New Language Dimensions
Journal of Literature, Linguistics, and Language Teaching

Exploring Self-Efficacy Faced by Pre-Service English Teachers in Teaching Practicum: A Case Study on *Kampus Mengajar* Program

Julia Dwijayanti[1*], Mohammad Fatoni[1], Agus Wardhono[2], Ahmad Tauchid[1]
[1]*Universitas Nahdlatul Ulama' Sunan Giri, Bojonegoro, Indonesia*
[2]*Universitas PGRI Ronggolawe, Tuban, Indonesia*

ARTICLE INFO	ABSTRACT
	A pre-service English teacher's self-efficacy is under explore in *Kampus Mengajar* Program. Self-efficacy refers to people's perceptions of their ability to perform at specified levels and influence aspects of their lives. This study employs qualitative research. In this study, researchers collected data through questionnaires and interviews. The study reveals that pre-service English teachers *at Kampus Mengajar* have high self-efficacy. The research expanded to investigate how strong self-efficacy and the factors regarding this phenomenon. The three components identified are personal factors, behavioral factors, and environmental factors that carry out all of their success in the *Kampus Mengajar* program optimally. This study gives benefits for Preservice English teachers in understanding the self-efficacy to carry out *Kampus Mengajar* Program were explored. Suggestions for further research are to use mixed methods and add male participants to direct new research trends in gender and self-efficacy.

INTRODUCTION

The Independent Curriculum, *Kurikulum Merdeka*, is a comprehensive curriculum that offers a range of extracurricular learning opportunities. It is designed to provide students with ample time to explore ideas and develop their competencies in a well-organized manner. To ensure personalized instruction that caters to the interests and learning needs of each student, teachers are given the freedom to choose from a variety of teaching instruments (Kemendikbud, 2021b). The Merdeka Curriculum, also known as the Prototype Curriculum, is highly flexible and places a strong emphasis on fundamental content, character development, and student competency (Wahyu et al., 2024). The curriculum for independent learning aims to improve students' ability to learn independently and enjoyably. It also focuses on developing their English skills by fostering the student critical thinking through debating which use innovative and current technological platform such as ZOOM (Fatoni, 2021) and mathematics.

Learning mathematics can be influenced from two sides, namely intelligence, talent, motivation, interest, and external factors including teaching methods or models, learning environment, parental support, or the surrounding environment (Anggraini et al., 2024), as well as fostering the values of Pancasila. At the same time, teachers can enhance their professionalism by creating individual and gradual learning objectives, activities, and assessments (Zainuddin & Zumrudiana, 2022). 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, 2022). 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 an educational program that provides students with the opportunity to engage in off-campus learning for a semester. Its primary objective is to enhance students' problem-solving skills through collaborative teaching, fostering innovation in the learning process. The program strongly encourages students to develop creative, innovative, and engaging strategies and learning models (Kemendikbud, 2022). *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. In the *Kampus Mengajar* program, students are designated as pre-service English teachers, akin to teachers in training, who are under the supervision and guidance of seasoned educators. This program essentially functions as a teaching practicum.

A teaching practicum is a program offered by colleges that aims to train students in practical classroom teaching. A teaching practicum is an educational activity in which prospective teachers hone their teaching skills within an actual classroom environment. This entails the development of a comprehensive lesson plan, the delivery of teaching sessions, and the assessment of students' academic advancement (Agustiana, 2014). Teaching practicums involve students working in small groups or teaching whole-group lessons, with institutions setting specific standards for students to meet during their practicum in the classroom.One of those participating in the teaching practicum program is a student majoring in English language education known as a pre-service English teacher.

