Madrasah Teachers' Self Efficacy on Constructing Literacy-Based Teaching Materials

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Abstrak. One of the most important teaching tasks is designing teaching materials professionally and accordingly constructed to support the teaching and learning process effectively. Thus, teachers need to be aware of selecting the appropriate material and learning resources for their students. This awareness is called self-efficacy which can be described as a person's belief in their ability to succeed in a particular situation or task including teaching material preparation. Thus, this present research investigated the level of teachers' self-efficacy in constructing a literacy-based teaching material. It employed mixed-method research, explanatory- sequential research. The respondents were 69 teachers of Madrasah Ibtidaiyah to Madrasah Aliyah in East Java. Surveys, interviews, and focus group discussions were used to collect data that was analyzed using SPSS 25. Further, the data was also described qualitatively based on the theme made. Then, the result shows the teachers' self-efficacy in constructing literacy-based teaching material is on the intermediate level. Thus, implications and recommendations are given in this study.
Keywords: Literacy; Teaching Materials; Self-Efficacy

INTRODUCTION

Literacy is often defined as the ability to read and write. Literacy is not only related to reading and writing but also to social competence (Luna et al., 2000). Literacy growth is important. Indonesia is a country with a low literacy ranking. According to SUSENAS (National Socio-Economic Survey) in 2019 by BPS (Central Statistics Agency) there was a significant decrease in the number of illiterates. The result was around 2.85%. In 2011, the illiteracy rate initially reached 4.63% then eight years later in 2019, it reached just 1.78% (The Jakarta Post, 2020). While developing children's literacy is the basis for forming social skills for their future lives so it can minimize the number of illiterates in Indonesia. It shows clear implication for the urgency of the importance of designing learning teaching materials which should be oriented towards the growth and development of literacy. Thus, it can be meaningful for children's language development.

Teaching material can be in the form of visual, auditory-based, kinesthetic and printed materials. It can also be in the form of live performances or on cassettes, DVDs, the internet (Tomlinson, 2016). Meanwhile, based on the design, there are two categories of teaching materials, namely complete and incomplete teaching materials.

When teaching materials contain learning components, objectives, activities, materials and learning media accompanied by exercises and assignments, evaluation and feedback, then it is in complete teaching materials. Meanwhile, if teaching materials contain only a few of the components mentioned above, the materials are included in the incomplete teaching materials. It is only used on a limited basis for limited purposes. Meanwhile, teaching materials should meet the principles of completeness and unity related to help students gaining competence on the content and help the to improve their critical thinking and literacy skills.

A study from Fakhriyah et al found that one of the causes of the low level of scientific literacy competency and critical thinking skills of students is the lack of availability of supporting teaching materials that can develop scientific literacy and critical thinking skills of students at the Elementary School Teacher Education Department at Muria Kudus University. The results of the questionnaire also prove that students want teaching materials that can develop thinking skills through inquiry-based projects that is easy to understand especially in learning science materials by integrating various concepts, ideas, sources and phenomena of scientific literacy (Fakhriyah et al., 2019). Teaching materials containing scientific concepts provided in reading gardens are still text or material-oriented. This is possible because some teaching materials are not developed by subject teachers, but are rather adopted or adapted teaching materials. Thus, teaching materials are not fully in line with the objectives or accordance with students' needs. This is where the teacher's ability to develop teaching materials is important

Minister of National Education Regulation number 16 of 2007 states that a teacher must have 4 competencies, namely Pedagogical Competency, Personality Competency, Social Competency and Professional Competency. Teachers who have professional competence have mastery of the material, framework and conceptual structure as well as a scientific mindset to support the teacher in teaching the subjects taught. Apart from that, teachers who have professional competence must also master competency standards and be able to develop teaching materials in accordance with the standards (Permendiknas RI, 2007). This regulation shows the obligation of a professional teacher to develop teaching materials. However, it seems that not many teaching materials are published independently by the teachers. One potential cause is a lack of teacher self-efficacy in developing teaching materials.

