



## Teaching Approach and Teacher Self-Efficacy during Early Childhood Distance Learning

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**ABSTRACT:** Child Distance Learning (CDL) during the pandemic has led to an optimal development of children and effective teaching and learning processes in kindergartens. To overcome this, teachers need to apply a teaching approach in accordance with the principles of kindergarten education. In addition, teachers' self-efficacy of their ability to teach is also important for developing children's skills. This study aims to describe the teaching approach and the efficacy of kindergarten teachers during the CDL process and to identify the relationship between the two. The research method used is quantitative through document analysis as a source of data findings. A total of 116 Public Kindergarten (PK) teachers in DKI Jakarta participated in filling out the Classroom Management Scale and Teachers' Sense of Efficacy Scale online. All data were processed using descriptive statistics and correlation. Furthermore, there is a document analysis carried out on the Daily / Weekly Learning Program Design in PK Jakarta. The findings identified that the teaching approach of kindergarten teachers during CDL included only two principles of kindergarten education, namely thematic teaching and developing life skills. Furthermore, PK teachers in the Jakarta area showed low self-efficacy during CDL. The teaching approach and self-efficacy were caused by teachers' unpreparedness in facing challenges during CDL. In addition, other findings indicate that there is a relationship between teaching approaches and teacher self-efficacy. Another CDL model Interventions to increase teacher self-efficacy and the extent to which the relationship between the two variables can be studied further in future studies.

**Keywords:** *Early Childhood, Distance Learning, Teaching Approach, Teacher Self-Efficacy*

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## 1 INTRODUCTION

Education in Kindergarten is basic education to develop children's potential and skills so that they are better prepared to enter the next stage of life (Ndari & Chandrawaty, 2018). This definition is in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 concerning the 2013 curriculum for Early Childhood Education, which states that kindergarten is the provision of education and guidance for the physical and spiritual development of children who is in vain 4 to 4. 6 years so that the child is ready to enter further education. Therefore, Kindergarten is a very important level of education for children.

Furthermore, education in Kindergarten has basic principles that differ from further education. These principles are in the form of learning that is oriented towards children's development and needs, learning through games or vice versa, learning using thematic, creative, innovative, and interactive approaches, learning in a conducive environment, and learning that aims to develop life skills (Dimyati, 2016). Based on this description, the most important principle in kindergarten education is that learning must be oriented toward the development, needs and interests of students who are early childhood (Essa, 2011). Early childhood students have active characteristics with rapidly changing interests, learning through the senses and the environment, and thinking through concrete objects (Dimyati, 2016). The diverse characteristics as well as the basic needs of early childhood to develop social, motor skills and creativity characterize kindergarten education.

Currently, the kindergarten program in Indonesia uses the 2013 curriculum for early childhood education. Overall, the 2013 curriculum in kindergarten is in accordance with the philosophy of the early childhood education curriculum, which is centered on all aspects of development through learning that encourages children to explore, be creative, and build positive self-control and self-image (Jackman, 2011). The implementation of the 2013 curriculum for early childhood education requires kindergarten teachers to make changes in teaching methods (Ayu, 2015). Teaching that was originally teacher-centered has now become student-centered teaching. Student-centered teaching is an important component in kindergarten (Jackman, 2011; Schweinhart, 2016). Various studies have identified that teachers have implemented teaching according to six basic principles in kindergarten during face-to-face learning (Restyningtyas, 2013; Yusnita & Muqowim, 2020). This can be seen through the teacher's actions in designing, implementing, and evaluating learning in kindergarten.

However, the implementation of Children Distance Learning (CDL) certainly has an impact on the implementation of education in kindergarten as well as the teaching applied by kindergarten teachers. This is because kindergarten teachers have difficulty designing and implementing learning with the right strategies and methods to develop all aspects of early childhood skills and interests online (Agustini, et al., 2020). Even so, kindergarten teachers are expected to apply consistently teaching in accordance with the basic principles of kindergarten education in various learning situations, including in CDL during the Covid-19 pandemic.

P The actual development of children remains the focus of teachers to encounter several obstacles during CDL. During face-to-face learning, motor skills can be developed through a variety of activities, such as building blocks, rocking, or playing and catching a ball. However, during CDL, teachers experienced limited facilities and infrastructure (Agustini et al., 2020) as well as difficulties in coordinating with guardians of students who did not have android cellphones or did not understand technology (Jalal, 2020). This has an impact on the suboptimal development and implementation of motor activities for early childhood, which require a variety of learning methods and media, as well as adult guidance.

Likewise, with social skills, the children's social skills can be developed through various forms of interaction between early childhood and other people. In face-to-face learning, social skills are very likely to be developed regularly, but the development of children's social skills is not optimal when they in Children Distance Learning (CDL) activity during the Covid-19 pandemic. When children participate in CDL activities in their respective homes, the frequency of direct interaction and the quality of relationships with friends and teachers is reduced. Apart from being hampered from a social perspective, children's motor and physical developments are also less stimulated during CDL. In fact, developmental aspects that are important to be developed in early childhood include social and motoric aspects (Essa, 2011).

