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From Education Policy to Class Practices: Indonesian Secondary EFL Teachers' Self-Efficacy in Developing School-Based EFL Syllabi

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Abstract

The purpose of this quantitative inquiry was to examine the self-efficacy of Indonesian secondary school English as foreign language (EFL) teachers in developing a school-based EFL syllabus. The data were collected through a survey to 98 secondary school EFL teachers in the District of Kerinci, Jambi Sumatra, Indonesia. The data were analyzed through the Rasch Analysis (Linacre 2004, 2006). The results revealed that the teachers had a high-self efficacy in developing the syllabus. However, they tended to be less efficacious on theoretical tasks in the syllabus development and on tasks that were not part of their responsibility in previous curricula. In addition, this study also produced an instrument for measuring teachers' self-efficacy in developing the syllabus that can be used for similar purposes in other contexts.

Abstrak

Penelitian kualitatif ini bertujuan mengidentifikasi kemampuan guru bahasa Inggris di SMP dan SMA di Indonesia dalam mengembangkan silabus. Data dikumpulkan melalui kuesioner yang dibagikan kepada 98 guru bahasa Inggris di Kabupaten Kerinci, Provinsi Jambi, Sumatera, Indonesia. Data yang terkumpul dianalisis menggunakan Analisis Rasch (Linacre 2004, 2006). Temuan penelitian ini menunjukkan bahwa guru memiliki kemampuan yang cukup dalam mengembangkan silabus. Namun demikian, mereka cenderung kurang mampu pada tugas-tugas teori pengembangan silabus dan pada pekerjaan yang bukan menjadi tanggun-jawabnya pada kurikulum sebelumnya. Selain itu, penelitian ini juga menghasilkan instrument untuk mengukur kemampuan guru yang dapat digunakan untuk tujuan yang sama dengan konteks yang berbeda.

Key Words: English as Foreign Language, Self-Efficacy, Syllabi, Indonesian Secondary Schools

Introduction

In May 2006, the government of Indonesia introduced the school-based curriculum development (SBCD) policy through the Minister of National Education. This is a significant change from an almost 60 year tradition of centralized curriculum paradigm which fed the teacher with a ready-made curriculum and syllabus to a decentralized curriculum paradigm which gives them the autonomy to develop ones on their own by following a guideline supplied by the ministry. This guideline lists the procedural steps for school-based syllabus development.

There have been voices among educational practitioners, including teachers themselves, doubting the ability of teachers to develop such curriculum and syllabi, and their readiness to change their practices from being dependent on a ready-made syllabus to their new role as syllabus developer (Surakhmad 2006). Overall, the doubt has been associated

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with the facts that teacher education in Indonesia has only prepared teacher candidates for ”cooked curriculum and syllabus” and developing school-based curriculum and syllabus were not part of both pre-service and in-service teachers' jobs.

Indonesian EFL teachers have been the ones who enjoy the centralized curriculum and syllabus the most. Relying heavily on ready-made syllabus and commercial materials, their tasks have been put at ease. Therefore, considering the low English competence and performance of most Indonesian EFL Teachers (the Minister of National Education Research and Development Center 2002), and long-established practice of centralized curriculum and syllabus, the new policy is feared by many to cause a major turbulence in the field (Kunandar 2006).

These voices highlight the issue of teacher self-efficacy in educational innovation (Tschannen-Moran, Hoy, and Hoy 1998). Self-efficacy or “beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments” (Bandura 1997, 3), has been considered a reliable predictor of the likely success of one's executions of tasks. Previous literature (Pajares 1992; Bandura 1977, 1986, 1997; Clark and Peterson 1986; Guskey 1981) shows that the level of one's self efficacy affects his or her motivation and amount of energy devoted to the execution of tasks. How people behave can often be better predicted by the beliefs they hold about their own capabilities than by what they are actually capable of accomplishing, for these self-perceptions that Bandura (1977; 1997) called self-efficacy beliefs help determine what individuals do with the knowledge and skills they have.

However, studies focusing on teacher's self-efficacy in developing syllabus have not been much explored. Most studies (Gibson and Dembo 1984; Evans and Tribble 1986; Emmer and Hickman 1990; Woolfolk, Rosoff, and Hoy 1990; Coladarci 1992; Soodak and Podell 1993; Allinder 1994; Coladarci and Breton 1997; Tschannen-Moran and Hoy 2001) draw on teacher-efficacy that is conceptualized as a teacher's capability to influence the process of learning in general. Additionally, Thomas Guskey and Perry Passaro (1994), Frank Pajares (1996), Albert Bandura (1997), Megan Tschannen-Moran et al. (1998), and Robin Henson, Lori Kogan, and Tammy Vacha-Haase (2001) remind that such a global measure of teacher efficacy is highly problematic, at least regarding issues related to first, the decontextualized nature of the items, and second, the construct validity of scores from a variety of instruments purporting to measure teacher efficacy and related constructs. They argue that self-efficacy is most appropriately measured within context regarding specific behaviors. Bandura (1997), for example, points out that self-efficacy assessment should be conducted at the optimal level of specificity that corresponds to the task being assessed and the domain of functioning being analyzed. Teacher's self-efficacy in dealing with challenging tasks should be assessed by tapping their beliefs about their own efficacy in executing the tasks rather than measuring their general teaching efficacy.

Although the literature might provide readers with useful information on teacher-efficacy, which is conceptualized as a teacher's capability to influence the process of learning in general, much less research, to date, has examined how Indonesian secondary school EFL teachers' self-efficacy influences them in developing the school-based syllabus. This study is part of our larger mixed-methods study on Indonesian secondary school EFL teachers' self-efficacy, understanding, and practices in school-based syllabus development.The purpose of the larger study was to explore Indonesian secondary school EFL teachers of Kerinci's self-efficacy in developing the school-based syllabus following the guidelines provided by the Indonesian Minister of Education. The purpose of this paper was to report the quantitative findings of the self-efficacy of Indonesian secondary school English as foreign language (EFL) teachers in developing school-based EFL syllabus following the guidelines provided by the Indonesian Minister of Education. The data were collected through a survey to 98 secondary schools EFL teachers in the District of Kerinci, Jambi Sumatra, Indonesia. The following research questions guided this study.

