

# CHAPTER I

## INTRODUCTION

Seven research topics are discussed in this chapter. This includes the research background, problem, objectives, hypothesis, significance, scope and limitations of the study, and definitions of key terms.

### A. Background of the Study

Education is an essential aspect of life and is considered a fundamental need, playing a crucial role in shaping and developing human resources with skills and expertise.<sup>1</sup> Higher education, as the pinnacle of educational institutions, produces graduates who are competent and skilled in their respective fields. Students are not only expected to absorb the material provided by their lecturers but also to creatively and innovatively build upon it according to their individual abilities. The success of students in higher education is greatly influenced by their enthusiasm, self-efficacy, optimism, and self-motivation. These factors enable students to succeed in their academic journey and achieve higher levels of performance. Among the various factors that contribute to academic success, one key element is self-efficacy.

Self-efficacy is a powerful determinant of work performance, effort, persistence, and strategy.<sup>2</sup> In addition to being highly predictive, self-efficacy can also be cultivated to achieve better outcomes. After explaining the nature of self-efficacy and its influence on performance and other work-related

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<sup>1</sup> Philip G. Altbach, *The International Imperative in Higher Education* (Rotterdam: Sense Publishers, 2013), 2.

<sup>2</sup> Albert Bandura, *Self-Efficacy: The Exercise of Control* (New York: W.H. Freeman, 1997), 3

results, we will discuss its measurement and sources. We will also briefly explore whether it's possible to have too much self-efficacy or encounter challenges associated with it. Students with a strong sense of self-efficacy are better equipped to complete tasks optimally and handle various events and situations effectively. They remain hopeful for success despite the challenges they encounter and stay persistent and motivated in their efforts. When facing obstacles, students with self-efficacy will continue to persevere. Their confidence allows them to maintain enthusiasm and resilience in overcoming difficulties and achieving their goals.

As a prospective teacher, an individual must possess a high level of self-confidence. In the teaching process, a teacher must ensure that the material is effectively understood by students. Confidence, or self-efficacy, plays a crucial role in influencing and motivating students, as they rely on full support from their teacher to achieve optimal learning outcomes and improve their academic performance. High self-efficacy positively impacts employability skills by encouraging individuals to focus their efforts and attention on achieving goals, while learning from failures and pushing themselves to try harder. On the other hand, low self-efficacy can lead to feelings of inadequacy, making it easier to give up in the face of challenges.

Teaching skills for prospective teachers can be assessed through their self-efficacy, which serves as a benchmark for their professional abilities. Confidence is crucial, as neglecting this factor can hinder a teacher's performance and negatively impact their students. Logically, individuals with strong self-confidence can adapt more easily to the work environment and

develop better work skills. As a result, teachers with high self-efficacy can deliver more effective teaching, enabling students to improve their academic achievement. High schools, as institutions that contribute to community development, aim to produce graduates who are knowledgeable and insightful, preparing them to enter the workforce. The 21st-century workforce is characterized by massive transformations in social, economic, political, and cultural sectors, driven by four major interconnected forces: advancements in science and technology, demographic shifts, globalization, and environmental changes. In this era of globalization, there is both a global free market and job migration between countries. At the same time, advancements in science, technology, and communication have created a more diverse job market for graduates.

High schools are expected to produce job-ready graduates, but in reality, they are projected to remain in second place in 2024. According to data from the Central Statistics Agency (BPS) (2023), the Open Unemployment Rate (TPT) for vocational school graduates is the highest, at 8.62 percent. The TPT for high school graduates stands at 6.73 percent, while for Diploma IV, S1, S2, and S3 graduates, it is 5.63 percent. According to BPS, the labor force consists of both the employed population and the openly unemployed. In 2023, the number of employed individuals reached 140 million, an increase of about 8.8 million people, or 6.71 percent, from 2021 to 2023. These figures reveal a concerning trend, as high school graduates represent a significant portion of the unemployed population.

