PRIVATE SENIOR HIGH SCHOOL TEACHERS' SELF-EFFICACY IN UNDERSTANDING STUDENTS' NEEDS DURING THE ONLINE LEARNING

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ABSTRACT

During the pandemic, everyone is required to do activities at home, including the teaching-learning process, which is done online. Students' needs should be taken seriously by teachers. High self-efficacy is essential, and teachers must regulate their emotions in teaching students online learning. This research aimed to determine teachers' self-efficacy in understanding students' needs and strategies for regulating their emotions during online teaching-learning. During the teaching-learning process, teachers may face various students' characteristics, and sudden situations that happen during the process may stress the teachers. Therefore, teachers need self-efficacy that will help them regulate themselves to execute their actions and solve problems. This qualitative research employed an open-ended questionnaire distributed to five private senior high school teachers, and an in-depth interview was conducted with three private senior high school teachers. The findings revealed that self-efficacy and emotion-regulation strategies were the main factors for teachers to understand their students' needs during the teaching-learning process. It is recommended that future researchers interested in expanding this topic do extensive research to check its trustworthiness and provide further information about it.

Keywords: *teachers' self-efficacy: teachers' emotion-regulation strategies;students' needs: online learning*

INTRODUCTION

During the COVID-19 pandemic, everyone is required to do activities, including the teaching and learning process, at home; this is a crucial action to stop the spread of the virus (Destianingsih and Satria, 2020). According to Pravat Kumar Jena (2020), the teaching-learning process is conducted using the internet during online learning. All subjects are taught online, and the teachers and students do not have to be present in a real classroom. It is possible to continue online learning even after the pandemic ends. Moreover, understanding the students' needs during online learning may also be vital. Chatzikyriakou and Zafiri (2019) argue that students' needs during the teaching-learning process should be taken seriously because by understanding their needs, the students can engage with the process, the materials, and the teachers. Teachers should understand the students' needs so they can be more motivated during online learning. Otherwise, students will not be interested in learning if the teachers do not pay attention and understand their needs (Hung and Ai, 2021). Once they have lost their motivation in learning, students barely follow the teaching-learning process and it becomes not meaningful.

Self-efficacy is an individual's belief to be efficacious in learning and belongs to the self-regulation aspects. Teachers with high self-efficacy can help the pupils to trigger themselves to be efficacious and enthused

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in their learning process. Moreover, high self-efficacy teachers also recognize their students' needs during the teaching-learning process. Lauermann and Berger (2021) mention that an individual with low self-efficacy tends to perform failure to external parts, which means an individual may be unsuccessful in completing any task. Awareness of self-efficacy can help the students raise their behavior in captivating risks based on anxiety and competencies. Individuals' consciousness of self-efficacy has helped them boost themselves to accomplish future endeavors (Mbato, 2013a). Teachers with high self-efficacy are described as more engaged with their students and more likely to recognize the student's needs. Self-efficacy displays teachers' confidence in their teaching competencies (Lauermann and Berger, 2021). Since they have realized their competencies during the teaching-learning process, they become more confident. It is also supported by Zimmerman (2010), who mentions that self-efficacy is someone's belief in his capabilities to finish a task. High self-efficacy teachers tend to complete the task successfully and rarely complain about the tasks. In addition, Burić and Kim (2020) state that teachers' self-efficacy may influence the students to become more motivated in following the teaching-learning process.

In line with that, high self-efficacy teachers should be able to control their emotions in teaching the students. Emotion-regulation is needed to regulate certain emotions, including displeasure or anxiety, and all types of emotional responses (Vohs and Baumeister, 2016). One of the most important aspects of the teaching-learning process is understanding students' needs. Teachers must understand what students need during class to create a meaningful teaching-learning process. Aeni, Jabu, Rahman, Ismail, and Bin-Tahir (2018) state that needs depend on the students' perceptions in constructing the judgment. Both teacher and students have to create good communication between each other to know the students' needs. Teachers should pay attention to their students' needs because it helps them to find a suitable method to teach the students. It is supported by Aeni et al. (2018), who claim that the students' needs cannot be ignored during class. Destianingsih and Satria (2020) divide students' needs into target and learning needs. The target needs are created to discover what the students need to do in the target situation. Meanwhile, the learning needs are designed to uncover what the students need to do to learn the materials given by the teachers.

