

Phenomenological Study: Self-Efficacy and Understanding of Information Literacy in Elementary School Moving Teachers in Candimulyo, Magelang

Anisah¹, Tri Joko Raharjo², Sri Wardani³

¹Department Master of Elementary Education, ²Postgraduated,
Semarang State University, Semarang, Indonesia.

Corresponding Author: Anisah

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ABSTRACT

This study aims to explore the role of the driving teacher in building self-efficacy and understanding of information literacy in elementary schools. Using a qualitative approach with a phenomenological perspective, this study focuses on the experiences and views of Driving force Teachers in Candimulyo District, Magelang Regency. Data were collected through interviews, observations, and documentation involving Driving force Teachers from several elementary schools.

The results showed that Driving force Teachers improved students' creativity through various learning methods, including project-based approaches and challenging games. In addition, they utilized credible sources of information such as official government websites and educational applications to improve understanding of information literacy. Driving force Teachers also played an active role in establishing communication with parents to support student achievement through communication forums and WhatsApp groups.

This study concluded that driving teacher self-efficacy and information literacy contributed to improving the quality of learning in elementary schools. By utilizing innovative learning strategies and active

involvement in the education community, driving force teachers were able to create a more effective learning environment and support optimal student development.

Keywords: self-efficacy, information literacy, Driving force Teachers, student creativity, elementary education.

INTRODUCTION

Good education is essentially quality education. Currently, the international world has made efforts to achieve the educational goals set out in the SDGs with a focus on improving the quality of education, inclusiveness and relevance to the needs of the world of work (The Education 2030 Framework for Action). These efforts are in line with the National Education Policies which state that each country has a national education policy that establishes strategies, goals and principles of quality education according to the context, needs and national challenges of each country.

The transformation of Indonesian education in the 21st century is marked by the independent curriculum. The independent curriculum was initiated by the Indonesian Minister of Education Nadiem Makarim by issuing circular letter number 1 of 2020 concerning the independent learning policy in response to Covid-19. Lost learning is the

main reason for the birth of the independent curriculum. Until now, the independent curriculum has become a material for renewing the Indonesian ecosystem. The concept of independent learning in question is to free educational institutions and encourage students to innovate and encourage creative thinking. This brilliant idea was then accepted considering the vision and mission of Indonesian education, namely to create quality human beings who are able to compete in life in order to face the era of the industrial revolution 4.0 and 5.0 (Dahlia, Sibagariang).

Various strategic programs were created to support the implementation of the independent curriculum such as the Sekolah Penggerak, Driving force teacher and teacher community program. The purpose of this program is to create student-centered learning and drive a better education ecosystem. Independent, critical, creative, communicative learning with Pancasila personality, can facilitate the uniqueness, interests, talents and potential of students is the great hope of this program.

The development of the curriculum requires teachers to adapt and be able to upgrade themselves. Teachers who have freedom of thought are certainly able to provide stimuli that stimulate students to use their reasoning skills well and have creativity according to their talents and abilities. Thus, the Ministry of Education initiated a policy of teacher movers for teachers with the requirement that they have taught for at least 5 years, have a teaching period of no less than 10 years, have a Dapodik account and do not yet have a Principal Registration Number (NRKS).

The education of the driving teacher begins with an administrative selection process, essay assessment, and teaching simulation and interview. After passing the selection, the driving teacher will receive 9 months of training and education in the form of online training, conference workshops and teaching assistance. After taking this education, it is hoped that the driving teacher will be able to become a motivator, consultant, facilitator for colleagues. For students, the driving

teacher is expected to be able to stimulate and encourage students to learn actively, creatively, think critically, collaboratively, fulfil their spending capacity and skills, communicate their thoughts or ideas.

The role of the driving teacher is to mobilize the learning community for colleagues at school and in their area, become a companion for other fellow teachers regarding the development of learning in schools, encourage, open up positive discussion spaces and collaboration spaces between teachers and stakeholders inside and outside the school to improve the quality of learning and become a well-being learning leader for the education ecosystem in schools (Directorate General of GTK, 2020).

The role of the driving teacher above must of course be balanced with confidence in organizing and implementing the actions needed to manage the situation (self-efficacy) and the ability to access and understand information (literacy skills). A teacher will not be able to produce a strong generation who is confident in their abilities, if affectively they do not have strong confidence in themselves. Likewise, a teacher will not be able to prepare students who are literate in information, if they themselves cannot understand how to find and use information properly, therefore a teacher is required to be information literate. Therefore, a driving teacher must have adequate self-efficacy and information literacy.

