

TEACHER'S SELF CONFIDENCE IN EVALUATION OF ONLINE LEARNING  
 AT JUNIOR HIGH SCHOOL 39 SAMARINDA

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*Teacher self-confidence in evaluating online learning at Junior High School (JHS) Negeri 39 Samarinda. This study aims to find out about the teacher's self-confidence in evaluating online learning at JHS Negeri 39 Samarinda on the teacher's efforts to increase self-confidence in evaluating online learning at JHS Negeri 39 Samarinda, as well as factors that support teachers' self-confidence in providing evaluations of online learning at JHS Negeri 39 Samarinda, and to find out the factors that hinder teachers in providing learning evaluations at JHS Negeri 39 Samarinda. The type of research is descriptive qualitative research with a focus on the teacher's efforts to increase self-confidence in evaluating online learning at JHS Negeri 39 Samarinda, as well as factors that support teachers' self-confidence in providing evaluations of online learning at JHS Negeri 39 Samarinda, and to find out factors that hinder teachers in providing learning evaluations at JHS Negeri 39 Samarinda. There are sources of research data sourced from primary and secondary, with data collection methods are through observation, interviews, and documentation. Data analysis techniques through data collection, presentation and conclusion. The results showed that teachers' self-confidence in evaluating online learning at JHS Negeri 39 Samarinda was through the results of the study showing the teacher's efforts to increase self-confidence in evaluating learning at JHS Negeri 39 Samarinda through cognitive, motivational, affective, and selection. The factors that support teachers' self-confidence in providing evaluations of online learning at JHS Negeri 39 Samarinda are the support provided by teachers, schools and the community (parents of students). The inhibiting factors for teachers in evaluating online learning at JHS Negeri 39 Samarinda, These barriers come from the internal side, namely the school and externally from the parents of students.*

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**I. INTRODUCTION**

Education in Indonesia has a long history because education has existed for three periods, namely education based on religious teachings, education that was based on the interests of the colonizers, and also education in the context of the struggle for

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independence, then after independence, a curriculum system and school system had emerged, and also many Indonesians had pursued an education in school (Warman Warman, Suryaningsi Suryaningsi, 2011). The old order was still heavily influenced by the education system of the Dutch era, so in his efforts, Ki Hajar Dewantara as minister of teaching and culture education tried to formulate a national education system based on the culture of the Indonesian nation itself in order to create an honorable and advanced nation. Mystical and cultural values that exist in the life of a nation that has a culture in each generation, are not only in the form of maintenance, but also aim to promote and develop culture (Warman et al., 2018). Education is defined alternatively as a conscious effort made by the family, community, and government, through guidance, teaching, or training activities that take place at school and outside of school throughout life to prepare students to be able to play roles in various environments appropriately in the future come (Asmal, M. Amir Masruhim, 2022).

Educating students is the job of a professional that is a professional teacher with the main task of educating students, teaching students, guiding students, directing students, and training, assessing, and evaluating students through early childhood education through formal education (ECEP), basic education (SD), as well as junior secondary education (JHS) and senior secondary education (SMA). Based on certain criteria and considerations in order to take a decision made by a teacher in order to determine the level of student understanding of the material presented and as a reference for filling out report cards, addition, evaluation is useful for changing student learning for the better, but evaluation learning cannot run as optimally as possible due to the current COVID-19 (Coronavirus Disease) that has occurred. However, in learning through the internet network or online, on the other hand, teachers and students have benefited from learning via the internet or online, so teaching and learning activities can take place even though the distance and places are different, and students can use social media to get information. on the answers to the questions that have been given by the teacher. The obstacles faced have also occurred at JHS Negeri 39 Samarinda in the learning process via the internet or online, with obstacles such as There are parents or students who do not have electronic devices such as cellphones, laptops, and so on, and there are still many people parents and teachers who do not understand technology, so that in the learning process at JHS Negeri 39 Samarinda teachers and students only use the WhatsApp

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application, do not use other applications and teachers in the learning process cannot practice explaining the evaluation of learning directly and learning is only written.

