

# THE EFFECTIVENESS OF TEACHER-THEMED MOVIES TOWARDS PRE-SERVICE TEACHERS' SELF-EFFICACY

Abdul Halim<sup>1</sup>, Sunarti<sup>1</sup>, Rani Herning Puspita<sup>1</sup>, Azhar Aziz Lubis<sup>2</sup>

<sup>1</sup> Universitas Muhammadiyah Kalimantan Timur

<sup>2</sup> Universitas Bengkulu

Email: ah918@umkt.ac.id

## Abstract

The aim of this study was to investigate the effectiveness of teacher-themed movie to elevate the pre-service teachers' efficacy in coping with the real teaching field. Based on a pilot study conducted by the researcher in a public university in Kalimantan, Indonesia, many students of teacher training and education faculty did not choose their department solemnly. As a result, these pre-service teachers, when got involved in teaching practice at a school, did not believe they could handle real class situation. They believed that it was difficult to teach the students in their real field, especially when those students came with various personalities. Hence, an effort should be done to help the pre-service teachers develop their self-confidence to conduct actual classroom activities. The design of the study was experimental design with one group pre-test and post-test. The subjects of the research were 34 senior students of English Department. In collecting the data, questionnaires of self-efficacy were utilized. The data was analyzed by using SPSS program. The results showed the pre-service teachers, who watched an inspiring educational movie, where in the movie the teacher was able to handle some most difficult students and turned the students become ones with better personalities, could affect positively to their efficacy. In addition, the effect of watching such ennobling movie was significant to raise the pre-service teachers' self-efficacy.

**Keywords:** *Teacher-themed Movie, Pre-Service Teacher, Self-efficacy*

## INTRODUCTION

As a developing country Indonesia now has turned to be one of the biggest economies in Asia. Not only this would affect to the economy, it could also affect to the country educational improvement since Indonesia had commitment with 20% of the national budget for education (Government Constitution article number 31 verse 4; Government Regulation no 20/2003). Protected by the government regulation as one of the professional job that could bring welfare, the jobs as a teacher have gained its popularity among society proven by high interest of high school graduate towards the departments under the faculty of teacher training and education at universities.

Unfortunately, in such high demand of seats in the education department of the university, most of the students enrolled as pre-service teachers did not have high interest in teaching. Despite they had studied theories all related to teaching and learning process, when it came to teaching practice the pre-service teachers had difficulty in handling the class and did not believe they could teach or worse, some of them dropped out because they think that they could not suit the job as a teacher.

Considering the recent problem as elaborated before, it is imperative not only to equip the pre-service teachers with good instructional knowledge but also to develop their self-belief about how well they could conduct a good class and be an inspiration

for their students that can change students' life to betterment for good. Therefore, this study was conducted with that rationale.

Numerous studies have been conducted in this field. Self-efficacy can be one factor of success of one person because this trait of personality could enhance one ability to learn new subjects (Riding & Rayner, 2001). Since self-efficacy can be one point that determine someone's degree of confidence in conducting certain types of tasks, the higher efficacy one possesses the bigger ones' opportunity is open for achievement (Pajares, 1996; Yusuf, 2011; Steel, 2014). However, that study was too general that it did not touch the context of pre-service teachers. On another study, for instance, conducted by Dinther et al (2011) exploring various factors affecting ones' self-efficacy that was still in general contextualization. Yet, in more recent years, some research has been conducted specific about the self-efficacy of the pre-service teachers. The results suggested teacher themed movies affect positively towards pre-service teachers' professional attitudes and their efficacy towards the science literacy (Kaskya et al, 2013; Ozturk, 2017). Hence, this study came with the proposal of filling the gap that have not previously been done, that is whether or not a teacher themed movie affect positively to pre-service teachers' self-efficacy from

English Department and whether or not it has significant effect. The current study explored the effectiveness of teacher-themed movie to ones' self-efficacy from the perspective of teachers' instructional capability and disciplinary.

## METHOD

The current study employed pre-test post-test one group experimental design (Kumar, 2011). The subjects of the research were 34 students in the Department of English Language Teaching. The subjects were all the students in the final years of their undergraduate education, therefore the samples were taken through whole sampling technique. In order to collect the data, a questionnaire was adopted from Bandura (2006) about self-efficacy for the teachers. The data was collected from the pre-service teachers through questionnaire.

## RESULT AND DISCUSSION

### Result

Pre-test was conducted prior the treatment conducted to the pre-service teachers and the post-test was conducted after the treatment. The results of the questionnaire as follows:

**Pre-service Teacher Score**

No	Pre-test	Post-test	Mean Difference
1	750	800	50
2	700	800	100
3	740	870	130
4	680	800	120
5	890	900	10
6	720	750	30

7	690	810	120
8	780	900	120
9	870	900	30
10	660	770	110
11	770	800	30
12	760	790	30
13	850	900	50
14	740	800	60
15	720	850	130
16	620	830	210
17	660	820	160
18	660	710	50
19	680	730	50
20	790	900	110
21	800	880	80
22	690	700	10
23	780	830	50
24	900	950	50
25	770	880	110
26	680	760	80
27	880	880	0
28	660	780	120
29	670	800	130
30	680	700	20
31	680	740	60
32	700	720	20
33	700	840	140
34	710	860	150

### One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	34	736,1765	74,30546	12,74328
Post-test	34	816,1765	66,56119	11,41515