Self-efficacy is a belief in one's ability to organize and carry out the actions needed to manage the expected situation (Bandura, 1997). For a teacher, self-efficacy will play a role in the variables that cause differences in individual characteristics of teachers and have a strong relationship to their learning and achievement (Chang, 2015). In line with this statement, Lina (2022) stated that a teacher who has high self-efficacy will teach differently from those who have low self-efficacy. Both of these statements have the meaning that the characteristics of teachers in teaching are influenced by self-efficacy.

Previous researchers have revealed that teacher self-efficacy has an influence on classroom learning. Chang (2015) stated that self-efficacy has an influence on mathematics learning. Furthermore, (Biatuti and Cancina, 2018) revealed that teacher competence will increase proportionally when there is an increase in self-efficacy. Teachers who have high self-efficacy will believe that they are able to carry out teaching and find the best way to be able to teach learning effectively for their students. This will have a good effect on producing literate students. Conversely, teachers who have low self-efficacy will say that students' low abilities are the reason why they cannot learn well in class (Santrock, J.W, 2018). Thus, teachers with low self-efficacy tend to be pessimistic about students' abilities, assume that they cannot learn well, do not want to try harder to understand the material or, more fatally, label the student as a stupid student.

Literacy is a thinking skill using sources of knowledge in print, visual, digital and auditory forms (National Forum of Information Literacy in Ferguson). Teachers are people who contribute significantly to building information literacy in students (Mulyani, 2015). Direct or indirect information literacy competencies will affect the learning process. Information literacy is an individual's ability to know when a message is needed, identify it, adjust the place and time of use, evaluate it and use the message to solve problems (Ferguson).

Information literacy according to Ferguson is the parent of five literacy components, namely: basic literacy, library literacy, media literacy, technological literacy and visual literacy. The complexity of literacy skills always intersects and is related to daily activities. Looking back at Indonesia's background in literacy skills, data shows that the majority of Indonesian people have low information literacy, including teachers (Febriani Vian). In fact, the importance of literacy in national development cannot be underestimated.

The driving teacher is the spearhead of education who has a role, task, and responsibility to realize national education, namely to educate the nation's life and improve human resources. In addition, the role of the driving teacher is also the spearhead of the implementation of the independent curriculum. To carry out this role, the professionalism of a driving teacher is very important. With the increasing demands for professional competence in education, the driving teacher must be able to master it well. One of the determining factors cognitively is the understanding of literacy, while affectively it is self-efficacy.

Candimulyo District is one of the areas in Magelang Regency. Based on data obtained from the Education Office, this sub-district has 26 schools and almost all of them have pioneered the implementation of the independent curriculum. However, it is said that the sub-district only has 10 Driving force Teachers from the Elementary School level. Pre-research conducted by the author on teachers in the Candimulyo sub-district showed low self-efficacy and understanding of information literacy of Driving force Teachers. This data was revealed using observation and open interviews. 5 out of 9 teachers. Open interviews during the pre-research also revealed that teacher self-efficacy in (a) Creating student involvement (b) confusion in choosing the right learning strategy (c) class management that has not been maximized. Pre-research data on information literacy also revealed that Driving force Teachers in the Candimulyo sub-district have not maximized their information literacy in (a) determining the information needed (b) accessing information effectively and efficiently (c) evaluating information critically (d) combining information into new knowledge (e) understanding aspects of the problem of using technology, social problems, ethics and existing laws. The efforts of Driving force Teachers to improve their capacity are only guided by one source, namely the Ministry of Education and Culture. 100% of teachers never access other sources such as national or

international journals to enrich their information.

From the results of in-depth interviews, several of the above problems were caused by several inhibiting factors, including (1) As Driving force Teachers, they already have supporting facilities and infrastructure but have not utilized them optimally due to the large burden of teaching administration (2) As Driving force Teachers, they have to do other jobs such as BOS treasurer, school operator, ARKAS which adds to the administrative burden so that it is difficult to manage time (3) As Driving force Teachers, they do not yet have the flexibility to develop programs at school and mobilize their colleagues. The results of this pre-research data obtained important information that a driving teacher who serves as a leader as well as an information center to implement the independent curriculum, has crucial competencies related to self-efficacy and information literacy skills. These two things are important elements needed by Driving force Teachers to carry out quality learning innovations. However, in reality, these two abilities are not easily obtained through short technical training. These two abilities are greatly influenced by several factors, both internal and external. Internal factors such as wealth of experience and lifelong learning initiatives and external factors such as support for school facilities and infrastructure and appreciation for the implementation of innovative learning for teachers. Therefore, it is not easy to measure the results, it requires in-depth understanding of the meaning of both abilities. With a phenomenological study of the driving teacher, these two abilities will be revealed to produce an emergent theme needed as a key topic to unravel the tangled thread of human resource problems in the world of elementary school education. Based on the description of the problem analysis presented earlier, the researcher is interested in studying more deeply from the perspective of the driving teacher in understanding self-efficacy and information literacy abilities. How teachers process understanding these abilities, make

