

Original Research

The Relationship Between Self-Efficacy and Reflective Practice of Pre-Service English Teacher in Indonesian EFL Context

Mukhni Rahma Wati Harahap & Rahmah Fithriani

State Islamic University of North Sumatra, Medan, Indonesia

Article Info

Article history:

Received 7 March 2024

Revised 15 May 2024

Accepted 5 June 2024

Keywords:

EFL

Pre-Service Teachers

Relationship

Reflective Practice

Self-Efficacy



Abstract

Reflective practice has become an issue that has been widely researched, but very few have linked it to pre-service teacher self-efficacy, especially in the Indonesian context. Despite the Ministry of Education's advocacy for reflective practices as an expected competency, Indonesian teachers have relatively low awareness of the concept and even fewer truly implement the practice. This study is intended to investigate the relationship between EFL pre-service English teachers' self-efficacy and reflective practices. The quantitative method was chosen since the researchers intended to find out whether there is a significant relationship between pre-service teachers' self-efficacy and reflective practices with computed by SPSS 23. There are 15 pre-service English teachers of UINSU as the sample and there are 8 items in this study. Researchers used 5 point Likert scale. Simple random sampling was technique to gain the data. The result of data analysis reflected that the null hypothesis (Ho) is rejected. It means that the teachers' self-efficacy and reflective practices has significant relationship that marked on sig. value is 0.01 is below than 0.05 with level of relationship moderate (0.884). This research contributes to increasing practioners' awareness of reflective practices and has a significant effect on pre-service English teachers to understand the role of self-efficacy and reflective practice better before teaching English as a Foreign Language (EFL) to their students. The results support that reflective practice can make pre-service English teachers achieve and maintain their professionalism English teachers in their career.

Corresponding Author: Harahap, mukhni0304203078@uinsu.ac.id

1. Introduction

Reflective practice is one of the recurring themes in educator professional development and teacher education. One significant tool that teachers employ to influence choices made in the classroom, eventually teaching strategies is teacher reflective practice (Poulou, 2019). To ensure that every student's requirements are fulfilled and they are ready to become self-sufficient adults, teachers are expected to critically evaluate their methods of instruction, lessons, experiences, backgrounds, and learning outcomes. Teachers might either reject, rethink, and modify their prior teaching experience to enhance their self-perceptions, or they could accept, defend, and grow from it by using reflective practice. It is required of teachers to critically analyse their own experiences (Richards & Farrell, 2005). According to Farrell (2015), to improve their ability to make decisions and complete tasks later on, it is necessary to examine their behaviors, intentions, and methods both inside and outside of the classroom (Smolarek & Hora, 2016). The identification of teachers' strengths and weaknesses as well as a deeper comprehension of the challenges and shortcomings in the classroom are two benefits of reflective practice (Zulfikar & Mujiburrahman, 2018). Teachers will be able to let go of encouraging ideas and cultivate a more critical perspective by doing reflective practice (Jiang, 2017).

Reflective practice during practicum prepares teachers for the beginning of the teaching profession, and also helps pre-service teachers to develop their teaching repertoire (Ong et al., 2020) and helps them become persistent reflective practitioners who are constantly seeking to advance their careers (Farrell, 2016). According to Richards (1987), teachers are students in their own classrooms. In other words, teachers decide which areas of the classroom they would like to learn more about. Teachers are the ones who have to determine what has to be watched, examined, and, if need, addressed first (Benson, 2001). By their actions and thoughts in the classroom, teachers are expected to gain new perspectives into their abilities. With this innovative idea of self-teaching, teachers could enhance their methods of instruction. Teacher perception of their own skills may also shift as a result of that teacher evaluation. Teachers as educators play a critical part of developing excellent students. However, they have to establish their identity before they can work as professional teachers. In order to improve their teaching skills, pre-service teachers participating in teacher practicum programs will go through multiple training stages. Creating their lesson plans, giving instruction in small groups, and getting lecturer feedback were all part of the teaching process (Arsal, 2014).

Due to their low self-efficacy, some pre-service teachers are not yet qualified to teach in a classroom setting during the teaching practicum program (Dolgun & Caner, 2018; Starinne & Kurniawati, 2019). In Indonesia, several studies have been conducted to investigate teachers' self-efficacy beliefs. Indahyanti (2016) investigated on how self-efficacy affected the performance of EFL teachers. The study found that teachers high levels of self-efficacy are able to manage their classes in an original and imaginative way. Lailiyah and Cahyono (2017) investigate that self-efficacy of EFL teachers in using technology through a case study. It has been shown that EFL teachers with high self-efficacy levels can use technology to help students meet their learning objectives when teaching languages. Megawati and Astutik (2018) also investigate pre-service EFL teachers self-efficacy in the classroom as well. Pre-service teachers had high self-efficacy on their capacity to teach, plan and carry out lessons, assessments, and manage the classroom.

The Ministry of National Education of the Republic of Indonesia has established reflective practice as one of the competencies required of teachers in the Indonesian educational context (2007). The purpose of this rule was intended to raise the professionalism of teachers. However, the benefits of reflective practice for teachers' professional development in the context of teaching English as a foreign language (EFL) in Indonesia are decreasing (Saputra et al., 2020). Nurkamto and Sarosa (2020) found that a large number of English teachers in Indonesia were unable to reflect on what they were teaching. Similar results were also found in the study by Azizah et al., (2018). They discovered that for Indonesian seventh semester EFL pre-service teachers, implementing reflective practice is still difficult.

According to Yanuarti and Treagust (2016), pre-service teachers in Indonesia were still not entirely aware of the benefits of reflective practice. Sabgini & Khoiriyah, 2020 found that a large number of pre-service teachers disregard the reflection. However, adopting reflective practice requires high self-efficacy from pre-service English teachers in order for them to reflect on their instruction while being cognisant of their own pedagogical capacities. Pre-service English teachers are particularly useful for teaching English as a foreign language (EFL) since they are knowledgeable about the most effective teaching strategies to use with students. Pre-service English teachers in Indonesia are not like those in other countries, including the US and Australia, where English is not their first language. Pre-service English teachers in Indonesia are supposed to be able to reflect on teaching English by using methods that are interesting and easy for students to understand in order to achieve the ultimate goal of learning. During their teaching practicum program, pre-service English teachers should be able to think critically and understand the classroom environment in order to solve various of problems.

Although reflective practice has been an issue of numerous previous studies, but none have found a connection between reflective practice and self-efficacy. Because there has not been studies on pre-service teachers' need for self-efficacy and reflective practice when teaching EFL classes, researchers feel that this research is important to conduct. It is hoped that by doing this, pre-service English teachers in Indonesia will understand that during their teaching practicum, they must be able to reflect on their instruction with a high self-efficacy. High self-efficacy encourages pre-service teachers to keep thinking critically as they reflect on their education and comprehend how to overcome every challenge that arises in the classroom. High self-efficacy pre-service teachers must also keep assessing their teaching in each and every learning activity they engage in. Thus, they can pursue their careers as professional teachers after finishing the teaching practicum program.

2. Literature Review

2.1 Teacher Self-Efficacy

Teacher self-efficacy plays an important role in learning because teachers believe that they can plan and carry out the steps necessary to succeed in a particular teaching task (Tschannen Moran, & Hoy, 2001). According to Griffin and Moorhead (2014), Self-efficacy is a measure of how much individuals believe that they can succeed in their goals, especially in the face of past difficulties. Three factors can be used to measure self-efficacy: strength, generality, and level of difficulty (Bandura, 1997). Teachers' beliefs in their ability to conquer difficulties at various levels are reflected in the level of difficulty dimension making them capable of overcoming very difficult situations. Teachers' self-confidence in their skills is represented by the strength dimension. There are teachers who are quite confident in their skills, and there are teachers who are not as confident in their skills.

