Factors Influencing Teaching Efficacy among Islamic Studies Teachers

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Abstract

This study is a causal study to examines the influence of mastery experiences, vicarious experiences, social persuasion, physical and emotional states, stress, optimism, job satisfaction and teaching duration on teaching efficacy of Islamic Studies (IS) teachers. A total of 55 IS teachers were recruited using random sampling from several regions in Jakarta and South Tangerang. Confirmatory factor analysis was conducted to assess the dimensionality of each scale. Multiple regression was used to analyses the data. Results indicated that mastery experiences factors, social persuasion and optimism significantly influence teaching efficacy of IS teachers, while vicarious experiences, stress, job satisfaction, physiological and emotional state and the teaching duration do not significantly influence teaching efficacy of IS teachers. It is suggested that the schools or the parents often give rewards or appreciation to IS teachers, so they will have a high self-efficacy in performing their tasks. Schools should always carry out training for improving professional, pedagogical, personality and social competencies of the teachers. With this training, teachers will become more professional and always successful in teaching, so that the successful experiences can enhance their self-efficacy. To keep the conducive teaching environment and to support the learning and teaching process, the IS teachers should be always optimistic of their success in teaching the students properly.

Keywords: teaching efficacy, stress, optimism, and job satisfaction.

INTRODUCTION

Madrasas are educational institutions or public schools that have a curriculum with the addition of lessons about Islam. In contrast to other schools whose coaches are under the Ministry of Education and culture, Madrasas are managed under the guidance of the Ministry of Religion. There are three levels of Madrasas, namely Madrasah Ibtidaiyah (MI) which are equivalent to elementary school, Madrasah Tsanawiyah (MTs) which are equivalent to junior high school, and Madrasah Aliyah (MA) which is equivalent to high school. Total of Madrasas in Indonesia Madrasah Ibtidaiyah is 24.500, Madrasah Tsanawiyah 16.934 and Madrasah Aliyah 7843. (Ayo Madrasah, Kemenag RI, 2016).

At present, the number of Islamic Studies (IS) teachers in Indonesia is only 182,696 people, while the number of Muslim students reaches 37,655,118 students. The ideal number of IS teachers to handle the number of Muslim students should be 217,738 people so that for now there is a shortage of IS teachers reaching 35,042 people. (Jafar Sodiq, 2019).

Currently, teachers of IS in Indonesia are under so much pressure. On one side, parents and communities frequently perceived that they are the spearhead of moral enforcement and national character. On the other side, IS teachers were frequently blamed for moral degradation that occurs in communities, such as corruption, collusion, and nepotism (Ministry of Religious Affairs of the Republic of Indonesia, 2015), and the development of radical Islam (Raihani, 2012).

In the perspective of students, IS is frequently perceived as an unimportant subject compared to other studies, such as mathematics, english, biology or physics. This is due to IS subject is not included in the National Examination (UN). Some students perceived that IS subject is not useful to a life that is oriented to material and very few IS teachers that can be a good model (Ahmad Tafsir, 2008). Others have a presumption that study IS is regarded as an old fashioned (Suti'ah Muhaimin, 2012). As a result, many students underestimate the subject.

Furthermore, many parents do not have enough knowledge in IS and have less time to educate their children, so they delegate all of the Islamic education to IS teachers. However, schools only allocate limited credit hours to IS (Yudi Fachrudin, 2014) and have limited IS teachers (Ministry of Religious Affairs of the Republic of Indonesia, 2017). As a result, the subject only emphasizes on cognitive aspects, such as memorizing Qur'an and Hadith, and the students have difficulties in internalizing Islamic values to their life (Mohammad Ali, 2010). In this regards, there is a pressure from stakeholders to add more time to IS (Dudung Rahmat Hidayat, 2007).

Also, many IS teachers have a lack of competencies in teaching (Ministry of Religious Affairs of the Republic of Indonesia, 2016). They teach in unattractive teaching methods (Ahmad Tafsir, 2008) and cannot cooperate with non-IS teachers (Suti'ah Muhaimin, 2012).

With regard to problems and challenges faced by IS teachers, it seems that the entire conditions may influence teacher's belief in their ability to promote IS. The teachers will evaluate themselves whether they are capable to achieve the goals of the subject, which usually known as teaching efficacy (Hoy and Spero, 2005).

