

Efl Students' Perception Towards Self-Efficacy In Teaching Internship Program With Technology Integration

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Abstract

This research was conducted based on the research problem related to the self-efficacy of EFL (English as a Foreign Language) students during their teaching internships with technology integration. This research focuses on students perceive their ability to teach English using digital tools and the factors that contribute to the development of their self-efficacy. The aim of this research is to explore EFL students' perceptions of self-efficacy and identify key contributing factors. This research used a qualitative approach with a case study design. The participants were six EFL students from Universitas Muhammadiyah Sampit who had completed their Teaching Internship III. Data were collected through semi-structured interviews and questionnaires. To ensure the validity of the findings, triangulation was applied by comparing the data. The findings indicate that 67% of participants demonstrated high self-efficacy, reinforced by successful teaching experiences and positive responses from students. Meanwhile, 33% of participants exhibited medium self-efficacy in the classroom or nervousness while teaching. The questionnaire data support these findings. Among the four factors, the most dominant is mastery experience ($\bar{x} = 12.00$), followed by verbal persuasion ($\bar{x} = 11.67$), vicarious experience ($\bar{x} = 11.33$), and the least dominant is emotional and physiological states ($\bar{x} = 11.00$).

Keywords: Teaching Internship, Self-efficacy, Technology Integration, EFL Students

INTRODUCTION

Teaching internships are an essential stage in the preparation of prospective English as a Foreign Language (EFL) teachers because they provide opportunities to apply pedagogical theories and classroom knowledge in real teaching situations. The integration of technology during these internships plays a significant role in shaping students' teaching readiness, particularly in strengthening their confidence and ability to manage classrooms effectively. The findings from the preliminary survey show that most EFL students demonstrate high levels of self-efficacy, which are supported by successful teaching experiences, modeling from peers or mentors, positive verbal feedback, and the ability to manage emotional states. Nevertheless, several challenges still remain, such as limited access to technology, lack of training, and feelings of nervousness or low confidence when applying digital tools in teaching practice. These challenges highlight the importance of addressing factors that influence self-efficacy in order to optimize the benefits of teaching internships. Therefore, it can be concluded that understanding the dynamics of self-efficacy in technology-

integrated teaching internships is crucial to strengthening teacher education programs and ensuring that future EFL teachers are ready to face the demands of modern, technology-driven classrooms.

The aim of this research is to explore how EFL students perceive their self-efficacy during teaching internships that emphasize the integration of technology. Specifically, this study seeks to investigate the ways in which students' teaching confidence is shaped by mastery experiences, vicarious experiences, verbal persuasion, and emotional states, as proposed by Bandura's self-efficacy theory. Furthermore, this research aims to analyze how the integration of digital tools supports or challenges students' teaching performance, classroom management, and interaction with learners. By doing so, the research intends to provide a comprehensive understanding of the relationship between self-efficacy and technology integration in the context of EFL teaching internships.

The innovation of this research lies in its focus on the intersection between self-efficacy and technology integration within the context of EFL teaching internships, an area that has not been extensively explored in previous studies. While earlier research has

largely examined self-efficacy or the use of technology in teaching separately, this study investigates how these two aspects interact and contribute to students' readiness as future teachers. The novelty of this research is reflected in three main points. First, it provides empirical evidence from EFL students at Universitas Muhammadiyah Sampit regarding their levels of self-efficacy in technology-integrated teaching internships. Second, it reveals that familiarity with digital tools alone is insufficient to ensure effective classroom application, and that students' confidence and support structures play a more significant role in successful integration. Third, it offers practical implications for teacher education programs, particularly in relation to the Merdeka Belajar–Kampus Merdeka (MBKM) policy, by suggesting the importance of training, mentoring, and scaffolding in building students' teaching confidence with technology. Through these contributions, the research presents a new perspective on how teacher education programs can better prepare EFL students to face the challenges of technology-enhanced classrooms in the 21st century. For these reasons, the researcher raised the title entitled **“EFL Student's Perception towards Self-Efficacy in Teaching Internship Program with Technology Integration.”**

RESEARCH METHOD

In the research process, a research design was essential as it served as a structural plan that integrated all components of the research into a cohesive and coherent framework. This study employed a case study design, focusing on an in-depth exploration of EFL students' experience in their teaching internships, particularly their perceptions of self-efficacy and the integration of technology in teaching internship.

The case study approach was well suited to exploring complex phenomena within their real-life context. It allowed the researcher to investigate a specific group of individuals EFL students in detail and holistically, providing rich insights into how they perceived and responded to the challenges of teaching with

technology. According to Sugiyono (2019) states that a qualitative approach with a case study design aimed to understand human behavior in depth by analyzing specific cases, events, or groups. In this study, the case study method enabled a comprehensive understanding of how EFL students navigated their teaching roles while integrating technology, offering insights into both individual and contextual factors influencing their self-efficacy.

