

Strengthening Teacher's Teaching Self-Efficacy And Creative Teaching For Student Literacy Development

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Abstract

The crisis of literacy in elementary education in Indonesia calls for an urgent and organized response from all parties. Central Lombok Regency, West Nusa Tenggara, with all its opportunities and challenges, as the seat of the Mandalika Special Economic Zone, has a literacy rate among elementary school students that is still below expectations. While various technical training programs have been carried out, the critical aspect that has always been weak is the strengthening of teachers' psychological aspects, including teaching self-efficacy and creative teaching. This pair of factors has become the central issue in this community service activity. This activity was conducted in the form of a participatory training event with four stages: strengthening concepts of teaching self-efficacy, developing creative teaching for literacy, integrating the two concepts, and simulations of teaching practice in a week (May 2026) involving 50 teachers from various sub-districts in Central Lombok. An independent pretest-posttest design was used with knowledge tests as pretests and post-tests, observation sheets for teaching practice, and evaluation questionnaires for the program. Descriptive statistical analysis and paired sample t-tests were used to analyze the data. The analysis results showed that the participants' knowledge increased significantly from the pretest to the post-test. Teachers were able to understand and apply concepts that could be used to create interesting and interactive literacy media, such as ice-breaking activities and innovative methods and materials, including local wisdom-based methods. The discussion also shows that strengthening teaching self-efficacy is essential to increase teachers' self-confidence and psychological resilience, while creative teaching is necessary to develop students' literacy interests and skills such as critical thinking and problem-solving abilities. The community service activity also demonstrates relevance to the needs of Central Lombok Regency, which needs to develop a competent and creative workforce in anticipation of the economic and social changes that will accompany the establishment of the Mandalika SEZ. This activity implies the need to strengthen the competence and character of elementary school teachers in an integrated and systemic way and to provide post-training support through mentoring and evaluation activities so that the sustainability

of the results can be achieved. It can be concluded that strengthening teachers' teaching self-efficacy and creative teaching is an effective and relevant activity to be carried out in Central Lombok Regency and has the potential to be replicated elsewhere in Indonesia. Strengthening teaching self-efficacy and creative teaching is an investment in the future of education that prioritizes quality teachers who are confident, creative, and passionate about developing the literacy of the nation's youth.

Keywords: Teaching Self-efficacy, Creative Teaching, Student Literacy, Elementary School Teachers, Central Lombok, Community Service.

INTRODUCTION

In the dynamic wave of changing times that requires a high level of adaptability and competitiveness from every individual, elementary education becomes the vanguard that determines the future of the nation's generations. After all, how could a great fortress be built without a solid foundation? That is why literacy is the fundamental foundation of the entire learning process at the elementary education level. Literacy is not simply a mechanical ability to read and write; it is more than that. Through literacy, a person receives access to the entire world of knowledge, the ability to derive meaning from each text, critically comprehend it, and apply the resulting information to find solutions to increasingly complex problems. Experts in the field of education say that literacy is the ability of an individual to understand, use, reflect on, and engage with texts to achieve particular goals, develop knowledge and potential, and participate in society.

Meanwhile, the results of the Minimum Competency Assessment (AKM) conducted by the Ministry of Education and Culture, Research, and Technology (Kemendikbudristek), which have been released nationwide, tell a rather frightening story about the state of literacy in Indonesia. Analysis of the data gathered indicates that student literacy rates in Indonesia are far from being satisfactory. Many schools have had to accept "red report cards" on literacy and mathematical competencies, which means that the literacy crisis threatens the future of Indonesia's education system. A significant number of Indonesian students are lacking basic reading and critical thinking skills.

Amidst concerns about the rather low level of literacy in Indonesia, Central Lombok Regency, West Nusa Tenggara Province, turns out to be one of the regencies requiring special attention to improve the quality of education. This area, which boasts natural beauty from rice terraces to southern beaches, has educational challenges comparable to the rest of the country. According to Central Lombok Regency Education and Culture Office statistics, literacy levels in elementary education are also relatively low. These numbers represent thousands of students who have not yet reached their full potential and will be responsible for developing the region in the future.

The issue of low literacy rates among Indonesian students, in particular in Central Lombok Regency, has also caught the attention of the Ministry of Education and Culture, Research, and Technology. The ministry has urged all

schools to improve students' literacy and numeracy skills by providing training and professional development for teachers to raise their competencies in this field. Moreover, the Ministry of Education and Culture, Research, and Technology has emphasized that without changes in teachers as the driving force of the educational process, there can be no reform of the education system.

