Pre-service primary school teachers' self-efficacy for teaching social studies: An Indonesian perspective

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Pre-service teachers need to develop strong self-beliefs about their ability to promote student learning. This study employed a quantitative descriptive approach with a survey method to examine pre-service primary school teachers' self-efficacy for teaching social studies and differences based on high school educational background and teaching experience. The participants were 60 undergraduate students in an Elementary School Teacher Education Program. The research instrument was a combination of self-composed statements and statements adapted from the *Teachers' Sense of Efficacy Scale* and the *Social Studies Teacher Self-Efficacy Scale*. Data were analysed using descriptive statistics, one-way ANOVA, and an independent sample t-test. The findings indicated that pre-service primary school teachers have a high level of self-efficacy, especially in the social studies learning dimension. It was found that a high school educational background made a significant difference in self-efficacy in teaching social studies in inquiry learning. However, there was no statistically significant difference in self-efficacy based on teaching experience.

Introduction

One factor contributing to student achievement in learning is teacher self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2001). In education, self-efficacy can be defined as a teacher's belief in their ability to teach in order to bring about positive changes in student achievement levels and behaviour (Durak, 2021). In addition to facilitating student achievement in learning (Holzberger et al., 2013), teachers with higher levels of self-efficacy will try different learning strategies (Bandura, 1999), conduct classroom organisation, and assist students in learning. It can positively affect students' self-esteem, motivation, self-direction, and attitude towards learning and school (Taimalu & Õim, 2005). One of the important motivations for creating teacher effectiveness in classroom learning is teacher self-efficacy. Teachers with high levels of self-efficacy have high resilience in teaching and a tendency to try harder to help students reach their potential (Pendergast et al., 2011). Self-efficacy also influences thoughts, mindsets, and emotions that enable classroom activities.

Teacher self-efficacy

Self-efficacy is a central concept in Bandura's social cognitive theory (Bandura, 1986) and is seen as the foundation for human action. Bandura defined self-efficacy as an intellectual activity undertaken by a person to develop beliefs about one's ability to reach a certain level of achievement (Bandura, 1977). Self-efficacy is a belief in one's ability to perform a task (Haverback, 2017). Self-efficacy is also found to determine and predict achievement (Bandura et al., 2001). These beliefs influence mindsets that can improve performance

(Bandura, 1999). People with high self-efficacy will have high resilience when facing difficulties, set lofty goals for themselves, use more significant effort, and have a solid commitment to the goals they want to achieve (Bandura, 2012). On the other hand, someone with low self-efficacy tends to give up easily and often limits their abilities due to feelings of doubt in achieving the success set (Bandura, 1999). Self-efficacy becomes a defence when someone focuses beliefs on their abilities when facing obstacles.

The quality of human functioning through cognitive, motivational, affective, and decision-making processes is influenced by self-efficacy beliefs (Bandura, 2012). A teacher must have high self-efficacy because it can influence the initiative and perseverance in certain activities, so having high teaching self-efficacy for teachers is a must. Teacher self-efficacy is a judgment of the teacher's ability to get the desired results from student engagement in learning, which may include students who have difficulty understanding the material or are unmotivated (Tschannen-Moran & Woolfolk Hoy, 2001). Teacher efficacy is associated with student learning outcomes such as achievement (Tschannen-Moran & Woolfolk Hoy, 2001). In addition, teacher efficacy is also related to teacher behaviour in the classroom. The effort put into teaching, the learning goals set, and the level of engagement in learning are influenced by teacher self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2001). Teacher self-efficacy is a motivational construct that directly affects classroom outcomes. It has been linked to student achievement (Pendergast et al., 2011).

Four sources influence teacher self-efficacy (Pendergast et al., 2011). These are mastery experiences (serving as indicators of ability), verbal persuasion (verbal influence on perceived ability), vicarious experiences (modelling and observation of techniques), and emotional arousal (related to perceived ability that affects the process and outcome of the task being performed). These sources can influence self-efficacy perceptions in two different ways, positively and negatively (Durak, 2021). The seriousness of one's performance on an activity can be accurately predicted by self-efficacy. Low self-efficacy teachers towards an activity will tend to avoid it. In contrast, high self-efficacy teachers will make solid and persistent efforts, making them more likely to complete the task successfully (Palmer, 2006). Teachers' self-efficacy affects their perceived professionalism, perseverance, and attitudes (Pandee et al., 2020). Teachers who have positive self-efficacy perceptions have developed self-confidence, courage, and conviction, overcome complex events, solve problems, and succeed at home, school, and in their profession as a teacher. Meanwhile, teachers who have negative self-efficacy perceptions will feel the opposite of these things.

