

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Teaching Practicum Program

Teacher education programs are commonly structured in two parts: first, the acquisition of theoretical knowledge, and second, the practical application of that knowledge before candidates step into the real world of teaching. The practical teaching component, commonly known as the teaching practicum, takes place in the final year of the education program (Kadir & Aziz, 2021). Teaching practice plays an important role for prospective teachers in implementing theory in real fields (García-Noblejas et al, 2023). On the other hand, according to Tekel et al. (2022), the teaching practice is defined by a partnership between the school, the practice teacher, the practice instructor, and the student teachers.

In this research context, according to *Buku Pedoman FKIP EDU (2025)*, an observation and internship process undertaken by undergraduate education students to learn aspects of learning and educational management in educational units or institutions. Teaching Practicum Program is realized through the School Field Introduction (PLP), which is then implemented within the Faculty of Teacher Training and Education, Siliwangi University, under the *FKIP EDU (Eksplorasi Edukasi)* program. Following the *Permenristekdikti Nomor 55 Tahun 2017 dan Panduan Program Pengenalan Lapangan Persekolahan (PLP) Program Sarjana Pendidikan yang diterbitkan oleh Direktorat Pembelajaran-Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset, Teknologi, dan Pendidikan Tinggi tahun 2017*, the PPL (Field Experience Practice) course was replaced by the School Field Introduction Program (PLP) in 2018. This was structured in two parts: PLP I (1 SKS, 5th semester) and PLP II (3 SKS,

7th semester). While the 2020 student cohort completed this two-stage model in 2023, the program has since been revised to align with the *Merdeka Belajar-Kampus Merdeka* (MBKM) curriculum. This new iteration, now called the *FKIP EDU* program, is conducted as a single-semester total 20 SKS (credits).

The FKIP EDU (Eksplorasi Edukasi) program is a mandatory independent Kampus Merdeka (MBKM Mandiri) field practice initiative implemented by the Faculty of Teacher Training and Education (FKIP) at Universitas Siliwangi to enhance the university's Key Performance Indicators (IKU). Although, pre-service teachers often face challenges recognition, as pre-service teachers often have difficulty recognizing the program or understanding its supporting course packages, while the long duration of the program itself risks causing boredom or monotony for students. However, the program provides value by preparing pre-service teachers with the essential readiness to become prospective educators or educational staff. Guided directly by Field Supervisor Lecturers (*DPL*) and School Cooperating Teachers (*GP*) through regular evaluation and systemic monitoring, students are given a structured timeline that includes initial observation weeks, teaching practice simulations, and final practical teaching exams. Through this experience, they can explore the positive habits and culture inherent in educational institutions, and this program can provide more in-depth field experience through observation, internships, and direct activities in educational units or institutions.

In conclusion, the Teaching Practicum Program and *FKIP EDU* have the same basic goal of connecting pre-service teachers' theoretical knowledge to real-world classroom experience. Teaching practicum is widely recognized as an important step in teacher education because it allows student teachers to apply pedagogical ideas in real-world classroom settings thanks to collaboration between universities and partner schools. In accordance with national rules and the MBKM

curriculum, this program at Siliwangi University has changed from PPL to PLP and is currently being implemented as *FKIP EDU*. *FKIP EDU* is a one-semester, 20-credit program that combines direct institutional participation, internships, and observation. *FKIP EDU* offers thorough and intensive field experiences that improve future teacher professional preparation, despite obstacles including low recognition and possible student tiredness.

2.1.2 Pre-Service Teacher

For the purposes of this study, pre-service teachers are female undergraduate students in the *FKIP EDU* program. These pre-service teachers are in the last stage of their academic journey and are actively getting ready to become professional teachers. Before they can take full responsibility in real classrooms, they need to go through a structured process of professional preparation that connects what they learn in school with how they use it in the real world. As part of this preparation, the *FKIP EDU* program's one-semester, 20-credit teaching practicum is an important way for these students to learn basic teaching skills like lesson planning. Sari (2024) defines a pre-service teacher as someone who is gaining teaching experience but has not yet met the formal requirements to be recognized as a professional educator. Consequently, the participants in this study are new educators undergoing the transition from students to professionals, with their teaching practicum experience significantly influencing their professional identity and self-efficacy beliefs.

2.1.3 Self-Efficacy of Pre-Service Teachers in Teaching

Self-efficacy in the teaching process is a teacher's belief in their own ability to successfully carry out teaching tasks in a way that helps their students learn and succeed (Korkmaz, 2016; Colson 2017). According to Jun (2023), teaching is not only a technical effort, but it is also closely related to personal life. It is important to learn from the experienced ones who are related to the case to learn how to control

and self-efficacy itself, so that, the relation of beliefs can be encouraged into more positive situations in the teaching classroom. So that the teaching process can be conducted comfortably for the teacher, if the teacher is comfortable with the environment around them, they will feel more confident in conducting the teaching process (Around, 2007).

In the specific context of the English Foreign Language (EFL) teaching practicum, self-efficacy takes on a more complex dimension. EFL pre-service teachers must simultaneously manage general classroom dynamics while navigating the intricacies of foreign language anxiety, pedagogical pacing, and communicative competence (Pujasari, 2019). Within an intensive, high-stakes immersion program like the 20-credit "FKIP EDU" at Universitas Siliwangi, self-efficacy is subjected to hard field testing. Unlike simulated micro-teaching sessions where the audience consists of cooperative peers, full-time classroom immersion exposes pre-service teachers to authentic "reality shocks" such as student unresponsiveness, noisy environments, and motivational deficits (Maharani & Fithriani, 2023).