Who exactly are these drivers of change in education? None other than the teachers, who are in a unique position to influence students by introducing them to the joys of reading. The quality of learning and the effectiveness of training depend to a large extent on two factors: professional competencies and personality traits. Teacher professional competencies include general and subject-specific competencies, as well as pedagogical ones. At the same time, personality traits include the degree of self-confidence, or teaching self-efficacy, which in turn significantly affects the teacher's work.

In particular, Bandura's theory of self-efficacy and practical examples from educational psychology vividly illustrate how teachers' beliefs about their capabilities influence their actions, behaviors, motivation, and resilience in overcoming difficulties. One of the most important aspects of Bandura's theory is that the beliefs of teachers about their capabilities have the most significant impact on the learning process. The teacher's self-efficacy is directly related to the quality of education provided, since students learn more effectively from highly self-confident teachers than from those who lack self-belief. A teacher's high self-efficacy ensures more effective learning since such a teacher takes a more active approach to learning, is more innovative, and can overcome teaching challenges.

Meanwhile, those educators who underestimate their capabilities are limited in their teaching methods and cannot stimulate students' learning. Understanding the importance of these aspects in teaching, West Nusa Tenggara Provincial government, in collaboration with universities and private sectors, has initiated various steps to improve the teaching competencies of teachers in the regency. Some examples of these activities include local wisdom-based learning innovation training courses that enhance the rich culture of the Sasak people and a simulation activity of fun media use in learning that uses the technology available in the regency. In particular, UNDIKMA has implemented various community service activities in Central Lombok Regency, such as green chemistry-based training, innovative learning based on local wisdom, and others. However, despite these useful activities, there is still an urgent need to focus on the psychological aspects of teaching, such as teaching self-efficacy and creative teaching with a focus on improving students' literacy levels.

The necessity of this aspect is dictated by the fact that many training programs for teachers are currently dominated by psychological aspects, with a focus on developing professional competencies. At the same time, people forget that teachers with high psychological stability and confidence can produce more positive changes than teachers who lack confidence, despite their high professional competencies. Teaching literacy is not just a professional skill; it is an art that requires love, passion, and inspiration to

change the world around you through the eyes of children. This art can only be created by a competent and self-confident teacher with a developed system of beliefs and boundless faith in their skills and the path they have chosen.

As mentioned above, the current state of literacy in Indonesia, in particular Central Lombok Regency, is problematic and requires an immediate solution. Improving literacy is a process that takes place at all levels, from elementary school to higher education. However, elementary education plays a special role in this process because it lays the foundation for subsequent learning. One of the key pillars of learning at the elementary level is the teacher. The teacher's role is so overwhelming that it is considered the most influential factor in students' literacy learning. Despite the high level of professional competencies, many teachers currently lack psychological preparedness and often have a limited system of beliefs about their capabilities as educators.

In this situation, the present community service activity is a way to respond to an urgent need for psychological empowerment, in particular the development of teaching self-efficacy and creative teaching competencies, to improve the literacy levels of elementary school students. This community service activity is aimed at addressing the emergency in education by providing psychological support to teachers and promoting their creative teaching skills.

Activity Objectives

The objectives of this community service activity are:

- To increase teachers' understanding of the concept of teaching self-efficacy and the role of teaching confidence in the learning process.
- To improve teachers' skills in using creative methods to facilitate student literacy.
- To mentor teachers in developing creative literacy instruction.
- To improve students' literacy status by improving the competency and personality of teachers.

Activity Benefits

The benefits of this activity are:

- For Teachers: Increase in teaching self-efficacy and creativity which will lead to more interesting lessons among teachers.
- For Students: More interesting lessons will lead to improved literacy levels.
- For Schools: Improvement in educational provisions due to sustainable competency building of teachers.
- For Communities: Better quality competitive human resources in Central Lombok Regency.

LITERATURE REVIEW

Teacher Teaching Self-Efficacy

The construct of teaching self-efficacy was introduced by Bandura (1997) through his notion of self-efficacy. According to Bandura, self-efficacy is individuals' beliefs regarding their power to perform certain behaviors or

sequences of actions necessary to achieve desired outcomes. Teaching self-efficacy is teachers' beliefs in their ability to influence pupils' learning through enhancing the transfer of content, sustaining harmonious and agreeable environments, and involving parents in the educational process.

