



The Influence of Self-Efficacy on Teacher Performance: Literature Review

Sayu Aurellia Rizky Amalia, M Luthfi Oktarianto

Program Studi S1 Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan
Universitas Negeri Malang

Jl. Cakrawala No.5, Sumbersari, Kec. Lowokwaru, Kota Malang, Jawa Timur 65145

Volume 12 Nomor 2
Oktober 2025: 233-250
DOI: 10.30997/dt.v12i2.21636

Article History

Submission: 31-10-2025

Revised: 31-10-2025

Accepted: 31-10-2025

Published: 31-10-2025

Keywords:

Self Efficacy, Teacher performance, Literature Review

Correspondence:

(Sayu Aurellia Rizky Amalia)
(0895396118761)
(sayu.aurellia.2201516@students.um.ac.id)

Abstract: This study aims to describe the influence of self-efficacy on teacher performance, using a literature review as a research method. Various literatures indicate that self-confidence, or what is commonly called self-efficacy, plays a significant role in teacher performance. Considering the lack of research that specifically examines various literature sources relevant to the topic of the influence of self-efficacy on teacher performance, the researcher hopes for a more specific study reference that provides a comprehensive overview of the topic, as well as providing a useful scientific contribution to teacher professional development.

INTRODUCTION

A person who has self-confidence in managing the results of his business shows self efficacy (Oktarianto, Akbar, Mas'ula, Hanisvana, & Farizza, 2024). Self efficacy refers to a person's confidence in their ability to complete certain tasks, overcome challenges, and achieve their goals (Affuso dkk., 2023).

In contrast to ideals which represent goals that one wants to fight for in the future, self efficacy reflects a person's current assessment of his or her own abilities (Tamrin, Hasan, & Jannang, 2020). Self efficacy influences how individuals feel, think, motivate themselves, and act, producing various effects through several main processes:



(1) cognitive processes, (2) motivational processes, (3) emotional processes, and (5) decision-making processes. (Bandura, 1990). Self-efficacy refers to a person's belief in their own ability to successfully complete tasks and achieve specific goals. In education, teachers with high levels of self-efficacy typically demonstrate strong motivation and greater self-confidence, and are more proactive in seeking opportunities for professional development.

The teaching profession is a field oriented towards humanitarian services which has many challenges (Maslach & Jackson, 1981). It is the teacher's job to help students in their search for knowledge by adapting their approach to each child and finding the most effective way to provide assistance in each situation (Ashton-Warner & Kingston, 1986). Teachers are expert teaching staff whose duties include providing instruction, educating, giving direction, assessing, conducting training, and analyzing student achievement in early childhood education, elementary education, and secondary education on the formal education path (Pemerintah Indonesia, 2005). To maintain the quality of

teaching, regular coaching is needed to maintain enthusiasm, address weaknesses, and keep learning methods updated according to developments.

An important factor that influences a teacher's productivity is his psychological state (Gintulangi, Oktaviani, & Arsana, 2021). Teacher self-efficacy refers to a teacher's belief in his or her ability to implement learning effectively and meet predetermined educational goals (Wray, Sharma, & Subban, 2022). Teacher self-efficacy is an important factor that influences the quality of learning, both directly and indirectly (Latip dkk., 2024). The success of a teacher in carrying out his duties and obligations is influenced by a number of internal and external factors (Amin & Harahap, 2023). A teacher must have confidence in his/her ability to carry out his/her responsibilities effectively and be a positive role model for his/her students, thus making self-efficacy an important quality for teachers (Lubis & Fazira, 2022). High teacher self-efficacy is very important, especially in situations where teachers must be able to adapt to overcome challenges effectively (Musadad dkk., 2022). Providing support and leadership

that increases teacher self-efficacy has been proven to have a positive effect on performance (Affuso dkk., 2023). Cultivating high teacher self-efficacy is crucial for improving the quality of education and ensuring that teachers can effectively address the challenges of their roles. Prioritizing support and leadership that boosts teachers' confidence can significantly improve their productivity and the overall learning experience for students.

Various literature (Elfira, Maisyaroh, & Sumarsono, 2024; Gintulangi dkk., 2021; Muffidah, Ali, & Roosdhani, 2024), revealed that self-efficacy plays a role in influencing a teacher's performance. Several other studies (Jumiati & Kartiko, 2022; Maharani, 2023; Tamrin dkk., 2020), also revealed a strong influence between the two variables. Given these considerations, this research is expected to improve overall understanding of this topic and provide a useful scientific contribution to teacher competency development.