efforts, experience problems and efforts to solve problems as Driving force Teachers who have a mission to implement the independent curriculum. Thus, the researcher is interested in studying more deeply about "Phenomenological Study: Self-efficacy and Understanding of Information Literacy in Driving force Teachers" to describe the readiness of resources for implementing the policy and to find out the phenomena that occur in it.

LITERATURE REVIEW

First, the research conducted by Manzar-abbas & Lu (2015) explains that in general female teachers have higher self-efficacy than male teachers. The difference in this research is in the subjects and subjects studied. If the Manzaar-abbas & Lu research examines teachers in elementary schools, then this research is measuring driving teachers who have received nine months of education.

The second study was conducted by Giles (2016) on teachers' personal beliefs in teaching mathematics. The results of this study indicate that teachers' personal beliefs in teaching mathematics are positive and teachers' expectations of students' learning achievement are also positive. The similarity of this study is in the variables studied, namely teacher self-efficacy.

The third study was conducted by Schiefele & Schaffner (2015) with results showing that educator interest and teacher self-efficacy are predictors of learning practices carried out by teachers in the classroom. The similarity of this study is that both measure the self-efficacy of elementary school teachers. While the difference is in the approach taken. The fourth is a study conducted by Bedir (2015). This study was conducted on 678 elementary school teachers in Turkey. The results of the study conducted by Bedir showed that most teachers considered themselves efficient in managing the class. While the thing that was felt to be inefficient was the tips in determining the learning strategies used.

The fifth is Nurlu's (2015) research which discusses the characteristics of elementary school teachers in Turkey by comparing teacher self-efficacy in teaching mathematics. The results of the study indicate that teachers with higher self-efficacy will have several characteristics including higher persistence, more open to new ideas and methods, believe and be confident in student achievement and take responsibility for student success and build warm relationships with students than with parents.

Sixth, research conducted by Malo-juvera et al. (2018). The results of this study indicate that elementary school teachers have low self-efficacy to work with ELL (English Language Learner) students and parents, teachers show low self-efficacy to incorporate culture into the curriculum and teachers show low self-efficacy in finding cultural bias in the curriculum. The similarity between Malo-juvera's research and this study is in measuring the self-efficacy of elementary school teachers.

MATERIALS & METHODS

This research is a qualitative research with a phenomenological perspective. The type of qualitative-phenomenological research is used in studying a phenomenon related to the views and experiences of subjects about self-efficacy and information literacy. Phenomenological research seeks to uncover the meaning of the experiences of driving teachers in building self-efficacy and understanding of information literacy, and whether this participation contributes to the process of improving quality in elementary schools.

This study uses several data collection techniques, namely: interviews, observation and documentation. The main data collection technique is carried out by in-depth interviews and observations while others are complementary to the main technique.

The data collection steps carried out in this study include several efforts to limit the study, collect information through observation, and interviews. The idea behind this qualitative research is to choose deliberately and fully with research planning in order to solve the problems studied.

Qualitative data analysis in this study will use Atlas.ti software for more structured and systematic qualitative data processing. The use of this software includes the open coding process, open network and data visualization, axial coding process and continued with data display and drawing conclusions.

The data components that will be processed qualitatively include: 1) creating student involvement 2) creating learning strategies and 3) managing learning in the classroom. While the subscale of teacher information literacy understanding includes: 1) determining the information needed in life 2) accessing information efficiently and effectively from various sources 3) evaluating information and its sources critically 4) integrating information into a knowledge base and 5) using information effectively to achieve certain goals. Qualitative research data were analyzed using Miles et al.'s (2014) data analysis, namely data collection, data reduction, data display, and conclusion drawing/verification assisted by Atlas.ti software.

RESULT

a. Information Literacy Level of Leading Teachers in Candimulyo District

Measurement of information literacy of leading teachers was carried out using the American Library Association (ASA) instrument which has been adapted into Indonesian. ASA itself consists of 15 questions with a scale of 1 - 9 so that the maximum score that can be obtained by teachers is 135 while the minimum score is 15.