Gibson and Dembo (1984) highlight two dimensions of teacher self-efficacy beliefs:

- personal teaching efficacy, which is teachers' beliefs in their personal capacity and skills to perform teaching-related conduct;
- general teaching efficacy, which is teachers' beliefs that teaching-learning processes can influence pupils' behaviors despite external conditions.

Recent studies demonstrated that creative teaching self-efficacy has a positive relationship with innovative teaching behavior. According to Chen's (2023) study, teachers' creative teaching efficacy predicted their innovative conduct via two subscales: positive affirmation and resilience belief. Teachers with elevated creative teaching efficacy were more likely to manifest higher innovative behaviors and overcome teaching-related challenges.

Creative Teaching

Creative teaching is a process where educators perform various initiatives to facilitate pupils' literacy in a novel, flexible, and interactive manner. Yudhistira et al.'s (2024) community service program, aimed at empowering teaching staff in the field of creative teaching, highlights the importance of educators' capability to build a creative learning atmosphere in order to foster students' literacy skills. The concept of creative literacy comprises several components, including interactive media utilization, engaging learning conduct, contextual materials integration, and ice-breaking techniques. Besides, creative teaching involves differentiation and the implementation of diverse methods, such as the inclusion of local wisdom and students' life context.

Studies demonstrated that creative teaching had a positive relationship with students' literacy skills. Creative teachers are capable of implementing engaging and interactive methods that help pupils develop their literacy skills, including reading comprehension and general interest in literature.

Student Literacy Skills

Literacy is defined as understanding, using, appreciating, and critically engaging with texts for participating and operating in society to fulfill their potential and realize their rights (Cope and Kalantzis, 2000). Literacy comprises skills that can be categorized as cognitive competencies necessary for functioning in modern society, such as acquiring, constructing, and presenting ideas through language and other modes of communication and representation.

According to Cope and Kalantzis (2000), the concept of multiliteracies emphasizes the acquisition of communicative power in diverse populations and communities through becoming 'multilingual' and 'multiliterate'. Being 'multilingual' and 'multiliterate' implies having competencies in using various

verbal, aural, visual, and symbolic codes. The latest understanding of literacy highlights the importance of developing diverse methods for engaging with different kinds of texts, such as traditional and electronic, print and online, written and oral texts. Low levels of literacy skills hinder students' adulthood performance, including academic attainment, career opportunities, and financial stability. Thus, it is essential to ensure that teaching staff possess sufficient competencies to empower students' literacy skill development.

The Relationship Between Teaching Self-Efficacy, Creative Teaching, and Student Literacy

Several studies and community service programs highlight the relationship between teaching self-efficacy, creative teaching, and literacy skills development. Yudhistira et al. (2024) conducted a community service program in West Java, which aimed at improving teachers' understanding of their creative teaching efficacy beliefs. The study's results demonstrated that teachers' participation in the training course increased their understanding of beliefs about teaching efficacy and enabled them to build creative learning atmospheres. After completing the program, participants' post-test results were considerably higher than their pre-test performance, which confirms the effectiveness of the conducted intervention.

Similarly, a community service program in Central Lombok Regency, aimed at elaborating green chemistry concepts and local wisdom-based learning innovations, demonstrated that teachers who obtained the necessary competencies could design effective teaching materials that regard students' life context and successfully perform innovative methods to enhance pupils' learning. Thus, the analysis of these programs suggests that organizing training courses and providing intensive mentoring for teaching staff is an effective way of improving students' literacy skill development.

IMPLEMENTATION METHOD

Time and Place of Implementation

This community service activity was carried out in Central Lombok Regency, West Nusa Tenggara, for a period of one week. This place was chosen due to the need for improvement of education quality in this regency, which is related to various teacher empowerment programs being carried out actively in this area.

Activity Participants

This community service activity involved the participation of 50 public elementary school teachers from various elementary schools in Central Lombok Regency. The number of participants was determined considering the teacher empowerment program participants who successfully achieved the desired results with a total number of 52 and 36 teachers. Participants were determined based on the recommendation of the Education and Culture Office of Central Lombok Regency, considering the representation of teachers from various sub-districts.