METHOD

This study used a literature review as the primary approach in analyzing the influence of self-efficacy on teacher

performance. Data sources were obtained through a systematic search of academic databases such as Google Scholar and the Ministry of Education and Culture's Sinta database using relevant keywords such as "self-efficacy," "teacher performance," "the effect of self-efficacy on teacher performance," and similar keywords. Inclusion criteria for the literature selection included peer-reviewed publications, topic relevance to the research focus, and adequate methodological information. Articles containing opinion pieces, incomplete information, or no empirical data were excluded from the analysis. The following are the analytical steps in this study: first, the researcher collected all literature that met the inclusion criteria. Second, the literature was classified based on type, year of publication, and methodological approach. Third, the researcher conducted a thematic synthesis to identify patterns of relationships between self-efficacy and teacher performance. Fourth, the results from each source were summarized to present a comprehensive overview.

RESULT & DICUSSION

Various literature (Battu & Susanto, 2022; Sari & Yeki, 2020; Rizana, 2019), shows that self-efficacy plays a significant role in improving individual performance. Self-efficacy has the potential to significantly influence individual performance because it is closely related to various elements, including individual processes and personal characteristics, which are important components that collectively support and enhance human resource performance. This statement is also supported by (Hamid, Saputro, Ashadi, & Masykuri, 2021; Octarina, 2023), that internal and external factors play an important role in improving a person's performance, so that to achieve optimal

performance, self-development and a supportive work environment are required. To achieve optimal results in human resource performance, self-efficacy plays an integral role, because self-efficacy contributes to the way teachers process information and interact with their environment, which ultimately shapes their individual unique traits and abilities. By cultivating a strong sense of self-efficacy, educators can better navigate challenges, and increase the overall effectiveness of their role.

Results

Referring to the article review, the researcher found 11 relevant journals related to the influence of self-efficacy on teacher performance in table 1.

Table 1 Relevant Journals

No	Journal Title	Researcher and Year	Journal	Research result
1	The Influence of Self-Efficacy and Locus of Control on Intern Employee Performance	Andre Silvius Battu and Andi Heru Susanto (2022)	Scientific Journal of Management, Business and Entrepreneurship	This study evaluated the influence of self-efficacy and locus of control on intern performance. A quantitative associative method was used, involving 56 students as a sample, with a questionnaire as the chosen instrument. The instruments used were first tested for validity and reliability. Data were processed using descriptive statistics, then through multiple linear regression to test the hypotheses. The study showed that self-efficacy plays a role in improving employee performance. Furthermore, locus of control also plays a role in improving employee performance. When the two are combined, self-efficacy and locus of control play a role in improving employee performance. However, this study was limited by limited mobility due to the pandemic, and the data

No	Journal Title	Researcher and Year	Journal	Research result
2	The Influence of Career Development, Self-Efficacy, and Work Motivation on Employee Performance	Desi Permata Sari dan Yeki Candra (2020)	Journal of Economics and Information Systems Management	analysis was based on a limited sample size, without considering variables outside the study or potential moderating factors that may impact employee performance. Untuk menguji pengaruh dari variabel ini. Multiple linear regression analysis dilakukan menggunakan kuesioner yang disebarluaskan sebanyak 50 orang. Temuan penelitian mengindikasikan berdasarkan partial test, pengembangan karir berpengaruh kuat dan relevan pada kinerja karyawan, sementara variabel self efficacy mempunyai pengaruh positif namun tidak signifikan. Uji Serentak (Uji F) menunjukkan bahwa ketiga variabel secara bersama-sama berkontribusi konstruktif serta relevan dengan kinerja. Adjusted R Square menghasilkan nilai sebesar 0,715 yang menunjukkan bahwa 71,5% kinerja diuraikan berdasarkan indikator peningkatan profesi, self efficacy, serta motivasi kerja, sementara proporsi sisanya mencapai 28,5% merupakan kontribusi faktor diluar ruang lingkup penelitian.
3	The Influence of Self-Efficacy, Locus of Control, and Organizational Commitment on the Performance of Social Companions (A Study on PKH Social Companions in Kebumen Regency)	Dani Rizana (2019)	Business Focus: Management and Accounting Study Media	The purpose of this study was to examine the impact of self-efficacy, locus of control, and organizational commitment on the performance of social assistants in the institution. The survey method was used to assess the influence of variables X1, X2, and X3 on the performance of social assistants. The research population involved 240 respondents, while the sample involved 150 respondents. The findings and conclusions obtained were as follows: (1) self-efficacy simultaneously contributed to the performance of assistants, (2) locus of control simultaneously contributed relevantly to the performance of assistants, and (3) self-efficacy, locus of control, and organizational commitment simultaneously contributed significantly to the performance of PKH assistants with an increase of 56.10% ($R^2 = 0.561$).
4	The Influence of Self-Efficacy and Locus of Control on Teacher Performance	Jumiati dan Kartiko (2022)	Academicus: Journal of Teaching and Learning	The purpose of this study was to evaluate the influence of self-efficacy and locus of control on teacher performance at SMKN 1 Dlanggu. A quantitative approach was used, with self-efficacy and locus of control as the independent variables, and teacher performance as the dependent variable. The study focused on the institution's teachers, using a probability sampling technique with a simple