Table 1. Statistical calculation of information literacy of driving teachers in Candimulyo sub-district (n=5)

Statistic		Percentage
Mean		122.2
Std. Error of Mean		5.43
Std. Deviation		130.0
Range		25.00
Minimum		107.00
Maximum		132.00
Sum		611.0
Percentiles	33,33	110.9
	66,67	131.0

Based on the calculations above, it can be seen that each minimum, maximum and average value of information literacy of the driving teacher are respectively 107, 132 and

122.2. To find out the level of information literacy of teachers, a grouping is first carried out using the percentiles presented in the following table.

Table 2. Grouping of self-efficacy of driving teachers in Candimulyo sub-district

Percentile	Range Value	Category	Frequency
$X \leq P_{33,33}$	$X \leq 110.9$	low	2
$P_{33,33} < X \leq P_{66,67}$	$110.9 < X \leq 131.0$	medium	0
$X > P_{66,67}$	$X > 131.0$	high	3
Total			5

Based on the table above, it can be seen that 122.2 is included in the moderate category because it is in the range of $110.9 < X \leq 131.0$. Therefore, the information literacy of the driving teachers in Candimulyo sub-district as a whole is included in the moderate category.

b. Understanding of Information Literacy of Leading Teachers in Candimulyo District

The subjects of this study were 5 leading teachers in Candimulyo District. The selection of this subject sample was based on the subject's position so that it could enrich the research results.

Table 3. Explanation of Research Subjects

No.	Initial	Position	Category
1.	Y / T1	Principal	High
2.	R / T2	Islamic Religious Teacher	High
3.	Z / T3	Grade 1 Teacher	High
4.	I / R1	Grade 5 Teacher	Low
5.	D / R2	Principal	Low

DISCUSSION

a. Information Literacy Level of Leading Teachers in Candimulyo District

The results of the study showed that the information literacy of driving teachers in each subscale (determining the information needed, accessing information efficiently and effectively, evaluating information and its sources critically, integrating information into a knowledge base, understanding aspects of technology use problems, social

problems according to existing ethics and laws) was in the moderate category. The results of this study are in contrast to the research conducted by (Husein & Hariyati, 2024) which showed that the information literacy of teachers in the city of Medan was in the sufficient category (Filia, 2019).

b. Understanding of Information Literacy of Leading Teachers in Candimulyo District

Teachers who are leaders with high and low information literacy have not made efforts to map information needs that support the teaching profession. Information will be sought when needed but has not yet been mapped. Previous research has shown that someone with high information literacy always persists in completing activities to completion (Yanuar, 2018). Based on this opinion, it can be concluded that teachers who are leaders with high and low information literacy do not consider information mapping to be a part that must be done to support the teaching profession.

Leading teachers with high and low information literacy have the same understanding in determining the information needed. The trick is to refer to the content and then review it with colleagues and the principal. In general, the information needs accessed by leading teachers are around the world of education, teaching materials and career development. This is in line with research conducted by (Suntoro, 2019) which states that the information needed in solving problems of Buddhist religious teachers is information about teacher competence and careers. Based on this discussion, it can be concluded that leading teachers with high and low information literacy have determined the information needs in solving problems.

The driving teacher with high and low information literacy makes different efforts in sorting out the information needs required. If the driving teacher with low information literacy focuses on problems that occur inside and outside the classroom, then the teacher with high information literacy is already at the stage of always discussing hot topics that occur (Update). The ACRL competency standard (2024) also states that proving the truth of the interpretation of information is one indicator of someone being said to be literate.

The leading teacher with high and low information literacy makes the same efforts in building tips for accessing information that supports the teaching profession, namely by 1) Accessing information digitally (online)

2) Discussing with colleagues (offline). These efforts are in line with previous research which revealed that teacher forums, colleagues, magazines and the internet are search strategies used by teachers in building tips for accessing information Suntoro (2019).

Based on this explanation, it can be concluded that leading teachers with high and low information literacy make the same efforts in building tips for accessing information that supports the teaching profession.

Leading teachers with high and low information literacy make different efforts in spending time to access knowledge in one week. Leading teachers with high information literacy access information for 3-5 hours per week. Meanwhile, leading teachers with low information literacy access information for 1-3 hours per week. This duration certainly affects the quantity and quality of information obtained. Previous research revealed that a person's strategy in spending time to access information is part of an effective information search strategy (Hasugian, 2022).

Based on this explanation, it can be concluded that leading teachers with high information literacy show deeper efforts to obtain information by participating in various trainings.

