

## Self-Efficacy in *Kampus Mengajar*: Implication for Preservice Teacher's Education

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### Abstract:

The *Kampus Mengajar* program is one of the government programs in which college students from all over Indonesia can participate. The placement of the *Kampus Mengajar* program is in marginal schools that are lagging in elementary and junior high schools. Students are expected to serve in these schools as help staff. Therefore, self-efficacy is important to support their ability to complete their assignments. This study aimed to determine students' self-efficacy in the *Kampus Mengajar* program in English Department STKIP PGRI Jombang. This study adapted the three dimensions of self-efficacy from Bandura's theory, namely the level dimension, generalization dimension, and strength dimension. The respondents of this study were students majoring in English from STKIP PGRI Jombang who took part in the *Kampus Mengajar* program batch 3. There are 8 of them and they take part in the *Kampus Mengajar* program in semester 5. A qualitative case study was used in this research. The research instruments are questionnaires and interviews to get accurate results. The type of questionnaire used was a closed-ended questionnaire and the results were strengthened by the interview process. The results show that the respondents have self-efficacy to carry out the assignment in the *Kampus Mengajar* placement school program.

**Keywords:** Self-Efficacy, *Kampus Mengajar*, Bandura's Theory

### Introduction

*Kampus Merdeka* is a policy of the Minister of Education and Culture (*Kemendikbudristek*), which aims to encourage students to master various sciences that are useful for entering the world of work. Students at *Kampus Merdeka* have the option to select the courses they will take. *Kampus Merdeka* is by *Permendikbud* Number 3 of 2020 concerning National Higher Education Standards. The learning process in the *Kampus Merdeka* is one of the most essential manifestations of student-centered learning. Learning in the *Kampus Merdeka* offers opportunities and challenges for the development of creativity, capacity, personality, and student needs. It also fosters independence in knowledge seeking and finding through field dynamics such as ability

requirements, real-world problems, social interaction, collaboration, self-management, and performance demands, targets, and achievements. The development of students' hard and soft skills will be strengthened by the *Kampus Merdeka* program which is thoroughly thought out and put into practice. One of the programs include in *Kampus Merdeka* is *Kampus Mengajar*.

*Kampus Mengajar* is one of the programs that is a form of effort to improve the quality of education in Indonesia, especially at the elementary and junior high school levels. It aims to provide opportunities for students to learn and develop themselves through activities outside of class lectures. In this program, students are allowed to teach at one of the schools targeted by the Ministry of Education and Culture. In this case, the target school is a school in the area innermost, outermost, left behind, with the intention and hope that students can make changes for the better to the school they are going to. In short, *Kampus Merdeka* is a form of implementation of the independent learning policy and is in the form of teaching assistants to empower students in assisting the teaching and learning process in various cities and districts throughout Indonesia.

The aim of this program is not only to help improve the quality of education in remote areas of the country and C-accredited schools but also to have an impact on the students themselves. Starting from instilling empathy to students' social sensitivity to the surrounding environment, especially in the educational aspect, students can directly interact with students and conduct teaching and learning activities together that can foster leadership and teacher spirit for students. In addition, these activities also hone students' skills in thinking and working. Not only that, the activities initiated by the Ministry of Education and Culture are also expected to have an impact on better student character and are accompanied by sharpening student leadership skills. Students who are selected and sent to this program are expected to be able to solve problems or determine appropriate learning strategies during the COVID-19 pandemic (Nurwardani, 2020).

Therefore, students need to prepare themselves to realize the objectives of implementing the program and the benefits derived from these activities. In addition to serving the assigned school, students also still have responsibilities for lecture activities on campus and their respective faculties. In addition,

students who take part in this program are students in the fifth semester and above, so it is possible if they have practical activities, scientific papers, many lecture assignments, and very tight deadlines. This is a challenge for students to make adjustments to find a meeting point between their condition and environmental demands (Mu'tadin, 2002). When students have considerable confidence in their ability to complete assignments, this means that students have positive self-efficacy.

