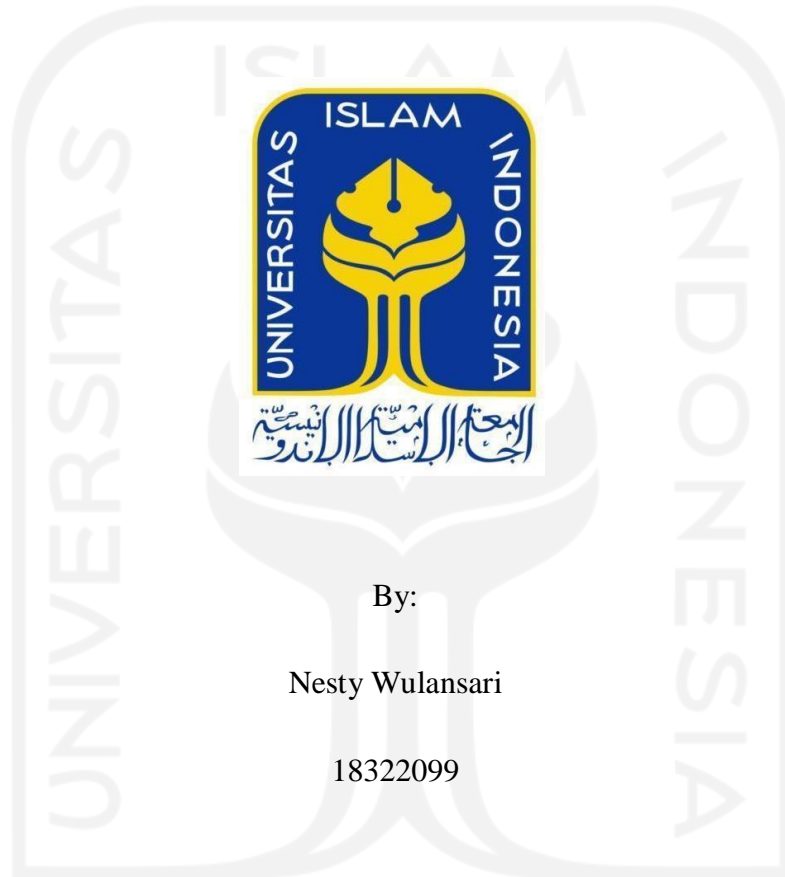


Indonesian EFL Pre-Service Teachers' Self-Efficacy

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of
the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language
Education**



By:

Nesty Wulansari

18322099

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION FACULTY OF
PSYCHOLOGY AND SOCIOCULTURAL SCIENCE
UNIVERSITAS ISLAM INDONESIA**

2021

APPROVAL SHEET
A Survey on Pre-Service Teachers' Self-Efficacy in an EFL Context

By:

Nesty Wulansari

18322099



Approved on

By

Supervisor:

A handwritten signature in black ink, appearing to be "Anandayu Suri Ardini", is written over a large, faint watermark of the UII logo.

Anandayu Suri Ardini, S.S., M.A.

NIP. 0530038803

RATIFICATION SHEET

A Survey on Pre-service Teachers' Self-efficacy in an EFL Context

By

Nesty Wulansari

18322099

Defended before the Head of Examiners on

Declared Acceptable.

Board of Examiners

Chairperson : Anandayu Suri Ardini, S.S., M.A.

First Examiner : Willy Prasetya, S.Pd., M.A.

Second Examiners : Astri Hapsari, S.S., M.TESOL.

Yogyakarta,

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

Head of Department



Irena Windy Astuti, S.S., M. Hum.

NIP. 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly state that the thesis that I have written is my work and does not contain the work of others, except what I have mentioned in the quotations and references. This thesis has never been submitted for another degree or purpose. I declare that the content contained in this thesis is the result of my hard work to obtain a degree, and all the assistance I have received in the preparation of this thesis has been mentioned in the references.



MOTTO

“Umar b. al-Khattāb رضي الله عنه said: “ I am not worried about whether my *dua* will be responded to, but rather I am worried about whether I will be able to make *dua* or not. So if I have been guided (by Allah) to make *dua*, then (I know) that the response will come with it.”



DEDICATION

I dedicate my thesis to:

1. My family, especially my father and mother, are very grateful for their encouragement, support, and continuous prayers until now so that I can complete my thesis.
2. My friends Claudia, Dini, Puji, Muthiah, Iqbal, Wulandari, Novi, Adhiman, Nabila, and Bella.
3. My thesis supervisor, Mrs. Anandayu Suri Ardini S.S., M.A, always guides him patiently, encourages him to continue to revise the thesis so that it can be finished quickly, and always supports the writing of this thesis.
4. All Lecturers of the English Education Department, Islamic University of Indonesia, who transferred knowledge while I was a student.
5. Someone, who has accompanied me since the beginning of the college until now, tirelessly supports and is always there all the time.
6. All students of English education, especially the class of 2018, thank you for all the memories we have made over four years. And lastly, I would like to thank myself for being invited to fight together to get the degree
7. Last but not least, I wanna thank me , I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting.

ACKNOWLEDGMENT

Assalamu'alaikum Warohmatullohi Wabarokatuh

Alhamdulillah, praise and gratitude we pray to Allah SWT, who has bestowed and provided smoothness in completing the thesis entitled “**Indonesian EFL Pre-Service Teachers’ Self-Efficacy**” as a student of the program English Education Department at the Islamic University of Indonesia. Without Allah SWT’s extraordinary grace and blessing, there would be so easy way of going through weeping efforts. In the long journey of study and the process of writing the thesis, I encountered many obstacles, but in the end, I was able to finish with the guidance and assistance of various parties.

The researcher’s gratitude goes to my thesis supervisor Mrs. Anandayu Suri Ardini, S.S., M.A, who helped a lot and guided his to be patient in preparing this thesis. All of his advice is invaluable. The researcher also thanks the lecturers of the English Education Department, Islamic University of Indonesia, for the knowledge given, support in learning, and useful for my future.

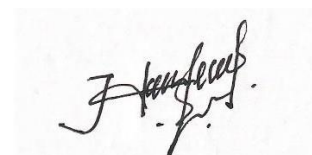
Not to forget, the researcher would like to thank my parents, who I love very much, Ruslan’s father, Sunarti’s mother and my big brother Rendy Surya Ramadhan, who never forget to give me encouragement and prayers. This support in completing the preparation of this thesis is invaluable.

This research is fully aware that the writing of this far from perfect, therefore, criticism and suggestions from the research are expected to get better writing results in the future. Hopefully, this thesis will be useful for the readers.

