors that influence teacher efficacy, that is age, Highest education, and teaching experience. In the age factor, self-efficacy formed through

a process of social learning that for life. An older individual has a span time and more experience in dealing with a case if they were compared with the younger individual. The highest education factors, self-efficacy formed through process social learning in an institute of education formal. Individuals who have high education usually with high self-efficacy. Basically, they have been received education formal and opportunity for learning of resolve. Teaching experience, self-efficacy formed through process social learning can happen in the organization or school. Self-efficacy formed as adaptation process and learning in the organization or school.The longer a person works, their progressively of self-efficacy in certain occupations. However, the rule out the possibility of self-efficacy that people tend to stable or decreasing. That depends on how success and failure influence.

Self-efficacy has formed for influence and gives functions to individual activity. Bandura (1997:116-161) identified four process self-efficacy: cognitive process, motivational process, affective process, and selective process.

Teacher self-efficacy is a significant predictor for predicting student achievement (Schunk, 2012: 213). Efficacy of teachers is like to be highly influential on children because children beliefs about their ability still stable, the peer community is relatively informal, and children used comparison information in evaluate their ability.

Gibson and Dembo (1984) of Gavora (2010) identified two components of teacher efficacy: personal teacher efficacy (PTE) and general teacher efficacy (GTE). Personal teacher efficacy (PTE) reflects teacher beliefs in their ability to bring the result were limited by external factors such as the teacher's home environment and family background. General teacher efficacy (GTE)reflects teacher beliefs in their ability to press positive student and achievement (outcome learning). Darcia Narvaez, at al (2008) explain that general self-efficacy based on Bandura is beliefs teacher ability for carried to student change. It shows the expected result, which external factors, such as the environmental background, reputed easily shaped by the efforts of teachers.

According to Lickona in Wibowo (2012:32), the character is the nature of a person in the situation to respond morally. Wibowo (2012) explained that character education is a system implementation of character values to the school community, which includes knowledge, awareness or volition, and actions to implement these values. Character education aims to establish and build the mindset, attitudes, and be-haviors of students to become a positive person, moral, and responsible.

Character values are attitude and behavior by norma and value in the society, includes spiritual, personal, social, and environment aspect. There are 18 values of character education (Kemendiknas: 2010) in (Wibowo, 2012:43-44): religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, cherish the achievements, friends/communicative, love peace, love reading, care for the environment, social care, and responsibility. Thus, the objective of this research was to describe personal teacher efficacy and general teacher efficacy in character education.

RESEARCH METHOD

The study population was an early childhood of teacher in the Gunungpati district of Semarang, as much as 120 teachers. This study used population sample, the researcher used all of the population totally 120 teacher, and teachers who are to become respondents as many as 115 teachers.

The method of this study is quantitative research design descriptive statistics and ANOVA. ANOVA is one of the multivariate analysis techniques that serve to differentiate an average of more than two groups of data by comparing the variance(Ghozali, 2009). According to Ghozali (2009:19) descriptive analysis used to provide a picture or description of a data seen from the average value (mean), standard deviation, variance, maximum, minimum, sum, range, kurtosis, and skewness (skewed distribution). Variable this research is personal teacher efficacy (PTE) and general teacher efficacy (GTE). This study has independent variable categories, such as age, highest education, and teaching experience.

This study used data collection techniques interview and data collection with a questionnaire.The procedure of the study is trying out an instrumented research, as valid and reliable furthermore tested to the field. The results from the testing in the field are processed using descriptive analysis and ANOVA using SPSS computer assistance 16.

RESULTS AND DISCUSSION

The study was in the Gunungpati district Semarang, the following results in the Table 1.

Each item in the statement of personal teacher efficacy (PTE) items has been presented

Table 1. Descriptive statistical analysis of the variables PTE

Valid	Presents									
	X1	X2	X4	X6	X7	X8	X9	X10	X11	X12
1	8 (7.0)	25 (21.7)	9 (7.8)	34 (29.6)	9 (7.8)	6 (5.2)	11 (9.6)	8 (7.0)	30 (26.1)	9 (7.8)
2	13 (11.3)	60 (52.2)	62 (53.9)	54 (47.0)	13 (11.3)	9 (7.8)	45 (39.1)	14 (12.2)	61 (53.0)	6 (5.2)
3	16 (13.9)	13 (11.3)	17 (14.8)	10 (8.7)	14 (12.2)	28 (24.3)	11 (9.6)	25 (21.7)	13 (11.3)	12 (10.4)
4	49 (42.6)	13 (11.3)	18 (15.7)	12 (10.4	50 (43.5)	47 (40.9)	32 (27.8)	48 (41.7)	7 (6.1)	32 (27.8)
5	29 (25.2)	4 (3.5)	9 (7.8)	5 (4.3)	29 (25.2)	25 (21.7)	16 (13.9)	20 (17.4)	4 (3.5)	56 (48.7)
Total	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)

Source: Data are processed, 2013

Table 2. Descriptive statistical analysis of the variables GTE

Valid	Presents										
	X13	X14	X15	X16	X17	X19	X20	X21	X22	X23	X24
1	32 (27.8)	2 (1.7)	2 (1.7)	3 (2.6)	1 (9)	8 (7.0)	10 (8.7)		2 (1.7)	6 (5.2)	2 (1.7)
2	30 (26.1)	10 (8.7)	2 (1.7)	18 (15.7)	6 (5.2)	39 (33.9)	22 (19.1)	7 (6.1)	1 (0.9)	22 (19.1)	2 (1.7)
3	9 (7.8)	4 (3.5)	4 (3.5)	7 (6.1)	2 (1.7)	19 (16.5)	26 (22.6)	4 (3.5)	8 (7.0)	23 (20.0)	4 (3.5)
4	28 (24.3)	58 (50.4)	50 (43.5)	61 (53.0)	60 (52.2)	36 (31.3)	42 (36.5)	61 (53.0)	37 (32.2)	57 (49.6)	62 (53.9)
5	16 (13.9)	41 (35.7)	57 (49.6)	26 (22.6)	46 (40.0)	13 (11.3)	15 (13.0)	43 (37.4)	67 (58.3)	7 (6.1)	45 (39.1)
Total	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)	115 (100)

