

# **The Effectiveness of “SRL Teaching Strategies” Training in Increasing Self-Efficacy and SRL Belief of Teachers in Primary School X**

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## **ABSTRACT**

The aim of this study was to examine the effectiveness of “SRL Teaching Strategies” training in increasing self-efficacy and SRL belief of teachers in primary school X which implements the student-centered instructional approach. The successfulness of the training was based on the social cognitive theory which emphasizes on the interaction between person, environment and behavior. This study was done in April – May 2017. The subject of this study was 7 primary teachers who were divided into 2 groups, with 4 teachers as the experimental group and 3 teachers as the control group. The experimental group consists of 3 female teachers and 1 male teacher, while the control group consists of 3 female teachers. The research design was experimental with pretest-posttest control group design. The measuring instruments was the Teacher’s Self-Efficacy (Schwarzer et al., 1999) and Self-Regulated Learning Teacher’s Belief (SRLTB) (Lombaerts et al., 2009). Data was analyzed using paired sample t test technique, with one sample Kolmogorov-Smirnov non-parametric statistical criteria. Data calculation was done by comparing the pretest and posttest score of teacher’s self-efficacy and SRL teacher’s belief of experimental group and control group. Based on the paired sample t test, a t score gained for  $t=-4,382$  with significance of  $p=0,022$  ( $p<0,05$ ) on teacher’s self-efficacy. A t score gained for  $t=-3,820$  with significance of  $p=0,032$  ( $p<0,05$ ) on SRL teacher’s belief of the experimental group. This result indicates that the hypothesis was accepted, which means that the “SRL Teaching Strategies” training increased the self-efficacy and SRL belief of teachers in primary school X.

**Keywords:** teacher’s self-efficacy, SRL teacher’s belief, “SRL Teaching Strategies” training, self-regulated learning, teacher.