Implementation Method

The implementation of this community service activity used a participatory training model that had been demonstrated as effective in similar programs. This training consisted of several stages that were held in the form of in-house training, which included various training methods and materials, including:

Preparation Stage

- Coordination with stakeholders, namely the Education and Culture Office of Central Lombok Regency and the principals of schools participating in the activity, to determine the schedule, materials, and implementation of training activities
- Implementation of initial assessment to determine the level of participants' understanding of the concept of teaching self-efficacy, creative methods, and literacy development strategies
- Preparation of training materials, including determining the learning model and materials to be used, based on the results of initial assessments and the needs of stakeholders

Implementation Stage

This training activity was held for one week, and each day was devoted to a particular topic with a variety of methods, namely:

Day 1: Training to Increase Understanding of Teaching Self-Efficacy

Method: Interactive lecturing, discussion, self-assessment

Training Materials:

- Teaching self-efficacy (Bandura, 1997)
- Personal and general teaching efficacy dimensions
- Factors influencing teaching self-efficacy
- Teaching self-efficacy skill practice with positive affirmation and resilience

Day 2: Training to Develop Creative Teaching for Literacy

Method: Workshop, simulation, practice

Training Materials:

- The concept and characteristics of creative teaching
- Creative teaching strategies to develop literacy
- Creative literacy learning media design
- Ice-breaking activities and techniques to implement differentiated strategies

Day 3: Training to Integrate the Understanding of Teaching Self-Efficacy and Creative Teaching Methods

Methods: Group discussion, case study analysis, and working group

Training Materials:

- The connection between teaching self-efficacy and teaching creativity
- Lesson plan (RPP) design for literacy with creative approaches
- Module design for literacy with creative approaches

Day 4: Teaching practice and simulation

Method: Microteaching with feedback and mentoring

Activities:

- Simulate the implementation of strategies for creative literacy learning

- Provide feedback on the results of microteaching and literacy simulation
- Determine the implementation plan for creative literacy learning strategies in the participant's school

Evaluation and Follow-up Stage

- Understanding assessment: a post-test was given to participants to measure improvements in understanding following the training
- Satisfaction assessment: participants filled out questionnaires to assess satisfaction with the training, materials, and facilities provided
- Implementation follow-up: mentoring would be held after the training to guide participants in implementing the techniques and materials learned

Instruments and Data Collection Techniques

The instruments used in this study were:

- Test of knowledge (pretest-posttest): to determine the level of understanding of teaching self-efficacy and creative teaching concepts before and after training
- Observation sheet for teaching practice: to observe the level of participants' skill in implementing creative literacy learning strategies, including simulation
- Evaluation questionnaire: to measure participant satisfaction with the material, methods, and facilities provided

The data analysis techniques used included descriptive analysis, and paired sample – t test to determine the level of improvement in participants' understanding after training.

RESULTS AND DISCUSSION

Results

This community service activity was carried out in one week in May 2026 in Central Lombok Regency, West Nusa Tenggara Province. All series of the activity went well and was attended enthusiastically by 50 Public Elementary School Teachers.

Participation and Participant Response

The participants followed the activity from start to finish. According to observations, the participants were actively involved in all the stages of the activity, especially in the discussion and learning simulation. Evaluation questionnaires also showed positive participant responses, namely most of the participants said the materials provided were very relevant to their needs. This is in line with the results of the study by Yudhistira et al., (2024) which state that participants felt very satisfied with the materials provided, which were precise to their needs. Observations of the participants' enthusiasm during the discussion and practice session also show that the participants realized the need to build their professional skills and personality.

Improvement in the Participants' Understanding

An analysis of the pretest-posttest results showed that the participants' understanding of teaching self-efficacy and creative teaching improved after participating in this activity. The average value of the posttest results was far higher than the average value of the pretest results. This was also proven by

the paired sample t-test results, which showed that there was a significant difference between the pretest and posttest results of the community service activity participants. This means that the materials provided greatly influenced the participants' understanding of the issues related to their profession. There was an increase in terms of their understanding, acceptance, and internalization of themselves as teachers.

Improvement in the Participants' Skills for Applying Creative Teaching Strategies

Based on observations made during the simulation and practice session, it was found that the participants had improved their ability to apply creative teaching strategies. The improvements made include: 1) The ability to make innovative and interactive media for literacy-based learning; 2) The ability to apply the 'ice breaker' method to create a fun learning atmosphere; 3) The inculcation of creative methods in students' literacy-based learning; 4) Increased confidence when trying new methods. This is in line with the results of other training activities that have been carried out, which show that mentoring activities can encourage teachers to be more creative in making innovative and effective learning methods.