According to Dupuis et al., (2020), teachers who have self-efficacy tend to be able to develop their careers. Critical thinking skills can be improved with teacher self-efficacy (Aydin Gurler, 2021). Teachers who have self-efficacy are also more innovative (Sunardi et al., 2019). Teachers' attitudes are influenced by their level of self-efficacy (Tezera & Bekele, 2021). According to Demir (2020), Goldag (2020), Szabo et al. (2021), Tanjung et al. (2020), and Turker and Kahraman (2021), teacher efficacy will increase job satisfaction. Commitment will increase with teacher efficacy (Demir, 2020). Motivation can increase as a result of teacher efficacy (Demir, 2020; Pairi et al., 2022). However, Laily and Dewi also found that motivation has an impact on teacher self-efficacy (Nurmalia & Setiyaningsih, 2020). Teacher self-efficacy affects work engagement (Demir, 2020; Mulyani et al., 2020; Nugroho & Savira, 2019; Tanurezal & Tumanggor, 2020). This previous opinion shows how important self-efficacy is for teachers.

EFL preservice teachers are students undergoing teacher training and have not yet begun teaching who are trained specifically in preparation to teach English lesson in schools. The importance of preparation among pre-service English teachers has been discussed in several studies, variety of alternatives, and student success in understanding the material. According to Haraldstad and Kristiansen (2020) previous experiences can be bridged with learning of educational content, bringing new perspectives and respecting prior knowledge. Damnet (2021) stated that Students' motivation and attitude are positively affected when EFL pre-service teachers are prepared for their future roles through special training programs, but it may not be effective due to time limitations. Hien (2020) stated that pre-service teachers' ideal figure of good EFL teachers is that their teaching skills are exceptional, as are their pedagogical skills, as well as their ability to motivate students to succeed and become independent learners. It is believed that self-efficacy in EFL pre-service teachers depends on the belief that they are capable of performing specific tasks or achieving specific goals. As a result, pre-service EFL teachers' self-efficacy is a reflection of their belief that they are capable of teaching English.

There is no specific best way to learn English, each skill has its own way to learn. It means that EFL pre-service teachers should understand every problem in learning English has a different solution to solve. Fidyati et al, (2021) stated the best way to practice speaking skills using song, learning English vocabulary through Virtual Reality is more engaging, effective, and fun, as demonstrated by students' enthusiasm and active participation (Saepuloh & Salsabila, 2022), Cooperative learning is an effective strategy for teaching English that promotes efficiency and offers good development prospects (Yu, 2019). Certain knowledge is also achieved by understanding grammar and vocabulary. Vocabulary mastery plays a key role in learners' ability and level of language acquisition and improves speaking ability (Sheng, 2022). Concept of learning English for EFL pre-service teachers these days is still relevant to be used in the future based on the purpose. Rao (2019) explained that languages like English play an important role in society for international communication and the need for a common language to make it mandatory for all citizens to learn the language.

The important thing that needs to be considered by EFL preservice teachers' is to always improve their teaching quality. The quality of classroom teaching can be enhanced by mastering teaching content, perfecting teaching design, utilizing a variety of teaching methods, improving classroom mastery, and reflecting on teaching in a timely manner (Cong & Yu, 2020). Lazarides et al., (2020) found that the management of the classroom, particularly when it comes to dealing with misbehaving students, has been greatly impacted by teachers' self-efficacy. It is similar with Holzberger and Prestele (2021) finding that management of the classroom is influenced by teacher self-efficacy, and the school environment has a significant impact on the motivation of teachers and self-reported cognitive activation. Teacher that has low self-efficacy become anxious when they witness misbehavior from their students. They start to become more teacher-centered,

dictatorial, and obsessed with the material rather than their students' successes. Teachers' confidence may be impacted by psychological arousal, which includes feelings and internal states like tension, anxiety, motivation, and stress. Excitation and optimism are examples of positive emotions that can increase self-efficacy; on the other hand, tension, worry, and nervousness can limit one's potential and lead to low self-efficacy (Burić et al., 2020; Cansiz & Cansiz, 2019; DeMauro & Jennings, 2016; van Rooij et al., 2019).

In contrast, pre-service English teacher with a higher self-efficacy is needed. Because affects teachers' ability to engage students in the classroom, which impacts students' learning (Khalid & Akhter, 2021). Teachers are unable to achieve their educational goals without high self-efficacy. Teachers with High self-efficacy will be able to implement a variety of acceptable and effective learning practices (Çakır, 2020). However, Can and Dologlu held a different view, arguing that teachers' self-efficacy would increase if they learned their teaching strategies (Can & Daloglu, 2021). Both perspectives shown above demonstrate how self-efficacy and the ability to master learning strategies are two factors that affect one another. The way a teacher teaching is influenced by his level of self-efficacy (Sa'pang & Purbojo, 2020). Work effectiveness and teaching creativity are both impacted by self-efficacy (Sudrajat et al., 2020; Sartana et al., 2020; Wati et al., 2022). Teachers with high self-efficacy will do learning tasks more effectively than those with low self-efficacy.

Teachers' self-efficacy can be improved by participating in professional development programs, receiving support from colleagues, and having practical teaching experiences (Liu et al., 2021; Eginli & Solhi, 2021). Mastery experience refers to the success of an individual in a certain task. According to Clark and Newberry (2019) and Gale et al. (2021) it is considered as the most significant factor. Teachers are more likely to be confident in their skills when they feel they have excelled in the classroom. On the other hand, if they discover they haven't been successful, they may evaluate their ability to be teachers. Vicarious experience, which is watching others complete activities identical to yours, can also help new teachers feel more confident (van Rooij et al., 2019). Thus, vicarious experiences may have a substantial effect on self-efficacy early in a teacher's career when many instructional tasks are novel (Gale et al., 2021). Verbal persuasion is the evaluation and comments that important and sincere people make on the skill and performance of another person. It may primarily come from mentors, teacher educators, and other pre-service teachers. According to van Rooij et al., 2019, when students get positive feedback, their self-efficacy should rise. But it might not be affected by "empty praise" or criticism from individuals the pre-service teacher does not trust or respect (Cansiz & Cansiz, 2019; Gale et al., 2021).

2.2 Teacher Reflective Practice

One of the current and dominant paradigms in the field of educational research and teacher preparation is reflective practice. It is widely recognised that reflective practice combines teachers' own experiences in understanding the teaching and learning process as well as the process of professional development. According to Widodo and Ferdiansyah (2020), reflection can help pre-service teachers improve their experiences, which provide new knowledge that will facilitate the arrangement of this information into professional activities in the future. In addition, whatever type of reflective practice is needed, it must be further developed and can be taught from the self-awareness of pre-service teachers. Self-awareness is the basis for learning and growth during the reflection process (Hendriwanto, 2021; Widodo & Ferdiansyah, 2020).

