

Investigating The Relationship Between Teacher Self-Efficacy and Student Achievement

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Abstract

In the context of teaching, teacher self-efficacy can significantly impact teaching practices, classroom management strategies, and, ultimately, student learning outcomes. As the educational landscape continues to change rapidly, teachers must prioritize their professional development to meet the diverse needs of their students and ensure their success in the digital age. This study aims to analyze the relationship between teacher self-efficacy and student learning outcomes, teachers, and significant findings or patterns between the two, and compare the results with similar studies from previous studies. A qualitative descriptive method was used in this investigation, using a case study type. Qualitative descriptive analysis techniques were used for the data analysis process involving 38 teachers, madrasah principals, and K.K.M. Prigen Pasuruan administrators. The results of this study found 1. A positive correlation between teacher self-efficacy and student learning outcomes which highlights the importance of supporting teachers in developing confidence in their self-efficacy. 2. Implications for differences in levels of self-efficacy in various teacher demographic groups such as age, gender, teaching experience, and educational background. 3. Addressing gaps through appropriate interventions and support systems such as appropriate policies, infrastructure and teaching facilities can help strengthen the relationship between teacher independence and student learning outcomes, leading to more effective educational practices and policies in madrasahs and beyond.

Kata Kunci:
Hubungan
Keberhasilan, Efikasi
diri guru, Prestasi
siswa

Abstrak

Dalam konteks pengajaran, efikasi diri guru dapat berdampak signifikan pada praktik pengajaran, strategi manajemen kelas, dan pada akhirnya, hasil belajar siswa. Karena lanskap pendidikan terus berubah dengan cepat, sangat penting bagi guru untuk memprioritaskan pengembangan profesional mereka sendiri untuk memenuhi berbagai kebutuhan siswa mereka dan memastikan keberhasilan mereka di era digital. Penelitian ini bertujuan untuk menganalisa hubungan antara efikasi diri guru dengan hasil belajar siswa, guru, tentang temuan-temuan atau pola-pola yang signifikan diantara keduanya dan perbandingan hasil dengan penelitian-penelitian terdahulu yang sejenis. Dalam penelitian ini metode deskriptif kualitatif digunakan dalam penyelidikan ini dengan jenis studi kasus. Teknik analisis deskriptif kualitatif digunakan untuk proses analisis data yang melibatkan 38 guru, kepala madrasah, dan pengurus KKM Prigen Pasuruan. Hasil penelitian ini menemukan 1. Korelasi positif antara efikasi diri guru hasil belajar siswa yang menyoroti pentingnya mendukung guru dalam mengembangkan kepercayaan diri dalam efektivitas diri mereka. 2. Implikasi perbedaan tingkat efikasi diri dalam berbagai kelompok demografi guru seperti usia, jenis kelamin, pengalaman mengajar, dan latar belakang pendidikan. 3. Menangani kesenjangan melalui intervensi yang tepat dan sistem pendukung seperti kebijakan, sarana prasarana dan fasilitas mengajar yang tepat dapat membantu memperkuat hubungan antara kemandirian guru dan hasil belajar siswa, sehingga mengarah pada praktik dan kebijakan pendidikan yang lebih efektif di madrasah dan sekitarnya.

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INTRODUCTION

Self-efficacy is a judgment of self-worth and a self-concept that focuses on the specific ability to accomplish tasks. Self-efficacy beliefs are viewed as necessary judgments for the creation of self-concept beliefs (Klassen et al., 2009). The expression "*self-efficacy*" describes a person's confidence in their own capacity to complete a task or reach an objective. Psychologist Albert Bandura initially presented the notion during the 1970s, proposing that self-efficacy is critical in deciding how people approach problems and endure hardships. Teachers' self-efficacy can have a big impact on their classroom management techniques, instructional methods, and, in the end, the learning outcomes of their students (Golden, 2003).