This construct is one of the important factors in improving the quality of teaching. Several studies have shown that high teacher self-efficacy has a positive impact on student achievement and motivation (Mojavezi and Tamiz, 2012), student attention and focus (Richardson, 2011), student learning satisfaction (Rashidi and Moghadam, 2014), and active student involvement in class (White, 2009). According to Bandura (2009) there are four factors that can influence self-efficacy: mastery

experiences, vicarious experiences, social persuasion, and physical and emotional states.

Several studies have also confirmed the relationship between optimism and self-efficacy. In Pajer's study, Jason and Olson (2004) found optimism to have an effect on self-efficacy to abandon drugs. Similarly, the study of Pajares (2001) concluded that optimism is associated with self-efficacy and self-regulation in students. In a different study, Usher and Pajares (2009) reported student optimism positively related to four dimensions of mathematical self-efficacy. Likewise in the studies of Sezgin and Erdogan (2015) and Moghari, Lavasani, Begherian and Afshari (2011), they found a positive relationship between optimism and self-efficacy in teachers.

In addition there was another studies measure the effect of stress and satisfaction on teaching self-efficacy in IS teachers. Many IS teachers are given additional duties to foster extracurricular activities, such as the Pesantren Kilat (express teaching religious at boarding school), Al-Qur'an Writing Program, religious activities in the month of Ramadan, Islamic Spiritual activities and commemoration of Islamic holidays (PHBI). There are also those who foster student self-development programs, such as speeches, recitations of the Qur'an, calligraphy, Islamic art, etc., and there are also some who are administrators of foundations, mosques and majlis taklim. The heavy workload and responsibilities of IS teachers can certainly cause stress. Several studies have found that stress is closely related to self-efficacy (Crowell, Roberts, and LoCasale-Crouch, 2013; Vaezi and Fallah, 2011; Klassen and Chiu, 2010). However, no one has measured the relationship between stress and self-efficacy in IS teachers.

Not to mention other problems that can contribute to teacher dissatisfaction at work, such as lack of facilities and learning materials, lack of salary received, lack of opportunities for promotion / promotion, conflict between teaching hours and curriculum that must be met (material that must be achieved), the amount of work that ultimately makes the teacher less time to relax, responsibility for some administrative matters that do not get additional salaries in the process, pressing policies, unpleasant treatment from parents and students (Rahmawati Tholib, 2013). The survey has found that teacher satisfaction has declined 23 percent since 2008,

from 62% to 39%. In fact, more than half of teachers (51%) reported feeling under great pressure during the week (Valerie Strauss, 2013). This dissatisfaction is certainly also experienced by IS teachers. Research has reported job satisfaction can affect job performance (Judge, Thoresen, Bono, & Patten, 2001; Judge & Bono, 2001), low levels of work stress (Ho & Au, 2006), and self-efficacy (Gkolia, Belias, & Koustelios, 2014).

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Because some of the above studies only focus on the influence of a factor on self efficacy of several subjects studies besides IS teachers , this study wants to determine the effect of all the above factors namely mastery experiences, vicarious experiences, social persuasion, physical & emotional states, stress, optimism, job satisfaction and teaching time on teaching self-efficacy in IS teachers.

Teaching efficacy

Teaching efficacy is originally derived from Albert Bandura's (1977) theory of self-efficacy. According to Bandura, self-efficacy is individuals' belief on their abilities to complete the tasks and achieve the goals. During its development, self-efficacy theory enters into area of education, especially in teaching, so called teaching efficacy or teacher efficacy. Tschannen-Moran, Woolfolk Hoy and Hoy (1998) defined teacher efficacy as "the teacher's belief in his or her capability to organize and execute courses of action required to

successfully accomplish a specific teaching task in a particular context". A similar definition has been proposed by Nir and Kranot (2006) that is teachers' belief in their own abilities to develop their students' learning and achievement. Meanwhile, Schwarzer and Hallum (2008) defined as teachers thought process on their capabilities to increase students' achievement, set and pursue goals. For the purpose of the current study, teaching efficacy is defined as IS teachers' belief for their capacities to perform well in teaching and advance students' knowledge in IS.