Self-efficacy is defined as a person's belief in achieving a certain level of performance and influences the potential to shape life. Bandura states that self-efficacy contains four main processes, including (1) cognitive processes, (2) motivational processes, (3) emotional processes, and (4) selection processes (Bandura, 1994). Efficacy, according to Gist, involves a gradual cognitive process starting from making considerations, combining knowledge and experience and making evaluations of that knowledge and experience before finally deciding an option (Gist, 1987). Cognitive activity forms not only deliberate activity but also self-motivational abilities. Individuals motivate themselves and anticipate their behavior by moving forward.

Beliefs about self-efficacy play an important role in controlling self-motivation(Torres & Alieto, 2019).

Some previous research have investigated on self-efficacy (Fisher, 2014; Fraile et al., 2017; Kinsler, 2017; Moreno & Kilpatrick, 2018; Wang & Sun, 2020) tend to focus on studying students' self-efficacy. However, there has been no research examining the self-efficacy of madrasah teachers in compiling literacy-based textbooks. Thus, this research provided new knowledge about the level of teacher efficacy in compiling textbooks. Finally, this research was designed to examine the self-efficacy of madrasah teachers in designing literacy-based teaching materials. It aims to map the self-efficacy levels of madrasah teachers in writing textbooks.

METHOD

This research used mixed-method research. A total of 69 madrasa teachers in East Java who had taken technical guidance on integrating literacy in learning and had developed teaching materials were respondents to the survey in this research. Respondents who filled in had met the criteria. The respondent were madrasa teacher from MI to MA level and had taken technical guidance on learning literacy integration both as a participant and as an instructor. This study began with quantitative data collection regarding the understanding and experience of madrasa teachers in the practice of developing literacy-based teaching materials. Based on the quantitative data, qualitative data is then collected to support or evaluate why the results in the quantitative data appear as they do. Analysis of these two groups of data provided information regarding what aspects madrasa teachers have and have not mastered regarding to the development of literacy-based teaching materials. Moreover, it can also be found out what aspects are believed by madrasa teachers to influence their ability to develop literacy-based teaching materials. The first qualitative data collection was carried out through structured interviews and Focus Group Discussions, while quantitative data was obtained from questionnaires distributed online. The results of this analysis will be the basis for developing research instruments.

The next step in the preparation stage is the development of research instruments. Primary data that will be collected through the instrument concerns the level of self-efficacy of madrasa teachers in developing literacy-based teaching materials. To collect these two data, a questionnaire and interview guide will be used. The questionnaire is used to collect data about self-efficacy levels and will be distributed to madrasa teachers who have taken literacy training by the Ministry of Religion and have developed teaching materials. Interviewees and FGD participants are respondents who have filled out the questionnaire. The instruments used for data collection were surveys and interview guides. The questionnaire was used to collect data on the level of self-efficacy of madrasa teachers in developing teaching materials and was distributed to teachers who took part in literacy technical guidance activities and had experience developing literacy-based teaching materials. The validity index of the instrument items was calculated using the item-wide correlation technique. To test the effectiveness of the

instrument, calculations were carried out using the Pearson product-moment correlation equation.

SPSS 25 is used for testing. The test results show that the reliability of the instrument is 0.80. Thus, the instrument is declared reliable and can be used. This survey data collection method was carried out by distributing questionnaires created via Google Forms (s.id/Efikasi-diri), one of Google's platforms, to facilitate the process of distributing surveys and data tables. This survey is divided into four parts. The first part of the questionnaire consists of 12 questions that explore information related to the respondent consisting of (a) length of teaching experience, (b) gender, (c) level of education taught, (d) class taught, (e) subjects taught, (f) teaching materials that have been developed, (g) basic knowledge about literacy. Part two of the questionnaire consists of two questions regarding the respondent's basic knowledge regarding literacy. In part three of the questionnaire there are 14 questions about the respondent's ability and confidence in developing teaching materials. Seven questions were about their abilities and the other seven were about self-confidence. Part three of the questionnaire contains 12 questions consisting of questions related to ability and confidence in developing literacy-based teaching materials, each point consisting of six questions. The self-efficacy process is outlined in four questions in section five of the questionnaire. The final part of the questionnaire also consists of four questions related to the source of self-efficacy.

