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ANALYSIS OF CLASSROOM MANAGEMENT TRAINING NEEDS BASED ON SELF-EFFICACY FOR PUBLIC ELEMENTARY SCHOOL TEACHERS IN MEDAN TEMBUNG DISTRICT

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Abstract

Training needs in classroom management are difficult to identify from teacher confidence ratings alone. This study develops a framework for assessing classroom management training needs among public elementary school teachers in Medan Tembung District, Indonesia. A narrative synthesis integrates research on teacher self-efficacy, classroom management, training needs assessment, and teacher professional development. The framework identifies five domains for assessment: classroom rules and routines, activity transitions, student engagement, responses to disruptive behavior, and positive relationships and reinforcement. It combines task-specific self-efficacy ratings, evidence of classroom practice, and information about school conditions. A decision matrix links different patterns of confidence and observed practice to targeted skills training, reflective coaching, feedback, or sharing of effective practices. The framework also specifies how schools can prioritize recurring needs and assess whether teachers apply the skills after training. This study contributes a practical assessment design for schools and teacher working groups. Local training priorities and the feasibility of the framework remain to be established through fieldwork.

Keywords: classroom management, elementary school teachers, teacher self-efficacy, training needs assessment.

INTRODUCTION

When students have difficulty regaining focus after group work, teacher development needs may differ even if the classroom situations are similar. Some teachers may not yet have clear transition procedures. Other teachers have implemented effective procedures but are still hesitant when adapting to new activities. There are also situations where transition rules differ among teachers teaching the same class. In the first situation, teachers need skill training. In the second situation, teachers can benefit from reflection and feedback. In the third situation, schools need to agree on procedures together. This difference highlights the importance of diagnosis before schools choose training materials.

Classroom management in elementary schools includes teachers' actions to build an environment that supports learning and students' social-emotional development. Activities include teaching routines, organizing activity transfers, expanding student opportunities to participate, and responding to disturbances proportionally. A meta-analysis by Korpershoek et al. (2026) on 76 intervention studies in primary education reported a small and positive average effect on student outcomes. These findings provide a basis for selecting specific skills and examining their implementation results in the classroom.

Self-efficacy provides information about how confident the teacher is in performing certain actions in the classroom context. A teacher can be confident when teaching class rules, but less confident when they must return students' attention without disrupting the learning flow. The study by Duan et al. (2024) shows that self-efficacy in classroom management is related to teacher characteristics, classroom conditions, and school factors. Therefore, teacher responses need to be read together with practical evidence and information about their work environment.

Medan Tembung District was chosen as the implementation context because this article is intended for planning the development of public elementary school teachers in the area. The *Medan Tembung District in Figures 2025* publication provides an overview of the area, while teacher training needs require separate measurements at the school and grade levels. Establishing a single training package for all schools before mapping can overlook differences in teaching duties, experience, and opportunities to receive mentoring.

This article answers two questions. First, what aspects of classroom management need to be assessed to map the training needs of public elementary school teachers in Medan Tembung District? Second, how can information about self-efficacy, teaching practice, and working conditions be used to determine training priorities? The goal is

to produce an assessment framework that schools and the Teacher Working Group (KKG) can use to select materials, forms of assistance, and follow-up according to the needs found.

LITERATURE REVIEW

Analysis of teacher training needs

Training needs analysis is the process of identifying gaps relevant to the job and determining whether those gaps can be addressed through training. Ferreira and Abbad (2013) emphasize the importance of paying attention to the work context and gathering information from various sources. In classroom management, needs can arise at the individual level, for example when teachers require practice to give clear instructions. Needs can also arise at the school level, for example when teachers need agreements regarding procedures for student transfers between activities.

A study by Revina et al. (2023) on teacher professional development reform in Indonesia identified recurring issues related to the suitability of training with teachers' initial abilities, relevance of material, quality of feedback, and follow-up. The implication for schools is that initial assessment must produce sufficiently detailed decisions. For example, the conclusion that teachers need classroom management training still needs to be clarified into skills that can be trained, such as demonstrating activity switching routines or briefly and calmly redirecting students' attention.

Self-efficacy in classroom management

Bandura (1977) explains self-efficacy as an individual's belief in their ability to take actions to face certain situations. Tschannen-Moran and Woolfolk Hoy (2001) place classroom management as one of the dimensions of teacher efficacy, along with learning strategies and student involvement. All three can intersect in practice. In this article, student participation is considered part of classroom management insofar as the teacher's actions help students stay engaged and maintain smooth activities.

Duan et al. (2024) found that classroom management self-efficacy is related to classroom management practices, classroom climate, and school factors such as principal leadership. These findings are correlational. In needs assessment, teachers who report doubts can demonstrate adequate practice when observed. Conversely, confident teachers may need feedback if their practice is still inconsistent. Both patterns show benefits from using different evidence to choose follow-up.