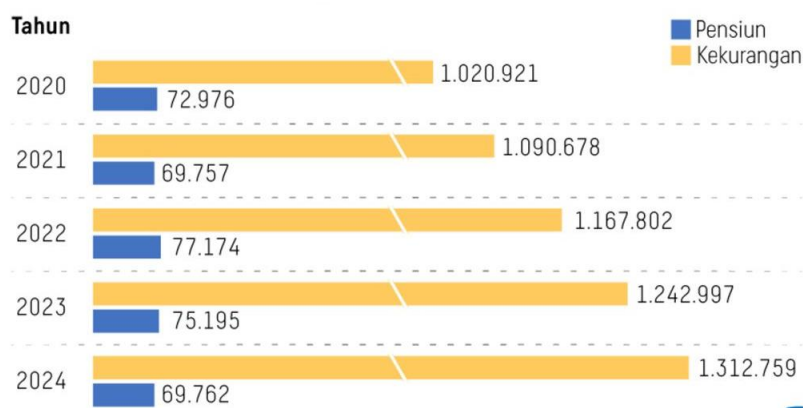
The notion that self-efficacy is a belief that can be improved and developed over time rather than a fixed attribute is a fundamental component of self-efficacy. This means that by establishing realistic goals, looking for professional development opportunities, and taking time to reflect on their achievements in the classroom, teachers can aim to improve their self-efficacy (Klassen et al., 2009). Teachers can increase their self-efficacy and feel more secure in instructing pupils and fostering a healthy learning environment. Better student involvement, motivation, and academic success may follow from this (Barni, Danioni, & Benevene, 2019).

Self-efficacy in teaching is not a fixed trait but rather a belief that can be developed and strengthened over time. This means that teachers can work to enhance their self-efficacy by setting achievable goals, seeking out professional development opportunities, and reflecting on their successes in the classroom (Chao, Forlin, & Ho, 2016). By building their self-efficacy, teachers can become more confident in their abilities to effectively educate their students and create a positive learning environment (Nurfatimah, Hasna, & Rostika, 2022). This, in turn, can lead to improved student engagement, motivation, and academic achievement. Additionally, research has shown that teachers with higher levels of self-efficacy are more likely to persist in the face of challenges and setbacks, ultimately leading to greater job satisfaction and overall effectiveness in the classroom (Morris, Usher, & Chen, 2017).

The quality of teachers definitely affects the quality of education in Indonesia. Rythia Afkar, a World Bank researcher, quoted CNN Indonesia as revealing that teachers' performance in Indonesia is still fairly low (Afkar & Yarrow, n.d.). The poor quality of teachers in Indonesia is seen in their competence and ability to teach. The excessive learning loss experienced by students due to the COVID-19 pandemic in Indonesia has resulted in the effectiveness of teaching lessons only reaching 40% (Abidin & Sirojuddin, 2024; Budhayanti, 2012). Data from the Central Statistical Authority (B.P.S.) show that each year, the number of teachers eligible to teach continues to experience an increasing trend since the academic year 2021–2022 (Jayanti, Setiawan, Azhari, & Siregar, 2021). The number of teachers eligible to teach in Indonesia reaches 2.910.955, with a percentage of 95.78 percent. This number increased by 9.6 percent when compared to the year-on-year of the previous academic year, with a total of 2,654,945 people (Hidajat, 2022).

Another challenge is that the number of Indonesian teachers above the millennial generation aged between 25 and 35 is 29.6 percent. The number of teachers in this age group is 995,108, the proportion of teachers is 851,316, and the rest is educated. Besides, Indonesia has a teacher retirement rate one level below that of the millennial generation. Teachers aged 50 to 59 years in Indonesia currently number 870.694 people, with a teacher ratio of 793.780. By 2024, teachers who will reach retirement age will be 69,762, and the shortage of 1,312,759 teachers is described in more detail in the following data (Jayanti et al., 2021).

Picture 1. Teacher shortage statistics for the next 5 years



Source : Kemendikbud RI

The Ministry of Cultural Education Research and Technology (Kemendikbudristek) has made several efforts to provide for the needs of competent teachers among them through the teacher profession education program (PPG), but the reality of graduates of the PPG Prajabatan 2006–2018 is 27.935 people. In addition to the 2019–2021 PPG participants of 2,963 who are not enough to meet the needs of teachers by 2024, which reaches 69,762 people (Nurfatimah et al., 2022).