These research questions were related to the procedure of school-based syllabus development and consisted of seven major tasks: (1) analyzing

standard competence and basic competence, (2) identifying the main content, (3) developing learning activities, (4) formulating the indicator of competence achievement, (5) selecting method of evaluation, (6) allocating appropriate and sufficient time, and (7) selecting sources of learning (National Board for Education Standards 2006):

1. How do they perceive their efficacy in executing the steps of developing school-based EFL syllabus recommended by the Indonesian Minister of Education?
2. Which items of the steps are mostly considered easy and which ones are considered difficult to execute?
3. Which main steps are mostly considered easy and which ones are considered difficult to execute?

Review of the Literature

Self-Efficacy

Bandura (1977) introduced the notion of self-efficacy in his publication of *"Self-efficacy: Toward a Unifying Theory of Behavioral Change."* Bandura (1997) suggests that self-efficacy beliefs are self-referent in nature and rely on perceived abilities in executing specific tasks. They are powerful predictors of behavior. Self–efficacy is also a determinant for human motivation, well-being, and personal accomplishment. Thus, their beliefs that the action would result in the expected outcome determined in large part the extent to which people are willing to act or to persevere in the face of difficulties (Pajares 2002).

The level of one's self-efficacy on a given task and context determines the amount of energy and the intensity of effort in the accomplishment of the task. People with high self-efficacy beliefs will approach problems and difficult situations as a challenge to be mastered, not as hurdles to be avoided (Bandura 1994). They will associate failure to insufficient efforts or acquirable knowledge and skills. Therefore, they can quickly recover from demoralizing effects of failure and start over with an even greater devotion of energy and efforts. Individuals with low Self-efficacy, however, view difficult tasks as threats for them and get rid of them (Bandura 1994).

One's self-efficacy beliefs vary according to circumstances and fluctuations of their beliefs of personal efficacy. Therefore, an individual with the requisite knowledge or skills for a given task may record different level of performance on repeating the same task. The same phenomenon is also observable in different persons with the same level of requisite knowledge or skills in executing the same task (Bandura 1997).

First, efficacy beliefs differ in level. One's perceived personal efficacy may be limited on simple, moderate, or extending to difficult tasks, depending on the challenges the tasks posit. Therefore, efficacy beliefs should be judged against situational conditions or performance requirements. Second, efficacy beliefs vary in generality, i.e. the range of activities in which one feel efficacious. Generality can further vary on several dimensions such as the degree of similarity of activities, the modalities in which the activities are expressed (behavioral, cognitive, affective), qualitative features of situations, and the characteristics of the person toward whom the behavior is directed. Third, efficacy beliefs vary in strength. Hence, people are categorized into efficacious, less efficacious, or inefficacious with all the efficacy characteristics associated them (Bandura 1997).

The following four principal sources of information construct efficacy beliefs: (1) enactive mastery experiences, (2) vicarious experiences, (3) verbal persuasion, and (4) physiological and affective states (Bandura 1997). Enactive mastery experience deals with what people learn from their experience of success or failure. This is the most influential source of efficacy beliefs. People also judge their capabilities by referential comparison with others (vicarious experience). By observing successes or failures experienced by others who share the same level of knowledge or skills in executing given tasks, individuals appraise their capabilities (Bandura 1994). The third source of efficacy beliefs is verbal persuasion. Verbally persuaded individuals who are made

sure that they have the requisite knowledge or skills for a given activity are very likely to devote greater effort and maintain it if they face difficult situations (Bandura 1994). Self-efficacy is also affected by physiological and affective state. Somatic information conveyed by physiological and emotional state contributes to people's appraisals of their capabilities. This is particularly related to tasks that require physical accomplishments, health functioning, and in coping with stressors (Bandura 1997).

School-Based Curriculum Development

School-based curriculum development *(*SBCD) has different meaning within and across countries and is always under social, political, and cultural influences. The common shared understanding of SBCD is that it is the opposite of the top-down imposed curriculum. However, it is important to note that school-based does not mean school-limited (Brady 1992) or as Reid (1987) suggests that it should be understood as school-focused rather than school-based curriculum development. William Reid (1987) furthermore claims that SBCD is not identical with schools obtaining a total autonomy in deciding what and how to teach, rather it is about allowing school to entertain a greater responsibility for curriculum decision making than they used to have. Thus, SBCD should be perceived as a continuum of practices depending on individuals or groups involved and what they do,(Brady 1992).

Among Asian countries which have adopted SBCD are Hong Kong (Law 2001), Taiwan (Chen and Chung 2000), and Singapore (in some private schools) (Vidovich and O'Donoghue 2003). SBCD in these countries mainly run within the so-called "decentralized centralism" mode of operation where schools develop their curricula in reference to guidelines provided by the central authority of education. In fact this kind of policy is practiced by many countries around the globe (Karlsen 2000).

School-Based Curriculum Development in Indonesia

The initiative for SBCD in Indonesia is top-down in nature. It was marked by the issuance of the Government Regulation Number 19/2005 that formally mandates SBCD in primary and secondary schools nationwide. The justification for the adoption of SBCD is that it is believed to better suit with the characteristics of the immediate context of the school as well as with the school-based management policy that had been in operation. The regulation sets 2009/2010 academic year as the deadline for schools to develop and implement the curriculum. Even so, some schools have introduced SBCD as early as the 2006/2007 academic year (National Board for Education Standards 2006).

Essentially, the new policy of SBCD hands over responsibility from the Ministry of National Education to schools and teachers. Within the SBCD policy, the Ministry of National Education through the NBSE only issues the so-called standard of graduate's competence and *the* standard of content (BNSP or NBSE 2006). However, teachers and schools are given autonomy to develop their own curriculum and syllabus to meet the standards. It is safe, then, to say that SBCD in Indonesian context of education shared the characteristics of "decentralized-centralism" suggested by Karlsen (2000).

The standard of graduate's competence sets the standard of behaviors, knowledge, and skills a student should possess in order to qualify for graduation. It also serves as the direction for basic and holistic improvement of the quality of education at primary and secondary levels (BNSP or NBSE 2006). While the standard of content sets the scope of teaching materials and levels of competency needed in order to achieve *Standard of Graduate's Competence* on a certain level of education (BNSP or NBSE 2006). Additionally, in the standard of content, there are the outline and structure of the curriculum: standard competence and basic competence. Both serve as direction and references for the selection and development of main contents of learning, learning activities, and indicators of competency achievement.

