



## Self-Efficacy: In-Depth Study of PAI Students' Teaching Readiness Through Teaching Practices 1 (Microteaching)

Siti Sarifah<sup>1\*</sup>, Hamdanah<sup>2</sup>, Surawan<sup>3</sup>

IAIN Palangka Raya, Palangka Raya, Kalimantan Tengah, Indonesia<sup>123</sup>

[ifahsrfh343@gmail.com](mailto:ifahsrfh343@gmail.com)<sup>1\*</sup>, [hamdanahilham@gmail.com](mailto:hamdanahilham@gmail.com)<sup>2</sup>, [surawan@iain-palangkaraya.ac.id](mailto:surawan@iain-palangkaraya.ac.id)<sup>3</sup>

**Abstract:** Self-efficacy is an individual's belief in his or her ability to achieve the desired results in a particular context, in this case the readiness to teach through microteaching-1, which is mostly aimed at prospective teacher students, especially in this research, students of the Faculty of Islamic Religious Education study program Tarbiyah and Teacher Training, Palangka Raya State Islamic Institute. The research method used is descriptive qualitative research. Data collection techniques include interviews with PAI FTIK IAIN Palangka Raya students who have carried out PM 1, direct observation and documentation analysis. Data analysis involves the process of data collection, data reduction, data presentation and conclusions. The findings from the research show that the self-efficacy of PAI FTIK IAIN Palangka Raya students is at a fairly good level, where they have high confidence in their teaching abilities. Students' teaching readiness is also at a good level, indicated by thorough preparation in implementing Teaching Practices-1 in creating teaching modules and the learning media used. There is a significant positive impact between self-efficacy and teaching readiness. Students with a high level of self-efficacy demonstrate better teaching readiness and are able to master teaching skills.

**Keywords:** self efficacy, readiness, teaching, students.

### Efikasi Diri: Kajian Mendalam Kesiapan Mengajar Siswa PAI melalui Praktek Mengajar 1 (Microteaching)

**Abstrak:** Efikasi diri adalah keyakinan individu terhadap kemampuan yang dimilikinya untuk mencapai hasil yang diinginkan dalam konteks tertentu, dalam hal ini adalah kesiapan mengajar melalui microteaching-1 yang sebagian besar ditujukan kepada mahasiswa calon guru, khususnya pada penelitian ini mahasiswa/i program studi Pendidikan Agama Islam Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya. Metode penelitian yang digunakan adalah penelitian kualitatif deskriptif. Teknik pengumpulan data melalui wawancara terhadap mahasiswa/i PAI FTIK IAIN Palangka Raya yang telah melaksanakan Praktik Mengajar-1 (PM-1), observasi langsung, dan analisis dokumentasi. Data dianalisis melibatkan proses pengumpulan data, reduksi data, penyajian data dan kesimpulan. Temuan dari penelitian menunjukkan bahwa efikasi diri mahasiswa PAI FTIK IAIN Palangka Raya berada pada tingkat yang cukup baik, di mana mereka memiliki keyakinan tinggi terhadap kemampuan mengajar mereka. Kesiapan mengajar mahasiswa juga berada pada tingkat yang baik, ditandai dengan persiapan yang matang dalam pelaksanaan PM-1 dalam membuat modul ajar serta media pembelajaran yang digunakan. Terdapat dampak positif yang signifikan antara efikasi diri dengan kesiapan mengajar. Mahasiswa dengan tingkat efikasi diri yang tinggi menunjukkan kesiapan mengajar yang lebih baik serta mampu menguasai keterampilan mengajar.

**Kata Kunci:** Efikasi diri, kesiapan, mengajar, mahasiswa.

### 1. Introduction

Teaching readiness is a crucial component in learning, especially for prospective teachers. This condition of readiness is important because it influences a person's ability to carry out teaching activities effectively. Students who major in education are prepared to become teachers in the future, so their teaching readiness must be improved not only in terms of administration, but

also personal abilities and personality (Rohman et al., 2022; Salamah et al., 2023; Sukmawati, 2019). Understanding other people's personalities, such as understanding students' character and emotions, as well as their level of psychological development, is part of the teaching readiness that prospective teachers must have (Artha & Giatman, 2022; Estari, 2020; Hajar & Nanning, 2023; M, 2021).