Teaching efficacy can be achieved through the capability of teachers to make positive attitude to their students. Gibson and Dembo (1984) found that teachers with high teaching efficacy spend more time to interact with students, frequently monitor and check the student works, prepare classroom activities, and interact with more students compared with teachers with low self-efficacy. In addition, teachers with low efficacy give more critics on incorrect answers and lack of persistence in encouraging correct answers. Similarly, Gordon (2001) stated that teachers who have a high teaching efficacy are more confident in dealing with student misbehaviour, perceive more positive on student improvement, and perceive student abilities are above than average. High efficacy teachers also perceive more competence in supervising other teachers, having longer teaching experiences, and less likely feeling angry and stressful in teaching. Hoy and Miskel (2013) concluded that teachers who have a high self-efficacy are associated with the ability to adopt new technologies, create innovations, use better cognitive strategies and obtain the higher academic achievement. They are more persistent in their efforts to achieve goals and avoid works that exceed their abilities. Thus, it can be concluded that self-efficacy can affect teachers in performing the task, and can ultimately affect the success of students.

Studies on teaching efficacy have been conducted in different type of teachers and subjects, such as math (Stevens, Harris, Aguirre-Munoz, & Cobbs, 2009), engineering (Yoon, Evans, & Strobel, 2012), digital technology (Lemon & Garvis, 2016), geography (Bent, Bakx, & den Brok, 2017), literacy (Helfrich & Clark, 2016), and English (Ekins, Savolainen, & Engelbrecht, 2016). However, to the best of

researchers' knowledge, no study examines teaching efficacy among IS teachers.

Theories

Factors influencing teaching efficacy

Bandura (1977) stated that there are four sources of self, i.e. performance accomplishments (mastery experiences), experience of others' success (vicarious experiences), verbal persuasion (social persuasion), and physical and emotional states. According to Bandura, mastery experiences which are defined as personal successful experiences that have been done in the past is the most significant source to increase self-efficacy (David B. Morris, 2010). Repeated success experiences in completing tasks in the past will build robust belief on self-efficacy. In contrast, repeated failure experiences can undermine self-efficacy.

Another source that can improve self-efficacy is vicarious experiences, i.e. observing others succeed performing certain tasks. Vicarious experiences are very powerful when the models or the comparison groups are considered similar or equivalent. When individuals look at the behaviour of others are equals to their competency and then perform an activity successfully, it certainly will increase their self-efficacy, and vice versa (Bandura, 1978). Vicarious experiences can also be seen in the form of a reference comparison. Teachers will evaluate their performance through perceptual assessment of others. Teachers who assess their performance is lower than their other colleagues may feel low self-efficacy. Conversely, they are comparing themselves with others that their performance is more advantage of the school and favored by their students can certainly boost the confidence of teachers (David B. Morris, 2010).

Self-efficacy can also be enhanced through social persuasion which is defined as people evaluation that individuals have capabilities to achieve tasks that they want to accomplish. Source of feedback can vary, such as advice, suggestion, or guidance; and it must be of someone who is credible, expert, and trusted (Elizabeth R. Lenz, 2002). The power of social persuasions to change a person's self-efficacy depends on the content of messages. Genuine, appropriate and realistic feedback will significantly increase self-efficacy (Britner & Pajares, 2006).

The last source is the physical and emotional states. When a person experiences strong anxious and fears emotion when working on a task, certainly can affect a self-efficacy becomes low. Also, with such circumstances such as trembling, abdominal pain, and palpitations occur when performing a job, can reduce self-efficacy (Wayne Hoy, 2013). Teachers who experience anxiety before entering their classroom may interpret somatic symptoms as a sign that they do not prepare the teaching. The intensity of physiological states can also affect a person's interpretation. The level of excitement will lead to optimal performance. Teachers who go to class with low passion level can be interpreted that their efforts will be less successful. Conversely, those feel low anxiety level indicate joy in performing its tasks and enthusiasm to teaching in the classroom (David B. Morris, 2010). Taken all these together, results from literature mentioned above indicate that no study conducted to measure the effect of the sources on teaching efficacy of IS teachers.