Standard of graduate's competence is the general and basic framework and curriculum structure that should be used by secondary school teachers and school to assess students' achievement for being promoted to the next grade or graduating from a

school, which is nationally set by the Indonesian government. The standard of graduate's competence includes the standard of behaviors, knowledge, and skills. This standard is also called the ultimate goal that should be achieved by students. For example, in English subject for secondary school students, they should achieve an informational level that will enable them to communicate idea, feelings, etc. in spoken and written English accurately, fluently, and in acceptable manners (NBSE 2006).

Additionally, standard competence refers to the competencies that should be achieved by secondary school students. For secondary school students, in learning English, the national government sets the standard that they should be able to participate in discourse or to communicate idea, feelings, etc. in spoken and written English accurately, fluently, and in acceptable manners starting from grade 1 to the last grade. Particularly, the competence standards include listening, speaking, reading and writing and elements of English (e.g. grammar, vocabulary) (NBSE 2006).

Basic competence refers to detailed descriptions of competencies that should be achieved by every student in every grade for every semester based on the standard competence. The basic competence framework has been set by the national government and teachers should follow the framework to guide students to achieve the standard of graduate's competence (NBSE 2006). The following graphic will illustrate the relationships among standard of graduate's competence, standard competence, and basic competence in school-based curriculum for English subject (Figure 1).

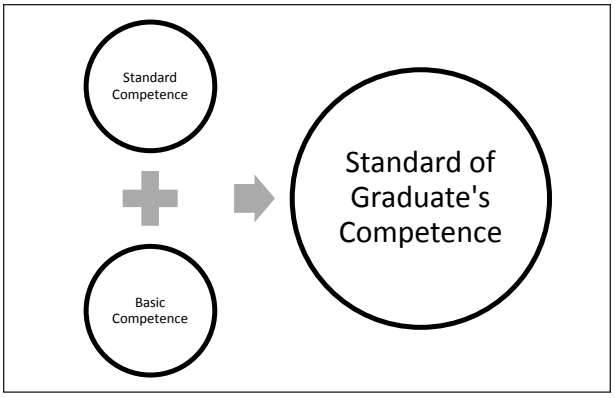

Figure 1. Competence Relationships in School-Based English Curriculum.

SBCD in Indonesian context of education can be categorized into the one that requires schools and teachers to create curriculum. A part of the guidelines for SBCD issued by the NBSE (2006) states:

SBCD is developed, in accordance to its relevance, by every school or group of schools under supervision and coordination of the district level Office of the Ministry of National Education or the Ministry of Religious Affairs for primary schools and provincial office of The Ministry of Education or the Ministry of Religious Affairs for secondary school.

Guidelines for School-Based Syllabus Development

The guidelines come together with the curriculum statement that contains the *s*tandard of content, standard competence, and basic competence. The guidelines suggest eight principles that should be observed in syllabus development. The syllabus should be academic, relevant, systematic, consistent, sufficient, actual and contextual, flexible, and comprehensive (NBSE 2006). The guideline indicates, "Syllabus can be developed by individual teachers or by groups of teacher at one or some schools, teams of teachers from different schools who teach a particular subject, center for teacher activity, local department of education" (NBSE 2006). The document from the NBSE (2006), furthermore, specifies: (1) The syllabus is developed by the teacher if they are able to identify the student's characteristics, schools contexts and its surroundings; (2) If the teacher is not yet capable of developing the syllabus individually, the school can establish team of teachers teaching the same subject to develop the syllabus for that particular subject; (3) All teachers at primary school, teaching year 1 to year 6, develop syllabus in group. In junior secondary school, syllabi for natural sciences subjects and integrated social sciences subjects are developed in groups of relevant teachers; (4) Schools that are not yet capable of developing their own syllabi independently are encouraged to join other schools through team of teachers teaching the same subject or center

for teacher activity in order to develop syllabi to use at their schools; (5) Local department of education can help facilitate the development of syllabus by establishing a team of experienced teachers for each subject (16).

Overall, the procedure of school-based syllabus development consists of seven major steps or tasks: (1) analyzing standard competence and basic competence, (2) identifying the main content, (3) developing learning activities, (4) formulating the indicator of competence achievement, (5) selecting method of evaluation, (6) allocating appropriate and sufficient time, and (7) selecting sources of learning (NBSE 2006). In this study, these seven steps of syllabus development are transformed into questionnaires that will obtain the data for research question number one.

Table 1. The Distribution of EFL Teachers at Junior and Senior Secondary Schools- Regular and Islamic, District of Kerinci, Indonesia

Levels of School Taught	Junior High	68
	Senior High	30
	Missing	0
	Total	98
Types of Schools Taught	General	76
	Islamic	14
	Vocational	8
	Missing	0
	Total	98

Source: Department of Education and Department of Religious Affairs, District of Kerinci 2007

Methods

Participants

The participants of this study were all in-service Indonesian EFL teachers teaching at state junior and senior secondary schools in the Regency of Kerinci, Province of Jambi, Indonesia, either the regular, vocational, or Islamic schools (*Madrasah),* N=98. The choice for the District of Kerinci as the setting of the study was based on the characteristics of the district that are in many ways similar to other districts in Indonesia in terms of system of education, levels and types of school, teachers qualification and recruitment procedures, as well as training received. Hence, the findings of this study may reflect the state of the issue in the other similar contexts in the country. Table 1 summarizes the composition of the participants of this study.

As this study employs the Rasch analysis which requires the data to fit the Rasch model (Linacre 2004, 2006), the sample for this study was selected purposively. Only respondents whose responses fit the model were selected. Specifically, the adoption of Rasch analysis in this study is based on the fact that it has the necessary features needed to successfully address the quantitative research. First, it facilitates the conversion of the questionnaire's non-linear ordinal data into interval ones and measure them on a common linear logit scale. Second, Rasch analysis is sensitive to idiosyncrasies of persons and items. It, for example, gives information about the unique values of individual thresholds among categories in each item of polychromous data. This way, a wider access will be available, not only for better information about person's ability and item difficulty, but also for a more precise and comprehensive identification of the nature of the persons and items. Third, Rasch analysis allows evaluation even though respondents do not answer every item. Fourth, it also simplifies communication of results in the form of graphical summaries of population and detailed individual profiles in a way that would be easily understood and interpreted by educators, policy makers and the concerned public.