A pre-service English teacher is an apprentice teacher who has not completed university but has developed their skills. They are university undergraduates who have completed all of their education coursework and have been working as instructors in senior or junior high schools for several months. They are familiar with their students and classroom environment (Pegy, 2018). During their teaching practicum, pre-service English teachers encounter a plethora of challenges. Those who are engaging in virtual internships are entrusted with the responsibility of instructing students remotely. While this can present a considerable level of difficulty, it also offers invaluable experiences. In practice, teachers confront a diverse array of issues, such as effectively fostering collaboration and interaction with students in an online learning environment, selecting suitable media and teaching resources for language acquisition, ensuring reliable internet access and device availability, and promptly resolving technical difficulties (Lestari et al., 2022). Compared to pre-service English

teachers in offline or face-to-face classes, teaching in such a class not only entails the use of media and interaction with students, but also presents potential internal anxiety, as previous research indicates. This anxiety can be related to teaching skills, student management, and lesson planning, particularly when resources are scarce (Fauzi, 2021). Pre-service teachers, confront the difficult task of moving from the conceptual basis of their teacher education programs to the practical reality of the classroom. To make this transition successfully, pre-service English teachers must improve their reflective thinking skills (Trisusana et al., 2023). Therefore, in preparation for service English instructors are teacher education students who are still pursuing their studies and are taking part in a school internship program to learn how to make direct contact with and respond to children. And, as a Pre-Service English Teacher, of course, many things can impact their excitement during the teaching practicum program, which is usually referred to as self-efficacy.

Self-efficacy is the belief that an individual possesses in their own ability to successfully undertake the requisite actions to accomplish specific goals. This concept holds significant importance across diverse domains, such as academics, employment, and personal development. Self-efficacy refers to people's perceptions of their ability to perform at specified levels and influence aspects of their lives (Bandura, 1995). Self-efficacy significantly impacts pre-service English teachers' thoughts and performance due to its internal growth and difficulty in management.It is important to note that self-efficacy plays a vital role in various aspects including goal setting, effort, persistence, and influence on others. Furthermore, it has a positive impact on outcomes related to health, education, and professional choices. Self-efficacy is linked to an individual's perception of their ability to perform specific tasks, considering personal, behavioral, and environmental factors (Bandura, 1987). The factors of self-efficacy are personal, behavioral, and environmental factors.

Related to several previous studies conducted by (Balcı et al., 2019; Megawati, 2018; 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 et al., 2023; Demirel, 2017; Hoang & Wyatt, 2021; 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 were conducted (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.

In the previous study, researchers discovered a range of self-efficacy levels among pre-service English teachers, ranging from low to high. The objective of this study is to investigate the reasons behind high and low self-efficacy, as well as the factors that impact self-efficacy among pre-service English teachers. Although research has extensively explored self-efficacy levels and influencing factors in teaching practicum for pre-service English teachers, there is a lack of studies examining self-efficacy levels and influencing factors in unique teaching environments, such as the *Kampus Mengajar* Program. Therefore, it is crucial to investigate the self-efficacy experiences of pre-service English teachers in the Teaching Practicum within the *Kampus Mengajar* Program.

METHODS

This study employed a qualitative research methodology. In this study, researchers collected data through questionnaires and interviews. A questionnaire is a data-collecting instrument in which respondents are given a list of questions or written responses to complete (Sugiyono, 2016). This questionnaire was published via Google Form, and pre-service English instructors were given access to fill up the questionnaire based on the statements provided based on their experience on a *Kampus Mengajar*. This questionnaire was issued to ten teaching campus students to assess the level of self-efficacy of pre-service English teachers. The questionnaire responses are then entered into a table, which displays the percentage of pre-service English teachers' self-efficacy.

Interviews can be defined as a data-gathering method to identify problems that need to be addressed, as well as to learn more about the respondent's experiences (Creswell, 2012). Semi-structured interviews were used to determine the influences of self- efficaccy that pre-service English teachers had. Four students participated in the teaching campus program and were interviewed by researchers who served as interviewers. The interview was conducted online via a video call over the WhatsApp application, which was subsequently recorded and transcribed. All informants (4 pre-service English teachers) were asked to answer several questions. Open answers were permitted. The researcher then carefully analalyzed the interview results to identify characteristics that influenced the level of self-efficacy of pre-service English teachers enrolled in the campus teaching program.

