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## THE RELATIONSHIP BETWEEN TEACHER SELF-EFFICACY AND MALADAPTIVE BEHAVIOR IN AISIYIAH PRE-SCHOOL CHILDREN IN SIDOARJO

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### 2 Abstract

*The objective of this research is to probe the correlation among the self-assurance of teachers and the unfavorable conduct of youngsters attending Aisyiyah KB/TK in Sidoarjo. Children's maladaptive behavior is a behavior that becomes one of the obstacles to the growth and development of the golden age experienced by pre-school children. This needs to be handled by collaboration between parents and teachers as the main educators of children. Instructors with strong self-efficacy can facilitate the handling of children who exhibit maladaptive behavior in their class thereby reducing obstacles for these children and other students during the learning process. This research is a correlational study using questionnaires or questionnaires. Questionnaires for both variables were filled out by teachers as a sample of the study, totaling 200 Aisyiyah KB/TK teachers with the Teacher Sense of Efficacy Scale (TSES) questionnaire with Alpha Cronbach 0.992 and the Strengths and Difficulties Questionnaire (SDQ) scale with Alpha Cronbach 0.756. The sampling technique uses a quota sampling technique and data analysis uses the Spearman Rho correlation. According to the gathered data, a significant correlation exists between teachers' confidence levels and the inappropriate behavior displayed by students in Aisyiyah KB/TK in Sidoarjo. Specifically, it was observed that when teachers possess a higher level of self-efficacy in their teaching methods, students tend to display a lower amount of maladaptive behavior during the learning process. This relationship was confirmed through the analysis of linear variables and the correlation coefficient, which showed a significant negative correlation with a significance value of 0.003 ( $P < 0.05$ ).*

**Keywords:** Early Childhood Education; Maladaptive Behavior; Preschoolers; Teacher; Teacher Self-Efficacy

### 2 Abstrak

*Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kepercayaan diri guru dengan perilaku maladaptif yang di KB/TK Aisyiyah di Sidoarjo. Perilaku maladaptif anak merupakan perilaku yang menjadi salah satu penghambat pertumbuhan dan perkembangan masa emas yang dialami oleh anak pra sekolah. Hal ini perlu ditangani dengan kerjasama antara orang tua dan guru sebagai pendidik utama anak. Guru dengan self-efficacy yang kuat dapat memfasilitasi penanganan anak yang menunjukkan perilaku maladaptif di kelasnya sehingga mengurangi hambatan bagi anak tersebut dan siswa lainnya selama proses pembelajaran. Penelitian ini merupakan penelitian korelasional dengan menggunakan angket atau kuisioner. Kuesioner untuk kedua variabel diisi oleh guru sebagai sampel penelitian, sebanyak 200 guru KB/TK Aisyiyah dengan kuesioner Teacher Sense of Efficacy Scale (TSES) dengan Alpha Cronbach 0,992 dan skala*





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*Strenghts and Difficulties Questionnaire (SDQ) dengan Alpha Cronbach 0,756. Teknik pengambilan sampel menggunakan teknik quota sampling dan analisis data menggunakan korelasi Spearman Rho. Berdasarkan data yang terkumpul, terdapat korelasi yang signifikan antara tingkat kepercayaan diri guru dengan perilaku maladaptif yang ditunjukkan oleh siswa KB/TK Aisyiyah di Sidoarjo. Secara khusus, dapat diamati bahwa ketika guru memiliki tingkat efikasi diri yang lebih tinggi dalam metode pengajaran mereka, siswa cenderung menampilkan perilaku maladaptif yang lebih rendah selama proses pembelajaran. Hubungan ini dikonfirmasi melalui analisis variabel linier dan koefisien korelasi yang menunjukkan korelasi negatif signifikan dengan nilai signifikansi 0,003 ( $P < 0,05$ ).*

**Kata kunci:** Pendidikan Anak Usia Dini; Perilaku Maladaptif; sebelum sekolah; Guru; Efikasi Diri Guru



**INTRODUCTION**

Maladaptive behavior is known as conduct disorder. Behavioral disorders include: aggressive behavior, tantrums, repetitive behavior and self-harm behavior (Syamsuddin, 2013). Children's maladaptive behavior needs to be realized early for all those who play a role in parenting, such as parents, teachers, close relatives, and people in the surrounding environment. Especially for children, children actually feel the negative impact of the behavior displayed. Because children have difficulty coping with their emotions and are shown with signs of difficulty controlling their behavior (Cahya, 2021). For example, children tend to get tired easily, emotionally unstable, and other emotional and mood disorders. This is because maladaptive behavior is behavior that is not in accordance with the demands of the environmental phase.