Data Collection

The data were collected by using questionnaires distributed to the 98 EFL teachers at junior and senior secondary schools in 17 sub-districts of Kerinci. The teachers were free to choose whether to return the questionnaire on the same day or one or two days later. These options were given in anticipation of the case where teachers' schedule would not allow same-day collection of questionnaire. After

the collection of the questionnaires, a screening process was conducted on the returned sets of questionnaire. The aim of this process was to check the completeness of the responses and to ensure that each set of the returned questionnaire contained adequate information for data analyses.

The Questionnaire

The questionnaire was developed by the researchers. The items were transformed from the steps for school-based syllabus development issued by the National Board for Education Standards (2006). The rationale for the adoption and transformation were, first, the SBCD policy in Indonesian context of education, as discussed in the review of the literature, is top-down in nature, in the sense that the procedures for SBCD are predetermined by the Ministry of National Education. The school and teachers have to follow the prescribed procedures. Second, research on self- efficacy is predictive in nature. It seeks to provide information about the most likely future situation, rather than evaluating that of the present, and the intended future utilization of the instrument developed in this study shares such a nature. It aims to help define teachers' self- efficacy in accomplishing the tasks of school-based syllabus development provided by The National Board for Standard of Education (2006). Hence, the transformation of the steps for school-based syllabus development into the instrument might provide the best way to achieve the objective.

The steps of School Based Curriculum Development is in the Indonesian Language and contains 7 main tasks: (1) analyzing standard competence and basic competence, (2) identifying the main content, (3) developing learning activities, (4) formulating the indicator of competence achievement, (5) selecting method of evaluation, (6) allocating appropriate and sufficient time, and (7) selecting sources of learning (NBSE 2006).

The transformation of the steps into instrument items was done by adjusting the seven main tasks with their sub-tasks in form of (i) adding the word English to the sentence, (ii) rewording and reconstructing some sentences, (iii) omitting of irrelevant parts, and (iv) breaking down certain tasks into separate and individual aspects. These were done in order to first, narrow down the scope of the questionnaire to the targeted respondents, that is, EFL teachers, but maintaining the core ideas and tasks of the original document, i.e. the steps. Second, address the notion of task specificity as suggested by Bandura (1997). For example, in the steps, the main task 1, which are tasks on two different subjects, that is, the standard competence and the basic competencies, is transformed into six items (item 1 to 6) as shown in Table 2. The complete instrument is provided in Appendix A.

Six-category rating scale was used as an anticipation to respondents' tendency to endorse the middle category and to better tap the actual inner psychological categories in respondents' assessment of their self-efficacy in conducting the task (Bandura 1997; Linacre 2006). The order of items in the instrument follows that of the steps for school-based syllabus development (NBSE 2006) and for the purpose of this study, they are translated to English from the original source. Back-to-back translation was done and checked by two linguists and the accuracy of the translation is judged as proper. Table 3 summarizes the items developed from the seven main tasks of school-based syllabus development.

Rasch analysis examination of the instrument ensured its unidimensionality and high probability to yield valid results with good reliability.

Data Analysis

Rasch analysis on the data was conducted using *Winsteps* version 3.49 (Linacre 2004). To answer the research question 1, the examination of *Person Map,* which shows the level of respondents' overall self-efficacy belief and task difficulty on a common logit scale, was conducted. The higher the location of a respondent's measure on the scale, the more efficacious he or she is in executing the task. Similarly, to answer research question 2, *Item Map, which shows the items' difficulty level on a logit scale,* was examined. The higher the location of an item's measure on the scale, the less efficacious the respondents are in executing it. To answer research

Table 2. Instrument Items for Task 1: Analyzing Standard Competence and Basic Competence. (Translated from the original version in Bahasa Indonesia, NBSE 2006.)

No.	Task	Level of Competence					
1	Analyzing the standard competencies of English subject based on the structure of the subject matter.	NCA	NC	NRC	C	VC	AC
2	Analyzing the standard competencies of English subject based on levels of difficulty of the contents.	NCA	NC	NRC	C	VC	AC
3	Analyzing the basic competencies of English subject based on the structure of the subject matter.	NCA	NC	NRC	C	VC	AC
4	Analyzing the basic competencies of English subject based on the level of difficulty of the contents.	NCA	NC	NRC	C	VC	AC
5	Analyzing the relationship between the standard competencies and basic competencies WITHIN English subject.	NCA	NC	NRC	C	VC	AC
6	Analyzing the relationship between the standard competencies and basic competencies AMONG different subjects.	NCA	NC	NRC	C	VC	AC

NCA: Not confident at all. NC: Not Confident. NRC: Not Really Confident.
C: Confident. VC: Very Confident. AC Absolutely Confident

Table 3. Number of Items in the Questionnaire

No.	Task	Item Number	Number of Items
1	Analyzing Standard Competence and Basic Competence	1-6	6
2	Identifying main contents	7-20	14
3	Developing learning activities	21-32	12
4	Formulating the indicator of competency achievement	33-37	5
5	Selecting method of evaluation	38-51	14
6	Allocating appropriate and	52-61	10
7	Selecting sources of learning	62-66	5
	Total		66

question 3, the mean measure for each of the main tasks was calculated. This was done by summing-up the measures of all items under a main task and then dividing it with the number of items under that particular main task.

Results

Respondents' Perceived Self Efficacy on Developing School Based EFL Syllabus

Tables 4 and 5 show that the respondents' measures of ability or self-efficacy in executing the steps span more than 5 logits (from -.70 to 3.75) while the measures of item difficulty only span 2 logits (from -.77 to .93). Important information conveyed by the table is that the mean for person or respondents' measures is more than 1 logit above that of items. This indicates that the items or the tasks were relatively easy for the respondent to endorse agreement to. Thus, overall, the respondents generally had a high self-efficacy in conducting the tasks in the school-based EFL syllabus development.

Items of the Steps which were Considered Easy and Difficult to Execute

The examination of the Item Map (Figure 2) and Item Measure *(*Table 6) shows that the most difficult item is item number 6 (analyzing the relationship between the standard competence and basic competence of English subject and those of other subjects). The measure of this item on the logit scale is .93. However, the measure is still marginally below the mean of person measure = 1.26. The easiest item is item 26 (developing instructional activities that involve various instructional approaches*)*, measure = -.77.

Difficulty of the Main Tasks

Statistical analyses on the means of the measures of items under their respective seven categories of the main tasks (Figure 3) show that the most difficult main task was the Main Task 1 (analyzing standard competencies and basic competencies), Mean Measure = 0.29 logit , and the easiest main task was the Main Task 7 (selecting sources of learning). Mean Measure = -0.60 logit.

