School as a learning organization through strengthened self-efficacy and empowered preschool teachers

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Abstract

A school as a learning organisation (LO) is indispensable today. However, the limitations of schools in human resources (teacher) problems, infrastructure facilities and funds become real obstacles. This research is carried out to find a LO model based on strengthening self-efficacy and empowering teachers. The research was conducted with a quantitative approach, a causal associative type with survey methods involving 237 pre-elementary teachers. Samples are determined by using a simple random sampling technique. Data analysis uses regression analysis to test aspects of relationships and direct influence between independent and dependent variables. The main result of this research is a positive causality relationship, and if the self-efficacy and empowerment of teachers are high, then the LO will be increased significantly. Strengthening the LO through self-efficacy and teacher empowerment is very important because it can improve the quality of graduates.

Keywords: : Learning organization, strengthened self-efficacy, empowered teachers, pre-elementary school, school management

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1. Introduction

A school is an organisation that has common goals and needs a programme. To achieve these goals, management must form a model to strengthen the organisation (Allah et al., 2014). Learning organisation (LO) is essential to elevate the institution's credibility and build citizens' trust in the school's management. It is an intelligent system to adapt a changing environment (Törmänen et al., 2021). It was important for the survival of an organisation and has led to a number of conceptual and empirical studies (Alerasoul et al., 2021; Korn et al., 2021). A high learning culture becomes a fundamental factor for the learners (Gil et al., 2019). Strong relationships formed between a learner's organisation and the resilience of the teacher and his or her work attachment (Malik & Garg, 2020).

In today's era of globalisation, schools must continuously change themselves. Seek creative ideas and new opportunities through the learning of their institutions. The essence of a LO is learning. The learning school can also be innovative (Hansen et al., 2020; Tu & Wu, 2021). Schools that develop their institutions into LOs will advance and grow. The learning teacher will continue to forward-think and develop his skills and self-evaluation (Lee, 2011).

Conversely, schools that do not develop themselves into LOs will not develop and become extinct. LOs can also be influenced by teachers' self-efficacy and the empowerment of teachers according to their competence. Teachers who have good self-efficacy will affect the relationship of the teacher's closeness to their students (Zee et al., 2017). The personal character can effectively affect self-efficacy (Sousa et al., 2012). Teacher interaction in a learning school is very important to assess the teacher's relationship with others (Holzberger & Prestele, 2021). Students' academic achievement can be influenced by the teacher's competence (Ramdhani et al., 2012). Teachers' professional development needs also require a social context in which teachers work (Gallagher et al., 2011). Therefore, LOs can strengthen self-efficacy and teacher empowerment. All can improve if they believe they can carry out their duties well (Aziz et al., 2022).

The weakness of human resources that becomes a common phenomenon is where the teacher does not have the confidence in carrying out his duties. As a result, teachers are unable to achieve targets. Teachers have low motivation in making learning innovations. Teachers with good teaching self-efficacy will affect creativity innovation (Xiong et al., 2020). Teachers have a heavy workload. To maintain the quality of education, teachers must be professional (Nousheen et al., 2020). Emphasis is on mindset for teachers to continue learning and to try and develop themselves (Russo et al., 2020). Cultural change is necessary to make the school a LO. The shift involves collaboration to achieve goals and remove obstacles, including teacher mentality, lack of innovation in the defence, and no willingness to follow teacher training and empowerment (Gil et al., 2019). Teachers must have a very good ability to create a healthy classroom atmosphere, solve problems among peers, give learning priorities and determine learning outcomes (Aquino et al., 2021).

