

From a Worldview Perspective: Empowering Indonesian EFL Educators' Professionalism through Self-Efficacy

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Abstract

In an educational milieu, professional EFL educators oftentimes bear a huge responsibility for becoming agents of change toward the promotion of better-quality language learning processes. Concerning this matter, the immediacy of corroborating EFL educators' self-efficacy is considered crucially important since they believe in their existing competencies to accomplish the demanding working loads given by educational institutions. This present small-scale qualitative library study was an apparent attempt to signify the critical role of self-efficacy to be activated at the beginning of Indonesian EFL teachers' teaching careers. To fulfill this main study purpose, 25 previously-related EFL teachers' self-efficacy studies were selected to shed enlightenment for our educational stakeholders to start prioritizing their teachers' significant self-efficacy development to promote more holistic language learning enterprises for learners. To ensure the eligibility and relevancy of reviewed research results, the researcher also employed a thematic analysis. There were two major specific themes yielded from an in-depth thematic analysis namely: (1) Highly self-efficacious EFL educators can potentially promote a conducive-friendly classroom climate and (2) the robust growth of self-efficacy progressively transfigures EFL educators into more persistent figures. From these two subdivided themes, it was implied that through the constant elevation of self-efficacy, EFL educators will be more professional initiators who are successful in terms of promoting positively-sound learning vicinities and preserving their best working performances amidst various educational complexities.

Keywords: Professionalism, Self-Efficacy, EFL Teachers, Library Study

Introduction

Teaching vocation is deemed as one of the emotionally-exhausting professions in which educators are highly demanded to preserve a higher level of professionalism amidst the taxing educational complexities they are confronting. McInerney et al. (2018) acknowledge that educationalists all around the globe are constantly encouraged to maintain their professionalism in the presence of emotionally demanding working dynamics. As a result of this highly-demanding situation, educators strongly inculcate their personal beliefs of the pedagogical aspects that can potentially induce more positively-sound classroom learning circumstances. This contention is closely associated with Nayernia et al. (2020) believing that teachers' professionalism is oftentimes determined by various cognitive, affective, and pedagogical factors leading them to promote better-facilitated learning activities for diverse learners.

Concerning those essential professional educators' attributes, it is of foremost importance for educational institutions to cultivate positive psychological states within each teacher.

This suggestion seems to accord with Pishghadam et al. (2021) theorizing that by infusing continual positive psychological attributes into teachers' professional lives, educational institutions have gradually invested in high-quality educational outcomes for their future generations. One of the most pivotal psychological streams worthwhile to be reinforced at the onset of a teacher's teaching journey is self-efficacy. It is strongly surmised that in the support of robust self-efficacy development, teachers will have broader opportunities to accomplish the specifically-assigned working loads as they fully believe in their competencies. Liu et al. (2021) articulate that highly self-efficacious teachers are more capable of handling a wide variety of stressful and adverse situations in their working dynamics since they entirely entrust their abilities so that they can go through all these unpleasant situations successfully.

In an EFL teaching-learning realm, the sustainable development of self-efficacy simultaneously gained an identical momentum for language educators to become the agents of change who can foster their learners' academic performances and achievements. This conception is parallel with Mok and Moore (2019) averring that EFL teachers instilling a higher level of self-efficacy are more eager to continuously dedicate their heart, mind, and energy to elevate learners' targeted learning skills and results. Most importantly, the critical importance of self-efficacy has gained its saliency when it comes to psychologically sound classroom learning environments where EFL educators are highly committed to establishing positive relationships with all learners, imparting a meaningful means of classroom communication, and addressing high-quality learning processes. These rewarding educational outcomes are in harmony with Dayeri and Roohani (2019) avowing that highly self-efficacious EFL educationalists have a stronger willingness to constantly promote more emotionally-supportive classroom learning enterprises wherein all learning community members can attain more fruitful learning outcomes. Thus, it is worth recommending for EFL educators fine-tune their psychological well-being by internalizing more robust self-efficacy growth at the commencement of their teaching career. It is interesting to be noted that with the accompaniment of stronger self-efficacy development, EFL educators can consistently showcase satisfying working performances in their educational fields as they hold positive views toward themselves, their surroundings, and working demands. All these influential variables aligned with Greenier et al. (2021) postulate that with the constant nourishment of self-efficacy, EFL educators will potentially cast more positive perspectives toward their current teaching vocation by which they are willing to embrace a vast range of educational obstructions and have stronger intentions to perform their best working performances.

