Description Of The Teaching Readiness Of PGSD UBT Students In Review From *Self Efficacy*

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ABSTRACT

This research describes the level of teaching readiness in IPAS (Integrated Science and Social Science) of PGSD UBT (Elementary Teacher Education) students as viewed from self-efficacy. Introduction and research objective: introduction and research objective: state briefly the problem or issue addressed and the research goal, method: This study applies a mixed-methods approach. The sample used in this study consists of PGSD UBT students who have undergone the PPL (Field Experience Program). The research sample involves 40 students, and the method used for sampling is total sampling. The tools used for data collection include self-efficacy, questionnaires and interview guidelines. Based on data analysis, the teaching readiness of IPAS students in terms of self-efficacy shows a high result, with an average percentage of 62.91% in the high category and 37.08% in the medium category. results: This percentage is based on six indicators of student self-efficacy, namely: (1) Confidence in facing challenging teaching tasks reaches 50% in the high category and 50% in the medium; (2) Confidence in planning IPAS teaching is 65% high and 35% . Currently; (3) Confidence in facing various situations while teaching IPAS is 65% high and 35% moderate; (4) Confidence in anticipating new teaching situations is 72.5% high and 27.5% moderate; (5) Resilience in facing difficulties while teaching IPAS is 62.5% high and 37.5% moderate; and (6) Persistence in overcoming challenges in teaching IPAS is 25 (62.5%) high and 15 (37.5%) moderate. Thus, it can be concluded that the readiness to teach IPAS of UBT PGSD students in terms of self-efficacy is in the high category.

Keywords: Learning, Learning Variety, Self Efficacy

Quote (APA Style):

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INTRODUCTION

As one of the institutions that will produce teachers for the future, the Department of Teacher Education for Elementary Schools (PGSD) located in the Faculty of Teacher Training and Education, University of Borneo Tarakan has an important role in forming educators in the field of classroom teachers, especially within the scope of North Kalimantan Province. Here, PGSD students will be equipped with several competencies ranging from cognitive aspects, psychomontoric, and affective aspects that will be needed by teachers in improving their professionalism as an educator. According to (Zagoto, 2019) the cognitive aspect produces self-efficacy Beliefs, decisions, or rewards related to how far a person Evaluates his skills in completing work in order to obtain the desired desired results. Therefore, the concept of self-efficacy is an important thing that needs to be considered by PGSD students who will be involved in dealing with various situations, especially in the classroom. This research focuses on *self efficacy* in cognitive aspects related to students' readiness to teach social studies in elementary schools.

Teaching readiness is an ability possessed by a teacher, both experienced and prospective teachers, needs to prepare themselves carefully so that the educational process can run well if the goals to be achieved are clear. This is in line with the opinion of Tuti & Anasrulloh (2022), who state that the success of a teacher depends heavily on the level of readiness he or she has, helping to reduce mistakes that may occur when carrying out his professional duties. This is in stark contrast to the goal of the national education ministry to realize superior Human Resources (Irmaningrum, Zativalen, & Nurhidayat, 2023). Subject teachers and teaching staff can collaborate in carrying out the role of Guidance and Counseling in realizing the psychological well-being of students (Rahmawati et al., 2024)

According to Fanani et al. (2022), IPAS is an Independent Curriculum that introduces new subjects that integrate elements from Natural Sciences (IPA) and Social Sciences (IPS). In the view of Ari Setiawan (2023), Natural and Social Sciences (IPAS) is a branch of science that studies everything related to living things, non-living objects in the universe, and the relationship between the two, besides that it also includes the study of human life, both as individuals and as part of a society that interacts with the surrounding environment. IPAS is a new lesson resulting from the integration of natural sciences (IPA) and social sciences (IPS) which studies the relationship between living things and inanimate objects in nature and Social Sciences (IPS) studies related to humans, as individuals as well as social beings, living life by interacting with each other in their environment. From the opinions of these experts, it can be concluded that in the learning process, IPAS is a new lesson introduced in the independent curriculum which will learn related to the science of living things, inanimate objects, and interactions related to the life of social beings.