Reflective practice is intended to raise teachers' self-awareness of their teaching and learning process, including what happened in their classrooms, why it happened, and the learning outcome (Nguyen, 2017). According to Gultom et al. (2020), When carrying out a self-reflection, a teacher needs to take several teaching skills, such as small group discussion guiding skills, (1) scaffolding skills, (2) questioning skills, (3) reinforcement skills, (4) variation skills, (5) explaining skills, (6) learning skills opening and closing, and (8) small classroom management skills. Pre-service teachers must direct their own professional development and cultivate the skills, knowledge, and attitudes required for teaching (Lutovac & Assuncao-Flores, 2021). They are also expected to become more aware of their environment. Kubanyiova and Crookes (2016) state that the professional identity of a language teacher evolves from that of a "passive technician" to a "reflective practitioner through to a transformative intellectual." According Han and Yin (2016) and Khezrlou (2020), teachers' admiration and their own evaluations both contribute to the formation and definition of these established identities. Additionally, their attitudes, sentiments, and actions disclose them (Han & Yin, 2016; Khezrlou et al., 2017; Zembylas, 2003). The necessity of "continuity of experience" for reflective practice should be underlined (Jenlink & Jenlink, 2019). This implies that strategies and goals are grounded in the past and will persist into the future by repeatedly recognising and rectifying negative experiences and keeping an eye on implementations (Bandura, 1997). Through the use of reflective practice, pre-service teachers were able

to consider their teaching experiences and use them as an opportunity to grow professionally. According to [Beauchamp \(2015\)](#), pre-service teachers' professional practice may be developed through reflective practice. As a result, the reflective practice was also described as a gear in the self-development system. Reflection practice can also assist people in determining what abilities they still need to acquire, what objectives they have, and what steps they must take to get there.

Pre-service teachers, who are just beginning their careers as teachers and will make up the next generation of teachers, should be established to the practice of reflection. Improving the pre-service teacher's ability for reflection is primary goal. According to research by [Clarke \(2006\)](#) and [Clarke et al. \(2014\)](#), pre-service teachers feel worried about the effectiveness of their lesson plans. Pre-service teachers at university receive feedback on their teaching methods from their lecturers and fellow students as well as from themselves. Pre-service teachers are shut off from both their peers and the lecturer as soon as they enter the classroom. Reflective practice is a requirement for pre-service teachers. It is difficult or impossible for pre-service teachers to receive feedback or analysis from their lecturers in the meantime.

There are previous studies on reflective practice in teacher education. One study on preservice teachers and their use of reflection was conducted by [Gungor \(2016\)](#). The main purpose of this study was to examine the possibility of encouraging reflective practice and its function in promoting professional development through self- and peer-reflection. The results showed that reflective practice increased self-evaluation and self-correction, which increased teaching efficacy. This study provides a way to close the gap between ideal and realistic teaching considerations. This study found that preservice teachers need to be encouraged to make videos, notebooks, and self-reflections to develop critical reflective practice, which leads to professional development. A study by [Abidin et al. \(2021\)](#) investigated the self-reflection of pre-service math teachers through in-depth interviews and observation methods in a descriptive-qualitative study. The teaching and learning components are mirrored in the pre-service math teachers. The study's focus in the teaching component is on the subject matter's content and the teaching strategy. Meanwhile, the pre-service math teachers thought back on the learning aspect's content, methodology, acquisition of information, and application. The results showed that video-conferencing programs, such as Google Meet, assist in self-evaluation when preparing the materials. Additionally, as indicated by the reflective questionnaire, participants' abilities to introduce and conclude classes and explain the subject matter had improved after viewing recordings of their own meetings via video-conferencing platforms, such as Google Meet and Zoom VC Application. Another study by [Altan \(2012\)](#) examined the opinions of Turkish pre-service teachers regarding the teaching of English. The teachers' reflection on their views of their ability to speak and understand foreign languages, the difficulties encountered in language learning, the characteristics of language learning, and the efficacy of different language learning techniques. The quantitative analysis of the data revealed that while certain pre-service teachers' reflections may considerably lead to extraordinary and unexpected outcomes for teacher trainers and teaching educators, others may validate their instincts and experiences.

Reflective practice has been widely used by several researchers in the field of teacher education ([Azimi et al., 2019](#); [Cavanagh & Prescott, 2010](#); [Cirocki & Widodo, 2019](#); [Arslan, 2019](#)). However, to the best of our knowledge, there is no longitudinal study regarding the relationship between reflective practice and self-efficacy in pre-service English teachers in the literature in the Indonesian EFL context. Therefore, to fill this gap in assessing the effectiveness of teacher education practicum currently used in Indonesia, this research examines the relationship between self-efficacy and reflective practice obtained from pre-service English teacher experience after completing teaching practicum. Whose goal is to make pre-service English teachers in Indonesia able to reflect well on their teaching to EFL students.

3. Method

In this study, a descriptive quantitative approach was used. Statistical data is another way that information from respondents is gathered in a quantitative study. Research of this kind uses numerical data. Incorporating analytical data into a study can minimize time and effort while optimizing the description of the research outcome ([Eyisi, 2016](#)). Since the quantitative method particularly verifies theories, this study used the correlational methodology ([Leedy & Ormrod, 2001](#)). According to [Creswell \(2010\)](#) and [Ary, et al. \(2010\)](#), correlation research looks for positive or negative links or correlations between variables; the degree of linkage is indicated by the correlation coefficient. The purpose of the correlation study was to determine whether there was a meaningful connection between instructors' self-efficacy and reflective practice.

This study is based on two variables. The research's independent variable is the pre-service English teachers' self-efficacy. According to [Latief \(2015, p. 14\)](#), an independent variable is one that influences the dependent variable. The research's dependent variable is pre-service English teachers' reflective practices. According to [Cresswell \(2009, p. 60\)](#), the independent variables' effect results in the dependent variables. Members of any clearly defined class of individuals, occasions, or things are considered to be part of the population ([Ary, 2010, p. 148](#)). Pre-service English teachers who have finished their teaching courses at practicum program (PPL III) of the University of North Sumatera Utara in Medan make up the population used in this study. The sample is the part of the population that is taken by the researchers to which has some characteristic. According to [Ary \(2010, p. 148\)](#), the population is a portion (some members) of the population. To determine the sample of respondents for this study, the researchers employed simple random sampling. It utilized to represent the whole population of data without taking into account the strata that make up that population. It was conducted online using a Google Form. The sample consists of the up to 15 female pre-service English teachers who have responded to the questionnaires that were sent to them.

All of the instrument's items were translated from Bahasa Indonesia to English by the researchers, who then sought expert validation to verify the accuracy of each statement. The study included eight items, and the respondents who completed the questionnaire were rated on a Likert scale of 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), and 1 (strongly disagree). In order to determine whether there is a meaningful connection between pre-service English teachers' self-efficacy and reflective practice, the researchers in this study employed Pearson product moment analysis. One kind of correlation test used to determine the direction and strength of a linear relationship between two interval- or ratio-scaled variables is the Pearson correlation test. This test yields a correlation coefficient with a value between -1 and 1, where a value of -1 indicates a perfect negative correlation, a value of 0 shows no correlation, and a value of 1 indicates a perfect positive correlation. The data must have a normal distribution. Scientists can use the correlation coefficient value which is a result of the output from SPSS 23, to find out how strongly variables are correlated.