Teacher self-efficacy extends to motivating students, teaching complex concepts, studying student behaviour materials, and other activities (Clark & Newberry, 2019). Teacher efficacy generally reflects the belief that teachers, as a professional group, have the power to teach and the ability to control the learning environment, influencing student motivation and achievement despite external factors such as family background, IQ, or school conditions (Taimalu & Õim, 2005). Teachers will work hard to achieve challenging goals if they have a high sense of self-efficacy. Thus, teacher self-efficacy is a necessary construct that shapes teacher effectiveness, trust, and confidence, ultimately creating teachers' ability to influence student achievement (Clark & Newberry, 2019). In addition,

recent evidence suggests a positive correlation between teacher self-efficacy and job satisfaction, indicating that the more teachers have self-efficacy beliefs, the more satisfied they will be with their work (Dündar, 2015).

Pre-service teacher self-efficacy

Developing teaching skills, classroom-related skills, communication skills, collaborative learning, cognitive skills, task management skills, and solution-seeking skills are required for preparing pre-service teachers as a teacher (Manowaluilou & Reeve, 2022). Student teachers enter teacher education programs with much knowledge of classrooms, schools, and teaching practices based on their school experience (Clark & Newberry, 2019). The teacher education program aims to educate undergraduate students by applying pedagogical knowledge and pedagogical content and developing students' academic needs (Manowaluilou & Reeve, 2022). Therefore, it is necessary to identify pre-service teachers' self-efficacy in student teaching readiness.

Self-efficacy is a critical issue for pre-service teachers. Hence, many studies have focused on how to improve self-efficacy among pre-service teachers (Clark & Newberry, 2019). Professional competence and self-efficacy of pre-service teachers are essential concerns in order to carry out effective learning in professional life because research results show that teacher self-efficacy about learning is directly proportional to effectiveness in teacher teaching performance (Durak, 2021). For example, pre-service teachers need to develop strong self-beliefs about their ability to build classrooms that minimise distraction and promote students learning. Such self-confidence can make classroom management easier (El-Abd & Chaaban, 2021). The higher the self-efficacy that pre-service teachers feel to fulfil the teacher competencies in teaching, the greater the interest they have, the better they will prepare themselves, and the greater their endurance in facing challenges in learning.

Student teachers have beliefs about science and learning that are determined mainly by their own experiences as students (McKinnon & Lamberts, 2014). When being a student, student teachers have seen the figure of a teacher who teaches. In this case, there has been a modelling process. Bandura (1977) explained that for modelling to influence self-efficacy, a person must be able to identify with the model. In the context of teacher education, the examples of models are lecturers, fellow student teachers, professors of education, and educational leaders. The research has shown that teacher self-efficacy correlates with pre-service teachers' modelling experiences in teacher education programme, although the number is limited.

The development of positive teaching beliefs should occur during the teacher education programme because pre-service teachers' beliefs about teaching tend to develop before they start teaching. If these beliefs are developed, pre-service teachers can use them as a basis to develop successful classroom educational experiences (El-Abd & Chaaban, 2021). Pre-service teachers have many opportunities during their teacher education program to teach lessons they have designed to their peers or watch their peers model teaching skills

(Christian, 2017), such as microteaching courses. To create a positive teaching and learning environment, it is essential to ensure that teacher candidates benefit from a positive teaching and learning environment during teacher-candidate learning (Dos Santos, 2020). In addition, teacher education institutions are responsible for helping student teachers build and maintain self-efficacy (Martin & Mulvihill, 2019).

Social studies

Social studies is essential learning because it equips students with social knowledge that is useful in their future life in society. Social studies also equip students with the ability to identify, analyse, and develop alternative solutions to social problems that occur in community life. According to the National Board of Education Standards of the Indonesian Ministry of Education and Culture, social studies is one of the subjects given from primary school to senior high school (Azhar et al., 2022). In primary school, social studies are integrated with various social studies disciplines such as civics, economics, history, and geography. In addition, social studies learning is also linked to themes in a holistic way.