Over all, the order of difficulty of the main tasks is as follows:

1. Main Task 1 (analyzing standard competencies and basic competencies), Mean Measure = 0.29 logit.
2. Main Task 2 *(*identifying main contents), Mean Measure=0.19.
3. Main Task 3 (developing learning activities), Mean Measure=-0.14 logit.
4. Main Task 4 (formulating indicators of competency achievement), Mean Measure =0.16 logit.
5. Main Task 5 (selecting method of evaluation), Mean Measure=0.0 logit.
6. Main Task 6 (allocating sufficient amount of time), Mean Measure=-0.16 logit.
7. Main Task 7 (selecting sources of learning), Mean Measure= -0.60 logit.

Discussion

As previously noted, overall, the respondent's self-efficacy was relatively high. As self-efficacy deals with people's judgment of their ability to conduct certain tasks rather than an actual assessment of how they perform on the tasks (Hoy 2004), the findings of this study have provided a basis for some optimism in the future of the SBCD in Indonesia.

Additionally, the findings of this study show that the respondents perceived Item 6 (analyzing the relationship between the standard competence and basic competence of English subject and those of other subjects) as the most difficult item, and Item 26 (developing instructional activities that involve various instructional approaches) as the easiest one. A close examination on the Item 6 suggests that in order to perform this task, an EFL teacher needs not only the knowledge of the standard competence and basic competence of English subject, but also of other subjects, which might be beyond the domain of the EFL teachers. Bandura (1994) suggests that people select activities which are perceived to

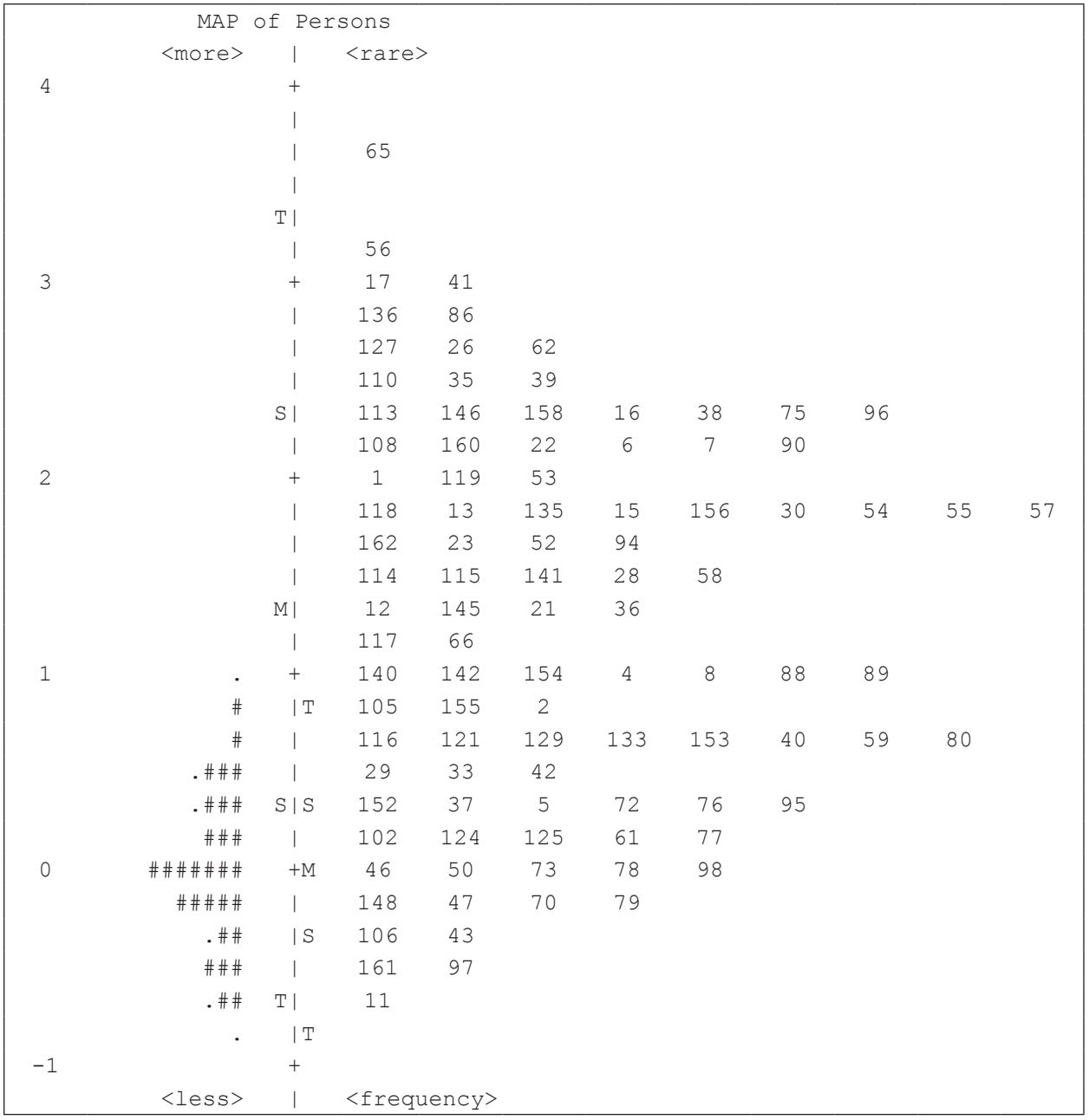

Figure 2. Person Map: The Respondents' Measures of Ability or Self-Efficacy in Executing the Seven Major Tasks in School-Based Curriculum Development

be in the range of their capabilities and avoid those which they think are beyond their range. This might explain why this item has emerged as the most difficult item. In addition, Item 6 also belongs to Main Task 1 (analyzing standard competencies and basic competencies) whose items were also perceived by the respondents as the most difficult to perform.

