Improving Teacher Performance through Technological Pedagogical Content Knowledge (TPACK) and Self-Efficacy

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Abstract

Teacher teaching performance is the quality of a teacher in performing his/her main tasks, namely the quality of education and learning. The factors that may influence teacher performance improvement are the abilities and skills possessed by teachers, leadership resources and rewards as well as psychological factors such as perceptions, attitudes, and personality possessed by teachers. One of the abilities that must be mastered is the use of technology in the learning process. Technological Pedagogical Content Knowledge (TPACK) connects three knowledge that must be mastered by teachers, namely technological knowledge, pedagogical knowledge, and content knowledge so that learning activities can run effectively and innovatively. The ability to use technology in learning activities can improve the quality of teacher activities in carrying out learning. Teachers can make maximum use of technology in learning and make learning activities run effectively and keep abreast of the times. Another factor that can affect teacher performance is self-efficacy or self-confidence. A teacher who has high self-confidence, his or her performance will also increase. When a teacher has self-efficacy, he or she will have self-confidence in his or her duties and responsibilities as a teacher. Confidence and self-confidence are aspects that can improve teacher performance.

Keywords: *teacher performance, technological pedagogical content knowledge (TPACK), self-efficacy.*

Introduction

One of the main tasks of teachers in schools is teaching. Teaching basically cannot be seen as easy and simple. Quality teaching when viewed from a system perspective is composed of several elements that are interrelated and influence each other to achieve the quality that was planned.

Therefore, teaching a teacher requires a heavy moral responsibility and is the obligation of the teacher in carrying out his or her professional duties. Teachers are obliged to plan learning, carry out quality learning processes and assess as well as evaluate learning outcomes. Teacher teaching performance is the quality of teachers in carrying out their main task, namely the quality of education and learning. Teacher performance in teaching is one of the determining factors for the realization of a good education, and the continuation of the world of education in the future. Programs that can improve teacher performance in teaching are classroom management and continuous learning assessment (Bruns, et al. 2018; Kusumaningrum, et al. 2018).

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Ideally, teachers are expected to be teachers who can realize performance that can carry out their functions and roles optimally. The optimal realization of their functions and roles is primarily reflected in their excellence in teaching, dealing with students, peer-to-peer relations, and professional skills.

Teacher performance does not emerge by itself but needs to be identified, facilitated, and developed as well as maintained to achieve school goals. Factors that can affect teacher performance are the abilities possessed by the teacher. One of the teacher's abilities is very important in the current era where technology is increasingly advanced and developing is the utilization and use of technology in teaching and learning activities.

One of the most important ways to provide support for the use of technology in learning is to use a framework for integrating complex issues of content knowledge, pedagogy, technology, and various forms of elements that support learning in the classroom, known as Technological Pedagogical Content Knowledge (TPACK).

TPACK is a knowledge framework that is a relationship among the three bits of knowledge that must be mastered by teachers, namely technological knowledge, pedagogical knowledge, and content knowledge (materials) so that learning activities can run effectively and innovatively. TPACK is also considered a potential framework that can provide new directions for teachers in solving problems related to integrating ICT into teaching and learning activities in the classroom (Koehler & Mishra, 2016). In addition to the description of the three knowledge Ackaoglu & Rosenberg, 2013). In addition to the description of the three knowledge studies above, TPACK can be described as follow: (1) PCK is Pedagogical Content Knowledge for effective teaching, where different content will suit different teaching methods, (2) TCK is Technological Content Knowledge of the mutual relationship between technology and the material being taught. Technology has an impact on learning activities that are being carried out such as the use of power point, (3) TPK is Technological Pedagogical Knowledge of the mutual relationship between technology and pedagogy. Selection of appropriate pedagogical technologies, pedagogical approaches, and the application of new technologies in the classroom (Koehler, Mishra, Ackaoglu & Rosenberg, 2013).

TPACK has an impact on teachers. It can be seen that technology, pedagogy, and content are related to one another. Teachers face considerable challenges in current technological developments. Not only technology, pedagogy, subject matter, and content are developing but also teachers should be active in designing curriculum (Koehler, Mishra, Ackaoglu & Rosenberg, 2013).

One of the factors that can also affect teacher performance is the psychological factor. A teacher must commit to carrying out his or her duties so that students are successful, confident, always ready to face challenges, disciplined, and able to respect other students Certainly, teachers must always have readiness, and confidence in carrying out their duties. In this context, self-confidence and always being ready to face challenges are two of the characteristics of self-efficacy in carrying out all of their duties as teachers. Teachers in carrying out their duties must have self-efficacy towards themselves. Teachers who have self-efficacy can have a positive impact on students. In addition, self-efficacy can provide an assessment of the individual him or herself which is related to the success desired by the individual him or herself. High self-efficacy can make individuals act according to themselves.