High schools, as formal educational institutions, play a key role in shaping the younger generation and developing human resources who are knowledgeable, virtuous, dynamic, innovative, skilled, technologically adept, and capable of competing with others in terms of knowledge and employability skills. For this reason, professional teachers are essential in educating high school students. While student achievement is influenced by various factors such as school management, environment, and facilities, teachers play a significant role as well. They are central figures in the learning process, often interacting with students and serving as the core of effective teaching.

According to the Teacher Competency Examination (UKG) results from the Ministry of Education and Culture, the competency level of high school teachers is still below 60%. Various factors contribute to the lack of professionalism among vocational school teachers, including both internal and external factors. To address the issue of underqualified teachers, Education Personnel Education Institutions (LPTK) are encouraged to actively develop the competencies of their graduates to improve the overall quality of education in Indonesia. Several LPTKs continue to work toward advancing education, including Sayyid Ali Rahmatullah Tulungagung State Islamic University (UINSATU), which is an LPTK institution that produces graduates in the field of education. The undergraduate study program at the Faculty of Education and Teacher Training (FTIK), particularly the Department of English Education (TBI), is one such department at UINSATU that consistently prepares students to become professional and skilled educators. To achieve

this, various measures have been implemented, including providing competency training to prospective teachers. These efforts include structuring both theoretical and practical teaching competencies. One significant initiative at UINSATU is the Field Practice Studies (INTERNSHIP) program, which serves as a way to prepare and predict the readiness of prospective teachers to become competent educators.

One of the common challenges faced by student teacher candidates today is their lack of preparedness to become educators and develop the necessary employment skills in the education field. They often struggle with mastering educational knowledge and adapting to the demands of teaching. This becomes evident during Field Practice Studies (INTERNSHIP) in schools. Some practicum students, particularly those from the English Education Study Program (Tadris English), face difficulties in developing lesson plans (RPP), preparing teaching materials, and selecting appropriate teaching models and methods for English learning. English as a subject requires a deep understanding, precision, and frequent practice, as each lesson builds upon the previous one. This sequential nature of learning can make it challenging for students to grasp the material effectively, especially when the classroom atmosphere feels tense and monotonous.

Employability skills are considered crucial, as today's job market demands initiative, flexibility, and the ability to manage diverse tasks. For prospective teachers, these skills don't need to be overly specific, but should be facility-oriented, with a strong emphasis on social skills. Employability skills include communication, personal and professional development, and

adaptability.<sup>3</sup> Good employability skills equip students to be better prepared for teaching. The actions, habits, and behaviors individuals develop when entering the workforce are often influenced by external factors within the work environment. Although many factors come from the broader work environment, this study focuses specifically on aspects related to the teaching profession. Based on this, the researcher is interested in exploring the impact of self-efficacy on employability skills in students of the English Education Study Program, which adds particular interest to this research.

## **B. Research Problem**

Based on the research background, the research problem is formulated as follows: 'Is there a significant correlation between self-efficacy and employability skills among students of English Education Study Program at UIN Sayyid Ali Rahmatullah Tulungagung?'

## **C. Objectives of the Research**

Based on the research question above, the aim of this study is to determine the correlation between self-efficacy and employability skills among students of English Education Study Program at UIN Sayyid Ali Rahmatullah Tulungagung.

## **D. Research Hypothesis**

Based on the theory and foundational thinking, the hypotheses of this research are formulated as follows:

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<sup>3</sup> .S. Paredes and V. P. Buenaventura, "Employability Skills and Career Competencies as Predictors of Work Engagement Among Technical-Vocational Teachers," *European Journal of Education Studies* (2024)

**H0:** There is no significant correlation between self-efficacy and employability skills in students of the Bachelor of English Education Study Program at UIN Sayyid Ali Rahmatullah Tulungagung.

**Ha:** There is a significant correlation between self-efficacy and employability skills in students of the Bachelor of English Education Study Program at UIN Sayyid Ali Rahmatullah Tulungagung.