Wassalamu'alaikum Warohmatullohi Wabarokatuh

Yogyakarta,

The researcher

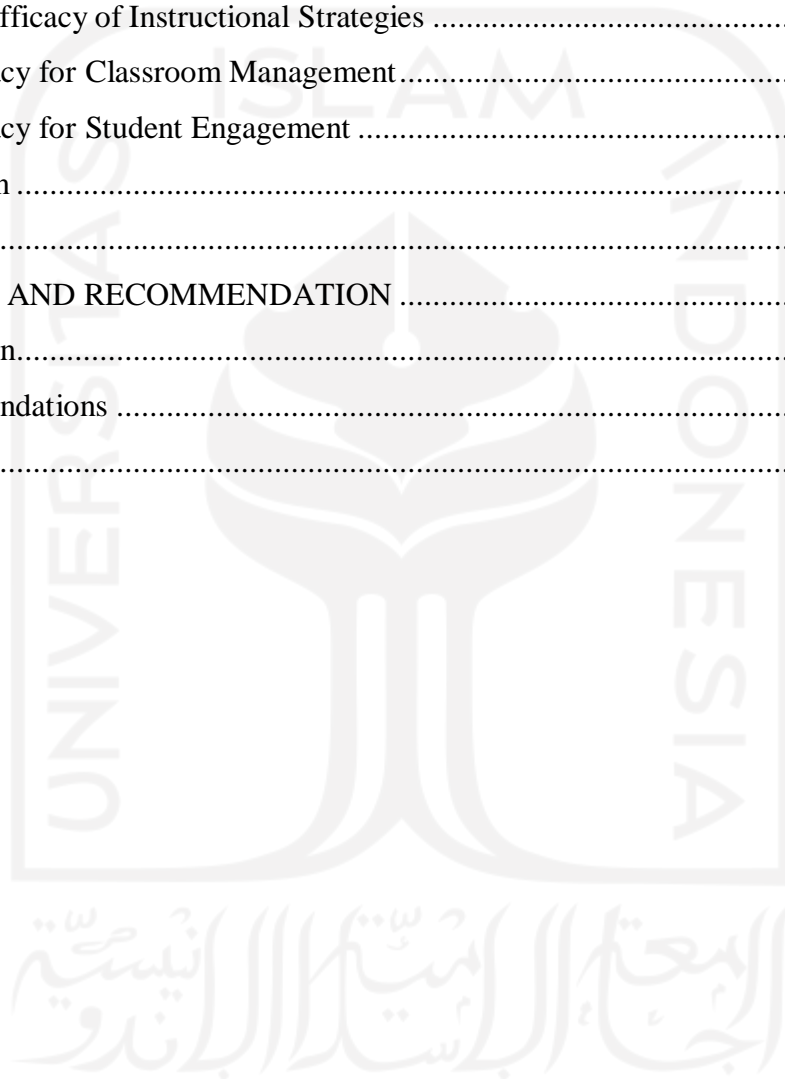


Nesty Wulansari

TABLE OF CONTENTS

Indonesian EFL Pre-Service Teachers' Self-Efficacy	1
APPROVAL SHEET	2
RATIFICATION SHEET.....	3
STATEMENT OF WORK'S ORIGINALITY.....	4
MOTTO.....	5
DEDICATION.....	6
ACKNOWLEDGMENT	7
TABLE OF CONTENTS	8
LIST OF TABLES	10
LIST OF FIGURE.....	10
ABSTRACT	11
CHAPTER I.....	12
INTRODUCTION	12
1.1 Background of the Study	12
1.2 Identification of the Problem.....	14
1.3 Formulation of the problem.....	14
1.4 Limitation of the study.....	14
1.5 Objective of the study	15
1.6 Significance of the study.....	15
CHAPTER II	16
LITERATURE REVIEW.....	16
2.1 Teacher Self-Efficacy.....	16
2.2. School Based Teaching Practice.....	18
2.3 Factors to Influence Teacher Self Efficacy	19
2.4 Conceptual Framework.....	20
CHAPTER III.....	22
RESEARCH METHODOLOGY	22
3.1 Research Design	22
3.2 Population and Sample	22

3.3 Research Instrument	23
3.4 Data Collection.....	26
3.5 Data Analysis	26
CHAPTER IV.....	27
FINDING AND DISCUSSION.....	27
4.1 Research Finding	27
4.1.1 Overall Finding of Pre-service Teachers' Self-efficacy	27
4.1.2 Self-efficacy of Instructional Strategies	28
4.1.3 Efficacy for Classroom Management.....	29
4.1.4 Efficacy for Student Engagement	30
4.2 Discussion	31
CHAPTER V	34
CONCLUSION AND RECOMMENDATION	34
5.1 Conclusion.....	34
5.2 Recommendations	35
REFERENCES	36



LIST OF TABLES

Table 1. Teacher’s Sense of Efficacy Scale.....	23
Table 2. Likert Scale	26
Table 3. Ranking of Category Pre-service Self-Efficacy.....	27
Table 4. Self-efficacy of students’ engagement	28
Table 5. Efficacy for instructional strategies	29
Table 6. Efficacy for Classroom Management.....	30

LIST OF FIGURE

Figure 1. Conceptual Framework.....	20
-------------------------------------	----



Indonesian EFL Pre-Service Teachers' Self-Efficacy

Nesty Wulansari

18322099

ABSTRACT

Having a high level of self-efficacy in teaching is not only needed by in-service teachers but also by pre-service teachers. Therefore, this study aims to determine the level of self-efficacy of pre-service teachers in teaching at the Department of English Education, in a private university in Yogyakarta. The data were collected by involving 100 students from the English Language Education Department in a private University in Yogyakarta using the Teachers' Sense of Efficacy Scale questionnaire with a total of 24 question items and divided into 3 domains, namely efficacy for classroom management, efficacy for students' engagement and efficacy for instructional strategies. The data collected were analyzed using statistics descriptive to find out the average of all items in the questionnaire. This study shows that pre-service teachers tend to have good classroom management from the highest domain, and followed by students' engagement and instructional strategies in the second highest position with the same value. Therefore, the self-efficacy of the pre-service teachers is high which can make students value the learning process.

Keywords: *teachers self-efficacy, pre-service teacher, quantitative*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Bandura (1997) says that self-efficacy is basically a person's belief or reach about his ability to carry out certain tasks or actions to achieve the desired results. However, self-efficacy in general means is related to self-confidence to have the ability to take the expected action, meaning whether you can do good or bad things, right or wrong, can or cannot do according to what the requirements are different from ideals were describing an ideal should be achieved (Schunk & Zimmerman, 2007). Teachers' self-efficacy levels can be varied from one and another due to the different conditions, backgrounds, and environments in which the teachers are living. The more capable the teachers in overcoming challenges, the higher level of self-efficacy they would have.

Teacher self-efficacy is not only beneficial for the teacher himself, and also on student performance results such as; learning student achievement and success rate (Corkett, Hatt, & Benevides, 2016). A teacher's self-efficacy is a collection of various teacher's perceptions of their ability is shaped before and during becomes, a teacher through strengthening from people surround whether positive or negative. Self-efficacy improves teachers' persistence when working with difficult students and has been shown to influence teachers' instructional practices, enthusiasm, commitment, and teaching behaviors (e.g., Skaalvik & Skaalvik, 2007). However, no motivation factor has constant effects: self-efficacy is influenced by contextual factors, measurement tool validity, and self-appraisal accuracy (Bandura, 2012).

The significance of teacher efficacy among future teachers has also been widely established. Emmer and Hickman (1991) discovered that efficacy ratings were linked to prospective instructors' choices for positive management tactics such as conversing with students or changing tasks. Woolfolk et al. (1990) discovered unfavorable relationships between prospective teachers' opinions about their own instructional competency and their attitudes toward student management in their research. The less effective they were, the more controlling their outlook became, such as holding a gloomy perspective of students' motivation, prioritizing rigorous management of classroom conduct, and depending on extrinsic inducements and negative consequences to get pupils to study.

Highly effective pre-service teachers, on the other hand, were found to have a more humane approach to regulating pupils' conduct. In a study of Israeli prospective teachers, Wertheim and Leyser (2002) discovered that teachers with higher efficacy scores had higher intentions to use individualized and diagnostic teaching strategies, implement a variety of management techniques, and communicate with parents, professionals, students, and the building principal than teachers with lower efficacy scores.

To implement teacher education training, pre-service teachers will require self-efficacy to perform effectively throughout their training and to influence how they will teach once they have completed their training and are ready to enter the field as in-service teachers. Teachers will be better able to perform their teaching tasks if they can identify their self-efficacy.

Being a teacher candidate's student, various educational experiences and training followed while becoming a teacher, various fun and sad experiences while becoming a teacher, several interactions with superior and co-teacher during school (managing learning process), and so on all shape the teacher's self-efficacy. As a result, teacher self-efficacy encompasses the teacher's ability to engage students in the learning process

(efficacy in instructional practices) as well as the teacher's ability to manage calls (efficacy in classroom management) (Shaukat & Iqbal, 2012). Based on the theory explained above and various facts on possible differences occurred, the research aims to self-efficacy pre service teacher after teaching practicum.