According to Afrina (2019), self-efficacy is self-confidence that arises within a person in dealing with work situations. Teachers without self-efficacy towards themselves in carrying out their duties will have an impact on teacher performance. If a teacher who has high self-efficacy can set high targets in the target he or she wants. Teachers who have low self-efficacy in making decisions and acting, do not carry out their duties as

expected. In addition, teachers who have self-efficacy often feel unable to carry out their duties, feel unenthusiastic in carrying out their duties, and feel hopeless because they experience difficulties in carrying out their duties.

Teacher Performance

The term Performance is a translation from English, work performance or job performance, but in English, it is often shortened to just performance. Performance in Indonesian is also called Work Performance. The performance or work performance is defined as an expression of ability based on knowledge, attitudes, skills, and motivation in producing something (Susanto, 2016:69). Darmadi (2018: 34) stated that teacher performance is the ability shown by the teacher in carrying out his or her duties of work. Performance is said to be good and satisfactory if the goals achieved are under predetermined standards.

According to Barnawi and Mohammad Arifin (2017), teacher performance can be interpreted as the level of success of teachers in carrying out tasks and education under their responsibilities and authorities based on performance standards that have been set for a certain period within the framework of achieving educational goals. Teacher teaching performance is operationalized by Bafadal, et al. (2018) into a series of teacher activities: (1) preparing lesson plans; (2) implementing learning; (3) evaluating the process and learning outcomes; and (4) organizing follow-up learning programs. According to Wahab and Umiarso (2011:118), teacher performance is the competence shown by the teacher when carrying out his duties of work.

Erjati (2017: 24) states that the teacher's performance is all the activities he or she carries out in performing his or her mandate and responsibility in educating, teaching and guiding, directing, and mentoring students in achieving their level of maturity. According to Supardi (2017), teacher performance is the teacher's ability to carry out learning tasks and shows that there is an action displayed by the teacher while carrying out learning activities, and the teacher must be responsible for the students he guides by increasing learning achievement.

The teacher must also do his or her job seriously and not carelessly (Kartini & Kristiawan, 2019). According to Rachmawati (2013), Teacher Performance is the teacher's ability and effort to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities, and evaluating learning outcomes. Teacher performance achieved must be based on professional ability standards while carrying out his or her obligations as a teacher at school.

Teacher performance is the work behavior shown by the teacher when carrying out duties and responsibilities. To measure the success of teacher performance, Mitchel, Terence. R. quoted (Fitria, 2018) presented five indicators of teacher performance, namely (performance field), namely, "(1) quality of work; (2) timeliness (speed or accuracy of work); (3) initiative; (4) capability (ability); (5) communication.

Gibson (in Suryana, 2013) suggests factors that influence individual performance and potential in organizations namely: 1) Individual Variables, consisting of ability and skills (mental, physical), background (family, social level experience, and salary) and demographics of a person (age, origin, and gender); 2) Organizational factors: leadership resources, rewards, structure, job design; and 3) Psychological factors: perception, attitude, personality, learning, and motivation. Some factors that can improve teacher performance in learning are: (1) preparing lesson plans; (2) implementing learning; (3) evaluating the process and learning outcomes; and (4) developing follow-up learning programs.

Technological Pedagogical and Content Knowledge (TPACK)

Teacher abilities that can influence teacher performance must also experience development. The development of the 21st century era gave rise to a new paradigm and the 21st century educational paradigm focuses on the development and mastery of technological capabilities in learning. If the teacher's mastery of technology is getting better, the teacher can apply it in the learning process to improve the quality of education. For teachers developing the ability to use technology in education is part of adaptation to the current development. As a professional teacher, he or she must develop his or her competence according to the times.

Therefore, the teacher's ability is not solely to develop pedagogic abilities or content in learning but requires an understanding of technology so that learning is under the development of the 21st century (Nurdiana, 2016:

3). Technology that continues to develop makes learning with technology must be carried out by teachers. Teachers must be smart to choose what technology and how appropriate to use in learning. The success of learning with technology cannot be obtained without a teacher. Teachers play an important role as agents and targets of change, supporters, and integrators of technology in the classroom (Hsu, 2015: 3). Several research results show a relationship between the use of technology in learning and beliefs about technology.

Teachers who apply technology in learning have beliefs about technology. The teacher's knowledge and belief in learning with technology determines the extent to which technology will be used in learning (Herring, Koehler, & Mishra, 2016: 38-43). Therefore, teachers need to master the knowledge of technology. According to Quddus (2019) explaining technological pedagogical content knowledge is knowledge for integrating technology in education.