Design

The research This research uses the qualitative method. According to Cresswell (Creswell, 2012) Qualitative data collection is a strategy used by researchers to obtain data from the field where participants face the problems being studied. This qualitative method was tested using qualitative processes in which researchers describe people's lives, gather and describe reports about people's compositions, and descriptively about their experiences. Qualitative research is the study that utilizes non-numerical data to investigate concepts, opinions, or experiences to acquire insights and new, more detailed ideas for research.

In this research, Researchers used Qualitative research to promote knowledge of the substance of an event. Thus, qualitative research not only meets the researcher's aim for an overview/explanation but also contributes to a more in-depth explanation. The researcher looked into the level of Self-efficacy that is influential for pre-service English teachers with the success of the *Kampus Mengajar* and found the factors about this.

Participants

According to (Sugiyono, 2016), Participants are individuals or groups who are thought to have the greatest in-depth understanding of the object being investigated. This study's subjects were ten English majors who served as pre-service English teachers in the sixth semester who had participated in the teaching practicum in *Kampus Mengajar* Program batch sixth and seventh in the academic year 2023/2024 at several schools in Bojonegoro.

Data Collection

According to (Sugiyono, 2016), Data collection techniques are the most important steps in research because the primary purpose of research is to get data. Without knowing the data collection methodologies, the researcher not obtain data that meet the stated data criteria. Data collection in qualitative research is done in natural settings (natural conditions), with main data sources and data collection methodologies that rely more on questionnaires in this study, a questionnaire used to collect data. The researcher used a questionnaire to assess pre-service English teacher's self-efficacy, semi-structured interviews and recording, interviews with the semi-structured interview technique are quite flexible because the researcher asks questions to the participants, who then respond with unrestricted answers, but the subject being researched should not diverge from the established theme determined

Instruments

According to (Sugiyono, 2016) The research instrument is a tool that is used to measure natural and social phenomena that are observed in research. Instruments are tools chosen and utilized by researchers to collect data for these activities to become more systematic and easier (Arikunto Suharsimi, 2013). In this study, the researcher utilized two methods typically employed in qualitative research that is interviews researcher used this method of interviewing technique to conduct an interactive discussion with students in the *Kampus Mengajar* program who were pre-service English teachers. with the purpose of researchers understanding the way they teach, what psychological factors influence them the most, and how they deal with them, and the data gathered subsequently constituted the findings in this study.and questionnaires The researcher determines how high the pre-service English teacher's self-efficacy is. The researcher used the questionnaire blueprint to guide the questionnaire containing the outcomes of the participant's experiences in the form of writing, which subsequently be repeated by the researcher.

Data Analysis

From (Sugiyono, 2016) states that Data analysis is the process of carefully searching for and collecting data collected through interviews, field notes, and documentation, by categorizing data, describing it into units, synthesizing it, compiling it into patterns, deciding which ones are important in terms of what learned, and drawing conclusions that can be understood easily by oneself and others.

According to Miles and Huberman (Sugiyono, 2016) As stated by Miles and Huberman, processes in qualitative research are carried out interactively, making the data monotonous, so it is suggested that researchers carry out the stages of data analysis by utilizing data reduction, data display, and conclusion drawing/verification. The first is the data search procedure, which in this study is carried out using two data collection methods: questionnaires and interviews. Questionnaires completed in g form produce data in the form of percentages, while interviews yield data in the form of transcripts. Both of these data are then rearranged to produce complete data via the data reduction process, which involves re-analyzing both interview and questionnaire data to ensure that the data is acceptable. The data is then displayed so that researchers may easily examine it, using questionnaire data in the form of a table and a code on the interview data transcript. The researchers can then evaluate the data collected.

