

CHAPTER II

LITERATURE REVIEW

2.1 Pre-Service Teachers

Pre-service teacher is indeed a student enrolled in a teacher preparation program, typically within a university or college setting. These individuals are pursuing the necessary coursework and gaining practical field experience to fulfill the requirements for a teaching license or certification. The completion of both academic studies and practical training is crucial for pre-service teachers to be well-prepared for the challenges of the teaching profession, (Karina et. al, 2014) . According to (Ratish et. al, 2022) pre-service teachers, also referred to as teacher candidates, are individuals enrolled in a teacher education program aiming to obtain teacher certification. These students undergo supervised field-based teaching experiences, receiving guidance and mentorship from both university faculty and cooperative K-12 teachers. Typically lacking significant classroom teaching experience, these students are being trained in higher education institutions to transition into the role of professional educator.

A pre-service teacher is characterized as a student actively enrolled in a teacher preparation program. This individual is required to fulfill degree prerequisites, which encompass both coursework and field experiences, prior to being granted a teaching license, (Wilton and Brett, 2020) . According to (Murillo and Gámez, 2023) teacher candidates are individuals undergoing professional education to become practicing educators, typically in the phase of receiving their initial teacher education. This stage involves their training and preparation to transition into the role of teaching practitioner. Then, as per (Zugelder and L'Esperance, 2022) pre-service teachers are individuals who are currently enrolled in a teacher preparation program, which can be either at the undergraduate or graduate level. These programs are designed to equip future educators with the necessary knowledge, skills, and practical experience to become effective teachers. Pre-service teachers typically

undergo a combination of coursework and supervised field experiences as part of their training.

2.2 Self-efficacy

According to Bandura, self-efficacy is one's own perception of how well one can function in a particular situation. Self-efficacy relates to self-confidence in having the ability to carry out the expected actions. Self-efficacy is self-assessment, whether you can perform good or bad actions, right or wrong, can or cannot do the work as required. (Gist, 1987) referring to the opinions of Bandura, Adam, Hardy and Howells, states that self-efficacy arises from gradual changes in complex cognitive, social, linguistic, and/or physical skills through experience. Individuals appear to consider, combine, and assess information regarding their abilities and then decide on appropriate options and efforts.

Self-efficacy is belief in one's ability to carry out tasks. People who are confident in their abilities tend to succeed, while people who always feel like they are failing tend to fail. (Bandura, 1991) revealed that individuals who have high self-efficacy will achieve better performance because these individuals have strong motivation, clear goals, stable emotions and the ability to perform activities or behavior successfully. In contrast, individuals with low self-efficacy tend not to be willing to try or prefer cooperation in difficult situations and a high level of task complexity

According to (Gibson et al., 1997), the concept of self-efficacy or self-success is the belief that a person can perform well in a particular situation. Self-efficacy has three dimensions, namely: the high level of difficulty of a person's task which is believed to still be achievable, confidence in one's strengths, and generalization which means hope from something that has been done.

From the definitions above, it can be concluded that self-efficacy is an individual's confidence in facing and resolving the problems they face in various situations and being able to determine actions in completing certain tasks or problems, so that the individual is able to overcome obstacles and achieve the expected goals.

Self-efficacy is divided into two forms;

1. High self-efficacy

When carrying out a task, individuals who have high self-efficacy will tend to choose to be directly involved. Individuals who have high self-efficacy tend to carry out certain tasks, even if the task is a difficult task. They do not view tasks as a threat that they must avoid. In addition, they develop intrinsic interest and deep interest in an activity, develop goals, and commit to achieving those goals. They also increase their efforts in preventing possible failures. Those who fail in carrying out something usually quickly regain their self-efficacy after experiencing this failure. Individuals who have high self-efficacy perceive failure as a result of a lack of hard effort, knowledge and skills. In carrying out various tasks, people who have high self-efficacy are people who perform very well. Those who have high self-efficacy are happy to face challenges.

2. Low Self-efficacy

Individuals who doubt their abilities (low self-efficacy) will stay away from difficult tasks because the task is seen as a threat to them. Individuals like this have low aspirations and low commitment to achieving the goals they choose or set. When faced with difficult tasks, they are busy thinking about their shortcomings, the obstacles they face, and all the outcomes that could harm them. When carrying out a task, individuals who have low self-efficacy tend to avoid the

task. Individuals who have low self-efficacy do not think about how to best deal with difficult tasks.

When faced with difficult tasks, they are also slow to improve or regain their self-efficacy when faced with failure. 26 In carrying out various tasks, those with low self-efficacy cannot even try, no matter how good their actual abilities are. Self-confidence increases the desire to achieve, while doubt decreases it.

Bandura (1997) Personal self-efficacy is obtained, developed, or derived through one or a combination of the following four sources: Mastery experience (experiences of mastery), Social modeling (social modeling), Social persuasion (social persuasion), Physical and emotional state (physical and emotional condition).