Obviously the results of the pre-test and post-test have shown that the difference existed between the results of pre-test and the post-test. Before the treatment was conducted, the pre-service teachers had shown their self-efficacy score on average of 736,1765 (out of the

maximum score 1100) and after the treatment was given to the pre-service teachers as the subjects of the research, the mean score of the post-test raised to 816,1765. The raise of the mean score of both data showed that there was a change in degree of confidence before and after the

treatment with mean difference 80 points. Hence, at this point it could be concluded that the data have shown that there was a positive elevation of the pre-service teachers' self-efficacy. However, this data

should be confirmed with the result of t-test statistical calculation to express its significance. The following table presents the results of the calculation:

T-Test Result

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Mean difference pre-test post-test	34	80,0000	51,75701	8,87625

**One-Sample Test**

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Mean difference pre-test post-test	9,013	33	,000	80,000	Lower 61,9411	Upper 98,0589

The results of the above calculation exhibited sig:  $p < sig$  0,05 which means the change of the pre-service teachers' self-efficacy existed. The result of the t score calculated was 9,013. According to t-table, with  $df=n-1$  equal with  $df=33$  the t calculated was higher than t-table ( $9,013 > 1.697$ ). It means the result of the post-test was significant compared with the results of the pre-test.

The statistical calculation above demonstrated that there was difference between pre-test and post-test, the change of the pre-service teachers' self-efficacy was positive, and the effectiveness was significant. The results of this study confirmed similar characteristics of the

findings from the two previous studies (Kaskya et al, 2013; Ozturk, 2017) that teacher themed movie could enhance the perceived professional attitude and self-efficacy as well as their science literacy. However, as stated earlier of this paper, this study took different focus on how the teacher themed movie would affect the pre-service teachers' degree of confidence in instructional and disciplinary.

Instructional efficacy should be one important thing that a teacher must possess. The components that were explored were parts of essential criteria of effective teaching similar with the criteria of effective teaching proposed by Young and Shaw (1999) such as value of the

subject; motivating students; a comfortable learning atmosphere; organization of the subject; effective communication; and concern for student learning. In this study the researcher explored about the teachers efficacy on the dimension of effective communication on how to persuade the students do their assignments, the dimension of motivating the students, providing a friendly atmosphere, scaffolding the learning materials so that the students could still be on the track, and the dimension of concern for the students learning.

As well as the instructional efficacy, the disciplinary efficacy should also be a concern for the pre-service teachers. Although this point of view is closely related to the view of behaviourism, it still cannot be completely left by the educators because it still exists in the military education and more importantly on the technology based education (Gökmeno lu et al, 2010). Furthermore all aspects of industry is moving towards the 4th industrial revolution that the revolution is affecting industry not to exclude the aspect of education

## CONCLUSION

Although high demand of the teachers and many of the students were interested in being a teacher, their degree of confidence was not a match for the field experience. When facing the real class, the pre-service teachers often feel inferior to conducting the class. Therefore, an effort such as this study was conducted. After the study has deliver its results, it turn out that watching inspirational teacher themed movie would escalate the pre-service teachers self-efficacy. Not only could it be a positive impact for the pre-service

teacher, it could also exhibit the effectiveness for their efficacy in instructional efficacy and disciplinary efficacy.

## REFERENCES

- Bandura, Albert. (2006). Self-efficacy Beliefs of Adolescent. Retrieved from [www.uky.edu/~eushe2/Pajares/AdoEd5.html](http://www.uky.edu/~eushe2/Pajares/AdoEd5.html) on July 15, 3013
- Dinther, Mart Van, Mien R. Segers, Filip Dochy. (2016). Factors affecting students' self-efficacy in higher education. *Educational Research Review* Vol 6 (2) 95-108 doi:10.1016/j.edurev.2010.10.003
- Gökmeno lu, Tuba, Esra Eret, Ercan Kiraz. (2010). Crises, Reforms, and Scientific Improvements: Behaviorism in the Last Two Centuries. *Elementary Education Online*, 9(1), 292-300, 2010. retrieved from <http://ilkogretim-online.org.tr> on 19 September 2018.
- Kaskya, Alper, Ihsan Unlu, M. Said Akar, Meryem Sagirli. (2011). The Effect of School and Teacher Themed Movies on Pre-Service Teachers' Professional Attitudes and Percieved Self-efficacy. Retrieved from <http://eric.ed.gov/> on July 15, 2013.
- Kumar, Rajit. (2011). *Research Methodology a step by step guide for beginners*. New Delhi: Sage Publication India, Pvt, Ltd
- Ozturk, Fatma Önen. (2017). The Impact of Science-Fiction Movies on the Self- Efficacy Perceptions of Their Science Literacy of Science Teacher Candidates. *Kuram Ve*

Uygulamada Eğitim Bilimleri  
Educational Sciences: Theory &  
Practice. Vol. 17(5) □ 1573–1603

Pajares, Frank. (1996). Self-Efficacy Beliefs in Academic Settings. *Review of Educational Research* Vol. 66 issue: 4, page(s): 543-578  
<https://doi.org/10.3102/00346543066004543>

Yusuf, Mohammed. (2011). The impact of self-efficacy, achievement motivation, and self-regulated learning strategies on students' academic achievement. *Procedia - Social and Behavioral Sciences*. Vol. 15, 2011, Pages 2623-2626.  
<https://doi.org/10.1016/j.sbspro.2011.04.158>

Steel, Piers. (2014). Self-Efficacy and Success: Is There Any Relationship? Is having too much confidence a big a problem as having too little?. Retrieved from <https://www.psychologytoday.com/us/blog/the-procrastination-equation/201411/self-efficacy-and-success-is-there-any-relationship> on 19 September 2018.

Riding, R & Rayner, S. (Eds.), (2001). *Perception*. London: Ablex Publishing.

Young, S. & Shaw, D.G. (1999). Profile of effective college and university teachers. *Journal of Higher Education*, 70(6): 670–686.