As for Item 26 (developing instructional activities that involve various instructional approaches), which turned out to be the easiest task, a possible explanation

Table 4. Person Measure: Each Person Ranked from Highest to Lowest in Executing the Seven Major Steps or Tasks in School-Based Curriculum Development

Person	Measure	Person	Measure	Person	Measure
65	3.75	15	1.82	40	0.65
56	3.09	54	1.79	133	0.64
41	2.99	118	1.78	80	0.61
17	2.96	30	1.78	153	0.61
86	2.90	23	1.74	42	0.58
136	2.82	52	1.73	33	0.47
127	2.71	162	1.65	29	0.46
26	2.66	94	1.59	95	0.39
62	2.61	58	1.53	152	0.39
39	2.57	141	1.53	76	0.35
110	2.49	115	1.51	5	0.31
35	2.49	28	1.49	37	0.31
158	2.38	114	1.43	72	0.26
96	2.32	12	1.40	77	0.23
75	2.32	21	1.36	125	0.20
38	2.30	145	1.32	102	0.10
113	2.30	36	1.32	61	0.10
146	2.28	66	1.20	124	0.10
16	2.25	117	1.10	78	0.07
7	2.23	89	1.07	73	0.04
22	2.22	8	1.04	46	-0.06
6	2.22	4	0.99	98	-0.07
90	2.22	154	0.99	50	-0.08
108	2.18	88	0.98	70	-0.09
160	2.12	142	0.97	148	-0.10
119	2.04	140	0.96	47	-0.12
53	2.03	2	0.86	79	-0.17
1	1.98	105	0.77	43	-0.26
55	1.90	155	0.77	106	-0.31
13	1.89	129	0.75	97	-0.51
57	1.86	116	0.72	161	-0.57
135	1.86	59	0.66	11	-0.70
156	1.84	121	0.66		

Table 5. Summary Statistics of 98 Measured Persons

	Raw Score	Count	Measure	Model Error	Infit		Outfit	
					MNSQ	ZSTD	MNSQ	ZSTD
Mean	276.60	64.20	1.26	0.16	0.98	-0.10	0.99	-0.10
S.D.	41.20	2.60	1.00	0.01	0.32	1.90	0.32	1.90
Max.	374.00	66.00	3.75	0.22	1.63	4.00	1.67	4.20
Min.	198.00	54.00	-0.70	0.15	0.55	-3.70	0.55	-3.80
Real	RMSE	0.17	Adj. S.D.	0.98	Separation	5.72	Reliability	0.97
Model	RMSE	0.16	Adj. S.D.	0.99	Separation	6.08	Reliability	0.97
S.E. of Person Mean						0.10		

could be traced back to the nature of teachers' daily work in which developing instructional activities and selecting various instructional approaches are parts of their daily routines regardless of what type of curriculum is in operation.

The findings of this study also indicated that the main tasks differ in terms of difficulty. The order of the means of the main tasks seems to suggest that the level of difficulty of the main tasks spans on a continuum, from highly theoretical (analyzing standard competencies and basic competencies) to the highly practical (selecting sources of learning). As this order also reflects the main tasks on which the respondents felt more or less efficacious, it might suffice to say that the respondents tended to have a high self-efficacy on practical tasks but have a low self-efficacy on theoretical tasks. This finding is consistent with Sheila Borman (1984) and John K. Kennedy (1992) who suggest that teachers are practitioners, not theoreticians.

The findings of this study could also be related to the notion of *mastery experience*, i.e. what people learn from their experience of success or failure, as one of the sources of efficacy beliefs (Bandura 1994). The first three most difficult main tasks, i.e. analyzing standard competencies and basic competencies, identifying main contents, and developing indicators of competency achievement, are new features in the syllabus development they have to deal with which were not part of their responsibilities in the previous curricula. While the other four main tasks are those that they had been used to doing in their daily professional works. This is consistent with Guskey's (1988) study who found that teachers tended to incline to and perceive changes that were consistent with their present practices as easier to implement, and perceived those that deviated from their prevalent practices as difficult to implement.

Conclusion and Suggestions

Overall, the findings of this study are consistent with the existing literature and other research findings. However, as research of this type, i.e. one that specifically looks into EFL teachers' self–efficacy in developing school-based EFL syllabus has been limited in Indonesia, some important points from the discussion deserve to be highlighted. First, the respondents had a high self-efficacy in developing the syllabus following the Steps. This might lend some optimism in that if the curricular policy is seriously guarded, school-based syllabus development in its fullest sense could be realized.

Second, the findings of this study indicated that the respondents' self-efficacy tended to be lower in theoretical and new tasks that were previously undertaken by the curriculum development agency of the Ministry of National Education. This helps pinpoint the areas in the syllabus development where the teachers need more assistance and greater attention in the training program.

Third, the case of Item 6 (analyzing the relationship between the standard competence and basic competence of English subject and those of other subjects), which necessitates cross subjects knowledge and turned out to be the most