The definition of social studies, according to the National Council for Social Studies (NCSS), is an integrated subject of social sciences and humanities to promote civic competence (Haverback, 2017). In school programs, social studies is a coordinated and systematic subject that draws on disciplines such as economics, geography, history, law, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary goal of social studies, based on Calkins (2022), is to help young people make decisions in the public interest as citizens of a culturally diverse society. Social studies examines a set of events, facts, concepts, and generalisations related to social issues (Azhar et al., 2022). The social studies curriculum in primary schools begins as a plan and becomes a reality when teachers implement it in the classroom effectively (Arko, 2021). It implies that teachers have an essential role in actualising the curriculum. Therefore, as the curriculum suggests, the teacher will make the final decisions about instructional practices.

One of the learning objectives of social studies is to develop inquiry skills to identify, formulate, and solve problems through real action. NCSS stated that the core of social studies is inquiry (Hong & Melville, 2018). Inquiry in social studies learning is highly recommended as a form of approach because it is proven to make students more involved in learning. Inquiry-based learning has an essential role in social studies learning. Therefore, students need to gain personal experience in applying inquiry so that the fundamental aspects of social studies can be cultivated in themselves. The process of inquiry includes observing and asking questions related to what is in themselves and simple conditions or events that occur in the environment around home and school. Furthermore, students propose ideas or reasoning, conduct investigations or experiments, communicate, conclude, reflect, and apply the learning experience of the inquiry process that has been done.

As explained above, learning social studies with inquiry takes readiness and confidence from the teacher. In this case, teacher self-efficacy acts as a reinforcement for teachers in implementing social studies learning. Teacher efficacy in social studies learning is an assessment of the ability to organise and implement a successful learning process. The level of teacher self-efficacy will determine feelings, thoughts, motivation, and behaviour during the learning process (Arko, 2021). One of the learning objectives of social studies is to help students understand the complex issues of today, which is in line with Bandura's research on self-efficacy, namely the belief in one's ability to regulate four human functions, namely cognitive, motivational, psychological, and social (Gallavan, 2003).

Pre-service teacher self-efficacy for teaching social studies

Little literature is available regarding the self-efficacy of pre-service primary school teachers for teaching social studies. The existing research generally focuses on pre-service social studies teachers and social studies teachers. In addition, most of the research is usually conducted on a small scale, for example, one class (Calkins et al., 2021). Voet and De Wever (2017) stated in their research that teachers stated that learning history would be more effective during the inquiry-based learning training attended by pre-service history teachers. Meanwhile, Calkins et al. (2021) conducted a study of the relationship between self-efficacy and the initial education of social studies teachers in the United States with an emphasis on the newly added construct of multicultural self-efficacy. The results showed that all components of self-efficacy were significantly correlated with each other. However, student engagement, instruction, and classroom management were more highly correlated than self-efficacy in multicultural classrooms (Calkins et al., 2021). Therefore, studying social studies teachers' self-efficacy can provide insight into the gap between what strategies can achieve desired outcomes in the classroom, and the belief that one can perform tasks to achieve those outcomes (Bandura, 1977).

Tannebaum (2015) found that pre-service teachers leave education programs with no knowledge of how to connect the real world to the theories learned in social studies. Tannebaum called for further research to examine pre-service teachers' internalisation of these theories. For example, if a pre-service teacher has mastery experience teaching a lesson that focuses on historical sources and evidence and the teaching experience is considered successful, the teacher will grow in social studies self-efficacy. One possible way to improve the understanding of inexperienced teachers is to examine their self-efficacy beliefs (Haverback, 2017). Therefore, this study was guided by the following research questions:

1. What is the pre-service primary school teachers' self-efficacy level for teaching social studies?
2. Is there a statistically significant difference in pre-service primary school teachers' self-efficacy for teaching social studies based on their high school educational background and teaching experience?

Method

This study employed a quantitative descriptive approach with a survey method. Data collection techniques by questionnaires filled out online.

Participants

This study was conducted at a private college located in a district in East Java Province, Indonesia. This college consisted of five undergraduate study programs: elementary school teacher education, early childhood education, physical education, health and recreation, science education, and mathematics education. The college was accredited 'Good' by the National Accreditation Board of Higher Education in Indonesia. New student admissions included merit pathway students, underprivileged students, and regular students and were carried out by selection: subject test, academic potential test, and English test. One of the study programs is Elementary School Teacher Education Study Program, which currently has 364 students. It is a field of science that provides provisions to become elementary school teachers. The subject materials are introductory education, learner development, learning innovation and media development in elementary schools, curriculum development, learning planning and strategies in elementary school, etc.