While dealing with arduous classroom vicinities such as unruly learners' behaviors, unsupportive teaching facilities, disruptive learners, and slow learners, highly self-efficacious do not lament these tentative hardships. Rather, they channel their energy, mind, and heart to devise a vast variety of efficient pedagogical solutions to better mitigate the aforementioned classroom learning issues. In the same respect, Tayler et al. (2015) adduce that highly self-efficacious educators are more spirited to invent a range of beneficial classroom learning activities that can continually promote more meaningful classroom vicinities wherein all learners can advance their target language competencies and persistently deal with strenuous classroom learning complexities. Added to this, empowering EFL educators' professionalism in the light of self-efficacy also means actualizing more holistic language learning dynamics by which all learners are strongly motivated to foster their desired learning competencies to the fullest potential. Gusho and

Çekrezi (2015) posit that with an intensive empowerment of self-efficacy, EFL educators can bring about varied benefactors for their learners to continually enhance the targeted language proficiency to more advanced development. This teacher's professional attribute is crucially needed as educators will be highly responsible to accomplish their working tasks in the middle of laborious situations they are currently facing. This ultimate teacher's self-efficacy benefit is in conformance with the theory of Saito and Khong (2017) arguing that it is indispensable for EFL teachers to incorporate a higher degree of self-efficacy at the outset of their teaching journey to progressively transfigure them into more highly-dedicated educationalists who are desirous of coping with various challenging working stuff.

Of great interest are five prior investigations on EFL teachers' professionalism and psychological well-being that have been initiated by renowned researchers who are keen on investigating educators' professional-related along with emotional dimensions. Therefore, the researcher briefly reviewed the outcomes derived from these five studies. The first study was conducted by Avillanova and Kuswando (2019) noting that Indonesian EFL teachers' professional development is highly impacted by a wide range of cognitive, pedagogical, and affective factors such as ICT skills, language proficiency, and emotional regulation. Sinom and Kuswando (2022) strongly suggested educational institutions to elevating Indonesian EFL teachers' professional identity by continuously exposing them to more supportively-sound working circumstances where they enjoy their teaching dynamics as competent educators. Wijaya (2021) highly advocated that Indonesian EFL teachers possess positive perceptions toward their teaching vocation to allow them to fully promote more meaningful classroom learning surroundings for their learners and stay longer in their current profession. Wijaya (2022) revealed that with the enlightenment of robust self-regulation, the majority of Indonesian EFL teachers have gradually transformed into more professional and innovative educators who can exert more potent controls on various challenging classroom learning dynamics. In the last study, Zulkifli et al. (2021) uncovered that the majority of Indonesian EFL teachers were more capable of conducting more meaning-making online learning activities with the support of relevant technology integration and a higher level of professionalism resulting in more satisfying learning rewards achieved by their learners. Apart from a great number of EFL teachers' professional development studies conducted all around the globe, further in-depth qualitative investigations on Indonesian EFL educators' professionalism with the support of self-efficacy are still in their infancy. Hence, this present small-scale library study attempted to review a body of 25 previously-published studies on the critical importance of empowering Indonesian EFL educators' professionalism in the light of self-efficacy. By releasing this major study objective, Indonesian EFL experts, practitioners, and policy-makers are more prompted to establish more mutual collaborative networking in devising highly-supportive educational circumstances where language teachers' self-efficacy can eventually thrive to greater development. The current small-scale qualitative study targeted the following main research problem: (1) what are the potential influential impacts promoted by self-efficacy in empowering Indonesian EFL educators' professionalism?

Methodology

The researcher incorporated a library design study in this small-scale qualitative investigation to obtain more relevant, reliable, and comprehensible research results. Toward that end, the researcher reviewed 25 prior studies of EFL teachers' self-efficacy. Speaking specifically, a predominant number of these 25 previous EFL teachers' self-efficacy studies were conducted in global contexts as there is still a scarcity of a profound investigation