FINDINGS AND DISCUSSION

The aim of this study is to investigate the self-efficacy levels of students participating in the Kampus Mengajar program. Additionally, the study seeks to identify the factors that impact the self-efficacy levels of students who are enrolled in the Kampus Mengajar program as prospective English teachers.To answer research question number one about the level of self-efficacy the researcher collected data using three indicators as shown in the following table

Table 1: Questionnaire Result on Service English Teacher Optimism

No	Statement	GD		QB		SI		VL		N	
		N	%	N	%	N	%	N	%	N	%
Pre-service English teacher optimistic											
1.	I am capable of doing difficult tasks	7	70	1	10	2	20	0	0	0	0
2.	I believe can do a difficult task	7	70	2	20	1	10	0	0	0	0
3.	I am excited to do the task	6	60	4	40	0	0	0	0	0	0

The data indicates that pre-service English teachers are optimistic and upbeat, as evidenced by high and favorable questionnaire responses. As many as 70% of participants believed they were capable of completing their assigned duties, while 30% moderately believed so. This suggests a strong sense of optimism, which helps them believe in their abilities. The questionnaire also included questions about enthusiasm for undertaking assignments, further supporting these claims

Table 2: Questionnaire Result on Pre-Service English Teacher Efforts

No	Statement	GD		QB		SI		VL		N	
		N	%	N	%	N	%	N	%	N	%
Pre-service English teacher efforts											
4.	I can survive in difficult condition	6	60	2	20	2	20	0	0	0	0
5.	I try hard when face difficulties	6	60	4	40	0	0	0	0	0	0
6.	I can survive in difficult condition	6	60	4	40	0	0	0	0	0	0

The data indicates that pre-service English teachers are highly motivated and have positive attitudes toward completing the campus teaching program. Respondents reported that 60% of them believe they can handle difficult situations with high effort, 33.3% struggle with tasks on Kampus Mengajar, and 0.67% have some influence. These results suggest that pre-service English teachers exert significant effort to overcome challenges, which in turn influences their self-efficacy.

The next data on the table was the data about how the Pre-service English Teacher manage the class. This data also for measure how the management class influence the self-efficacy from the Pre-Service English Teachers. As the following table:

Table 3:Questionnaire Result Pre-Service English Teachers Management Class

No	Statement	GD		QB		SI		VL		N	
		N	%	N	%	N	%	N	%	N	%
Pre-service English teachers Management Class											
7.	I can condition class	7	70	3	30	0	0	0	0	0	0
8.	I can establish the student in the class	5	50	5	50	0	0	0	0	0	0

No	Statement	GD		QB		SI		VL		N	
		N	%	N	%	N	%	N	%	N	%
	Pre-service English teachers Management Class										
9.	I can implement alternative strategies in the classroom	5	50	5	50	0	0	0	0	0	0
10.	I can do all the work that supports the *Kampus Mengajar*	8	80	1	10	1	10	0	0	0	0

Note:
GD = Great Deal
QB = Quite a Bit
SI = Some Influence
VL = Very Little
N =Nothing

The data collected from a pre-service English teacher management class indicates that pre-service teachers have a strong and positive ability to manage the class. Participants reported a significant influence in managing the class 62.5%, while 35% had a significant influence. Additionally, 2.5% had some influence. The questionnaire contained statements regarding the participants' ability to successfully complete all tasks during the Kampus Mengajar program. This implies that pre-service English teachers have the skills to effectively manage their classes and achieve positive results, which in turn has an impact on their self-efficacy. Based on this, the researcher concludes that pre-service English teachers exhibit a high level of self-efficacy.

The study reveals that pre-service English teachers at Kampus Mengajar have high self-efficacy, allowing them to maintain optimism in various situations. This optimism is crucial as they face challenges and tasks with significant effort. Classroom management is also vital for these teachers, as they attract children's attention and boost self-confidence. The success of these teachers in the Kampus Mengajar program is attributed to their ability to carry out their duties well, even when they encounter difficulties in class in completing all tasks. Overall, these teachers demonstrate success in their teaching program..