In addition to the sources of self-efficacy, the optimism which is defined as a general expectation that good outcomes will happen in future is another important factor influencing teaching efficacy (Peter Boman, Michael J. Furlong, Ian Shochet, Elena Lilles, 2009). Optimism has been frequently found in people who have high spirituality and religiosity (D. G Myers, 2000), such IS teachers. Teachers who are personally optimistic are also confidence in teaching and student achievement (Mcilroy, 2001). Several studies have confirmed the relationship between optimism and self-efficacy (Dhatt & Rishi, 2015; Moghari, Lavasani, Bagherian, & Afshari, 2011; Sezgin & Erdogan, 2015). However, there is a limited information how optimism influence teaching efficacy among IS teachers.

Tholib (2013) has identified several complaints faced by IS teachers, such as lack of facilities and learning materials, lack of salary received, lack of opportunity for promotion, the conflict between the teaching hours and the curriculum that must be met, the amount of work that ultimately makes teachers have less time to relax, responsibility for some administrative matters without getting extra honor in the accomplishment and pressurizing policy and unpleasant treatment of parents and students. Consequently, these complaints may reduce

their job satisfaction and schools must give more attention to improve it.

As reported by Skaalvik and Skaalvik (2010), there is a correlation between job satisfaction and self-efficacy of school teachers. Teachers who satisfied with what they receive from their working environment usually behave more professional, have abilities to manage specific tasks, and perceive having a high confidence in teaching (Gkolia et al., 2014). Similarly, positive working experiences that promote job satisfaction and support provided by school principal may increase teacher's personal teaching self-efficacy (Nir & Kranot, 2006). The study also found that teachers' satisfaction has decreased and many teachers reported feeling under great pressure (Valerie Strauss, 2013). However, most of the studies conducted on teachers who teach general subjects in developed countries. There is a lack of empirical studies examining the influence of job satisfaction on teaching efficacy among IS teachers in developing country such Indonesia.

Muhaimin, Suti'ah and Ali (2012) have listed several activities and responsibilities that may cause stress of IS teachers. For example, IS teachers are often given extra tasks to develop extracurricular activities, such as pesantren kilat (express teaching religious at boarding school), a program of Reading and Writing Al-Qur`an, worship activities in Ramadan month, the Islamic Spiritual activities and commemoration of Islamic Holidays. There is also a task to build self-development program of students, such as speeches, recitations of Al-Qur`an, calligraphy, and Islamic art. Some serve as the governing board for foundation, mosque and majlis taklim (Muslim congregation).

Studies have been conducted to measure the relationship between stress and self-efficacy. However, the relationships are inconsistent. For example, a study by Serratore (2015), Schwarzer and Hallum (2008) and Verešová and Malá (2012) found that stress levels were negatively correlated with teachers' self-efficacy. In contrast, Reilly (2012) and Reilly, Dhingra, and Boduszek (2014) found that there is a positive association between perceived level of job stress and teachers' self-efficacy. Therefore, re-examining the relationship is needed.

Based on the background described above, the problems in this study are (1) How are teaching self-efficacy, mastery experiences, vicarious experiences, social persuasion, physical and emotional states, stress, job satisfaction, and optimism of IS teachers? (2) How are the effects to teaching self-efficacy?

Methods

Samples

The samples in this study are Islamic Religious teachers at Islamic Elementary Schools, Islamic Junior High Schools and Islamic Senior High Schools. They teach Islamic Studies, such as Quran, Hadith, Fiqh, Aqidah (Faith) and Moral, and Cultural History of Islam. Taking researchers ability into account, sampling technique used in this study is random sampling. The numbers of samples involved in this study are 55 IS teachers from various schools in Jakarta and South Tangerang.

Data Collection

The method in this study was to use the scale as measuring tool of data collection. The scales of Teaching Self-Efficacy, Mastery Experience, Vicarious Experience, Social Persuasion, Physical and Emotional States, Optimism, and Job Satisfaction were measured using a Likert scale consisting of Strongly Agree (4), Agree (3) Disagree (2) and Very Disagree (1). While stress was measured using a single item with a scale of 1-10, where 1 was no stress at all, while 10 was very stressful.

1.   Teaching Self-Efficacy

To measure Teaching Self-efficacy, researchers adapted the Teaching Engineering Self-Efficacy Scale (TESS) developed by Yoon, et al (2012). This scale was analyzed and adapted to the characteristics of IS. A higher score indicated to have higher teaching self-efficacy, and vice versa. The blue print can be seen in Table 1.