RESULTS AND DISCUSSION

In this chapter, the researcher has presented the findings and discussions of the study on EFL students' perceptions of self-efficacy during their teaching internship program with technology integration. The research aimed to explore how student teachers perceived their own teaching abilities when integrating technology, as well as to identify the factors that contributed to the development of their self-efficacy.

The findings revealed that students demonstrated varied perceptions of self-efficacy. A majority of participants expressed high levels of confidence in their teaching abilities, particularly when they successfully engaged students through digital tools such as YouTube and PowerPoint. These positive experiences enhanced their belief in their ability to manage teaching tasks effectively, even when facing external challenges such as limited school facilities. Conversely, some participants reported lower or moderate levels of self-efficacy, often influenced by anxiety, nervousness, or difficulties in managing classroom dynamics. However, even these students developed coping strategies and demonstrated resilience by adapting their teaching approaches to overcome challenges.

Furthermore, the study identified several factors that shaped students' self-efficacy during their teaching internships. In line with Bandura's framework, the four main sources—mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states—played significant roles. Among these, mastery experiences emerged as the strongest

contributor, as students' confidence grew primarily from their successful teaching outcomes and the positive responses they received from learners. These experiences reinforced their self-efficacy and motivated them to continue improving their instructional practices with technology.

Overall, the findings suggest that while EFL student teachers encounter both challenges and successes in integrating technology during internships, their self-efficacy is strengthened through reflective practice, adaptability, and supportive experiences. This indicates that fostering positive teaching experiences and providing adequate technological support during internship programs are crucial for enhancing preservice teachers' confidence and effectiveness in future professional contexts.

These findings are strongly supported by the results of the questionnaire.

Table 4.1 Table Score Factor of Experience of Success

Respondent	Item 1	Item 2	Item 3	Total Score
SNSL	5	4	5	14
HS	4	4	3	11
YP	5	4	5	14
SCM	4	3	3	10
RS	3	3	3	9
RD	5	4	5	14
Total Score Item				72

Based on the results of the total responses presented in Table 4.1, the average score for the success experience factor can be calculated as follows:

$$\bar{X} = \frac{\sum x}{N} = \frac{72}{6} = 12$$

Note:

\bar{X} : Average

$\sum x$: Total score

N : Total Respondent

Based on the questionnaire and interview results, it can be concluded that the main factors contributing to the development of EFL students' self-efficacy during their teaching internship are **experience of success** and **learning by observing others**. The data showed that the average score for the Experience of Success factor was $\bar{x} = 12$,

indicating that most participants strongly agreed that their confidence grew through actual teaching achievements. This demonstrates that successful classroom performance, such as completing lessons effectively, managing students, and integrating technology, significantly strengthened their belief in their teaching abilities. This finding is consistent with Ghufon & Risnawati (2017), who emphasized that real classroom experiences at varying levels of difficulty play a crucial role in building self-efficacy.

In addition, the research highlighted the importance of **observational learning** as another influential factor. EFL students reported that observing their peers during the internship—particularly in how they managed the classroom and integrated technology—provided valuable role models. According to Bandura (1997), seeing others succeed can foster confidence in one's own abilities, especially when the observed individuals are of similar background or capability. In line with this theory, the participants felt motivated and inspired by their peers' successful use of technology and classroom strategies, which encouraged them to apply similar approaches in their own teaching practice.

Overall, these findings suggest that both **direct teaching success** and **vicarious experiences through peer observation** work hand in hand to strengthen EFL students' self-efficacy in teaching internships. The combination of practicing successfully in real classrooms and learning from others' experiences creates a powerful foundation for developing confidence, motivation, and adaptability in future teaching careers.

This finding is also supported by the results of the questionnaire.

Table 4.2 Total Score Factors of Experience of Others

Respondent	Item 1	Item 2	Item 3	Total Score
SNSL	4	4	4	13
HS	3	4	4	11
YP	4	4	4	12
SCM	4	3	3	10
RS	3	3	3	9
RD	5	4	4	13

Total Score Item	68
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Based on the results of the total responses presented in Table 4.2, the average score for the success experience factor can be calculated as follows:

$$\bar{X} = \frac{\sum x}{N} = \frac{68}{6} = 11.33$$

Note:

\bar{X} : Average

$\sum x$: Total score

N : Total Respondent

Based on the results of the questionnaire, the factor of **others' experience** obtained an average score of $\bar{x} = 11.33$. This factor consisted of three items that explored how observing mentors, peers, or experienced teachers contributed to building EFL students' self-efficacy. The average score indicates that students generally agreed with these statements, but the effect of observing others was slightly lower compared to the impact of their own direct teaching experiences. This suggests that while students benefited from observing teaching strategies, classroom management techniques, and technology use during the internship, these vicarious experiences were not as influential as mastery experiences. This aligns with Bandura's theory, which explains that indirect experiences can shape self-efficacy through social comparison, but their effectiveness depends on how closely students relate to the model and the relevance of the observed success to their own teaching situation. Thus, the contribution of others' experience is positive, but more moderate in its influence compared to direct teaching success.

