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## The relationship between teaching readiness and self-efficacy in teaching English of the pre-service teachers at Universitas Negeri Padang

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### Abstract:

*This study investigated the relationship between teaching readiness and self-efficacy in teaching English among pre-service EFL teachers at UNP. This research aimed to investigate the level of teaching readiness and self-efficacy and to determine whether a significant relationship exists between the two variables of EFL pre-service teachers. Quantitative correlational research was used in this research. The participants of this research were 50 who had completed their teaching practicum in the July-December 2025 semester. The data were collected using a teaching readiness questionnaire based on Shulman's frameworks and TPACK components, and a self-efficacy questionnaire was adapted from the Teacher Self-Efficacy Scale and interviews as the supporting instruments to get deeper results. Descriptive statistics were used to identify the level of teaching readiness and self-efficacy, while Spearman's rank correlation was used to analyze the relationship between the variables. The findings indicate that the majority of EFL pre-service teachers fall in to moderate level for teaching readiness there is 70% of the respondents (35 out of 50) are in the moderate category and self-efficacy there is 64% of the respondents (32 out of 50) in the moderate category, indicating that the majority of EFL pre-service teachers possess a moderate level of self-efficacy. The interview results further support the quantitative findings by explaining the factors contributing to the moderate levels of teaching readiness and self-efficacy among the participants. Furthermore, this research reveals a significant positive relationship between teaching readiness and self-efficacy, indicating that higher levels of preparedness in content, pedagogy, and technology were associated with stronger confidence in teaching practices, classroom management, and student engagement. These findings emphasize the importance of strengthening teaching readiness to enhance self-efficacy in preservice teacher education programs.*

### Keywords:

Teaching readiness, self efficacy, EFL, pre-service teachers, teaching practicum

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## 1. INTRODUCTION AND LITERATURE REVIEW

English has firmly established itself as the primary language of international communication, leading many non-English-speaking countries, including Indonesia, to emphasize English as a Foreign Language (EFL) education. This situation has increased the demand for qualified teachers to teach English as a Foreign Language. In this context, teachers play a crucial role in educational systems as they directly impact student learning and development (Uçar & Bozkaya, 2016). As a result, teacher education programs are expected to prepare pre-service teachers who are not only proficient in English but also able to manage classes, provide effective teaching, and respond to diverse learning needs.

Preparing a qualified teacher requires more than subject mastery. One of the important keys is teaching readiness. In the educational field, teaching readiness is a teacher's ability and skills to perform in the classroom (Inan & Lowther, 2010). Furthermore, teaching readiness is a factor that can influence teachers' effectiveness during classroom teaching. In line with a previous study, teaching readiness is an important educational component (Endot et al., 2021). The components that the teacher should have mastered in teaching are content knowledge, pedagogical content knowledge, and pedagogical content knowledge (Shulman, 1986). In line with the demands of 21st-century education, the PCK framework has been developed in TPACK. TPACK integrates technological knowledge with pedagogical and content knowledge, enabling teachers to utilize digital tools and enhance student engagement (Santos & Castro, 2021). Technological competence has become a critical part of teaching readiness for pre-service teachers, especially in EFL contexts. It supports creativity in material delivery and helps them adjust to diverse learning styles.

Another important factor influencing teaching performance is self-efficacy. Self-efficacy refers to teachers' beliefs in their ability to successfully carry out specific teaching and learning tasks within their classrooms (Tschannen-Moran and Woolfolk Hoy, 2001). Additionally, the researchers stated that self-efficacy is vital to various educational outcomes, including teacher perseverance, enthusiasm, commitment, instructional practices, and student achievement. Bandura (1997) also noted that teacher self-efficacy can be enhanced through improved teaching behaviors and a supportive learning environment. The researcher added that teachers' attitudes and beliefs influence their behavior throughout the educational process. This emphasizes that developing positive behaviors and strong self-efficacy during teaching practice is essential to prepare teachers for future success as educators. Teachers' readiness and self-efficacy become especially important during the pre-service phase of teacher development.