Three relevant prior studies about teachers' self-efficacy and students' needs have been done previously (Destianingsih and Satria, 2020; Pressley and Ha, 2021; Sularti et al., 2019). Destianingsih and Satria (2020) claim that using some tools by teachers and students during online learning may be beneficial for teaching-learning. Moreover, teachers can understand students' needs for effective English online learning. Besides, Pressley and Ha (2021) explain that the pandemic has caused a significant impact on teachers' self-efficacy due to the new teaching approaches and requirements. Sularti et al. (2019) argue that analyzing the materials needed in learning English listening skills may be useful for teachers and institutions in better preparing the English listening skills materials.

Self-efficacy, along with emotion-regulation strategies, is the most discussed topic in the previous studies. However, there was limited research on teachers' self-efficacy and emotion-regulation strategies, especially in understanding students' needs in Asia, especially in Indonesia (Destianingsih and Satria, 2020; Diasti, 2021; Pressley and Ha, 2021; Sularti et al., 2019). Self-efficacy is an individual's belief in the ability to finish a task. In addition, emotion-regulation strategies are an individual's way to regulate their emotions and change negative emotions into positive ones. The topic in this research is suitable to the educational context in Indonesia as both students and teachers are now applying online learning or hybrid learning. However, the previous studies mentioned above have not studied teachers' self-efficacy and emotion-regulation strategies in understanding students' needs during online learning. Therefore, to fill the gap, this research, presenting a new insight into the topic, investigated the factors that influenced private senior high school teachers' self-efficacy in understanding students' needs during online learning.

LITERATURE REVIEW

Teachers' Self-efficacy

Self-efficacy is an individual's belief or self-judgment on how well they can regulate themselves to execute their actions and solve problems (Bandura, 2006). Self-efficacy is the belief that a person has to be successful in any future situation (Mbato, 2013b). Teachers should have self-efficacy since it is an essential thing and sometimes associated with teachers' commitments to teaching (Pressley and Ha, 2021). Teachers must have self-efficacy in their minds to keep their commitment to teaching. High self-efficacy teachers tend to be more creative in making and finding new teaching methods and are more determined when they are having problems teaching the students (Pressley, Roehrig, and Turner, 2018). Afflerbach, Cho, Kim, Crassas, and Doyle (2013) add that high self-efficacy teachers could be tougher in solving problems; they can also see the problems as challenges and be determined in their future endeavors. Moreover, they are likely to solve the problem creatively because they are trained to regulate themselves.

High self-efficacy teachers tend to be more successful (Hajovsky, Chesnut, and Jensen, 2020). High self-efficacy teachers can create strong relationships and dialogues with their students and guide the students comfortably through the mistakes they make. Moreover, teachers with high self-efficacy tend to have high expectations of students' academic achievement and are also good at raising students' academic achievement (Fackler and Malmberg, 2016). They may show confidence in themselves which may influence the students to be highly motivated in the teaching-learning process. By performing certain habits in the teaching-learning process, students can increase their motivation and enjoy the process to be more focused on their studies. Teachers' self-efficacy has an important role in their personal goals to perform certain habits in the process (Glackin and Hohenstein, 2018). High self-efficacy teachers feel more engaged with their students and are also satisfied with their jobs as teachers (Granziera and Perera, 2019). One of the best ways to engage with the students is building a good and strong relationship with them. Teachers will feel satisfied with their job and make the teaching-learning process creative and meaningful.

To sum up, teachers' self-efficacy is important because, with high self-efficacy, teachers can feel more connected with the students; this is crucial especially during the online teaching-learning process, in which they should create a meaningful process and make their students highly motivated to follow the process.

Teachers' Emotion-regulation Strategies

Emotions include feeling proud of themselves, enjoyment, and unhappiness (Gross and John, 2003; Ireson, 2008; Sutton, 2004). Emotions are a popular aspect of education (Braun, Schonert-Reichl, and Roeser, 2020). In line with that, the success in the teaching-learning process and students' emotions and motivations during the process depend on the teachers' emotions (Taxer and Gross, 2018). Teachers may face both positive and negative emotions in every teaching-learning process. During the process, teachers may feel some emotions such as happiness when students can acknowledge a difficult theory, pleasure when they can answer the questions, annoyance when they do not do their best, or hostility when a student breaks classroom rules. Emotional stability is when teachers feel stable during the teaching-learning process. However, if they manipulate their inner feelings to show a suitable emotion based on the school's norms, it is called emotional labor (Subhiksa and Purba, 2021). Emotional labor is someone's ability to regulate their emotions by displaying their emotions professionally so the emotions can be expressed as needed, especially when someone is interacting with colleagues in the workplace (Day, 2018).