Nevertheless, the limitations of schools in human resources (teacher) issues, infrastructure facilities and funds become a real obstacle. Learning facilities include equipment, teachers and other tools for teaching and training in schools (Allah et al., 2014). Support facilities need to be standardised to achieve optimal training programme success in addition to modules and instructors (Ramdhani et al., 2012). Teachers cannot add value to organisations because they have not demonstrated aligned activities and interventions and can collectively provide social value (Raiden & King, 2021). Self-efficacy becomes an essential factor in getting an influential teacher at work because self-efficacy can avoid conflict and increase job satisfaction (Zakariya, 2021). Belief in self-efficacy and motivation in individual self-learning is reasonable if teachers can take advantage of different constructs in

independent ways (Daumiller et al., 2021), self-efficacy can be influenced by behavioural, affective, and cognitive factors that make a person continuously push himself to achieve his goals (Burić & Kim, 2021). Self-efficacy is a key indicator to assess a person's ability to complete a task well and stressful activities (Cadapan et al., 2022).

Teachers do not yet have the solid self-efficacy to actualise themselves. An individual with firm and positive beliefs will complete the complex tasks assigned to him (Mao et al., 2019). Teachers have not been involved in decision-making at school. Therefore, they need to practice teaching and contributing to schools and make decisions. (Zakariya, 2021). They have not been received according to their competencies. Thus, self-efficacy (X1) and teacher empowerment (X2) jointly affect the LO (Y).

1.1. Conceptual or theoretical framework

A school as an organisation is a system. Every school citizen must prioritise the progress of the organisation. Senge (2006) mentions three systems within the school: classroom, school and community. Everyone in the organisation must be willing to develop themselves or at least they must meet the minimum necessary abilities. The mentality, perspective or way of thinking of each person must change according to the vision and mission of the organisation. Every part of the organisation must be willing to learn from each other as a team. In school, everyone has to learn from one another for the sake of improving school performance.

Self-efficacy is all the potential that a person has to carry out the tasks assigned to him. Another definition of self-efficacy is the perception that a person is capable of doing something important to achieve his goals (Lazarides et al., 2021). Someone with high self-efficacy believes that they are capable of doing something, whereas someone with low self-efficacy considers himself incapable of doing everything around him. This includes feelings, knowing what is done and also being emotionally able to do it. (Lahey, 2012)

Empowerment is essentially an activity to deceive humans through change and development of the human being itself, which is in the form of competency, trust, authority and responsibility in the context of implementing organisational activities to improve performance (Kinicki & Williams, 2013).

The model of LOs can be developed and supported by the power of self-efficacy and teacher empowerment. The proposed model in Figure 1 shows is a product of building arguments around the LOs to provide new insights.
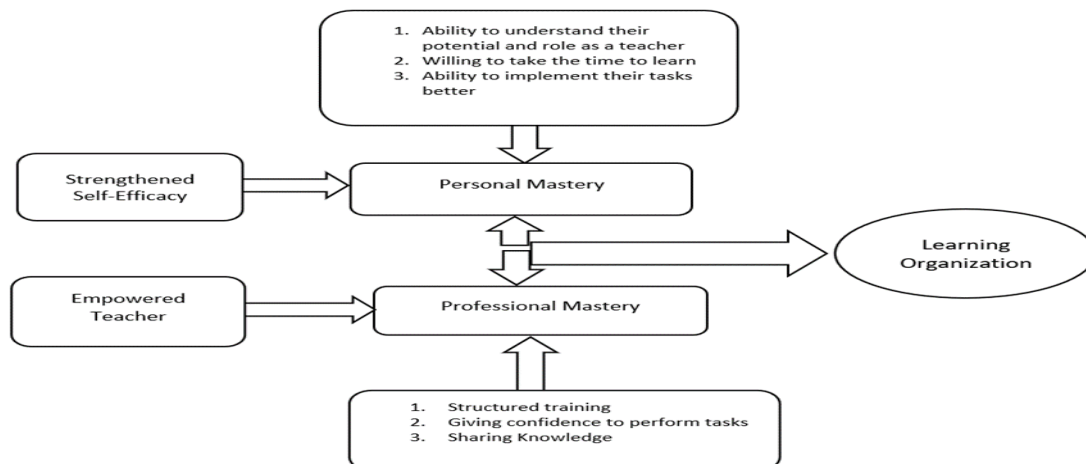

Figure 1 *Model of a Strengthened LO*

Strengthening the teacher's self-efficacy is carried out through training to understand his abilities, significantly increasing his understanding of his potential and role as a teacher – the desire to spend time learning new things and the ability to carry out their primary tasks well. For example, he is trained to make learning plans and tools, find sources of teaching materials and assess and evaluate learning outcomes. The activity encourages teachers to take the time and implement the results of their thoughts to students.

