

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Over a century ago, the term "curriculum" first became popular in the field of education. In Webster's dictionary, the phrase first appeared in 1856. There are two definitions of the curriculum in Webster's dictionary: The first curriculum consists of many courses that students must take or study to achieve graduation from high school or college. The second curriculum consists of a variety of courses that a department or educational establishment offers (Sudin, 2014). In others, A curriculum is a complete plan that outlines the objectives, content, materials, and procedures for executing learning activities to meet specified educational goals (Utami & Gischa, 2022). So it can be concluded that the curriculum is a guide in learning that is used by an institution to achieve the goals of learning so that it is more organized and aligned. Therefore well known, that Indonesia's curriculum has undergone numerous revisions since it was first introduced in 1945. Until the independent curriculum is what has been put to the test.

The Independent Curriculum, *Kurikulum Merdeka*, is a curriculum with a variety of intracurricular learning opportunities where the content will be better organized so that students have ample time to explore ideas and develop competency. To tailor instruction to the interests and learning needs of each student, teachers have the freedom to select a variety of teaching instruments (Kemendikbud, 2021b). Related to the statement before, The independent curriculum is a flexible curriculum based on character, competency, and innovation that will be defined by the government at the primary and secondary education levels beginning in 2022/2023 (Mulyasa, 2023). Therefore, there are numerous options for studying in this independent curriculum because students are arranged to get material based on their needs. Furthermore, there is freedom for students to choose their courses, especially students within colleges and universities at the students' colleges there are so many programs in the

independent curriculum that increase the skills of the student colleges. The student colleges can join the program called *Kampus Merdeka*.

*Kampus Merdeka* is one program from The Ministry of Education and Culture that has a policy called Independent Campus that allows students to participate in extracurricular activities for two semesters and take courses outside of their study program for one semester (Kemendikbud, 2021a). Like the statement above, Nadiem Makariem, Minister of Education and Culture, has a policy of independent campuses. One of the programs under the Independent Learning - Independent Campus policy is the Right to Study for Three Semesters Outside of the Study Program. This program is mandated by several higher education regulations/legal frameworks to increase learning quality and graduation rates (Tohir, 2020). Universities can offer Independent Campus activities that meet their students' needs and interests. The Merdeka Campus program offers the following types of activities: Certified Intern, Independent Study, Teaching Campus '*Kampus Mengajar*', Indonesian International Student Mobility Awards (IISMA), Independent Student Exchange, Building Villages (Thematic KKN), Humanity Project, Research or Settling, Businessman (Kemendikbud, 2021a). As we know, the student college in the independent curriculum can join the program offered in the '*Kampus Merdeka*' Program to the student can increase their skill that are appropriate to their major in university. Therefore, as many students majoring in English education who want to increase their skills in teaching, they joined at Teaching Campus '*Kampus Mengajar*'.

*Kampus Mengajar* is a learning program that allows students to study off-campus for one semester to practice their ability to solve complex problems by collaborating with teachers to innovate in learning, and develop creative, innovative, and fun strategies and learning models (Kemendikbud, 2022). Another research states that *Kampus Mengajar* is part of the Merdeka Campus program, which involves students from various educational backgrounds on each campus in assisting the teaching and learning process in schools, particularly at the elementary level, and providing opportunities for them to learn and develop themselves outside of the classroom (Iriawan & Saefudin,

2021). The same as other research, research from La Ede, (2022) States that *Kampus Mengajar* is a part of the *Merdeka Belajar-Kampus Merdeka* programs, which aim to present chances for students to acquire new knowledge and improve themselves through activities outside of the lecture class. This, *Kampus Mengajar*, serves as a training ground for students to hone their skills in the classroom and in dealing with varied students, allowing them to condition themselves while learning to be great teachers. As a result, students in this '*Kampus Mengajar*' program are assigned as pre-service English Teachers since they are similar to teachers in training who are monitored and guided by professional teachers. *Kampus Mengajar* has almost the same context as teaching practicum.

A teaching practicum is a program offered by colleges that aims to train students in practical classroom teaching. Besides, a teaching practicum is a teaching practice activity that takes place in a real classroom. It comprises the actions of creating a lesson plan, teaching in class, and analyzing students' progress (Agustiana, 2014). In others, a teaching practicum is a component of graduate education programs that provides students with teaching experience. It is a prerequisite for student teaching and consists of observing a teacher and collecting notes on teaching style, management, and other key areas (Maver, 2020). In teaching, practicums require students to work in small groups or to teach from one to three whole-group lessons, while others do not. The institution chooses what their practicum experiences are intended to accomplish, and they have certain standards for the college student while completing their practicum in the classroom. However, teaching practicum is not only to increase the knowledge and but to carry out a form of student graduation requirements in the department of education, teaching practicum can as a type of teacher education.

Teacher education is the process of preparing persons to become teachers. This includes formal training programs, certification, and continuous professional growth. The search results do not provide a straight definition of teacher education but rather explore related issues such as ongoing professional development (CPD) for physical education instructors (Armour, 2017). Teacher

education is important in teacher professionalism to achieve acceptable abilities; also, teacher education allows teachers to learn more in-depth about teaching.