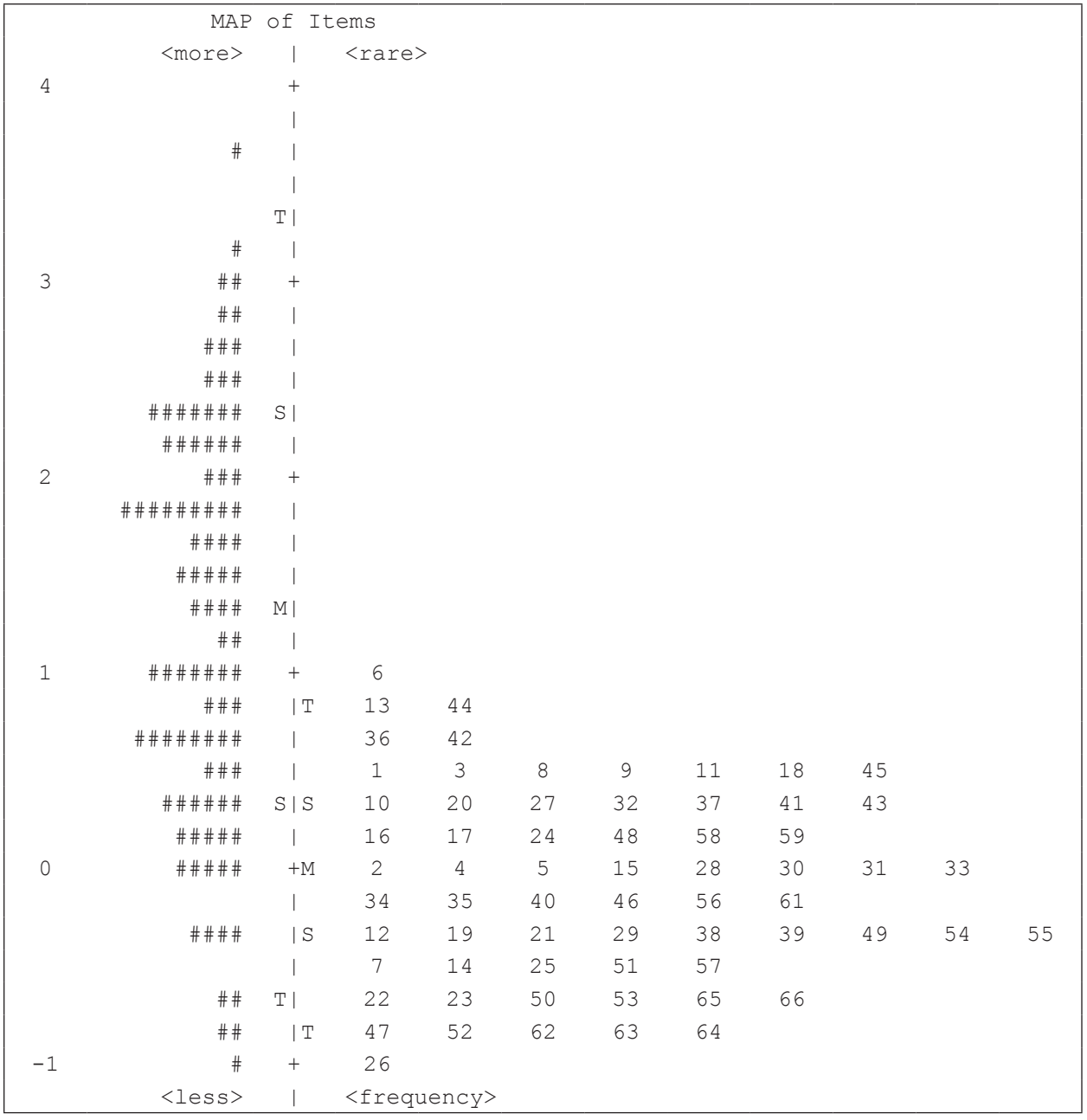

Figure 3. Item Map: Items of the Steps Considered Easy and Difficult to Execute in School-Based Curriculum Development

difficult task, signifies the need for collaborative work among teachers of different subjects, at least during the earlier part of the syllabus development. In fact, as all the tasks in the steps are also shared by teachers of other subjects, the findings of this study also suggests that school-based syllabus development in the Indonesian context of education should be conceptualized as a collaborative action among a number of related parties.

Table 6. Item Measure: Items of the Steps Considered Easy and Difficult to Execute in School-Based Curriculum Development

Item	Measure	Item	Measure
6	0.93	4	-0.04
13	0.88	35	-0.05
44	0.82	5	-0.05
36	0.65	31	-0.06
42	0.60	33	-0.07
45	0.55	2	-0.07
1	0.52	60	-0.14
18	0.48	29	-0.15
3	0.46	49	-0.15
8	0.42	38	-0.15
11	0.42	54	-0.17
9	0.42	12	-0.17
32	0.37	19	-0.20
10	0.36	55	-0.21
41	0.35	21	-0.22
43	0.34	39	-0.22
27	0.31	51	-0.32
20	0.29	57	-0.32
37	0.25	25	-0.34
48	0.22	7	-0.36
16	0.22	14	-0.38
59	0.16	50	-0.43
17	0.16	53	-0.43
58	0.12	65	-0.47
24	0.08	23	-0.48
15	0.08	66	-0.53
28	0.08	22	-0.54
30	0.08	47	-0.60
40	0.07	63	-0.62
61	0.05	62	-0.65
34	0.02	52	-0.66
56	0.00	64	-0.71
46	-0.03	26	-0.77

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Appendix A. Questionnaire of Indonesian Secondary School EFL Teacher's Efficacy in Developing School-Based EFL Syllabus (English Translation)

No.	Task	Level of Competence					
1	Analyzing the standard competencies of English subject based on the hierarchy of the subject matter.	NCA	NC	NRC	C	VC	AC
2	Analyzing the standard competencies of English subject based on levels of difficulty of the contents.	NCA	NC	NRC	C	VC	AC
3	Analyzing the basic competencies of English subject based on hierarchy of the subject matter.	NCA	NC	NRC	C	VC	AC
4	Analyzing the basic competencies of English subject based on the level of difficulty of the contents.	NCA	NC	NRC	C	VC	AC
5	Analyzing the relationship between the standard competencies and basic competencies within English subject.	NCA	NC	NRC	C	VC	AC
6	Analyzing the relationship between the standard competencies and basic competencies among different subjects.	NCA	NC	NRC	C	VC	AC
7	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering students' potentials.	NCA	NC	NRC	C	VC	AC
8	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering the potentials of the local area.	NCA	NC	NRC	C	VC	AC
9	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering the level of physical growth of the student.	NCA	NC	NRC	C	VC	AC
10	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering the level of intellectual development of the student.	NCA	NC	NRC	C	VC	AC

11	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering the level of emotional development of the student.	NCA	NC	NRC	C	VC	AC
12	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering the level of social development of the student.	NCA	NC	NRC	C	VC	AC
13	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering the level of spiritual development of the student.	NCA	NC	NRC	C	VC	AC
14	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering its usefulness for the student.	NCA	NC	NRC	C	VC	AC
15	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering the actuality of the instructional materials.	NCA	NC	NRC	C	VC	AC
16	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering the depth of the instructional materials.	NCA	NC	NRC	C	VC	AC
17	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering the coverage of the instructional materials.	NCA	NC	NRC	C	VC	AC
18	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering their scientific structure.	NCA	NC	NRC	C	VC	AC
19	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering their relevance to the student's needs.	NCA	NC	NRC	C	VC	AC
20	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering the needs of the immediate surroundings.	NCA	NC	NRC	C	VC	AC