Teacher empowerment is a process of teachers mastering professional competencies. Three supporting activities are needed, namely structured training gives them opportunities to be confident in carrying out their duties and sharing knowledge with colleagues. For example, the activities of certain subject teacher groups conduct meetings and discuss the root of the problem in each school. Those activities will strengthen the school because the teacher has a strong personality and mastery his professional abilities. As a result, the school becomes a learning institution ready to face challenges and produce qualified graduates.

1.2. Related research and hypotheses development

1.2.1. Self-efficacy on LOs

Ivancevich (2010) mentions that if a person believes that he can carry out his duties well, then he is considered to have self-efficacy. Indicators related to self-efficacy are (a) motivation that encourages a person to have good performance; (b) a willingness to learn more and apply his knowledge to improve performance; and (c) to have a higher level of goal setting and performance.

In a LO, the teacher needs to develop himself into a learning teacher. Therefore, teacher empowerment is important (Zahed-Babelan et al., 2019). Peer criticism is also necessary for each teacher, with the aim of motivating them (Kiewkor et al., 2014)The teacher's commitment to the school and his motivation to acquire a new knowledge is strongly supported by the social climate in his school (Alerasoul et al., 2021). Teacher empowerment can demonstrate all the behaviours of teachers in schools (Tindowen, 2019). The hypothesis proposed is as follows:

H1 = Self-efficacy effects (*X*1) LO (*Y*).

1.2.2. Empowerment on LOs

Teacher empowerment is the provision of opportunities and encouragement to teachers to actualise their potential, skills and talents to achieve the goals set by the school with the following indicators: 1. Improvement of teacher abilities; 2. Provision of facilities; 3. Cooperation; 4. Teacher guidance; and 5. Motivation and encouragement (Choudhary et al., 2013).

Ideally, within the learner organisation, each individual is able to develop his or her various new thoughts, expressing his inspiration and continuing to learn together. This situation can be created when supported by the use of five components, namely system thinking, personal mastery, mental models, shared vision and team learning (Senge, 2006). The hypothesis proposed is as follows:

H2 = Empowerment influences (*X*2) LO (*Y*).

1.2.3. Self-efficacy and empowerment influence LO

Self-efficacy and teacher empowerment are two important factors that can improve school organisation as a LO. Self-efficacy is all the potential that a person has to carry out the tasks assigned to him. Efficacy affects a person's perseverance and efforts in achieving success in his life. If

individuals can solve problems, maximise their opportunities and potential and continuously learn, the level of self-efficacy they have also tends to increase.

Teacher empowerment is considered very important because it can create quality human resources that are able to support the strength of LOs. The teacher becomes more professional and confidently carries out his duties to achieve the learning goals. He has an opportunity to actualise the potential, skills and talents. If there is an increase and strengthening of the efficacy and empowerment of teachers, the school as a LO will also increase. The hypothesis proposed is as follows:

H3 = There is an influence of self-efficacy ($X1$) and empowerment ($X2$) on LO (Y).

1.3. Purpose of the study

A learner teacher is a teacher who continuously learns and develops his potential and capacity as a professional teacher. Organisational learning strategies can develop a teacher's capacity as a learning teacher. The study's goal was to find a model for improving LOs through teacher self-efficacy and teacher empowerment. This model becomes essential because it is the central pillar to guaranteeing the school as a LO.