Data was gathered through interviews to address the second research subject. The interviews included several study indicators that investigated the factors affecting students' self-efficacy in the Kampus Mengajar program. The results of the interviews were used to identify the factors that influenced the self-efficacy of pre-service English instructors who participated in the program. This study examines pre-service English teachers' perception, skills, confidentiality, obstacles, and enthusiasm to determine the factors influencing their self-efficacy.

In the first indication, which is about pre-service English teachers' perceptions about the confident in the class and how the confident influence the Pre-Service English Teachers Self-Efficacy, some participants state that there are elements that influence their self-efficacy, participants expressed it as follows :

> **P.1.6** There are definitely times when I am confident and there are times when I am pessimistic. **Sometimes I feel confident when I get a class that is also enthusiastic. So we are both enthusiastic**. Both parties, between students and students of Kampus Mengajar, both feel enthusiastic. Usually there I will feel very confident**. But sometimes I also feel pessimistic when I get a class where the children are not enthusiastic because they are sleepy or for other reasons.** (P.1.6/ not consistent about the confident)

P.2.6 I feel confident because I am very enthusiastic. However, **when the class is less conducive, I have to rebuild my confidence** so that I can also build a better classroom atmosphere. (P.2.6/ have to rebuild the confidence)

P.3.6 I feel quite confident, Sis, in class because when I'm in class I'm very enthusiastic. But sometimes there **are many obstacles such as students who don't understand the material**. But I can overcome it so my confidence is back. (P.3.6/Students don't understand the material)

Based on the statement from code **P.1.6,** the first participant stated that sometimes participants feel enthusiastic and sometimes pessimistic. Pre-service English teacher 1 in the statement with code **P.1.6** stated that he would feel enthusiastic when the class was enthusiastic, but when the class was less enthusiastic, like sleepy, the pre-service English teacher felt less enthusiastic. , the next participant with statement code **P.2.6** stated the same thing if the class was conducive, the pre-service English teacher was also enthusiastic, but if the class was less conducive, he had to rebuild his enthusiasm so that he could continue learning, then another pre-service English teacher with statement code **P.3.6** stated that he felt enthusiastic but he was sometimes constrained by students who could not yet understand the material, but he could condition the class.

The *Kampus Mengajar* program's pre-service English teachers face various environmental factors that impact their self-efficacy, as seen in the interview result above. These factors include less enthusiastic and conducive classrooms, as well as students who do not understand the material. These factors affect their self-confidence, which is closely related to their self-efficacy. Confidence serves as a motivation for them to succeed in the program, thereby influencing their self-efficacy.

According to the findings of interviews with pre-service English teachers, they mentioned several behavioral factors about themselves. The interviews got the following results.

P.1.4 Yes. I think, yes because English, **English material for junior high school students, has not entered such difficult material. Still, basic**-basic.(P.1.4/ can master it because still basic)

P.2.4 I am quite proficient because the **basic English learning material is not too difficult.** So I have not entered the complicated material. (P.2.4/Basic English is not difficult)

P.3.4 I think I have a pretty good command of English, Sis. Because **it's basic English. It's still quite easy to master.** (P.3.4/can master the basic English)

P.4.4 I am also still at the stage of learning together with students. **However, I have some sufficient vocabulary when teaching in class**. (P.4.4/ have sufficient vocabulary)

Based on the results of interviews with four pre-service English teachers, it was discovered that several factors contributed to behavioral factors such as English language skills, as in the interview results with appendix code **P.1.4**, where the first pre-service English teacher believed that the English material for junior high school students was still basic enough to be mastered well, resulting in the first pre-service English teacher having high self-confidence. The second statement, appendix code **P.2.4**, in which this pre-service English teacher indicated that the basic English subject was still simple to understand, may be seen as a sign of mastery. The third pre-service English teacher indicated in Appendix **P.3.4** that the material was still basic and easy to understand, implying that the pre-service English teacher had mastered it. Another pre-service English teacher said in the appendix under code **P.4.4** that the pre-service English teacher studied English vocabulary while teaching. That way the pre-service English instructors were confident in teaching.