1.2 Identification of the Problem

Self-efficacy refers to the ability of a teacher to overcome challenges during teaching, both professional duties, and obligations, meaning that it is related to self-confidence and has the expected ability to act. The study aims to explore the factors that might affect efficacy throughout the student teaching period. In most of the studies with pre- service teachers the sense of efficacy was assessed by means of efficacy instruments which typically asked teachers to express confidence judgments on matters such as classroom management and student learning.

1.3 Formulation of the problem

The research question of this study is :

1. How is the self-efficacy of EFL pre-service teachers after conducting school based teaching practicum?

1.4 Limitation of the study

This study is limited to participants who are students in a preparation program to become a teacher in EFL context.

1.5 Objective of the study

The objective of this study aims to determine the self-efficacy of EFL pre-service teachers after conducting school based teaching practicum.

1.6 Significance of the study

The results of this study provide developments to the EFL secondary education that teachers with low self-efficacy must find the causes and solutions. Also, it is helpful for the future so that when there are teachers who experience the same problem they can know how to handle it.



CHAPTER II

LITERATURE REVIEW

2.1 Teacher Self-Efficacy

Teachers' self-efficacy is much related and useful to students and the learning process in class, and for the benefit of the teacher himself. Teachers' self-efficacy has been proved to have a close relationship with many useful educational results such as : teachers' perseverance, commitment, enthusiasm, and instructional behavior and also related to student result there is achievement, students efficacy and motivation (Tschannen-Moran & Hoy,2001). The term "teacher's self-efficacy" refers to a person's belief in their capacity to carry out specific tasks or assignments and achieve success (Bandura, 1997). Self-efficacy determines how the teachers feel, motivate, behave and think. Teacher self efficacy refers to the teacher's belief in her or his ability to influence students' achievement and behavior, despite the fact that students are less motivated by education when it is related to them (Klassen & Tze, 2014)

As well as (Zee & Koomen, 2016) explains that there research shows that teacher's self-efficacy has a positive relationship with student academic adjustment, practice , and teacher behavior the pattern that is related to class quality, and factors in underlying teacher's psychological welfare, including work satisfaction, personal achievement and commitment. The factors that refer to a teacher's belief that the teaching profession in general can bring about student change. The second dimension represents an individual teacher's belief in his or her own personal capacity to convey the teaching behaviors needed to influence student learning (Atay, 2007). It also affects the orientation and control of the teacher's control the behavior of using classroom discussions and innovative teaching

practices in their responses to students who find it difficult to teach their level of stress and satisfaction with the teaching profession (Soodak & Podell, 1999).

Self-efficacy improves teachers' persistence when working with difficult students and has been shown to influence teachers' instructional practices, enthusiasm, commitment, and teaching behaviors (e.g., Skaalvik & Skaalvik, 2007). However, no motivation factor has constant effects: self-efficacy is influenced by contextual factors, measurement tool validity, and self-appraisal accuracy (Bandura, 2012). Bandura (1986) said the level of teacher self-efficacy is determined at the beginning of teaching. Therefore, the quality of teaching is very important to the development of teacher self-efficacy. A teacher must be able to adapt to the various characteristics of the students he is facing, school regulations, the curriculum that applies in schools, and the community environment.

Studies are increasingly reporting specific behavioral and educational characteristics that are consistent with specific judgments and levels of teacher self-efficacy. Teachers classified as teachers with high self-efficacy has been observed to have the following characteristics and educational practices: High level of organization, enthusiasm, planning (Allinder 1994; Muijs and Reynolds 2002); and willingness to experiment with new teaching methods, is flawed even if the initial implementation (Cousins and Walker, 2000). In addition, teachers reportedly used a variety of teaching methods highly self-efficacy (Cantrell and (Callaway 2008), were less dependent on curriculum guides, and emphasized the connections between curriculums in the classroom. (De Laat and Watters 1995). Instead of just looking at genuine instances as entertaining, such teachers frequently emphasize problem-solving and reasoning through "real" examples that evaluate the "unique" prospects of student autonomy (Glackin 2016).

Finally, teachers with high self-efficacy were less likely to utilize didactic practices and were more likely to use difficult-to-use approaches including interviews, small group work, and cognitively taxing questions (Ashton and Webb 1986). They find that they have relatively few dominant beliefs about classroom behavior (Woolfolk 1990); and claim to make mistakes and help students in distress. It was relatively uncritical to the students who did it (Gibson and Dembo 1984; Ashton and Webb, 1986). Whilst contexts and techniques are numerous among the research from which those findings have been drawn, stated behaviors for unique ranges of instructor self-efficacy have been extensively consistent. The importance of this shared listing of attributes and practices for instructor self-efficacy is that it gives a wealthy description of capabilities that might be identifiable throughout teachers` exercise and via interviews.

2.2. School Based Teaching Practice

Teaching practice as well as other different labels such as “field experience, practice teaching, internship, apprenticeship, and practical experience” (Gebhard, 2009) are used to describe teaching practice as a course that requires the pre-service teacher to apply the teaching skill and applies them in the real teaching situation. Teaching practice aims to provide students teacher opportunities to become aware of theories and practices, techniques and methods they studied along with the process of teacher education (Nguyen & Baldauf, 2010). As suggested by Haigh, Ell, and Mackisack, (2013, p.1) the indicators of success in teaching practicum are one of the successful teacher education programs. Therefore, teaching practice is integrated into all teacher training programs, helping pre-service teachers to apply their theoretical knowledge in school, then helping them experience the real classroom atmosphere and classroom setting (Köksal & Genç, 2019).

2.3 Factors to Influence Teacher Self Efficacy

Bandura (1997) obtained of factors that influence teacher efficacy, namely demographic factors, namely age, highest education level, and length of teaching experience. Favorable demographic conditions, diverse instructional experiences, and positive affective qualities will boost teacher efficacy. Teachers who score lower in socioeconomic status, age, experience, religiosity, ethnicity, perception of competence, perception of welfare, perception of teacher certification, and achievement index, on the other hand, are less effective in carrying out their responsibilities.

These may become because high teacher self-efficacy becomes overconfident because students take the test as they expect it to, thereby reducing the fear of negative reviews of the accountability system. Furthermore, TSE is a special phenomenon that may be regarded as one of the contributing factors of effective learning and teaching processes. Self-efficacy is a belief or confidence that a person can successfully perform the behaviors necessary to create results, so the higher the level of self-efficacy, the more the individual believes that they can perform the behaviors important to achieve specific results (Bandura, 1977). People tend to prevent situations that are considered beyond their capacity and do not hesitate to participate in activities that they consider competent (Bandura, 1977).

Finally, consistent with Smylie (1989), Teachers with high self-efficacy tend to use various models to satisfy the requirements of all students (individual, pair, and group work) to supply communication opportunities. Research has confirmed that teachers with a high sense of self- efficacy tend to share the category with little groups instead of the whole grade and thus have the chance for more personalized teaching (Tschannen Moran, 2001).