The participants comprised 12 male students and 48 female undergraduate students from the Elementary School Teacher Education Study Program, with the unique characteristics of having completed the primary school internship course and social studies elementary school learning development course. The students were currently carrying out microteaching courses and would continue to take the teaching practice course. A teaching practice course is one of the practical courses that students must complete as one of the requirements for completing a bachelor of education degree and applying all the theoretical knowledge, skills, and insights directly in the actual primary school classroom.

Instrument

Our study used the questionnaire because it is an appropriate survey instrument and provides sufficient time for participants to provide well-thought-out answers (Kothari, 2004). Our instrument in this study was a combination of researcher-composed statement items based on the indicators of primary school social studies learning outcomes and statements adapted from the *Teachers' Sense of Efficacy Scale* (TSES) by Tschannen-Moran and Woolfolk Hoy (2001) and *Social Studies Teacher Self-Efficacy Scale* (SSTES) by Calkins (2022) instruments. The questionnaire was given in Indonesian and consisted of two parts, the first being for collecting data on the participants' demographics (high school educational background and teaching experience, Table 2). The second part focused on primary school pre-service teachers' self-efficacy level for teaching social studies (Table 3).

First part of the questionnaire
In this, "high school educational background" means the participants' major in senior high school. Senior high school in Indonesia generally consists of several majors, such as science, social studies, language, religion, art, etc. Science and social studies usually have

more students than others. In addition, there are also schools at the senior high school level that focus on providing vocational education that mainly prepares students to work in specific fields such as automotive engineering, accounting, multimedia, etc. The student population in this study has a diverse senior high school educational background. Therefore, researchers divided participants into four educational backgrounds: science, social studies, others (other than science and social studies majors), and vocational (Table 2). There are two criteria for teaching experience in the first part of the questionnaire: "experienced" and "inexperienced". Experienced was defined as the student teacher who has taught or is currently teaching at an elementary school or tutoring elementary school students. Inexperience was defined as having never taught in primary schools and never tutored students in primary schools.

Second part of the questionnaire

In this our instrument comprised five sections, A to E, as named in Table 1. These sections are named again in Table 3, along with all 23 statement items given in English translations. Each item was measured using a 5-point Likert style scale from "Strongly disagree=1" to "Strongly agree=5". Means and SDs for items are given in Table 3).

Validity and reliability

The validity instrument test used the Pearson product-moment correlation, explaining that statement items were declared valid if r count > r table (0.25). The reliability instrument test was Cronbach's Alpha. The statement items could be stated to be reliable with a Cronbach's alpha > 0.60. The results of the validity and reliability of the instrument are presented in Table 1.

Table 1: Validity and reliability instrument results

		r count	Sig. (2-tailed)	Validity criteria	Cronbach's alpha	Reliability criteria
A.	Inquiry learning in social studies (4 items)	0.78	.00	Valid	0.76	Reliable
B.	Social studies learning (7 items)	0.91	.00	Valid	0.86	Reliable
C.	Learning strategy engagement (4 items)	0.83	.00	Valid	0.78	Reliable
D.	Effectiveness of student engagement (4 items)	0.87	.00	Valid	0.88	Reliable
E.	Classroom management engagement (4 items)	0.85	.00	Valid	0.87	Reliable

Source: Field data, 2023

Data collection and analysis

The questionnaire was given to pre-service primary school teachers, and two days were given to complete it so participants had sufficient time to read the questions objectively and answer them honestly. The participants were guaranteed confidentiality and

anonymity. The data collected were processed using JASP (Jeffreys's Amazing Statistics Program, n.d.) and SPSS 25.0 and analysed using descriptive statistics (frequency, mean percentage, and standard deviation) and inferential statistics (one-way ANOVA and independent sample t-test). The mean and standard deviation were used to measure self-efficacy levels among pre-service primary school teachers. The interpretation of the mean in descriptive statistics results is based on this formula (1 + 2 + 3 + 4 + 5= 15/5 = 3). Therefore, the mean < 3.00 was considered a low level of self-efficacy, while the mean ≥ 3.00 was considered a high level of self-efficacy. One-way ANOVA was conducted to determine the significant differences in pre-service primary school teachers' self-efficacy for teaching social studies based on their high school educational background. Meanwhile, an independent sample t-test was conducted to determine significant differences in pre-service primary school teachers' self-efficacy for teaching social studies based on teaching experience.