Overall, kindergarten teachers find it difficult to develop activities that focus on early childhood development due to teachers' unpreparedness in dealing with CDL, especially in terms of using technology as a learning medium (Ambarwati, 2020). Situations and limitations during CDL cause learning activities that are designed and implemented to become monotonous. Parents of children in one Public Kindergarten (PK) stated that CDL tended to be ineffective, teachers were more passive, learning activities and methods varied less when compared to face-to-face learning. In fact, various methods and activities are important in kindergarten learning (Agustini, et al, 2020). In the end, education in kindergarten during CDL was found to be still ineffective and not in accordance with the six basic principles that must be applied in kindergarten.

Teachers need to do a variety and adaptation of teaching approaches in line with the six basic principles in kindergarten during CDL to overcome problems related to the overall sub-optimal development of children and the ineffective implementation of kindergarten education. The teaching approach is a teacher's pedagogical skill in creating and implementing effective and appropriate learning for children and supporting children's involvement in learning (Johar & Hanum, 2016). Restyningtyas (2013) states that kindergarten teachers in general have carried out teaching, which includes the stages of preparation, implementation, and evaluation. Teachers were found to have applied teaching according to the six basic principles in kindergarten during face-to-face learning. In addition, kindergarten teachers also optimize the enthusiasm of students in kindergarten through good relationships and communication between teachers, students, and parents.

Another research states that kindergarten teachers have carried out teaching that emphasizes the interests, needs, and abilities of students by utilizing various learning resources in schools (Yusnita & Muqowim, 2020). Although this research has proven that kindergarten teachers have applied the basic principles in kindergarten, there is no research that identifies the teaching approach of kindergarten teachers during CDL. A teaching approach that is in line with basic principles in kindergarten during CDL can help achieve optimal development and effective learning for early childhood students.

Furthermore, teacher self-efficacy is also an important thing that can assist teachers in developing social and motor skills of early childhood during CDL. Teacher self-efficacy is the teacher's belief in his ability to carry out teaching (Tschannen-Moran & Hoy, 1998 in Shaukat & Iqbal, 2012). Teachers with high self-efficacy usually use a variety of learning strategies that support autonomy and involve children, increase children's motivation, make plans, and work longer with children so that children succeed (Duffin, Patrick, & French, 2012). High self-efficacy also affects the determination and work resilience of teachers when faced with challenging situations (Shaukat & Iqbal, 2012). Conversely, teachers with low self-efficacy usually experience difficulties in teaching and have low job satisfaction.

Kindergarten teachers in Indonesia basically have high self-efficacy (Harwati & Mariyanti, 2014; Mulyani, Nasution, & Pratiwi, 2020). However, the research was carried out before the CDL. Bandura's theory states that a challenging task can lead to negative emotions and assessments of one's ability to complete the task. Therefore, it is possible that kindergarten teachers' self-efficacy changed during the CDL era because kindergarten teachers faced many challenges in the process of adapting to the use of technology.

Based on the background of the problems that arise, the researchers are interested in seeing how the teaching approach of Public Kindergarten teachers in Jakarta during CDL, how the self-efficacy of PK teachers in Jakarta during CDL, and how the relationship between teaching approaches and PK teacher's self-efficacy in Jakarta. The relationship between teaching approaches and teacher self-efficacy will be re-identified in this study because various studies that have identified a relationship between teaching approaches, and teacher self-efficacy were conducted in the pre-CDL period. Teachers with child-centered teaching will experience a positive relationship with children and affect their perspective and perception of their abilities as teachers so that self-efficacy increases (Choi, Lee, & Kim, 2019). Therefore, the null hypothesis of this study is that there is no relationship between the teaching approach and PK teacher self-efficacy. Meanwhile, the alternative hypothesis is that there is a relationship between teaching approaches and PK teacher self-efficacy.

The main objective of this study was to describe the teaching approach and self-efficacy of TK Negeri (PK) teachers in Jakarta during CDL. The results of this study can become the basis for developing interventions related to teaching approaches for PK teachers in the CDL era so that they are aligned with the basic principles of kindergarten education, especially child development oriented. Interventions in the aspect of teaching

approaches can affect the self-efficacy of teachers in implementing CDL. The relationship between teaching approaches and teacher self-efficacy will also be identified in this study because learning has changed over a distance. An appropriate teaching approach that meets the basic principles of kindergarten along with high teacher self-efficacy is very important and necessary even though the CDL has ended. In the future, there is a possibility that learning will be technology-based and energetic 5.0. Therefore, teachers need to have high self-efficacy to adapt to technology so that teaching becomes more assertive, interactive, and in tune with the education system that is being run.