2.4 Conceptual Framework

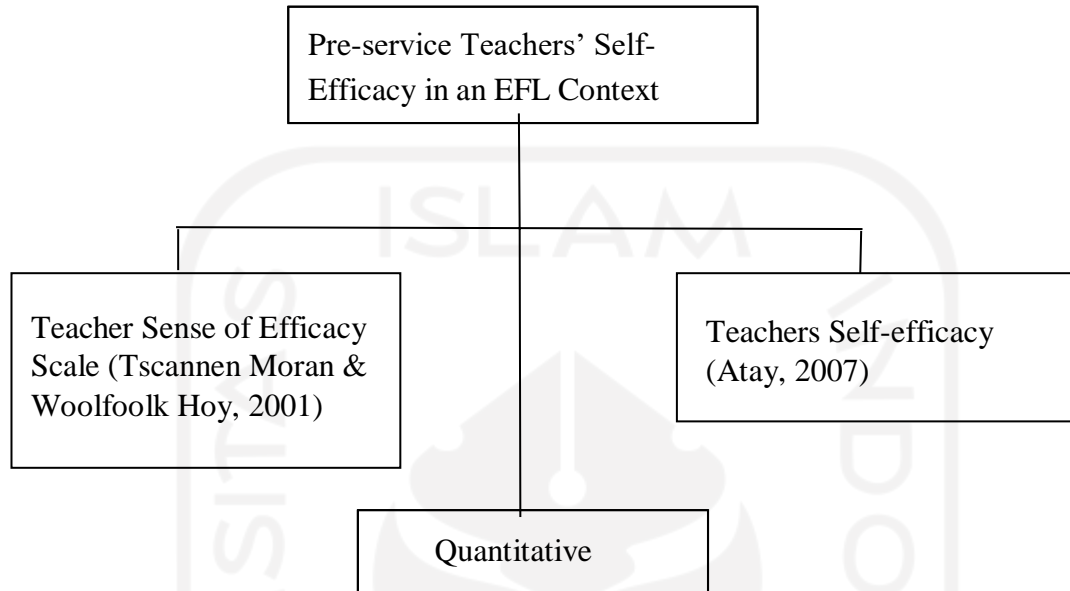


Figure 1. Conceptual Framework

Teachers with low self-efficacy generally do not use many different learning methods, in contrast to teachers who have high self-efficacy. Teacher Self-efficacy can successfully impart learning to students (Ghosky, 1988; Tschannen & Woolfolk, 2001). Then Bandura (1997) emphasized that factors that affect self-efficacy include physical emotions, such as stress, excitement, or joy. It can be explained that self-efficacy is very closely related to academic achievement (Pajares 1996). Both the relationship between teacher self-efficacy and student performance (Henson 2001). If a teacher has low self-efficacy the teacher feels frustrated with his behavior or anxious so that it has a negative impact (Aston and Webb 1986).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is quantitative research, scientists administer a survey to a sample or entire population of people in order to characterize their attitudes, viewpoints, activities, or characteristics. In this strategy, questionnaires are used to obtain quantitative, numerical data. The survey design differs from experimental research in that it does not involve the research administering a treatment to participants.

3.2 Population and Sample

3.2.1 Population

The population of this study were 130 Pre-service teachers at the English Language Education Department in a private University in Yogyakarta. During the 4-year education program, Pre-service teachers will be required to study general education, teaching materials and methods in teaching English, and principles and skills in English.

3.2.2 Sample

The number of sample needed was 100 pre-service teacher of one cohort 2018 on active students at private university. The following of the number of students data sample from the population using Slovin's formula ;

n= Number of Samples N= Population

e= Error rate (5% = 0.05)

$$n = \frac{N}{(1 + Ne^2)}$$

$$n = \frac{130}{(1 + (130)(0.05)^2)}$$

$$n = \frac{130}{1.325}$$

$$n = 100$$

As previously stated, researchers utilized a 5% error rate to estimate the number of samples to be chosen in this sampling. As a consequence of the computation above, the population utilized is 130 pupils, so the number of samples is 100 participants.



3.3 Research Instrument

In this study, the researcher used a questionnaire as an instrument to collect the data. From the Teacher's Sense of Efficacy Scale (Tschannen Moran & Woolfolk Hoy, 2001) it consists of 23 items and there are 3 success factors that will be assessed by the scale, namely (1) Efficacy for student engagement (2) Efficacy for instructional strategies ; and (3) Efficacy for classroom management which are all very important for good and effective teaching. Reliability for 24 items scale was 0,94, in items 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 17, 18, and 19, the scale was modified to fit the context of EFL by adding 'English class' or substituting 'English' or 'learning English' for 'school work'. Efficacy for instructional strategies represented from numbers 1-8, then efficacy for classroom management in numbers 9-15, and efficacy for student engagement in numbers 16-23.

3.3.1 Validity

According to Heale and Twycross (2015), validity is a concept that accurately measures in quantitative research. There are three types of validity: content validity, construct validity, and criterion validity. This study employs both content and construct validity. Content validity refers to the accuracy with which a measuring instrument can determine the aspects contained in the questionnaire from a specific statement. Meanwhile, construct validity, according to Heale and Twycross (2015), refers to whether the researcher can conclude test scores related to the currently studied concept.

The researcher distribute 23 questionnaire to 100 pre-service teachers respondent in English Language Department Private University in Yogyakarta batch 2018. After collecting the data, the researcher analyzed the data using SPSS 26. By comparing the r count and r table, the data was analyzed to determine the value of r. Using a 5% error rate, the r table value is 0.195.

So, in each item, if r count > r table, the item is valid. The following are the findings

of the validity analysis of the questionnaire used by researchers:

	R Arithmetic	symbol	R Table	Description
Q1	0.471	>	0.195	Valid
Q2	0.506	>	0.195	Valid
Q3	0.558	>	0.195	Valid
Q4	0.671	>	0.195	Valid
Q5	0.603	>	0.195	Valid
Q6	0.577	>	0.195	Valid
Q7	0.707	>	0.195	Valid
Q8	0.594	>	0.195	Valid
Q9	0.600	>	0.195	Valid
Q10	0.578	>	0.195	Valid
Q11	0.612	>	0.195	Valid
Q12	0.599	>	0.195	Valid
Q13	0.694	>	0.195	Valid
Q14	0.523	>	0.195	Valid
Q15	0.657	>	0.195	Valid
Q16	0.511	>	0.195	Valid
Q17	0.540	>	0.195	Valid
Q18	0.592	>	0.195	Valid
Q19	0.639	>	0.195	Valid
Q20	0.541	>	0.195	Valid
Q21	0.691	>	0.195	Valid
Q22	0.684	>	0.195	Valid
Q23	0.690	>	0.195	Valid

Table 1. Validity Questionnaire

After processing the data by using SPSS 26, the researcher found all of the items is valid including Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q21, Q22, and Q23 from the validity test result.

3.1.2 Reliability

Heale and Twycross (2015) define reliability as a measure of consistency. While providing an accurate reliability calculation is impossible, various measures can be used to arrive at a reliability estimate. According to Creswell (2012), when the researcher administers the instrument several times, the score should be nearly identical and

consistent. While the Teachers Sense of efficacy Scale by (Tschannen Moran & Woolfolk Hoy, 2001), the three domains means that is sufficient, Cronbach efficacy for instructional strategies is 0.80, efficacy for classroom management is 0.82, and efficacy for student engagement is 0,83 . The average score on the peace scale is relatively high from that the level of efficacy pre-service teacher is high.

Scale: ALL VARIABLE

Case processing summary

		N	%
Cases	Valid	101	100.0
	Excluded ^a	0	.0
	Total	101	100.0

Reliability Statistics

Cronbach's	
Alpha	N of Items
.751	24

Table 2. Reliability Of all Variables

The questionnaire has a reliability score of 0.75, indicating that it is valid and very reliable. The researcher translated all of the questionnaire items from English to Indonesian so that when the questionnaire was distributed, the respondents could read the statements

3.4 Data Collection

The author will first translate the questionnaire from English to Indonesian to make it easier for respondents to fill out the survey. After the questionnaire was translated, the author asked for approval from the author's supervisor. The author will ask the class representative and distribute the questionnaire via the goggle form link. After that

researcher will monitor the responses, fills, and the researcher will reminders again to ensure that the requisite number of participants is obtained. However, to avoid confusing respondents, a 5-point Likert scale was adopted from 1 "strongly disagree" to 5 "strongly agree," which helped the researcher collect data for this study.