During the teaching-learning process, teachers may experience various students' characteristics and sudden situations that may occur in class, which can make them stressed. Teachers may sometimes find difficulties regulating and managing their emotions during the process (Wardhani, Ena, and Mbato, 2021). It is supported that by regulating emotion, teachers can have positive emotions during many class conditions rather than negative emotions (Taxer and Gross, 2018). Regulating emotions regularly can help teachers to maintain their goals

(Sutton, 2004). There are two strategies for teachers to regulate their emotions: cognitive reappraisal and expressive suppression (Braun et al., 2020; Gross and John, 2003). Cognitive reappraisal is a strategy where teachers change negative emotions into positive ones. This strategy is reviewed as the best strategy to regulate emotion. Cognitive reappraisal reduces negative emotions and transforms them into positive ones. Teachers who employ this strategy during the teaching-learning process are considered more satisfied with the process. Thus, cognitive reappraisal is believed to be a successful strategy for reducing negative behaviors and emotions. Expressive suppression is a strategy that helps teachers to modify their behavioral expression of emotion. This strategy focuses on the response that teachers show during the teaching-learning process. Teachers who apply expressive suppression tend to show less emotion. However, it belongs to a risky and inadequate strategy. Teachers tend to show low positive emotions and low life satisfaction. In other words, expressive suppression does not help them lower their negative emotions.

RESEARCH METHOD

This qualitative research intended to determine teachers' self-efficacy and emotion-regulation strategies in understanding students' needs during online learning. This research used an open-ended questionnaire and an in-depth interview to obtain the data. Dörnyei (2003) explains that an open-ended questionnaire is used to provide further information about the researched topic. In the current research, the questions in both open-ended questionnaires and in-depth interviews were taken from Bandura (2006) and Gross and John (2003). Five private senior high school teachers, chosen with purposive random sampling, took part in this research as participants. Purposive sampling was applied by selecting the participants from a certain community using a specific indicator (Ary, Jacobs, Razavieh, and Sorensen, 2009). The participants who took part in this research were both men and women from two different private schools. The chosen participants had to have some experience with online teaching and learning. To protect participants' privacy, pseudonyms were applied; therefore, the research participants were named Participant 1 (P1), Participant 2 (P2), Participant 3 (P3), Participant 4 (P4), and Participant 5 (P5). The open-ended questionnaire was then distributed via WhatsApp to these research participants, who had filled out the consent form before continuing to answer questions. Table 1 provides the demographic information related to the research participants.

Table 1. Participants' Demographic Information

Name	Gender	Age	Subject to teach	Teaching Grade	Teaching Experience	Location
P1	Male	25	English	X, XI	1 – 3 years	Yogyakarta
P2	Female	42	ICT	X, XI, XII	More than 7 years	Jakarta
P3	Male	26	Psychics	X	1 – 3 years	Yogyakarta
P4	Female	38	English	X, XI, XII	More than 7 years	Jakarta
P5	Female	27	Mathematics	X, XI	4 – 6 years	Yogyakarta

The in-depth interview was later done only for three out of the five participants, who were chosen after the researchers analyzed their answers in the questionnaire. The three selected participants (P3, P4, and P5) were different in age and gender; in addition, they had various teaching experiences (1 until 3 years, 4 until 6 years, and more than 7 years) and taught different subjects in two different schools. These aspects could affect how they understood their students' needs, their self-efficacy level, and how they regulated their emotions during online learning. These different aspects would provide adequate information from various levels and realms of science.