In 1986, Shulman had already developed pedagogical content knowledge. Another definition of Pedagogical Content Knowledge according to Rollnick et al (in Rollnick & Mavhuga, 2015) is an illustration of how an educator teaches a known subject matter, what is known about the students he or she teaches, what is known about the curriculum related to the subject and what is used as a way of teaching content material. Mishra and Koehler (2016) added PCK to Technological Pedagogical and Content Knowledge (TPACK). TPACK (Technological Pedagogical and Content Knowledge) is a framework that helps teachers to integrate technology into pedagogical knowledge and content. During its development, a technological, pedagogical, and content framework was originally called TPCK (Technological Pedagogical Content Knowledge). Now it is known as TPACK (Technological Pedagogical and Content Knowledge).

Baran. E, Chuang, H.H, and Thompson, A (2011) stated that TPACK is an effective way and tool to explore   teaching capabilities regarding the use and mastery of technology during the learning process. Thus, with the rapid development of technology, a teacher is required to become a player who develops with technology and adapts technological knowledge according to the times.

According to Chai et al. (2013), TPACK is a framework for integrating technology into the learning process. TPACK (Technological Pedagogical Content Knowledge) was coined by Shulman (in Sarkim, 2015) about PCK (Pedagogical Content Knowledge) which explains educational technology and the interaction of PCK with one another to create effective learning with the use of technology. TPACK is a synthesis of knowledge that aims to incorporate information   and communication technology and educational technology into the learning process in the classroom (Çoban et al., 2016).

Good teaching with technology requires at least three components, namely Pedagogical Knowledge (PK), Content Knowledge (CK), and Technological Knowledge (TK) as well as the relationship among these components is not a stand-alone part. The three of them are interconnected to form Pedagogical Content Knowledge (PCK), Technological

Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), and Technological Pedagogical as well as Content Knowledge (TPACK). Koehler further explained that TPACK represents a collection of knowledge that a teacher needs to teach effectively with technology. The technology referred to in TPACK is the use of information technology as proposed by the Committee of Information Technology Literacy of the National Research Council (NRC).
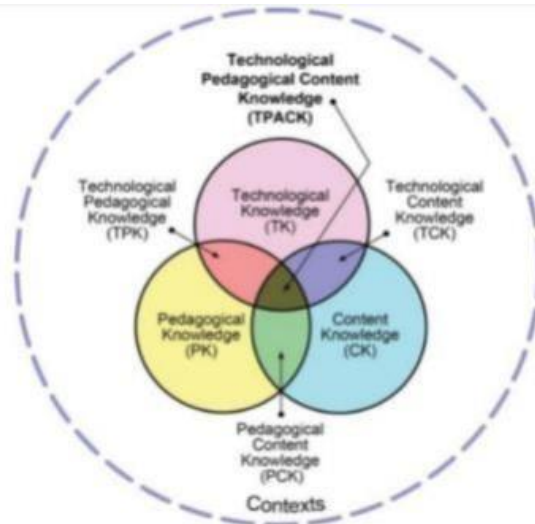
TPACK Framework (Koehler & Mishra, 2016)

The TPACK framework created by Koehler & Mishra is a PCK development that was developed by Shulman. PCK consists of basic knowledge of PK and CK. The TPACK framework takes the basic knowledge of Shulman PK and CK and then adds TK. However, TPACK was formed not only because PCK was added to TK, but a combination of other knowledge, namely TPK and TCK. Therefore, the TPACK framework consists of 7 knowledge components namely PK, CK, TK, PCK, TCK, TPK, and TPACK. TPACK is the knowledge required to make choices in learning about what, who, and how to teach with consideration of the types of technology and technological resources that can be used. TPACK is the knowledge that teachers can rely on to develop students' 21st-century abilities and skills (Hsu, 2015: 7-11).

Technological Pedagogical Content Knowledge indicators in the research by Dong et al. (2019) are (1) assembling student activity using technology, (2) creating self-directed learning activities using technology, (3) designing activities to increase student content knowledge using technology, (4) designing content, technology, and pedagogy integrated learning for students.

Akyuz (2018) in his research proved four domains of knowledge in the TPACK framework can be distinguished, which are denoted as Core, Tech, TPACK- P, and TPACK-C. Performance-based measurement and self-assessment were found to give similar results, except for the pedagogical-related knowledge domain, specifically for pedagogical knowledge (PK), pedagogical technology knowledge (TPK), and TPACK. The results of this study prove that there is an effect of TPACK on teacher performance abilities, the ability of a teacher to run an educational system with the help of technology makes teacher performance increase. Based on this description it can be assumed that there is a positive direct effect of TPACK on teacher performance.

Self-Efficacy

Self-efficacy is defined as a person's belief in his or her ability to exercise some form of control over the person's functioning and events in the environment (Bandura in Jess Feist & Gregory J. Feist, 2017: 212).