## **II. METHODS**

The research was conducted from February 7, 2022, until it was completed on May 23, 2022. Based on the research title regarding Teacher Self Confidence in Evaluation of Online at JHS Negeri 39 Samarinda. Using research is a study with the aim of knowing the teacher's efforts in increasing self-confidence in evaluating online learning at JHS Negeri 39 Samarinda, and finding out the factors that support teachers' self-confidence in providing evaluations of online learning at JHS Negeri 39 Samarinda. And to find out the factors that hinder teachers in evaluating online learning at JHS Negeri 39 Samarinda. The focus of the research presented above is the center of the problem formulation that is the concern of the research study by the researcher.

## **III. RESULTS AND DISCUSSION**

### **1. Teachers' Efforts in Increasing Self-Confidence in Evaluation of Online Learning at JHS Negeri 39 Samarinda**

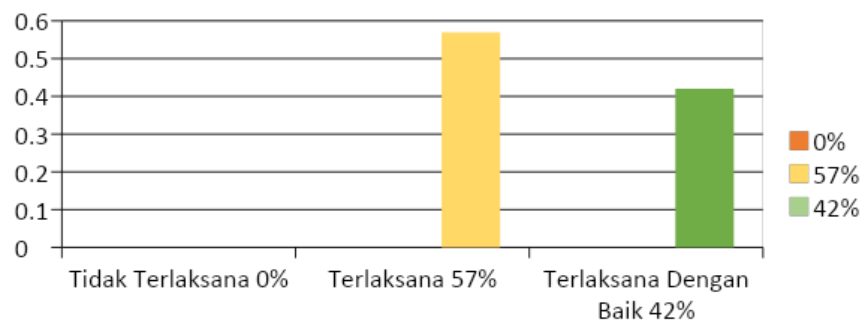
Efforts are an attempt to solve the problems faced to achieve a goal, as for finding solutions to the problems encountered. Effort is part of the role that must be carried out by someone to achieve certain goals. The efforts made by teachers in increasing self-confidence in evaluating online learning at JHS Negeri 39 Samarinda through several processes such as; cognitive, affective, motivational, selective processes in accordance with efficacy theory.

Based on the theory of efficacy According to Bandura (1997) formulating the notion of efficacy is a person's belief in his ability to organize and carry out a series of actions needed to be able to regulate the actions needed to complete a particular task. To strengthen the research, a comparison with previous research relevant to this study which had differences in the discussion of the problem formulation of the teacher's efforts in increasing self-confidence in evaluating learning at JHS Negeri 39 Samarinda. Previous research with the title self-efficacy research: indigenous studies on Javanese teachers with the formulation of the problem of self-efficacy studies on indigenous Javanese teachers discussed more about indigenous Javanese teachers. Therefore, the difference with this study can be seen from the aspect of discussing the problem formulation of the

teacher's efforts in increasing self-confidence in evaluating learning at JHS Negeri 39 Samarinda.

Novelty is an element of finding or novelty resulting from a research that will be a good contribution to science and to life. The novelty resulting from the comparison of the two studies above is the teacher's effort to grow the learning motivation of indigenous Kutai students at JHS Negeri 39 Samarinda. From the description that has been presented above, the research has been strengthened through theory, besides that, there is a comparison of research that has resulted in a novelty, then to further clarify the research.

The author provides a description of the data about the teacher's efforts to increase self-confidence in online learning evaluation at JHS Negeri 39 Samarinda after triangulation was carried out by 4 informants and 10 student respondents, it can be classified in the following diagram:



Source of data: Processed by the author from the results of research in 2022

If classified in the presentation of Teacher's Efforts in Increasing Self-Confidence in Evaluation of Online Learning at JHS Negeri 39 Samarinda are as follows: Not Implemented as much as 0%, Implemented as much as 57% and Very well Implemented as much as 42%. This can prove that teachers have made efforts to increase self-confidence in evaluating online learning at JHS Negeri 39 Samarinda well, but for confidence to students it is still not implemented.

The table above states that efforts to increase self-confidence have not been carried out very well in learning because of the lack of student participation because distance learning makes students less able to show their abilities and confidence to speak in public. The authors provide solutions regarding these problems, teachers can help students increase self-confidence by going through presentation tasks, giving quizzes according to subject needs so students will be trained slowly and then become accustomed to speaking in public, then can express their opinions while studying,

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although Currently, student learning is still online but students can still practice self-confidence when learning takes place and the teacher will guide and direct students.