In addition, the research revealed that **support from others**, particularly through **verbal persuasion**, played a meaningful role in strengthening students' teaching self-efficacy. Both interviews and questionnaires showed that encouragement, constructive suggestions, and positive feedback from mentors and peers provided students with the confidence to believe in their teaching capabilities. For example, participants shared that compliments from mentors or motivational support from peers after teaching encouraged them to try new approaches and

reduced their anxiety. This finding confirms Bandura's view that verbal persuasion can serve as an external reinforcement that boosts confidence, especially when individuals initially doubt their ability.

Overall, these findings emphasize that while direct mastery experiences remain the most powerful factor in shaping teaching self-efficacy, **vicarious experiences** and **verbal support from others** also play important roles. Observing others provides models for improvement, and receiving positive feedback reinforces students' belief in their teaching ability, both of which contribute to their professional growth during teaching internships.

Table 4.3 Total Score Factors of Verbal Persuasion

Respondent	Item 1	Item 2	Item 3	Total Score
SNSL	4	4	4	12
HS	4	4	4	12
YP	4	4	3	11
SCM	4	3	4	11
RS	4	3	3	10
RD	5	5	4	14
Total Score Item				70

Based on the results of the total responses presented in Table 4.3, the average score for the success experience factor can be calculated as follows:

$$\bar{X} = \frac{\sum x}{N} = \frac{70}{6} = 11.67$$

Note:

\bar{X} : Average

$\sum x$: Total score

N : Total Respondent

Based on the results of the questionnaire, the **Verbal Persuasion** factor obtained an average score of $\bar{x} = 11.67$, calculated from three items answered by six participants. This score indicates that, overall, participants agreed that encouragement, motivation, and constructive feedback from mentors, lecturers, or peers played an important role in strengthening their teaching efficacy. While the average did not reach the maximum, it still reflects that verbal support was perceived as a relevant and meaningful contributor to self-efficacy. The findings also

suggest that the extent of its influence varied depending on factors such as school placement, the level of supervisor involvement, and individual readiness to accept feedback. This is consistent with Septiana et al. (2022), who found that verbal persuasion from supervisors or colleagues positively impacted pre-service teachers' motivation and classroom performance. Thus, verbal persuasion in this research served as a supportive factor that helped EFL student teachers feel acknowledged, guided, and motivated throughout their internship.

Another important factor identified was the role of **emotional and physiological states** in shaping self-efficacy. Bandura (1997), as cited in Sulistiani & Dewi (2024), explains that self-efficacy is influenced not only by mastery of skills and successful performance but also by how individuals interpret their emotional responses such as anxiety, stress, or nervousness, especially during challenging tasks like teaching. In this research, some participants admitted to experiencing nervousness, fear of failure, or stress during classroom teaching, particularly at the beginning of their internship. For some, these emotions negatively impacted their teaching confidence and performance, as they interpreted their nervousness as evidence of incompetence. However, other participants demonstrated resilience by managing their emotions effectively. By channeling nervousness into constructive strategies—such as engaging students with fun activities or focusing on interaction—they were able to maintain composure and sustain their teaching efficacy.

These findings suggest that emotional regulation plays a crucial role in supporting or weakening self-efficacy. Teachers who fail to manage their emotions may experience fragile self-efficacy, easily disrupted by unexpected classroom events. Conversely, those who learn to cope with anxiety and stress demonstrate stronger self-efficacy and confidence in their teaching. The questionnaire results support these observations, confirming that managing emotions is a vital yet often underestimated factor in the development of teaching efficacy.

Table 4.4 The Score of Factor Emotional and Physiological State

Respondent	Item 1	Item 2	Item 3	Total Score
SNSL	4	4	4	12
HS	4	3	4	11
YP	4	3	3	10
SCM	3	3	3	9
RS	3	4	3	10
RD	4	4	3	11
Total Score Item				66

Based on the results of the total responses presented in Table 4.4, the average score for the success experience factor can be calculated as follows:

$$\bar{X} = \frac{\sum x}{N} = \frac{66}{6} = 11$$

Note:

\bar{X} : Average

$\sum x$: Total score

N: Total Respondent

Based on the results of the questionnaire, the average score for the Emotional and Physiological Conditions factor was \bar{X} 11.00. This average was based on three questionnaire items answered by six student participants, which focused on how emotional factors such as nervousness, anxiety, and stress in the classroom affected their efficacy while teaching.