Perceived self-efficacy refers to a person's perception of his or her capacity to act in future situations (Daniel C & Lawarence A. P, 2012: 230). Melanie Yuly Theresa & Rizki Zulfikar (2019) Self-efficacy has the meaning of a person's belief in his ability to organize and carry out actions to achieve a goal, in which the individual or someone believes he or she is capable of dealing with all kinds of difficulties and can predict how much effort he or she needs to achieve those goals.

Self-efficacy is an individual's belief in his or her ability to be successful in doing something (Nurodin, 2019: 100). In line with Freet's opinion in Sumardjono and Yustinus (2014) which states that self-efficacy is a person's belief about the chances of success in completing a specific task. According to Baroon and Greenberg in Prasetyo (2016: 183) a person who has high self-efficacy will show very strong enthusiasm and self-confidence because self-efficacy will determine the type of behavior in overcoming how hard the individual's efforts to overcome various problems or in selecting several tasks with how long he or she will be able to deal with unwanted obstacles. Jess Gregory (2017: 212) defines self-efficacy as self-confidence to know its ability so that it can exercise some form of control over the benefits of the person himself and events in the surrounding environment. According to Cherian and Jolly, (2013): "Self-efficacy is related to self-control, resilience in the face of a failure, performance and task effort in solving a problem". According to (Bandura, 2013), self-efficacy is an individual's belief or confidence regarding his or her ability to recognize, perform a task, achieve a goal, produce something, and implement actions to achieve certain skills. Malcock & Mutlu (2018) revealed that according to Bandura's theory, self-efficacy is a combination of self-confidence and self-reliance which are key factors for contributing to successful learning.

By making self-efficacy more specific and in this case academic, the accuracy of the self-efficacy variable will increase. This is in line with Bandura (2013) that more specific self-efficacy will allow a person to strictly limit what behavior is assessed as self-efficacy. Likewise, in terms of academic self-efficacy will make it more able to predict other variables that are associated rather than self-efficacy in general. Self-efficacy is obtained, increased, or reduced through a combination of four sources, namely: mastery experiences, social modeling, social persuasion, and physical and emotional conditions (Bandura in Jess Feist & Gregory J. Feist, 2017: 213). With each method, information about oneself and the environment will be processed together and will produce a perception of self-efficacy. Self-efficacy, which is self-capabilities, is more about self-perception in terms of abilities and skills to be acquired in education and relation to social activities such as human career readiness.

The first thing that influences self-efficacy is mastery experiences. Mastery experiences are the experiences experienced by individuals in the past. If you have a good experience in the past, it will automatically increase the individual's self-efficacy and vice versa. The second thing that influences self-efficacy is social modeling. Social modeling can be interpreted as observing the achievements of our friends who are at our level. If the friend we observe gets good achievements, then we will also feel capable of doing so. Thus, it will increase our self-efficacy and vice versa.

The third thing that influences self-efficacy is social persuasion. Social persuasion can be interpreted as accepting criticism and suggestions from trusted sources. Criticism and suggestions from trusted sources are more effective than untrusted sources. The fourth thing that influences self-efficacy is a physical and emotional condition. Excessive emotion will usually reduce our self-efficacy. Excessive emotions such as excessive anxiety, excessive fear, and others.

Improving teacher performance through self-efficacy can be done well. Hadad & Taleb (2016) explained that there is a good impact of self-efficacy on the performance of faculty members. Self-efficacy was shown to have a significant impact on the performance of Jordanian academics in the teaching process in all variables except

emotional cues. The recommendations given are that academics must have higher self-efficacy so that they can improve the process of interactional education and must be more organized, have better interactions as well as build good relationships with students to improve teaching performance and practice overcoming difficulties.

Closing

Teacher performance is one of the most important things in the development of the world of education. Improving teacher performance must continue to be carried out to improve the quality of education. Factors that can influence   teacher   performance improvement are the abilities and skills possessed by teachers, leadership resources and rewards as well as psychological factors such as perceptions, attitudes, and personality possessed by teachers. In the current developments, one of the skills that must be mastered by the teacher is the use of technology in the learning process. This is called Technological Pedagogical Content Knowledge (TPACK). TPACK connects three knowledge that must be mastered by teachers, namely technological knowledge, pedagogical knowledge, and content knowledge (materials) so that learning activities can run effectively and innovatively. The ability to use technology in learning activities can improve the quality of teacher activities in carrying out learning. This is because teachers can make maximum use of technology in learning and make learning activities run effectively and keep abreast of the times. Another factor that can affect teacher performance is self-efficacy or self-confidence. A teacher who has high self-confidence, his or her performance will also increase. This is because when a teacher has high self-efficacy, a teacher will have self-confidence in his or her duties and responsibilities as a teacher. Confidence and self-confidence are aspects that can improve teacher performance.

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