Results

This section presents the research results related to participants' demographic information and the actual results related to the research questions formulated to guide this study.

Demographics profile of survey participants

The demographic profile of the pre-service primary school teachers who participated in this study included high school educational background and teaching experience. The data collected on these variables were analysed using frequencies and percentages, and the results are presented in Table 2.

Table 2: Demographic profile of survey participants (N=60)

	Sub-scale	Frequency	Percentage %
High school educational background	Science	26	43.3
	Social	10	16.7
	Others	4	6.7
	Vocational	20	33.3
Teaching experience	Inexperienced	17	28.3
	Experienced	43	71.7

Source: Field data, 2023

Table 2 shows that most participants in this study were pre-service primary school teacher students with a high school educational background and with a science major (n = 26; 43.3%). It shows that high school graduates with science majors dominated the pre-service primary school teacher students in college. Only ten people (16.7%) were student teacher candidates from social studies majors. This high school educational background is explored because students will teach social studies, where pre-service teachers come from various senior high school educational backgrounds. These results show that most pre-service primary school teachers already had teaching experience (n = 43; 71.7%). The teaching experience referred to in this case is teaching as a temporary primary school

teacher or as a tutor or study guide. This level of teaching experience can be one of the primary sources of pre-service teacher self-efficacy.

Pre-service primary school teachers' self-efficacy for teaching social studies

The first research question examines primary school pre-service teachers' self-efficacy level for teaching social studies. Table 3 presents the results (N=60).

Table 3 shows the pre-service primary school teachers' self-efficacy for teaching social studies is high, with an overall mean of 3.83 and standard deviation=0.705 on all five dimensions of self-efficacy. In the dimension of implementing inquiry learning in social studies, pre-service primary school teachers have a high level of self-efficacy (M=3.75; SD=0.678) by provoking students to observe and ask questions related to what is in themselves or simple conditions or events that occur in the environment around the home and school, helping students propose ideas or reasoning, guiding students in conducting investigations or inquiries or experiments, communicating, concluding, reflecting, and applying the learning experience of the inquiry process that has been done. Student teachers have high self-efficacy in learning social studies domain (M= 4.01; SD=0.695), namely citizenship, geography, economics, and history.

The student teachers indicated they could teach by involving learning strategy management (M=3.75; SD=0.711) from assessment strategies, providing explanations or examples, applying learning strategies, and formulating appropriate questions. In addition, student teachers have high self-efficacy in streamlining student engagement (M=3.79; SD=0.733) by being confident in helping students' parents achieve at school. The student teachers also indicated that they could carry out classroom management with high self-efficacy (M=3.87; SD=0.710) by controlling disruptive behaviour in the classroom, making students follow class and school rules, and helping them with grade-related learning. Student teachers also indicated they could carry out classroom management with high self-efficacy (M=3.87; SD=0.710) by controlling disruptive behaviour in the classroom, making my students follow class and school rules, calming disruptive or noisy students in the classroom, and establishing a classroom management system by forming student groups.

Self-efficacy for teaching social studies based on high school educational background and teaching experience

The second research question aimed to identify whether there are statistically significant differences in pre-service primary school teachers' self-efficacy for teaching social studies based on high school educational background and teaching experience. One-way ANOVA results to test a statistically significant difference in pre-service primary school teachers' self-efficacy for teaching social studies based on high school educational background are presented in Table 4. Meanwhile, an independent sample t-test results to test a statistically significant difference in pre-service primary school teachers' self-efficacy for teaching social studies based on teaching experience are presented in Table 5.