Self-efficacy is a person's belief about his ability to mobilize the motivation, cognitive resources, and actions needed to successfully carry out a task in a certain context (Bandura, 2006). The application of the concept of self-efficacy to various aspects of student achievement shows that self-efficacy influences students' choices of activities (Santrock, 2007). Self-efficacy plays a very important role in everyday life. A person will be able to use his potential optimally if his self-efficacy supports (Rustika, 2012). Self-efficacy is a person's belief in his ability to carry out tasks to achieve certain results (Slamet, 2010). There are 3 dimensions in self-efficacy, namely the level dimension as a belief in action, the generalization dimension or the ability shown, and the strength dimension or ability to survive. (Bandura, 2006)

Some researchers conducted the research before, and one of them (Holtbaus, 2015) researched the impact of interprofessional simulation on dietetic student perception of communication, decision-making, roles, and self-efficacy. This research investigates whether Inter-Professional Education (IPE) can help prepare students to work together to build a safer more patient-centered healthcare system. It describes the difference in perceptions between dietetic students and students from other health sciences in the aspect of communication, decision-making, professional role-taking, and self-efficacy before and after participating Inter-Professional Education (IPE). The Result shows that Dietetic students' perception of communication revealed that simulations offered an opportunity to ask questions, demonstrate mutual respect, and participate in team decision-making. Students from the autumn 2013 simulations felt that learning with other students will make them more effective members of the healthcare team. Students also felt more strongly after the interprofessional simulation that shared learning with other health sciences students will increase students' ability to understand clinical

problems. This is supported by the autumn 2012 and spring 2013 results that indicate that students feel that they learn more when they teach the material to other team members.

Another previous study by (Dinther et al., 2014) researched student perceptions of assessment and student self-efficacy in competency-based education. This research investigates student perceptions of competence-based assessment and student self-efficacy, and how this influences student learning outcomes. Results show that student perception of the form authenticity and quality feedback aspects of assessments do influence student self-efficacy, supporting the social cognitive theory's claim that mastery experiences and social persuasions play a role in boosting student self-efficacy.

Another previous study was conducted (Moreno, 2018). The previous study investigated how practice affects students' sense of self-efficacy in the foreign language classroom. The previous study 'flipped' the classroom to focus on student input and output practice in class with grammar instruction video-recorded for homework. The result showed that practice and self-efficacy in the FL classroom are indeed linked and that other factors such as peer familiarity and grading also play a role.

Another previous study was conducted by Hui-Fang Shang. This research investigated Taiwanese EFL learners' use of three reading strategies (cognitive, metacognitive, and compensation strategies), their perceived impact on self-efficacy, and the relationship between reading strategy use and perceived self-efficacy on their English reading comprehension. Fifty-three English major freshmen from I-Shou University participated in this study. To examine the effects of strategic instruction on students' reading performance, a qualitative interview technique and quantitative research methods including a paired sample t-test and Person Product-Moment Correlation were utilized to calculate the effect of students' perceived self-efficacy on their reading achievement and the application of reading strategies. Results showed that the most frequent use of reading strategy was found to be a metacognitive strategy, followed by compensation strategy, and then followed by cognitive strategy. Additionally, there was a strong correlation between beliefs of self-efficacy and the usage of reading strategies. However, there was no connection between reading success and reading strategies. The results of the

interview findings were analyzed to explore in-depth information about the conditions of strategy use. The implications of these findings for implementing effective reading strategy instruction are discussed.

Another previous study was conducted (Yusheng & Chuang, 2010). This research investigated An empirical study of reading self-efficacy and the use of reading strategies in the Chinese EFL context. This empirical study was based on the background of reading instruction and research in the Chinese English as a Foreign Language (EFL) context. The study integrated reading self-efficacy from a motivational perspective with reading strategies from a cognitive perspective and explored the relationship between reading self-efficacy and the use of reading strategies. One hundred and eighty-two sophomore English majors in a university in China participated in this study. The results showed that reading self-efficacy was significantly positively related to the use of reading strategies in general and the use of three subcategories of reading strategies: metacognitive strategies; cognitive strategies; and social/affective strategies, in particular. Highly self-efficacious readers reported significantly more use of reading strategies than those with low self-efficacy. This study suggests the importance of nurturing English language learners' reading self-efficacy beliefs and the use of reading strategies and incorporating the cultivation of learners' reading self-efficacy into reading strategy instruction.