Quantitative and qualitative data were analyzed by taking quantitative data as the main data. Furthermore, this main data will be confirmed and explored in more depth using qualitative data. All responses from questionnaire respondents are calculated via SPSS. The data is presented descriptively with low, medium and high efficacy criteria referring to the following formula.

Self-efficacy level = Total answer score X 100%
Maximum score for all questions

Moreover, the data analysis of qualitative includes having transcribe recordings, creating code responses, create topics and themes from coding, provide meaning from topics and themes, and draw conclusions.

RESULTS AND DISCUSSION

Teaching experience is an important variable because experience is one of the factors that can influence self-efficacy. A total of 72.5% of respondents had more than 10 years of teaching experience, 11.6% had 7-10 years of teaching experience, 7.2% had between 4-6 years of experience, while 8.7% had only taught between 1-3 years. just.
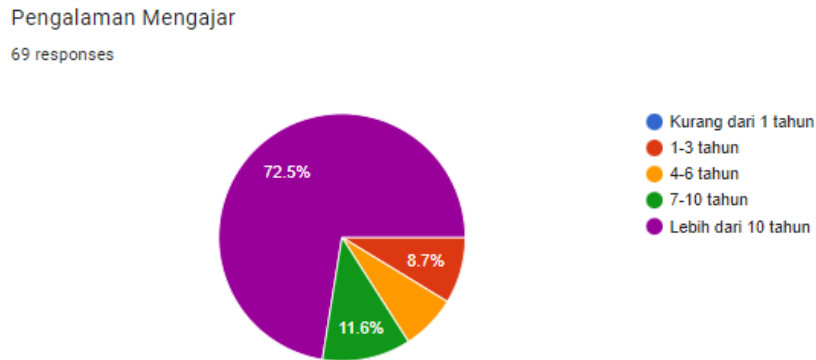
Figure 1. Respondents' Length of Teaching Experience

The second profile aspect that is general information is gender. The data entered from the questionnaire shows that there is a balanced proportion of male respondents and female respondents. As shown in Graph 4.1. 53.5% of respondents were female teachers while the remaining 46.4% were male teachers.
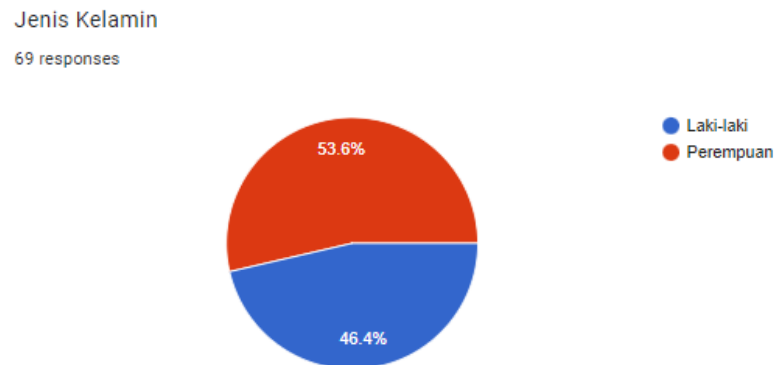

Figure 2. Composition of Respondents Based on Gender

Apart from years of teaching and gender, the respondent's profile is also indicated by the level of education taught. A total of 46 people (67%) are class teachers while the other 22 people (33%) are subject teachers who teach across classes. The composition of respondents based on class level taught is shown in Table 4 below.