Discussion

The Role of Improving Teaching Self-Efficacy

The results of this activity highlight the importance of improving teaching self-efficacy for teachers, which has been emphasized by the theorist, Albert Bandura almost thirty years ago. Albert Bandura, in his work *Self-efficacy: The Exercise of Control*, Fourth Edition, (1997) argues that belief in one's own capabilities to achieve desired outcomes is a critical factor in determining all areas of human behavior. For instance, in teaching, the teacher believes in his ability to teach, which determines what decisions he makes, what effort he puts into his teaching, how persistent he is when faced with various forms of failure, and how resilient he behaves when faced with frustration in the learning process.

A teacher who lacks self-efficacy to teach will be hesitant when making decisions in the classroom and will always avoid taking risks, such as using new teaching methods. If such teachers decide to adopt the new method, they will find reasons to justify its failure when they cannot achieve the expected results. However, a teacher with high teaching self-efficacy will take risks, such as adopting a new teaching strategy with confidence, which increases the likelihood of being successful in teaching. The strengthening of teaching self-efficacy carried out in this community service activity was aimed directly at the core of the problem faced by the participants. In other words, the activity used a psychological approach that reached right into the deepest part of the participants' souls. In short, the participants were trained to change the narrative in their minds about their weaknesses and strengths as teachers. Through positive reinforcement, they were able to increase their belief in their ability to be successful teachers. In addition, teachers were made to understand that they should acknowledge and appreciate all the little successes and achievements they make in the classroom while taking a

realistic view of their weaknesses and shortcomings instead of feeling devastated about them. At the same time, the participants' resilience and mental strength were built so that they could deal more positively with all the pressures and stress they experienced in the teaching profession.

Based on the observations carried out, it can be seen that this psychological approach has worked to increase the teaching self-efficacy of the participants. That is, teachers who initially felt ineffective and powerless in the face of various problems in the classroom were able to change their attitudes, behaviors, and perceptions towards becoming better teachers. For instance, they were more confident when giving opinions during the discussion and simulation session and more enthusiastic when applying new strategies introduced during the training. Most importantly, they managed to change their attitudes and perceptions of themselves as teachers and became more empowered to change their students' attitudes and perceptions. The importance of having high self-efficacy as a teacher is that it creates a conducive learning atmosphere in the classroom, which facilitates positive attitudes, skills, and character building among students. Such teachers can be considered as smart, innovative, and inspiring as they create a conducive learning atmosphere that allows them and their students to grow together. Consequently, these teachers can also foster higher levels of literacy among their students since they have both the skills and confidence to convince their students that they are capable of learning and willing to help them achieve their educational goals.

The Role of Creative Teaching in Literacy Development

If I were to compare teaching self-efficacy to one of the parts of a vehicle, I would say that it is the fuel that powers the entire engine. However, the role of creative teaching is the wheel to determine the direction of the journey. In essence, the outcomes of this activity suggest that creative teaching is indeed the crucial element to consider in developing student literacy in an era of challenges and change. Student literacy, as explained in the previous section, does not only encompass the basic reading and writing competencies but also include critical, analytical, and creative thinking skills. As such, it is only reasonable to address such a complex issue through a complex means, namely, through a creative literacy teaching approach.

In this activity, the teachers have acquired a number of creative strategies to tackle the challenge of student literacy development beyond the one-size-fits-all approach. One of the creative literacy strategies that has been highlighted during this training is the need for the teacher to utilize various, interactive learning media. The teachers are encouraged to think out of the box, going beyond the blackboard and the classical book as the only possible media for writing and reading. In essence, there is a wide range of learning media that the teachers of Central Lombok Regency could explore. Being surrounded by the natural beauty of Lombok, the teachers could incorporate natural displays as the learning media. Furthermore, they could also use picture cards, role-play, short videos, and objects as tools for literacy development. For instance, the local tales full of local wisdom could become a vital resource for developing students' writing skills.

Besides exploring various learning media, another creative literacy strategy is to engage students in an interactive learning process. Essentially, the traditional teacher-centered approach is no longer sufficient to address the complexities of modern literacy. Instead, the interactive approach puts the learners in the center of the process, encouraging them to participate in literacy development. More specifically, the students are encouraged to interact with the teacher, as well as among themselves, sharing their ideas and discussing the topics related to literacy development. This approach is compatible with the constructivist view on the learning process and experience. At this point, the teacher plays the role of a facilitator who guides the students in building their own knowledge through exploration.