4. Results

4.1 Results of Testing Normality

Before doing a correlation data analysis, the data is first examined for normality. In addition to the graphical assessment of normality, there are normality test. Kolmogorov-Smirnov (K-S) test, Lilliefors corrected K-S test, Shapiro-Wilk test, Anderson-Darling test, Cramer-von Mises test, D'Agostino-Pearson omnibus test, and Jarque-Bera test are the primary tests used to evaluate normality. The Shapiro-Wilk and K-S tests can be performed using the SPSS Explore process (Analyse → Descriptive Statistics → Explore → Plots → Normality plots with tests), which is one of the most used tests among these. To ascertain whether or not the data is normally distributed, a data normalcy test is utilized ([Sarwono, 2012:96](#)). The following are the outcomes of the normalcy test for the data on reflective practice and self-efficacy:

Table 1. Normality Test Result

	Kolmogorov-Smirnov ^a			Shapiro-Wilk	
	Statistic	Df	Sig.	Statistics	Sig.
Self-Efficacy	.201	15	.105	.900	.096
Reflective Practice	.167	15	.200*	.952	.551

*. This is a lower bound of the true significance.

The Kolmogorov-Smirnov test is primarily used to determine whether two sets of samples (two-sample K-S test) or a set of samples (one-sample K-S test) have the same distribution or not ([Fasano & Franceschini, 1987](#); [Justel et al., 1997](#); [Lopes, 2011](#)). A sample is subjected to the Shapiro-Wilk test, a hypothesis test, with the null hypothesis being that the sample was drawn from a normal distribution. We can reject such a null hypothesis and conclude that the sample was not drawn from a normal distribution if the p-value is low. Based on table 1 above, it can be seen that the Self-Efficacy and Reflective Practice data are normally distributed. This is evidenced because the variables having Sig. (2-tailed) value is greater than the $\alpha=0.05$ value ($0.200 > 0.05$). Sig. (2-tailed) value is an indication of data normality compared to $\alpha = 0.05$. If the value of Asymp. Sig.(2-tailed) is smaller than $\alpha = 0.05$, the data is not normally distributed, while if the Asymp. Sig.(2-tailed) is greater than the $\alpha=0.05$ value, the data is normally distributed.

4.2 Results of Correlation Tests

Correlation is a bivariate analysis that measures the strength of association between two variables and the direction of the relationship. The correlation coefficient's value represents the strength of the association and ranges from +1 to -1. A perfect degree of connection between the two variables is indicated by a value of ± 1 . There will be less of a relationship between the two variables as the correlation coefficient value approaches 0. The coefficient's sign—a + denotes a positive association and a – denotes a negative relationship—indicates the direction of the relationship. Four main types of correlations are typically measured in statistics: point-Biserial, Spearman, Kendall rank, and Pearson correlations. The most popular correlation statistic for determining the strength of a relationship between linearly related variables is Pearson's r correlation. Both variables must have a normal distribution for the Pearson r correlation to be calculated (normally distributed variables have a bell-shaped curve). The assumptions of linearity and homoscedasticity are also made. While homoscedasticity indicates that the data is uniformly distributed around the regression line, linearity assumes that each of the two variables has a straight-line relationship. It is thus possible to do the Pearson correlation test, assuming that the data is linear and regularly distributed. Table 2 below displays the analysis's findings.

Table 2. Pearson correlation between Self-Efficacy and Reflective Practice

		Self-Efficacy	Reflective Practice
Self-Efficacy	Pearson Correlation	1	.884
	Sig. (2-tailed)		<.001
	N	15	15
Reflective Practice	Pearson Correlation	.884**	1
	Sig. (2-tailed)	<.001	
	N	15	15

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 2 above, it shows that there is a positive relationship between self-efficacy and reflective practices because it gets a sig value of $0.001 < 0.05$ with a correlation of 0.884 which means it has a moderate or fairly close relationship. Another way that can be used to calculate Pearson correlation r besides using SPSS is to use the following formula:

$$r_{xy} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \sqrt{n \sum y_i^2 - (\sum y_i)^2}}$$

- r_{xy} = Pearson r correlation coefficient between x and y
- n = number of observations
- x_i = value of x (for ith observation)
- y_i = value of y (for ith observation)

4.3 Validity Test

A validity test demonstrates how well the measuring tool being used for a certain task measures the object of interest. When the questions are clear on what it is intended to measure, the questionnaire is legitimate. If a test carries out its measurement role and yields precise and accurate measurement results in line with its intended use, it is considered to have high validity. A test that produces data that is not relevant to the purpose of its measurement has low validity. The SPSS technique that is often used as a validity testing method is the Bivariate Pearson correlation (Pearson Moment Product). The Pearson product moment validity test is useful for determining the validity or suitability of the questionnaire used by researchers in measuring and obtaining research data from respondents. There are two ways to find out whether an item can be said to be valid or not. 1) By comparing the calculated R value with the R Table. 2) By looking at the significance value. In this case, the researchers used the first method, namely by comparing R-Calculatation with R-Table, R-Calculatation for 15 respondents was 0.4821. Meanwhile, the R-Table is 0.884. Automatically, this item data is valid.

Table 3. Test Validity Variable X (Self-Efficacy)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	1	6.7	6.7
	14	1	6.7	13.3
	16	4	26.7	40.0
	17	1	6.7	46.7
	18	2	13.3	60.0
	19	5	33.3	93.3
	20	1	6.7	100.0
Total	15	100.0	100.0	

Based on the table above, it can be seen that there were 15 respondents who answered 4 item statements about self-efficacy with a total number that was tabulated from the questionnaire that was distributed via Google Form online. Respondents answered all statements using a Likert scale: 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), 1 (strongly disagree). There are total tabulation numbers (13) for 1 respondent, total tabulation numbers (14) for 1 respondent, total tabulation numbers (16) for 4 respondents, total tabulation numbers (17) for 1 respondent, total tabulation numbers (18) for 2 respondents, total tabulation number (19) for 5 respondents, and total tabulation number (20) for 1 respondent.

Table 4. Test Validity Variable Y (Reflective Practice)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	1	6.7	6.7
	14	1	6.7	13.3
	15	3	20.0	33.3
	16	5	33.3	66.7
	17	2	13.3	80.0
	18	2	13.3	93.3
	19	1	6.7	100.0
Total	15	100.0	100.0	

Based on the table above, it can be seen that there were 15 respondents who answered 4 item statements about reflective practice. There are total tabulation numbers (12) for 1 respondent, total tabulation numbers (14) for 1 respondent, total tabulation numbers (15) for 3 respondents, total tabulation numbers (16) for 5 respondents, total tabulation numbers (17) for 2 respondents, total tabulation number (18) for 2 respondents, and total tabulation number (19) for 1 respondent.

5. Discussion

The results show that there is a strong positive or close relationship between self-efficacy and reflective practice applied in the context of teaching English as a foreign language (EFL) in Indonesia. Pre-service English teachers at UINSU have high self-efficacy in achieving their teaching goals. With high self-efficacy, pre-service English teachers can control their classes well and solve various problems that exist in their classes. This happens because critical thinking skills can be improved through teacher self-efficacy. Having high self-efficacy makes pre-service English teachers reflect well on their teaching to EFL students. In teaching EFL, especially in Indonesia, interesting methods are needed, so that the atmosphere in the classroom is not just a teacher giving knowledge and students receiving knowledge. However, pre-service teachers must think about how students feel interested in following the learning process from start to finish. Therefore, pre-service English teachers must have self-reflection, because professional teachers are created from continuous evaluation of self-reflective experiences.