21	Identifying main contents that will help achieve the Basic Competencies of English Subject by considering the allocated time.	NCA	NC	NRC	C	VC	AC
22	Designing English instructional activities that involve both mental and physical processes that involve interactions among students.	NCA	NC	NRC	C	VC	AC
23	Developing English learning activities that involve both mental and physical processes that involve interactions between students and the teacher.	NCA	NC	NRC	C	VC	AC
24	Developing English learning activities that involve both mental and physical processes that involve interactions between students and the surrounding environment.	NCA	NC	NRC	C	VC	AC
25	Developing English learning activities that involve both mental and physical processes that involve interactions between students and learning resources.	NCA	NC	NRC	C	VC	AC
26	Developing English learning activities that involve various instructional approaches.	NCA	NC	NRC	C	VC	AC
27	Developing student-centered learning activities.	NCA	NC	NRC	C	VC	AC
28	Developing English learning activities containing life-skills necessary for the students.	NCA	NC	NRC	C	VC	AC
29	Developing English learning activities that facilitate the process of professional instruction.	NCA	NC	NRC	C	VC	AC
30	Developing series of learning activities to be done in a sequence by students in order to achieve the basic competence.	NCA	NC	NRC	C	VC	AC
31	Ordering English learning activities according to the conceptual hierarchy of instructional materials.	NCA	NC	NRC	C	VC	AC
32	Composing statements of learning activities, containing at least two characterizing components that reflect the organization of students' learning experience, i.e. student activities and instructional materials.	NCA	NC	NRC	C	VC	AC

33	Developing indicators of basic competency achievement that suit the characteristics of the student.	NCA	NC	NRC	C	VC	AC
34	Developing indicators of basic competency achievement that suit the characteristics of the subject.	NCA	NC	NRC	C	VC	AC
35	Developing indicators of basic competency achievement that suit the characteristics of the school.	NCA	NC	NRC	C	VC	AC
36	Developing indicators of basic competency achievement that suit the characteristics of the potentials of the local area.	NCA	NC	NRC	C	VC	AC
37	Developing indicators of basic competency achievement with measurable and observable operational verbs.	NCA	NC	NRC	C	VC	AC
38	Identifying the right type of assessment for measuring students' achievement of basic competency that suit the indicator of learning experience covered during instructional process.	NCA	NC	NRC	C	VC	AC
39	Conducting written test and non-test assessment.	NCA	NC	NRC	C	VC	AC
40	Conducting oral test and non-test assessment.	NCA	NC	NRC	C	VC	AC
41	Conducting test and non-test performance assessment.	NCA	NC	NRC	C	VC	AC
42	Conducting test and non-test assessment of attitude.	NCA	NC	NRC	C	VC	AC
43	Conducting test and non-test assessment of works.	NCA	NC	NRC	C	VC	AC
44	Conducting test and non-test portfolio assessment.	NCA	NC	NRC	C	VC	AC
45	Conducting oral test and non-test assessment of student's self-evaluation.	NCA	NC	NRC	C	VC	AC
46	Analyzing data about learning processes.	NCA	NC	NRC	C	VC	AC
47	Analyzing data about learning achievement.	NCA	NC	NRC	C	VC	AC
48	Interpreting data about learning processes.	NCA	NC	NRC	C	VC	AC
49	Interpreting data about learning achievement.	NCA	NC	NRC	C	VC	AC

50	Deciding appropriate follow-up actions based on analysis of learning processes.	NCA	NC	NRC	C	VC	AC
51	Deciding appropriate follow-up actions based on analysis of learning achievement.	NCA	NC	NRC	C	VC	AC
52	Allocating sufficient amount of time for each basic competency based on the number of effective weeks by considering the number of basic competency.	NCA	NC	NRC	C	VC	AC
53	Allocating sufficient amount of time for each basic competency based on the number of effective weeks by considering the scope of the basic competency.	NCA	NC	NRC	C	VC	AC
54	Allocating sufficient amount of time for each basic competency based on the number of effective weeks by considering the depth of the basic competency.	NCA	NC	NRC	C	VC	AC
55	Allocating sufficient amount of time for each basic competency based on the number of effective weeks by considering the level of difficulty of the basic competency.	NCA	NC	NRC	C	VC	AC
56	Allocating sufficient amount of time for each basic competency based on the number of effective weeks by considering the importance of the basic competency.	NCA	NC	NRC	C	VC	AC
57	Allocating sufficient amount of time for each basic competence based on the subject's weekly allocated time by considering the number of basic competency.	NCA	NC	NRC	C	VC	AC
58	Allocating sufficient amount of time for each basic competence based on the subject's weekly allocated time by considering the scope of the basic competency.	NCA	NC	NRC	C	VC	AC
59	Allocating sufficient amount of time for each basic competence based on the subject's weekly allocated time by considering the depth of the basic competency.	NCA	NC	NRC	C	VC	AC

60	Allocating sufficient amount of time for each basic competence based on the subject's weekly allocated time by considering the level of difficulty of the basic competency.	NCA	NC	NRC	C	VC	AC
61	Allocating sufficient amount of time for each basic competence based on the subject's weekly allocated time by considering the importance of the basic competence.	NCA	NC	NRC	C	VC	AC
62	Selecting suitable sources of learning for the standard competency.	NCA	NC	NRC	C	VC	AC
63	Selecting suitable sources of learning for the basic competency.	NCA	NC	NRC	C	VC	AC
64	Selecting suitable sources of learning for main conntents.	NCA	NC	NRC	C	VC	AC
65	Selecting suitable sources of learning for learning activities.	NCA	NC	NRC	C	VC	AC
66	Selecting suitable sources of learning indicators of competency achievement.	NCA	NC	NRC	C	VC	AC

NCA: Not confident at all. NC: Not Confident. NRC: Not Really Confident.
C: Confident. VC: Very Confident. AC Absolutely Confident

Demographic Information

Please specify or tick (in the bracket) the suitable information to describe you:

1. Age:
2. Level of secondary school taught:
   ( ) Junior ( ) Senior
3. Type of school taught:
   ( ) General ( ) Islamic ( ) Vocational
4. Experience in English teaching (including out-side school)
   ( ) 1-5 years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years
   ( ) 20-25 years ( ) 25-30 years ( ) More than 30 years
5. Level of the last educational qualification
   ( ) Bachelor ( ) Undergraduate Diploma
   ( ) Post-High School Teacher Training Program
   ( ) other (please specify) _____
6. Participation in professional training or workshop on curriculum development:

The 1994 curriculum	Competency Based Curriculum (CBC)	School Based Curriculum (SBC)
( ) Yes ( ) Never	( ) Yes ( ) Never	( ) Yes ( ) Never

7. Experience in developing EFL syllabus or lesson plan within:

The 1994 curriculum	Competency Based Curriculum (CBC)	School Based Curriculum (SBC)
( ) Yes ( ) Never	( ) Yes ( ) Never	( ) Yes ( ) Never