What is also interesting about this activity is the opportunity for the teachers to incorporate local wisdom into their teaching materials to promote cultural literacy among students. Indeed, this is a time when the entire world is embracing homogeneity, making cultural identity a matter of great importance. The teachers are encouraged to use the wealth of traditional wisdom, tales, and local customs as the basis for developing literacy materials. Such an approach would allow the students to connect better with the target language and literacy components since the materials are close to their hearts. Moreover, engaging the students with local materials encourages them to learn more about their own cultural heritage and preserve it for generations to come.

Finally, the role of creative teaching in literacy development is reflected in the outcomes described by the teachers. In essence, the creative literacy approach allowed for not only increased reading interest but also the development of such competencies as critical thinking and problem-solving among students. After being exposed to a creative literacy strategy, the students become critical readers who challenge the information rather than accept it blindly. Moreover, the students become creative writers who can effectively express their thoughts and feelings through writing. Such skills are vitally important in today's world of information overload when people need to distinguish between reliable and fake news.

The findings of this activity align with the results of the study conducted by Silviany et al. (2024) in Bandung Regency. The researchers utilized a quasi-experimental design to explore the role of digital learning media design literacy training for the teachers. The results demonstrated that such training plays a vital role in increasing students' literacy interest. Indeed, the students who had participated in the training appeared to be more enthusiastic about reading and writing when compared to those who had not received the intervention.

Relevance to the Central Lombok Context

Central Lombok Regency is not only the place where this activity has been conducted, but it is also the central character that determines the major themes that run through this entire community service. In essence, the Central Lombok Regency is part of the Lombok island, known for its natural beauty. Both the majestic Mount Rinjani and the southern beaches have recently become very popular with nature lovers. At the same time, the Central Lombok

Regency faces serious social issues that need to be addressed with the combined effort of various stakeholders.

Some of the reasons why the community service took place in Central Lombok Regency is that it is a part of Mandalika Special Economic Zone (SEZ). Essentially, Mandalika SEZ has been developed as a special tourism destination with the required infrastructure, including the international racing track. In turn, the local community needs to be prepared to meet the needs of both local and international tourists and investors. In other words, it is of paramount importance to ensure that the human resources of the Central Lombok Regency are up to the task of meeting the requirements of the SEZ.

To this end, the human resources development in Central Lombok Regency is a matter of great importance. The teachers of this region need to be able to provide their students with the necessary competencies to meet the increasing demand for qualified workers for the SEZ. Such qualifications include advanced literacy skills, as well as a set of 21st-century competencies needed for effective performance in an increasingly competitive and interconnected world.

The current local government fully recognizes the importance of improving the quality of human resources in this region. As such, the community service falls under the greater initiative to improve the quality of education in Central Lombok Regency. There are a number of relevant activities that have been taking place in this region to ensure the improvement of teacher competencies. In essence, the community service is the result of a collaboration between various stakeholders who have expressed a strong interest in improving the quality of education in this region. It is worth noting that such an approach is most optimal since it combines the resources and competencies of various partners, each of whom contributes to the improvement with their unique expertise.

Finally, this community service is only part of a broad initiative to improve the quality of education in Central Lombok Regency. There has been a series of relevant activities conducted in this region to improve the teachers' competencies, particularly through various forms of professional development programs. For instance, previously, the Mandalika University of Education (UNDIKMA) has facilitated the green chemistry and local wisdom-based learning innovation training for the teachers, encouraging them to incorporate local wisdom into their classes. At the same time, at SMAN 2 Jonggat, there has been a range of activities exploring the implementation of simulation of creative learning media to break away from the traditional teacher-centered approach.

In essence, this community service is also aimed at exploring the relevance of teacher self-efficacy and creative teaching in promoting literacy development. It is hoped that this component would complement the already existing initiatives and provide the teachers with the opportunity to combine their creative approaches with the psychosocial aspects involved in teaching and learning. As such, psychologically advanced and creatively inclined teachers would be able to implement the already acquired technical

competencies more effectively, thus facilitating the improvement of teaching and learning quality in general.

Implications for Educational Practice

The results and experiences of this service activity have several implications for educational practice, both in the target area (Central Lombok) as well as more broadly for Indonesian education in general. These implications were identified based on the results and experiences gained through this service activity.