Täschner et al. (2025) found that interventions generally can improve teachers' self-efficacy, with results varying according to the characteristics of the intervention. The study also supports providing reflection space in teacher development programs. In classroom management training, reflection can be conducted after simulations or real practice by discussing teacher actions, observed student responses, and one adjustment to be tried next.

Classroom management in basic education

Classroom management includes prevention and response strategies. Prevention strategies include teaching rules and routines, reminding expected behaviors before activities change, and giving students opportunities to respond during learning. Response strategies include rebriefing and feedback that help students rejoin activities. The What Works Clearinghouse (2024) guide for early to fifth grades in the United States supports practices such as teaching behavioral expectations, giving reminders, acknowledging expected behaviors, and providing opportunities to participate. For the context of elementary schools in Medan Tembung, examples and language used need to be adjusted to the grade level and school routines.

This study provides a basis for identifying skills worthy of mapping. The contribution of this article is to unify self-efficacy indicators, practice evidence, and school conditions within a single decision-making framework. With this framework, two teachers facing similar classroom situations can receive different supports according to the assessment results.

METHOD

Design and study sources

This article uses a narrative literature review to develop a training needs analysis framework. The narrative approach was chosen because the study questions bring together literature from several fields, namely training management, educational psychology, and classroom management (Snyder, 2019). The units of analysis are the concepts, findings, and recommendations from selected literature. Public elementary school teachers in Medan Tembung District are the target of the framework application. This study uses public sources and does not involve data collection from teachers or classroom observations in the area.

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Literature was searched in a targeted manner through scientific publisher websites, academic repositories, and institutional sources using the terms *training needs assessment*, *classroom management self-efficacy*, *elementary classroom management*, and *teacher professional development in Indonesia*. Sources were selected based on their relevance to construct definitions, indicators of classroom management practices, and training follow-up design. Basic publications were used to explain theory and measurement, while more recent research synthes were used to examine evidence and its application limitations. BPS publications were used to describe the regional context.

Synthesis procedure

The analysis was conducted through three steps. First, repeated classroom management skills in the literature were grouped into aspects that could be assessed in the work of elementary school teachers. Second, each aspect was translated into examples of self-efficacy items and observation indicators referring to the same actions. Third, patterns of conformity and differences between teacher beliefs and observed practices were translated into follow-up options. Information about the school context was used to assess whether needs could be addressed through training, mentoring, or adjustment of school procedures.

RESULTS AND DISCUSSION

Classroom management aspects that need to be mapped

The literature synthesis produced five aspects that can be used in needs assessment, namely classroom rules and routines, activity transitions, student involvement, responses to disruptive behaviors, as well as positive relationships and behavior reinforcement. These five aspects are the proposed assessment domains. The priority for public elementary school teachers in Medan Tembung District can be determined after school and class data are available.

Table 1. Examples of self-efficacy items and classroom management practice indicators

Aspects	Example of a teacher's self-efficacy item	Observed practice indicators
Class rules and routines	I am confident I can teach the procedure to start lessons so that students can follow them independently.	The teacher explains the steps, demonstrates the procedures, and gives students the opportunity to practice.
Activity transition	I am confident I can guide students to move from group work to individual tasks in an orderly manner.	The teacher gives signals, gives brief instructions, and checks the students' readiness to start the next task.
Student Engagement	I am confident I can involve students who rarely respond during class activities.	Teachers provide responses that many students can use and check who is already involved.
Response to interference	I am confident I can redirect students who disrupt activities without embarrassing them.	The teacher calmly reminds the expected behavior and gives students the opportunity to participate in the activity again.
Positive and strengthening relationships	I am confident I can provide feedback that helps students recognize behaviors that need to be maintained.	The teacher mentions the behavior that has been done correctly and relates it to the rules or objectives of the activity.

Source. The author's synthesis is based on Tschannen-Moran and Woolfolk Hoy (2001), Duan et al. (2024), What Works Clearinghouse (2024), and Korpershoek et al. (2026).

The sample items in Table 1 are arranged for this assessment design. The initial form can provide options from 1 (very uncertain) to 5 (very confident). The observation sheet can use categories **not yet** visible**,** partially visible**,** and appear consistent. If relevant situations do not arise during observation, the assessor may note that there is no opportunity to observe. This distinction is important, especially for responding to distractions, because a teacher's behavior can only be assessed when there is an appropriate opportunity.

Before being used more broadly, self-efficacy items and observation rubrics need to be reviewed by educational psychologists, elementary school practitioners, and teachers who understand the classroom context. Initial trials can check language clarity and whether teachers and supervisors interpret the actions in the items in the same way. Some observations can be conducted by two assessors to check the appropriateness of using rubrics. Self-efficacy scores are still read as beliefs, while rubrics show observed practices on specific occasions.