The above explanation that has been described above as a whole is then concluded, the following are the conclusions: To strengthen the research, a comparison is made with previous research that is relevant to this research which has differences in the discussion of the problem formulation of the teacher's efforts in increasing self-confidence in evaluating online learning in JHS Negeri 39 Samarinda. The authors provide solutions regarding these problems, teachers can help students increase self-confidence by going through presentation tasks, giving quizzes according to subject needs so students will be trained slowly and then become accustomed to speaking in public, then can express their opinions while studying, although Currently, student learning is still online but students can still practice self-confidence when learning takes place and the teacher will guide and direct students.

## **2. Factors Supporting Teachers' Confidence in Providing Online Learning Evaluations at JHS Negeri 39 Samarinda**

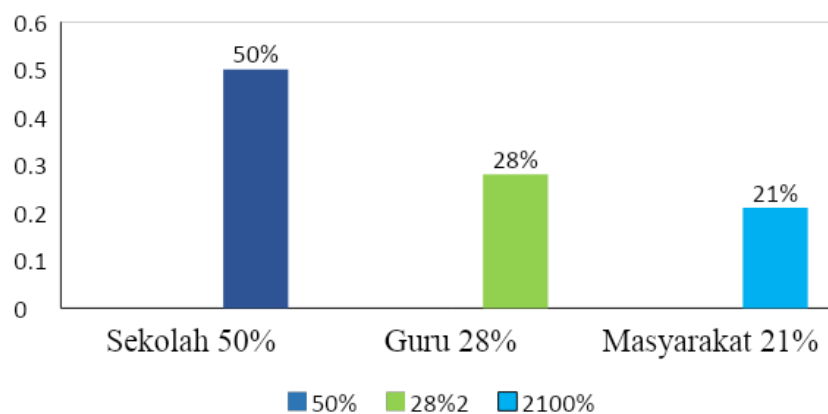
Factors facilitate the behavior of individuals or groups who already have skills that aim to support these factors, as for factors that support teachers' self-confidence in providing online learning evaluations at JHS Negeri 39 Samarinda, through teachers as mentors and tutors in providing the best possible learning to participants students, while other supporting factors are schools as places of institutions or places of learning that are useful for students to increase knowledge in reading, writing and learning behave well. next supporting factor is the community that is adjacent to the school environment which is an integral part of real life which is always side by side with the school because the community is the parents of students who have children who go to school, so the three supporting factors are interrelated.

In accordance with the teacher theory according to Suparlan (2008), a teacher is someone who has tasks related to efforts to educate the nation's life in various other aspects such as; emotional and spiritual, as well as physical, intellectual, or other aspects"(Sianturi et al., 2020).

To strengthen the research, the authors make comparisons with previous research that is relevant to this study which has a difference in the title of the research regarding Teacher Self-Confidence in Evaluation of Online Learning at JHS Negeri 39 Samarinda. Previous research with the title Self Efficacy Teacher Research on the Dynamics of Online Learning in the COVID-19 Pandemic Period. As for what is meant by the difference with this research, it can be seen from the aspect of the discussion of the formulation of the problem which discusses the factors supporting the teacher's self-confidence in providing evaluations of online learning at JHS Negeri 39 Samarinda.

The comparison of the research that has been carried out above has differences in the title and in terms of the formulation of the problem that produces a novelty. Novelty is an element of findings or updates resulting from a research that is a good contribution to science and to life. The novelty resulting from the comparison of the two studies above is the teacher's evaluation of the dynamics of student learning outcomes during the COVID-19 pandemic at JHS Negeri 39 Samarinda.

From the descriptions presented above, the research has been strengthened through theory. In addition, there is a comparison of research that has resulted in novelty, then to further clarify the research, the author provides a description of the data about the factors that support teachers' self-confidence in providing evaluations of online learning at JHS Negeri 39 Samarinda after doing this. Triangulation of 4 informants and 10 student respondents can be classified in the following diagram:



Source of data: Processed by the author from the results of research in 202

Classified in a presentation on Factors That Support Teachers' Self-Confidence in Providing Evaluation of Online Learning at JHS Negeri 39 Samarinda, school

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informants answered as much as 50%, teacher informants answered as much as 28%, and community informants answered as much as 21%. From the results of the author's interviews with 4 informants and 10 sources from February to March 2022, it is stated that the factors that support teachers' self-confidence in providing online learning evaluations at JHS Negeri 39 Samarinda are factors that come from schools, teachers, and the community. support teachers in providing learning evaluations.