Sparrow et.al divided three categories of maladaptive behavior, namely internalizing maladaptive behavior, externalizing maladaptive behavior, and other maladaptive behaviors (Daulay, 2021). Maladaptive internalizing is a category of pre-school child behavior. This maladaptive behavior places more emphasis on emotional and mood disturbances, including anxiety, depression, somatic complaints (eg body aches and pains), which do not show the behavior of hurting or attacking other people. Internalizing maladaptive behavior experienced by pre-school children must be given more attention because this category of behavior does

not appear outside, but is felt by children whose emotional development is not yet fully mature or in their infancy.

Maladaptive internalizing behavior raises apprehensive conditions for pre-school children who should experience development according to their phase. The most important impact is on emotional disturbance. According to a report from the Population and Family Planning Agency (BKKBN) that based on Basic Health Research Data (Rikesda) for 2018, the mental health of Indonesian children experienced mild mental health disorders (errors) of 9.8 percent. The Rikesda data collection, which is conducted every five years, records an increase in Indonesian children who experience errors compared to the same Rikesda data in 2013 which was only recorded at 6.1 percent. This disruption is also sustainable in future phases. The profound effects of the impact of maladaptive behavior that is not intervened early on has led several researchers to develop and study early ways to prevent and reduce children's maladaptive behavior in the early school years. The above researchers found that the maladaptive behavior of the aggressive category of pre-school children was in the percentage of 10-25%, which was relatively high and this was influenced by parenting habits and poverty so that children received less attention both in the home environment and the school environment where they studied (Webster-Stratton et al., 2004).

Some parents realize that teachers play an important role in assisting and shaping children's behavior at school (Lee





et al., 2021). Managing children who exhibit maladaptive behavior in kindergarten can be a challenging task, and it is understandable that teachers may experience stress in such situations. There is a lot of literature that suggests how a teacher handles children with maladaptive behavior, but what is really important is what teachers actually believe about their own abilities when dealing with children with maladaptive behavior (Ahmad et al., 2018)(Mulyani et al., 2020)(Hanisah et al., 2019)(Tiara Dewi, Muhammad Amir Masruhim et al., 2018).

This study aligns with previous research findings from Webster who found that one of the factors that can be the main control in an effective way of dealing with aggressive behavior in children is proper assistance between the closest people, namely parents at home and teachers at school (Stratton et al., 2004) . Every individual, especially the teacher, of course, already has confidence in his own value to be able to guide someone/his students. According to Bandura, a person's self-efficacy is based on their evaluation of their capability to complete a set of tasks required to achieve their objectives (Kurniawati & Ashari, 2021) . This belief in self-worth significantly influences their performance in certain matters, their efforts, level of persistence, and daily behavior. Teachers of preschool children are expected to have high teacher self-efficacy so that with confidence in their competence, and views on valuable work will show enthusiasm for taking on changing challenges like facing children who are in a period of growth and development.

The form of early intervention that children need is in their first education, namely kindergarten. Kindergarten maladaptive behavior can be effectively addressed with the help of teachers who play a crucial role in the process. The higher the degree of self-confidence /belief in their ability to overcome maladaptive behavior, the lower the child's level of maladaptive behavior or the lower the symptoms of maladaptive behavior displayed. On the other hand, the higher the display of maladaptive behavior in Aisyiyah KB/TK pre-school children in Sidoarjo, the lower the self-efficacy level of their teachers. This study seeks to ascertain a connection between teacher self-efficacy and maladaptive behavior in these young learners.

## **Literature Review**

### **1. Maladaptive Behavior**

Maladaptive Children who display maladaptive behavior are those who struggle to conform to their age-appropriate developmental stages and are unable to adapt effectively to their environment. (Dulay, 2021) . Unwanted behavior can interfere with a child's psyche who is in a period of development. Symptoms of maladaptive behavior are symptoms that vary based on the child's age. In general, it is divided into four categories, namely: First, aggressive behavior or behavior that harms physically. Second, destructive behavior or destroying property. Third, the behavior of deceiving or lying. Fourth, behavior against or against the rules in the environment (home/school) (Dulay, 2021) . Among the maladaptive behaviors that can cause problems in kindergarten are tantrums, irritability, kicking, hitting,



damaging facilities, verbally assaulting, throwing things, violently controlling others and challenging the teacher. This behavior is included in the category of internalized maladaptive behavior which is a category of pre-school child behavior. Internalization of maladaptive behavior places greater emphasis on emotional and mood disorders, including anxiety, depression, somatic complaints (eg body aches and pains), which do not involve behavior that hurts or attacks others.