3.5 Data Analysis

This study used the Teacher's Sense of Efficacy Scale (Tschannen Moran & Woolfolk Hoy, 2001) which consists of 23 items. All of the items were translated into Bahasa Indonesia and transformed to google form. Google forms used to distribute a 23 questionnaire to 100 students at English Education in a private University in Yogyakarta. Then it was distributed to participants who have been recruited previously. The Statistical Package for Scale Sciences (SPSS) tools will be used to evaluate the result. The results will be analyzed and then will be written into a research report.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, all findings and discussion will be presented in-depth, including data from participants and also data from each of the analyzed domains. The description of each data will be equipped with a table of the data that has been obtained. This data were collected by involving 100 students from the English Language Education Department in a private University in Yogyakarta using Teachers' Sense of Efficacy Scale questionnaire by Tschannen Moran & Woolfolk Hoy (2001). The data collected was analyzed using statistics descriptive to find out the average of all items in the questionnaire.

4.1 Research Finding

4.1.1 Overall Finding of Pre-service Teachers' Self-efficacy

Based on the result of the questionnaire from participants, questionnaires are categorized into three parts: efficacy for classroom management, efficacy for students' engagement and efficacy for instructional strategies. Further information of the result of each domain is presented as follows:

Table 3. Ranking of Category Pre-service Self-Efficacy

Number	Domain	N	Mean	Std. Deviation
1.	Efficacy for Student Engagement	100	4.36	0.48
2.	Efficacy for Classroom Management	100	4.30	0.45
3.	Efficacy for Instructional Strategies	100	4.30	0.45
4.	Overall	100	4.33	0.43

Table 3 shows that the highest factor is efficacy for student engagement with a mean of 4.36 and standard deviation 0.48. Meanwhile, pre-service teachers' self-efficacy for classroom management and instructional strategies are on the same level, with the mean and standard deviation on number 4.30 and 0.45. It can be seen that the mean score of the overall result of three factors is 4.33 and 0.43 for standard deviation. With this result, pre-service teachers were likely to adjust self-efficacy in student engagement a little higher than the two other factors. However, since the differences among the three domains are not vast, it can be inferred that the pre-service teachers' have almost the same level of self-efficacy in teaching. Additionally, the mean from the data processing above is classified as high with a scale value of 4 from a scale 5, which means that the efficacy of pre-service teachers is also high. Afterwards, the researcher will explain the findings for three factors, namely efficacy for classroom management, self-efficacy of students' engagement and efficacy for instructional strategies.

4.1.2 Self-efficacy of Instructional Strategies

Based on the result from the questionnaire, the average of the first part of the questionnaire's self-efficacy of instructional strategies can be shown in the table below.

Table 4. Self-efficacy of Instructional Strategies

No	Question	Mean	Std. Deviation
5.	Adjust your lessons to the proper level of individual students.	4.47	0.577
2.	Provide an alternative explanation or example when students are confused.	4.41	0.588
6.	Gauge students' comprehension of what you have taught.	4.41	0.653
1.	Implement alternative teaching strategies in the classroom.	4.32	0.694
4.	Respond to difficult questions for students.	4.30	0.674

3.	Craft good questions for students.	4.22	0.760
7.	Use of a variety of assessment strategies.	4.17	0.792
8.	Provide appropriate challenges for very capable students.	4.12	0.815

Table 2 shows that the highest items are numbers 5,2 and 6. The pre-service teachers have a higher level of efficacy in adjusting the lessons to the proper level of individual students and if the students cannot adjust the lesson teachers provide an alternative explanation or example when students are confused. If the students understand the lessons, teachers gauge students comprehension of what they have taught.

Meanwhile, the bottom items of this domain are 8,7 and 3. The pre-service teachers have lower self-efficacy in providing appropriate challenges for highly capable students, giving good questions for students, and using a variety of assessment strategies.

4.1.3 Efficacy for Classroom Management

The second domain of the efficacy for classroom management, on the result from the questionnaire, the average of the second part can be shown in the table below

Table 5. Efficacy for Classroom Management

No	Question	Mean	Std. Deviation
10.	Get students to follow classroom rules.	4.47	0.674
15.	Establish routines to keep activities running smoothly.	4.41	0.668
14.	Make your expectations clear about student behavior.	4.40	0.696
11.	Calm a students' who is disruptive or noisy.	4.39	0.764
9.	Control disruptive behavior in the classroom.	4.31	0.748
12.	Establish a classroom management system with each group of students.	4.25	0.716
13.	Respond to defiant students.	4.15	0.869

Based on the table above, the highest mean are numbers 10,15 and 14. The pre-service teachers have a higher level of efficacy in making classroom rules to be followed by the students, and the pre-service teachers explain their expectations about students' behavior in the classroom so that it can be the routines to keep activities running smoothly.

In the meantime, the bottom items are 13, 12 and 9. The pre-service teachers have lower self-efficacy in response to defiant students, establish a classroom management system with each group of students and control disruptive behavior in the classroom.

4.1.4 Efficacy for Student Engagement

Based on the third domain is efficacy for student engagement, the average part of the questionnaire can be shown in the table below.

Table 6. Efficacy for Student Engagement

No	Question	Mean	Std. Deviation
17.	Help your students value learning.	4.53	0.594
21.	Help your students think critically.	4.47	0.674
16.	Get students to believe they can do well in schoolwork.	4.46	0.658
22.	Foster students' creativity.	4.45	0.687
23.	Get through the most difficult students.	4.45	0.770
18.	Motivate students who show low interest in schoolwork.	4.41	0.712
20.	Improve the understanding of a student who is failing.	4.27	0.679
19.	Assist families in helping their children do well in school.	3.91	0.996

Based on the table above, it can be seen that the questionnaire number 17,21 and 16 is higher than other items. The pre-service teachers have a higher level of efficacy in helping students to value the learning process, and help students to think critically. Thus, students believe they can do well in schoolwork.

Meanwhile, the lowest score of teacher's self-efficacy is on item number 19, with the mean score 3.91, which is much lower than the mean score of the other items in the same domain. Item number 19 is about helping families to support their children to perform well at school. This is understandable if the score is low because the pre-service teachers themselves have not had any experience in interacting, let alone assisting families. Moreover, the second lowest score is on improving the understanding of students who are failing. Even though this item has the second lowest score, the numerical results are quite far from the bottom item, because maybe the pre-service teacher self-efficacy on this item is still quite high.

4.2 Discussion

The participants of this study were 7th semester students who had just finished conducting school-based teaching practicum and their status were pre-service teachers. This data collection was carried out 3 months after the school-based teaching practicum was completed, thus the pre-service teachers experience at school was still relevant.

From the collected data, the researcher conducted a descriptive statistics analysis and it shows that the domain with the highest mean in this research is in domain classroom management with the mean value 4.53. In addition, the highest mean value of 23 items is also found in this domain that is 'helping students value learning'. Pre-service teachers help students value learning by motivating students and making learning experiences relevant to

their lives. Pre-service teachers feel confident in their abilities because they have received classroom management courses and other pedagogical courses in the previous years. Thus this greatly supports their pedagogical knowledge to encourage students to appreciate the learning process. Shulman (2012) defines pedagogical knowledge related to the way and the learning process which consists of knowledge about class and task management, learning planning and also the learning process. Also, association between GPK and self-efficacy should be specific to the context of teaching, rather than related to a general sense of self- efficacy for mastering (Schwarzer, R., & Hallum, S. 2008).

Meanwhile, Lauermann & Konig (2016) states that the level of general pedagogical knowledge of a teacher affects their efficacy in teaching and motivating students. It is evident from the result by Lauermann & Konig (2016) that general pedagogical knowledge and self- efficacy have a positive correlation that can affect teaching quality. Therefore, it is possible that the sufficient pedagogical knowledge gained from pre requisite subjects of teaching somehow helped the pre-service teachers to optimize their self-efficacy in the area of classroom management.