2. Method

2.1. Participants

The research applied a quantitative approach. The survey method is used to get a causal association. The population target of this study is all pre-elementary teachers in Bogor City, with 237 schools. The research used a quantitative, causal associative approach using a survey method. Simple random sampling techniques were employed to calculate the samples and Slovin's formula to determine them.

2.2. Data collection tool

Instruments tested for validity are given to respondents in the form of questionnaires. The dissemination of questionnaires obtains data retrieval techniques. Then the data were processed using SPSS version 21.2. The available answer alternatives of the questionnaires take the form of a valuation scale, consisting of five alternative answers, namely strongly agree = 5, agree = 4, doubts = 3, disagree = 2 and strongly disagree = 1.

2.3. Data analysis

The results obtained are in the form of parametric inferential statistical rules. The stage begins with a normality test, homogeneity reliability testing and validity testing to produce accurate data to be measured. Data analysis uses regression analysis to test aspects of relationships between variables, and then continue testing the direct influence between independent and dependent variables. Regression tests are performed to examine the influence between variables to create a generalisation of data for factual populations.

As a prerequisite in analysing the data, a normality test is carried out and the proposed research model must first go through a normality test. This is carried out to find out the distribution of variables in the study whether the data has been distributed normally or not with the follow-up of the survey model that has been proven. To find out, the test was through the Kolmogorov–Smirnov test. This study used the t-test to determine the partial effect of X on Y ($X1$ on Y or $X2$ on Y). The results of the t-test are as follows:

If sig < 0.05, or t-calculates > t-table, then there is an effect of X on Y.

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If sig > 0.05, or *t*-calculates < *t*-table, there is no variable effect on *Y*.

3. Results

3.1. Coefficients' determination

The results showed significant relationships among variables. The significant relationship between self-efficacy and teacher empowerment with LO can be seen in Table 1.

Table 1

The Significant Relationship Between Self-Efficacy and Teacher Empowerment in the LO

Coefficients					
	Unstandardized Coefficients		Standardizeded Coefficients Beta	t	Sig.
Model	B	Std. Error			
1 (Constant)	11.478	5.011		2.291	0.023
Self-efficacy	0.456	0.047	0.469	9.657	0.000
Teacher's empowerment	0.443	0.048	0.444	9.155	0.000

a. Dependent Variable: Learning Organization

The significance value for X1's influence on Y is 0.000 < 0.05 and the calculated value of 9.657 > 1.97190. The significance value for X2 to Y is 0.000 < 0.05, and the tcount value is 9.155 > ttable 1.97190 so that H2 is accepted and because there is an influence between empowerment and LO. Table 1 shows the effect of self-efficacy (X1) on the LO to be 9,657. It indicates the relationship of self-efficacy attached to the teacher's personal with school organisation. The table also shows the effect of empowerment (X2) on the LO is 9,155. The empowerment aspect becomes the most important activity in school organisation activities.

3.2. ANOVA test

The *F*-test is used to determine the simultaneous effect of variables *X*1 and *X*2 on *Y*. Coefficient determination determines what percentage of the variable *X* is given by the simultaneous *X*1 and *X*2 against *Y*. The results of the *F*-test can be described as follows:

If sig < 0.05, or *F*-calculates > *F*-table, then there is a simultaneous effect of variable *X* on *Y*.

If sig > 0.05, or *F*-calculates < *F*-table then there is no simultaneous effect of variable *X* on *Y*.

F-table = *F* (*k*; *n-k*), which is *F* (2; 222) = 3.04.

The significance values of *X*1 and *X*2 simultaneously on *Y* are 0.000 < 0.05 and *F*-count is 223,539 > *F*. The significance of the simultaneous influence of *X*1 and *X*2 on *Y* can be seen in Table 2.