Teacher education typically involves a combination of theoretical knowledge, practical skills, and field experience. It may include courses in pedagogy, curriculum development, classroom management, and subject-specific content. Teacher education programs can be offered at various levels, from undergraduate to postgraduate, and may lead to certification or licensure to teach in a specific jurisdiction. The quality and effectiveness of teacher education programs are often debated, with research examining the connections between teachers' education and its outcomes, consequences, or results (Cochran-Smith, 2012). This teacher education program is attended by both pre-service and in-service teachers. One of those taking teacher education is a student majoring in English education who is called a pre-service English teacher.

A pre-service English teacher is an apprentice teacher who has not graduated from university and has had his skills honed to become a good teacher, so if a pre-service English teacher has graduated, they are no longer surprised by the students and class conditions because they have already gone through the training phase with the apprenticeship. Pre-service teachers are university undergraduate students who have completed all coursework related to education and are currently working as teachers in senior high school or junior high school teaching for several months in the chosen school (Pegy, 2018). In others, Pre-service English teachers are allocated to participate in a teaching internship program (TIP) that includes direct contact with students in addition to student teaching. A TIP program allows pre-students to gain practical experience in the teaching process with guided and supervised instruction TIP is an essential program in each teacher education program because it provides an opportunity for Pre-service English teachers to put their newly acquired knowledge into action in a real classroom setting (Ghufron, 2022). Furthermore, in another research, John and Perry state that Pre-service teachers are college students who are completing an allotted student teaching

experience (Agustiana, 2014). In summary, pre-service English teachers are teacher education students who are still not done with their studies and are participating in a school internship program to learn how to make direct contact with kids and respond to them. And, as a Pre-Service English Teacher of course certain aspects can influence their excitement while in the teaching practicum program, which is commonly referred to as self-efficacy.

Self-efficacy is a person's belief in their ability to behave in the manner required to achieve specific goals, and it is important in many areas of human activity, including academics, job, and personal growth. Perceived self-efficacy is described as people's perceptions about their capacities to achieve specific levels of performance and exert influence over events in their lives. Self-efficacy beliefs shape how people feel, think, and motivate themselves. These many consequences are produced by such beliefs via four primary processes. Cognitive, motivational, emotional, and selection processes are among them (Bandura, 1986). In another book, Bandura and Schunk state that Perceived academic self-efficacy is described as personal judgments of one's capacities to plan and carry out courses of action to achieve specific sorts of educational performance (Bandura, 1987). Self-efficacy has a large influence on the thoughts and performance of pre-service English teachers because they grow within themselves and are difficult to condition and manage. In conclusion, self-efficacy is important in many facets of human behavior, including goal setting, effort expenditure, persistence, and influence on others. It is a positive thinking attitude that can lead to better outcomes in many aspects of life, including health, education, and professional choices.

Related to the statement above, the researcher discovered that self-efficacy has a significant impact on the implementation of the teaching practicum in the *Kampus Mengajar* program because self-efficacy has a greater or lesser impact on the effectiveness of this teaching practicum program. However, because many pre-service English teachers have variation levels of self-efficacy, based on the experience researchers are interested in seeing how much self-efficacy the pre-service English teachers who participate in the teaching practicum program have.

Related to several previous studies conducted by Balcı, (2019); Megawati, (2018); and Starinne & Kurniawati, (2019) indicated that pre-service teachers of English typically demonstrate high levels of self-efficacy. Despite the difficulties of teaching, they have high self-efficacy because they can condition their class and are confident that they will succeed in it, and they also decrease the contribution that others have in the teaching process in the teaching practicum program. Another previous study conducted by Adi, (2017) claimed that pre-service English teachers have a medium to high degree of self-efficacy because pre-service English teachers still have a lot to deal with, they feel worried, but they are ready to undertake the programs in the teaching practicum program, and the teaching practicum program also makes them more confidence. Another previous study conducted by Chotimah, (2023); Demirel, (2017); Hoang & Wyatt, (2021); and Kinnunen, (2012) states that a lot of pre-service English teachers have an improvement in self-confidence as a result of tutoring, and some believe that their self-efficacy is quite efficient and acceptable; nevertheless, one study found that self-efficacy is also influenced by gender. Because men and women have different ways of dealing with it. Meanwhile, related to previous studies conducted by Fu & Wang, (2021); Yazici, (2017) asserts that pre-service English teachers have minimal if any, self-efficacy. This is due to a variety of factors, the most notable of which is that men go through it slowly and thoroughly, whilst women are typically more apprehensive and only take a second to go through it.