The characteristic of a reflective pre-service teacher is that they will not give failing grades to their students because of their own inability to teach in class. This means that if the final goal of learning is not achieved, the cause lies not only in the students who are less active in participating in learning but also in the teacher who uses inappropriate methods. For example: when a pre-service English teacher teaches in class and only some of the EFL students master English well, the pre-service English teacher cannot immediately give a negative assessment to his students by saying "they can't speak English so they got low marks". However, a reflective pre-service teacher will immediately know how to make them prefer to learn English, namely by using various interesting learning media such as quizzes, PPTs, which are based on ICT technology. In this way students will be more interested in following study until completion and don't feel bored.

Meng and Zhang (2023) found that in terms of academic performance, self-efficacy can be a significant factor, as well as an indirect predictor through academic engagement. Hence, a high level of self-efficacy among pre-service teachers are capable of engaging students in learning activities, such as providing motivation to students, creating a comfortable learning atmosphere and encouraging students to think critically. Pre-service English teachers with high self-efficacy will affect how they reflect during their EFL teaching practicum. According to Sabgini and Khoiriyah (2020), Pre-service teachers certainly need to be exposed to further opportunities for reflection because they are still in the beginning stages of their education and will eventually become teachers. High self-efficacy pre-service teachers constantly assess their own teaching methods and methods of learning. According to a study by Lap et al. (2022), By using strategies for both generating and sustaining students' motivation, EFL pre-service teachers with high self-efficacy in teaching strategies had a positive effect on the motivation of their learners. A relationship between teaching and efficacy perceives was found by Buric and Kim (2020), showing that high efficacy beliefs in instructional direction are essential for the the best learning process and outcomes.

Various learning environments have been the focus of in-depth study on the impact of self-efficacy on teaching practice. Rahimi and Weisi's (2018) study investigates the relationships between reflective practices and self-efficacy among EFL teachers. Several correlation analyses revealed substantial positive correlations between these two variables. The relationship between EFL teachers' reflective practice and self-efficacy was examined by Moradkhani et al. (2017). Their study found that teachers reflective practices greatly increased their sense of self-efficacy.

Pre-service English teachers' self-efficacy in using a range of teaching strategies and assisting students in understanding the topic was demonstrated at various levels. But they were losing confidence in their skills, especially when it came to adapting their pedagogical approaches to the demands of the newest curricula (e.g., Kurikulum Merdeka). A few of them also noted that they were experiencing some difficulty combining learning assessment methods with modern technologies. Teachers' self-efficacy can be influenced by a wide range of factors, including their own efficacy beliefs, pedagogical training, peer support perception, and previous teaching experience. Furthermore, previous studies have shown a substantial correlation between teachers' self-efficacy in their teaching approaches and student outcomes (Jerez et al., 2021; Rahmat et al., 2020). When Students typically achieve better academically when teachers have confidence in their capacity to employ effective teaching strategies.

Pre-service teachers' self-efficacy enhancing the efficacy of English language learning for students is a critical responsibility of English language teachers in Indonesia. The main foundations are a thorough comprehension of the subject matter and effective teaching skill. Teachers are more likely to provide an encouraging and effective learning environment if they have confidence in their ability to convey the subject matter to students in a way that is understandable. They may modify their teaching strategy to reflect the needs and interests of students when they have confidence in their ability, which makes for a more effective learning environment. This result is consistent with studies by Zonoubi et al. (2017) and Choi and Lee (2018), which showed that more confident teachers are more likely to have a solid subject-matter understanding. According to a different study conducted by Lap et al. (2022), Teachers who have confidence in their own talents are employ a variety of innovative and successful teaching techniques. This suggests that, in the context of English language teaching in Indonesia, self-efficacy and subject matter understanding are correlated. Furthermore, studies conducted by Babaei and Abednia (2016) demonstrate that teachers who are confidence in their ability to teach students succeed more frequently and feel more motivated.

Pre-service English teachers can benefit greatly from this research's substantial contribution to their understanding of reflective practice and self-efficacy in the context of Indonesian EFL. The findings indicate that there is a strong positive or close relationship between self-efficacy and reflective practice when it comes

to teaching English as a foreign language (EFL) in Indonesia. The correlation or relationship between the variables self-efficacy and reflective practice is 0.884 and receives a sig value of $0.001 < 0.05$. The limitation of this study is respondents might not fully reflect the situation at hand due to the small sample size and the fact that questionnaires were the only tool utilized to gather data. Researchers hope for future research to expand the sample size. This will enable them to add interview techniques and give open-ended questions to multiple respondents in order to gain the data.

6. Conclusion

In conclusion, the objective of this study is to determine whether self-efficacy and reflective practice of pre-service EFL teachers are related. Reflective practice and self-efficacy were significantly correlated using Pearson product moment correlation. The correlation results can be analysed that the correlation value shows that the positive relationship. This finding confirms the importance of pre-service English teacher understanding the role of self-efficacy and reflective practice during teaching practicum in Indonesian EFL context. This research also contribution to the fields of English language education. Therefore, this study has limitations and future research may involve a wider sample from a variety of educational contexts and also doing interview to gain more data.

This study has important pedagogical implication for both students and pre-service teacher. Students can be particularly motivated during the English language learning process. Meanwhile, pre-service English teachers may have a better understanding about the relationship between self-efficacy and reflective practice in teaching English as a foreign language (EFL). The researchers hopes that this research can be input for future researchers who want to research similar things related to the topic in this research.

References

- Abidin, Z., Budayasa, I. K., & Khabibah, S. (2021). Reflective practice of pre-Service mathematics teacher on online learning. *Journal of Physics: Conference Series*, 1. <https://doi.org/10.1088/1742-6596/1957/1/012004>
- Altan, M. Z. (2012). Pre-service EFL teachers' beliefs about foreign language learning. *European Journal of Teacher Education*, 35(4), 481–493. <https://doi.org/10.1080/02619768.2011.643399>
- Arsal, Z. (2014). Microteaching and pre-service teachers' sense of self-efficacy in teaching. *European Journal of Teacher Education*, 37(4), 453–464. <http://dx.doi.org/10.1080/02619768.2014.912627>
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education 8th edition*. Wadsworth: Learning. https://spada.uns.ac.id/pluginfile.php/514264/mod_resource/content/1/Agr.Oth.Lib.12.pdf
- Arslan, F. Y. (2019). Reflection in pre-service teacher education: Exploring the nature of four EFL pre-service teachers' reflections. *Reflective Practice*, 20(1), 111-124. <https://doi.org/10.1080/14623943.2018.1564652>
- Aydin Gurler, S. (2021). State of prediction of the critical thinking dispositions of primary school teacher candidates through their self-efficacy for STEM practices. *Participatory Educational Research*, 9(3), 61–81. <https://doi.org/10.17275/per.22.54.9.3>
- Azimi, E., Kuusisto, E., Tirri, K., & Hatami, J. (2019). How do student teachers reflect on their practice through practicum courses? A case study from Iran. *Journal of Education for Teaching*, 45(3), 277-289. <https://doi.org/10.1080/09589236.2019.1599511>
- Azizah, U.A., Nurkamto, J., Drahati, N. A. (2018). Reflective practice: The experience of pre-service EFL teachers in teaching English. *Journal of Language and Linguistic Studies*, 14(3), 133-144.
- Babaei, M., & Abednia, A. (2016). Reflective teaching and self-efficacy beliefs: Exploring relationships in the context of teaching EFL in Iran. *Australian Journal of Teacher Education*, 41(9), 1–27. <https://doi.org/10.14221/ajte.2016v41n9.1>
- Bandura, A. (1997). *Self-efficacy: An exercise in control*. WH Freeman/Times Books/Henry Holt & Co.
- Beauchamp, C. (2015). Reflection in teacher education: Issues emerging from a review of current literature. *Reflective Practice*, 16(1), 123–41. <https://doi.org/10.1080/14623943.2014.982525>
- Benson, P. (2001). *Teaching and researching autonomy in language learning*. Harlow England. New York: Longman.