The results indicate that students generally responded neutrally to slightly positively regarding their ability to manage emotional or physiological discomfort during their internship. Compared to other self-efficacy factors, this is the lowest average score, indicating that emotional control and stress management remain challenges for some participants. Although most EFL students acknowledged feeling nervous or unsure at certain times, especially before entering the classroom or when facing technical difficulties, they also demonstrated varying levels of ability to recover or regain control of their teaching. This suggests that while emotional and physiological factors do not dominate their self-efficacy, these factors still play a role in shaping the consistency and strength of their efficacy in teaching.

Based on the findings, this study concludes that **EFL students demonstrate diverse levels of self-efficacy in teaching with technology during their internship experiences**. While 67% of the participants expressed high self-efficacy—particularly after successfully integrating familiar digital tools such as YouTube, PowerPoint, and videos—33% reported doubts or lower self-efficacy when faced with classroom disruptions, technical challenges, or low student engagement. This variation reflects Bandura's (1997) theory that self-efficacy is shaped both by mastery experiences and by emotional or physiological states. Students who experienced success and received positive student responses developed stronger confidence, while those who perceived challenges as failures struggled to sustain their teaching efficacy.

A key finding is that **teaching success emerged as the most powerful factor influencing self-efficacy**. When students saw tangible evidence of effectiveness—such as active learner participation, smooth classroom management, and adaptability in resource-limited contexts—they reported significant increases in teaching confidence. This supports Bandura's concept of mastery experience as the strongest source of self-efficacy and aligns with Barni et al. (2019) and Schunk & DiBenedetto (2020), who emphasized the reinforcing role of success in professional confidence.

Alongside mastery experience, **verbal persuasion served as an important complementary factor**. Supportive feedback, encouragement, and praise from mentors, supervisors, and peers helped students feel acknowledged and motivated, particularly when reinforcing visible progress. Constructive comments such as "Your explanation was clear" or "Your media is creative" not only reduced anxiety but also strengthened students' willingness to experiment with technology-based strategies. However, consistent with Rahmawati et al. (2022), the findings also suggest that verbal persuasion alone cannot sustain confidence unless paired with actual teaching success.

The results further reveal that **technology integration played a dual role** in shaping students' confidence. Familiar tools generally strengthened efficacy by providing a sense of control, while unfamiliar or advanced tools, such as self-created videos, sometimes weakened it when students felt their technical skills were insufficient. This confirms Margolis and Doring's (2016) argument that prospective teachers' self-efficacy is highly sensitive to perceived success or failure in authentic classroom contexts.

In conclusion, this study highlights that **self-efficacy among EFL students during teaching internships is primarily strengthened through mastery experiences and reinforced by verbal encouragement**. Together, these factors build a solid foundation for teaching confidence, creativity, and professional growth, particularly in technology-integrated classrooms. However, the findings also underscore the need for gradual support, technical guidance, and structured opportunities for success, so that pre-service teachers can transform challenges into confidence-building experiences rather than setbacks.

CONCLUSION

This chapter presents the conclusion and recommendations of the research. The conclusion is drawn from the research questions, and at the completion of this study, several insights are provided for EFL students, the University of Muhammadiyah Sampit, and future researchers related to self-efficacy in teaching internship programs.

This research aimed to explore EFL students' perceptions of their self-efficacy during teaching internships, particularly concerning the integration of technology into classroom practices. Data were collected through interviews and questionnaires to gain a comprehensive understanding of how different factors contribute to building students' self-efficacy in their teaching abilities.

The findings revealed that the majority of participants demonstrated a positive perception of their self-efficacy in teaching.

Specifically, 63% of EFL students reported high levels of self-efficacy, which were characterized by their ability to manage lessons effectively, engage learners through the use of technology, and adapt creatively in resource-limited contexts. Conversely, 33% of the participants displayed lower levels of self-efficacy, often describing feelings of nervousness, uncertainty, or discouragement when encountering classroom difficulties, technical problems, or passive student responses. These findings highlight that emotional and situational challenges can negatively affect students' teaching efficacy.

The questionnaire results supported the interview findings by confirming that mastery experience was the most dominant factor influencing self-efficacy, with an average score of $\bar{x} = 12$. This suggests that successful teaching practices serve as the strongest foundation for building confidence. Verbal persuasion followed with an average score of $\bar{x} = 11.67$, showing that encouragement, feedback, and motivational support from mentors, lecturers, and peers also played a reinforcing role. Together, these two factors emerged as the key contributors to strengthening students' teaching efficacy.

In conclusion, this research demonstrates that the development of self-efficacy among EFL students is primarily shaped by mastery experiences and reinforced by verbal persuasion. These factors not only enhance teaching confidence but also enable pre-service teachers to remain resilient and motivated in facing challenges during their internship programs.

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