Efforts to increase the teaching readiness of prospective teachers also involve planning learning activities in the classroom so that they can determine the right strategies to achieve educational goals (Kumala & Nadya, 2024; Putrianingsih et al., 2021; Rasna et al., 2023). Apart from that, developing professional competence through pedagogical competence and classroom management skills is essential for prospective teachers to ensure the teaching and learning process runs well (Jannah & Yusuf, 2022; Lestari et al., 2020). Self-confidence and active involvement in lectures are also needed so that prospective teachers can motivate students (Zaelani, 2024; Mazrur, Surawan, & Yuliani, 2022).

A strong mental condition and mature teaching readiness can be achieved through teaching practice or microteaching, where student teachers are taught to understand and deliver teaching material effectively using appropriate models, strategies and learning media (Sidiq & Rif, 2022; Umaroh & Bahtiar, 2022). Self-efficacy or belief in one's own abilities is an important factor that prospective teachers must have (Hamdanah, Surawan, 2024). Those who have self-efficacy tend not to give up easily and have a strong commitment to achieving their desired targets (Ferdiansyah et al., 2020; Lutfi et al., 2024; Mahsunah & Musbikhin, 2023).

Another factor that is no less important and must be mastered by prospective teachers is the ability to self-confidence (self-efficacy). Self-efficacy is a condition where a person has self-confidence to achieve certain targets (Mahsunah & Musbikhin, 2023). Someone who has self-efficacy will not give up easily when facing difficulties, because they have a commitment to themselves to achieve the targets and goals they want to achieve (Lutfi et al., 2024). Students as prospective teachers who have high self-efficacy tend to have a high level of teaching readiness (Salsabila et al., 2022). In order to form teaching readiness, students are equipped through teaching practice or microteaching (Fatmawati et al., 2022).

Self-efficacy is one component that a student must have, especially as a prospective teacher who will encounter various teaching problems. Confidence in their abilities will make students calm to find solutions (Fatimah et al., 2021). Self-efficacy is very necessary in preparing students to teach so that they have self-confidence in their ability to complete the tasks given (Rezeki et al., 2023). Student teacher candidates will be better prepared to teach when they have confidence in their abilities (Apriani et al., 2020).

In fact, not all students naturally have good self-efficacy, so this becomes an obstacle in carrying out teaching practice as well as a challenge for students. Many students experience obstacles in carrying out teaching practice, such as the lack of readiness of prospective teacher students to create a Learning Implementation Plan (RPP) or Teaching Practice Teaching Module-1 (Micro Teaching) including directions for mastering the material and not fully understanding the teaching profession so that when asked to pursue it in front of the class, students are still found who lack mastery of the class and do not fully understand teaching skills. This problem also includes a lack of self-confidence and nervousness when practicing teaching (Mujayanti & Latifah, 2022). One of the causes of low student teaching readiness is external and internal factors, the information obtained, environmental conditions and facilities and infrastructure are external factors. Internal factors that come from within include student interests, talents, intelligence, and student motivation.

Based on the above phenomenon, one type of campus program that can support developing student self-efficacy and teaching skills is through Teaching Practices-1 which is regulated in Law no. 14 of 2005 concerning Teachers and Lecturers in Chapter IV article 10 and based on Government Regulation number 19 of 2005 concerning National Education Standards in Chapter VI article 3, where a professional teacher must have competence as a learning agent so that he gets adequate provision both theoretically and practically in teaching ability.

Therefore, the Tarbiyah and Teacher Training Faculty of IAIN Palangka Raya is tasked with carrying out academic and professional education, so as to test the theories that have been given from semesters I-V by holding Teaching Practice-1 (Micro Teaching) and determined through the Decree of the Dean of FTIK IAIN Palangka Raya with the aim of training students' basic abilities and skills so that they have self-confidence, mental readiness in teaching, skills and integrated performance abilities to prepare them as prospective teachers in schools. The author witnessed that Teaching Practice-1 was being held on campus, which was intended for students of the Faculty of Tarbiyah and Teacher Training, semester VI (Observation 22 April 2024).