Table 1. Profile of Respondents Based on Classes Taught

Class Level Taught & Number of Responses			
Single Class	**Single Class**	**Single Class**	**∑Responden**
1	1	1	7
3	3	3	2
4	4	4	9
6	6	6	
12	12	12	
∑ respondent teaches a	∑ respondent teaches a single class	∑ respondent teaches a single	18

single class	class

The data above shows that the majority of respondents are Madrasah Ibtidaiyah (MI) teachers with a total of 56 people (81%). Meanwhile, there were 7 respondents from Madrasah Tsanawiyah (MTs) level teachers (10%) and 6 people (9%) from Madrasah Aliyah (MA) level teachers. This striking difference in the number of respondents at the MI level compared to the MTs and MA levels is understandable. This is because the AKMI Results Follow-up Guidance in 2021 is focused on MI teachers. Meanwhile, respondents from the MTs and MA teacher elements were teachers who were instructors in technical guidance activities, so the number was smaller. The teachers who were respondents to this research had participated in AKMI Results Follow-up Technical Guidance activities. A total of 59% were participants in the blended mode while the remaining 41% were participants in technical guidance held in the online mode. This also shows that the composition of respondents can be said to be balanced because there are no significant differences.

Based on the subjects taught, they can be categorized into two, namely teachers of one subject and teachers who teach several subjects. A total of 55 teachers taught single subjects while the remaining 14 teach more than one subject. Data regarding the composition of subjects taught by respondent teachers is shown in the following table.

Table 2. Profile of Respondents based on Subjects Taught

No.	Subjects	∑Responden
1.	Bahasa Indonesia	7
2.	Fiqh	5
3.	Bahasa Arab	4
4.	Aqidah Akhlak	4
5.	Bahasa Inggris	4
6.	Pendidikan Jasmani Olahraga dan Kesehatan	4
7.	Matematika	3
8.	Al Qur'an dan Hadits	2
9.	Bahasa Jawa	2
10.	Ilmu Pengetahuan Sosial	2
11.	Ilmu Pengetahuan Alam	2
12.	Fisika	1
13.	Informatika	1
14.	Sejarah Kebudayaan Islam	1
15.	Seni Budaya dan Prakarya	1
16.	Pendidikan	1

	Kewarganegaraan	
17.	Aqidah, Fiqh	11
18.	Bahasa Jawa, Bahasa Indonesia, Bahasa Inggris	8
19.	Bahasa Indonesia, Bahasa Inggris, Seni Budaya dan Prakarya	6
Total		69

While, the types of teaching materials that have been developed by madrasa teachers as respondents in this research are as follows.

Table 3. Profile of Respondents Based on the Teaching Materials Developed

No	Teaching Materials	∑ Respondent	No	Teaching Materials	∑ Respondent
1.	Aqidah	4	22.	Materi Sosial Budaya	1
2.	Bahasa Arab	1	23.	Materi Tentang Bahasa	1
3.	Bahasa Indonesia	6	24.	Materi Tentang Interaksi Sosial	1
4.	Bahasa Inggris	2	25.	Materi Text Report	1
5.	Beriman Kepada Hari Akhir	1	26.	Menulis	1
6.	Bilangan Bulat	1	27.	Mufradat	1
7.	Cara Sakti Hobi Nulis	1	28.	Muhadatsah	1
8.	Fiqih	5	29.	Nahwu Shorof	1
9.	IPA	5	30.	Pancasila Sebagai Dasar Negara	1
10.	IPS	2	31.	Pembudidayaan Literasi Anak	1
11.	Kegiatan Ekonomi	1	32.	Penggunaan Kata Maha Pada Kata Pengganti Nama Tuhan	1
12.	Konektivitas Antarruang	1	33.	PPKn	3

	Dan Waktu				
13.	Matematika	5	34.	Pramuka	1
14.	Materi Ajar Berbasis Masalah	1	35.	Prilaku Sosial	1
15.	Materi Al Qur'an Hadis Kelas 6 (Belajar Surah Al-'Alaq)	1	36.	Siroh	1
16.	Materi Fisika Kelas XII	1	37.	Sistem Komputer	1
17.	Materi K13	1	38.	Solidaritas Antar Teman	1
18.	Materi Numerasi	2	39.	Sosial	1
19.	Materi Pengembangan	1	40.	Tematik	4
20.	Materi Penggalang Tangguh	1	41.	Wudhu	1
21.	Materi Sains	1		Total	69

Literacy as the ability to understand and interpret information in everyday life as written by respondent 25 was also confirmed by another seven respondents. In general, they stated that literacy is related to the ability and life skills to solve problems based on context. Respondent 29, for example, wrote that literacy is a student's ability to understand various problems according to the context in which they occur.' Respondent 37 also emphasized that in literacy, 'students try to solve problems by reading literature.' This is in line with what respondent 33 wrote that literacy concerns 'the ability to process information and knowledge for life skills.' It can be concluded from these responses that literacy is the ability to understand and process information and knowledge obtained from various reference sources critically to develop students' ability to solve problems based on context as a life skill.