Several studies have examined teaching readiness and self-efficacy among pre-service teachers. For instance, Arista et al. (2022) reported that pre-service teachers in Indonesia perceived themselves as competent and ready for the profession. However, this study did not explicitly focus on EFL contexts. Another study revealed that pre-service EFL teachers' self-efficacy beliefs are relatively firm but fragile, showing that contextual factors influence their confidence in teaching (Uçar and Yazici Bozkaya, 2016). Other studies confirm that self-efficacy plays an important role in shaping teaching readiness (Sarifah et al., 2024; Umara et al., 2024). Furthermore, Devi et al. (2023) and Nugroho (2017) highlight how self-efficacy directly supports readiness among prospective teachers. However, most existing research focuses on the general teacher education context or examines these constructs separately, rather than exploring their direct relationship in the specific EFL context.

Preliminary observations conducted during teaching practicum suggest that many pre-service teachers faced difficulties such as nervousness and a lack of confidence at the beginning of teaching, difficulties in managing the classroom, inconsistency in selecting teaching methods, inappropriate learning objectives in lesson plans, struggles to find suitable teaching media, and

struggles to adapt to students' needs. In addition, previous studies have shown that teaching practicum is a crucial stage in teacher education, as it allows pre-service teachers to apply their knowledge in real classroom settings. During this phase, pre-service teachers often experience challenges such as nervousness, lack of confidence, and difficulties in classroom management (Nugroho, 2017). In addition, teaching practice has been found to significantly influence pre-service teachers' readiness to become teachers (Devi et al., 2023). These challenges may reflect the level of teaching readiness and self-efficacy among pre-service teachers in actual teaching contexts.

Therefore, this study aims to determine the level of teaching readiness, identify the level of self-efficacy, and analyze the relationship between teaching readiness and self-efficacy in delivering EFL lessons among pre-service teachers at Universitas Negeri Padang. Therefore, this study aims to determine the level of teaching readiness, identify the level of self-efficacy, and analyze the relationship between teaching readiness and self-efficacy in delivering EFL lessons among pre-service teachers at Universitas Negeri Padang.

Universitas Negeri Padang was chosen as the research location because it is one of the leading teacher education institutions in Indonesia that prepares pre-service English teachers through a structured teaching practice program. This context provides a relevant setting for examining teaching readiness and self-efficacy in EFL teaching. By exploring this relationship, this study seeks to provide empirical evidence to the field of EFL teacher education and offer insights for improving pre-service teacher preparation programs.

## **2. METHOD**

This study employed a quantitative correlational research design to examine the relationship between teaching readiness and self-efficacy among EFL pre-service teachers at Universitas Negeri Padang. A correlational method is appropriate because this research aims to determine whether there is a significant relationship between teaching readiness and self-efficacy. Teaching readiness was treated as the independent variable, while self-efficacy functioned as the dependent variable.

The population of this study consisted of 74 pre-service EFL teachers who participated in a teaching practice program during the July–December 2025 semester. Due to the relatively small population, a total sampling technique was applied. However, only 50 participants completed and returned the questionnaire and were therefore included in the data analysis. The participants were placed at various educational levels, including junior high school (SMP), senior high school (SMA), and vocational high school (SMK).

The data of the research were collected with two instruments: a questionnaire and an interview. Furthermore, these two instruments were chosen to provide comprehensive data. The questionnaire allowed researchers to collect measurable and generalizable data on teaching readiness and self-efficacy, while the interviews allowed for deeper exploration and clarification of participants' responses. Therefore, the interviews served as a supporting instrument to enrich and explain the quantitative findings.

The teaching readiness questionnaire was adapted from Tan et al. (2016) and reclassified based on Shulman's (1986) framework: Content Knowledge (CK), Pedagogical Knowledge (PK), and Pedagogical Content Knowledge (PCK), and expanded with Technological Pedagogical Content Knowledge (TPACK) proposed by Koehler and Mishra (2006). The instrument consisted of items measured on a five-point Likert scale ranging from 1 (not at all) to 5 (very high extent).