This research aims to identify how students' self-efficacy through readiness for teaching practice 1 of PAI FTIK IAIN Palangka Raya students? Therefore, researchers want to dig

deeper into the impact that occurs if students have good self-efficacy when facing teaching practice 1 on PAI FTIK IAIN Palangka Raya students.

## 2. Research Method

This research was conducted at the Islamic Education Study Program (PAI) Faculty of Tarbiyah and Teacher Training, Palangka Raya State Islamic Institute in April-July 2024. The approach used in this research was a qualitative approach which produced descriptive data. Qualitative research aims to explore the meaning or values behind the observed phenomena, then describe them using words and sentences without using statistical formulas (Ahmad & Muslimah, 2021). According to Moleong in Fitrah & Luthfiyah (2017), descriptive data is in the form of written or verbal data that can be observed through people and behavior. Qualitative data can take the form of words, sentences, narratives, gestures, facial expressions, charts, images and photos (Sugiyono, 2019). The subjects in this research were 10 PAI students class of 2021 who had carried out PM-1. The informants in this research were the supervisors and the PM-1 committee. The data collection techniques that researchers used were interviews, observation and documentation regarding Teaching Practices-1 for PAI FTIK IAIN Palangka Raya students. The data analysis used by researchers is the Miles and Huberman interactive analysis model which involves four stages, namely data collection, data reduction, data presentation, and drawing conclusions.

## 3. Result & Discussion

According to (Salsabila et al., 2022) Teaching Practices-1 included in the course has an influence on students' teaching readiness. Lecturers at the Faculty of Tarbiyah and Teacher Training who are competent in their fields are assigned to guide students in Teaching Practice-1. Even though students have studied theory regarding teaching skills and created teaching modules in the previous semester, at the beginning of the teaching practice they still felt nervous, anxious and lacked confidence when performing Teaching Practice-1. Therefore, Teaching Practice-1 supervisors often provide suggestions, input and improvements for students who appear to teach next. "Personally, I feel that comments or suggestions from lecturers are very helpful, for example this learning objective is suitable for this method and the evaluation is like this. "So if we are often given advice like that, we will understand more and it

won't be difficult to carry out other tasks" (SI student interview 23 July 2024).

As a prospective teacher, self-efficacy is important to have, therefore it is to build student learning readiness, especially PAI FTIK IAIN Palangka Raya. By having good self-efficacy during teaching practice 1, students feel confident in mastering the material that will be presented when performing teaching practice and master teaching skills well. According to the results of an interview with one of the students, it was revealed that "usually they do the modules in preparation first because they adjust the material, strategies, methods and so on to make them suitable" (NH interview 09 July 2024). Most students have preparation in making learning plans, for example starting with determining the material that will be discussed, then creating teaching modules that will be used as well as learning media so that only a small percentage experience academic stress because students have good readiness in teaching practice.

Based on the results of observations, students of the Islamic Religious Education (PAI) Study Program, Faculty of Tarbiyah and Teacher Training (FTIK) IAIN Palangka Raya who took part in Teaching Practice-1 showed a fairly good level of efficacy. One of the SK students said, "As education students who are required to be prospective teachers, we must have self-confidence. Even though fear often arises, we as prospective teachers can manage that fear into courage in our own way, especially for myself, I try to believe that we can teach and of course it is supported by studying first" (SK student interview, 08 July 2024). Apart from that, there were also those who stated that "self-efficacy is very important because we as teachers will be dealing with students who have different characters, so as teachers we must have self-confidence that we can show readiness as teachers for students to emulate" (interview NH July 9, 2024).

The level of self-efficacy of students at the PAI FTIK IAIN Palangka Raya study program is generally classified as good. This can be seen from the readiness of students in preparing themselves to create learning plans, creating the media used in PM-1 and being able to improve their performance every time they receive input from their supervisor during teaching practice-1. Students have quite high confidence in their ability to teach and face challenges in teaching practice even outside PM-1 along with lectures, this was conveyed by SI "I think I still have enthusiasm, but if the assignments given are a lot or there are other assignments I will working on

the /P5PPRA module in the near future, but with the condition that I can study again from the module I made so that I understand when explaining it in class during PM-1 later" (SI student interview, 23 July 2024). This self-efficacy is formed through various factors, both from the individual himself, such as experiences and emotional conditions, as well as from the social environment, such as encouragement from other people and seeing other people succeed in academic and non-academic activities during lectures, including teaching practice or microteaching (Pratiwi & Hayati, 2021) . The majority of students have high confidence in their ability to complete academic assignments, manage classes, and face challenges that arise during the learning process. The main indicators used to measure self-efficacy include self-confidence in mastering subject matter, ability to overcome learning difficulties, and self-confidence in interacting with students (Nurmalasari & Erdiantoro, 2020).