Self efficacy is the sense of a person's ability to influence various actions to carry out tasks in order to realize goals. According to Bandura (Sumartini, 2020Self-efficacy is a person's belief in his or her potential in completing a certain job, which in turn allows the achievement of the desired goal. Thematic Based Learning Device Specifications Collaborative Learning . Thematic based learning tools collaborative learning developed in the form of a syllabus, Learning Implementation Plan (RPP), interactive teaching materials containing teaching materials, student worksheets, evaluation questions (Irmaningrum, Zativalen, & Lamongan, 2023). *Self efficacy* is also important, especially in the world of education, for a prospective teacher to carry out learning activities so that they run well. This research aims to develop learning media in the form of a digital flipbook for poetry writing material in 5th grade Indonesian lessons in elementary schools (Al-habibah et al., 2025).

In Bandura's opinion (Sumartini, 2020), 4 (four) sources *of self-efficacy include several factors, including: self-acquired achievements, other people's experiences, encouragement or beliefs*

given verbally, and mental states or conditions experienced. According to Bandura (Mawaddah, 2021), the level of self-efficacy of each individual can vary and is influenced by three main dimensional factors, including: (1) Level dimension (task difficulty level), which the task faced can be perceived differently depending on the level of difficulty he or she feels. The way a person views the task is greatly influenced by how much ability or skill he or she has finally makes him feel confident in his understanding of a task. (2) The dimension of *generality* (the area of behavior), refers to the extent to which a person is confident in his ability in various tasks covering various activities, both those that are usually done and those that are done for the first time in carrying out the work. (3) Dimension *of strength*, A person's confidence is related to the extent to which he is confident in his ability to overcome various obstacles and problems that come his way. Traditional games are one of the game and or sports activities that develop from a certain community custom (Setiawan et al., 2024). This relates to a person's ability to fulfill his duties.

As for to see the *self-efficacy* of students in teaching IPAS, several indicators of student self-confidence are needed which are shown when practicing IPAS teaching directly. According to Dewanto (2018), the three aspects *of self-efficacy* stated by Bandura can be developed into several indicators that are adjusted to the teaching context, namely the following: for the *Magnitude/level* Dimension (Task difficulty level), the indicator is Confidence in undergoing teaching challenges and planning the teaching process. In the Generality dimension (Broader scope), the indicators include confidence in dealing with a variety of teaching situations as well as the ability to prepare for new and never-before-seen teaching experiences. Meanwhile, in the dimension of Strength (Resilience level), it includes endurance in facing difficulties in teaching and perseverance in finding solutions to overcome challenges that arise during the teaching process. In line with this, based on the observations that have been made, it is illustrated that there are students who lack readiness to teach social studies in elementary school, this is due to several reasons such as students' difficulties in relating science and social studies learning to social studies learning because it is a new learning, lack of experience in teaching social studies, and lack of mastery of science subjects. This is certainly information to identify the condition of the *self-efficacy of* PGSD UBT students of the class of 2020 on the readiness to teach social studies.

METHODS

This research adopts a "Mixed Method" approach, a research method that combines qualitative and quantitative approaches. The main focus of this study is to lead to how the readiness to teach IPAS of PGSD UBT students class of 2020 if reviewed from *self-efficacy*. This research was carried out at the University of Borneo Tarakan located on Jalan Amal Lama No. 1, Pantai Amal Village, East Tarakan District, Tarakan City on June 24 to July 24, 2024. The population in this study is active PGSD students of the class of 2020 who have taught IPAS learning subjects and have completed the School Field Introduction (PLP) which totals 44 students. The sample in this study is 40 students. The development of VARK-based e-comics media in this study uses the 4D model proposed by Thiagarajan (Irmaningrum, Zativalen, & Lamongan, 2023).