In this study, the researcher conducted research on students' self-efficacy in the *Kampus Mengajar* program in the English Department at STKIP PGRI Jombang where the *Kampus Mengajar* program is a new program organized by the Ministry of Education and Culture and is joined by all students of public and private universities in Indonesia with a minimum of 5 semesters and at the undergraduate level of education. The researcher wants to examine how students' Self-Efficacy is towards the *Kampus Mengajar* program and whether the program affects student self-efficacy when carrying out the task of the *Kampus Mengajar* program. Self-efficacy is a belief in one's ability to carry out tasks as well as possible and obtain maximum results. Without good self-efficacy, our activities will not run smoothly and not as expected. Based on the explanation above, the hypothesis proposed in this

study is Students' Self-efficacy in the *Kampus Mengajar* program of STKIP PGRI Jombang students, especially in the English Department.

Researcher wants to research the *Kampus Mengajar* program because the *Kampus Mengajar* program is a new program held by the Ministry of Education and Culture and this program is very interesting to do because all students throughout Indonesia are given the same opportunity to teach in schools. Meanwhile, regarding self-efficacy, the researcher wants to examine the relationship between students participating in the *Kampus Mengajar* program and student self-efficacy because the researcher wants to find out whether students have self-efficacy with the *Kampus Mengajar* program or not. The researcher only focuses on English Department students because this study expected can contribute to increasing the quality of students in the English Department through English Language Teaching (ELT) after joining the *Kampus Mengajar* program.

## **Review of Literature**

### **Self-Efficacy**

Self-efficacy is a person's belief in the ability possessed that he can do something or overcome a situation that he will succeed in doing. As Bandura stated that self-efficacy is people's beliefs about their abilities to generate levels of performance and master situations that affect their lives, then self-efficacy will also determine how people feel, think, motivate themselves, and behave. Following the opinion of (Ormrod & Jones, 2012), self-efficacy is a person's belief in his or her ability to perform certain behaviors or achieve certain goals.

Bandura distinguishes self-efficacy into three dimensions, namely: level dimension, generalization dimension, and strength dimension. The following is the description of those dimensions:

#### **1. Level Dimension**

This dimension refers to the degree of difficulty of the task at hand. A person's acceptance and belief in a task varies. Each individual's

perception will be different in viewing the level of difficulty of a task. Perception of a difficult task is influenced by the competence of the individual. There is considered a task difficult while others may don't feel like it. This belief is based on an understanding of the task.

## 2. Generalization Dimension

This dimension refers to the extent to which individuals believe that ability in a variety of task situations, from the inside perform an activity that is usually done or a situation certain thing that has never been done until in a series of difficult and varied tasks or situations.

## 3. Strength Dimension

The strength dimension is the strength of one's belief regarding the capabilities possessed when facing demands tasks or problems. This is related to resilience and individual tenacity in fulfilling their duties. Self-efficacy is weak and one can easily give up on good experiences difficult when faced with a difficult task. Whereas if high self-efficacy, individuals will have confidence and stability in their ability to do a task and will continue to persevere in their business despite many difficulties and challenges.

From the statement above, self-efficacy is an important component of this study. Not only focusing on student perception and *Kampus Mengajar* programs, but self-efficacy is also the benchmark in this study. In addition to student perception and *Kampus Mengajar* programs, the researcher wants to know students' self-efficacy against the two components above, by linking self-efficacy to this study. The three elements above are interrelated in this study, namely how student perception of the *Kampus Mengajar* program becomes a benchmark for student self-efficacy.

## Method

This study used a qualitative approach. In this study, the researcher explored in-depth how students' perceptions of the impact of the *Kampus*

*Mengajar* program on students' self-efficacy. The researcher used a case study design to conduct this study. A case study is an investigative strategy in which the researcher explores in depth a program, event, activity, process, or one or more individuals. This study explores STKIP PGRI Jombang students who join the *Kampus Mengajar* program as an investigative unit. The case in this study is students' Self-Efficacy in *Kampus Mengajar* program in English Department at STKIP PGRI Jombang.