Teacher self-efficacy was measured using the Teacher Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001) and modified by Bakar et al. (2012)

into a five-point Likert scale. The questionnaire assessed three dimensions of self-efficacy: instructional strategies, classroom management, and student engagement.

The interview selected approximately 5 participants to represent the results of the quantitative findings. There are three from junior high schools (SMP), one from a senior high school (SMA), and one from a vocational high school (SMK). The use of interviews in this study aims to complement quantitative data to get a deeper result.

Quantitative data were analyzed using SPSS version 25. Descriptive statistics were used to determine levels of teaching readiness and self-efficacy. Because the data were not normally distributed, Spearman's Rank Correlation was used to examine the relationship between the two variables. Qualitative data from interviews were analyzed thematically to support and clarify the quantitative results. The data were analyzed thematically following Braun and Clarke's (2006) four steps: transcription, initial coding, categorization, and theme development. The final themes were derived according to the theoretical constructs of the study.

### 3. RESULTS AND DISCUSSION

This section presents three findings about teaching readiness level, self-efficacy level, and the relationship between teaching readiness and self-efficacy in teaching English of the pre-service teachers at Universitas Negeri Padang. Furthermore, to get a deeper insight into the results of a questionnaire. The researcher also employed an interview. The interview was conducted with 5 EFL pre-service teachers with guided questions.

#### Research Finding

##### *Teaching Readiness Level*

Teaching readiness data were obtained from a questionnaire distributed to 50 pre-service teachers of English as a foreign language (EFL). Descriptive statistical analysis shows that teaching readiness scores ranged from 37 to 110, with a mean of 80.82 and a standard deviation of 15.544. This indicates a wide variation in teaching readiness levels among participants.

Table 1. Descriptive Statistics of Teaching Readiness

| Descriptive Statistics |    |         |         |       |                |
|------------------------|----|---------|---------|-------|----------------|
|                        | N  | Minimum | Maximum | Mean  | Std. Deviation |
| TotalTR                | 50 | 37      | 110     | 80.82 | 15.544         |
| Valid N (listwise)     | 50 |         |         |       |                |

The frequency distribution shows that 70% of respondents (35 out of 50) were in the moderate category, 16% (8 out of 50) in the high category, and 14% (7 out of 50) in the low category. Thus, most pre-service teachers of English as a foreign language were at a moderate level of teaching readiness. The table below presents the results of a descriptive statistical analysis used to categorize teaching readiness levels by score intervals.

Table 2. Distributions of EFL Pre-Service Teachers' Teaching Readiness Scores

| No | Interval | Frequency | Verbal Meaning | Percentage |
|----|----------|-----------|----------------|------------|
| 1  | >96      | 8         | High           | 16%        |
| 2  | 65-96    | 35        | Moderate       | 70%        |

|       |     |    |     |      |
|-------|-----|----|-----|------|
| 3     | <65 | 7  | Low | 14%  |
| Total |     | 50 |     | 100% |

Furthermore, the interview findings support this questionnaire result. In terms of content knowledge, participants reported that most of them review the material before entering the classroom, discuss with the mentor teacher, and practice before entering the real classroom. One participant expressed that reviewing the material helps her feel ready and confident, and won't be confused if a student asks a question. At the same time, another stated that discussing difficult topics with a mentor teacher ensures clear explanations during instruction. These responses show how strong subject mastery builds their readiness and confidence before entering the class.

In terms of pedagogical knowledge, a moderate level of teaching readiness reflects the challenges that prospective teachers face in designing lesson plans and selecting appropriate teaching methods. Several participants found that creating a lesson plan was one of the most difficult aspects of the teaching practicum. Several participants acknowledged that lesson planning is one of the most challenging aspects of teaching practice, particularly aligning learning objectives with student needs. Nevertheless, they demonstrated an awareness of the importance of tailoring teaching strategies to student characteristics, such as identifying student learning styles and selecting appropriate approaches. These findings suggest that, although preservice teachers possess basic pedagogical knowledge, they still require ongoing guidance and practice to develop more effective instructional decision-making skills.