The in-depth interview, in the form of focus group discussion (FGD), was conducted online via Zoom. In the FGD session, the three participants provided responses and comments on each other's statements or answers, which helped the researchers obtain more information about the topic. The researchers applied a semi-structured interview. Aung, Razak, and Nazry (2021) describe that there are three steps in a semi-structured interview. In the first step, the pre-interview, the researchers distributed the Zoom link to the three participants through WhatsApp. At that point, the researchers explained some useful information about the topic to the

participants so they could recall their background knowledge about it. In the second step, the interview, the researchers started to ask several questions to the participants and applied interview guideline questions to help the researchers explore their answers. In the last step, the post-interview step, the researchers concluded their answers and analyzed them. The interview was recorded and transcribed, so the researchers could classify the data quickly based on the underlying theories.

FINDINGS AND DISCUSSION

To provide the answer to the research question 'what factors influence private senior high school teachers' self-efficacy in understanding students' needs during online learning?', the data analysis and findings are classified into two major subtopics: teachers' self-efficacy and teachers' emotion-regulation strategies during the online learning.

Teachers' Self-efficacy

Diasti (2021) states that low self-efficacy teachers can impact others in completing the task. High self-efficacy teachers may also understand their students' needs, especially during online learning. According to Glackin and Hohenstein (2018), self-efficacy plays a main role in teachers' personal goals to show certain habits in the teaching-learning process. One of the roles is undertaking strategies to help students who experience difficulties in understanding the materials during online learning. To sum up, teachers' self-efficacy is the belief that may affect their capability in making a decision, organizing the class, organizing the materials, teaching, motivating the students to learn, and communicating with the students effectively to help the students enhance their activities in the teaching-learning process (Muna, Khotimah, and Zuhaira, 2021).

Table 2 summarizes the data analysis whether the participants had any influence on the decisions made during the online teaching and learning process.

Table 2. Teachers' Influence on the Decisions Made in Online Learning

Question	P1	P2	P3	P4	P5
How much can you influence the decisions that are made in online learning?	Not too much.	Not too much.	I can say that my instructions or what I say in online learning influence the decision in online learning.	Most likely.	The decision that is made is based on the school's meeting. But I can say that it most likely influences the decision that is made in online learning.

The questionnaire results showed that 2 out of 5 participants stated that they did not have much influence on the decisions made in the online learning, while the rest of the participants stated that they were most likely to influence the decisions made in the online learning. In the interview session, however, all participants agreed that it was most likely that they influenced the decision made in the online learning. Teachers' self-efficacy includes how they adapt to society and their influence in making a decision, especially during online learning (Muna et al., 2021). Teachers' self-efficacy has a big impact on the decision making in online learning.

Aeni et al. (2018) mention that teachers cannot ignore their students' needs during online learning since it is very important for the students. Teachers must, therefore, pay more attention to this aspect. Destianingsih and Satria (2020) further argue that the usage of some tools may benefit both teachers and students during online learning. According to Ma, Chutiyami, Zhang, and Nicoll (2021), self-efficacy is vital in the choices of their personal goals; high self-efficacy teachers are satisfied with their jobs and feel closer to their students. In addition, high self-efficacy teachers are eager to create more innovative strategies to help students who have trouble in understanding difficult materials. Table 3 reveals the participants' strategies to help students who experienced difficulties in understanding the materials during online learning.

Table 3. Teachers' Strategies to Help Students in Understanding the Materials

Question	P1	P2	P3	P4	P5
One of your students is experiencing difficulties in understanding the materials compared with other students. What can you do to help them? Please explain your strategies!	Give them extra attention and also ask about their problem. Offer extra or additional lessons.	I will ask them personally and give them an additional lesson after the class like tutoring. If there are a lot of students who want to join, I usually make a tutorial video to help them understand the materials.	I usually ask them face-to-face about their difficulties in understanding the materials. Then I will discuss with them to find the solution to their problem.	Have a private session with the students after school, give them extra homework or assignments, casual talks to know the root of the problem.	During the pandemic in the last 2 years, our teaching-learning process is held online. The teaching-learning process in our school is dynamic. I usually ask the students to contact me if they find difficulties. Then I will make some Zoom sessions to review the materials. I also ask the students to come to school if they do not have any quota, but they have to make an appointment before.