In this study, the subjects are students of STKIP PGRI Jombang who joined or participated *Kampus Mengajar* program batch 3. Students who joined or became research subjects were students in the English Department of 2018-2020 or students of semesters 5-8 in STKIP PGRI Jombang. The number of participants in the study is 8 students. The researcher take data when the *Kampus Mengajar* students carried out their service period. The period of the *Kampus Mengajar* program is 6 months starting from February 2022 until June 2022. Then the researcher gives a questionnaire to the subject for data collection and interviews to several members including as a form of strengthening the data taken.

The researcher is the main instrument of data collection and analysis that collects and analyzes data from questionnaires and interviews. First, the researcher gave a questionnaire to the subject. The questionnaire is the first step to collect data from the subject. This questionnaire was distributed to the subjects when they are still undergoing activities or during the *Kampus Mengajar* program period teaching program batch 3. Second, the researcher conducted interviews with the subjects. During the time and place of collecting data from the interview, the researcher first contacted the subject and asked for the subject's approval to conduct the interview. For the activity to run smoothly, the researcher prepare the equipment needed for the interview such as a book to record important points, a voice recorder, or a camera to help collect data and documentation during the activity.

To obtain the data needed in this study, the following data collection techniques are used. The steps used to collect data include:

1. Making a questionnaire, the researcher made a questionnaire based on the adaptation of 3 sources of information from Bandura's theory.



2. Making a Google Form, after making the questionnaire the researcher uploaded the questionnaire to the Google form.
3. Researcher distributed links to STKIP PGRI Jombang students who joined the *Kampus Mengajar* program.
4. Researcher interviewed the respondents

The data collection technique in this study is using interview techniques to research subjects as a means of collecting data in research. The researcher used 2 kinds of instruments to collect data from research subjects. The researcher used questionnaire and interview adapted from Thesis with the title "*Tingkat Efikasi Diri Siswa Sekolah Menengah Pertama Dan Implikasi Terhadap Penyusunan Topik-Topik Bimbingan Peningkatan Efikasi Diri*" by Noviana Dewi Setiyono and 3 dimension Self-Efficacy according Bandura's Theory namely Level dimension, Generalization Dimension, and Strength Dimension. The step of analyzing data in this study are the following:

1. Researcher prepared data for analysis, sorting data according to the grouping of data that has been collected. Organize data into different forms depending on the source of the information.
2. Read all data from the questionnaire and listen to the recorded results of the interview. Make written notes so that they can be investigated further. The researcher must understand all the data collected to analyze the data properly.
3. After all the data has been collected and grouped by type, the researcher analyzed and classified the sources of information or data into sources of information according to Bandura's theory, which are the Level dimension, Generalization Dimension, and Strength Dimension.
4. The final step in data analysis involves making an interpretation or meaning of the data. The researcher interpreted the data in the form of the researcher's interpretation. The researcher also compared findings with information obtained from theory.

## Results and Discussions

### Result

In this stage, the researcher presents the result of data analysis to answer the statement of the problem “How is the student’s perception of the Kampus Mengajar program to the students’ self-efficacy in the English Department at STKIP PGRI Jombang”. The data from the questionnaire and interview reveal that overall students self-efficacy of the students who joined the *Kampus Mengajar* program was quite high. But there is a difference in both of the data, the difference lies in their answers, for example in the question “Did you feel excited when doing your job ?” some of them said “No”, but during the interview, they said “Yes”. Even so, the results of the questionnaire showed that 8 respondents produced a fairly high score, namely the average value of 81,25. Therefore, the researcher not only use a questionnaire but also use interviews to strengthen the data. In this section, the researcher discusses one by one the data obtained from 8 respondents who are members of *Kampus Mengajar* Program Batch 3. The data consists of a questionnaire and interview with 8 respondents with different answers. In this discussion, the researcher uses 3 sub-variables and consists of several indicators in them to process the data. The following is the data got during the research:

#### 1. Level Dimension (Task Difficulty Level)

The difficulty level of the task is a problem related to the degree of difficulty of the individual task. This component has implications for the behavior that will be carried out by individuals based on beliefs at each level of task difficulty. Usually, individuals will do things that are beyond their capabilities. In the difficulty level of the task, the individual will be asked to do the easy task first according to their abilities. In this sub-variable, 3 indicators are described in the following table:

**Table 1. Table of Level Dimension (Task Difficulty Level)**

<b>Indicator</b>	<b>Condition</b>	<b>Statements</b>	<b>Response's Answer</b>
1. Do the difficult task	Positive Condition	I feel capable of doing difficult tasks	All the responses say "Yes". It matches the interview
	Negative Condition	I feel unable of doing difficult tasks	All the responses say "No". It matches the interview
2. Do the tasks according to your ability	Positive condition	I believe that I can do a difficult task	All the responses say "Yes". It matches the interview
	Negative condition	I avoid difficult assignments because I do not believe in my abilities	All the responses say "No". It matches the interview
3. Never give up	Positive condition	I feel excited to do a difficult task because the difficult task is a challenge for me	2 respondents have an inconsistent answer
	Negative condition	I don't like doing difficult tasks because it is very inconvenient for me	1 respondent has the inconsistent answer

The table above shows that there are three indicators which have 2 conditions, positive and negative conditions, for each indicator. And there are six statements have been answered by the respondents. First statement

“I feel capable of doing difficult tasks” has a positive answer from all respondents. All respondents answered “Yes” or stated that they were able to do it. It is in line with their answer in an interview. All respondents agree with this statement. The second statement “I feel unable of doing difficult tasks” has a positive answer from the respondents. This question is the negative form of the first question, they have the same purpose. All the respondents answered “No” or stated that they do not feel unable of doing the difficult task. It is in line with their answer in the interview and from the first question. It means that they have high self-efficacy in doing the difficult task.

The third statement “I believe that I can do a difficult task” and the fourth statement “I avoid difficult assignments because I do not believe in my abilities” have positive answers from the respondents. All respondents answer “Yes” for the first statement and answer “No” for the fourth statement, which means that they have the same or consistent answer in which they believe be able to do difficult tasks and will not avoid difficult assignments. The respondents also have the same answer when they get interviewed.

The fifth statement “I feel excited to do a difficult task because the difficult task is a challenge for me” has inconsistent answers from the respondent between the questionnaire and the interview. From the interview, they said that she was enthusiastic when the task was done in a group, if the individual task she tended to be less enthusiastic. This means that her level of self-efficacy is still low. The last statement “I don't like doing difficult tasks because it is very inconvenient for me” has one inconsistent answer. The researcher interviewed them to strengthen data and the result show, she said that she tends to be excited, even though she is moody, even though she has done interviews but she still hasn't given an answer that fits the self-efficacy criteria so she can't be said to have self-efficacy. Because basically if a person has self-efficacy then she will answer clearly and firmly and not half-heartedly.

## 2. Generalisation Dimension

Generality is related to the wide range of behavior that is believed by the individual to be able to be carried out. Some individuals can do work in a broad field (many jobs) and some individuals only focus on one job. Aspects of generality can be developed. In this sub-variable, 2 indicators are described in the following table:

**Table 2. Table of Generalisation Dimension**

<b>Indicator</b>	<b>Condition</b>	<b>Statements</b>	<b>Response's Answer</b>
1. Capable of doing all tasks at the same time	Positive condition	I believe that I can complete assignments on time even though I also have to help with work at school while running the <i>Kampus Mengajar</i> program	All the responses say "Yes". It matches the interview
	Negative condition	I doubt I can do all the assignments on time because I also have assignments at the school where the <i>Kampus Mengajar</i> Program	1 respondent has the inconsistent answer
2. Do assignments in different fields	Positive condition	I believe that I can complete the task optimally even though I am actively in <i>Kampus Mengajar</i> program activities	All the responses say "Yes". It matches the interview
	Negative condition	I doubt I can complete the task at once because I can't divide the time	All the responses say "No". It matches the interview