The solution that can be realized as a supporter of the three indicators above is by preparing learning media in the form of lesson plans, as well as other supporting devices, as for the assistance provided by the school to teachers and students such as internet quota assistance so that students and teachers can be helped during the online learning process. , as well as support through the role of parents in supervising children in helping teachers motivate students in providing additional direction and also in addition to what is given by the teacher as for assistance from parents convincing students of the importance of learning even though it is constrained by distance, students should not be discouraged and always listen to the teacher's directions and parents so as to achieve a good wish.

The explanation of the analysis that has been described above as a whole can be concluded that the factors facilitate the behavior of individuals or groups who already have skills that aim to support these factors, while the factors that support teachers' self-confidence in providing online learning evaluations at JHS Negeri 39 Samarinda, through teachers as mentors as well as tutors in providing the best possible learning to students, while besides that other supporting factors are schools as institutions or places of learning that are useful for students to increase knowledge in reading, writing and learning to behave well. Research is strengthened by theories that are in accordance with the problems at hand and strengthened by comparisons of relevant research with previous research that produced novelty or new findings relevant to school conditions regarding teacher evaluation of the dynamics of student learning outcomes during the COVID-19 pandemic at JHS Negeri 39 Samarinda . The diagram described by the author in order to clarify the research given a solution to the problem.

### **3. Factors that hinder teachers' self-confidence in providing online learning evaluations at JHS Negeri 39 Samarinda**

Self-confidence is an impulse that comes from within an individual who is able to achieve something desired. As for the inhibiting factors that even hinder and restrain the



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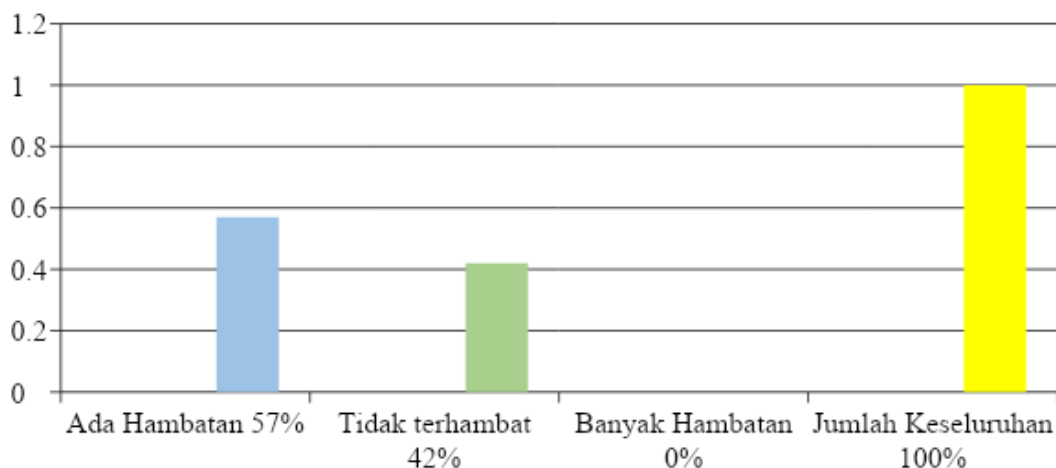
occurrence of something that is expected. The teacher is a professional educator who is equipped with qualified pedagogic abilities who have confidence in teaching, but there are factors that hinder teachers from providing online learning evaluations at JHS Negeri 39 Samarinda. The inhibiting factor is that it comes from internally, namely the school in tackling the infrastructure during online learning, besides that from the community, namely the parents of students who are hampered in supporting children to study at school because many parents of students are of middle to lower economy so that make parents of students unable to facilitate their children properly. Teachers and schools try to help students by providing internet quota assistance in order to help parents of students so that the online teaching and learning process can still run in a structured manner and can achieve better learning.