Table 3 shows that P2 and P5 undertook the strategy of using some tools to help their students who experienced difficulties in understanding the materials during the online teaching-learning process. P1, P3, and P4 mentioned that they preferred to personally ask their students which parts of the lessons they did not understand. According to Destianingsih and Satria (2020), teachers must understand students' needs during online learning for the effectiveness of the teaching-learning process, and it is possible to use some tools that may benefit teachers and students during the online teaching-learning process.

High self-efficacy teachers tend to set high expectations for their students' academic accomplishments (Pressley and Ha, 2021). High self-efficacy teachers tend to apply some strategies to help their students increase their memory to understand the materials. Additionally, high self-efficacy teachers are more likely to succeed at increasing their students' academic accomplishments. Table 4 covers the participants' strategies for increasing their students' memory by reviewing the materials taught in the previous online learning.

Table 4. Teachers' Strategies to Help Students Increase Their Memory

Question	P1	P2	P3	P4	P5
How do you give instructions to help your students increase their memory of what has been taught in the previous online lesson?	Giving them warming up activities and recalling their memory or asking about the previous meeting.	I give them a review using the presentation.	I usually ask them to pay attention to the lesson first. After that, I ask them to take notes then I send the materials and exercises via Google Classroom.	Giving homework, quizzes, and reviews before we start the next topic by using games (for example).	In the first hour, I open the class by reviewing the materials that I gave in the previous meeting. After that, I continue explaining new materials.

Table 4 shows that all of the participants gave a review of the previous materials before continuing to the new materials. P3, P4, and P5 during the interview session confirmed the questionnaire results. P5 stated that she usually started the class by reviewing the task given in the previous meeting before teaching the next materials. P3 shared the same idea as P5. He added that at the end of the meeting, he gave them homework. He also gave them a practicum in every chapter to help the students understand the materials better. Moreover, P3 thought that the students enjoyed the practicum because they were already tired from learning online. P4 explained that the same strategy to enhance students' memory as P3 and P5. P4 mentioned that online learning was the same as offline learning; it was different only due to the locations. Online learning was done from home, while offline learning was done at school. Both teachers and students had to create good habits while having online learning. She mentioned that she gave the students homework and played games with them. In addition, during online learning, teachers had to be dynamic and notice their students' moods or any special events so they could relate to their students.

During the teaching-learning process, students sometimes experience demotivated, especially when they feel overwhelmed with the learning materials. Students show diminished motivation, particularly when the teachers do not pay attention to their needs and academic accomplishment (Hung and Ai, 2021). Table 5 shows the participants' strategies to enhance students' motivation in online learning.

Table 5. Teachers' Strategies to Motivate Students during Online Learning

Question	P1	P2	P3	P4	P5
How do you motivate your students who show low interest in the lesson during online learning?	Keep talking with them, giving them encouragement and support. Asking if there is a problem or difficulties.	Make the teaching-learning process that includes all students in the class, and give rewards when they succeed in answering questions in the Question and Answer (Q and A) session.	Tell them that I also experience the same thing, demotivated, in learning, especially in the science subject.	Giving real examples of how language is very important for future endeavors.	On some occasions, I invite students to work on their tasks in a group but can be done online. Students who show low interest become group leaders. Only group leaders are allowed to represent their groups to collect the task. This is very effective in making students participate actively during an online class.

In the interview session, all participants said they could easily spot low-motivated students. P3 and P4 explained that low-motivated students could be easily spotted because they tended to daydream during online learning, and when asked several questions about the topic, they could not answer them. P5's answer was more or less the same as that of the previous participants. She added that she spotted the low-motivated students by checking on their tasks. P5 also asked the low-motivated students' homeroom teachers whether they had difficulties or not. She also forced the students to turn the cameras on during the Zoom session. However, she still found some students who did not do so. All participants mentioned that they usually played games or gave them some interesting activities to motivate their students during online learning. Moreover, the participants also informed the students that what they learned could be useful for their future endeavors. This practice strengthened the relationship between the teacher and the students. High self-efficacy teachers usually tend to be more successful in creating relationships with the students, which also helps them to motivate their students (Hajovsky,

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Chesnut, and Jensen, 2020). Teachers will correct the students' mistakes comfortably through a good relationship with the students.