From the table, we can conclude that 2 indicators have positive and negative conditions. And there are 4 statements for those conditions. The first statement “I believe that I can complete assignments on time even though I also have to help with work at school while running the *Kampus Mengajar* program” has a positive answer from all respondents. All respondents answered “Yes” or stated that they were able to do it. It is in line with their answer in an interview. The second statement “I doubt I can do all the assignments on time because I also have assignments at the school where the *Kampus Mengajar* Program” has 1 inconsistent response. The researcher interviewed to strengthen data and the result shows that he was able to complete the task even though the task was concurrent with other tasks. His answer was short, and clear, and firmly stated that he was capable of accomplishing this. In this case, the participant has self-efficacy or self-confidence to complete the task even though they have other tasks at the same time.

The third statement “I believe that I can complete the task optimally even though I am actively in *Kampus Mengajar* program activities” has a positive answer from all respondents. All respondents answered “Yes” or stated that they were able to complete the task optimally. It is in line with their answer in an interview. The fourth statement “I doubt I can complete the task at once because I can't divide the time” is the negative statement which has the same purpose as the previous statement. It has a positive response from the respondents in which the students do not doubt completing the task.

### 3. Strength Dimension (The Strength of Believe)

The strength of belief is an aspect related to the strength of an individual's belief in his abilities, strong and steady expectations of individuals who have high self-efficacy will encourage them to be persistent in trying to achieve goals even though they may not have supportive experiences, while in individuals who have self-efficacy low will quickly give up and do not get success. In this sub variable there are three indicators which are described in the following table:

**Table 3. Table of Strenght Dimension (The Strenght of Belief)**

<b>Indicator</b>	<b>Condition</b>	<b>Statements</b>	<b>Responses ' Answer</b>
1. Hard work or maximum effort	Positive condition	I try hard when I face difficulties	All the responses say "Yes". It matches the interview
	Negative condition	I feel as a person who lacks fighting power in doing a difficult task	All the responses say "No". It matches the interview
2. Optimistic	Positive condition	I feel optimistic about accepting all kinds of tasks, even though they are difficult for me	All the responses say "Yes". It matches the interview
	Negative condition	When I do a difficult task, I give up easily and become pessimistic	1 respondent has the inconsistent answer
3. Persist in difficult situations	Positive condition	I can survive in difficult conditions to carry out or perform a task	All the responses say "Yes". It matches the interview
	Negative condition	I find it very difficult to carry out tasks when in	4 respondents have the inconsistent

		uncomfortable conditions	answer
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The table above shows the result of the third sub-variable. From the first indicator, both positive and negative statements have positive responses from the respondent. Those match with their interview. They tend to work hard at that time they face difficulty. The second indicator would like to talk about students' optimism. The statement from the positive condition has a positive response that they feel optimistic about accepting all kinds of tasks, even though they are difficult. But in negative conditions has one inconsistent answer in which she sometimes feels optimistic and sometimes pessimistic. In the previous statement, the factors that make her optimistic are when the job is easy and positive, she will also be optimistic. However, when faced with a difficult task, she will be pessimistic. This means that her self-efficacy in terms of optimism in carrying out tasks is still lacking. The third indicator talks about "Persist in difficult situations" and the result shows that all the respondents can survive in difficult conditions to carry out or perform a task. But from the negative condition, there are four inconsistent answers from the respondents in which they find it very difficult to carry out tasks when in uncomfortable conditions.

## Discussion

This study shows that students who join the Kampus Mengajar program have self-efficacy in themselves. This is evidenced by the results of questionnaires and interviews conducted previously by researchers. Questionnaires and interviews were taken based on references to the 3 dimensions of self-efficacy (sub-variables) from Bandura's theory, namely the Level dimension, Generalization dimension, and Strength dimension. Level dimension refers to the degree of difficulty of the task at hand. A person's acceptance and belief in a task varies. Each individual's perception will be different in viewing the level of difficulty of a task. Perception of a difficult task is influenced by the competence of the individual. This sub-variable is



further divided into 3 indicators, namely: Doing difficult tasks, Doing tasks according to ability, and never giving up. And it can be concluded that in the first sub-variable, it is certain that they can do difficult tasks and this is in line with the self-efficacy dimension, namely the level of task difficulty (level dimension).