## 2 THEORETICAL STUDY

### 2.1 *Kindergarten Teaching Approaches*

The teaching approach is a teacher's pedagogical skill in creating and implementing an effective, optimal, and appropriate teaching and learning process for children and supporting children's involvement in learning (Johar & Hanum, 2016). Initially, the teaching approach in kindergarten focused more on teacher-centered teaching approaches (Scarlett, 2014). Along with the development of the education system and curriculum, the approach that was previously teacher-centered has now shifted to a child-centered approach. This approach emphasizes the capacity of children as active coaches to manage their own learning and thinking and develop independence (Scarlett, 2014). This means that children are expected to take the initiative in learning. An effective and appropriate teaching approach to kindergarten education during the CDL period can develop development and improve children's general abilities. Yusnita and Muqowim (2020) state that the teaching approach in kindergarten has characteristics such as being child-centered, ongoing, goal-oriented, not just score scores, and cooperative and collaborative.

Summarizing these characteristics, Schweinhart (2016) states that a child-centered approach is an important component in early childhood education. In addition, the appeal from the Indonesian government also states that education in kindergarten should focus on the interests, needs, development and abilities of children so that children can play an active role in learning in kindergarten, as regulated in the 2013 curriculum. Kindergarten should be dominated by a child-centered approach in a variety of situations, including in the CDL situation during the Covid-19 pandemic. Various sources indicate that there have been several challenges and obstacles in implementing CDL since March 2020. This has allowed kindergarten teachers to face difficulties and unpreparedness so that there has been a change in teaching approaches during the CDL era.

When applying the teaching approach in kindergarten, the teacher not only acts as a facilitator, but also acts as a companion for the child. The teacher plays a role in developing warm relationships with children through classroom management and facilitating learning through stimulating reasoning, creativity, and solving children's problems (Scarlett, 2014). Furthermore, Kindergarten teachers are expected to be ready to respond im-

mediately to the changing interests of the kindergarten children, observe the child's development zone, create learning that provokes curiosity, and responds to every child's curiosity. To support the implementation of teaching in kindergarten and fulfill the basic principles of kindergarten education, teachers need to organize and manage the learning environment and give children time to plan and choose their own activities (Schweinhart, 2016). The right learning environment will make children's knowledge and skills develop because children can explore new things.

The teaching approach in kindergarten is seen through the actions of the teacher in designing activities, implementing learning, and conducting evaluations both for children and for themselves. When designing the curriculum, kindergarten teachers are required to consider the interests of the child and schedule regular learning activities that change every week (Restyningtyas, 2013). During the implementation of activities, the teacher facilitates a child-centered learning environment by providing various types of media and learning tools, as well as various learning experiences (Cheung et al., 2019; Pieerlejewski, 2020). Furthermore, during the evaluation, the teacher does not only focus on the scores achieved by the child, but also focuses on the development of each child (Restyningtyas, 2013). Overall, teachers can develop appropriate and effective teaching for children if teachers have high self-efficacy.

## 2.2 *Teacher Self Efficacy*

Self-efficacy is a person's belief in his ability to complete tasks (Lee & Davis, 2014). Teacher self-efficacy can also be in the form of teacher confidence in their ability to organize and take important actions to achieve the success of teaching assignments in specific situations (Tschannen-Moran & Hoy, 1998 in Shaukat & Iqbal, 2012). Various studies have identified the characteristics of teachers with high and low self-efficacy. Teachers with high self-efficacy show a greater desire to come up with ideas and test new methods for bringing about change for children. High self-efficacy also affects the work determination and resilience of teachers when faced with challenging situations (Shaukat & Iqbal, 2012). Conversely, teachers with low self-efficacy usually experience difficulties in teaching, have low job satisfaction, and avoid existing problems (Hartawati & Mariyanti, 2014).

The results of the study state that most kindergarten teachers in Indonesia have high self-efficacy (Harwati & Mariyanti, 2014; Mulyani, Nasution, & Pratiwi, 2020). This means that kindergarten teachers believe in their ability to carry out learning. In addition, kindergarten teachers also tend to exert a high level of effort when faced with difficulties in fulfilling the demands of their duties as teachers (Hartawati & Mariyanti, 2014). Although kindergarten teachers in Indonesia have been found to have high self-efficacy, basically teacher self-efficacy can change. Bandura's theory states that challenging assignments can cause negative emotions to lead to negative assessments of one's ability to complete tasks, so this can change the teacher's self-efficacy to be negative (Cheung, Fong, Leung, & Ling, 2019). Based on this theory, it is possible that the self-efficacy of kindergarten teachers in Indonesia, which was previously high, became low during the

CDL period because kindergarten teachers faced many challenges in the process of adapting to the use of technology.