toward this theme in Indonesian EFL contexts. Irrespective of this huge discrepancy, it is strongly hoped that the globalized and broad-minded perspectives emanated from these 25 preceding investigations can pave a new promising pathway for the significant advancement of Indonesian EFL teaching-learning processes accompanied by the robust development of our educators' self-efficacy. The year of these 25 previous self-efficacy studies ranged from 2014-2021 to generate more up-to-date and contextual research results that may be particularly beneficial to foster the whole quality of Indonesian EFL teaching-learning processes under the enlightenment of robust self-efficacy development. Two major underlying reasons encouraged the researcher to initiate this current small-scale library investigation. Firstly, educational institutions in Indonesian EFL teaching-learning contexts still put a heavier emphasis on EFL teachers' cognitive and pedagogical skills development without taking into account their psychological well-being. Therefore, the forthcoming research results are expectantly hoped to progressively broaden our educational stakeholders' perspectives to start optimizing EFL teachers' self-efficacy level to fully promote better-quality educational outcomes to the learners. Secondly, the researcher held a strong belief that the specifically-attained research results can efficiently decrease the teacher attrition rates oftentimes occurring in the Indonesian EFL teaching-learning milieu as language teachers begin to experience a higher level of satisfaction toward their teaching vocation due to the prolific cultivation of their self-efficacy. To generate more applicable and trustworthy research results, the researcher concurrently internalized a thematic analysis. In the support of this research method, the researcher subcategorized the most-often appeared research results into some specific themes to enable educational stakeholders to comprehensively understand the crucial importance of empowering Indonesian EFL teachers' professionalism through self-efficacy. In the data delineation processes, the researcher argumentatively explicated each particularly-reviewed research result under the specific themes with the support of relevant self-efficacy theories and findings. By embodying this ultimate library analysis step, more robust research results can potentially shed a rewarding enlightenment for the significant progression of Indonesian EFL teachers' professional development and self-efficacy growth that may yield meaningful target language learning enterprises for diverse wide-ranging learners in future events.

Results and Discussions

In this section, the researcher expounded the already-generated research results based on an exhaustive thematic analysis. Practically speaking, two major themes were yielded namely: (1) Highly self-efficacious EFL educators can potentially promote a conducive-friendly classroom climate and (2) the robust growth of self-efficacy progressively transfigures EFL educators into more persistent figures. Further comprehensive explications can be observed in the subsequent lines.

Theme 1. Highly Self-Efficacious EFL Educators Can Potentially Promote a Conducive-Friendly Classroom Climate

Theme 1	Authors
Highly Self-Efficacious EFL Educators Can Potentially Promote a Conducive-Friendly Classroom Climate	Alibakhshi et al. (2020); Babaei and Abednia (2016); Çankaya (2018); Demirel (2017); Eğinli and Solhi (2021); Hoang and Wyatt (2021); Lu and Mustafa (2021); Pratt et al. (2021); Sabet et al. (2018); Sarfo et al. (2015); Ucar and Bozkaya (2016); Wossenie (2014); Wyatt (2018); Zonoubi et al. (2017).

The most notable advantageous value highly self-efficacious EFL teachers can promote to their teaching-learning daily basis is the successful internalization of a conducive-friendly

classroom climate. It has been a consensus that highly self-efficacious EFL teachers can intensively empower learners' further learning progressions since they are desirous of implementing more enjoyable learning activities, running more meaning-making learning dynamics, and possessing a higher level of belongingness toward their teaching vocation. All these underlying premises are also in the perspective of Alibakhshi et al. (2020) who highly recommend EFL teachers instill robust self-efficacy growth within themselves in which they are strongly determined to enact more interesting teaching-learning materials, bring about more meaningful learning dynamics, and infuse a higher degree of ownership to their current teaching profession. The centrality of stronger development of EFL teachers' self-efficacy has gained its importance since highly self-efficacious EFL teachers have a long-lasting tendency to cast their exhaustive caring to assist their learners' learning performances and progress eventually resulting in more fruitful target language learning outcomes attainment. This contention is substantiated by Çankaya (2018) postulated that by cultivating a higher degree of self-efficacy, EFL teachers will have broader opportunities to orchestrate a wide range of meaningful pedagogical strategies that are beneficial to bring about better-quality English learning enterprises where all learning community members are strongly motivated to attain their predetermined learning objectives.

It is also interesting to be underscored that the full internalization of high-quality language learning enterprises can be actualized when EFL teachers have maintained a positive mindset, good mentality, and robust commitment to remain in their teaching career during their entire life. All these laudable psychological streams will allow EFL teachers to experience a higher degree of working enjoyment and gradually become more self-efficacious educators as they understood their lofty calling namely promoting the best educational qualities for all learners. This conception hovers in the perspective of Hoang and Wyatt (2021) pinpointing that when highly self-efficacious EFL teachers are feeling flushed to select the teaching vocation as their ultimate career pathway, they can garner all their hearts, energy, and mind to devise emotionally-supportive classroom learning circumstances in which language learners are encouraged to continually foster their target language proficiency to greater development.