Table 1: *Blue print of Teaching Self-Efficacy Scale*

Dimensions	Examples	Number of Items
Islamic Studies Pedagogical Content Knowledge Self-efficacy	I can explain Islam from different aspects	7
Motivational Self-efficacy	I can motivate students who show low interest in learning Islamic studies	5
Instructional Self-efficacy	I can help my students apply in Islamic Studies Reviews their knowledge to real world situations.	5
Engagement Self-efficacy	I can encourage my students to think creatively during Islamic study activities and lessons.	5
Disciplinary Self-efficacy	I can control disruptive behavior in my classroom activities during Islamic study.	5
Outcome Expectancy	Generally, I am responsible for my students' achievements in Islamic Studies	5

2.   Mastery Experiences, Vicarious Experiences, Social Persuasion, and Physical and Emotional States

Measurement of mastery experiences, vicarious experiences, social persuasion, and physical and emotional states is adapted from the scale of the Source of Teaching Self-Efficacy developed by Usher and Pajares (2008). Each scale consists of 10 items. Example of statements in the scale of mastery experiences (e.g. "A final assessment of my teaching is very good"), vicarious experiences (e.g. "Seeing other people teach more skilled than me pushes me to do better in teaching"), social persuasion (e.g. "People often evaluate progresses that I have made as a teacher"), and physical and emotional states (e.g. "I feel my heart beat or get a stomach ache when I want to teach"). The blue print can be seen in Table 2.

Table 2: *Blue print of Mastery experience, Vicarious experience, Social persuasion, and Physical and emotional states*

Measuring Tool	Favorable	Unfavorable	Number of Item
Mastery experiences	1, 2, 5, 6, 8 and 10	3, 4, 7, 9	10
Vicarious experiences	1, 2, 4, 5, 6, 7, 8 and 9	3 and 10	10
Social persuasion	1, 2, 4, 5, 6, 7, 8 and 9	3 and 10	10
Physical and emotional states	7	1, 2, 3, 4, 5, 6, 8, 9 and 10	10

3.   Optimism

Life Orientation Test Scale developed by Scheier and Carver (1985) is used to measure the optimism of IS teachers. The number of 5 items measure optimism (e.g. "In uncertain times, I usually expect the best") and another three items measure pessimism (e.g. "I rarely count on good things happening to me").

4.   Job satisfaction

Job satisfaction of IS teachers is measured using Job Descriptive Index scale developed by Smith, Kendall, and Hulin (1969). This unidimensional scale consists of four statements, such as "At my current workplace, I am satisfied with my job as a teacher".

5.   Stress

To measure stress on teachers using a single item, "What is the level of stress that you face in teaching Islamic Studies." Participants are asked to choose a scale of 1-10. Such items have been used by Morris (2010) for measuring job stress on teachers.

The validity of the scales measuring mastery experiences, vicarious experiences, social persuasion, physical and emotional states, optimism, and job satisfaction were analyzed using Confirmatory Factor Analysis (CFA). The

scale measuring stress was not analyzed as it only consists one item. The statistical software of LISREL for Windows was carried out to analyze all items. The results found that items no 3, 7 and 9 in mastery experiences, item no 8 in vicarious experiences, item no 10 in social persuasion, and item no 7 in optimism were not valid (report on CFA is attached). Therefore, they were taken out from the analysis.

Data Analysis

To answer the research question how teaching self-efficacy of IS teachers in teaching IS, then a descriptive analysis was used. Meanwhile, to answer the research questions whether there is a significant influence between mastery experiences, vicarious experiences, social persuasions, physical and emotional states, stress and optimism to the teaching self-efficacy, then multiple regression analysis was used. In answering those both research questions the researchers were assisted by the software of Statistical Package for the Social Sciences (SPSS).

RESULTS

Descriptive Analysis

The general overview of the samples used as the subject in these research is presented in the table 3.