1. Mastery Experience/ Performance accomplishment

Experiences of mastery. An influential source of self-efficacy is experiences of mastery (mastery experience), namely performances that have been carried out in the past. Usually, successful performance will raise expectations about one's ability to influence the desired results, while failure tends to lower them.

The above statement has six practical consequences: 1) successful performance will generate self-efficacy in facing task difficulties. 2) a task carried out successfully generates more self-efficacy than success in helping others. 3) failure reduces self-efficacy more, especially if we are aware that we have tried our best and conversely failure due to not trying our best does not really reduce self-efficacy. 4) failure under conditions of high emotion or high levels of stress, self-efficacy is not as weak as failure under maximum conditions. 5) failure before gaining experiences of mastery is more detrimental to self-efficacy than failure after obtaining it. 6) job failure has only a small effect on self-efficacy, especially for those who have high expectations of success.

2. Vicarious Experience

By observing other people being able to carry out activities in stressful situations without experiencing adverse consequences, it can grow hope in the observer. The belief arises that in the future he will succeed if he tries intensively and persistently. They suggest to themselves that if other people can do it, surely, they can also succeed with at least a slight improvement in performance.

If other people are not equal to us, social modeling only has a small effect on self-efficacy. In general, the effects of social modeling in increasing self-efficacy are not as strong as social performance. In contrast, social modeling can have a powerful effect when it comes to self-doubt.

3. Verbal Persuasion

Bandura (1997) Self-efficacy can also be achieved or weakened through social persuasion. People are led, through suggestion and persuasion, to believe that they can overcome future problems. The hope of efficacy that grows in this way is weak and does not last long. Under stressful conditions and continuous failure, any hope that comes from this suggestion will quickly disappear if you experience an unpleasant experience.

Bandura (1986) hypothesized that the effect of advice on self-efficacy is closely related to the status and authority of the advice giver. Status here is not the same as authority, for example a psychotherapist's suggestion to a phobic patient that he can climb a higher ladder or walk in a crowd of people is more likely to generate self-efficacy than support from his partner or children. However, if the psychotherapist then tries to convince the patient that he has the ability to change his attitude towards his partner and children even slightly, perhaps the patient will not develop self-efficacy towards this suggestion.

4. Emotional Arousal

Bandura (1997) The final source of self-efficacy is physiological and emotional conditions. Strong emotions usually reduce performance levels. When experiencing great fear, strong anxiety and high levels of stress, humans have low self-efficacy expectations.

In stressful situations, emotional states can influence efficacy expectations. In some cases, individuals rely on physiological arousal states in assessing anxiety and sensitivity to stress. Excessive turmoil will usually paralyze performance. Individuals are more likely to expect success if they do not experience this turmoil than if they suffer from deep stress, shock, and anxiety

2.3 Self-efficacy on Pre-Service Teachers'

Teacher self-efficacy is defined as teachers' belief and confidence in their own ability to instruct knowledge, to organise, and to accomplish a specific task and help students to achieve their goals (Bandura, 1997; Black, 2015; Tschannen-Moran et al., 1998). Teacher self-efficacy is not a stable trait, as it can vary as a result of interaction with the situational conditions (Bandura, 1986). Pre-service teachers' self-efficacy is likely to be aroused by several factors, such as teaching experience and skills, pedagogical knowledge, attitude, and teachers' personalities (Bandura, 1997; Jamil, Downer & Pianta, 2012). When teachers believe that they have enough teaching skills to control the environment, and have the ability to make an impact on students' learning, their teaching efficacy seems to be high. They will be more successful and less likely to leave the profession (Black, 2015; Klassen et al., 2013; Patterson & Farmer, 2018). Contrariwise, teachers who lack teacher self-efficacy are unable to manage difficult circumstances and to promote students' learning outcomes. Finally, they seem to have teacher burnout (Smetackova, 2017). From the study by (Can 2015), pre-service

teachers' self-efficacy which was developed during their practicum was related to these four sources.

The level of teacher self-efficacy varies from teacher to teacher. There are factors that can influence differences in self-efficacy. Bandura (1997) highlights that teachers' self-efficacy is inconsistent across subjects and tasks. Self-efficacy beliefs are also unstable and influenced by time and space (Bong, 2006; Dellinger, Bobbett, Oliver, & Ellett, 2008). It is understandable that teacher self-efficacy is highly situational and context dependent. Teachers conduct self-efficacy assessments after assessing the complexity of the task and understanding what skills are needed to successfully perform the task at hand (Knoblauch & Woolfolk Hoy, 2008). Recognizing self-efficacy allows teachers to achieve more goals for themselves and their students. As a result, you will work hard to achieve your goals and support students who are weak or unmotivated. When it comes to struggling students, these teachers are less critical of their students' performance and more positive about their students' ability to progress. Effective teachers help improve student performance, and in turn, student progress improves teacher effectiveness (Liaw, 2009).