Pedagogical content knowledge was also important in how pre-service teachers combined what to teach with how to teach it. Interview data revealed participants demonstrated the ability to explain concepts using contextual examples, games, or real-life connections to explain English concepts, such as teaching descriptive text using a video about missing people, comparing the real students when teaching comparison degrees, and teaching grammar through text not focusing on the rules. This integration of content and pedagogy indicates that they successfully combined what to teach (content) and how to teach it (pedagogy).

Furthermore, TPACK emerged as a strength among participants. The majority of pre-service teachers reported using digital tools such as PowerPoint, YouTube, Wordwall, Kahoot, and self-created instructional videos to support learning and to make the activities more interesting and effective. Additionally, there is one participant who makes her own video. Despite limited school facilities, participants attempted to integrate technology meaningfully, demonstrating their readiness to adapt teaching practices to digital learning environments.

#### *Self-Efficacy Level*

Self-efficacy data were obtained from a questionnaire distributed to 50 pre-service teachers of English as a foreign language (EFL). Descriptive statistical analysis shows that self-efficacy scores ranged from 55 to 119, with a mean score of 87.64 and a standard deviation of 13.888.

Table 3. Descriptive Statistics of Self-Efficacy

| Descriptive Statistics |    |         |         |       |                |
|------------------------|----|---------|---------|-------|----------------|
|                        | N  | Minimum | Maximum | Mean  | Std. Deviation |
| TotalSE                | 50 | 55      | 119     | 87.64 | 13.888         |
| Valid N (listwise)     | 50 |         |         |       |                |

The frequency distribution shows that 64% of respondents (32 out of 50) were in the moderate category, 16% (8 out of 50) in the high category, and 20% (10 out of 50) in the low category. Thus, most pre-service teachers of English as a foreign language were at a moderate level of self-efficacy. The table below presents the results of a descriptive statistical analysis used to categorize self-efficacy levels by score intervals.

Table 4. Distributions of EFL Pre-service Teachers' Self-Efficacy Scores

| No    | Interval | Frequency | Verbal Meaning | Percentage |
|-------|----------|-----------|----------------|------------|
| 1     | >101     | 8         | High           | 16%        |
| 2     | 73-101   | 32        | Moderate       | 64%        |
| 3     | <73      | 10        | Low            | 20%        |
| Total |          | 50        |                | 100%       |

The interview results also revealed in terms of student engagement, participants motivate students who are less interested in English through games, rewards, connecting lessons to students' hobbies and giving advice on how important it is to learn English. Moreover, instructional strategies were also important; most of the participants applied interactive and meaningful learning methods such as group discussion, role play, and problem-based learning. Another important aspect is classroom management. Classroom management is a common challenge for all participants. All the participants used rules, ice-breakers, rewards, and firmness to maintain the classroom.

#### *The Relationship between Teaching Readiness and Self-Efficacy*

To measure whether there is a relationship between teaching readiness and self-efficacy, this research used Spearman's Rank Order Correlation. In this test, Spearman's Rank Order correlation shows how strong and in what direction the relationship is between teaching readiness and self-efficacy. Spearman's Rank Order correlation coefficient of these two variables is 0.737, indicating a positive direction of the relationship between the two variables. The significance value is 0.000, which is smaller than the alpha level ( $\alpha = 0.01$ ), indicating a significant relationship between these two variables.

Furthermore, the correlation coefficient is positive (0.737), which shows that there is a positive relationship between "Teaching Readiness" and "Self-Efficacy", meaning that a higher level of teaching readiness is associated with higher self-efficacy.