Table 3: *Descriptive Analysis*

Criteria	N (%)
Gender	
Male	41 (74.5)
Female	14 (25.5)
Level of Education	
Strata 1 (Bachelor Degree)	55 (100)
Strata 2 (Master)	21 (38.1)
Strata 3 (PhD)	3 (5.4)
Hold teaching certificate	
Yes	24 (43.6)
No	26 (47.3)
Missing	5 (9.1)
Hold teaching certification	
Yes	11 (20)
No	37 (67)
Missing	7 (12.7)
Length of Teaching	
Min	6 Months
Max	41 Months
Missing	7 (12.7)

a.   Description of the teaching self-efficacy of IS teachers

Based on all the scales, this study divided the scores on each variable into two groups: high and low. Based on the true score, the group with a high score is X> mean score; while the group with a low category is X ≤ mean score. The distribution of the group on each variable can be seen in table 4 and 5:

Table 4: *Categorization of teaching self-efficacy*

Variables	N	Missing	Lowest score	Highest score	Mean	SD	N Low Group	%	N High Group	%
Teaching Self Efficacy	55	0	20.04	66.58	50.00	9,82	32	58.20	23	41.80
Islamic Studies Pedagogical Content Knowledge Self-efficacy	55	0	26.03	65.04	50.00	9,37	31	56.36	24	43.64
Motivational Self-efficacy	55	0	29.20	63.39	50.00	9,36	32	58.18	23	41.82
Instructional Self-efficacy	55	0	25.64	63.42	50.00	9,49	32	58.18	23	41.82
Engagement Self-efficacy	55	0	21.20	62.23	50.00	9,31	30	54.55	25	45.45
Disciplinary Self-efficacy	55	0	24.52	62.06	50.00	9,50	29	52.73	26	47.27
Outcome Expectancy	55	0	25.12	63.53	50.00	9,60	34	61.82	21	38.18

Based on the descriptive data above it can be concluded that IS teachers commonly have a low score in teaching self-efficacy (58.20%). Similarly, each dimension shows a lower score, i.e. knowledge (56.36%), motivational self-efficacy (58.18%), instructional self-efficacy (58.18%), involvement self-efficacy (54.55%), disciplinary self-efficacy (52.73%), and the results of expected self-efficacy (61.82%).

b.   Description of mastery experiences, vicarious experiences, social persuasion, physical and emotional states, optimism, and stress of IS teachers.

Table 5: *Categorization of mastery experiences, vicarious experiences, social persuasion, physical and emotional states, optimism, and stress of IS teachers*

Variables	N	Missing	Lowest score	Highest score	Mean	SD	N Low Group	%	N High Group	%
Mastery experiences	55	0	62.66	33.23	50.00	9,82	36	65.50	19	44.50
Vicarious experiences	55	0	63.71	21.12	50.00	9,47	28	50.90	27	49.10
Social persuasion	55	0	64.70	27.63	50.00	9,71	32	60.00	23	40.00
Physiological and emotional state	55	0	63.68	19.57	50.00	9,85	34	61.80	21	38.20
Optimism	55	0	61.22	22.36	50.00	9,72	29	52.70	26	57.30
Job satisfaction	55	0	63.81	26.31	50.00	9,54	35	63.60	20	36.40
Stress	55	0	50.00	110	73.63	16.70	30	54.50	25	45.50

Based on all the factors, it can be concluded that the majority of IS teachers has a low score on mastery experiences (65.50%), job satisfactions (63.6%), physiological and emotional states (61.8%), social persuasions (60%), stress (54.5%), optimisms (52.7%), and vicarious experiences (50.9%).

Multiple Regression Analysis

Multiple regression was used to determine the influence of mastery experiences, vicarious experiences, social persuasion, physical and emotional states, optimism, stress, and length of work towards teaching self-efficacy. The results showed a statistically significant (F (8, 39= 21.845, p < .01, R^2 = .904, R2adjusted .780).

The results showed that mastery of experiences, social persuasion and optimism significantly affected teaching self-efficacy of IS teachers, while the other variables did not have a significant effect. The results are shown in the table 6.