Table 3: Primary school pre-service teachers' self-efficacy level for teaching social studies

	Mean	SD
A. Inquiry learning in social studies	3.75	0.678
I can provoke students to create questions related to the social studies topic being studied	3.65	0.732
I can help students determine the types of sources that can be used to answer questions	3.93	0.578
I can help students develop an argument	3.73	0.634
I can help students explain strategies to overcome specific problems	3.70	0.766
B. Social studies learning	4.01	0.695
I can help students understand and describe the tasks, roles and responsibilities, as well as the interactions that occur in the community and school environment	3.98	0.651
I can assist students in making decisions related to daily life based on values and norms	4.02	0.596
I can help students understand the city and province where they live and show its location on the map	4.02	0.748
I can help students understand biodiversity, national culture, local wisdom, and conservation efforts	4.10	0.706
I can help students differentiate between needs and wants, recognise currency, and demonstrate how to use money wisely	4.10	0.681
I was able to help students recognise the different kinds of economic activities in society and the neighbourhood economy	4.08	0.645
I can help students recount the struggle of the people against the colonisers, reflect on the struggles of the heroes, and emulate them in their daily actions	3.75	0.836
C. Learning strategy engagement	3.75	0.711
I can use various assessment strategies for my students	3.67	0.655
I can provide alternative explanations/examples when students are confused	3.87	0.676
I can implement learning strategies in my classroom	3.68	0.725
I can construct good questions for my students during in-class tests and exams	3.77	0.789
D. Effectiveness of student engagement	3.79	0.733
I can assist parents in helping their children to excel at school	3.60	0.755
I can motivate students who have low interest in schoolwork	3.80	0.755
I can make students believe that they can do their schoolwork well	4.03	0.637
I can help students to appreciate learning	3.72	0.783
E. Classroom management engagement	3.87	0.710
I can control disruptive behaviour in the classroom	3.75	0.751
I can make my students follow class and school rules	3.88	0.666
I can calm down students who are disruptive or noisy in class	3.97	0.663
I can establish a classroom management system by forming student groups	3.88	0.761
Overall scale item mean	3.83	0.705

Source: Field data, 2023

Table 4 shows a statistically significant difference related to the self-efficacy of pre-service primary school teachers for teaching social studies based on high school educational background, namely on pre-service teachers' self-efficacy in the social studies inquiry learning dimension ($p<0.05$). Pre-service primary school teachers with a high school

background majoring in science (M=3.95; SD=0.610) and social studies (M=3.85; SD=0.792) have a high level of self-efficacy. Meanwhile, there are no significant differences (p>0.05) in pre-service student teachers' self-efficacy in social studies learning, learning strategy engagement, effectiveness of student engagement, and classroom management engagement based on high school education background. The result also shows that pre-service primary school teachers with high school educational backgrounds majoring in science have the highest level of self-efficacy in all dimensions.

Table 4: Differences in pre-service primary school teachers' self-efficacy based on high school educational background (one-way ANOVA result)

	Sum of squares			df	F	p value	Factor	N	Mean	SD
	Between groups	Within groups	Total							
A. Inquiry learning in social studies	3.73	27.20	30.95	3 56 59	2.94	0.04	Science Social Others Vocat. Total	26 10 4 20 60	3.95 3.83 3.13 3.59 3.75	0.610 0.792 0.568 0.604 0.678
B. Social studies learning	2.15	26.65	28.80	3 56 59	1.50	0.36	Science Social Other Vocat. Total	26 10 4 20 60	4.17 3.81 3.89 3.91 4.01	0.625 0.894 0.357 0.674 0.695
C. Learning strategy engagement	1.26	28.73	30.00	3 56 59	0.81	0.51	Science Social Others Vocat. Total	26 10 4 20 60	3.87 3.62 3.43 3.70 3.75	0.709 0.762 0.558 0.718 0.711
D. Effectiveness of student engagement	4.02	27.51	31.53	3 56 59	2.65	0.09	Science Social Others Vocat. Total	26 10 4 20 60	4.04 3.37 3.56 3.71 3.79	0.665 0.953 0.414 0.615 0.729
E. Classroom management engagement	2.67	27.22	29.89	3 56 59	1.81	0.19	Science Social Others Vocat. Total	26 10 4 20 60	4.10 3.75 3.69 3.68 3.87	0.648 0.893 0.414 0.676 0.710

Table 5 shows no statistically significant difference in the pre-service primary school teachers' self-efficacy for teaching social studies based on teaching experience (p>0.05). It can be seen in the p-value of the five dimensions, which are > 0.05. Although there are no significant differences, primary school pre-service teachers with "experienced" teaching have higher self-efficacy than "inexperienced" teachers in all dimensions.