Additionally, the domain of efficacy for classroom management and efficacy for instructional strategies has the same means. These two domains have the same results, even though these domains are in the second highest, but the mean value is not far from the first highest. This same means value can occur because the pre-service teachers have quite high confidence in the two domains. The reason is that the pre-service teachers in university have enough courses that support their knowledge and skills in maintaining classroom management and instructional strategies.

Then during the teaching experience, pre-service teachers receive guidance from the teacher mentors at the school before starting to learn in the classroom. From a sociological

perspective, teacher and mentor collaboration plays an important part in teacher induction (Zeichner and Gore 1990). Then, they also added that the involvement of collaboration between teacher mentors and pre-service teachers was always carried out in order to increase teaching effectiveness.

In the meantime, the value of the item with the lowest mean 'to assist families in helping children do well in school' also found in the student engagement domain. Although in the student engagement domain there is the highest mean item but, coincidentally, in that domain there is also an item with the lowest mean with value 3.91 from 23 items. Due to the context in Indonesia, when pre-service teachers are conducting teaching experiences in schools, there is rarely a situation that creates an interaction between parents of students and pre-service teachers. Meanwhile, Graham-Clay (2005) explains that communication between school and family is very necessary so that it can trigger parental involvement in the learning process. M. Ferrara & J. Ferrar (2010) added that the involvement of communication with parents has created a meaningful relationship in the classroom. However, opportunity pre-service teachers for interaction with parents do not exist yet the portion is not there yet. Because this is still a portion of in-service teachers, it is reasonable that self-efficacy in this field is low.

CHAPTER V

CONCLUSION AND RECOMMENDATION

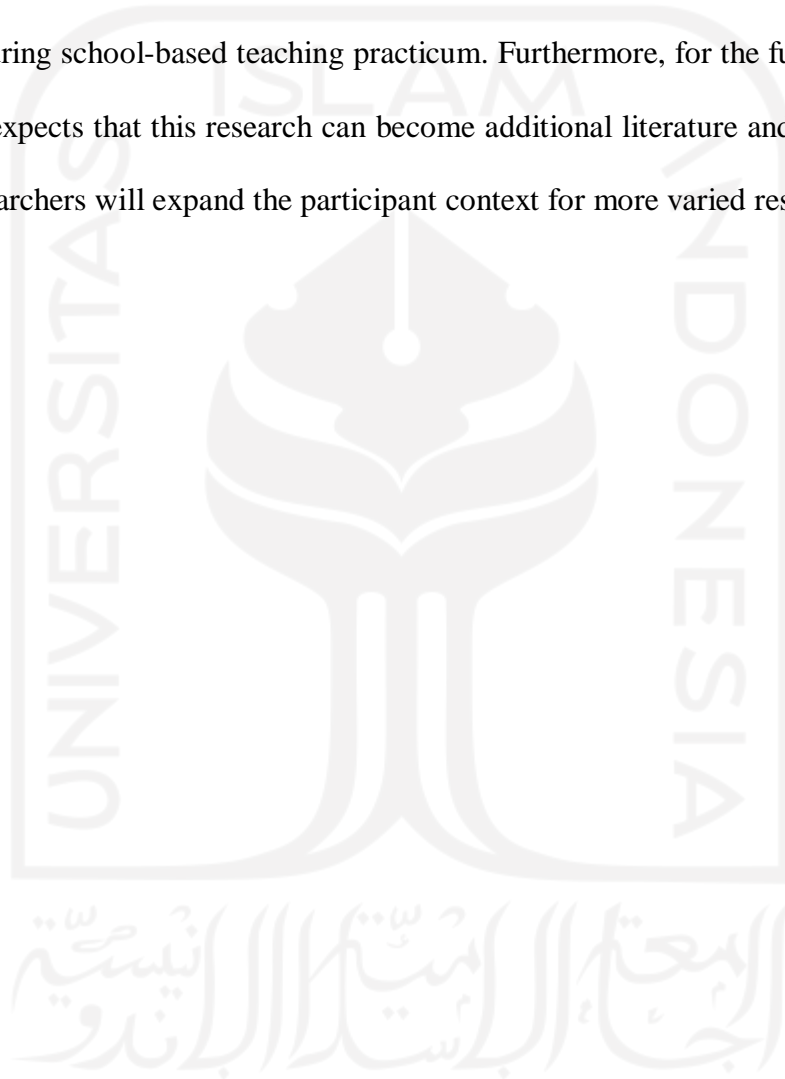
5.1 Conclusion

This study aims to determine the level of self-efficacy of pre-service teachers in teaching at the Department of English Education, Private University in Yogyakarta. This study was attended by 100 pre-service teachers from the 7th semester of 2018 class where they have completed school based teaching practicum. The conclusion of this study is based on the research findings and discussion of pre-service teacher self-efficacy in teaching. This study shows that pre-service teachers tend to show student engagement as seen from the first highest factor, namely student engagement and followed by classroom management and instructional strategies in the highest position with the same value. The distance value between the first highest domain and two domains with the same value is not very significant, meaning that the value of all domains indicates that the self-efficacy of this pre-service teacher is high because it is close to the perfect score.

This is because the pre-service teacher in this study has a higher level of self-efficacy in student engagement, so greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy. Therefore, the self-efficacy of this pre-service teacher is high, it can make students value the learning.

5.2 Recommendations

After conducting this research, the researcher realized that there were shortcomings and advantages. Therefore, the researcher recommends the future pre-service teacher and further researchers to avoid such shortcomings and optimize the advantages to improve the quality of the research and to improve the efficacy of the teachers. It is expected that this research can help pre-service teachers to be aware of their self-efficacy and to be more prepared during school-based teaching practicum. Furthermore, for the future researchers the author expects that this research can become additional literature and it is hoped that further researchers will expand the participant context for more varied results.



REFERENCES

- Akhtar, Z. (2011). Strength for Today and Bright Hope for Tomorrow. *Ejournal.Narotama.Ac.Id*, 11(June), 92–101. [http://ejournal.narotama.ac.id/files/LANGUAGE IN INDIA.doc](http://ejournal.narotama.ac.id/files/LANGUAGE%20IN%20INDIA.doc)
- Atay, D. (2007). Beginning teacher efficacy and the practicum in an EFL context. *Teacher Development*, 11(2), 203–219. <https://doi.org/10.1080/13664530701414720>
- Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-Efficacy: The Exercise of Control. In *Journal of Cognitive Psychotherapy* (Vol. 13, Issue 2, pp. 158–166). <https://doi.org/10.1891/0889-8391.13.2.158>
- Creswell, J. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Ed.). University of Nebraska–Lincoln.
- Depaepe, F., & König, J. (2018). General pedagogical knowledge, self-efficacy and instructional practice: Disentangling their relationship in pre-service teacher education. *Teaching and Teacher Education*, 69, 177–190. <https://doi.org/10.1016/j.tate.2017.10.003>
- Duarte Alonso, A., Kok, SK, & O'Brien, S. (2018). LJMU Research Online m. *Tourism Recreation Research*, 19. <http://researchonline.ljmu.ac.uk/id/eprint/8705/>
- Ferrara, M. M., & Ferrar, P. J. (2005). Parents as Partners: Raising Awareness as a Teacher Preparation Program. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 79(2), 77–82. <https://doi.org/10.3200/tchs.79.2.77-82>
- Flammer, A. (2015). Self-Efficacy. *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 4(1994), 504–508. <https://doi.org/10.1016/B978-0-08-097086-8.25033-2>
- Ganser, T. (2002). How teachers compare the roles of cooperating teacher and mentor. *Educational Forum*, 66(4), 380–385. <https://doi.org/10.1080/00131720208984858>
- Glackin, M., & Hohenstein, J. (2018). Teachers' self-efficacy: progressing qualitative analysis. *International Journal of Research and Method in Education*, 41(3), 271–290. <https://doi.org/10.1080/1743727X.2017.1295940>
- Graham-Clay, S. (2005). Communicating with Parents: Strategies for Teachers. *School Community Journal*, 15(1995), 117. http://ubc.summon.serialssolutions.com/link/0/eLvHCXMwY2BQsEhMMzZNSkk1SE0xSAE2yC0tDCySUy3MTJJMU5LNU5JQ1uUgleZuogxybq4hzh66sFlxPiUnJx5U5QKTIqjxIsbAmwha-J1XAt4glgIAojUb_g
- Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, 4(1), 63–69. [https://doi.org/10.1016/0742-051X\(88\)90025-X](https://doi.org/10.1016/0742-051X(88)90025-X)