Initially, teacher self-efficacy was understood as a single construct, but recently, researchers have identified the multidimensional nature of teacher efficacy (Aloe, Amo, & Shanahan, 2014). Moran and Hoy (2001) combine elements from several different scales and capture three important components of teacher self-efficacy, including efficacy in instruction, efficacy in child involvement, and efficacy in classroom management. These three aspects are important elements in effective teaching.

Teacher self-efficacy can be influenced by demographic factors, such as length of teaching experience and teacher status. Bullock et al., (2015) state that teacher self-efficacy increases along with the length of teacher teaching experience because teachers have gone through various stages in teaching careers and have adequate teaching skills. Dincer and Akgun (2015) state that teachers in the age group 25 years and over have better self-efficacy than teachers in the 20-to-24-year age group. In addition, teachers with six years of teaching experience and above also have better self-efficacy than teachers with 0 - 5 years of teaching experience (Dincer & Akgun, 2015). These results indicate that experience in the teaching profession has a positive effect on teacher self-efficacy in classroom management. In terms of teacher status, teachers with permanent staff work status show higher self-efficacy than teachers with contract staff status (Dincer & Akgun, 2015). This can be because teachers with contract status feel that they are not yet responsible for school conditions.

### *2.2.1 The Relationship between Teaching Approach and Teacher Self Efficacy*

The teaching approaches applied by the teacher and teacher self-efficacy are believed to have reciprocal relationships. In general, teachers with high self-efficacy are better equipped to be involved in managing productive teaching so that teaching functions in accordance with the prevailing educational situation and system. Furthermore, teachers with high self-efficacy will be more involved in teacher-child interactions during direct learning and are more willing to involve children in teaching to support the personal development of the child (Cao et al., 2018).

On the other hand, Choi et al., (2019) state that teachers with a teaching approach that is centered on the interests and needs of children will have high self-efficacy. A child-focused teaching approach was found to change teacher teaching methods, increase children's responses to the entire learning process, from positive relationships between teachers and children, and increase the active role of teachers and children. The positive impact results from this teaching approach raises positive emotions for the teacher, changes the way the teacher views the role and ability as a teacher, and finally increases the self-efficacy of the teacher.

Although various studies have identified a relationship between teaching approaches and teacher self-efficacy, the relationship between the two variables was studied in the



period before the Covid-19 pandemic or during face-to-face learning. Therefore, the relationship between teaching approaches and teacher self-efficacy needs to be reexamined during the Covid-19 pandemic, in which the learning system has turned into an online CDL.

### *2.3 Early Childhood Education During Distance Learning*

Distance Learning (CDL) is a new thing that creates obstacles and challenges for teachers. Pramana (2020) states that teachers have difficulty adapting the curriculum to suit pandemic conditions and using technology in learning. In addition, teachers feel that it is not optimal in delivering learning materials using online methods through applications such as WhatsApp, zoom, and google meet. Early childhood often feels bad during CDL because the activities provided tend to be monotonous so that children open other applications during learning or leave the ongoing online learning (Pramana, 2020).

Situations and constraints during CDL have an impact on the ineffectiveness of kindergarten education and not optimal early childhood development. For example, motor and physical developments which includes body control, fine and gross motor coordination, and the ability to interpret information obtained through the five senses are important aspects that must be fulfilled by early childhood (Essa, 2011). In the CDL situation, teachers experience limited facilities and infrastructure during CDL (Agustini, et al, 2020) and face difficulties in coordinating with guardians of children who do not have an Android cellphone or do not understand the use of technology (Jalal, 2020). This has an impact on the suboptimal development and implementation of motor and physical activities for early childhood, which require a variety of methods, media, and adult guidance.

As an effort to optimize kindergarten education during CDL, teachers need to involve the role of parents. During CDL, parents act as substitutes for teachers at home. Therefore, parents are expected to be able to motivate early childhood to participate in learning, provide a conducive learning situation at home, assist early childhood in learning and work on assignments, and develop learning materials with other activities besides school activities (Wijayanti & Fauziah, 2020). These new roles certainly create challenges for parents. Therefore, teachers and parents should collaborate and communicate with each other regarding the learning system, so that early childhood can develop and follow CDL optimally.

## 3 METODE

This research uses quantitative methods and document analysis methods. The research instrument consisted of two questionnaires and six RPPH / M documents. These questionnaires include Classroom Management Scale (CMS) and Teachers' Sense of Efficacy Scale (TSES) with a Likert scale consisting of answers ranging from 1 (very inappropriate) to 5 (very suitable). Both questionnaires go through the same process before being used. These stages are the process of adapting measuring tools, face validity, expert judgement, as well as testing the validity of the total correlation item and the Cronbach



Alpha reliability test. Based on the results of validity and reliability tests, the CMS questionnaire has 12 valid items to measure the teaching approach of teachers based on six principles of kindergarten education, while the TSES questionnaire consists of 23 valid items to measure the self-efficacy of PK teachers. The CMS measuring instrument has a reliability coefficient of 0.763 and the TSES measuring instrument has a reliability index of 0.904. Both measuring instruments are declared valid and reliable.