The methods applied to collect information in this study include the distribution of questionnaires and the conduct of research interviews using a closed questionnaire type and the researcher using an unstructured interview type. A individual with many characteristics possessed of course also provide Miscellaneous method they Learning is influenced by several factors (Devi & Liliyani, 2024). The trial of the instruments used, namely validity and reliability testing, will be carried out, and for the method used to analyze the data is descriptive statistics, which involve several stages, including the process of collecting data from questionnaires that have been

distributed through google forms, Determining the value for each question in the questionnaire by considering the applicable scoring norms, Making a recapitulation tabulation Each subject will have a value for each items, which will then be totaled, and the results of the Information will be processed and analyzed through the Microsoft Excel 2013 application,

Categorize data with the level categorization method determined according to Azwar 2012 in (Muh. Anwar et al., 2023), Input categorization data into the SPSS application version 25, Select 4 students, namely 2 from the high category and 2 from the medium category to conduct deeper interviews, then draw conclusions from the data obtained. Research trends in the last decade show a significant increase in the application of game-based learning and team games tournaments (TGT) in civic education (Pranata & Syamsijulianto, 2025).

RESULTS

In this section, the researcher will analyze and describe how the readiness to teach IPAS of PGSD UBT students of the class of 2020 when viewed from the perspective of self-efficacy. The researcher collected data through the distribution of questionnaires to 40 students and conducted interviews with 4 PGSD students of the 2020 batch. From the results *of the Descriptive Statistical Test of the self-efficacy* of PGSD UBT students, data was obtained in table 1 below:

Table 1 Descriptive Statistics *of Self Efficacy* of PGSD UBT Students

Indicators	Self efficacy *indicator*	Number of Samples	Aver age	Standard Deviatio n
1	Self-certainty in facing challenges in the difficult teaching process.	40	11.38	1.49
2	Confidence in planning IPAS teaching tasks	40	11.83	1.55
3	Confidence in facing various conditions when teaching.	40	12.20	1.78
4	Confidence to prepare for a new and never-before-seen teaching experience.	40	12.50	1.63
5	Confidence to Hold longer when facing challenges in the IPAS teaching process.	40	11.58	1.69
6	Steadfastness in facing difficulties when carrying out duties as an IPAS teacher	40	11.72	1.84

Based on table 1 of the data above, it can be seen that indicator 1) Confidence in facing challenges in teaching was obtained with an average score of 11.38 and a standard deviation of 1.49. The second indicator, which measures confidence in designing IPAS teaching assignments, showed an average score of 11.83 and a standard deviation of 1.55. Furthermore, confidence in managing various situations while teaching IPAS was recorded with an average score of 12.20 and a standard deviation of 1.78. The fourth indicator, which measures confidence in dealing with new situations in teaching, had an average score of 12.05 and a standard deviation of 1.63. The confidence to last longer when facing difficulties in teaching IPAS was recorded with an average score of 11.58 and a standard deviation of 1.69. Finally, the sixth indicator that assesses perseverance in overcoming challenges in teaching IPAS has an average score of 11.72 with a relevant standard deviation of 1.84. These values were obtained from the results of the Descriptive Statistics test on *student self-efficacy* from 40 respondents who filled out questionnaires on 6 indicators with a total of 24 statements.

Table 2. Categorization *of Student Self Efficacy* Per Indicator

Category	Interval	Sum					
		i1	i2	i3	i4	i5	i6
Low	X < 8	-	-	-	-	-	-
Keep	8 ≤ X < 12	20	14	14	11	15	15
Tall	12 ≤ X	20	26	26	29	25	25
	Total	**40**	**40**	**40**	**40**	**40**	**40**

Category	Interval	Percentage (%)						Average
		i1	i2	i3	i4	i5	i6	
Low	X < 8	-	-	-	-	-	-	
Keep	8 ≤ X < 12	50	35	35	27,5	37.5	37.5	37.08
Tall	12 ≤ X	50	65	65	72.5	62.5	62.5	62.91
	Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Description: I (indicator)