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Determining the form of support from the teacher's profile

Comparisons are made on the same skills**.** If teachers assess their confidence in managing transitions, evidence of practice examined must also come from transition situations. Brief observations can be complemented by reflective conversations, for example to determine whether the observed situation is common or influenced by specific activities. This matching results in four patterns that help schools choose forms of support.

Table 2. Matrix for determining training follow-up

Self-efficacy profile	Proof of practice	Appropriate follow-up
Teachers are still hesitant to practice skills	Practice has not been consistent on adequate occasions	Give examples, step-by-step simulations, classroom practice, and specific feedback.
Teachers are still hesitant to practice skills	Practice is adequate	Use evidence-based reflection and support in situations that feel more challenging.
Teachers are confident they can perform skills	Practice has not been consistent on adequate occasions	Discuss gaps with examples from observations, practice areas that need improvement, then observe again.
Teachers are confident they can perform skills	Practice is adequate	Maintain practice through regular reflection. If willing, teachers can share examples or become study partners in KKG.

Source. The author's design is based on Ferreira and Abbad (2013), Duan et al. (2024), and Täschner et al. (2025).

This matrix is used to select support for specific skills. As an illustration, a teacher can report hesitancy in managing activity changes. If observation shows that cues and instructions are clear and students can start the next task independently, the companion can help the teacher recognize the parts of practice that have already been successful and prepare variations for more challenging activities. If instructions are still given while students are gathering materials and many students do not yet understand the next task, the teacher can practice dividing transitions into several steps and testing the sequence at the next meeting.

Setting training priorities at the school and KKG levels

Priorities can be set based on the importance of skills for learning activities, the frequency of gaps, and the possibility of improving them through training**.** In the initial mapping, teachers assess self-efficacy per skill. Facilitators then observe relevant practices on more than one occasion if possible. Schools summarize the number and proportion of teachers with practices requiring reinforcement in each aspect and record the number of teachers who have complete evidence. When two needs have similar frequencies, decisions can consider how much disruption to learning activities is and whether the school can provide practice and mentoring opportunities.

Assessment results at the school and KKG levels can be used to design joint programs. For example, if the same difficulties arise in several classes, KKG can organize short workshops with simulations and examples from both lower and upper classes. If difficulties are concentrated on one type of situation, individual mentoring is more appropriate because teachers can bring examples directly from their classes. If obstacles arise from different procedures among teachers, standardization of procedures at the school level is necessary so that the strategies being trained can be applied.

Individual notes should be accessible to teachers and supervisors concerned for guidance. Principals or KKG can use anonymous summaries to jointly prioritize them. This arrangement provides space for teachers to openly express doubts and direct discussions on the skills to be developed.

Follow-up and evaluation of implementation

The program can start with one priority skill per cycle. For example, a transition training cycle of activities may consist of procedure demonstrations, simulations of instructions and gestures, classroom practice, peer observation, and reflection. Teachers and supervisors use the same indicators from initial measurement to implementation review. The design linking understanding, technique practice, and reinforcement after training aligns with the findings of Sims et al. (2025) regarding teacher professional development mechanisms.

Evaluation can be conducted at three times. Before training, the school documents the teacher's beliefs and initial practice. After the practice session, the teacher demonstrates the strategy in the simulation and receives

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feedback. At the next review, the companion checks whether the teacher uses the strategy in classroom activities and adjusts it to other situations. For transition skills, additional indicators that can be observed include the completeness of instruction and the student's readiness to start the next task. If self-efficacy improves while classroom practice is still inconsistent, the school can provide additional rounds of practice and observation.

The limitations of this article lie in the scope of the narrative study and the lack of primary data from Medan Tembung. The level of teacher self-efficacy, the most frequent practice gaps, and the order of training priorities in the area remain empirical questions. Future field research can begin with instrument trials and descriptive mapping, then examine the feasibility of mentoring and the application of skills after the training.

CONCLUSION

The analysis of classroom management training needs for public elementary school teachers in Medan Tembung District can use five aspects: rules and routines, activity transitions, student involvement, response to disturbances, as well as positive relationships and behavioral reinforcement. Self-efficacy assessment shows skills perceived as easy or challenging by teachers. Observation shows how those skills are used, while information from the school helps explain the conditions of implementation.

The resulting framework provides a basis for schools and KKG to choose skills training, reflective mentoring, feedback, or joint procedure improvements. Field data collection is necessary to establish priority sequences for public elementary school teachers in Medan Tembung District and to assess whether the instruments and training can be applied consistently.

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