The ability to solve problems and life skills are closely related to students' ability to interact in a social context. This is also reflected in the madrasa teachers' responses to questionnaire questions related to the literacy context which is important to integrate into teaching materials. Social context was the highest choice among respondents with a response percentage of 19%. Followed by religious and personal contexts at 14% each and tolerance at 11%. The next literacy context is factual and conceptual at 9% each. Meanwhile, procedural geometric and measurement contexts each received 4% of responses. Numbers and algebra as well as statistics and probability each with 2%

responses. The contexts that received 1% of responses were inclusive accommodative, writing and entrepreneurship and training and assessment methods.

Table 4. Important Literacy Contexts Integrated in Teaching Materials

No.	Content dan Context	∑Respons
1.	social	19%
2.	religious	14%
3.	personal	14%
4.	tolerance	11%
5.	conceptual	9%
6.	factual	9%
7.	national commitment	5%
8.	anti-violence	5%
9.	procedural	4%
10.	geometry and measurement	4%
11.	statistics and odds	2%
12.	numbers and algebra	2%
13.	Writing and Entrepreneurship	1%
14.	inclusive accommodating	1%
15.	Training and assessment methods	1%

Data on the content and context of literacy shows a fairly high teacher preference for social contexts which correlates with data on literacy viewing it is as a skill and proficiency in reading, understanding and interpreting information for solving problems according to the context. The high response to the religious context is very possible because the respondents have madrasa teacher backgrounds. Meanwhile, the personal context which ranks third in the highest response regarding the literacy context can be attributed to the background of the respondents, most of whom are MI teachers.

There are 24 question items aimed at collecting data regarding the level of self-efficacy of madrasah teachers in developing literacy-based teaching materials. The 24 questions are divided into two large categories. The first category is teacher self-efficacy regarding teaching materials as a form of mandate from the Minister of National Education Regulation. There are 14 questions in this category. The second category consists of ten questions related to aspects of literacy skills. Each category is divided into two subcategories, namely questions about their self-confidence and about their capacity.

Items related to teachers' self-confidence that the teaching materials have a role in realizing high-quality education received a score of 87. Meanwhile, teachers' self-confidence that they can develop teaching materials that play a role in realizing equitable high-quality education received a score of 73.

Teaching materials are part of curriculum implementation. So, teaching materials must be in the form of curriculum development. Madrasah teachers' responses regarding their self-confidence that the teaching materials they developed were curriculum development received a score of 77. Their capacity in this regard received a score of 76. The third question related to teachers' self-confidence that the literacy-based teaching materials they developed were curriculum development received a score of 77 One score difference below self-confidence, data regarding teachers' abilities in developing teaching materials as a form of curriculum development received a score of 76.

Teacher self-efficacy related to self-confidence in developing teaching materials that contain a literacy context received a score of 79 and the element of self-capacity related to this was converted to a score of 77. Meanwhile, madrasah teachers' self-confidence that the teaching materials they develop can facilitate multi-perspective, multi-delivery and appropriate learning. With various learning styles, students got a score of 78 with the element of self-capacity in this regard getting a score of 75.

In developing teaching materials, teachers must pay attention to students' conceptual and linguistic abilities as well as students' backgrounds. This is to ensure that the content and learning models used in development are to student needs. The self-confidence of the madrasa teachers who were respondents in this study was converted into a score of 78 while their self-capacity was scored at 77. The suitability of teaching materials to students' needs is also intended to encourage students to participate actively so that learning can be carried out evenly for all students. Thus, every student has an equal learning experience. Madrasah teachers' self-efficacy regarding this matter, both in terms of self-confidence and self-capacity, received a score of 78.