First, teacher professional competence and personality have to be strengthened as an integrated part of teacher development programs. Teacher development programs so far mostly focus on technical aspects related to teaching, such as developing good lesson plans, applying good teaching methods, and assessing learning achievements. Although these aspects are indeed important and cannot be neglected, this service activity highlights the importance of the psychological aspect of teaching, namely the development of self-efficacy beliefs. It is argued that teachers who are not confident and always doubtful about their ability to teach will not be able to maximize their professional competence, no matter how well they are trained technically. Hence, future teacher development programs need to include components related to self-efficacy strengthening.

Second, student literacy development has to be an integrated and simultaneous process of strengthening teachers' self-belief in their ability to teach and their capability to be creative in teaching. In other words, there is a synergy between these two aspects. Teachers who are confident in their abilities will be able to be more creative in their teaching practice. At the same time, being able to be creative in teaching will also strengthen their belief in their abilities. Hence, interventions related to student literacy development need to be holistic. They need to include both components, that is, teacher self-efficacy strengthening and teacher creative teaching development.

Third, it is important to provide intensive post-training follow-up, rather than one-shot in-service training. The experience of several community service activities in the past revealed that training without intensive post-training follow-up only produces short-term impacts. Teacher practitioners usually responded enthusiastically to the new training they received. However, this enthusiasm did not last long since teachers returned to their daily routine, which was often characterized by various constraints. Hence, post-training intensive mentoring, in the form of classroom observation and professional dialogue forums, is needed to ensure that the positive outcomes of training can be sustained in the long term.

Fourth, multi-stakeholder partnerships need to be established to support this type of teacher development programs, rather than relying on the efforts of only one stakeholder. Teacher development programs, such as those related to self-efficacy strengthening and creative teaching, require the involvement of various stakeholders, including universities, local governments, schools/principals, the business sector, and the community. This is due to the fact that such programs require a variety of resources, from academic

expertise, policy guidance, financial support, physical facilities, to community ownership of the program. Such community service programs will be more effective if all relevant stakeholders are involved with a spirit of collaboration and mutual respect rather than working in silos. Central Lombok, with its strong gotong royong (mutual aid) culture among Sasak people, has a good opportunity to realize multi-stakeholder collaboration.

This list of implications is not exhaustive, but all of them lead to one overarching conclusion. That is, improving educational quality, including student literacy, is a long and challenging process. It requires a commitment from all stakeholders as well as a holistic and integrated approach. There are no quick wins in this regard, but with a determined and systematic effort as outlined in this service activity, the future of Central Lombok, in particular in terms of education quality, will become brighter. In turn, the future generation of Central Lombok will be a generation of literate, critical, and creative individuals. And all of these positive outcomes will be achieved thanks to the committed teachers who are able to nurture their self-belief and be creative in their teaching practice.

CONCLUSION

The community service activity entitled “Strengthening Teacher’s Teaching Self-Efficacy and Creative Teaching for Student Literacy Development,” implemented among 50 public elementary school teachers from Central Lombok Regency, NTB, in May 2026, has been successfully accomplished. Based on the analysis and discussion of the results, the following conclusions can be drawn:

- The training on strengthening teaching self-efficacy and creative teaching had a positive effect on teachers’ understanding, as reflected by the significant difference between the results of the pretest and posttest. It was also evident that the teachers became more confident in performing their profession.
- The teachers gained more knowledge and skills related to creative teaching strategies for student literacy development, including the application of creative learning media, ice-breaking techniques, and innovative strategies.
- Strengthening of teaching self-efficacy and creative teaching is an effective way to develop students’ literacy, in accordance with Bandura’s theory (1997) and other researchers.
- The service activity was relevant and effective for the target area since Central Lombok Regency is currently focusing on improving the quality of education through various activities, including this kind of community service program and teacher empowerment activity.

RECOMMENDATIONS

Based on the results and discussion, several recommendations can be made:

For Local Government: it is recommended that the local government develops sustainable teacher development programs, including strengthening teacher self-efficacy and creative teaching, for a larger number of teachers in Central Lombok Regency, **For Schools:** school principals are encouraged to support teachers in implementing creative teaching strategies by providing the necessary facilities, time, and space. **For Teachers:** it is recommended that the teachers continue to develop their knowledge and self-confidence, as well as their creativity in teaching. **For Future Researchers:** subsequent research is needed to evaluate the long-term effectiveness of the community service activity as well as to reveal other factors affecting the implementation of the activity and student literacy.

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