Teachers' Emotion-regulation Strategies

Gastaldi, Pasta, Longobardi, Prino, and Quaglia (2014) mention that working pressure and the behavior of students may stress the teachers, especially during online learning. Based on the results of both the questionnaire and interview, the participants stated that they tended to regulate their emotions in many ways during the online teaching-learning process. Sutton (2004) proposes that regulating emotions is beneficial for teachers because it will help them achieve their teaching objectives. Teachers believe that by controlling their emotions during online learning, they will better understand their students' needs and complete the teaching objectives. Teachers may use strategies to regulate or control their emotions during online learning.

According to Gross and John (2003), there are two main strategies teachers commonly apply in their teaching-learning process: cognitive reappraisal and expressive suppression. Both of the strategies are beneficial for teachers in regulating their emotions. Teachers usually use cognitive reappraisal to change negative emotions into positive emotions. Cognitive reappraisal is applied when teachers want to show more positive emotions and show less negative emotions. At the same time, expressive suppression is used when teachers want to show less emotion during the teaching-learning process. Teachers tend to show less positive emotions and might experience more negative ones. Table 6 shows the participants' answers to the question about how they defined their emotion-regulation during the online teaching and learning.

Table 6. Teachers' Emotion-regulation During Online Learning

Question	P1	P2	P3	P4	P5
How do you define your emotion-regulation during teaching in online learning?	Acknowledging my students' abilities and adjusting my expectation so I will accept my students and my ability well.	I have to be more patient and understand their difficulties because I experience the same thing.	I will not show any emotion to my students during online learning. I just stay quiet so the situation becomes calmer.	Nothing special. For me is easy. Because of my mood as a teacher very dependable on the students' moods.	I conduct the sharing moment between other teachers about online learning. In our school, other teachers always support each other and share some ways to handle the students. Moreover, I always try to understand my students' conditions.

The participants' answers in table 5 show different ways of regulating their emotions. P1 tended to acknowledge students' abilities and adjust the expectation toward the students so that P1 could accept the students and their abilities. P2 also shared the same response, which is acknowledging students' difficulties. Further, P2 mentioned that to acknowledge students' difficulties, P2 tended to be more patient. P3 and P4 shared the same idea, that is being quiet during the lesson was the best way to make the situation calmer. Meanwhile, P5 shared the most engaging idea of regulating emotions during the online learning. P5 mentioned that the school provided time for teachers to conduct the sharing moments where teachers could support other teachers and in the sharing moments, teachers could give some alternatives to handle the students. P5 added that understanding students' conditions also became the main factor in regulating emotions. Wardhani et al. (2021) claim that how teachers understand their students' needs and behavior during online learning is affected by their emotions.

Due to the problems the participants experienced, they might have applied some strategies that would benefit them and the students during the online learning. Table 7 shows the strategies the participants applied to have more positive emotions while teaching and dealing with the students during the online learning.

Table 7. Teachers' Emotion-regulation Strategies to Have More Positive Emotions

Question	P1	P2	P3	P4	P5
When you want to feel more positive emotions, how do you change the way you're thinking about the situation?	Stay calm and try to avoid negative emotions by staying away from anyone.	Doing exciting activities and avoiding situations that can provoke negative emotions.	I tend to be quiet and try to find good things from that situation so it can help me to think positively.	I find something that is new or would be fun if I used some games or topics in the class. That will light up the mood for everyone, including me.	I try to focus not on the emotion that I am feeling during online learning, however, I will try to be more focused on the solution to the problem that I face during online learning.

Based on the results of the open-ended questionnaire, P1 and P3 tended to apply expressive suppression during online learning. They mentioned that they preferred to stay calm and quiet to avoid negative emotions. Moreover, in the interview session, P3 added that staying quiet was one of the best ways to have more positive emotions. Because P3 could see the good things, this allowed P3 to think positively. However, P2, P4, and P5 were likely to find something new and exciting activities that could be used to improve the students' and teachers' moods during online learning. These participants employed cognitive reappraisal. They used cognitive reappraisal to boost and repair their mood. Further, P5 also mentioned that it was better not to focus on the problem but to try to focus on finding the solution. This proves that cognitive reappraisal used by these participants demanded them to think differently. In the interview sessions, P3 and P4 shared the same ideas, namely finding exciting activities to be done with the students and ignoring the rude students.

Gross and John (2003) propose that the two emotion-regulation strategies let people adjust their emotions. Following this statement, teachers should control their emotions during the teaching and learning process. Table 8 shows how the participants controlled their emotions during the online teaching and learning.