No	Journal Title	Researcher and Year	Journal	Research result
				random sampling method. The findings indicate that self-efficacy and locus of control have a strong impact on teacher performance.
5	The Influence of Self-Efficacy-Based Transformational Leadership of School Principals in Improving Teacher Performance at MIN 12 Medan	Savira Maharani (2023)	Journal of the Indonesian Cheerful Generation	This study attempts to explain and examine the influence of principal leadership through a transformational approach based on the principal and teachers at the institution. Data were collected through a Likert-scale questionnaire and analyzed using simple, multiple, and partial regression techniques. The findings indicate a strong correlation of 0.790 between transformational leadership based on self-efficacy and teacher performance improvement, accounting for 55% of the performance improvement, while the remaining 45% is due to other factors. In conclusion, principal leadership through a self-efficacy-based transformational approach has a significant impact on teacher performance.
6	The Influence of Self-Efficacy and Leadership Style on the Performance of Educational Staff at the Faculty of Languages and Arts, Padang State University	Inolla Octarina dan Afriyeni (2023)	Tambusai Education Journal	This study aims to identify the influence of self-efficacy and leadership style on the performance of educational staff at the research location, as well as to explore the combined influence of both on performance. This study uses a quantitative research method by taking a sample of 30 educational staff at the Faculty of Social and Political Sciences, Universitas Negeri Padang, using a questionnaire survey for data collection. The results show several main results: (1) self-efficacy has a significant effect on performance, (2) leadership style also has a significant effect on performance. Finally, self-efficacy and leadership style simultaneously contribute significantly to performance, as shown by the F-count value of 67.134 exceeding the F-count value of 3.34 and a significance value of 0.000.
7	The Influence of Conflict Management Skills, Work Stress Control and Self-Efficacy on Teacher Performance	Sabriana Oktaviani Gintulangi dan I Kadek Satria Arsana (2021)	Axiology: Journal of Education and Social Sciences	This study aims to: 1) investigate the influence of conflict management skills on teacher performance in junior high schools across the Pinolosian sub-district, 2) examine the influence of stress control on teacher performance, 3) explore the direct positive influence of self-efficacy on teacher performance, 4) assess the influence of conflict management skills on teacher self-efficacy, and 5) evaluate the direct positive influence of stress control on teacher self-efficacy. The approach used was quantitative, data