Regarding the manifold benefactors of EFL teachers' self-efficacy development, it is of utmost importance for prospective EFL teacher candidates to establish a stronger self-efficacy level before commencing the tangible teaching-learning complexities they are going to face in various educational institutions. It is doubtless to say that highly self-efficacious EFL teachers simultaneously ingrain a higher level of confidence in their cognitive, affective, and pedagogical aspects. After they have become more optimistic toward their unique capabilities, these efficacious EFL teachers can potentially maximize their utmost efforts to promote more positively-sound learning climates, impart clearer teaching-learning instructions to learners, and activate learners' proactive learning participation. This argumentation lends support to the prior theory of EFL teachers' self-efficacy proposed by Sarfo et al. (2015) adducing that it is of foremost essential for future EFL teachers candidates to start prioritizing their self-efficacy development at the onset of their teaching practicum programs to make them put a higher degree of beliefs toward their specific competencies, which in turn beneficial to manage the chaotic classroom learning vicinities, address comprehensible learning instructions to all learners, and nurture learners' active learning engagement. Of great interest is highly self-efficacious EFL teachers are mutually related to flexible, adaptable, and adaptive decision-makers who are capable of applying a series of holistic learning activities that are closely interlinked with their learners' particular learning

needs, interests, and situations. This last component is crucially pivotal in a constant attempt for efficacious EFL teachers to promote a conducive-friendly classroom atmosphere. Wyatt (2018) has similarly noted that one of the critical determinants for highly self-efficacious EFL teachers to constantly promote better-facilitated English learning dynamics is to progressively transfigure into more adaptable and flexible planners who can fine-tune the ongoing teaching-learning activities to meet their learners' existing learning interests, proficiency, and conditions.

Theme 2. The Robust Growth of Self-Efficacy Progressively Transfigures EFL Educators into More Persistent Figures

Theme 2	Authors
The Robust Growth of Self-Efficacy Progressively Transfigures EFL Educators into More Persistent Figures	Balçı et al. (2019); Demir (2021); Fathi et al. (2021); Fathi et al. (2020); Han and Wang (2021); Hulya et al. (2018); Mehmood (2019); Moradkhani and Haghi (2017); Phan and Locke (2015); Safari et al. (2020); Merç (2015).

It has been an open secret for public society and educational boards that teaching vocation is an emotionally-demanding profession in which EFL teachers are highly demanded to preserve their professionalism, showcase the best-working ethos and give high-quality educational services to their school institutions. Concerning all these complexities, it is progressively essential for teacher training and education faculties to establish, nourish, and amplify pre-service EFL teachers' self-efficacy during participating in the teaching-learning simulations. This action needs to be actualized since novice EFL teachers who infuse the robust growth of self-efficacy will be more eager to bravely confront a wide variety of working impediments they are currently confronting in their working places. As a result of this courageous action, EFL teachers will become more productive language learning influencers who are highly encouraged to advance the whole educational quality of their particular school institutions. This belief is concurrently confirmed by Balçı et al. (2019) articulating that when EFL teacher candidates can alleviate their excessive anxiety to be replaced by robust self-efficacy growth, they will be more ready to overcome a vast variety of taxing educational challenges in their working dynamics.

It is noteworthy to be acclaimed that when EFL teachers can activate four sources of self-efficacy namely mastery experience, vicarious experience, verbal persuasions, and psychological arousal, they will be more successful in diminishing their occupational stress, emotional burnout, and perturbation resulting in a greater psychological well-being development. This supportive psychological construction is of considerable importance for EFL teachers as they begin to enjoy their daily working dynamics irrespective of pressuring events addressed by their school institutions. These above-mentioned explications strengthened the prior self-efficacy study of Fathi et al. (2020) attesting that a predominant number of Iranian EFL teachers have turned into more clear-headed and positive figures after they ingrain a higher level of self-efficacy growth and robust psychological well-being. In a similar vein, the potent construction of self-efficacy can act as a propelling force for EFL teachers to accurately identify their particular strengths and weaknesses as educators. Upon spotting these essential teaching areas, highly self-efficacious EFL teachers are strongly motivated to elevate their entire cognitive, affective, pedagogical, and professional attributes leading them to become more qualified educationalists in future events. This underlying principle echoed the previous finding of Han and Wang (2021) believing that for EFL teachers to constantly transform into more high-quality educators, they should activate

their self-efficacy in which they can explicitly discern and improve their specific weaknesses with a positive mindset that may potentially contribute to the significant educational qualities elevation.