On the other hand, about 0.2% of teachers are still serving despite having passed the retirement period of 6,464 people, with a proportion of 4,190 teachers, and the remainder are educated. The existence of most teachers comes from the millennial generation, which is in line with the needs of today's educational era, which is also growing through the process of digitalization and technology (Daheri, Pattiasina, Saputra, Nurdiansyah, & Uzlifah, 2022; Efendi & Sholeh, 2023).

From this discussion, it is important to raise awareness of the huge gap towards the availability of the ideal number of teachers in Indonesia that need to be boasted with the quality of such teachers, the quality which is meant by growing awareness that the role of each teacher is very important and willing to develop his ability to develop professionalism independently (Adiyono, Fadhilatunnisa, Rahmat, & Munawarroh, 2022; Alazeez, AL-Momani, & Rababa, 2024).

Has shown a strong correlation between the two. Teachers who believe in their ability to positively impact their students' learning are more likely to create engaging

lessons, provide effective feedback, and cultivate a supportive classroom environment. This, in turn, leads to improved academic performance, higher student motivation, and better overall well-being (Basir et al., 2024). As the education landscape continues to change rapidly, it is crucial for teachers to prioritize their own professional development and self-efficacy in order to meet the diverse needs of their students and ensure their success in the digital age (Mariyono & Maskuri, 2023).

Self-efficacy plays a crucial role in the classroom, especially in the era of digitalization and education 4.0. Teachers who have a strong sense of self-efficacy are more likely to adapt to new technologies and teaching methods, ultimately benefiting their students. In Indonesia, the majority of teachers are from the millennial generation, which aligns with the evolving needs of the education sector. As such, it is essential for educators to continue developing their self-efficacy to effectively navigate the challenges and opportunities presented in the modern classroom (Hascher & Hagenauer, 2016).

One way for teachers to enhance their self-efficacy is through professional development opportunities that focus on integrating technology into their teaching practices. By gaining proficiency in digital tools and resources, educators can create more engaging and interactive lessons that cater to the diverse learning styles of their students. Additionally, collaborating with colleagues and sharing best practices can also help teachers build confidence in their abilities to effectively use technology in the classroom. As the education landscape continues to evolve, teachers must be willing to adapt and grow in order to meet the ever-changing needs of their students (Mohamadi & Asadzadeh, 2012). From the various literatures above, this study aims to find an analysis of the relationship between teacher self-efficacy and student learning outcomes, a discussion of significant findings, or patterns, and a comparison of results with previous research in the field (Manasikana & Anggraeni, 2018).

METHOD

Field research is the methodology used in this kind of qualitative study, in which researchers make in-person observations in the field (Hennink, Hutter, & Bailey, 2020). A qualitative descriptive method is employed in this investigation. 36 elementary madrasah instructors from Prigen Pasuruan District who belonged to the madrasah working group organization (KKM) and represented 18 elementary madrasah institutions served as the study's participants (Arifin, 2020).

Teachers served as the study's primary samples, and some student representatives also served as informants. To gather information about the relationship between teacher self-efficacy and student learning outcomes, for example, the following methods of data collection were employed: 1) observation to systematically watch and record the phenomena that occurred at the research location; 2) interviews to gather information directly from sources regarding significant patterns and comparisons from previous research results; and 3) documentation to record past

events in the form of writings, pictures, or monumental works found in the field (Sugiyono, 2010).

A qualitative descriptive analysis technique is applied to the data analysis process, which involves using understandable language and sentences to describe, explain, or describe the data in issue formulations throughout multiple stages. Prior to editing, the data gathered from the field is verified to ensure it is accurate and legitimate (Abdussamad, 2022). Data analysis comes next when the multi-stage data management procedure is finished. Additionally, the data is examined using the methods of data analysis suggested by Miles and Huberman, such as data reduction, data presentation, data verification, or conclusion drawing, to address the issues brought up in the first chapter (Almanshur & Ghony, 2012; Hamzah, 2021).