Source: Data are processed, 2013

Table 3. output variables Anova PTE and GTE based on age, highest education, and teaching experience

	PTE				GTE			
Variable Categories	Sum of Squares	Mean Squares	F	Sig.	Sum of Squares	Mean Squares	F	Sig.
Age	91.083	45.541	1.316	.272	10.668	5.334	.154	.858
Highest Education	152.001	76.001	2.231	.112	55.879	27.940	.814	.445
Teaching Experience	167.946	83.973	2.475	.089	32.291	16.146	.468	.628

Source: Data are processed, 2013

above, that indicates respondents have a high level of confidence in the success of character education. On items of personal teacher efficacy (PTE) which is the highest value on the items that contain positive statements number 7 item (I am able to positively influence the character development of a child who was had little direction from parents) and item number 12 (I am continually finding better ways to develop the character of my students) with a score of 68,7% and 76,5%. Meanwhile, there are 79,1% of respondents answered disagree and strongly disagree to the statement item number 11 (I often don't know what to do to help students become more compassiona-

te). As well as just a little (24,3%) of respondents who answered undecided on statement number 8 (when I have a student who lies regularly, I can usually convince him to stop lying to me).

Each item in the statement of general teacher efficacy (GTE) items has been presented above, indicates that respondents have a high level of confidence in the success of character education. On items of general teacher efficacy (GTE) which is the highest value on the items that contain positive statements number 15 item (when students demonstrate diligence it is often because teachers have encouraged the students to persist with tasks) and item number 24 (teachers who encourage responsibility at school can influence students' level of responsibility outside of school) with a score of 93,1% and 93,0%. Meanwhile, there are 53,9% of respondents answered disagree and strongly disagree to the statement item number 13 (Teachers are usually not responsible when a child becomes more courteous). As well as just a little (22,6%) of respondents who answered undecided on statement number 20 (if responsibility is not encouraged in a child's home, teachers will have little success teaching students to be responsible).

Anova table based on personal teacher efficacy (PTE) and general teacher efficacy (GTE) it can be seen that there are differences in the calculated F value and significant value. Calculate F value to personal teacher efficacy (PTE) of 2,475 to significant value 0,089 and the value of F calculated on a variable general teacher efficacy (GTE) of 0,468 to significant value of 0,628. based on these results, there are differences in personal teacher efficacy (PTE) and general teacher efficacy (GTE) based on the teaching experience seen from the calculated F value, F calculate on a personal teacher efficacy (PTE) is greater than the value of F calculated in general teacher efficacy (GTE).

Self-efficacy is very important for teachers because teacher beliefs of their ability for student teaching and affecting student achievement is a very strong indicator of the effective learning. A conductive effective learning and learning environment highly depends on the talent and teacher self-efficacy. Teachers have high sense efficacy can do learning by beliefs that student learning is difficult to learning can additional learning and using proper technique. Otherwise, the teacher has low sense efficacy belief that their learning provides little influence on the intellectual development of students.

Personal teacher efficacy (PTE) and general teacher efficacy (GTE) in character education of early childhood teachers. Based on the analysis of research data indicate that personal teacher efficacy (PTE) and general teacher efficacy (GTE) in character education of early childhood teachers in Gunungpati district of Semarang have a high level and there is no significant difference. The results showed that there are 24,3% and 22,6% of respondents who chose uncertainty. It is can be concluded that personal teacher efficacy (PTE) and general teacher efficacy (GTE) of character education of early childhood teachers have a high level. Bandura (1997:42) explained that level of complexity faced by each individual will lead to a difference in difficulty from the level of the task faced by a person. Individuals that have high beliefs to the ability of itself, then that individuals will be more please and have a strong stability to its ability to do the work despite difficulties and obstacles. Instead, individuals who have low confidence, it would be easy to despair and give up on a task that fraught with challenges and seek a challenging task.Thus, the lessons that can be taken is that to improve the ability of the character education of teachers, the first we should improve personal teacher efficacy (PTE) and general teacher efficacy (GTE) of teachers.

Difference between Personal teacher efficacy (PTE) and general teacher efficacy (GTE) in character education of early childhood teachers based on age, highest education, and teaching experience

The analysis of this research showed that personal teacher efficacy (PTE) and general teacher efficacy (GTE) by age, highest education, and teaching experience has difference are not significant. Milson and Mehligh (2002) explained that self-efficacy formed through the process of social learning that can be continued for life.

The study of Milson (2001) in America to the elementary schools of teachers, a researcher doing Milson research in Indonesia to the early childhood teachers. The result of Milson and this result are equally not significants to the variable categories age, highest educations, and teaching experience. So that, personal a teacher needed to enhance, not only in the academic to enhance in order to the produce high beliefs on character education. This result indicated that partial early childhood of teachers in Gunungpati district Semarang explained that they have high belief in character education.

CONCLUSION

This study description can be concluded that (1) would teacher level of Personal teach-

er efficacy (PTE) and general teacher efficacy (GTE) has high in there is and was difference one from another in significantly. (2) In terms of age, highest education, and years of teaching experience there **were no significant differences between** personal teacher efficacy (PTE) and general teacher efficacy (GTE).

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