Based on an interview with one of the PAI students, "usually when making lesson plans, modify examples from other people, then adjust the content components according to the material being taught" (PDL student interview 08 July 2024). Furthermore, based on interviews with students, SA explained that "For making lesson plans, I actually have an example of a previous module to adapt to the module I am making, such as objectives, ATP, or CP, and I can also look at the internet to come up with ideas when I make ice breakers, evaluation looking for examples from the internet" (SA interview 23 July 2024). So in designing learning plans to perform teaching practice 1, some students use the ATM method (Observe, Imitate, Modify) in making lesson plans/teaching modules which are assigned by the supervisor by paying attention to components ranging from learning objectives, methods used, media and steps to evaluate the RPP/teaching module created.

Based on the expression above, it can be concluded that the majority of PAI FTIK IAIN Palangka Raya students have high confidence in their ability to complete the tasks given, have the skills to create media, master teaching skills, and face challenges that arise during teaching practice-1. Students have readiness in teaching practice based on an interview with SA students who revealed "I feel quite confident in implementing PM-1 and have mastered the material, even though there may be things that I cannot control, such as forgetting some of the material or excess performance time that is not appropriate. specified time. Apart from that, why

am I confident in PM-1 because my score is also good in PM-1" (SI interview, 23 July 2024). The main indicators used to measure self-efficacy include the level of task difficulty (magnitude), strength of belief (strength), and generality (generality) (Fatimah et al., 2021).

According to Wardhani (2020) he emphasized that a teacher will have the readiness to teach, if he has the competencies that must be mastered by an educator. The teaching readiness of PAI FTIK IAIN Palangka Raya students is at a good level. This is demonstrated through preparation in planning learning, mastery of teaching methods and strategies, ability to carry out learning evaluations and mastery of competencies for a prospective teacher. Interviews conducted by researchers with students "when creating lesson plans/teaching modules, our supervisors advise us to consider the methods and media that will be used for teaching because they can influence students' understanding according to their school level" (UNA Interview 5 July 2024). PAI Study Program students' teaching readiness is characterized by their ability to prepare a Learning Implementation Plan (RPP), mastery of teaching materials, use of learning media, and ability to manage the class to evaluation based on researchers' interviews with students "Thank God, I understand all of these components including learning objectives, methods used, the media and the steps leading up to the evaluation because before every PM-1 we always guide the module/RPP so that it aligns the appropriate ones in PM-1 which are corrected by our lecturers so that it makes it easier and we understand what we are doing in PM-1 " (SA interview July 23, 2024). Students who have high self-efficacy tend to show better teaching readiness. They are more confident in teaching, more skilled in preparing lesson plans and more effective in implementing PM-1.

Students' teaching readiness during teaching practice 1 was seen in a statement from one of the supervisors who emphasized that "the students when assigned to make lesson plans, collect modules on time and learning media had worked according to the directions and time specified" (interview with supervisor PM-1 SN , July 30, 2024). Students' teaching readiness can be seen from when PM 1 appears, they are more dominant in using interactive learning media and making simple media used during PM-1 (Observation 18 May 2024). Mastery of teaching materials is also an important aspect of teaching readiness. Students who are confident in their ability to master teaching material will be more

confident in explaining when performing PM-1. Apart from that, the ability to assess and evaluate learning outcomes is also important to ensure that students master teaching skills during PM-1.

Students' readiness to teach can also be seen in their ability to complete assignments that are considered difficult and can be done well even though they are quite mind-numbing. An interview with one of the students explained "of course I have confidence in my abilities because when I am given the assignment, even though it feels quite difficult, but if I do it seriously and do it on time, I am confident that I can complete the assignment" (student interview MI, 08 July 2024). As for practical teaching activities, most students will be given suggestions, input and improvements in their teaching practice performance by the supervisor. This actually does not make students feel insecure about their abilities, but instead they can accept input from supervisors so that they have a better level of teaching readiness than before. "In teaching practice, students also make efforts to improve their abilities through the experiences of the people around them.