Driving teachers with high information literacy make different efforts in validating information that has been obtained, namely by asking for information from someone who is an expert in their field such as the police, midwives and others. The research source is a primary source of information. Primary information sources are information obtained without interpretation, evaluation and changes from a second party (Hasugian, 2022).

Meanwhile, teachers with low information literacy make efforts only by opening the official government website. These results are in line with research conducted by (Santoso et al., 2023) which revealed that the majority of teachers carry out information search activities through social media

(online). Thus, the source of information obtained is a secondary source of information (Hasugian, 2022).

Based on the discussion carried out, it can be concluded that teachers with high information literacy have gone one step further in validating the information that has been obtained, namely by validating primary sources, while teachers with low information iteration tend to use secondary sources (Hasugian, 2022).

c. The efforts of the driving teacher in collecting sources to validate the information that has been obtained

The driving teacher with high and low information literacy has opened more than one source to validate the information obtained. The difference is that teachers with high information literacy access primary sources, while teachers with information literacy access secondary sources. Based on the discussion, it can be concluded that teachers with high information literacy have collected information from primary sources and this is not done by teachers with low information literacy.

d. Efforts of the driving teacher in determining the criteria for credible information

Driving teachers with high and low information literacy both make efforts to determine the criteria for credible information by accessing information from clear sources. If the source comes from the internet, it comes from the official website of the Ministry of Education and Culture. A study revealed that the extraordinary development of information and technology makes it easier for teachers to find all information through gadgets. However, the accuracy of finding information is very difficult because of the large amount and availability of information (Yusuf et al., 2022). The Ministry of Education and Culture as an umbrella is trusted by teachers as a place to find credible information.

The efforts of the driving teacher who has high or low information literacy in socializing the knowledge that has been obtained are carried out in two ways, namely

1) Socializing information offline in meetings or roll calls 2) Socializing information online through the teacher or parent WhatsApp group. The ACRL (2000) information literacy competency standard states that a person is called information literate if they have communicated performance results effectively to others.

Teachers with high information literacy tend to use the information obtained with gradual real actions and vice versa. The enthusiasm of this driving teacher is in line with previous research which revealed that teachers in Indonesia are quite enthusiastic about accessing information that is important for the world of education (Santoso et al., 2023). Based on the explanation above, it can be concluded that driving teachers with high information literacy show more detailed efforts in socializing the knowledge that has been obtained.

The efforts of the driving teacher in explaining new information so that it is easily accepted by the parties involved are carried out by 1) Socialization in the new school year 2) Socialization to the committee/village by making good planning beforehand 3) Preparing interesting media when conducting socialization. The ACRL (2000) information literacy competency standard states that one of the competencies possessed by someone who is information literate is using new and previous information for planning and creating special results. Teachers with high information literacy show more detailed efforts in explaining new information, namely by preparing interesting media during socialization. Media is a connector that helps facilitate the delivery of thoughts or ideas (Tegar, 2022). Based on the discussion that has been carried out, it can be concluded that teachers with high information literacy make more detailed efforts in explaining information, namely by utilizing media.

The efforts of driving teachers with high and low information literacy in convincing the parties involved to make changes for the better are carried out in different ways. Teachers with high information literacy

always use positive language and explain the benefits of the information. This is in accordance with the ACRL (2024) information literacy competency standards which state that communicating results or performance effectively to others is one indicator of an information literate person. Different efforts are made by teachers with low information literacy by trying to motivate subjects to change for the better. These efforts are external in nature where the desire to change for the better is built from the outside and not from within. In fact, research (Nuraini & Laksono, 2019) reveals that a person's external motivation is usually temporary and tends to decrease if it is not given again. Based on this explanation, it can be concluded that teachers with high and low information literacy make different efforts in convincing the parties involved to make changes for the better.

CONCLUSION

1. The self-efficacy of the driving teachers in Candimulyo District is in the moderate category. The results of the study on each subscale (creating student involvement, creating learning strategies and managing the class) are also at a moderate level. Driving teachers with high self-efficacy show more and deeper efforts compared to driving teachers with low self-efficacy. The interactions that occur in driving teachers with high self-efficacy tend to occur in teacher-students and in driving teachers with low self-efficacy tend to occur in teacher-parents.
2. The information literacy of driving teachers in Candimulyo District is in the moderate category. The results of the study show that driving teachers with high information literacy are more up-to-date in sorting out the information needs needed, participating in various trainings to obtain information, validating information from primary sources, making conclusions by involving colleagues, socializing the knowledge that has been obtained, and explaining

information by utilizing various media. These efforts are inversely proportional to teachers who have low information literacy

Declaration by Authors

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