No	Journal Title	Researcher and Year	Journal	Research result
8	The Effect of Burnout on Performance with Emotional Intelligence and Self-Efficacy as Mediators in Special Needs School Teachers in Ternate City	Mariyani Hi. Tamrin, Said Hasan, dan Abdul Rahman Jannang (2020)	Scientific Journal of Educational Vehicle	collection was carried out through questionnaires and data recordings, analysis was carried out through descriptive and inferential methods. The results of the study showed that: 1) conflict management skills have a positive impact on a teacher's performance, 2) stress control has a positive impact on teacher performance, 3) self-efficacy has a positive impact on teacher performance, 4) conflict management skills have a positive impact on teacher self-efficacy, and 5) stress control has a positive impact on teacher self-efficacy. This study attempts to examine the effect of burnout on performance, specifically investigating the role of emotional intelligence and self-efficacy as mediating factors in the relationship. The dependent variable in this study is burnout, with emotional intelligence and self-efficacy as intervening variables, while the performance variable is the dependent variable. The study population included all special needs teachers in Ternate City and a sample of 62 participants was obtained. The path analysis method with the help of the SPSS application was used in the study. It is known that burnout has a negative and significant impact on performance, burnout has a negative and relevant impact on emotional intelligence, burnout has a negative and relevant impact on self-efficacy, emotional intelligence has a positive and relevant impact on self-efficacy, self-efficacy has a positive and relevant impact on teacher performance, and emotional intelligence and self-efficacy variables are mediators of the influence of burnout.
9	Analysis of Critical-Creative Thinking Styles and Their Implications on Self Efficacy Teacher Pre Service	A.Hamid, Saputro, Ashadi, dan M. Masykuri (2021)	Journal of Physics: Conference Series	Critical and creative thinking styles, as well as self-efficacy, are crucial for facing the challenges posed by the fourth industrial revolution. This study aims to analyze the relationship between critical and creative thinking styles and their implications for the self-efficacy of prospective teachers. The survey method was applied through the Yanpiaw Critical Creative Styles (YCCS) test as the main instrument to measure critical and creative thinking. This instrument has been standardized based on established tests for critical and creative thinking skills, such as the WGCTA and TTCT. The

No	Journal Title	Researcher and Year	Journal	Research result
10	The Influence of Leadership Style, Motivation, and Self-Efficacy on Teacher Performance at Public Elementary Schools in Kalinyamatan District	Nurul Muffidah, Ali, dan Rifqy Roosdhani (2024)	Journal of Business and Entrepreneurship	findings indicate that (1) trainee teachers generally do not exhibit extreme critical or creative thinking styles, (2) most prospective teachers exhibit moderately dominant thinking styles, and (3) teachers with greater critical and creative thinking styles exhibit stronger critical and creative thinking styles on their self-efficacy compared to those with intermediate thinking styles. The main objective of this study is to empirically test that leadership style, motivation, and self-efficacy influence the performance of public school teachers in the research location. This study used quantitative descriptive research. The sample selection strategy implemented was proportional random sampling. Respondents numbered 150 local educators. Data collection was conducted through questionnaires. Validity was determined in the research instrument on its content and construct validity. The reliability test was measured using Cronbach's Alpha. Multiple linear regression analysis was applied to test the hypotheses, (1) work motivation has an impact on teacher performance. (2) the principal's leadership style has an influence, (3) teacher self-efficacy has an influence. These findings are supported by hypothesis testing.
11	The Influence of Teacher Self efficacy on Teacher Performance Through Organizational Learning	Elfira, Maisyaroh, Raden Bambang Sumarsono (2024)	Journal of Educational Management & Supervision	Testing the effect of teacher self-efficacy on performance mediated by organizational learning. The approach used is a quantitative approach using multiple linear regression analysis with SPSS 25 and SMART PLS 3 software. The study population consisted of 111 teachers from five schools in Sinjai Regency, with a sample of 111 respondents selected through a proportional sampling method. Based on the results of the analysis, it is known that teacher self-efficacy has constructive implications for teacher performance, confirming the first hypothesis. However, the second hypothesis is rejected because organizational learning has no impact on teacher performance. Similarly, the third hypothesis is also rejected indicating that teacher self-efficacy does not influence teacher performance through organizational learning. This means that reducing the role of organizational learning does not increase the

No	Journal Title	Researcher and Year	Journal	Research result
				relationship between self-efficacy and teacher performance.

Discussion

Self Efficacy

a. Definition of self efficacy

Self-confidence or self-efficacy is basically an individual's belief based on their capability to manage and carry out procedures effectively to achieve certain goals (Bandura, 1977). Self-efficacy is highly influenced by context and is crucial when overcoming obstacles. Individuals with positive beliefs are associated with increased motivation and persistence, as well as a greater ability to process negative thoughts about themselves (Cassidy, 2015). Evaluation that specifically relates to a person's capability in carrying out responsibilities (Woolfolk & Shaughnessy, 2004). Self-efficacy is based on an individual's confidence in their capability to complete certain tasks, face obstacles, and achieve desired targets (Affuso dkk., 2023).