One hundred and sixteen teachers from 42 PK in DKI Jakarta filled out both questionnaires online via google form due to the Covid-19 pandemic situation. Researchers categorized demographic factors (teaching experience, teacher status, and number of students) based on theory and previous research results. Demographic data in the form of the number of trainings attended by teachers were not further processed because participants tended to mention two training topics that were followed without writing down the number of training followed. The following is the demographic data of participants in this study (see table 1.):

Table 1. Participant demographic data

Demographic Factors		Frequency	Percentage
Gender	Women	114	100%
	<30 years	12	11%
Age Range	30-40 years	30	26%
	> 40 years	72	63%
		114	
Total		11	9%
Teaching experience	0 - 5 years	15	13%
	6 - 11 years	42	37%
	12-23 years	46	41%
		114	
Total	> 23 years	60	53%
Status	Permanent teacher	54	47%
		114	
Status	Honorary teacher	37	32%
	≤ 15 students	77	68%
		114	

The data from the two questionnaires were analyzed using descriptive statistical tests, co-relation tests, and different tests to answer the research questions. The descriptive test aims to describe the teaching approach and self-efficacy of PK teachers in Jakarta during CDL. These figures were identified by looking for the mean total score of the teaching approach and self-efficacy of all participants, then each participant was grouped into categories by comparing the mean total score of each participant with the mean total score of all participants. The higher the mean total item score of the participants on the two questionnaires, the more participants apply a teaching approach that is in line with the basic principles of kindergarten education and the more they have high self-efficacy during CDL, and vice versa.

Furthermore, the Spearman correlation test was conducted to identify the relationship between teaching approaches and teacher self-efficacy. In addition, this study will also

conduct a different test. Different t-test is used to identify teacher self-efficacy based on teacher status, which is divided into two categories, namely permanent teachers and honorary teachers. Meanwhile, the ANOVA test is used to identify teacher self-efficacy based on the length of teaching experience, which is divided into four categories. All analyzes were performed using SPSS 25.

Document analysis was carried out by analyzing the contents of the Daily / Weekly Learning Program Design (D / WLPD) based on six basic principles of kindergarten education. The (D / WLPD) document between PK has a uniform format according to the standards of the ministry of education. Broadly speaking, the document (D / WLPD) contains learning themes, learning time, development programs, learning materials and activities, learning tools and materials, methods used, and techniques for collecting assignments from children. In this study, there were six documents (D / WLPD) from six PKs representing all TK from each region in Jakarta. The results of the document analysis method are used as supporting data for the teaching approach.

Overall, this research procedure includes the planning, implementation, processing, and data analysis stages. The planning stage includes submitting research proposals to the faculty, testing proposals, and making revisions based on feedback from the proposal exam. The implementation stage includes requesting permission from the PK school principal in Jakarta, adapting and developing research instruments, conducting try outs and validity-reliability tests, and carrying out online data collection. Finally, the data processing and analysis stage includes data analysis to answer research questions and make conclusions and discussions about the research results.

## 4 RESULT AND DISCUSSION

### 4.1 *Result*

#### 4.1.1 *Teaching Approach to Public Kindergarten Teachers in DKI Jakarta*

The results from the teaching approach were obtained from two years. The first part is the results of the descriptive analysis test, and the second part is the results of the content analysis of the six RPPH documents. The results of the descriptive analysis test in table 2 show that most PK teachers in Jakarta implement teaching that is in line with the basic principles of kindergarten education during CDL. Namely, teaching is centered on children's interests and development, varied, interactive, and interrelated activities. Teaching uses a thematic approach, active involvement of children, setting a conducive environment, and developing life skills from children.

Table 2. Categorization of teacher teaching approaches

Information	Value Category	Frequency	Percentage
In accordance with the characteristics of kindergarten education	$\text{Mean}_{\text{participants}} > \text{Mean}_{\text{total}}$	61	53.51%
Not yet according to the characteristics of kindergarten education	$\text{Mean}_{\text{participants}} \leq \text{Mean}_{\text{total}}$	53	46.49%

Furthermore, an overview of the teaching approach is based on an analysis of six documents (D / WLPD) (table 3). Overall, it was found that the teaching approach of PK teachers during CDL only includes two basic principles of kindergarten education. This principle is teaching using a thematic approach and includes the development of children's life skills. Here's a further explanation.