## 2. Teacher Self-Efficacy

Assessing teacher self-efficacy involves evaluating a teacher's capacity to achieve desired learning outcomes through effective student engagement, particularly for those who are challenging to motivate (Rahman et al., 2017) . The formulation of self-efficacy theory, which is rooted in Social Cognitive Theory, can be attributed to the former APA president and current Stanford professor. People are assumed by social cognitive theory to be influenced by three interrelated forces, including their behavior, environmental factors, and personal internal aspects like cognitive, affective, and biological processes (Kendall, 1984) . This Trinity influences each other, is able to influence the choices we make and the actions we take and is able to determine what we believe about ourselves. Teacher self-efficacy, as per Gibbs' research, is conceptualized within the framework of Bandura's social cognitive theory in this study (Duffin et al., 2012). Examining the vital indicators of teacher self-efficacy abilities will encompass behavioral self-efficacy (BSE), cognitive self-efficacy (CSE),

and emotional self-efficacy (ESE) in this study.

## METHOD

### Research design

The goal is to investigate the correlation between teacher self-efficacy and maladaptive behavior by using a quantitative method and correlational design. There are two variables used, namely: teacher self-efficacy as variable X and maladaptive behavior as variable Y.

### Research subject

The population of this study was the Aisyiyah Kindergarten/KB teachers in Sidoarjo Regency, totaling 265 teachers. The sample in this study was 200 Aisyiyah KB/TK teachers. In determining the number of samples used, Sugiyono stated that an appropriate sample size in research was between 30 and 500 (Sugiyono, 2013). The sampling technique used is the quota sampling technique.

### Method of collecting data

In this study, the data was collected using an adaptation scale, specifically the Pre-school children's Maladaptive Behavior Scale and the Teacher Sense of Efficacy Scale (TSES) by Tschannen-Moran and Woolfolk Hoy, which consisted of 24-point statements. The teacher's self-efficacy scale derived from the TSES demonstrated high internal consistency, with a Cronbach Alpha result of 0.99 (Tanaka & Anderson, 2007). The pre-school child's maladaptive behavior scale was adapted from the Strengths and Difficulties Questionnaire (SDQ, Goodman) with 25 statement items with a



*Cronbach Alpha result of 0.756* (Goodman, 2017).

**Data analysis method**

The data analysis used in this research is using *Spearman's Rho correlation method* with the help of JASP 0.16.20 and the linearity test used SPSS 22.0 for windows. Utilizing this method helps gauge the validity of individual items and explore the relationship between variable X, teacher self-efficacy, and variable Y, maladaptive behavior in preschool children.

**RESULT AND DISCUSSION**

**Demographic Data Description**

The first calculation performed by the researcher was a quantitative descriptive analysis of the demographic data of the research subjects. Based on research data collected from 200 teacher respondents as representatives of the subject, this descriptive analysis presents the results in the form of a numerical table, ensuring easy understanding and interpretation. The primary focus of the researcher's descriptive analysis was to provide insights into the demographic characteristics of the respondents. The subsequent section outlines the obtained results, including:

**Table 1.** Student Demographic Data

Demographic Character	Respondents	Percentage
<b>Student Gender</b>		
Male	148	74%
Female	52	26%

<b>Student Age</b>		
4	51	25.5%
5	89	44.5%
6	60	30%

Based on the student demographic data table, it can be seen that the male subjects are 148 people or 74.00% more than the female subjects are 52 people or 26.00%. This number indicates that the majority of the sex of the child as the subject of the sample size in this study is male. Based on data on student age, it can be seen that there are 51 students or 25.50% aged 4 years, 89 students or 44.50% for 5 year old subjects, and 60 students or 30.00% for 6 year old subjects. This number shows that the majority of students are aged 5 years.