A person with high self-efficacy believes in their capabilities to

handle tasks and overcome challenges effectively. This belief serves as a foundation for planning, completing tasks, achieving goals, producing results, and taking initiative (Oktarianto, Akbar, dkk., 2024). A strong belief that people can complete the tasks necessary to achieve certain goals and that their efforts will produce desired results is the foundation of high levels of self-efficacy (Astri & Ain, 2024). Self-efficacy influences how individuals feel, think, motivate themselves, and behave, which then gives rise to various influences through several main processes: (1) cognitive processes, (2) motivational processes, (3) emotional processes, and (4) decision-making processes (Bandura, 1990). From this explanation, it is known that self-efficacy is an individual's belief in their ability to achieve goals through effective action and perseverance, especially when facing challenges, so that it can

foster motivation, perseverance, and resilience, while reducing negative self-perceptions

b. Indicator of self efficacy

The following are several divisions of self-efficacy indicators put forward by several experts, namely:

a. Magnitude (Bandura, 1977) : It reflects the degree of difficulty of a task they believe they can manage and complete successfully. For example, someone might initially find learning English a daunting challenge. However, as they master basic vocabulary and simple sentences, their ability or prowess will improve.

b. Generality (Bandura, 1977) : It relates to the range of behaviors that make individuals feel confident in their abilities and the different contexts in which self-efficacy evaluations can be relevant. People may perceive themselves as capable in a wide range of activities or may only feel competent in certain areas. Someone with a high level of self-efficacy believes in their ability to handle many tasks.

c. Strength (Bandura, 1977) : It relates to the strength of an individual's belief in their abilities and their resilience in carrying out their responsibilities. Individuals with high self-efficacy tend to be able to face various challenges and obstacles. Essentially, this indicator reflects how stable and enduring an individual's belief in their abilities is.

d. Cognitive (Corsini, 1994) : Self-efficacy develops from a person's ability to consider the strategies they will implement and organize the steps taken to achieve the desired goals and targets.

e. Motivation (Corsini, 1994) : An individual's capacity to cultivate determination and ambition serves as a source of self-motivation. This motivation plays a crucial role in supporting actions and decision-making to achieve desired results and goals.

f. Affective (Corsini, 1994) : A person's capacity to manage

and control their emotions during unexpected emotional outbursts helps them achieve the results they envision more effectively.

- g. Selection (Corsini, 1994) : A person's ability to differentiate and select appropriate behaviors and environments to facilitate their efforts to achieve desired outcomes and goals.

c. Category self efficacy

The following are several divisions of self-efficacy categories put forward by (Bandura, 1997; Galos & Aldridge, 2021; Oktariantio, Hidayat, dkk., 2024), namely:

- 1) Low: Individuals with low self-efficacy tend to lack confidence in their ability to succeed. They may shy away from challenges and experience anxiety or despair when faced with obstacles.
- 2) High: Individuals with high self-efficacy are confident in their capabilities to overcome challenges and achieve goals. They are generally more likely to take risks and demonstrate greater motivation to strive.

Teacher Performance

a. Definition of Teacher Performance

The term teacher performance refers to a person's actual achievements in carrying out their duties (Septiawan, Masrunik, & Rizal, 2020). The concept of performance has many meanings, performance refers to a qualitative description of teacher behavior that is full of meaning (Muspawi, 2021). Performance can be defined as a person's qualifications or skills. It is a tangible expression of ability manifested through action. In relation to work, performance is defined as the results achieved within a specific timeframe based on work tasks and obligations (Juniarti, Ahyani, & Ardiansyah, 2020). Performance encompasses a diverse understanding of an individual's work accomplishments, skills, and behaviors, reflecting their qualifications and abilities through concrete actions. Thus, performance serves as an important indicator of an individual's contribution and effectiveness in their professional role.