Apart from the six criteria above, teaching materials must also be economical, affordable and can be used for long-term purposes. Questions 13 and 14 on the questionnaire related to the level of self-efficacy of madrasa teachers in developing literacy-based teaching materials showed that respondents scored 77 in both elements of confidence and self-capacity in this regard. Overall data from the results of the questionnaire which collected quantitative data about the level of self-efficacy of madrasah teachers in developing literacy-based teaching materials is in the range of 75-82 for all aspects related to teaching materials. This shows that teacher self-efficacy is at a moderate level. A summary of the data at this point is shown in the following table.

Table 5. Teacher Efficacy regarding the Teaching Materials Developed

No.	Elements of Self-Confidence	Score	No.	Elements of Self-Capacity	Score
1	realizing educational	82	2.	realizing	73

	equality	(intermediate)		educational equality	(intermediate)
3	the results of curriculum development	77 (intermediate)	4.	the results of curriculum development	76 (intermediate)
5	contains a literary context	79 (currently)	6.	contains a literary context	77 (currently)
7	facilitate multi-perspective learning, according to student learning styles and various forms of delivery	78 (currently)	8.	facilitate multi-perspective learning, according to student learning styles and various forms of delivery	75 (currently)
9	have content and learning model design that is appropriate to students' conceptual abilities, linguistic abilities, students' backgrounds and needs	78 (currently)	10.	have content and learning model design that is appropriate to students' conceptual abilities, linguistic abilities, students' backgrounds and needs	77 (currently)
11	encourage active participation, equity and equalization of students' experiences in the learning process	78 (intermediate)	12.	encourage active participation, equity and equalization of students' experiences in the learning process	78 (intermediate)
13	it is economical, can be used for the long term and can be easily accessed	77 (intermediate)	14.	it is economical, can be used for the long term and can be easily accessed	77 (intermediate)

From Table 5, it can be concluded that the self-efficacy of madrasah teachers in developing teaching materials is categorized as intermediate. This is mainly related to self-confidence and self-capacity in developing teaching materials as an effort to (1) equalize education, (2) translate the curriculum (3) contain a literacy context (4) facilitate student learning with various forms of delivery that are by student learning styles with (5) content and learning design adapted to the conceptual and linguistic abilities, background and needs of students so that (6) they can participate actively and have equivalent experiences with material that is (7) economical, easily affordable and sustainable. Regarding the seven characteristics of good teaching materials above, madrasa teacher self-efficacy is categorized as moderate.

Data from the results of this questionnaire also coordinate with data from interviews and FGDs. Regarding teaching materials as a form of equal distribution of quality education, one respondent stated that as teachers they often feel

'Poor student. Not everyone can afford quality reading, especially during the pandemic. With the materials that I have developed, I hope that they will have the same opportunity to have learning materials.'

It was also confirmed by Respondent S who stated that the teaching materials he developed were used to provide 'equal accessibility.' These two responses show that teachers believe that the material they develop plays a role in the distribution of quality education and they can do so. This is by the first characteristic of teaching materials, namely the first element of teaching materials, namely efforts to distribute quality education.

Data from FGDs and interviews also show that madrasa teachers also believe that teaching materials should be a development of the curriculum. Respondent L, for example, stated that

'In each of our subjects, there are signs [from the curriculum] to achieve competency. So that teaching materials help students to achieve the specified competencies.'

Respondent T further emphasized that the material must be available

'helps understand not only the content but should help students achieve competency.'

When discussing competency, what is meant is of course related to the curriculum because competency is contained in the curriculum. This data corresponds to the results of questionnaires number 3 (score 77) and 4 (score 76) for points related to the characteristics of good teaching materials, namely functioning as a form of curriculum development.

For matters related to teaching materials that should contain a literacy context, data from the FGD shows that madrasah teachers as respondents view literacy as an important part of the characteristics of teaching materials. Teaching materials with

integration make *more enjoyable material*' (Respondent S) and enable students to 'read to understand concepts first [so] they are more thorough in looking for information' (Respondent M). In the end, students will be able to discuss to solve problems (Respondent L). This appears to be in line with their responses to the questionnaire measuring madrasah teachers' self-efficacy in developing teaching materials that contain literacy contexts with confidence and self-capacity scores of 79 and 77 respectively.