Unforeseen educational hindrances are more likely to attenuate EFL teachers' commitment, dedication, and robustness to proceed into the next step of their teaching vocation. Hence, it is worth advocating for EFL teachers to sincerely embrace a vast array of taxing challenges hampering the conduciveness of their working dynamics. Simply speaking, EFL teachers are strongly prompted to invest a higher degree of self-efficacy at the outset of their teaching career to progressively change their old paradigms in that they regard arduous challenges as unpleasant situations to happen in their journey. Rather, they begin to believe that all these strenuous hurdles can promote them to more advanced professional development levels. This perspective seems to concur with Phan and Locke (2015) stating that highly self-efficacious EFL teachers are identical to educationalists who are more prone to take on every single educational obstacle optimistically, confidently, and positively by which they can gradually transform into more professional educators. The commendable characteristics of persistent EFL teachers correspond with their tailor-made professional development wherein they can infuse a slightly pleasant feeling amidst adverse working surroundings, implement more up-to-date learning activities fit with their present learners' learning contexts, and provide varied meaningful learning tasks harmonious with their learners' language learning proficiency levels. In the same line of argument, Merç (2015) confessed that there is a tight-knit relationship between EFL teachers' self-efficacy and adjusted professional development in which they have a higher degree of intention to become more resilient educationalists amidst anxiety-provoking working circumstances, approach the classroom learning dynamics with more innovative teaching methods, and solidify their learners' academic performances by addressing more contextual language learning tasks.

Conclusions

Reflecting on the already-reviewed findings derived from the above 25 self-efficacy studies, Indonesian educational stakeholders should heed their considerable attention on developing both senior and pre-service EFL teachers' self-efficacy growth to the utmost level. As discussed before, a higher degree of self-efficacy is indisputably crucial for EFL teachers to infuse optimistic aspirations allowing them to experience job satisfaction and contentment. Besides this essential standpoint, highly self-efficacious EFL teachers can concurrently transfigure into more insightful, thoughtful, and strategic educators who are highly skilled at designing a wide variety of meaningful learning activities, tasks, and assessments currently matching their specific learners' learning needs, interests, proficiency, and situations. Furthermore, the saliency of solid self-efficacy development has simultaneously gained its crucial role when it comes to unstable educational complexities EFL teachers have to confront daily. The above-delineated research results unfolded that highly self-efficacious EFL teachers can survive and thrive despite the adverse working enterprises they sustainably experience during their daily routines. This commendable character occurred as EFL teachers maturely embrace all those hardships, confidently deal with unpleasant working demands, and straightly presume the tentative teaching-learning obstructions as one of the promising trajectories for them to become more professional educationalists.

Despite these illuminating research results, several drawbacks forming in this small-scale qualitative library study need to be pointed out. The first shortcoming related to the generalizability of the research outcomes. As the vast majority of 25 previously-selected

self-efficacy studies were conducted in globalized EFL teaching-learning contexts, it will be potentially challenging to estimate whether these obtained research results are applicable in our EFL learning situations due to the huge cultural, social, and custom discrepancies separating our nation from those worldwide countries. Therefore, it will be more rewarding for prospective researchers to replicate this current study model by exhaustively reviewing the influential impacts of activating EFL teachers' self-efficacy to promote more relatable research outcomes contributable to our English learning contexts. Secondly, it should be fairly confessed that the continual enlargement of EFL teachers' self-efficacy growth is highly impacted by manifold teacher-related variable factors such as professional identity, emotional regulation, self-regulation, and psychological well-being. Anchoring on this inevitable truth, it will be more prudent for future researchers to canalize their profound attention to profoundly investigate one of these four accompanying teacher professional development supports to extensively promote a significant degree of educational benefits for the sake of our English teaching-learning quality improvements. Contrasted with these study deficiencies. This present small-scale qualitative library study still proved of great value, particularly in rebuilding, reforming, and rejuvenating our national education boards' perspective to start designing a series of intensive professional development programs that can potentially affirm EFL teachers' self-efficacy in a hope of actualizing the best-quality learning encounters for all learning community members holistically.

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