**Table 2.** Teacher Demographic Data

Demographic Character	Respondents	Percentage
<b>Teacher Education Level</b>		
D2	2	1%
S1	117	58.5%
S2	1	0.5%
Senior High School	80	40%
<b>Position</b>		
Teacher	174	87%
Headmaster	26	13%

Based on the teacher demographic data table, it can be seen that the education level of teachers who have the last education is SMA as many as 80 people or 40.00%, teachers who have the last education D2 are 2 people or 1.00%, teachers who have last education S1 are



117 people or 58.50%, and 1 person or 0.50% of teachers who have the last Master's degree. This number indicates that the majority of the last education taught by teachers as respondents in this study was S1. The analysis of job categories in the table reveals that 87.00% (174 individuals) of the respondents hold positions as teachers in schools, whereas 13.00% (26 individuals) are school principals. This data clearly indicates that the majority of respondents in the study work as teachers.

**Normality Test Results**

After conducting the research, the next step involves performing a normality test to ascertain if the obtained data is distributed normally. If the significance level is  $\geq 0.05$ , it indicates a normal distribution, while a significance level  $< 0.05$  implies that the data is not normally distributed. Utilizing JASP 0.16.3.0 for Windows, the normality test employs various methods, utilizing parametric statistical tests for normally distributed data and non-parametric statistical tests for non-normally distributed data, with the implementation of the Kolmogorov-Smirnov-Z technique.

**Table 3.** Normality Test

Assumption checks			
Shapiro-Wilk Test for Bivariate Normality			
		Shapiro-Wilk	P
Teacher Self Efficacy	- Student Maladaptive Behavior	0.954	< .0001

Note: not normal

The significance value acquired from the normality test calculations in Table 3 is  $< 0.001$ , indicating non-normal distribution of the data. Consequently, non-parametric statistical methods were chosen for conducting the correlational test.

**Linearity Test Results**

Before doing whether there is a correlation between the two variables in this study, the researcher conducted a linearity test first to check whether there was a linear relationship between variable X and variable Y. The linearity test was intended to test whether the data being analyzed was linear or not with SPSS 22.0 for windows. Linearity defines variable X as a linear function of variable Y. That is, a change in the value of one of the X variables will result in a constant change in the Y variable.

**Table 4.** Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
<b>Maladaptive Behavior</b>	Betweengroups	Com bined	10047,119	46	218,416	1,49	0,036
		Linear	1564,955	1	1564,955	10,741	0,001
<b>Teacher Self-Efficacy</b>	Deviation from Linearity		8482,164	45	188,493	1,29	0,127
		Within Groups	22291,036	156	142,959		
Total			32338,155	161			





The linearity test calculations presented in table 3 reveal a significance value of 0.127, which is greater than 0.05. This indicates that the two variables exhibit a linear relationship.

**Correlation Test Results**

In accordance with the results of the previous test, the correlation test that was carried out was using a non-parametric statistical test which functioned to find out whether there was a correlation relationship between variables that proved to be linear.

**Table 5.** Correlation Test

<b>Correlation</b>			
<b>Spearman's Correlations</b>			
		<b>Spearman's rho</b>	<b>P</b>
<b>Teacher Self-Efficacy</b>	- Maladaptive Behavior	- 0.208	* 0.003
			*
			*

*r*

**\*p < .05, \*\*p < .01, \*\*\*p < .001**

Table 4 demonstrates a significant negative correlation between teacher self-efficacy and student maladaptive behavior (correlation coefficient = -0.208, p < 0.05). This means that an increase in teacher self-efficacy during the teaching process leads to a decrease in maladaptive behavior displayed by students during the learning process. Conversely, the lower the teacher's self-efficacy ability in the teaching process, the higher the maladaptive behavior displayed by children in the learning process at 'Aisyiyah Kindergarten in Sidoarjo.

**Percentage Scale Categorization**

Categorization is the basis of norms in classifying individual scores subject to the scale. The categories in this data aim to place research subjects into separate groups and tiered into a continuum from low to high (Azwar, S. 2013. *Penyusunan Skala Psikologi. Edisi 2. Yogyakarta: Pustaka Pelajar.*, n.d.)

**Results of the Maladaptive Behavior Scale Categorization**

**Table 6.** Results of the Maladaptive Behavior Scale Categorization

Categorization	Maladaptive Behavior Scale	
	subject	percentage
Low	57	28.5%
Average	87	43.5%
High	56	28%
Total	200	100%

Based on the categorization of the table above, it can be concluded that the majority of Aisyiyah preschool/kindergarten children in Sidoarjo have maladaptive behavior in the moderate category with a percentage of 43.5%.