The intensity of the researchers' in-depth observation of reality and routine, the policies carried out by the Madrasah working group (KKM), and the various phenomena of this organization to cultivate self-efficacy in finding researchers will explain some important things in the following description.

RESULT AND DISCUSSION

RESULT

Relationship Between Teachers' Self-Efficacy and Student Outcomes

The study revealed a significant positive correlation, suggesting that teachers with higher levels of self-efficiency tend to have students with better academic results. These findings highlight the importance of supporting teachers in developing confidence in their self-effectiveness, as it can ultimately affect their students' success (Almanshur & Ghony, 2012; Hamzah, 2021)

Furthermore, the data also showed variations in the levels of self-effectiveness between different demographic groups of teachers, which indicated the need for targeted interventions to overcome the gaps and ensure a fair outcome for all students whose explanation above was implemented by the madrasah working group (KKM) of the prigen emergency as follows:

The madrasah's working group is committed to creating support from equal school leadership, resulting in relatively similar teaching experiences and job satisfaction. This support will enable KKM Prigen to hold a regular workshop to discuss the assessment standards used in each member school. This workshop involves the head of school and the teacher intensively. KKM provides free access to communication in a group discussion forum in a variety of digital communication media to strengthen understanding and problem solving quickly (Rofiq & Nadliroh, 2021; Sirojuddin, Ashlahuddin, & Aprilianto, 2022).

Muhamad A'an Khunaefi, Chairman of the Working Group of Madrasah Ibtida'iyah Teachers (KKGMI), reaffirmed that the organization's commitment is on guard and symbolizes the competence of madrasah teachers by inviting various educational experts from outside to provide new perspectives in the development of a

more effective and inclusive curriculum. It is essential to meet the needs of a dynamic education and to be an appropriate and accurate comparator of the quality of teaching.

Implications of Differences in Levels of Self-Efficacy Among Different Teacher Demographic Groups.

Research has shown that the self-effectiveness of madrasah teachers in primary education is very variable; differences in the quality of this competence are found due to different demographic factors such as age, gender, teaching experience, and educational background. For example, 43% of young teachers who dominate this sector with less than five years of teaching experience tend to have lower levels of self-efficiency than teachers that have been teaching for more than 10 years. Thirty-seven percent were teachers of average adult age with a near-ideal level of competence. The percentage has increased and is increasing with further studies so that it is easier to adapt to the importance and needs of learning in leveraging technology and digitalization.

Out of the percentage of ideal age abilities above, there were 11 female teachers, and 7 of them were continuing further studies in college, so researchers found that women tended to have higher levels of self-effectiveness than men in the context of motivation and teaching in the madrasah. Teachers with a higher educational background tend to have higher self-efficiency in performing their teaching duties. The elevation of the teacher's self-evacuation emerges from an attitude of consciousness that is easy to cultivate as a form of responsibility and a profession that must be respected because of the credibility and professionalism of a teacher (Hikmah, Rahmawati, & Lestari, 2021).

Therefore, this data is important for KKM and/or KKGMI to understand these differences so that they can be the material for developing appropriate intervention strategies to improve each teacher's self-efficiency. Thus, the quality of teaching can be expected to improve overall and create a more inclusive and effective learning environment for all students.

Potential Factors that Contribute to the Variation of Teachers's Self-Effectiveness in the Disability of the New Generation

KKM Prigen encourages every educational institution to create a supportive and collaborative school climate, which is one of the potential factors that can contribute to the variation of teacher self-effectiveness in Prigen Pasuruan. With a conducive school climate, teachers will feel more supported and motivated to improve the quality of their teaching. Such a positive climate begins when teachers get the support of the head of school, Adequate facilities, as well as the active involvement of parents and the community, can also affect the level of teacher self-efficacy.