Table 2 above shows that the *self-efficacy* of PGSD UBT students in teaching IPAS This text is included in a very high group with an average percentage of 62.91 for the high category and 37.08 for the medium category. This can be seen from 6 indicators of student *self-efficacy* in the high category, namely: i1 as many as 20 (50%), i2 as many as 26 (65%), i3 as many as 26 (65%), i4 as many as 29 (72.5%), i5 as many as 25 (62.5%) and i6 as many as 25 (62.5%), which have a larger percentage compared to *self-efficacy* studentsNamely: I1 as many as 20 (50%), i2 as many as 14 (35%), i3 as many as 14 (35%), i4 as many as 11 (27.5), i5 as much as i5 (37.5%) and i6 as many as 15 (37.5). Therefore, from the data, it can be concluded that the self-confidence of students or their self-efficacy PGSD UBT in teaching IPAS is in the high category. The data were obtained after the distribution of the questionnaire to all subjects in the study.

Discussion

The data is supported by the results of interviews on each indicator conducted by the researcher, which are as follows:

In indicator 1) confidence in facing difficult teaching tasks, several things were obtained, including: confidence in linking IPAS learning, difficulties in linking IPAS learning, and solutions in linking IPAS learning. Students who have a strong level of self-confidence and students with a low level of self-confidence are confident in associating science and social studies learning with social studies learning, therefore this shows that students' confidence in associating science and social studies learning with social studies learning is good but inseparable from several difficulties,

including lack of experience teaching social studies, according to (Simbolon, 2023), the higher a teacher's teaching experience, the higher *the self-efficacy* in the learning process.

And in addition, the lack of learning materials, media, and teaching materials is an obstacle in carrying out science learning, especially in associating the concept of science and social studies learning with social studies learning so that the solution that can be provided is by making a summary of the material that is directly related to the experience activities felt by students in their daily routine and looking for learning resources that can be by utilizing digital technology and others. Practically, the integration of PBL model and interactive digital media can improve the quality of interaction in the classroom (Mardika et al., 2025). Therefore, students with *high self-efficacy* show characteristics that they have in teaching social studies, including: being able to associate science and social studies learning with social studies learning, while students with *moderate self-efficacy* are quite able to relate science and social studies learning to social studies learning.

In indicator 2) confidence in planning IPAS teaching tasks, which according to (Kanusta & Pertiwi, 2023) the steps in learning planning include: needs analysis, preparation of learning objectives, selection of teaching methods, and determination of learning materials or media, preparation of learning plans, learning assessment, adjustment and reflection. Students with high *self-efficacy* said that there are around 7 plans in teaching IPAS, namely: compiling learning modules, preparing media, teaching materials, planning learning strategies, planning evaluations/assessments, managing time allocation and preparing the learning environment. Meanwhile, students with *self-efficacy* are mentioning about 4 plans in teaching IPAS, namely: preparing teaching materials, preparing learning media, preparing materials and planning learning models. Good learning planning will support the achievement of learning goals. In line with the opinion (Putrianingsih, et al., 2021) An effective learning process can be achieved if supported by careful planning. Thus, students who have high self-efficacy tend to be more able to achieve the desired learning outcomes showing the characteristics they have in teaching IPAS, including: having a good teaching plan, while students with *moderate self-efficacy* lack planning in teaching IPAS.

In indicator 3) Confidence in facing various situations when teaching. According to (Raudhatul Hayati, 2021) Learning methods are one of the crucial elements that play a role in determining the success of the teaching and learning process. This is because the method includes various strategies designed to provide support to learners so that they can understand the material in a more efficient and directed method *Self-efficacy* is using active learning methods to help students to be able to multiply more information so that social studies learning can run more efficiently and also good time management can help complete social studies learning efficiently by prioritizing important and relevant materials. Students with high *self-efficacy* take advantage of various active learning methods and utilize digital learning media. Related to the belief in completing IPAS learning efficiently in students who have a strong sense of confidence and students with moderate confidence have the same way to deal with it, namely: by utilizing various active learning methods and utilizing digital learning media to save time and enrich the material.