Previous research has demonstrated that when pre-service teachers' self-efficacy is assessed during teaching practicums, the majority of them agree they are capable of carrying out activities such as teaching English language skills, grammar and culture, lesson plan design, assessment, and classroom management. However, some pre-service students admit to having low self-efficacy due to reasons such as gender, social influence, anxiety, and self-confidence as state in Yazici, (2017). This occurs, of course, because the components differ depending on the amount of knowledge and teaching experience. Meanwhile, in this research, the researcher will look at not just the level of pre-service English teachers' self-efficacy in *Kampus Mengajar* and

also identify the factors that affect the pre-service English Teachers to fulfilling *Kampus Mengajar* whether they have a low, medium, or high level of self-efficacy and whether they have significant differences in the causal factors.

In this context, many prospective English teachers have diverse levels of self-efficacy, with some low and others high when teaching, and some having no self-efficacy at all due to a variety of contributing factors. As a result, academics are interested in alternate study approaches for identifying high and low levels of self-efficacy causal elements, as well as providing other explanations for why pre-service English teachers' self-efficacy is low, medium, or high.

Researchers in this study expanded the scope of their research to investigate how strong self-efficacy is to produce more comprehensive research findings regarding this phenomenon. This research still looks at how self-efficacy influences teaching. Different from previous studies, this research will use a qualitative research methodology while exploring what self-efficacy is, how much level of self-efficacy a pre-service English teacher has in teaching practice, and the factors that support this self-efficacy.

In the previous study, the researcher found that among pre-service English teachers self-efficacy was found that there are still many who have varying levels of self-efficacy, from low to high because there are several factors, therefore researchers will look for the causes of high and low self-efficacy and also what factors influence the self-efficacy of pre-service English teachers. Much research discusses the level of self-efficacy and the factors that influence pre-service English teachers in teaching practicum. However, a few research investigate the level of self-efficacy and the factors that influence pre-service English teachers in unique teaching environments such as the *Kampus Mengajar* Program. Therefore it's need to investigate **Exploring Self Efficacy Faced By Pre-Service English Teachers In Teaching Practicum: A Study On Kampus Mengajar Program.**

## 1.2 Research Question

1. What is the level of pre-service English teachers' self-efficacy in *Kampus Mengajar* programs?
2. What factors influence the self-efficacy of pre-service English teachers?

## 1.3 Research Objective

1. To identify the level of pre-service English teachers' self-efficacy in fulfilling *Kampus Mengajar* programs.
2. To explore the factors that influence the self-efficacy of pre-service English teachers.

## 1.4 Scope and Limitation

### 1. Scope

The scope of this study is the self-efficacy that must be faced by pre-service English teachers in teaching practicum because this self-efficacy can greatly influence the beliefs of pre-service English teachers in teaching practicum. researchers conducted interviews to get the data of the research.

### 2. Limit

The researcher limited the subject to pre-service English teachers who are in the sixth semester and have joined *Kampus Mengajar* and implemented the *Kampus Mengajar* program batch seventh in different schools in the 2023/2024 academic year

## 1.5 Significance of Research

After conducting this research, the researcher hopes that these findings can help pre-service English teachers deal to know about the correlation between self-efficacy in fulfilling teaching practicum and the factors that influence the self-efficacy of pre-service English teachers. The researchers hope that this research can bring benefits to pre-service English



teachers and also be used as a lesson for them. This research has two advantages over further research related to pre-service English teachers and the self-efficacy that pre-service English teachers have.

#### Theoretically

1. Understanding the level of self-efficacy of the Pre-service English Teachers.
2. Assists in identifying factors that affect self-efficacy in pre-service English teachers.

#### Practically

1. For researchers can contribute knowledge and experience to directly monitor how influential the level of self-efficacy in pre-service English teachers.
2. For pre-service English teachers can learn about how pre-service English teachers can face and control the factors of self-efficacy in pre-service English teachers.

### **1.6 Definition of Key terms**

#### **1.6.1. Pre-Service English Teacher**

Pre-service teachers People is who are studying to become English instructors but have not yet begun teaching are considered English teachers. They receive training and education to be prepared for their future professions. Studies have revealed that diverse pedagogical methods can affect pre-service English teachers' perceptions regarding teaching English as a foreign language to preschool learners in real school environments.

#### **1.6.2. Self Efficacy**

Self-efficacy refers to an individual's belief in their ability to succeed in specific situations or accomplish a task. It plays a significant role in determining the behaviors people choose to engage in, how much effort they put forth, and how long they persevere in the face of challenges. Albert

Bandura, a renowned psychologist, has made substantial contributions to the understanding of self-efficacy.

### **1.6.3. Teaching Practicum**

A teaching practicum is a training program meant to provide students with teaching experience. Many college programs require students to conduct this type of fieldwork experience in their latter years. A teaching practicum as an education degree. Students practice planning and delivering content, assessing students, engaging students in the learning process, and reflecting on their teaching experience throughout the curriculum. The major purpose of the teaching practicum is to offer students classroom teaching experience while receiving training and evaluation from a faculty member supervising the program.

### **1.6.4. Kampus Mengajar**

The Indonesian Ministry of Education and Culture established Kampus Mengajar as part of the Merdeka Belajar initiative. It is a way for students to learn outside of college for one semester, allowing them to educate and serve the community while obtaining practical experience. The program attempts to strengthen students' social skills while also improving the quality of education.

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