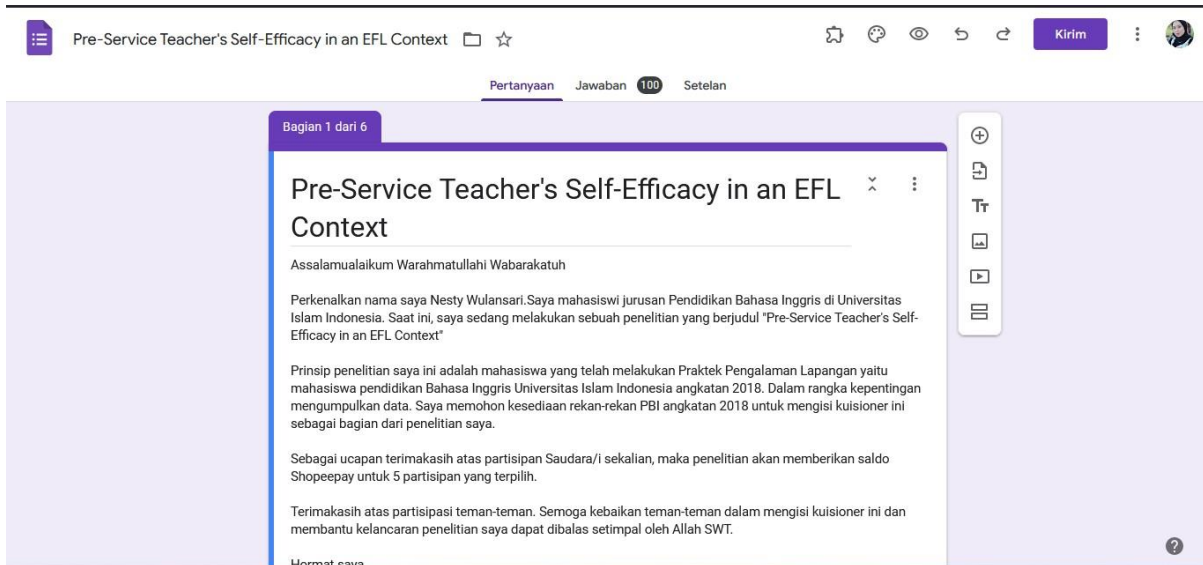
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-Based Nursing*, 18(3), 66–67. <https://doi.org/10.1136/eb-2015-102129>
- Holzberger, D., & Prestele, E. (2021). Teacher self-efficacy and self-reported cognitive activation and classroom management: A multilevel perspective on the role of school characteristics. *Learning and Instruction*, 76(July 2020), 101513. <https://doi.org/10.1016/j.learninstruc.2021.101513>
- Kavanoz, S., Yüksel, H. G., & Özcan, E. (2015). Pre-service teachers' self-efficacy perceptions on Web Pedagogical Content Knowledge. *Computers and Education*, 85, 94–101. <https://doi.org/10.1016/j.compedu.2015.02.005>
- Köksal, D., & Genç, G. (2019). Learning while teaching: Student teachers' reflections on their teaching practicum. *Journal of Language and Linguistic Studies*, 15(3), 895–913. <https://doi.org/10.17263/jlls.631531>
- Lauermann, F., & König, J. (2016). Teachers' professional competence and wellbeing: Understanding the links between general pedagogical knowledge, self-efficacy and burnout. *Learning and Instruction*, 45, 9–19. <https://doi.org/10.1016/j.learninstruc.2016.06.006>
- Lawson, T., Çakmak, M., Gündüz, M., & Busher, H. (2015). Research on teaching practicum – a systematic review. *European Journal of Teacher Education*, 38(3), 392–407. <https://doi.org/10.1080/02619768.2014.994060>
- Pajares, M. F. (1992). Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct. *Review of Educational Research*, 62(3), 307–332. <https://doi.org/10.3102/00346543062003307>
- Podell, D. M., & Soodak, L. C. (1993). Teacher Efficacy and Bias in Special Education Referrals. *Journal of Educational Research*, 86(4), 247–253. <https://doi.org/10.1080/00220671.1993.9941836>
- Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of Teacher Self-Efficacy and Relations With Strain Factors, Perceived Collective Teacher Efficacy, and Teacher Burnout. *Journal of Educational Psychology*, 99(3), 611–625. <https://doi.org/10.1037/0022-0663.99.3.611>

- Wangid, M. N., Mustadi, A., & Mokshien, S. E. B. (2020). The exploration of teachers' efficacy in teaching: Comparative study in Indonesia and Malaysia. *Cakrawala Pendidikan*, 39(2), 257–268. <https://doi.org/10.21831/cp.v39i2.30012>
- Woolfolk, A. E., & Hoy, W. K. (1990). Prospective Teachers' Sense of Efficacy and Beliefs About Control. *Journal of Educational Psychology*, 82(1), 81–91. <https://doi.org/10.1037/0022-0663.82.1.81>
- Zee, M., & Koomen, H. M. Y. (2016). Teacher Self-Efficacy and Its Effects on Classroom Processes, Student Academic Adjustment, and Teacher Well-Being: A Synthesis of 40 Years of Research. *Review of Educational Research*, 86(4), 981–1015. <https://doi.org/10.3102/0034654315626801>



APPENDICES

APPENDIX 1



https://docs.google.com/forms/d/e/1FAIpQLScX0L08NZjA0vfRf9uebjkXj_vk9m3H7XYUZt8jrcbL8HJ0ag/viewform?usp=sf_link

APPENDIX 2

DATA ANALYSIS

A1	Timestamp	B	C	D	E	F	G	H	I
1	Timestamp	Saya menerapkan strateg	Memberikan alternatif per	Membuat pertanyaan yan	Menanggapi pertanyaan s	Menyesuaikan pembelaja	Mengukur pemahaman si	Penggunaan berbagai stri	Memberikan tan
2	4/12/2022 10:27:59	3	5	4	5	5	5	4	4
3	4/12/2022 10:33:49	3	4	5	4	5	4	4	4
4	4/12/2022 10:34:16	3	5	3	4	4	4	4	4
5	4/12/2022 10:35:20	3	3	3	3	3	3	3	3
6	4/12/2022 10:36:23	4	5	5	5	4	4	5	4
7	4/12/2022 10:45:06	5	5	5	5	5	5	5	5
8	4/12/2022 11:06:45	4	4	4	4	4	5	4	4
9	4/12/2022 11:11:03	3	5	4	5	5	5	5	5
10	4/12/2022 11:14:39	3	4	3	4	5	4	4	4
11	4/12/2022 12:02:59	5	4	4	5	4	4	5	4
12	4/12/2022 12:39:37	4	4	2	4	4	2	2	2
13	4/12/2022 12:54:04	5	5	5	5	5	5	5	5
14	4/12/2022 13:47:31	4	4	4	4	4	4	4	4
15	4/12/2022 14:25:08	4	5	5	4	4	4	4	3
16	4/12/2022 14:25:24	3	4	4	4	4	4	4	4
17	4/12/2022 14:37:32	5	5	4	5	4	5	5	5
18	4/12/2022 15:51:41	5	5	4	5	5	4	4	5
19	4/12/2022 17:23:45	4	4	3	3	4	4	4	2
20	4/12/2022 17:37:38	5	5	4	4	5	5	5	5
21	4/13/2022 13:20:39	3	5	4	4	4	5	5	3
22	4/13/2022 21:02:01	4	4	5	4	4	4	5	4
23	4/13/2022 22:21:59	5	4	4	4	3	4	4	3