Teaching practice-1 also makes students ready to prepare teaching material that will be delivered, students are required to be able to convey material not only from textbooks but from other references such as articles or from relevant videos of the material being taught, in this way students have skills in teaching. This was expressed by students during the PM-1 interview "of course when we design teaching modules for PM-1, especially in the independent curriculum, the material is not only standard in one student book, but also obtained from journals or articles or other book references because it can be obtained online and offline, making it easier for us to find material that is relevant to what we will teach later" (MI student interview, 08 July 2024).

When appearing to teach, students must also master the teaching material that will be delivered, so that they are not motivated to just look at PowerPoint or materials that have been made so that they can adjust the duration of the agreed teaching practice performance. As prospective teachers, students must also have an awareness of who they are dealing with, so they need to be careful in choosing methods and media that are appropriate to the level of the students being taught. Likewise, by providing direct examples in real life so that students can easily understand what is being conveyed. With teaching readiness, of course all of these things can be fulfilled well for students as prospective teachers (Rasna et al., 2023).

Increasing self-efficacy through teaching readiness for students of the Islamic Religious Education study program at the Palangka Raya State Islamic Institute has a significant impact, for example, firstly, students who have a high level of self-efficacy tend to be better prepared to face teaching tasks. They are more confident in planning and implementing learning so they are sure they can complete Teaching Practice-1 with the aim of getting maximum marks, besides that students who have high efficacy will be better able to overcome the problems they face in various ways (Rezeki et al., 2023).

Students who have high confidence in their abilities tend to be better prepared to face teaching challenges. Rizkyanto (2017) states that the impact of self-efficacy depends on the level, namely when someone has high self-efficacy, they will have good teaching readiness. This positive impact will be obtained when someone can have confidence in themselves to carry out a certain task. Self-efficacy helps students overcome nervousness and lack of confidence when teaching.

Students who have strong self-confidence tend to be more motivated towards the goals they have planned, including in implementing PM-1 (Zainal, 2018). Students can learn from the suggestions and input of supervisors in order to improve their teaching practice performance both regarding RPP components and mastery of teaching skills. Self-efficacy helps students to try better in achieving success.

Students who have high self-efficacy also find it easier to manage stress well. Even though the implementation of Teaching Practice-1 goes hand in hand with lectures, students who have high self-efficacy will be able to manage themselves well to determine the priority scale that must be worked on so that everything can run well. By having good self-efficacy, students can manage academic stress even though they are working on various tasks at once without significant anxiety. Meanwhile, individuals who cannot manage threatening situations will experience high anxiety (Rizky, 2021).

Strong self-efficacy helps students set high goals and commit to achieving them. Students who have high self-efficacy can choose and pay attention to what they will do to achieve their goals. Students who have high self-efficacy can measure their abilities so that they can carry out activities if they feel capable of doing them.

#### **4. Conclusion**

Implementation of Teaching Practices-1, especially in the Islamic Religious Education

study program, Faculty of Tarbiyah and Teacher Training, Palangka Raya State Islamic Religious Institute, as an effort to build student self-efficacy towards teaching readiness to become teachers, resulted in the conclusion that students of the Faculty's Islamic Religious Education (PAI) Study Program Tarbiyah and Teacher Training (FTIK) IAIN Palangka Raya shows a fairly good level of self-efficacy. The majority of students have high confidence in their ability to complete academic assignments, manage classes, and face challenges that arise during the implementation of PM-1. Students' teaching readiness is also considered good, this is shown through thorough preparation in planning learning, mastery of teaching methods and strategies, as well as the ability to evaluate learning when Teaching Practice-1 is implemented. In the process, self-efficacy has a significant impact on the teaching readiness of PAI FTIK IAIN Palangka Raya students, such as students who have high self-efficacy will be better prepared to teach, master teaching skills well and be able to overcome existing problems. Students who have high self-efficacy are also better able to overcome their emotional regulation so that if there is a failure they still continue to try to achieve success.

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