- Buric, I., & Kim, L. E. (2020). Teacher self-efficacy, instructional quality, and student motivational beliefs: An analysis using multilevel structural equation modeling. *Learning and Instruction*, 66. <https://doi.org/10.1016/j.learninstruc.2019.101302>
- Çakır, N. K. (2020). The relation between self-efficacy beliefs towards science teaching and learning strategies of primary school teacher candidates. *International Journal of Research in Education and Science*, 6(2), 347–360. <https://doi.org/10.46328/ijres.v6i2.975>
- Can, S., & Daloglu, A. (2021). University prep school instructors' self-efficacy perceptions. *Journal of Language and Linguistic Studies*, 17(1), 493–516. <https://doi.org/10.17263/jlls.903485>
- Cansiz, M., & Cansiz, N. (2019). How do sources of self-efficacy predict pre-service teachers' beliefs related to constructivist and traditional approaches to teaching and learning? *SAGE Open*, 9(4). <https://doi.org/10.1177/2158244019885125>
- Cavanagh, M. and Prescott, A. (2010). The growth of reflective practice among three beginning secondary mathematics teachers, *Asia-Pacific Journal of Teacher Education*, 38(2), 147-591. <https://doi.org/10.1080/13598661003678968>
- Choi, E., & Lee, J. (2018). EFL teachers' self-efficacy and teaching practices. *ELT Journal*, 72(2), 175–186. <https://doi.org/10.1093/elt/ccx046>
- Cirocki, A., & Widodo, H. P. (2019). Reflective practice in English language teaching in Indonesia: Shared practices from two teacher educators. *Iranian Journal of Language Teaching Research*, 7(3), 15–35. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1230332.pdf>.
- Clark, S., & Newberry, M. (2019). Are we building preservice Teacher self-efficacy? A large-scale study examining Teacher education experiences. *Asia-Pacific Journal of Teacher Education*, 47(1), 32–47. <https://doi.org/10.1080/1359866X.2018.1497772>
- Clarke, A. (2006). The nature and substance of cooperating teacher reflection. *Teaching and Teacher Education*, 22(7), 910–921. <https://doi.org/10.1016/j.tate.2006.04.039>
- Clarke, A, Valerie Triggs, & Nielsen, W. (2014). Cooperating teacher participation in teacher education: A review of the literature. *Review of Educational Research*, 84(2), 163-202. <https://doi.org/10.3102/0034654313499618>
- Cong, W., & Yu, H. (2020). *Research on the strategies of improving classroom teaching quality*. 55-58. <https://doi.org/10.2991/assehr.k.200801.013>
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. California: SAGE Publications, Inc.
- Creswell, J. W. (2010). *Research design: qualitative, quantitative, and mixed approaches*. Yogyakarta: PT Pustaka Pelajar
- Damnet, A. (2021). Enhancing pre-service EFL teachers' teaching skills through teacher training: A case study of a university in Thailand. *Advances in Language and Literary Studies*, 12(3), 1-11. <http://dx.doi.org/10.7575/aiac.all.v.12n.3.p.1>
- Darling-Hammond, L. (2014). Strengthening clinical preparation the holy grail of teacher education. *Peabody Journal of Education*, 89, 547-561.
- DeMauro, A. A., & Jennings, P. A. (2016). Pre-service teachers' efficacy beliefs and emotional states. *Emotional & Behavioral Difficulties*, 21(1), 119–132. <https://doi.org/10.1080/13632752.2015.1120057>
- Demir, S. (2020). The role of self-efficacy in job satisfaction, organizational commitment, motivation, and job involvement. *Eurasian Journal of Educational Research*, 85, 205 - 224. <https://doi.org/10.14689/ejer.2020.85.10>
- Dolgun, H., & Caner, M. (2018). Self-efficacy belief profiles of pre-service and in-service EFL teachers. *Mehmet Akif Ersoy Universitesi Egitim Fakultesi Dergisi*, (48), 602-623. <https://doi.org/10.21764/maeuefd.335597>
- Dupuis, J., Savick, S., & Fenster, M. (2020). Relationship between self-efficacy measured by the TSES scale and teacher participation in PDS activity. *Professional Educator*, 43(1), 47–58.
-

- Eginli, I., & Solhi, M. (2021). The impact of practicum on pre-Service EFL teachers' self-efficacy beliefs: first step into professionalism. *Shanlax International Journal of Education*, 9(4), 223–235. <https://doi.org/10.34293/education.v9i4.4135>
- Eyisi, D. (2016). The usefulness of qualitative and quantitative approaches and methods in researching problem-solving abilities in science education curriculum. *Journal of Education and Practice*, 7, 91-100.
- Farrell, T. S. (2015). *Reflective language teaching: From research to practice*. Bloomsbury Publishing.
- Farrell, T. S. (2016). Reflective practice for language teachers. In J. I. Lontos (Ed.), *The TESOL Encyclopedia of English language teaching (1st ed.)*. Hoboken, NJ: John Wiley & Sons.
- Fasano, G & Franceschini, A. (1987). A multidimensional version of the Kolmogorov-Smirnov test. *Monthly Notices of the Royal Astronomical Society*, 225(1), 155–170. <https://doi.org/10.1093/mnras/225.1.155>
- Fidyati, F., Idaryani, I., Suryani, S., Fhonna, R., & Marina, M. (2021). Autonomous EFL learners' ways of practicing speaking skills during pandemic of covid 19: A Study of Engineering Fresh Graduates, *Proceedings of the International Conference on Social Science, Political Science, and Humanities*. <https://doi.org/10.2991/ASSEHR.K.210125.038>
- Gale, J., Alemdar, M., Cappelli, C., & Morris, D. (2021). A mixed methods study of self-efficacy, the sources of self-efficacy, and teaching experience. *Educational Psychology: Frontiers in Education*, 6, 1-16. <https://doi.org/10.3389/educ.2021.750599>
- Goldag, B. (2020). Investigation of the relationship between high school teachers' self-efficacy perceptions and job satisfaction. *Cypriot Journal of Educational Sciences*, 15(6), 1464–1479. <https://doi.org/10.18844/CJES.V15I6.5285>
- Griffin, R.W. and Moorhead, G. (2014), *Organizational behavior: Managing people and organizations, 11th ed.*, South-Western Cengage Learning.
- Gultom, S., Hutauruk, A. F., & M. Ginting, A. (2020). Teaching skills of teachers in increasing student learning interest. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 1564–1569. <https://doi.org/10.33258/birci.v3i3.1086>
- Gungor, M. N. (2016). Turkish Pre-Service teachers' reflective practices in teaching English to young learners. *Australian Journal of Teacher Education*, 41(2), 137–51. <https://doi.org.10.1177/21582440231210652>
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1), 45–69. <https://doi.org/10.1080/2331186X.2016.1217819>
- Haraldstad, A., Kristiansen, A. (2020). Building bridges between the pre-Service teachers' school experiences and the teaching of an educational content. *A Narrative Approach: Journal of Curriculum Studies*.
- Hendriwanto. (2021). A reflective teaching practicum as a platform for stimulating pre-service teachers' professional development. *Journal of Education for Teaching*, 47(4), 624–626. <https://doi.org/10.1080/02607476.2021.1941812>
- Hien, D. T. (2020). Teacher characteristics: What do EFL pre-service teachers expect. *VNU: Journal of Foreign Studies*, 35(6). <https://doi.org/10.25073/2525-2445/vnufs.4479>
- Holzberger, D., & Prestele, E. (2021). Teacher self-efficacy and self-reported cognitive activation and classroom management: A multilevel perspective on the role of school characteristics. *Learning and Instruction*. <https://doi.org/10.1016/j.learninstruct.2021.101513>.
- Indahyanti, R. (2016). Indonesian EFL teachers' self-efficacy and their successful teaching performance. *English and Literature Journal*, 3(2), 173–181.
- Jenlink, P. M., & Jenlink, K. E. (2019). Examining educative versus mis-educative experiences in learning to teach. In C. L. Lowery & P. M. Jenlink (Eds.), *The handbook of Dewey's educational theory and practice*. Brill:sense. 155–173.
- Jerez, O., Orsini, C., Ortiz, C., & Hasbun, B. (2021). Which conditions facilitate the effectiveness of large-group learning activities? A systematic review of research in higher education. *Learning: Research and Practice*, 7(2), 147- 164. <https://doi.org/10.1080/23735082.2020.1871062>
- Jiang, Y. (2017). *A study on professional development of teachers of English as a foreign language in Institutions of higher education in Western China*. Berlin: Springer Berlin.
-