And related to the challenges that arise for students who have a strong sense of confidence and those who have a high level of confidence in themselves with a moderate level of self-confidence, namely: limited time in learning, limited tools and materials in learning in the form of practice. So that solutions can be done by focusing on explaining the core material, saving time during learning, utilizing the resources that are around. The controlling function is executed through routine and transparent evaluation processes involving school principals, teachers, committee members, and parent representatives (Nurrahman & Marmoah, 2025). Therefore,

students with high *self-efficacy* show the characteristics they have in teaching social studies, including: having many solutions to complete learning to be efficient while students with moderate *self-efficacy* are able to complete social studies learning efficiently.

In indicator 4) Thinking about preparing for teaching conditions that have never been faced before. According to (Sanjani, 2021), teachers as responsible individuals in the classroom can anticipate situations by choosing various teaching strategies that suit the specific needs of the class. In this context, it is a strategy that students can use to maintain students' calm and focus when carrying out IPAS learning. Instruments used to collect data include observation, interviews, questionnaires, and documentation studies (Ayu et al., 2025). Students with high *self-efficacy* who use a variety of learning methods as a strategy and provide signals/instructions for example the word "attention" then "ready" which is followed by students to establish good relationships and create a comfortable learning atmosphere.

Meanwhile, in contrast to students with *moderate self-efficacy*, they tend to use rules/agreements to maintain students' calm and focus in the learning process. According to (Ihyadin et al., 2021) class agreements that have been agreed upon jointly by teachers and students are important to create a structured and supportive learning environment. Based on the results of the questionnaire on physical bullying, verbal bullying, and social bullying, physical acts, exclusion, and ridicule are still found (Amalia et al., 2025). By making rules or agreements in the classroom, you can anticipate the possibility of disruption in teaching IPAS in the classroom. Therefore, students with high *self-efficacy* show characteristics that they have in teaching IPAS, including: being able to develop strategies to maintain students' calm and focus when carrying out IPAS learning, while students with moderate *self-efficacy* are less able to develop strategies to maintain students' calm and focus when carrying out IPAS learning.

Indicator 5) Belief to Remain Firm and Do Not Give Up Easily Despite Facing Challenges in the IPAS Teaching Process. One sign that someone has learned something is a change in their behavior (Kristanti, 2024). According to (Febriani et al., 2024) teacher difficulties are several obstacles What educators feel during the learning process in the classroom that can be caused by students and also from teachers, difficulties can come from anywhere that cause the teaching and learning process to be hampered or not run smoothly. The success of the target number of trainees; The target number of counseling participants is 35 teachers, while in the implementation of counseling activities there are 30 teachers present (Zativalen et al., 2024)

In this case, the difficulties that arise are related to the difficulty of students' understanding of concepts in science learning. The data collection techniques used by researchers in this study include several activities, including observation, tests, questionnaires, and documentation (Mayasar & Adrian, 2024). In this case, the strategy used by students who have a strong sense of confidence compared to students who have a moderate level of self-confidence is by using learning method strategies in the form of experiments, projects and practices for this strategy in addition to being able to help students to be able to multiply information more deeply can also encourage students to discuss and cooperate related to the concepts in social studies learning, And in addition, another strategy used is to explain simple and gradual concepts using language that is easy to understand. This cooperative learning method is practical and easy to implement (Zativalen et al., 2025). Therefore, students with high *self-efficacy* show characteristics that they have in teaching social studies, including: being able to identify students' initial understanding of the concept of social studies learning, while students with *moderate self-efficacy* are able to utilize software.

At Indicators 6) Tenacity in trying to overcome challenges when teaching IPAS. At Indators This will see how students can overcome every difficulty that comes with running IPAS learning. In

students with *self-efficacy* have difficulties such as lack of classroom management and low motivation and student participation. In social attitudes, there is also a significant difference in the cooperative learning strategy of Number Head Together (NHT) compared to conventional learning of social attitudes (Zativalen & Hasanah, 2016).