Table 5. The Correlation between Teaching Readiness and Self-Efficacy

| Correlations   |         |                         | TotalTR | TotalSE |
|----------------|---------|-------------------------|---------|---------|
| Spearman's rho | TotalTR | Correlation Coefficient | 1.000   | .737**  |
|                |         | Sig. (2-tailed)         | .       | .000    |
|                |         | N                       | 50      | 50      |
| TotalSE        | TotalSE | Correlation Coefficient | .737**  | 1.000   |
|                |         | Sig. (2-tailed)         | .000    | .       |
|                |         | N                       | 50      | 50      |

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

This result means there is a statistically significant relationship between teaching readiness and self-efficacy among EFL pre-service teachers. Also, the correlation score between

these variables is 0.737, which falls into high correlation. In other words, these two variables demonstrate a strong positive correlation between teaching readiness and self-efficacy. The correlation can be classified in the table below:

Table 6. Strength of Relationship (Sugiyono, 2019)

| Correlation | Criterion             |
|-------------|-----------------------|
| 0.00-0.199  | Very Low Correlation  |
| 0.20-0.399  | Low Correlation       |
| 0.40-0.599  | Moderate Correlation  |
| 0.60-0.799  | High Correlation      |
| 0.80-1.000  | Very High Correlation |

Based on the results given above, interview findings reinforce these results, as participants who prepared their materials thoroughly, designed appropriate lesson plans, and integrated technology effectively also expressed greater confidence in motivating students and managing the classroom. Furthermore, this result shows that pre-service teachers with higher teaching readiness tend to exhibit higher levels of self-efficacy in student engagement, instructional strategies, and classroom management. Both sets of data consistently demonstrate that mastery of content, pedagogy, and technology has a positive influence on self-efficacy in teaching.

## Discussion

The findings of this research indicate that the level of teaching readiness among EFL pre-service teachers falls into a moderate range. This condition indicates that pre-service teachers have developed basic knowledge related to content, pedagogy, and technology. However, their preparedness has not yet reached an optimal level. The moderate level of readiness can be explained by several factors that emerged from the interview results.

First, the moderate level of teaching readiness reflects the pre-service teachers' developing ability to integrate content, pedagogy, and technology. Although participants have acquired essential components such as content knowledge, pedagogical knowledge, and technological knowledge, their ability to apply these components cohesively is still limited. This condition aligns with Shulman's (1987) view that teacher knowledge is formed when teachers can transform knowledge into a teachable and understandable form. Interview results showed that participants frequently reviewed materials, designed lesson plans, and selected media before teaching. However, some still struggled to adapt strategies to students' needs. This suggests that the moderate level indicates their knowledge was already present, and pre-service teachers are aware of appropriate teaching strategies and lesson planning, but they are still in the process of learning how to adapt their plans to diverse student needs and classroom situations.

Another factor of the moderate level of teaching readiness is the difficulties of classroom management. Several participants admitted that maintaining classroom discipline and managing student behavior remained difficult, especially when facing unmotivated or active students. Furthermore, contextual factors such as limited school facilities and diverse student characteristics also influence their readiness, as these conditions often require teachers to be flexible and creative in implementing teaching strategies.

Additionally, the findings related to technology use reflect a similar pattern. According to Koehler and Mishra's (2006) TPACK framework, effective teaching requires not only the use of technology but also the ability to integrate it meaningfully with content and pedagogy. Although

the participants used PowerPoint, YouTube, and Wordwall, they were not always confident in deciding how to incorporate these tools strategically. This is likely because their experience with real classroom teaching is limited, making their technological integration functional but not yet optimal. This pattern is consistent with Arista et al. (2022), who noted that pre-service teachers often perceive themselves as competent but still need more teaching exposure to refine their readiness.

The interview data further illustrate that pre-service teachers mentioned challenges in planning lessons and adjusting teaching methods, especially when students show varied learning styles. These challenges reflect Tan et al.'s (2016) argument that readiness involves the ability to respond to the dynamic nature of classroom interactions. Therefore, the moderate level of readiness does not indicate a lack of preparation, but rather a stage of development where the basic knowledge exists but requires more practice to be consistently applied.