Generalization Dimension refers to the extent to which individuals believe that ability in a variety of task situations, from the inside perform an activity that is usually done or a situation certain thing that has never been done until in a series of difficult and varied tasks or situations. This sub-variable is further divided into 2 indicators, namely: Being able to do all the work at the same time, and doing assignments in different fields. The result of the second sub-variable (Generalization dimension) is that students who join the Kampus Mengajar program have self-efficacy in themselves. Then the researcher interviewed to confirm the answers he answered at the time of the questionnaire. In the generalization dimension indicator, we can see that they generally have self-efficacy or confidence in themselves to carry out tasks on Kampus Mengajar programs even though there is only 1 participant who feels incapable.

The strength dimension is the strength of one's belief regarding the capabilities possessed when facing demands tasks or problems. This is related to resilience and individual tenacity in fulfilling their duties. Self-efficacy is weak and one can easily give up on good experiences difficult when faced with a difficult task. Whereas if high self-efficacy, individuals will have confidence and stability in their ability to do a task and will continue to persevere in their business despite many difficulties and challenges. This sub-variable is further divided into 3 indicators, namely: Hard work or maximum effort, Optimism, and being able to survive in difficult situations. The result of the third sub-variable (Strength dimension) is that students who join the Kampus Mengajar program have self-efficacy in themselves. In the third sub-variable (Strength dimension) we can see that students who joined Kampus Mengajar programs have self-efficacy or confidence in themselves to carry out tasks.

This study is in line with (Holtbaus, 2015). This previous study has demonstrated the effectiveness of an interprofessional simulation for dietetic students in advancing self-efficacy, communication, decision-making, and understanding of professional roles while working with the healthcare team. Interprofessional education can help prepare students to work together to build safer, patient-centered healthcare systems. The purpose of this study was to describe the differences in perceptions of diet students regarding teamwork and decision-making, understanding the role of health care professionals, and self-efficacy in patient care before and after interprofessional education experiences. Both of the studies used a program to investigate students' self-efficacy, the previous study used an interprofessional simulation that occurred over a 10-month 73 period with weekly meetings and 6 faculties representing: nursing, medicine, physical therapy, respiratory therapy, pharmacy, and dietetics. But this study used the *Kampus Mengajar* Program occurred 6 months and only focused on English students who joined the *Kampus Mengajar* program batch 3.

The results of Interprofessional education (IPE) on the 2-sided paired sample test assessment of each variable in the Fall 2013 questionnaire showed that students experienced a statistically significant increase in their understanding. In addition, students feel that studying with other students will make them effective members of the health team, and that sharing learning with other health science students will increase their ability to understand clinical problems. This study is in line with (Shang, 2010). This previous study has demonstrated Reading strategy use, self-efficacy, and EFL reading comprehension. This previous study used 3 reading strategies (cognitive, metacognitive, and compensation strategies) to improve students' reading skills and self-efficacy. Results showed that the most frequent use of the reading strategy was found to be a metacognitive strategy. In addition, there was a significant positive relationship between the use of reading strategies and perceptions of self-efficacy.

While the results of this study on students who joined the *Kampus Mengajar* program at the time of implementation they have self-efficacy or the level of confidence to carry out all existing tasks. This is proven in the results of questionnaires and interviews which are divided into 3 indicators (Level

dimension, Generalization dimension, and Strength dimension) where each of the 3 indicators of students participating in Kampus Mengajar programs states that they can complete assignments and have self-efficacy in themselves.

## Conclusion

Students who joined the Kampus Mengajar program have self-efficacy or self-confidence to carry out assignments based on Bandura's theory spread out into three sub-variables, they are Level Dimension (Task Difficulty Level), Generalization Dimension, and Strength Dimension.

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