Table 6 *Coefficientsa*

Model	Non-standardized Coefficients		Standardized Coefficients		
	B	Std. Error	B	t	Sig.
(Constant)	-5,278	5,686		-.928	.359
Mastery experiences	.258	.098	.274	2,619	.012
Vicarious experiences	-.074	.119	-.071	-.623	.537
Social persuasions	.501	.117	.500	4,264	.000
Physiological and emotional states	.114	.083	.129	1,383	.175
Optimism	.211	.099	.207	2,128	.040
Stress	-.083	.496	-.014	-.168	.868
Job satisfaction	.081	.090	.083	.906	.370
Length of teaching	-.009	.086	-.008	-.109	.914

DISCUSSION AND SUGGESTION

Discussion

The findings of this study suggest that commonly IS teachers have low teaching efficacy. It seems that pressure from students, parents and communities to IS teachers, also pressure from international on Islamic teaching in schools have a great effect influencing teaching efficacy of IS teachers. In this regard, modernizing of Islamic teaching and increasing quality of teaching of IS teachers should be given by Indonesian Government, especially the Ministry of Religious Affairs, as the highest priority.

There is a significant positive effect of social persuasion towards teaching self-efficacy which accounts for quite a large variance proportion for 50%. According to Albert Bandura, verbal persuasion, such as feedback, messages and instructions, given by others can affect the self-efficacy. Positive and not excessive feedback can convince someone to survive and succeed in carrying out difficult activities. In addition, specific and sincere messages can have a strong effect in increasing self-efficacy.

Another finding shows that there is a significant positive effect of mastery experiences on teaching self-efficacy. The variance proportion contributed from mastery experiences is 27.4%.

The results show that IS teachers having a high level of mastery experiences tend to have a high self-efficacy. This is in line with the theory of Albert Bandura that successful experiences in the past are the most powerful source in increasing self-efficacy. It can build expectations of the self-capability to perform the tasks properly. Similarly, when IS teachers are often successful in teaching and answering student questions, or leaving the class with a positive impression, it would influence IS teachers to have a high self-efficacy.

In this study, optimism influences teaching self-efficacy with a small contribution of the variance proportion, i.e. 20.7%. This finding is in line with the optimism theory stating that a person who often believed that everything he has done is good and pleasant and has expectations for good outcomes could help the person in carrying out his tasks successfully, even under difficult circumstances. In a teaching context, optimism can be a positive energy for the IS teachers so when carrying out their tasks, they are always motivated, certain, and unafraid. Confidence that something good will happen also can help the IS teachers to keep the focus on the work they will perform.

The research results also show that vicarious experiences do not significantly affect teaching efficacy of the IS teachers. This is probably

because teaching IS has quite different characteristics from other subjects where the teachers need to have knowledge, belief and practice. Consequently, IS teachers cannot model non-IS teachers as an example to improve their self-efficacy in teaching.

In addition, physical and emotional states do not significantly affect self-efficacy of IS teachers. This probably due to the IS teachers have adequate skills in dealing with mass audiences. They often deliver the religious speech or Friday sermon, so they are not trembling or nervous in dealing with students.

Stress also does not significantly affect self-efficacy of IS teachers. This possibly because the IS teachers have much experience in dealing with stress. They are able to deal with stress and grow patience. In facing stress, they frequently perform worships and accept the stress as a God destiny (surrender).

The length of teaching has no significant effect to self-efficacy of IS teachers. This means that the IS teachers who have short experience in teaching have a quite high self-efficacy, in contrast, the IS teachers who have been teaching for a long period hold a low self-efficacy. This may happen because the IS teachers have been equipped with adequate teaching skills during studing in bachelor degree. Also, student internship program that is usually conducted in every Faculty of Education (Tarbiyah) can help the students to develop self-efficacy in teaching.

Suggestion

1.   It is suggested that the schools or the parents often give rewards or appreciation to IS teachers, so they will have a high self-efficacy in performing their tasks.

2.   Schools should always carry out training for improving professional, pedagogical, personality and social competencies of the teachers. With this training, teachers will become more professional and always successful in teaching, so that the successful experiences can enhance their self-efficacy.

3.   To keep the conducive teaching environment and to support the learning and teaching process, the IS teachers should be always optimistic of their success in teaching the students properly.

4.   To obtain more accurate results, then for further research it should be involved more IS teachers as samples, in order to obtain more accurate and convincing results.

5.   For further research, it is recommended to study more extensive on non-significant variables such as vicarious experiences, physical and emotional states, stress, job satisfaction and length of teaching in association with self-efficacy.

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