

ABSTRAK

FAHHET FIRZATULLAH. 2026. EXPLORING PRE-SERVICE TEACHERS' EXPERIENCE ON SELF-EFFICACY IN EFL TEACHING PRACTICUM PROGRAM. *Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.*

Efikasi diri memegang peranan penting dalam menentukan kompetensi calon guru di masa depan. Identifikasi efikasi diri terhadap guru pra-jabatan memberikan informasi signifikan mengenai seberapa kompeten mereka dalam menerapkan konsep teoritis pembelajaran di sekolah yang sebenarnya. Penelitian ini bertujuan untuk mengeksplorasi pengalaman efikasi diri calon guru bahasa Inggris selama program praktik mengajar "FKIP EDU" yang dilaksanakan secara luring. Penelitian ini melibatkan dua mahasiswi pra-jabatan yang telah menyelesaikan program praktik mengajar selama satu semester di salah satu SMP di Tasikmalaya. Menggunakan desain penelitian kualitatif dengan pendekatan studi kasus, data dikumpulkan melalui wawancara semi-terstruktur yang mendalam. Data dianalisis menggunakan analisis tematik berdasarkan kerangka teori empat sumber efikasi diri Bandura (1997). Temuan penelitian mengidentifikasi empat tema utama: (1) pengalaman langsung keberhasilan, (2) pembelajaran melalui observasi, (3) umpan balik dari orang lain, dan (4) kondisi fisiologis serta pengelolaan keadaan emosional. Hasil penelitian menunjukkan bahwa efikasi diri guru pra-jabatan bersifat dinamis dan mengalami proses transformatif. Partisipan awalnya memiliki kepercayaan diri yang tinggi namun rapuh, kemudian menghadapi tantangan nyata di kelas yang mengubah pemahaman mereka tentang keberhasilan mengajar dari orientasi terpusat pada guru menuju hasil yang berpusat pada siswa. Observasi terhadap guru pamong memberikan model alternatif pengelolaan kelas yang efektif. Umpan balik dari berbagai pihak, terutama siswa, menjadi katalis reflektif yang konstruktif. Kondisi fisiologis seperti gugup dan kelelahan dikelola melalui strategi pembiasaan ulang kognitif yang mengubah potensi kelemahan menjadi energi produktif. Penelitian ini menyimpulkan bahwa program praktik mengajar luring berperan penting dalam mengembangkan efikasi diri yang kokoh, tangguh, dan berpusat pada siswa, berbeda dengan lingkungan mikro-teaching di kampus yang lebih terkontrol.

Kata kunci: *EFL, efikasi diri, guru pra-jabatan, pengalaman mengajar, praktik mengajar*

ABSTRACT

FAHHET FIRZATULLAH. 2026. EXPLORING PRE-SERVICE TEACHERS' EXPERIENCE ON SELF-EFFICACY IN EFL TEACHING PRACTICUM PROGRAM. English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

Self-efficacy plays a crucial role in determining pre-service teachers' future competence. Identifying self-efficacy among pre-service teachers provides significant information about how competent they are in applying theoretical concepts of teaching in real schools. This study aims to explore pre-service English teachers' self-efficacy experiences during the offline "*FKIP EDU*" teaching practicum program. The study involved two female pre-service teachers who had completed a one-semester teaching practicum at a junior high school in Tasikmalaya. Employing a qualitative research design with a case study approach, data were collected through semi-structured in-depth interviews. The data were analyzed using thematic analysis based on Bandura's (1997) four sources of self-efficacy framework. The findings identified four main themes: (1) direct experiences of success, (2) learning through observation, (3) feedback from others, and (4) physiological and managing emotional states. The results revealed that pre-service teachers' self-efficacy was dynamic and underwent a transformative process. Participants initially possessed high but fragile confidence, then faced real classroom challenges that shifted their understanding of teaching success from teacher-centered orientation toward student-centered outcomes. Observation of mentor teachers provided alternative models of effective classroom management. Feedback from various parties, especially students, served as a constructive reflective catalyst. Physiological conditions such as nervousness and fatigue were managed through cognitive reframing strategies that transformed potential weaknesses into productive energy. This study concludes that the offline teaching practicum plays an essential role in developing robust, resilient, and student-centered self-efficacy, distinct from the more controlled environment of university-based micro-teaching.

Keywords: EFL, pre-service teachers, self-efficacy, teaching practicum, teaching experience