Description Supeno, S.P.d., as the secretary of KKGMI, explains that organizations outside the school contribute by paying attention to the above factors, in realization by providing facilities to all heads of staff to follow training and study tours to find comparisons and benchmarking that is expected as adding reference dam

insight to implement new policies in each department so that it is easy for a teacher to improve the self-efficiency of teachers in the district of Prigen Wealth can continue to improve so that the quality of education in the region can also improve significantly.

Moreover, the more educational value given to stakeholders will be very, very important to appreciate from every personal experience and formal education of each teacher in evaluating their level of self-effectiveness. These factors can also affect their convictions and motivations for carrying out their daily teaching tasks. By understanding the complexity of each individual, we can create more personal and effective intervention strategies for improving the teacher's overall self-efficiency.

For example, if a teacher has a less pleasant personal experience in their professional activities, then KKM popularizes that the meeting material does not always discuss school issues in general, but it is also important to discuss the problems and difficulties encountered by each teacher intensively and with the right problem solving approach. This can affect their confidence in their teaching ability. By providing appropriate leadership support and professional training, teachers can feel more confident and effective in carrying out their daily teaching duties (Sudirman, n.d.) .

Opportunity to Gain Positive Teacher Outcomes Beyond Academic

Achievement Increased job satisfaction, retention rates, and overall well-being among educators became the focus of the work program of KKM Preventive Prevention to actively provide intensive training skills in classroom management and innovative and consistent learning approaches between the madrasah institutions and the educational services of the rich district, in addition to being able to be more confident in facing the challenges in the classroom.

This can also help increase their job satisfaction and also affect the rate of retention of teachers in the school. Thus, the non-material well-being of educators as a whole can be improved by the improvement of teacher self-efficiency. Moreover, teachers who feel more confident also tend to be more enthusiastic about carrying out their duties, which can ultimately have a positive impact on student learning outcomes. Thus, improved teacher self-efficiency not only affects academic achievement, but also various other aspects that can improve the overall quality of education (Hascher & Hagenauer, 2016).

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Thus, the non-material well-being of educators as a whole can be improved by the improvement of teacher self-efficiency. Moreover, teachers who feel more confident also tend to be more enthusiastic about carrying out their duties, which can ultimately

have a positive impact on student learning outcomes. Thus, improved teacher self-efficiency not only affects academic achievement but also various other aspects that can improve the overall quality of education (Kahar, Nisa, Marisa, & Dachmiati, 2023).

Other work programs are prepared by KKM Prigen in a communicative manner by providing information and assistance from the government in order to optimize such efforts and cooperate in the mining of UMKM, which is a school-owned cooperative effort aimed at enhancing the welfare of teachers and other social humanitarian interests.

Practical Strategies Trough Policy Makers, School Administrators

Policy makers may be able to start this by giving incentives to schools that succeed in improving teacher self-efficiency, while school administrators can hold routine training to improve teachers' pedagogical skills. In addition, other stakeholders, such as parents and other stakeholders, can also play a part in creating an inclusive and supportive learning environment for all students.

With strong collaboration among all parties involved, the education system can become more inclusive and equal for all individuals. Parents can play a more active role in supporting children's learning processes at home, while society can provide moral and social support to students in facing learning challenges so that each individual has equal opportunities to develop their potential and success in education Manasikana And Anggraeni, 'Pendidikan Karakter Dan Mutu Pendidikan Indonesia'..

Recognition of some madrasah teachers found by the researchers there are 2 institutions that have carried out such awareness by giving additional incentives as a form of effectiveness success and further in the form of charter award of the teacher award program. The head of the KKM hopes that the teachers' week of madrasas every year becomes the moment of uniting the madrasa in the prigen circumstances, from the event will be a media of recommendation and mutual learning between the matrasah as an effort to create a good working environment for teachers and a natural environment that is conducive to students.

DISCUSSION

One of the important findings of the program's teacher awards is that additional incentives have proven effective in improving teacher effectiveness. The Mamba'ul Khoir Talang madrasah institution becoming one of the institutions that have implemented additional incentive policies such as rewarding extra money and charters for teachers performing every year has resulted in a more positive working environment and better student outcomes (Wicaksono & Lutfi, 2022).