Table 5: Differences in pre-service primary school teachers' self-efficacy based on teaching experience (independent sample t-test result)

	Factor	N	Mean	SD	t	df	p-value
A. Inquiry learning in social studies	Inexp.	17	3.56	0.677	-1.50	58	0.21
	Exp.	43	3.83	0.663		30.05	
B. Social studies learning	Inexp.	17	3.91	0.627	-1.41	58	0.26
	Exp.	43	4.08	0.695		31.76	
C. Learning strategy engagement	Inexp.	17	3.46	0.670	-2.17	58	0.17
	Ex.	43	3.86	0.690		30.93	
D. Effectiveness of student engagement	Inexp.	17	3.58	0.655	-1.46	58	0.21
	Exp.	43	3.87	0.742		33.67	
E. Classroom management engagement	Inexp.	17	3.78	0.623	-0.63	58	0.55
	Exp.	43	3.91	0.741		35.83	

Discussion

This study found that pre-service primary school teachers have fairly positive self-efficacy beliefs about teaching social studies in primary schools. These beliefs include confidence in social studies inquiry learning, teaching social studies topics from civics, economics, geography, and history, engaging learning strategies, increasing the effectiveness of student engagement, and classroom management. These findings seem to align with the research by Dündar (2015), which examined the relationship between prospective primary school teachers' learning approaches in social studies methods courses and success beliefs in teaching social studies materials and showed that deep learning approaches in social studies methods courses were positively correlated with success beliefs in teaching social studies and expectations of learning outcomes. Meanwhile, Bent et al. (2017) found that primary school teachers in the Netherlands had a fairly positive perception of their self-efficacy in teaching geography in primary schools and of the quality of their geography lessons. In addition, our study is also in line with Arko (2021), who measured the level of social studies teachers' self-efficacy beliefs in public senior secondary schools in the Cape Coast Metropolitan City in the Central Region of Ghana and showed that teachers had high self-efficacy in all three aspects of self-efficacy (instructional strategies, student engagement, and classroom management).

This study showed high levels of social studies learning. It showed that pre-service primary school teachers have high self-efficacy levels in social studies instruction that teaches social studies domains, namely citizenship, geography, economics, and history. Student teachers have high self-efficacy belief to help students understand and describe the tasks, roles and responsibilities as well as the interactions that occur in the community and school environment, assist students in making decisions related to daily life based on values and norms, help students understand the city or district, and province where they live and show its location on the map, help students understand biodiversity, national culture, local wisdom, and conservation efforts, help students differentiate between needs and wants, recognise currency, and demonstrate how to use money wisely, help students recognise the different kinds of economic activities in society and the neighbourhood

economy, and help students recount the struggle of the people against the colonisers and reflect on the struggles of the heroes and emulate them in their daily actions. The high level of pre-service primary school teachers' self-efficacy in teaching social studies indicates the level of effectiveness and quality of social studies learning that will be carried out, and the pre-service primary school teachers can compile learning materials, deliver learning materials, and implement activities that enhance learning.

Learning in higher education that supports the development of high self-efficacy is needed in developing the pre-service teachers' self-efficacy aspects, which are provisions to become teachers. Berg et al. (2023) showed teacher self-efficacy is positively related to the self-development of pre-service teacher students. Research by Palmer (2006) supported the idea that teacher self-efficacy can be developed during the pre-service teacher education period. Pre-service teacher education learning can be facilitated and supported by developing learning provisions. A positive learning environment can be an attachment of pre-service students to learning. Therefore, teacher education institutions must support pre-service teachers for successful mastery, get the right verbal persuasion, and have role models who offer experience and guidance to understand physiological and psychological conditions (Berg & Smith, 2018). It should also create programs that allow students to observe and learn how in-service teachers teach in real classrooms (Pandee et al., 2020). An example is implementing a teaching practice course, where in-service teachers can assist student teachers in teaching practice in real classrooms.

In addition, the involvement of pre-service teachers as teachers both teaching in primary school institutions and as tutoring teachers will foster and increase positive self-efficacy for teaching. Giles et al. (2016) found that pre-service primary school teachers' positive self-efficacy in teaching mathematics can be attributed to engagement in constructivist learning activities during mathematics learning takes place with various opportunities to teach primary school students. Berg & Smith (2018) found that the school-based practicum experience strengthened preservice teachers' efficacy beliefs, as evidenced by a significant increase in all subscale scores before and after the activity. (Nikoçeviq-Kurti & Saqipi, 2022) stated that mentoring qualities such as friendliness, openness to collaboration, space for engagement, and encouragement for pre-service teachers to take the initiative had influenced pre-service teachers' motivation and interest in the learning practicum. Juuti et al. (2018) found that pre-service teachers who received practical, real-world examples of learning and links between educational theory and practice had high self-efficacy regarding classroom management and student engagement skills.