Table 8. Teachers' Emotion-regulation Strategies to Control Emotions

Question	P1	P2	P3	P4	P5
How do you control emotions without showing them to your students?	Stay calm and silent. I tend to stay away from any students or other teachers.	I tend to choose suitable language to explain the problem to students and to make them realize what they have done without hurting their feeling.	I tend to stay quiet because I am afraid if I say something, the negative emotion will come out and I will be uncontrollable.	Exhale, inhale.	I try to tell them nicely. I also try to always see myself as a teacher who employs good values from my school which is Love, Integrity, and Hospitality.

The participants tended to show various answers. P1 and P3 would hide their emotions by staying away from students and other teachers because they were afraid they might say something negative, which may hurt others. It is supported by P3 in the interview session, who stated that he tended to ignore the rude students. P3 shared his experience when one of his students was swearing at him during the teaching-learning session. He was angry but chose to keep silent. He ignored the rude student during class to help him turn his negative emotions into positive emotions. He later reported the rude student to his homeroom teacher and the school principal, but he had no idea what they did to him after that incident. P2, P4, and P5 tended to show their emotions by telling the students about what they felt using suitable language that would not hurt the students. P4 and P5 also added in the interview session that by doing this, they would be able to understand what their students wanted and needed during the online learning. P4 and P5 mentioned that they sometimes became annoyed when they checked their students' answers. They found that the students just copied and pasted their friends' answers. P5 claimed her

reputation as a fierce teacher benefited her so that the students would follow her class carefully. It is supported by Taxer and Gross (2018) that men tend to suppress their emotions by not showing them to others. Meanwhile, women tend to tell others about what they feel. As Gastaldi et al. (2014) mentioned, teachers usually control their emotions during the teaching-learning process. They tend to lower their emotional emotion in the professional field. In this case, the professional field refers to the online learning.

CONCLUSION AND SUGGESTIONS

Conclusion

This research aimed to explore the factors influencing the private senior high school teachers' self-efficacy in understanding students' needs during online learning in Indonesia. The research findings show how teacher self-efficacy can both affect classroom conditions and encourage students to be more motivated in the classroom. The teaching experience of teachers influenced their strategies for teaching students. This research confirms that to manage the classroom well, the teacher must first understand the needs of students, especially during online learning. A teacher needs to determine learning targets. Self-efficacy has implications for the ability of teachers to adapt to the classroom conditions which are significantly seen in the decisions made by teachers when learning takes place. The teachers' decisions are closely related to the needs of students during the online learning. In online learning, where the presence of the teacher cannot be felt directly, learning support tools can be used to increase learning motivation. Therefore, high self-efficacy teachers are willing to create more innovative strategies to help students who have difficulty understanding difficult materials. In addition, the interpersonal approach with students bridged through personal questions can be a solution to the hampered learning. High self-efficacy teachers usually set high expectations for their student's academic achievements. They always monitor the students' understanding of the materials given before moving to a new topic. The good relationship between teachers and students creates a comfortable learning process, and students do not hesitate to express themselves in the classroom despite their learning difficulties. This psychological condition becomes the success of learning in online learning. Emotion-regulation strategies are one of self-efficacy's main factors so teachers can better understand the students' needs. The role of the teachers is not to teach but also to understand students' needs. Moreover, teachers must regulate their emotions during the online learning process. The findings indicate that men are shown to apply expressive suppression more than women do. They tend to hide their own emotions and prefer not to show them during online teaching and learning, so the students will not see them.

Suggestions

Learning should focus on building students' motivation to learn. Mapping the ability of each student enables teachers to have an understanding of good learning tools and strategies. Therefore, the decisions taken can be synergized with the condition of the students. Due to limitations in online learning, a teacher must build interpersonal relationships with students individually. Teachers must understand students' needs. However, they also must regulate their emotions during online learning. The research findings emphasized the teachers' self-efficacy in understanding their students' needs and the strategies to regulate their emotions during the online learning.

Since this research was conducted using a limited number of participants, the findings cannot be generalized to a wider scope. Future researchers exploring similar topics should, therefore, include a large number of participants so that more comprehensive findings can be obtained.

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