The questionnaire related to the level of teacher self-efficacy also shows a intermediate level of teachers' self-confidence (score 78) and capacity (score 75) in developing teaching materials that can be a means of implementing learning with various perspectives and adapting to students' learning styles and using various forms of delivery. This is also reflected in the respondents' opinions in narrative data from the results of FGDs and interviews that in developing teachers' teaching materials *must understand every student*' (Respondent L) so that differentiation can be 'carried out' (Respondents W and S) by providing 'many sources' (Respondent T). Respondent SN said that it would be 'fun if the material was plentiful and varied.' Students can also be invited to 'practice [and] see firsthand (Respondent S). Students can also 'discuss to solve problems' (Respondent L). Practicing, seeing directly and discussing are variations of presenting the material. The large number of sources and teaching materials can facilitate learning from multiple perspectives. Apart from that, with differentiation, students can learn according to their learning style.

The next data related to the level of self-efficacy in developing teaching materials is the level of confidence and capacity of madrasah teachers in developing teaching materials that suit students' needs and backgrounds as well as their conceptual and linguistic abilities. The level of self-efficacy of madrasah teachers regarding this matter is at a intermediate level with a score of 79 for self-confidence and 77 for self-capacity. Respondent T said that there was a need for 'linguistic materials' [to strengthen] grammar, especially vocabulary.' Accommodating students' backgrounds as stated in the questionnaire was also reflected by Respondents L and S who stated that teaching materials needed to be 'close to students' lives.' Apart from that, it is also necessary to pay attention to the 'concepts that [students] master' (Respondent L) so that 'the child's mind can grow well' (Respondent T).

FGD and interview respondents also discussed teaching materials that can facilitate students' active participation in learning and provide opportunities for students to have equal experiences. In this way teaching materials can *teach students to be independent*' (Respondent T) so that 'children will learn' (Respondent SN). Students will be able to 'express opinions', (Respondent S), 'discuss' (Respondent L) and 'collaborate' (Respondent M). Learning, expressing opinions and being independent show active student participation while discussion and collaboration will facilitate equality of experience. Based on questionnaire data, madrasa teachers' self-efficacy in compiling teaching materials that stimulate students' active participation is in the intermediate category for self-confidence and self-capacity with a score of 78 each.

The questionnaire regarding self-efficacy in this study also measures the level of self-efficacy of madrasah teachers in developing literacy-based teaching materials that are economical and easily affordable but have a long-term duration of use. Their level of efficacy is categorized as intermediate with elements of self-confidence and capacity each with a score of 77. Respondent SN also mentioned cost constraints in developing teaching materials but Respondents S and T confirmed that they 'dare to spend money [to prepare teaching materials] for the sake of children's progress. .' This shows that the questionnaire data and narrative data from the FGD and interviews collaborate.

In addition to responses to the 14 questions above, madrasa teachers' self-efficacy in developing literacy-based teaching materials is also measured based on the literacy content in the teaching materials. For this second category, there are 10 question items in the questionnaire. The literacy content is focused on identifying information, understanding information, interpreting information, creating information and communicating information. These five things are derived from the UNESCO definition of literacy.

The first and second questions in this category measure teachers' self-confidence and capacity to develop teaching materials that help improve students' skills in identifying information. Based on the respondents' answers to the questionnaire, the teacher's self-efficacy level for this point is categorized as moderate with a self-confidence score of 79 and a self-capacity score of 77. The third and fourth questions focus on teaching materials that can help students understand information well. Teacher self-efficacy at this point is also in the intermediate category with a self-confidence score of 79 and a self-capacity score of 77. A score of 77 also indicates a intermediate level of madrasa teacher efficacy in developing teaching materials that can help students interpret information. Meanwhile, their efficacy in developing teaching materials that can help students produce information received scores of 78 and 77 for self-confidence and self-capacity, respectively. The last two questionnaire questions for this category measure the teacher's level of self-efficacy in helping students communicate information. Their answers to the questionnaire show that for this element they are classified as a intermediate level of efficacy with a score of 78. A summary of the level of self-efficacy of madrasah teachers regarding literacy in the teaching materials they develop is shown in Table 9. following.