Performance is crucial for a teacher to fulfill his/her responsibilities as a subject of learning and play a role in increasing the dignity and status of teachers and achieving national education goals (Rorimpandey, 2020). A teacher's performance is the work achievement obtained by teachers or educational staff in educational institutions, in line with the mandate and tasks set by the institution, in order to realize the institution's views and goals legitimately, comply with legal regulations, and maintain integrity based on ethical principles and moral norms (Joen, Purnamawati, & Amiruddin, 2022). Teacher performance refers to the mastery of knowledge, behavior, and skills required to demonstrate effective behavior in the classroom. This performance can be understood as the output achieved by teachers in carrying out their responsibilities, both in terms of quality and quantity. Good performance is reflected not only in students' academic achievement but also in the positive interactions between

educators and students, along with their ability to manage the classroom effectively (Roswirman & Elazhari, 2021). A teacher's performance can be measured by their responsibility in carrying out their duties. This reflects the teacher's work results, is guided by ethical standards, and encompasses the knowledge, attitudes, and skills necessary for effective classroom management. Good performance is reflected not only in students' academic achievement but also in positive interactions between teachers and students.

b. Indicator of Teacher Performance

Teacher performance aims to evaluate whether participants have acquired the necessary skills in an educational, teaching or training program (Sunarsi, 2020). Teaching performance is based on professional, social, and personal skills (Ridwan, 2021). Here are some indicators of teacher performance according to several experts:

- 1) Teaching Planning (Joen dkk., 2022): Lesson planning is a crucial initial phase in education, where educators

develop activities that align with the curriculum and meet the needs of students. Effective planning goes beyond selecting teaching materials and methods; it also involves establishing clear learning objectives, implementing differentiated strategies to meet diverse student needs, and selecting appropriate assessment tools. Through careful planning, teachers can foster a more organized and impactful learning environment.

2) Implementation of Teaching (Joen dkk., 2022): Learning implementation is the stage where the planned learning plan is implemented in the classroom. The effectiveness of this implementation depends heavily on the teacher's skills in classroom management, utilizing appropriate teaching methods, and responding to student dynamics. Competent teachers can foster an engaging and supportive learning environment, enabling students to actively

participate in the educational process.

3) Teaching Assessment (Joen dkk., 2022) : Learning assessment is a method used to evaluate students' progress and achievement in their education. Effective assessment goes beyond simply evaluating final results; it also includes formative assessments that provide feedback throughout the learning process. By utilizing a range of assessment techniques, teachers can identify students' strengths and weaknesses and modify their teaching strategies to improve learning outcomes.

4) Communication with Students (Gage & Berliner, 1998): Effective communication between teachers and students is crucial for fostering positive relationships and enhancing the learning experience. Effective communication involves not only sharing information but also actively listening to and understanding students' needs and emotions. Teachers with

strong communication skills can boost students' self-confidence and motivation, ultimately encouraging more active engagement and optimal learning outcomes.

- 5) Self-development (Guskey, 2000): Teacher self-development is an ongoing process essential for improving the quality of teaching. Educators should participate in professional development activities, including training sessions, workshops, and collaborations with colleagues, to refresh their knowledge and skills. By enhancing their competencies, teachers can more effectively implement innovative teaching practices that meet the needs of their students.
- 6) Relationship with Parents and Community (Epstein, 2018): Strong relationships between schools, parents, and the community are crucial to supporting the teaching and learning process. Parental involvement is essential for

students' learning and development, as it can boost their motivation and academic achievement. Teachers who proactively build communication and collaboration with parents and the community are able to create a more comprehensive learning environment, where all parties contribute to supporting student development.

c. Category of Teacher Performance

Regulation of the Minister of PANRB Number 16 of 2009 concerning Teacher Functional Positions and the Mechanism for Determining Credit Points (2009), and Teaching Materials for Principal Training related to Teacher Performance Evaluation Supervision in 2019 (2019), Teacher performance categories are based on scores that reflect performance quality. Here are some categories:

- 1) Less : Score 0 to 50
- 2) Moderate : Score 51 to 60

- 3) Sufficient : Score 61 to 75
- 4) Good : Score 76 to 90
- 5) Very Good : Score 91 to 100

CONCLUSION

An individual's work results, also known as performance, are closely related to their personal characteristics and behavior. An individual's work scope not only reflects their behavior toward others but also influences their overall performance. Self-efficacy falls within the individual's scope because it is intrinsically linked to a person's abilities and skills. Individuals with high self-efficacy tend to be competent in effectively optimizing their potential, enabling them to perform at their best as teachers, ultimately resulting in positive performance outcomes. The findings of this study align with previous research regarding the influence between the two variables.

ACKNOWLEDGMENT

All Lecturers and Education Staff of the Elementary School Teacher Education Undergraduate Study

Program, who have provided knowledge, support, and facilities so that a conducive academic environment can be created.

To all researchers whose research is used as a literature source for this research

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