Previous research showed that self-efficacy is shaped by teachers' background characteristics (Bent et al., 2017), which is also confirmed in this study. These influencing characteristics include teaching experience, high school educational background or final education, gender, and age. Our study found that pre-service primary school teachers' high school educational backgrounds made a significant difference in self-efficacy in teaching social studies in the inquiry learning dimension. This inquiry learning aims to form students' inquiry skills, which include observing and asking questions related to what is in themselves, or simple conditions or events that occur in the environment around home and school. Pre-service primary school teachers with a background in science and

social studies majors have high self-efficacy. This suggests that the ability to learn inquiry allows students to actively engage in the content through disciplined methods for constructing arguments that respond to questions (Thacker et al., 2018). Blankman et al. (2015) stated that Dutch practice-oriented primary education teacher students have weak geography knowledge. This may be due to their geography lessons being learnt several years ago. Bent et al. (2017) found that teachers who completed a more theory-oriented education before starting primary teacher education had stronger self-efficacy than teachers who completed a previous education program that was more practice-oriented. Woodcock et al (2023) found the more teaching experience, the higher the level of teacher self-efficacy in involving students in learning. However, this study found no statistically significant difference in the primary school teachers' self-efficacy for teaching social studies based on teaching experience, on all five dimensions (inquiry learning in social studies, social studies learning, instructional strategies, student engagement and classroom management).

Limitations

This study has several limitations. First, the sample size of this study is limited to one institution only, so it is still necessary to conduct further research by expanding the scope of research, especially on the research sample. Second, this study highly depends on where the research was conducted, so different results will likely occur. Third, exploring pre-service primary school teachers' self-efficacy uses only five dimensions, so further assessment and development are needed to make the instrument more detailed.

The results showed that pre-service primary school teachers have a high level of self-efficacy for teaching social studies. However, the limitation of this study did not measure whether the pre-service teachers' self-efficacy impacts the effectiveness of social studies learning in the actual classroom or when they teach in primary schools later. Therefore, further research is needed to measure this.

The high level of pre-service primary school teachers' self-efficacy for teaching social studies requires follow-up from teacher education institutions. Teacher education institutions must facilitate the improvement of self-efficacy. Further research should explore how knowledge of pre-service teacher self-efficacy can be applied to teacher education activities to improve self-efficacy results. For example, pre-service teachers' teaching practice in actual classrooms is beneficial in improving self-efficacy.

Conclusion

Our study indicates that pre-service primary school teachers have a high level of self-efficacy as measured by inquiry learning in social studies, social studies learning, instructional strategies, student engagement and classroom management. It shows that pre-service primary school teachers have high self-efficacy in the social studies learning dimension, teaching social studies domains, namely citizenship, geography, economics, and history. The high level of pre-service primary school teachers' self-efficacy in teaching social studies indicates the level of effectiveness and quality of social studies learning that

will be carried out. It was found that pre-service primary school teachers' senior high school educational background made a significant difference in self-efficacy for teaching social studies in the inquiry learning dimension. This inquiry learning aims to form students' inquiry skills, which include observing and asking questions about what is in themselves or simple conditions or events in the environment around home and school. However, there was no statistically significant difference in the pre-service primary school teachers' self-efficacy for teaching social studies based on teaching experience on all five dimensions (inquiry learning in social studies, social studies learning, instructional strategies, student engagement and classroom management).

Acknowledgments

The authors thank Dr Yoppy Wahyu Purnomo *SPd, MPd* for his assistance in writing this paper. The authors would also like to thank the BPI Scholarship, BPPT, and LPDP Indonesia for funding and sponsoring this research and publication. In addition, the authors would also like to thank the reviewers and the editor team for overseeing the publishing process of this research.

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Please cite as: Khusniyah, T. W., Surjono, H. D., Tohani, E. & Purwanta, E. (2023). Pre-service primary school teachers' self-efficacy for teaching social studies: An Indonesian perspective. *Issues in Educational Research*, 33(4), 1403-1420. http://www.iier.org.au/iier33/khusniyah.pdf