Table 2

The Significance of the Simultaneous Influence of X1 and X2 on Y

Sum of Model	ANOVA Square	df	Mean Square	F	Sig.
1 Regression	30088.240	2	15044.120	223.539	.000[b]
Residual	14873.256	221	67.300		

Total	44961.496	223

a.　Dependent Variable: Learning Organization
b.　Predictors: (Constant), Empowerment, Self-Efficacy

3.3. R-squared

The coefficient of determination is 0.666, meaning that 66.6% is the ability of variable *X* to affect variable *Y*. The efficacy and empowerment factors influence 66% of organisational learning. The coefficient of determination of variables *X*1 and *X*2 against *Y* is shown in Table 3.

Table 3

Coefficient of Determination of Variables X1 and X2 Against Y

Summary Value Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
1	.818a	0.669	0.666	8.204

a.　Predictors: (Constant), Empowerment, Self-Efficacy

4. Discussion

Strengthening the teacher's self-efficacy is carried out through training to understand his abilities, significantly increasing his understanding of his potential and role as a teacher – the desire to spend time learning new things and the ability to carry out their primary tasks well. For example, he is trained to make learning plans and tools, find sources of teaching materials and assess and evaluate learning outcomes. The activity encourages teachers to take the time and implement the results of their thoughts on teaching students.

The results of empowerment will show that the teacher has confidence in carrying out the task well and sharing his knowledge with colleagues. A group of certain subject teachers conduct regular meetings and discussions. They discussed finding solutions to solve the problems that occurred in the implementation of their daily duties. This activity provides broad insights for the teacher and is very beneficial for deepening his pedagogical competence. Teachers can have a better personality and be able to become professional teachers. As a result, the school becomes a learning institution able to compete and produce quality graduates ready to face challenges and produce sound and quality graduates.

Some of the factors that inhibit a LO include the weakness of human resources. Similarly, the student school, for example, does not have strong confidence in the role and duties of a teacher. This research is strongly related to the self-efficacy that the teacher has. He must be able to understand and have confidence. School organisations are rated as qualified when empowering academic and administrative staff, and this refers to the context of decision-making as a representation of HEI staff (Bendermacher et al., 2017). Therefore, staff involvement in their history in the LO becomes essential to understand. The current study advocates an integrated perspective by examining the effects of the LO and team member resilience on work engagement, thus providing a more unified approach (Malik & Garg, 2020).

Principals can influence teachers' involvement in empowering them in decision-making related to their job characteristics (Zahed-Babelan et al., 2019). The professional environment teachers can allow them to develop to be effective and efficient in learning and give positively (Tindowen, 2019). A

bottom-up approach is required to revive teacher quality according to the criteria in general (Bendermacher et al., 2017). The learning school must provide facilities and utilise learning outcomes through the individual, team and organisational stages to improve the performance of the empowerment of its resources (Xie, 2020). Several studies have found a positive and direct influence of organisational learning as a process of innovation (Jerez-Gómez et al., 2017). It can be said that the LO must be able to facilitate responsible research and innovation activities (Hansen et al., 2020). The limitations of schools in human resource issues, especially teachers, infrastructure facilities and funds become a real obstacle.

To overcome this, schools must facilitate by recruiting good-quality educators. The school provides adequate learning infrastructure by national education standards. However, the teacher has not been rewarded according to his competence. The principal makes rules that involve teachers teaching according to their pedagogical competence and training to improve social competence, emotional and professional skills. The principal must establish teachers and students interacting with each other in learning activities, developing learning methods, compiling training programmes and supporting and creating a conducive climate for learning (Gil et al., 2019). In a LO, the environment is considered necessary to voice and express ideas of difference. Organisations process learning practices and provide individual and group development. Similarly, its leaders modelled openness, a curiosity about different rewards (Korn et al., 2021).