According to (Melati & Susanto, 2023) Classroom management is an ability One of the most crucial things for an educator is the ability to understand, analyze, make decisions, and act to improve the ever-changing and dynamic classroom atmosphere. With good classroom management, it will facilitate learning in the classroom. In addition, according to Motivation, it plays an important role in determining the success of a student. Flipbooks are digital books in the form of software designed to convert PDF files (Portable Document Format) and change the appearance of PDF files to make them look more attractive like a real book (Putri et al., 2024) A student who has an drive and enthusiasm for learning tends to be better able to achieve his goals and succeed in the learning process, student participation can also support the running of IPAS learning. In contrast to students who have self-confidence, they tend to experience challenges in understanding the concept of social studies and difficulties in delivering material due to a lack of learning resources Therefore, students who have a strong sense of confidence tend to be better able to face challenges and achieve their goals by doing several ways such as preparing additional or alternative explanations with simpler language or examples that are easy for students to understand, and by utilizing learning resources such as learning videos or educational applications.

And in students who have a high level of self-efficacy, they will do several ways to overcome the difficulties such as by making rules or agreements in the class clearly, using ice breaking when the class is not conducive, according to (Haryati & Puspitaningrum, 2023) *the idea of breaking* aims to encourage students' enthusiasm for learning to show higher involvement and great enthusiasm in undergoing each stage of learning. Then make active and interactive learning, and provide awards/rewards for students who show effort and participation. Storytelling-Based Animation Video is an innovation by utilizing digital technology that is able to increase student motivation and involvement in learning through increasing the variety and effectiveness of media use (Maulidin et al., 2025). There is a difference in the difficulties experienced by students with moderate *self-efficacy* and students with high *self-efficacy* so that the way to overcome the difficulties is also different. Therefore, students with high *self-efficacy* show the characteristics they have in teaching IPAS, including: having good skills in classroom management, while students with moderate *self-efficacy*, namely being able to convey the concept of IPAS to be simpler.

DISCUSSION

From the results and discussion above, a fairly high percentage in the category *of high self-efficacy* appears in the confidence indicator in As many as 72.5% of respondents show readiness to face challenges in teaching situations that they have never experienced before. At the beginning of using Quizizz media, some students still ask for help in using this Application (Syifa et al., 2024).However, other factors such as confidence in handling complex teaching tasks, planning IPAS lessons, and dealing with various conditions when teaching IPAS also play an important role. During lessons, students tend to choose friends who are similar to themselves. This is due to the fact that they feel safer and more comfortable if they are in a group that can support them, which is different from heterogeneous groups (Zativalen et al., 2022). In addition, the belief to survive when facing difficulties in teaching IPAS and perseverance to overcome obstacles in the teaching process are also aspects that are no less significant in IPAS, must still be evaluated again and improved again because the *self-efficacy* possessed by each student can affect their behavior when carrying out IPAS teaching practices in the classroom.

CONCLUSION

In conclusion, the readiness to teach IPAS of PGSD UBT students when viewed from *the level of self-efficacy* can be seen in the percentage of *student self-efficacy* in the following 6 indicators: (i1) Confidence in overcoming challenges in complex teaching 20 (50%) high and 20 (50%) medium, (i2) Confidence in planning teaching tasks IPAS 26 (65%) high and 14 (35%) medium, (i3) Confidence in managing various conditions when teaching IPAS 26 (65%) high and 14 (35%) moderate, (i4) Confidence in facing new and never-before-faced teaching situations 29 (72.5%) high and 11 (27.5%) moderate, (i5) Confidence to remain firm and able to face challenges that arise during the teaching process IPAS 25 (62.5%) high and 15 (37.5%) medium and (i6) Resilience in facing difficulties when carrying out teaching assignments IPAS 25 (62.5%) high and 15 (37.5%) moderate.

Students with *self-efficacy* are showing characteristics that they have in teaching social studies, including: being confident enough to be able to relate science and social studies learning to social studies learning, teaching planning that is still lacking, able to complete social studies learning efficiently, less able to develop strategies to maintain students' calm and focus when carrying out social studies learning, having the ability to utilize software and being able to convey the concept of IPAS to make it simpler.

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