The description that has been conveyed above is reinforced by the theory of learning evaluation according to Norman E Ground (1976) formulating the meaning of evaluation as follows: "evaluational a systematic process of determining the extent to which instructional objectives are achieved by pupils." Evaluation is a structured process to be able to determine or make decisions, thereby knowing the extent to which the learning objectives have been achieved by students. To strengthen the research, the authors make comparisons with previous research that is relevant to this study which has a difference in the title of Teacher Self-Confidence in Evaluation of Online Learning at JHS Negeri 39 Samarinda. A previous study entitled Evaluation of Online Learning in the Era of the COVID-19 Pandemic in Class VII at JHS N 3 Negara Ratu Natar, South Lampung. Therefore, the difference with this study can be seen from the aspect of problem formulation regarding the factors that hinder teachers in evaluating online learning at JHS Negeri 39 Samarinda.

The description that has been submitted through the comparison of current research with relevant previous research has resulted in novelty or new findings to strengthen the research. The novelty is the role of parents in the achievement of student learning outcomes during the COVID-19 pandemic at JHS Negeri 39 Samarinda. From the explanation that has been presented above, the research has been strengthened through theories and comparisons of previous relevant studies that have resulted in novelty or new findings. To further clarify this research, the authors provide data on the factors that hinder teachers' self-confidence in providing online learning evaluations at



JHS Negeri 39 Samarinda by triangulating 4 informants and 10 sources from students at JHS Negeri 39 Samarinda, so they can be classified on a bar chart.:



Processed by the author from the results of the 2022 research.

Classified into presentations that the Factors Inhibiting Teacher Self-Confidence In Providing Online Learning Evaluation at JHS Negeri 39 Samarinda are as follows: There are 57% barriers, 42 no barriers % and Many obstacles as much as 0%. This can prove that teachers have tried to reduce the inhibiting factors that can hinder online learning activities at JHS Negeri 39 Samarinda. These obstacles are the limitations of online learning facilities and infrastructure to the readiness of facilities and infrastructure that can support online learning activities, not all of them are met if from the teacher's point of view of facilities such as laptops, computers and cellphones and in terms of infrastructure there can still be fulfilled but for students there are still many who lack supporting facilities such as facilities and infrastructure, such as there are still many students who do not have their own cell phones and are forced to join with their friends to study and also the economic limitations of parents who are still minimal so that sometimes it is difficult to meet their children's needs for internet quota.

The solution to the problems above can be described in minimizing the problem, it can be helped by students who do not have their own cell phones, they can use their classmates' cell phones or borrow their siblings' cell phones, so that students who initially cannot take online classes are helped, then the availability of internet quota can be assisted by the school. As for the lack of other supporting facilities, parents and teachers can help so that the learning process can continue. The overall

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conclusion from those presented above is that the limitations of online learning facilities and infrastructure to the readiness of facilities and infrastructure that can support online learning activities are not all fulfilled if from the teacher's point of view of facilities such as laptops, computers and mobile phones and in terms of infrastructure there are also can still be fulfilled but for students there are still many who lack supporting facilities such as facilities and infrastructure such as there are still many students who do not have their own cell phones and are forced to join their friends to study and also the economic limitations of parents who are still minimal so that sometimes it is difficult to meet the needs of their children for quotas Internet. However, with the solution presented above, it is hoped that it can help students face the limitations of online learning support facilities.

#### **IV. CONCLUSION**

Based on the research that has been conducted on teacher self-confidence in evaluating online learning at JHS Negeri 39 Samarinda, it can be concluded as follows: 1. Teachers' efforts in increasing self-confidence in evaluating online learning at JHS Negeri 39 Samarinda are realized through four processes as follows: Teachers are able to apply the cognitive process in order to strengthen the teacher's self-confidence, and the teacher is able to motivate students as a driver of learning desire, in addition to the affective process the teacher is able to increase self-confidence in students and after going through these three processes the teacher conducts the selection process the teacher invites students active in online learning. 2. Factors that support teachers' self-confidence in providing online learning evaluations at JHS Negeri 39 Samarinda. Teachers through various learning media teachers are able to provide better online learning which is supported by school assistance by facilitating teachers and students with internet quotas during online learning and supported by the community (student parents) providing a comfortable atmosphere in learning, from the three factors supportingmake teachers able to provide better learning evaluations to students. As for the third, the inhibiting factor for teachers in evaluating online learning at JHS Negeri 39 Samarinda, but the inhibiting factor comes from the internal side, namely the school and externally comes from the students' parents.

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