According to the findings, various behavioral factors influence pre-service English teachers, including English language skills, mastery of learning methodologies, and mastery of student-attracting strategies. These studies refer to behavioral factors that influence the self-efficacy levels of pre-service English teachers.

From the interview results obtained by the researcher in the form of statements from four pre-service English teachers, several personal factors were discovered within these teachers themselves. The findings from the pre-service English teachers' statements are as follows:

P.1.3 I was assigned to a junior high school or SMP, and the impression I got, where the impression **I got was that students were entering puberty, so maybe their behavior was a little bit diverse, and I thought it was fun**, but also difficult in their control. This is a new task for me to be able to make them also feel enthusiastic about me as a student at the Kampus Mengajar (P.1.3/ feel new challenging)

P.2.3 When I was in class, **I felt quite positive. Because I met children with different characters**. So this requires me to create creative learning for children. The children were also quite welcoming to me. (P.2.3/ feel quite Positive)

P.3.3 When in class, **I feel calm, Sis. Because I can meet and also teach enthusiastic students**. However, I also have a responsibility to give the best for them. I also have to be able to make the class more enjoyable so that the class is more lively.(P.3.3/ the participant feels calm)

P.4.3 When I am in the classroom with students, **I feel a mixture of excitement, challenge, and responsibility.** There is excitement because I have the opportunity to share my knowledge and help students grow and learn. The challenge comes in ensuring that each student understands the material and is engaged in learning. The responsibility is great because I am responsible for creating a positive and supportive learning environment and helping each student reach their full potential. It is a rewarding experience and motivates me to continue to be a better learner and educator.(P.4.3/ Feel the excitement, challenge, and responsibility)

The findings of the interviews with the pre-service English teachers above were found in the form of personal factors that influence their self-efficacy, namely as follows: the first statement with the code in appendix **P.1.3**, which states that the pre-service English teacher still feels enthusiastic even though meets junior high school students who have just entered puberty, requiring special handling, but the pre-service English teacher can encourage himself to remain confident. The following is a remark from another pre-service English teacher with the code in appendix **P.2.3**, who states that the participant feels very optimistic since he meets many various student characters, which motivates the pre-service English teacher to provide creative learning. The following is a remark from another pre-service English teacher with the code in appendix **P.3.3**, who states that a pre-service English teacher feels glad in class because pre-service English teacher encounters enthusiastic kids, which pushes a pre-service English teacher to give all for the student. The fourth pre-service English teacher under code in appendix **P.4.3** expressed mixed emotions because, in addition to being joyful and eager, The Pre-Service English Teacher felt burdened with duty, which motivated him to establish a pleasant and supportive classroom environment. This is the personal component of the pre-service English teachers, and it succeeded in inspiring them to do their best so that this *Kampus Mengajar* program works smoothly.

Based on the findings, it is clear that there are several personal factors affecting the level of self-efficacy among pre-service English teachers. These factors include feelings of joy, responsibility,

and initiative, all of which are personal factors. Additionally, problem-solving ability, which is also a personal factorwas found to have an influence on the self-efficacy of pre-service English teachers.

Discussion

In this study, the researcher discovered that pre-service English teachers participating in the *Kampus Mengajar* program exhibited a high level of self-efficacy and demonstrated proficiency in handling various challenges and tasks. This is in line with previous research conducted by (Balcı et al., 2019; Demirel, 2017; Hoang & Wyatt, 2021; Kinnunen, 2012; Megawati, 2018; Starinne & Kurniawati, 2019). This suggests that pre-service English teachers have a of self-efficacy, which allows them to effectively manage themselves and ensure the success of the teaching practice program they are participating in. The study participants also reported having high levels of self-confidence when teaching in the *Kampus Mengajar* program. Pre-service English teachers demonstrated good classroom management skills and were able to effectively address any issues or challenges that arose.