Provedly, this madrasah every year always contributes to sending its pupils to attend every event and various races in local and national territories and earning prestigious championship numbers such as provincial level swimming and other science races. Other than proof of the success of this incentive, it pushed one of their

teachers in 2022, Wahyuningsih, S.P.d., to earn national awards, and, in my opinion, to be one of the authors of the guidelines for the national matrasah subjects.

This active involvement and advantage helps the madrasah mamba'ul khoir to continue to exist and continue to improve the image of good for the needs of the public, which directly facilitates them to seize the trust of the market and the hegemony that can come from outside the community, other madrasahs, and local government in the form of assistance means of prasarana and media supporting other learning activities.

The next important finding is that even the annual madrasah teacher has become an event that unites the madrasahs in the Prigen district. It is very useful as a platform for schools to recommend best practices and learn from each other, eventually creating a conducive learning environment for teachers and students. A concrete example is when a madrasah in the Prigen district uses the annual even teacher as an opportunity to share best practices with other madrasahs. Through the event, they were able to obtain assistance from local government facilities and media supporting other learning activities, thereby improving the quality of education in the inter-madrasah environment and strengthening the strong professional bond between inter-institutional madrasah teachers in the district of Prigen (Anitasari, Pandansari, Susanti, Kurniawati, & Aziz, 2021).

Furthermore, the implementation of professional development sessions regularly also contributes to the overall success of the program. These sessions allow teachers to keep up with the latest developments in teaching methodologies and strategies, leading to sustained improvement in their teaching practices. As a result, student engagement and performance increased significantly in all the madrasahs in the district. The collaborative nature of these sessions has fostered a sense of unity among teachers, encouraging them to support each other and learn (Haq, Tholkhah, & Primarni, 2020).

The exhibition member of KKM's management mentions that by 2023, the number of new students entering the Prigen district madrasah will have increased by 7%. This is driven by the success of interpersonal effectiveness in the KKM environment, and this sense of family not only improves the morals of teachers but also has a positive impact on the motivation and academic achievement of students, which keeps increasing every year.

Overall, the program has proved to be a valuable investment in the professional growth and development of madrasah teachers, which in the end creates a more conducive learning environment for all stakeholders involved in the madrasahs contribution to the district (Suardin & Yusnan, 2021).

Previous research in the field has shown similar findings on the positive impact of a supportive and family environment in educational institutions. Studies have consistently shown that a sense of community and collaboration among individuals in the school environment can lead to improved academic performance and increased motivation among students. Moreover, investments in professional development for

teachers have proven not only beneficial to educators themselves but also contributing to a more favourable learning environment for all stakeholders involved.

By comparing the results of this program with previous research, it is clear that efforts to promote a sense of efficiency and friendship among the people in the KKM neighborhood have produced valuable results for the Prigen district. Stepping forward, it will be crucial to continue to build on this positive outcome and further enhance the collaborative efforts between teachers, students, and administrators (Tanjung, Arifudin, Sofyan, & Hendar, 2020).

By prioritizing sustainable professional development opportunities and promoting a supportive and inclusive school culture, we can ensure that everyone in Pasuruan district has the skills and resources needed to succeed. This commitment to sustainable improvement and collaboration will not only benefit student academic performance but also contribute to the overall success and well-being of the school community.

The local government needs to be promptly present. By providing regular training to teachers on how to integrate technology in the classroom and promote culturally responsive teaching practices, students at Prigen can receive a more attractive and inclusive education. In addition, holding regular meetings between teachers, students, and administrators to discuss progress and overcome challenges should be intensively supported by local governments by giving wider confidence to the official forums and playing a significant role in any policy that can help create a supportive environment in which everyone feels appreciated and motivated to succeed (Pramudya & Mardikaningsih, 2021)