- Justel, D. Pena & Zamar. R. (1997). A multivariate Kolmogorov-Smirnov test of goodness of fit. *Statistics & Probability Letters*, 35(3), 251–259. [https://doi.org/10.1016/S0167-7152\(97\)00020-5](https://doi.org/10.1016/S0167-7152(97)00020-5).
- Khalid, S., & Akhter., M. (2021). Effect of teachers' self-efficacy and instructional strategies on students' engagement at secondary school level. *Global Educational Studies Review*. [https://doi.org/10.31703/gesr.2021\(vi-iv\).03](https://doi.org/10.31703/gesr.2021(vi-iv).03).
- Khezrlou, S., Ellis, R., & Sadeghi, K. (2017). Effects of computer-assisted glosses on EFL learners' vocabulary acquisition and reading comprehension in three learning conditions. *System*, 65, 104–116. <https://doi.org/10.1016/j.system.2017.01.009>
- Khezrlou, Sima. 2020. The role of task repetition with direct written corrective feedback in L2 writing complexity, accuracy and fluency. *Journal of Second Language Studies* 3(1). 31–54. <https://doi.org/10.1075/jsls.19025.khe>.
- Kubanyiova, M and Crookes, G (2016) Re envisioning the roles, tasks, and contributions of language teachers in the multilingual era of language education research and practice. *The Modern Language Journal*, 100(1), 117-132. <https://doi.org/10.1111/modl.12304>
- Lailiyah, M., & Cahyono, B. Y. (2017). Indonesian EFL teachers' self-efficacy towards technology integration (SETI) and their use of technology in EFL teaching. *Studies in English Language Teaching*, 5(2), 344-357.
- Lap, T. Q., Lien, N. T. H., & Thao, L. T. (2022). English as a foreign language teachers' perceptions of their self-efficacy in using instructional strategies. *European Journal of Educational Research*, 11(3), 1865–1875. <https://doi.org/10.12973/eu-jer.11.3.1865>
- Latief, M.A. (2015). *Research Methods on Language Learning*. Malang: Universitas Negeri Malang.
- Lazarides, R., Watt, H., & Richardson, P. (2020). Teachers' classroom management self-efficacy, perceived classroom management and teaching contexts from beginning until mid-career. *Learning and Instruction*, 69, 101346. <https://doi.org/10.1016/j.learninstruc.2020.101346>.
- Leedy, P. & Ormrod, J. (2001). *Practical Research: Planning and Design 7th Edition*. Merrill Prentice Hall and SAGE Publications.
- Liu, Y., Bellibas, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*, 49(3), 430–453. <https://doi.org/10.1177/1741143220910438>
- Lopes, S. D. F. (2011). Destination image: Origins, Developments and Implications. *PASOS. Revista de Turismo y Patrimonio Cultural*, 9(2), 305–315. <https://doi.org/10.25145/j.pasos.2011.09.027>
- Lutovac, S., & Assuncao-Flores, M. (2021). 'Those who fail should not be teachers': Pre-service Teachers' Understandings of Failure and Teacher Identity Development. *Journal of Education for Teaching*, 47(3), 379–394. <https://doi.org/10.1080/02607476.2021.1891833>
- Megawati, F., & Astutik, Y. (2018). Teaching practicum: Investigating EFL pre-service teachers' self-efficacy. *English Review: Journal of English Education*, 7(1), 125-136. <https://doi.org/10.25134/erjee.v7i1.1500>
- Meng, Q., and Zhang, Q. (2023). The influence of academic self-efficacy on university students' academic performance: the mediating effect of academic engagement. *Sustainability*, 15(14). <https://doi.org/10.3390/su15075767>
- Moradkhani, S. H., Raygan, A., & Moein, M. S. (2017). Iranian EFL teachers' reflective practices and self-efficacy: Exploring possible relationships. *Systems*, 65, 1-14. <https://doi.org/10.1016/j.system.2016.12.011>
- Mulyani, S., Nasution, E. S., & Pratiwi, I. W. (2020). The Relationship between Self-Efficacy and Work Engagement of Kindergarten Teachers. *Journal of Educational Psychology and Human Resource Development*, 9(1), 74–89. <https://ejournal.borobudur.ac.id/index.php/psikologi/article/view/724>
- Nguyen, V. A. (2017). The impact of online learning activities on student learning outcome in blended learning course. *Journal of Information and Knowledge Management*, 16(4), 1–21. <https://doi.org/10.1142/S021964921750040X>
-