Slightly different from the findings above, (Adi, 2017; Chotimah et al., 2023; Fu & Wang, 2021) research has indicated that pre-service English teachers exhibit a moderate to high level of self-efficacy due to the necessity of modifying numerous elements.. In addition, research from Fu & Wang (2021); Megawati (2018); Yazici (2017), Suggested that pre-service English instructors have a low, or even rare, level of self-efficacy. This is likely because they need more preparation and improvement in order to achieve better results in the following years.. In contrast, the findings of this research discovered that the self-efficacy of pre-service English teachers when participating in *Kampus Mengajar* was high because they were able to solve all problems during the program.

CONCLUSION

The aim of this study is to evaluate the self- of pre-service English teachers and identify the factors that impact it. The results of the study indicate a strong level of self- among pre-service English teachers. These factors can be divided into three categories: personal, behavioral, and environmental factors.

Based on the experiences and statements of the aforementioned pre-service English instructors, it is evident that the level of self-efficacy among pre-service English teachers is strong. This strong self-efficacy plays a crucial role in enabling pre-service English teachers to carry out their responsibilities optimally in the *Kampus Mengajar* program. Several reasons can be attributed to this, with personal factors being the first and foremost. Personal factors that influence the self-efficacy of pre-service English teachers include feelings of joy, responsibility, initiative, and problem-solving skills. The second component is behavioral aspects, which can be linked to the attributes of pre-service English instructors such as English proficiency, mastery of classroom learning methods, and proficiency in employing strategies that stimulate students' interest in learning. These behavioral traits are essential for pre-service English teachers. Lastly, the third component is the environmental factor, which can be influenced by circumstances such as less enthusiastic classes, inappropriate courses, and a significant number of students who struggle to understand the material.Suggestions for further research are to use mixed methods and add male participants to direct new research trends in gender and self-efficacy.

REFERENCE
Adi, N. H. (2017). Pre-Service EFL Teachers' Self-Efficacy, Their English Profiency and Their Preparedness for Teaching Practicum Program. *Premise Journal*, *6*(2), 1–11. https://doi.org/http://dx.doi.org/10.24127/pj.v6i2.997
Agustiana, V. (2014). Pre-Service Teachers' Anxiety During Teaching Practicum. *English Review: Journal of English Education*, *2*(2), 1–9. https://doi.org/http://journal.uniku.ac.id/index.php/ERJEE

Anggraini, D. V., Bina, U., & Informatika, S. (2024). Hasil belajar matematika pada kurikulum merdeka. *JURNAL MathEdu (Mathematic Education Journal)*, *7*(2), 139–146. https://doi.org/http://journal.ipts.ac.id/index.php/MathEdu

Arikunto Suharsimi. (2013). Prosedur penelitian suatu pendekatan praktik. In *Rineka Cipta* (p. 172). Rineka Cipta.

Balcı, Ö., Şanal, F., & Durak Üğüten, S. (2019). An investigation of pre-service English language teachers' self-efficacy beliefs. *International Journal of Modern Education Studies*, *3*(1), 41–53. https://doi.org/http://www.ijonmes.net dergipark.gov.tr/ijonmes

Bandura, A. (1995). *Self-Efficacy The Exercise of Control* (pp. 100–111). W.H.Freeman and Company. https://doi.org/10.1177/0032885512472964

Chotimah, I. C., Prastiwa, K. H., & Cahyani, D. A. (2023). *Self-Efficacy in Kampus Mengaja r : Implication for Preservice Teacher ' s Education*. *8*(2), 65–84. https://doi.org/DOI: https://doi.org/10.31597/sl.v8i2.978

Creswell, J. W. (2012). *Educational Research* (C. Robb, Ed.; 4th ed.). Pearson Education. https://doi.org/https://doi.org/10.1080/17439760.2016.1262613

Demirel, E. E. (2017). Investigating pre-service EFL teachers' self-efficacy beliefs. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *38*(38), 221–232.