Table 3. Teacher teaching approach based on content analysis (D / WLPD)

Basic principles	Analysis Conclusion
Oriented to the principles of child development and needs	There are no competencies that focus on development. Learning activities do not include social development. Other development aspects have been covered, but not optimal due to only one activity for one aspect.
Play while learning or vice versa, interactive, active, and related.	Learning activities are interrelated. However, these activities do not invite children to take an active role in learning. In general, activities are one-way, not interactive.
Using a thematic approach	Activities according to themes and sub-themes, and includes 3 thematic learning models, namely expository, inquiry, and contextual models.
Creative and innovative by utilizing educational play tools	Kindergarten teacher teaching has not fulfilled creative and innovative principles. The learning methods and tools used tend to be monotonous using stationery and paper.
Conducive environment	There was no teaching in a conducive environment during CDL.
Develop Life Skills	The teaching carried out by the teacher during CDL is in accordance with one of the principles of kindergarten education, namely developing life skills.

#### 4.1.2 Public Kindergarten Teacher Self Efficacy in DKI Jakarta

Most PK teachers had low self-efficacy (56%) during the implementation of CDL. The self-efficacy difference test was carried out based on demographic factors on the form of length of teaching experience and teacher status. This analysis is based upon previous research, which states that these two demographic factors are correlated with teacher self-efficacy. The difference test was performed using the t-test and one-way ANOVA test because the data were normally distributed and homogeneous.

Table 4. Categorization of teacher self-efficacy

Information	Value Category	Frequency	Percentage
High	$\text{Mean}_{\text{participant}} > \text{Mean}_{\text{total}}$	50	43.86%
Low	$\text{Mean}_{\text{participant}} \leq \text{Mean}_{\text{total}}$	64	56.14%

Table 5. ANOVA-one-way test results on self-efficacy based on teaching experience

Construct	F	Sig. (2 tailed)
Self-efficacy	1.324	0.270

Based on the one-way ANOVA test, it was found that there was no significant difference in mean self-efficacy between groups of participants based on the length of teaching experience,  $F(2, 111) = 1.324$ ,  $p < 0.05$ . No difference is concluded from the value of  $F_{\text{count}} < F_{\text{table}}$ , where  $F_{\text{table}} = 3.09$ .

Table 6. The results of the t-test on self-efficacy based on teacher status (permanent and honorary)

Construct	T	Sig. (2 tailed)
Self-efficacy	0.353	0.725

Based on the results of the independent t-test, it was found that there was no difference in self-efficacy between honorary teachers and permanent teachers,  $t(114) = 0.353$ ,  $p < 0.05$ . No difference was concluded from the value of  $t_{\text{count}} < t_{\text{table}}$ , where  $t_{\text{table}} = 1.980$ .

#### 4.1.3 *The Relationship between Teaching Approach and Teacher Self Efficacy*

Based on the results of the Spearman correlation test,  $H_0$  in this research hypothesis was rejected, meaning that there was a relationship between teaching approaches and teacher self-efficacy ( $r = 0.571$ ,  $p < 0.05$ ). The relationship formed between the teaching approach and self-efficacy was at a moderate level ( $0.4 < r < 0.6$ ).

Table 7. Results of the correlation test of teaching approaches and teacher self-efficacy

Correlation	Correlation coefficient	Sig. (2 tailed)
Teaching approach and self-efficacy	0.571	0.000

## 4.2 *Discussion*

This study identified that PK teachers perceive the teaching implemented during the CDL as covering all the basic principles of kindergarten education. These principles are in the form of learning that is oriented towards children's development and needs, learning through games or vice versa, learning using thematic, creative, innovative, and interactive approaches, learning in a conducive environment, and learning that aims to develop life skills (Dimiyati, 2016). However, the results of the analysis of the RPPH document and the perceptions of parents of children in PK show that teaching in kindergarten during CDL only covers two of the six basic principles of kindergarten education. The two principles include teaching using a thematic approach and developing the life skills of children in kindergarten. Based on these differences in results, it is concluded that the teaching approach applied by PK teachers if CDL is still at the perceptual or cognitive level, has not yet entered the level of application or behavior.

Supposedly, kindergarten teachers are expected to be consistent in applying teaching approaches that are in accordance with the basic principles of kindergarten education in various learning situations. Previous research identified that during face-to-face learning,

kindergarten teachers apply learning that includes all the basic principles of kindergarten education (Restyningtyas, 2013; Adriany & Warin, 2014; Yusnita & Muqowim, 2020). However, the change in the learning situation during the Covid-19 pandemic and the unpreparedness of kindergarten teachers to face these changes seemed to affect the teaching approach applied by PK teachers in DKI Jakarta during the CDL. There needs to be a way to measure teacher readiness before carrying out online learning at PAUD institutions so that learning outcomes is more optimal (Tiara, 2020).