In terms of self-efficacy, this study found that the level of self-efficacy of pre-service teachers fell into the moderate to high. Particularly, in student engagement, instructional strategies, and classroom management (Tschannen-Moran and Woolfolk Hoy, 2001). Based on Bandura's Social Cognitive Theory (1997), self-efficacy arises from four sources: mastery experiences, vicarious experiences, verbal persuasion, and emotional states. According to Bandura (1997), mastery experience is the most influential source in shaping self-efficacy and professional confidence. Moderate results show that participants have limited mastery experiences, as many of them are still in the process of building experience in a real classroom environment. Since most pre-service teachers in this study have only participated in a short teaching practicum, their opportunities to improve mastery experience are limited.

Furthermore, interview results indicated that participants felt confident in engaging students and implementing learning strategies such as games, group discussions, and contextual learning. This finding aligns with the framework proposed by Tschannen-Moran and Woolfolk Hoy (2001), which emphasizes student engagement and learning strategies as key dimensions of teacher self-efficacy. However, some participants also reported difficulties in classroom management, particularly in maintaining discipline and consistently controlling student behavior. These challenges may cause their less confidence when faced with unpredictable classroom situations, causing their self-efficacy to remain at a moderate level. These findings are in line with Uçar and Yazici Bozkaya (2016), who found that EFL pre-service teachers' self-efficacy beliefs were generally firm but still fragile when facing unfamiliar teaching situations. It also aligns with Nugroho (2017), who reported that pre-service EFL teachers in Indonesia had moderate to high self-efficacy levels but still experienced nervousness before teaching. However, they still need more teaching experience to strengthen their confidence in maintaining consistency and control in different classroom contexts.

Finally, the strong positive correlation between teaching readiness and self-efficacy suggests that adequate preparation plays a crucial role in shaping the self-efficacy of pre-service teachers. Pre-service teachers who demonstrate stronger readiness in lesson planning, mastery of subject matter, and integration of technology tend to feel more confident in their teaching abilities. This suggests that pre-service teachers who are better prepared, especially in subject matter mastery, pedagogical planning, and technology use, tend to have higher self-efficacy in teaching. This finding supports Bandura's (1997) view that mastery experiences are the strongest determinant of self-efficacy, as successful preparation and teaching experiences reinforce teachers' beliefs in their own abilities. It also aligns with Tan and Rodriguez (2019), who found that higher teaching readiness leads to stronger teaching.

#### 4. CONCLUSION

This study investigated the level of teaching readiness and self-efficacy, as well as the relationship between these two variables, among EFL pre-service teachers at Universitas Negeri Padang. From the analysis that has been carried out, the overall level of teaching readiness among EFL pre-service teachers is moderate. This indicates that pre-service teachers already possess basic teaching knowledge related to content, pedagogy, and technology. However, these competencies have not yet been fully developed or applied consistently in real classroom situations.

Furthermore, pre-service teachers demonstrated moderate to high levels of self-efficacy, especially in student engagement and instructional strategies. However, their self-efficacy in classroom management was relatively unstable, reflecting limited mastery experience in handling diverse classroom situations. This suggests that pre-service teachers are still in the process of building teaching confidence, particularly when dealing with unpredictable classroom conditions.

The findings also reveal a strong and significant positive relationship between teaching readiness and self-efficacy. Pre-service teachers who show higher readiness in lesson planning, subject matter mastery, and technology integration tend to have stronger confidence in their teaching abilities. This suggests that adequate preparation plays an important role in shaping pre-service teachers' self-efficacy.

Overall, this study concludes that teaching readiness and self-efficacy develop together during the pre-service teacher education phase. Adequate preparation, supported by sufficient teaching experience, plays an important role in strengthening pre-service teachers' self-efficacy. Therefore, improving teaching readiness through more teaching practice and classroom exposure is essential to help pre-service teachers develop stronger confidence before entering the professional teaching field.

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