Table 6. Teacher Self-Efficacy Regarding Literacy in Teaching Materials

No.	Elements of Self-Confidence	Score	No.	Elements of Self-Capacity	Score
1	help students identify information well	79 (intermediate)	2.	help students identify information well	77 (intermediate)
2	help students understand the information well	79 (intermediate)	4.	help students understand the information well	77 (intermediate)

3	help students interpret information well	77 (currently)	6.	help students interpret information well	77 (currently)
4	help students create information well	78 (currently)	8.	help students create information well	77 (currently)
9	help students communicate information well	78 (currently)	10.	help students communicate information well	78 (currently)

Teaching materials must be able to play a role in realizing high-quality education. Teacher self-efficacy regarding this matter is in the intermediate category with a score of 87. Several teachers expressed the need for equitable accessibility, which implicitly states that teaching materials have a role in providing equal access to students to obtain learning. Based on Minister of National Education Regulation Number 16 of 2007, a teacher must master four main competencies, namely Competency, Pedagogy, Personality Competence, Social Competency and Professional Competency (Permendiknas RI, 2007). One of the skills included in professional competence is mastering the competency standards contained in the curriculum and being able to develop teaching materials. This means that every teaching material is a derivative or form of development of the curriculum. In this regard, data regarding madrasah teachers' self-efficacy regarding teaching material components as curriculum development is at an intermediate level. This means that teachers as professionals know the professional competencies they must possess. They also have sufficient self-confidence that they are able and have the capacity to lower the competency standards contained in the curriculum or what is known as Basic Competencies in teaching materials. This is reflected in a score of 77 on self-confidence about abilities and 76 on capacity. Apart from that, this efficacy is also reflected in the response of madrasa teachers that every teaching material developed is aimed at helping students achieve the competencies that have been provided in the curriculum.

Today teachers' self-efficacy regarding writing skills has a major impact on their writing performance as well as the academic choices they make in high school and college (Hackett, 2010). However, little is known about how this self-efficacy develops in individuals. Therefore, discovering how teachers interpret and evaluate their writing skills is of great importance. Some important problems that often cause low interest in writing textbooks are that writers are not good at conveying these ideas in written form (Ghasemboland & Hashim, 2013; Haskins, 2017; Matoti & Shumba, 2011). Some teachers even find their writing difficult to understand. Writing words inappropriately, such as foreign spellings, standard words and even using

unusual words are also common things. This seems to strengthen previous findings regarding low self-efficacy which causes low learning outcomes or product results.

These results imply that by looking at the teacher's self-efficacy level which is still at a moderate level, the relevant department can organize a program in the form of a teaching material development competition or give awards to teachers who have developed literacy-based teaching material. In this way, teachers will be more confident in developing teaching materials. Apart from that, the quality of teaching materials developed by teachers can also be controlled to ensure that the teaching materials developed comply with applicable regulations and truly integrate literacy. Thus, the literacy skills of madrasa students in Indonesia can be improved through teaching materials developed by teachers.

CONCLUSION

The level of teacher self-efficacy in developing literacy-based teaching materials is moderate. This can be seen from the scores for all components, both things related to teaching materials, literacy, efficacy processes and efficacy sources, which are in the range of 69-82 (intermediate). This result is in line with the results of previous research regarding the self-efficacy of English lecturers and students in writing scientific articles which was also at a intermediate level. Apart from that, previous research regarding student efficacy in writing in China is also at a moderate level. The results of this research along with the results of previous research indicate that the level of efficacy for both students and teachers tends to be at a intermediate level. With the varied backgrounds of the subjects taught by teachers and the independent curriculum being developed in several madrasas, future research needs to focus on teacher efficacy in writing teaching materials that use the independent curriculum.

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