At CDL, kindergarten teachers tried to carry out varied and child development-oriented teaching (Nindiati, 2020). However, this study found that PK teachers have not implemented teaching with activities that cover all aspects of early childhood development. Teachers in one of the PKs had written down the developmental aspects targeted in the RPPH, but the development aspects and descriptions of the activities that were designed were not yet in sync. For example, the development program section of RPPH states that the activities focus on language, but the activities carried out are writing the number of communication tools and forming television with plasticine. In some PK, teachers design RPPH without describing the aspects of development that are targeted, but only writing competency numbers such as 3.10-4.10, 3.6-4.6. In addition, the basic competencies and aspects of development that are designed do not include the Socio -emotional development of the child. In fact, social skills are an important aspect that must be developed at an early age (Essa, 2011). These various conditions imply that the main basic principles of kindergarten education in the form of development-oriented teaching have not been applied optimally during CDL.

Furthermore, CDL teaching is more dominated by one-way and monotonous activities, such as providing explanations via video and giving assignments in the form of coloring, drawing, cutting, or gluing according to the material topics discussed by the teacher in the video. Although teaching still uses a thematic approach with interrelated activities, teaching only includes three of the seven thematic approach models. The activities carried out have not hone children's thinking skills to find answers or solve problems from activities carried out or from social problems that are suitable for children's development (Utami, et al, 2013).

In addition, learning activities do not contain four thematic elements, namely fun, active, creative, and effective. The four elements, if implemented by the teacher, can streamline a learning process (Soedjono, 2008). The learning methods and tools used during CDL have not varied, whereas in early childhood, media is needed that can encourage children to learn in a fun, active, creative, and effective manner (Saptaningrum, 2012). In the end, the lack of variation in activities, the minimum learning media, and changes in the assessment system caused the development of kindergarten children to be not optimal and teachers had difficulty identifying and overcoming problems faced by children (Agustin & Wahyudin, 2011).

The CDL situation raises limitations for teachers to contribute to teaching situations that are not yet oriented towards child development and tends to be monotonous during

CDL in kindergarten education. This also makes it difficult for teachers to run teaching in a conducive environment because children learn from a different location than the teacher. To keep teaching running even though it is not optimal, kindergarten teachers try to establish consistent interactions in learning during CDL and slowly begin to form an integrated system not only for children, but also for teachers and parents of children (Nindiati, 2020).

Until now, the interactions formed by kindergarten teachers during the CDL period were in the form of interactions between teachers and children, teachers and parents, parents, and children, as well as between children. Interactive relationships with parents are carried out through daily journals and WhatsApp groups. Teachers look for children's interests through discussions with parents and analyzing homework that children have done in the previous weeks. Meanwhile, interactive relationships between children are carried out through zooming or meetings once a week when children take learning materials at school. The results showed that learning by video conferencing was included in the effective category in distance learning because it was more real time (Ismawati, 2020). At the meeting, through video teleconferences, PK teachers specifically asked questions related to conditions and news from children, outside of the learning material.

Furthermore, this study identified that the self-efficacy of TK Negeri teachers in DKI Jakarta was found to be in the low category during CDL. This is different from the results of research in the pre-CDL period, which identified that kindergarten teachers had high self-efficacy (Harwati & Mariyanti, 2014; Mulyani et al., 2020). This difference suggests that teacher self-efficacy changes when faced with challenging and difficult CDL conditions. If explored further, it was found that teacher self-efficacy in classroom management was higher than teacher self-efficacy in the aspects of student involvement and instructional strategies. This means that teachers have more confidence in their ability to manage conducive learning situations during CDL than in their ability to involve children and implement instructional strategies during CDL. This can be because the teacher has managed online learning time. During CDL, teachers only carry out learning via video-call once for one to three weeks with a short duration of 30 minutes to 1 hour. The rest, children carry out learning accompanied by their parents at home. In addition, teachers have also managed collaborations that are formed with children's parents to assist children's learning at home (Saifulloh & Darwis, 2020).

Other findings illustrate that teacher self-efficacy in student engagement and lower instructional strategies could be due to challenges faced by teachers during CDL. The condition of CDL causes a reduction in the duration of learning and interactions between teachers and children in kindergarten so that teachers find it difficult to build interactions through creative and innovative learning to encourage children's involvement in learning (Kari, et al., 2020). In addition, the factor of teacher unpreparedness to face CDL can also contribute to the low self-efficacy of teachers in engaging children and designing appropriate instructional strategies. This unpreparedness appears in the form of the teacher's low ability to utilize technology during distance learning (Syarah, 2020). In addition to

the category of using technology and applications as learning media and making teaching materials, the limited facilities and infrastructure in the CDL, how to coordinate with guardians of children who do not have an Android cellphone or do not understand the use of technology, as well as providing learning and assessment that cover all aspect's child development in kindergarten (Jalal, 2020).