As a result, teaching self-efficacy in this study is viewed as a highly dynamic, evolving construct. It is not a fixed trait that a student-teacher simply possesses or lacks; rather, it is a fluid psychological state that undergoes a profound shift as the pre-service teacher confronts real classroom friction. As demonstrated by the empirical findings of this study, a pre-service teacher's self-efficacy often experiences an initial destabilization when theoretical ideals clash with actual school realities, prompting a necessary recalibration of what constitutes instructional success moving from a teacher-centered focus on personal fluency to a student-centered focus on actual comprehension and interactive response (Choephatrueedi & Inpin, 2025; Ma et al., 2021)

2.1.4 Bandura's Four Sources of Self-Efficacy

Self-efficacy is the belief an individual has in their capacity to perform effectively and succeed in specific situation or when facing a particular task (Heslin & Klehe, 2006). The concept of self-efficacy was taken to examine this issue. The researcher is interested in exploring self-efficacy because this belief side of the pre-service teacher is often ignored, the study always depends on the result, approach and method. According to Hsiao (2011), teachers with high self-efficacy adopted more effective strategies to improve teaching quality, while those with low self-efficacy preferred more restrictive strategies. Pre-service teachers were chosen because the self-efficacy aspects involved are unpredictable, different from experienced teachers who have a wider range of knowledge and solutions on how to express their self-confidence, and pre-service teachers are still guessing how to control themselves accurately according to norms or values.

The framework of self-efficacy by Bandura (1997) will be used in this study, since this study focuses on the self-efficacy of pre-service teachers in the context of teaching. According to Bandura (1997), four main sources shape an individual's self-efficacy:

1. **Mastery Experiences:** This is the most powerful source. Successfully completing a task strengthens the belief in one's ability to succeed again in the future.
2. **Vicarious Experiences:** This involves observing others who are perceived as similar to oneself succeeding at a task.
3. **Social Persuasion:** This refers to receiving encouragement or positive feedback from others, such as being told. This can bolster self-belief, though it is often less impactful than direct, personal experience.

4. Emotional States: This involves how an individual interprets their own physiological and emotional reactions.

These four sources collectively influence how pre-service teachers perceive their teaching capabilities in real classroom settings. Importantly, these four sources do not operate separately.; they interact dynamically. For pre-service teachers, a mastery experience (e.g., successfully managing a disruptive student) can lower negative emotional states (e.g., reduce anxiety before the next class), which in turn makes them more receptive to social persuasion (e.g., feedback from a mentor). Otherwise, a negative vicarious experience (e.g., observing a mentor fail to engage students) might heighten physiological arousal (nervousness), potentially undermining the impact of positive verbal persuasion. This study exploring each source individually the participants' self-efficacy throughout the *FKIP EDU* program.

2.2 Study of Relevant Research

Before this study began, the researcher reviewed previous research on how students view peer tutoring. That earlier research is presented as follows:

This research is relevant to Mujtahid (2023), which was grounded in Bandura's self-efficacy theory, and explored the self-efficacy of pre-service teachers in the practice of online English classrooms in Indonesia. According to the research, four key factors were identified that can increase this self-efficacy: personal experience with technology, observing role models, social persuasion, and the teachers' physiological and emotional states. According to the research, participants successfully implemented synchronous and asynchronous learning models as a result of their involvement in teacher education programs.

Another relevant research by Megawati & Astutik (2018), this study investigates the self-efficacy of pre-service EFL teachers during their teaching practicum in Indonesia. The findings generally indicated that the participants possessed quite high self-efficacy in areas such as teaching skills, lesson plan

construction and application, assessment, and classroom management. Despite this, it was noted that some of them still encountered difficulties when conducting certain classroom activities with students.

Also in the same vein, conducted by Altarawneh (2023), this study was designed to investigate the effect of school-based practicum experience on the self-efficacy of pre-service teachers in Jordan. The results indicated that the practicum experience significantly increased their self-efficacy, with notable improvements observed in three key areas: instructional strategies, classroom management, and student engagement. The study also puts forward three suggestions, with, 1) re-evaluating the professional diploma program's structure, 2) improving communication links between student teachers, universities, and cooperating schools to address expressed challenges, and 3) developing a proposed vision to deal with these difficulties in a more transparent and practical way.

There is an interesting study by Eginli & Sohli (2021), which is this study sought to investigate changes in pre-service EFL teachers' self-efficacy beliefs by comparing them before and after their practicum experience at school in Turkey. The data findings, which suggested rejecting the previous hypothesis, led to the conclusion that the classroom management abilities of the pre-service EFL teachers positively increased during their practicum period. The study results indicated that the school-based teaching practicum enhanced the pre-service EFL teachers' capacity for effective student engagement, the application of instructional strategies, and classroom management.

The research study by Dwijayanti (2024), aimed to investigate the self-efficacy levels of students participating in the Kampus Mengajar program. The study findings indicated that pre-service English teachers in the Kampus Mengajar program possessed strong self-efficacy and were proficient in managing various tasks and challenges. Pre-service English teachers' self-efficacy is influenced by three primary components. First are personal factors, such as joy, responsibility, initiative, and problem-solving skills. Second are behavioral aspects, which include essential traits like English proficiency,

mastery of teaching methods, and the ability to use engaging strategies. Finally, environmental factors, like unenthusiastic classes, inappropriate material, or students' difficulty in understanding, also play a significant role

From these five previous studies, it can be concluded that Teaching Practicum shows a number of benefits, particularly in self-efficacy and providing a broader academic experience. However, there are difficulties during Teaching Practicum Program according to classroom activities with students. Based on previous study there is a gap that to be addressed, specifically teaching practicum conducted online, institutions and locations where the research will be conducted. Therefore, researchers are interested in explore the self-efficacy of pre-service teachers during the Teaching Practicum Program conducted offline.