Telusuri menu (Alt+/)

100% \$ % .0_ .00 123 Default (Ari... 10 B I S A

A1	A	B	C	D	E	F	G	H	I
1	Timestamp	Saya menerapkan strateg	Memberikan alternatif per	Membuat pertanyaan yan	Menanggapi pertanyaan s	Menyesuaikan pembelaja	Mengukur pemahaman si	Penggunaan berbagai stri	Memberikan tan
24	4/14/2022 11:26:54	4	4	4	4	3	3	4	
25	4/16/2022 22:25:56	4	4	4	4	4	4	4	
26	4/17/2022 5:37:11	3	3	5	4	5	5	5	
27	4/17/2022 5:41:08	4	5	3	4	4	4	4	
28	4/17/2022 6:34:32	3	5	4	4	4	4	3	
29	4/17/2022 12:15:57	4	5	4	4	4	5	4	
30	4/17/2022 16:04:09	5	5	4	5	5	5	4	
31	4/17/2022 23:25:01	5	4	4	5	4	5	4	
32	4/18/2022 16:17:36	3	4	2	3	4	5	4	
33	4/20/2022 12:52:52	4	3	4	3	4	3	3	
34	4/20/2022 13:01:34	5	5	4	4	5	5	5	
35	4/20/2022 13:31:37	4	4	4	4	4	4	4	
36	4/20/2022 14:07:15	3	4	4	4	4	4	4	
37	4/20/2022 14:10:45	4	3	3	3	4	3	3	
38	4/20/2022 14:16:50	4	4	4	4	5	5	5	
39	4/20/2022 14:23:30	4	5	4	4	4	5	5	
40	4/20/2022 14:32:15	4	5	4	5	5	4	3	
41	4/20/2022 17:54:15	4	4	3	5	5	5	5	
42	4/20/2022 23:03:14	4	4	4	4	5	5	4	
43	4/23/2022 9:48:37	4	5	4	5	5	5	5	
44	4/23/2022 9:51:00	5	5	5	5	5	5	5	
45	4/23/2022 9:52:04	5	5	5	5	5	5	5	

+ Form Responses 1 Pelajari



Telusuri menu (Alt+)

A1	A	B	C	D	E	F	G	H	I
1	Timestamp	Saya menerapkan strateg	Memberikan alternatif per	Membuat pertanyaan yan	Menanggapi pertanyaan s	Menyesuaikan pembelaja	Mengukur pemahaman si	Penggunaan berbagai stri	Memberikan tan
46	4/23/2022 9:53:14	5	5	5	5	5	5	5	5
47	4/23/2022 10:29:50	5	5	5	5	5	5	5	5
48	4/23/2022 10:54:58	4	5	5	5	5	5	5	4
49	4/23/2022 11:00:36	4	4	4	4	4	4	4	4
50	4/23/2022 11:23:39	4	5	4	4	4	4	4	4
51	4/23/2022 11:56:10	4	4	4	4	4	4	4	4
52	4/23/2022 12:48:59	4	4	4	4	4	4	5	5
53	4/23/2022 15:05:31	4	5	3	5	5	5	5	3
54	4/23/2022 16:07:59	5	5	5	5	5	5	5	5
55	4/23/2022 19:36:07	3	5	5	4	5	4	4	4
56	4/23/2022 22:05:08	5	5	5	5	5	5	5	5
57	4/23/2022 23:37:36	4	4	4	3	4	4	4	4
58	4/24/2022 15:45:41	4	4	5	4	4	4	5	4
59	4/24/2022 15:50:21	4	4	3	3	4	4	4	2
60	4/24/2022 15:50:36	4	4	3	4	4	4	5	3
61	4/24/2022 16:34:05	4	4	5	3	3	3	3	3
62	4/24/2022 21:42:32	4	5	4	4	5	5	5	5
63	4/25/2022 0:19:14	4	5	4	4	4	4	4	4
64	4/25/2022 12:16:25	4	4	4	4	4	4	4	4
65	4/25/2022 12:17:52	4	4	5	4	4	5	5	4
66	4/25/2022 13:49:27	4	5	5	4	5	5	5	4
67	4/25/2022 15:26:38	4	4	4	4	4	4	4	4

+ Form Responses 1 Pelajari

Telusuri menu (Alt+)

A1	A	B	C	D	E	F	G	H	I
1	Timestamp	Saya menerapkan strateg	Memberikan alternatif per	Membuat pertanyaan yan	Menanggapi pertanyaan s	Menyesuaikan pembelaja	Mengukur pemahaman si	Penggunaan berbagai stri	Memberikan tan
70	4/26/2022 12:30:36	4	4	4	5	5	5	5	4
71	4/26/2022 14:26:55	5	5	4	5	4	5	5	5
72	4/26/2022 17:47:23	5	5	5	4	4	4	5	3
73	4/26/2022 20:12:53	5	4	5	5	4	4	5	5
74	4/29/2022 17:21:36	4	5	5	5	5	5	5	4
75	4/29/2022 11:36:39	5	5	5	5	5	5	5	5
76	4/29/2022 11:55:32	4	5	4	3	5	4	4	4
77	4/29/2022 13:02:22	4	3	3	4	5	4	4	3
78	4/29/2022 15:36:22	5	5	5	4	4	5	5	5
79	4/29/2022 17:21:36	5	5	5	5	5	5	5	4
80	4/30/2022 10:21:11	5	4	5	5	5	4	5	5
81	4/30/2022 17:19:44	5	4	5	5	5	4	4	5
82	4/30/2022 20:22:56	5	4	4	5	5	4	4	4
83	5/3/2022 13:47:32	3	5	4	5	5	4	4	5
84	5/3/2022 13:57:12	5	5	3	5	5	4	4	4
85	5/3/2022 15:17:11	5	5	5	4	4	5	4	4
86	5/3/2022 19:47:58	4	5	3	5	5	3	4	4
87	5/5/2022 10:21:15	5	4	5	3	5	4	3	3
88	5/5/2022 10:59:13	5	4	4	5	5	4	4	5
89	5/6/2022 15:17:36	5	4	5	5	4	5	5	5
90	5/7/2022 8:57:19	4	5	5	4	5	5	5	4
91	5/7/2022 9:12:45	4	5	5	4	5	5	5	5

+ Form Responses 1 Pelajari

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Q1	100	4.23	.069	.694
Q2	100	4.41	.059	.588
Q3	100	4.22	.076	.760
Q4	100	4.30	.067	.674
Q5	100	4.47	.058	.577
Q6	100	4.41	.065	.653
Q7	100	4.17	.079	.792
Q8	100	4.23	.081	.815
Q9	100	4.31	.075	.748
Q10	100	4.47	.067	.674
Q11	100	4.39	.076	.764
Q12	100	4.25	.072	.716
Q13	100	4.15	.087	.869
Q14	100	4.40	.070	.696
Q15	100	4.41	.067	.668
Q16	100	4.46	.066	.658
Q17	100	4.53	.059	.594
Q18	100	4.41	.071	.712
Q19	100	3.91	.100	.996
Q20	100	4.27	.068	.679
Q21	100	4.47	.067	.674
Q22	100	4.45	.069	.687
Q23	100	4.45	.077	.770
Valid N (listwise)	100			