

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Self-efficacy, or an individual belief in their ability to achieve specific goals (Dwijayanti et al., 2025), is highly influential in education. For teachers, it shapes how they approach essential responsibilities like classroom management and instruction. This is important for pre-service teachers because if they feel confident, they can go through their teaching practicum calmly, handle classroom problems well, and become smarter about teaching. This self-belief really does determine whether they will be competent teachers later on (Megawati & Astutik, 2018). Pre-service teachers can become more confident by observing and learning from experienced senior teachers. If this self-belief is strong, the learning atmosphere in the class will also become pleasant and positive. Finally, boosting this self-confidence is a must so they have a strong professional identity (Cania et al., 2024). It is kind of like helping them switch tracks to become really good, actual teachers.

Pre-service teachers are those who are in the process of becoming professional educators and are actively pursuing practical experience prior to receiving official certification. This perspective is consistent with Sari (2024), who defines pre-service teachers as individuals who do not yet possess the official legal requirements necessary to be recognized as fully licensed professional educators. Furthermore, this study applies Bandura's (1997) social cognitive theory to investigate the self-efficacy of pre-service English teachers during their teaching practicum. I feel this theoretical framework is especially significant since pre-service teachers are still learning how to successfully engage with and respond to their surroundings.

Teacher training institutions hold a crucial role in preparing pre-service teachers (Nugroho, 2017), particularly through the Teaching Practicum Program. This program serves as a vital bridge connecting academic theory with real-world practice for pre-service English teachers (Tutyandari & Caecilia, 2020). Teaching English in the classroom is fascinating, this process is also very challenging

(Pujasari, 2019), especially as the Teaching Practicum Program becomes their first real test. According to Maharani & Fithriani (2023), the challenges pre-service teachers experienced included a disconnect between their ideals and the actual classroom, difficulties with the teaching practicum, issues related to class lectures, struggles with classroom management, and inadequate supervision. Although pre-service teachers face challenges that arise in line with the process of forming self-efficacy during the teaching practicum, they will be able to overcome. The Teaching Practicum Program is proven to significantly increase the self-efficacy of pre-service EFL teachers (Altarawneh et al., 2023).

The implementation of the offline '*FKIP EDU*' teaching practicum is structured as a comprehensive, 20-credit that demands an intensive 35 hours per week. By embedding pre-service teachers into a real school ecosystem, this program drives a dynamic and transformative on pre-service teacher self-efficacy. Pre-service teachers during *FKIP EDU* encountered challenging field realities. They were frequently required to adapt on the fly due to a mismatch between the curriculum implemented in schools and their university coursework. These difficulties were further worsened by inconsistent support from mentor teachers and a lack of modern teaching technology, such as projectors, in many classrooms also impacted their self-efficacy. This situation contradicts the expected learning outcomes of pre-service teachers who have completed the *FKIP EDU* program, which include the ability to understand and describe general student characteristics, analyze the curriculum, and develop learning materials. Furthermore, they are expected to be able to implement learning activities using various learning strategies, manage classes or study groups, and utilize information and communication technology in the teaching and learning process. The previous issue in line with Dwijayanti (2024), which investigated the self-efficacy levels of students participating in the Kampus Mengajar program. The study reveals that pre-service teachers had high self-efficacy.

Based on previous studies, a gap remains. Research by Mujtahid (2023) and Rahmah & Noni (2022) focused on online teaching practicums during the pandemic. Meanwhile, studies by Megawati & Astutik (2018) and Altarawneh

(2023), though relevant, did not specifically analyze experiences using Bandura's (1997) four-source framework within the unique context of an offline, 20-credit intensive program like *FKIP EDU*, which differs significantly from traditional teaching practicum models. Thus, considering that there is still a gap regarding the self-efficacy of pre-service teachers during Teaching Practicum Program conducted offline this research is worth conducting to explore how self-efficacy develops in this specific, high-intensity offline context.

1.2 Formulation of the Problem

What are pre-service English teachers' experience on self-efficacy during the “*FKIP EDU*” Teaching Practicum Program?

1.3 Operational Definitions

To avoid misunderstanding in this study, the researcher provides some definition related to this study, as:

1.3.1 Teaching Practicum Program

It refers to teaching practice *FKIP EDU* where English language education students are placed in partner schools for a single-semester total 20 *SKS* (credits) to apply pedagogical theory, teaching skills, and in authentic classroom contexts.

1.3.2 Pre-Service Teachers:

Female pre-service teachers in charge of this study who have finished the Teaching Practicum Program (*FKIP EDU*) placed by the Siliwangi University to build the foundation of the identity of teaching staff or educational staff and as a requirement for graduating with a bachelor degree.

1.3.3 Self-Efficacy

It refers to the belief of pre-service teachers in their capacity to perform effectively and succeed in a specific situation or when facing a particular task during *FKIP EDU*. In this study, there are four main sources by Bandura's

which are, a) mastery experiences, b) vicarious experiences, c) verbal persuasion, d) emotional states

1.4 Aim of the Study

This study aims to explore experiences of pre-service English teachers' during Teaching Practicum Program Teaching related to self-efficacy beliefs.

1.5 Significance of the Study

1.5.1 Theoretical Significance

This study enriches the existing literature by serving as a framework for analyzing the sources of self-efficacy (Bandura, 1997) in the context of an offline Teaching Practicum Program experience. This research fills a gap from previous studies that have focused on online teaching, thereby providing a new perspective on the development of self-efficacy in an authentic.

1.5.2 Practical Significance

This research will produce evidence-based evaluative feedback that can be used to refine the Teaching Practicum Program, which will benefit pre-service teachers, universities, and partner schools.

1.5.3 Empirical Significance

This research will present rich qualitative data from in-depth interviews with seventh semester pre-service teachers. These findings will provide evidence of the experiences, emotional challenges, and contextual factors (such as curriculum and support systems) that specifically the self-efficacy of pre-service English teachers after completing the Teaching Practicum program.