### **E. Significance of the Research**

This research is expected to contribute to the understanding of how self-efficacy can play a crucial role in enhancing employability skills for prospective teachers.

#### **1. For UIN Sayyid Ali Rahmatullah Tulungagung**

This research aims to provide additional insights for improving self-efficacy related to employability skills, thereby supporting students as prospective teachers.

#### **2. For Students of English Education Undergraduate Study Programs**

The findings will offer insights into the significance of self-efficacy in developing employability skills, helping students evaluate the teaching methods necessary to align with current trends and technological advancements.

#### **3. For Researchers**

The results of this research can serve as a valuable reference and literature material for future studies in similar fields.

## **F. Research Scope and Limitations**

In this study, the scope includes examining the correlation between self-efficacy and employability skills among undergraduate students, as well as understanding the impact and factors influencing self-efficacy on employability skills. The research was conducted at Islamic university of Sayyid Ali Rahmatullah Tulungagung, focusing specifically on students from the 2021 cohort of the Department of English Education. This limitation aims to ensure that the research is more focused and detailed. However, the sample size for this study is relatively small. Future researchers are encouraged to expand their studies to include participants beyond a specific grade level. Additionally, utilizing a larger sample size is recommended to obtain more accurate and reliable results.

## **G. Definition of Key Terms**

To avoid some misunderstanding, the researcher explains the operational definition of key terms used in this research.

1. Correlational research is used for knowing the correlation between two variables. In this research it is correlational This research is used to determine whether there is significance or not The relationship between English education students' self-efficacy as group brokers as a predictor variable, employability skills needed by English education students as a criterion variable. <sup>4</sup>
2. Define self-efficacy as a person's confidence to analyze, manage and carry out activities, difficulties and tasks related to their experiences. Self-

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<sup>4</sup> Sitoyo, S., & Sodik, M. A. *Metodologi Penelitian Pendidikan*. Jakarta: Prenada Media, 2015, 100.



efficacy is a person's belief regarding his or her ability to carry out the required actions to get the expected results. <sup>5</sup>Being a teacher requires confidence <sup>6</sup>. (Self-efficacy) which aims to be able to influence or provide stimulus for students. Because students need teacher support during the learning process to achieve maximum learning outcomes. Self-efficacy is measured using a questionnaire.

3. Employability is a competency or skill required by graduates or those who are already working <sup>7</sup>. Employability skills are the ability to work in the world of education well and more optimally. Aspects of employability skills of prospective teachers are assessed from internal abilities, which include communication teamwork, mastery of material and so on.
4. Employability Skills are defined as a set of skills that enable a person to obtain, retain, and thrive in a job. These skills include communication, collaboration, problem-solving, critical thinking, and adaptability<sup>8</sup>. these skills are related to an individual's ability to adapt to the labor market.
5. Employability Skills are personal attributes such as basic, generic, and technical skills that help individuals stay relevant and succeed in their explains that these skills are not only acquired during education but are also developed throughout one's career.

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<sup>5</sup> Sulasteri, S., Nur, F., & Suharti, S. "Pengaruh Efikasi Diri terhadap Prestasi Belajar Mahasiswa." *Jurnal Pendidikan*, vol. 21, no. 2, 2020.

<sup>6</sup> Yuliyanto, A., T. Turmudi, M. Agustin, I. Muqodas, and H. E. Putri, "Efikasi Diri dalam Profesi Guru," *Jurnal Pendidikan dan Kebudayaan* 10, no. 2 (2020): 145–154

<sup>7</sup> Qonitatin, N., and D. R. Sawitri, "Peran Employability terhadap Kesiapan Kerja Mahasiswa," *Jurnal Psikologi Pendidikan dan Konseling* 8, no. 2 (2022): 90–98

<sup>8</sup> McQuaid, Ronald W., and Colin Lindsay, "The Concept of Employability," *Urban Studies* 42, no. 2 (2005): 197–219