About self-efficacy, this study revealed that there was no difference in self-efficacy between groups of kindergarten teachers based on length of teaching experience and teacher status. In the aspect of the length of the teaching experience, the results of this study are different from the results of previous studies, which state that the more experienced a teacher is in teaching, the higher the self-efficacy of the teacher (Klassen & Chiu, 2010; Bullock, Coplan, & Bosacki, 2015). Dincer and Akgun (2015) state that teachers with 6-10 years of teaching experience and more than 11 years usually to have high self-efficacy compared to teachers. The difference in results in this study can be explained by looking at the frequency of the number of teachers based on teaching experience and the professional life cycle of teachers.

Based on the teacher professional cycle, Klassen and Chiu (2010) state that teachers with less than five years of experience are in a stabilization period marked by commitment to the profession and self-efficacy formation, while teachers with more than 23 years of experience are in a period of disengagement. is characterized by weariness or disappointment. Furthermore, Klassen and Chiu (2010) added that teacher self-efficacy increases in mid-career (8 to 23 years of teaching experience) and will decline after more than 23 years. In this study, teachers with less than 5 years of experience were 11% and teachers with more than 23 years of experience were 41%. When combined, the two groups account for 52%, not much different from the other groups. Therefore, the test results do not show a difference in self-efficacy in terms of teaching experience.

The absence of differences in self-efficacy based on teaching experience in this study can also be explained by the current CDL situation. Although more than 50% of the teachers have more than 11 years of teaching experience, these teachers are experienced in implementing face-to-face learning. The CDL situation is a new experience encountered by every teacher.

The results of the study which showed no difference in self-efficacy between honorary teachers and permanent teachers in this study were also different from the results of Dincer and Akgun's (2015) study, which stated that teachers with permanent work status showed higher self-efficacy than teachers with contract work status honorary. This difference in results could be caused by the characteristics of honorary teachers who almost resembled the characteristics of permanent teachers. In this study, honorary teachers have the same duties and responsibilities as permanent teachers. In addition, honorary teachers can also have a longer teaching experience than permanent teachers. The only difference is the training incentives that are obtained between teachers with permanent status and teachers with honorary status. Because the same characteristics are faced with a similar CDL situation, there is no difference in teacher self-efficacy based on status.



This study shows that there is a relationship between the teaching approach and self-efficacy. Choir, Lee, and Kim (2019) state that a teaching approach that is centered on children's interests, development, and needs will change the way teachers teach, children's responses in the overall learning process, the relationships formed between teachers and children, and the active role of teachers and children. Although teachers find it difficult and more tired to implement proper teaching (Cheung, Fong, Leung, & Ling, 2019), these teachers feel that teaching management that involves various materials and provides learning experiences according to children's interests and development is a responsibility. a teacher in various learning situations, including in a CDL situation (A, 2020). Therefore, the teaching approach affects the way teachers perceive their roles, as well as perceptions of their ability as teachers, so that self-efficacy increases (Choi, Lee, & Kim, 2019).

## 5 CONCLUSION

The Covid-19 pandemic situation has also had an impact on the education system so that the learning process that previously took place face-to-face in the classroom has now turned into an online CDL. This sudden change caused shock and demanded readiness from various parties, schools, and parents, to adapt quickly. However, various sources indicate that there have been many obstacles in implementing CDL since March 2020, especially for teachers. These constraints and challenges raise questions related to teaching approaches and teacher self-efficacy during CDL, as well as the relationship between teaching approaches and teacher self-efficacy.

This study identified that the teaching approach of PK teachers in Jakarta during CDL had not applied all the basic principles of kindergarten education. Although the results of statistical analysis show most PK teachers in DKI Jakarta, they feel they have implemented teaching is in line with the basic principles of kindergarten education, the results of document analysis and children's parents' opinions show different things. Overall, PK teachers in Jakarta only apply two of the six basic principles of kindergarten education, namely teaching using a thematic approach and developing children's life skills through real activities in everyday life.

This study was also identified that in general PK teachers in Jakarta had low self-efficacy during the implementation of CDL. Furthermore, teachers' self-efficacy did not show any difference when viewed based on demographic factors in the form of length of teaching experience and teacher status. PK teachers in Jakarta experience inconsistencies in dealing with changes in the learning situation so that teachers feel that they are not yet able to involve all children, implement appropriate instructional strategies, and manage the classroom effectively. Furthermore, this study identified a moderate relationship between teaching approaches and teacher self-efficacy. This means that the experience that teachers get in implementing a related teaching approach can play a role in teachers' confidence in their abilities.

Based on the results of this study, there are new questions that can be investigated by further research. This study identifies that these two variables are interrelated. However,

there is no information regarding the magnitude of the influence of the teaching approach on teacher self-efficacy, or vice versa. The availability of further information regarding this matter can form the basis for the development of interventions that target both variables simultaneously.

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