Teachers are unable to achieve the learning targets that have been given. Shared target-focused organisational management and learning offer opportunities from organisational learning to improve performance (Raiden & King, 2021). The teacher's low pedagogical competence causes teachers to be unable to carry out practical learning tasks looking for the latest learning resources that can provide broad insights for their students. Teachers have low motivation caused by unfavourable work environment conditions and inadequate job satisfaction. The commitment and motivation of organisational members to cooperate with a social climate driven will result from new knowledge (Jerez-Gómez et al., 2017). Teachers do not focus on achieving goals because many tasks are irrelevant to their field. Teachers have a heavy workload because teaching tasks exceed the minimum standard limit.

Learning is considered more complex, and the politics of learning and the implementation of forms of power are often ignored, especially those that can facilitate it (Mastio et al., 2020). Teachers must be able to learn, to have confidence and to add value to their organisation. This circumstance indicates the organisational purpose remains meaningful to teachers and critical intangible capital resources are generated and leveraged through highly transparent practices and outcomes (Mastio et al., 2020). All this time, teachers have not been able to add value to the organisation. Teachers can get training to improve pedagogical, social and professional competencies. However, teachers do not yet have the solid self-efficacy to actualise themselves. Teachers need encouragement from the principal and their colleagues to believe they can complete the given task. The principal must give them confidence. Teachers' self-efficacy can be improved through structured training and gradually through personal mastery skills by introducing self-competence and how to solve the problems at hand. Teachers are willing to take the time to learn to do their job well. Personal mastery is considered a discipline that must be included in everyday life (Hansen et al., 2020).

Teachers have not been involved in decision-making at school. However, the principal is obliged to involve the teacher in decision-making in essential activities in the school. Teacher empowerment improves learning outcomes of organisations employing structured training. A structured training programme can provide creative thinking opportunities for teachers and students

(Newton & Beverton, 2012). Teachers are strengthened by their professional mastery skills to share their abilities with their students. Teachers must remain in their schools because they are obliged to convey a mission vision to their students to strengthen their institutions (Tindowen, 2019). Teacher skills and competencies can help students learn, improve and maintain the curriculum (Tindowen, 2019). Strategies and working conditions are closely related to gender (Moen & Yu, 2000).

LOs can overcome human resource weaknesses in the field of education. Increased knowledge and a deep understanding of opportunities and threats will provide personal strengths and weaknesses. Teacher behaviour and student–teacher interaction can prove the existence of an empowerment dimension. Individual students feel they face challenges and look for creative challenges to achieve their goals (Alerasoul et al., 2021; Cakir, 2015; Tolgfors, 2018). The reason is that the institutional weaknesses of individuals in an organisation can be overcome by increasingly adapting individuals and individual learning motivation in an organisation. Individuals can learn the organisation's values, experiences, knowledge and culture through the organisation. Thus, over time, the individual can improve and increase the capacity of his human resources.

5. Conclusion

Organisational learning strategies can develop a teacher's capacity as a learning teacher. Teacher training is structured and gradual to understand and believe in his role. Teacher empowerment is the provision of opportunities and encouragement to teachers to actualise their potential, skills and talents to achieve the goals set by the school. If there is an increase and strengthening of the efficacy and empowerment of teachers, schools as LOs will also increase. Creating a school into a LO can strengthen self-efficacy and teacher empowerment.

Strengthening the LO through self-efficacy and teacher empowerment is very important. If the school organisation is strong, then the quality of school management will also improve and get a good appreciation from the community. But this study also has limitations because only two variables were studied to see schools as LOs. Many other factors can affect the organisational power of learners. This research will provide input to authorities, such as the regional education office, to improve teacher performance and empowerment so that schools become good learner organisations and can support the quality of graduates.

6. Recommendations

The results of this study provide suggestions both theoretically and practically. Theoretically, a foundation that is in accordance with the theory in the development of research, the educational environment, especially teachers and principals, about self-efficacy and empowerment to excel with LO.

Practically, the principal can increase the understanding of strengthening the school organisation through the self-efficacy of teachers. For teachers, the results of this study can be used as a reference for increasing empowerment, which will make positive contribution to encourage the realisation of educational goals.

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