Table 1. Field Data Results and Reliability

Variable	Result	Technical
Relationship teacher self-efficacy and student learning outcome	1. Inter-agency Policy Standard. 2. Differences in levels demographic groups 3. Potential factors 4. Opportunity to gain positive teacher outcomes 5. Recommendations for policy makers, school administrators	• Inter-principal policy • KKM workshop • Higher level of women • Experience is more important than age • Conducive school climate • Teacher job satisfaction • Independence, freedom and appreciation
Significant findings or patterns	Additional incentives	Award and reward
Similar to the positive impact of a supportive environment in	Individual and institutional collaboration	• Sense of togetherness • Collaboration between individuals

educational institutions.	• Family and Openness • Support system
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Source: Primary data processed, 2020

This discussion can lead to consensus on the need for ongoing professional development for educators to enhance their understanding and application of culturally responsive teaching strategies. It is important for teachers to continually reflect on their own biases and assumptions and to seek out opportunities to learn about diverse cultures and perspectives. By fostering more inclusive and supportive learning environments, educators can help all students feel valued and empowered to reach their full potential. Furthermore, collaboration between teachers, students, and administrators can lead to the development of effective policies and practices that promote equity and excellence in education (Friedman & Kass, 2002).

While it is crucial for educators to reflect on their biases and seek out opportunities to learn about diverse cultures, implementing culturally responsive teaching strategies may not always guarantee that all students feel valued and empowered in the classroom. Factors such as systemic inequalities and a lack of resources can also impact students' educational experiences and success. Therefore, the correlation between the KKM program and the institutions of each madrasah in the environment of primary education should be continuously enhanced with the development of new programs, and the presence of the government, the community, and the parents of students will increasingly make it easier to create teachers who are professional, educational, motivators, and at the same time good administrators (Morris et al., 2017)

Exploration of the impact of mentoring programs on teacher self-efficacy should be a top priority for educational institutions represented by the principal in each madrasah institution; investigation of the role of school leadership in fostering a supportive environment for teachers to be a crucial role in every decision-making, and examining the influence of professional development opportunities on teacher confidence and effectiveness in the classroom intensively internally and with assistance from external experts. In addition, studies on the relationship between teacher self-efficacy and student learning outcomes, such as academic achievement and behavior, can provide valuable insights to improve more relevant educational practices and policies as a reference for madrasahs in general (Minsih, Taufik, & Tadzkiroh, 2021).

By addressing this gap in the literature, researchers can contribute to a more comprehensive understanding of the factors that influence teacher self-efficacy and become additional materials and evaluations as permanent guidelines to improve all students' education quality. Further research is needed to explore the specific mechanisms through which teacher self-efficacy impacts student outcomes. Additionally, future studies could examine the role of school leadership and organizational support in enhancing teacher self-efficacy (Giallo & Little, n.d.).

Furthermore, it may be beneficial to investigate the impact of teacher self-efficacy on different student populations, such as students from diverse cultural backgrounds or those with special educational needs. Overall, addressing these

limitations can help to strengthen the evidence base on the relationship between teacher self-efficacy and student learning outcomes, ultimately leading to more effective educational practices and policies in madrasahs and beyond (Mohamadi & Asadzadeh, 2012).

CONCLUSION

The study reveals a significant positive correlation between teachers' self-efficacy and student outcomes, highlighting the importance of supporting teachers in developing confidence in their self-effectiveness. The data also shows variations in self-effectiveness between different demographic groups of teachers, indicating the need for targeted interventions to overcome gaps and ensure fair outcomes for all students. The Madrasah Working Group (K.K.M.) of the Prigen Emergency is committed to creating support from equal school leadership, resulting in similar teaching experiences and job satisfaction. The study also highlights the implications of differences in self-efficiency among different demographic groups of teachers, such as age, gender, teaching experience, and educational background. KKM Prigen encourages educational institutions to create a supportive and collaborative school climate, which can contribute to the variation of teacher self-effectiveness in Prigen Pasuruan.

The study also highlights the opportunity to gain positive teacher outcomes beyond academic achievement, such as increased job satisfaction, retention rates, and overall well-being among educators. Improving teacher self-efficiency affects academic achievement and various other aspects that can improve the overall quality of education.

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