**Results of Teacher Self-Efficacy Scale Categorization**

**Table 7.** Results of Teacher Self-Efficacy Scale Categorization

Categorization	Teacher Self-Efficacy Scale	
	subject	percentage
Low	50	25%
Average	13	6.5%
High	137	68.5%
Total	200	100%



The analysis of the table indicates that 68.5% of Aisyiyah Kindergarten/KB teachers in Sidoarjo exhibit high teacher self-efficacy, based on the provided categorization.

The findings of this research align with the researcher's hypothesis that teacher self-efficacy is one of the solutions that can be used to deal with children's maladaptive behavior. Webster found that one of the factors that can be the main control in an effective way of dealing with aggressive behavior in children is proper assistance between the closest people, namely parents at home and teachers (Webster-Stratton et al., 2004). In addition, the researchers also stated that this was in line with the results, namely that aggressive behavior and behavioral disorders in preschool-aged children need to be controlled and handled properly because they can contribute to maladaptive behavior in the future. Aggressive behavior shown by children can also be considered as a form of dangerous behavior if it does not receive serious attention from the teacher (Shidiq & Raharjo, 2018). Therefore, it cannot be denied that the role of a pre-school child teacher is very important, especially in educating and shaping the child's personality. Quality education is not only in terms of good school infrastructure, effective curriculum and co-curriculum integration but has a significant relationship with teacher quality (Kholilah Nasution, 2016). Quality teachers are needed to be able to educate, confront, and then handle children who exhibit maladaptive behavior. Empirical evidence from various studies indicates that teacher

self-efficacy can impact academic performance, student persistence, professional commitment, openness to innovative teaching methods, and positive teacher behavior (Faturrohmah & Sagita, 2022).

As the teacher's self-efficacy increases, ability in the teaching process, the lower the child's maladaptive behavior displayed in the learning process. Teachers who believe that they will be able to fully support the class being taught will create a supportive and effective learning atmosphere (Pamela et al., 2019). Therefore teacher competence is needed to master the class as well as an understanding of each student's character. Preventing student behavior that interferes with the course of teaching and learning activities is a teacher's ability that is needed (Juwita, 2022). Teachers cannot always monitor a child's behavior, but teachers who have good skills know how to deal with it before it occurs. Conversely, the lower the teacher's self-efficacy ability in the teaching process, the higher the maladaptive behavior displayed by the child in the learning process. The inability to control himself will make the behavior displayed in the teaching and learning process not well controlled and can be a bad thing. Therefore, high teacher self-efficacy is needed in order to be able to handle children with maladaptive behavior.

A balance is observed, consistent with the study's findings on the categorization of the maladaptive behavior scale and the teacher's self-efficacy scale, namely the self-efficacy of Aisyiyah KB/TK teachers in Sidoarjo has a



high percentage of 68.5%, while pre-school KB/kindergarten children Aisyiyah in Sidoarjo with maladaptive behavior has a moderate percentage, namely 43.5%. This research is in line with the theory used and the results of previous researchers that the higher the teacher's self-efficacy level, the less maladaptive behavior of children that appears in the classroom and teaching and learning process.

## CONCLUSION

The research conducted on the link between teacher self-efficacy and maladaptive behavior in 'Aisyiyah Sidoarjo KB/TK students concluded that there is a notable correlation between the two factors. Teachers with higher self-efficacy tend to experience lower instances of maladaptive behavior among their students during the learning process at school. Managing children with maladaptive behavior in kindergarten can be a difficult task, presenting a challenge for educators. What really matters in dealing with maladaptive behavior is what teachers actually believe about their own abilities when dealing with children who behave maladaptively. This research aims to establish a significant correlation between teacher self-efficacy in schools and the occurrence of maladaptive behavior among students, with the hope that it can serve as a valuable reference for future studies.

## ACKNOWLEDGMENTS

This research is expected to make a positive contribution to early childhood education schools, especially teachers of pre-school children who have children

with maladaptive behavior. The weakness in this study is that the data distribution is not normal or it uses non-parametric statistical analysis. It is not possible to apply the findings of this research to a broader population. Other researchers who are interested in conducting similar research can increase the number of populations with different characteristics.

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