Fatoni, M. (2021). Students' Perceptions on Using Zoom Application in Debate Course during Crisis Remote Teaching. *New Language Dimensions*, *2*(2), 88–95. https://doi.org/10.26740/nld.v2n2.p88-95

Fauzi, V. R. (2021). an Efl Pre-Service Teacher ' S Anxieties During Online Teaching Practicum. *Repository Universitas Islam Indonesia*, *2021*–10. https://doi.org/https://dspace.uii.ac.id/handle/123456789/36874

Fu, Y., & Wang, J. (2021). Assessing mainstream pre-service teachers' self-efficacy to teach english language learners. *International Journal of Instruction*, *14*(3), 153–174. https://doi.org/10.29333/iji.2021.1439a

Hoang, T., & Wyatt, M. (2021). Exploring the self-efficacy beliefs of Vietnamese pre-service teachers of English as a foreign language. *System*, *96*. https://doi.org/10.1016/j.system.2020.102422

Kemendikbud. (2021a). *Apa Itu Kampus Merdeka?* Pusat Informasi Kampus Merdeka. https://pusatinformasi.kampusmerdeka.kemdikbud.go.id/hc/en-us/articles/4417185050777-Apa-itu-Kampus-Merdeka-

Kemendikbud. (2021b). *Kurikulum Merdeka*. Direktorat Sekolah Dasar. https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka

Kemendikbud. (2022). *Kampus Mengajar*. Direktorat Sekolah Dasar. http://ditpsd.kemdikbud.go.id/hal/kampus-mengajar

Kinnunen, E. (2012). *Teacher Self-Efficacy Beliefs and Aims of Pre- Service English Teachers*.

Lestari, I. W., Sa'idah B, S., Zumrudiana, A., & Fatoni, M. (2022). Pre-Service English Teachers' Perceptions on the Integration of Mobile Assisted Language Learning (MALL) during Virtual Teaching Internship. *ELite Journal : International Journal of Education, Language, and Literature*, *2*(2), 2022.

Megawati, F. (2018). Teaching Practicum: Investigating EFL Pre - Service Teachers ' Self-Efficacy. *English Review: Journal of English Education*, *7*(1). https://doi.org/10.25134/erjee.v7i1.1500.Received

Pegy, C. S. (2018). English Pre Service Teachers' Strategies in Teaching Speaking for Tenth Grade Students at Senior High School 10 Jambi. *Repository Unja*.

Starinne, A. R., & Kurniawati, D. (2019). Self Efficacy of Pre-Service English Teachers in Using English as a Language Instruction. *Journal of English Teaching, Literature, and Applied Linguistics*, *3*(1), 13. https://doi.org/10.30587/jetlal.v3i1.786

Sugiyono. (2016). *Metode Penelitian Kuantitatif Kualitatif dan R&D* (19th ed.). Alfabeta. https://doi.org/https://digilib.unigres.ac.id/index.php?p=show_detail&id=43

Trisusana, A., Susanti, A., Sueb, & Sumarniningsih. (2023). Pre-service EFL Teachers ' Reflective Thinking Skills in Their Instructional Practices. *Journal of Literature, Linguistics, and Language Teaching*, *4*(2), 139–152.

Wahyu, I., Ningsih, P., Tauchid, A., Verina, N., & Putri, W. (2024). English Teachers ' Challenges and Method i n Building Learners ' Speaking Skills During Merdeka Curriculum in Junior High School. *English Education and Literature Journal (E-Jou)*, *4*(02), 229–240.

Yazici, Y. & S. E. (2017). Examination of Academic Self-Efficacy : A survey on Pre Servce and Inservice English Language Teachers. *European Journal Of Education Studies*, *3*(11), 114–136. https://doi.org/10.5281/zenodo.1058985

Zainuddin, M., & Zumrudiana, A. (2022). Implementasi Pembelajaran Bahasa Inggris Menggunakan MALL dalam Menyambut Kurikulum Merdeka Belajar. *Jurnal Pendidikan Edutama (JPE)*, *9*(1), 147–158.