- Nugroho, A. S., & Savira, S. I. (2019). The Relationship Between Self-Efficacy and Work Engagement in Certified Teachers at SMPN Nganjuk District. *Character: Journal of Psychological Research*, 06(2), 1–4. Retrieved from <https://ejournal.unesa.ac.id/index.php/character/article/view/27940>
- Nurkamto, J., & Sarosa, T. (2020). Engaging EFL teachers in reflective practice as a way to pursue sustained professional development. *International Journal of Pedagogy and Teacher Education*, 4(1), 45-58. <https://doi.org/10.20961/ijpte.v4i1.26082>
- Nurmalia, L., & Setyaningsih, D. (2020). The Influence of Pedagogical Competence & Motivation on the Self-Efficacy of Teachers at SDN Gugus VI Palmerah, West Jakarta. *Holistika Scientific Journal of PGSD*, 4(1), 45–52.
- Ong, W. A., Swanto, S., & Alsaqqaf, A. (2020). Engaging in reflective practice via vlogs: Experience of Malaysian ESL pre-service teachers. *Indonesian Journal of Applied Linguistics*, 9, 716-724. <https://doi.org/10.17509/ijal.v9i3.23222>
- Pairi, M., Payangan, O. R., & Hamid, O. N. (2022). The Influence of Teachers' Social Competence and Students' Self-Efficacy on Teacher Performance with Learning Motivation as an Intervening Variable at UPT SMK Negeri 2 Gowa. *SEIKO: Journal of Management & Business* 5(2):246–58. <https://doi.org/10.31289/tabularasa.v2i2.308>
- Poulou, M. S. (2019). Relation of teacher self-efficacy and classroom practices: A preliminary investigation. *School Psychology International*, 40(1), 25–48. <https://doi.org/10.1177/0143034318798045>
- Rahimi, M., & Weisi, H. (2018). Reflective practice, self-efficacy and research practice of EFL teachers: Examining possible relationships. *Issues in Educational Research*, 28(3), 756-780. <http://www.iier.org.au/iier28/rahimi.pdf>
- Rahmat, H., Leng, C. O., & Mashudi, R. (2020). Innovative educational practice for impactful teaching strategies through scaffolding method. *Asian Journal of University Education*, 16(4). <https://doi.org/10.24191/ajue.v16i4.1195>
- Rao, P. S. (2019). The importance of teaching language skills to second or foreign language learners of English: A comprehensive study. *ACADEMICIA: An International Multidisciplinary Research Journal*. <https://doi.org/10.5958/2249-7137.2019.00061.2>
- Richards, J. C. (1987). The nature of approaches and methods in language teaching. *En Approaches and Methods in Language Teaching*. 14-30
- Richards, J. C., & Farrell, T. S. (2005). *Professional Development for Language Teachers: Strategies for Teacher Learning*. Cambridge: Cambridge University Press
- Sabgini, K. N. W., & Khoiriyah, K. (2020). The pre-service teachers' reflection in English for young learners teaching practice. *English Review: Journal of English Education*, 8(2), 311- 322. <http://doi.org/10.25134/erjee.v8i2.3028>
- Saepuloh, A., & Salsabila, V. (2022). Virtual reality in teaching English vocabulary about things around. *Journal of Empowerment*. <https://doi.org/10.35194/je.v3i1.2387>.
- Sa'pang, A. W., & Purbojo, R. (2020). Teacher Self-Efficacy, Understanding of Student Character, and Understanding of 21st Century Skills as Predictors of Facilitator Type Teaching Style. *Journal of Ulayat Psychology*, 7(2), 192–211. <https://doi.org/10.24854/jpu108>
- Smolarek, B. B., & Hora, M. T. (2016). Examining how faculty reflect on instructional data: A call for critical awareness and institutional support. *WCER Working Paper*, 4. <http://www.wcer.wisc.edu/publications/workingpapers/>
- Sartana, F., Entang, M., Patras, Y. E., & Harijanto, S. (2020). Improving Teacher Work Creativity by Improving Organizational Culture and Self-Efficacy. *Journal of Educational Management*, 8(1), 41–45. <https://doi.org/10.33751/jmp.v8i1.1964>
- Sarwono, J. (2012). *Thesis research methods, quantitative approach*. PT. Elex Media Komputindo: Jakarta.
- Saputra, D. B., Suherdi, D., & Rodliyah, R. S. (2020). Reflective practice as a tool to explore in-service teachers' beliefs and classroom practices: Indonesian EFL teachers' voices. *Journal of Applied Linguistics and Literature*, 8, (2), 174-192. <http://dx.doi.org/10.33369/joall.v5i2.11260>
-

- Sheng, J. (2022). Research on college English vocabulary teaching combined with poa and word formation teaching. *Frontiers in Educational Research*. <https://doi.org/10.25236/fer.2022.051009>
- Starinne, A., & 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), 13-23. <https://doi.org/10.30587/jetla.v3i1.786>
- Sudrajat, A., Setiyaningsih, S., & Sarimanah, E. (2020). Improving Teacher Creativity Through Servant Leadership Development and Self-Efficacy of Permanent Foundation Teachers. *Journal of Educational Management*, 8(2), 70–73. <https://doi.org/10.33751/jmp.v8i2.2756>
- Sunardi, S., Sunaryo, W., & Laihad, G. H. (2019). Increasing Innovativeness Through Transformational Leadership Development and Self-Efficacy. *Journal of Educational Management*, 7(1), 740–747. <https://doi.org/10.33751/jmp.v7i1.959>
- Szabo, E., Korodi, K., Szel, E., & Jagodics, B. (2021). Facing the inevitable: The Effects of coronavirus disease pandemic and online teaching on teachers' self-efficacy, workload and job satisfaction. *European Journal of Educational Research*, 11(1), 151–162. <https://doi.org/10.12973/eu-jer.11.1.151>
- Tanjung, R., Arifudin, O., Sofyan, Y., & Hendar. (2020). The Influence of Self-Assessment and Self-Efficacy on Job Satisfaction and Its Implications on Teacher Performance. *JIMEA: Scientific Journal of MEA (Management, Economics, and Accounting)*, 4(1), 380–391. <https://doi.org/10.31955/mea.v4i1.554>
- Tanurezal, N., & Tumanggor, R. O. (2020). The Relationship Between Self-Efficacy and Work Engagement in Classroom Teachers at Inclusive Schools in Jakarta. *Journal of Social Sciences, Humanities, and Arts*, 4(2), 393. <https://doi.org/10.24912/jmishumsen.v4i2.8635.2020>
- Tezera, D., & Bekele, G. (2021). Effect of teachers' self-efficacy on their attitude towards the implementation of Multicultural Education literacy in Harari Government Secondary Schools. *International Journal of Education and Literacy Studies*, 9(1), 172. <https://doi.org/10.7575/aiac.ijels.v.9n.1p.172>
- The Ministry of National Education of Republic Indonesia. (2007). Competence standard of subject matter teachers at elementary school. Retrieved 23 May, 2022 from <https://sma.kemdikbud.go.id>
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Turker, Y., & Kahraman, U. (2021). School climate and self-efficacy as predictor of job satisfaction. *Journal of Theoretical Educational Science*. 14(4), 548–569. <https://doi.org/10.30831/akukeg.901457>
- Van Rooij, E. C. M., Fokkens-Bruinsma, M., & Goedhart, M. (2019). Preparing science undergraduates for a teaching career: Sources of their teacher self-efficacy. *Teacher Educator*, 54(3), 270–294. <https://doi.org/10.1080/08878730.2019.1606374>
- Wati, R., Hidayat, N., & Muharam, H. (2022). Improving School Effectiveness Through Developing Teacher Self-Efficacy and School Climate. *Journal of Educational Management*, 10(1), 016–023. <https://doi.org/10.33751/jmp.v10i1.5060>
- Widodo, H. P., & Ferdiansyah, S. (2020). Engaging student teachers in video-mediated self-reflection in teaching practice. In *Routledge International Handbook of Schools and Schooling in Asia*. <https://doi.org/10.4324/9781315694382-89>
- Yanuarti, E., & Treagust, D. F. (2016). Reflective teaching practice (teachers' perspectives in an Indonesian context). *1st UPI International Conference on Sociology Education*. Atlantis Press.
- Yu, Y. (2019). The research on cooperative learning in English reading teaching in college. *Theory and Practice in Language Studies*. <https://doi.org/10.17507/TPLS.0906.10>
- Zembylas, M. (2003). Caring for teacher emotion: Reflections on teacher self-development. *Studies in Philosophy & Education*, 22, 103-125. <https://doi.org/10.1023/A:1022293304065>
- Zonoubi, R., Rasekh, A. E., Tavakoli, M. (2017). EFL teachers self-efficacy development in professional learning communities. *System*, 66, 1-12. <https://doi.org/10.1016/j.system.2017.03.003>
- Zulfikar, T., & Mujiburrahman. (2018). Understanding own teaching: Becoming reflective teacher through reflective journals. *Reflective Practice*, 19(1), 1-13. <https://doi.org/10.1080/14623943.2017.1295933>
-