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Linking Internship Experience with Teacher Candidate Self-Efficacy and Teaching Motivation: Evidence from the Asistensi Mengajar Program

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Abstract. Real-world learning experiences are crucial in constructivist education. Teaching Assistance is one of the programmes that offers learning through real-world experiences to teacher candidates. This study aims to explore the impact of the Teaching Assistance programme on self-efficacy and teaching motivation. Involving 40 participants from Islamic Primary School Teacher Education Study Program, this study used a descriptive quantitative method with data collected through an online questionnaire based on a 7-point Likert scale. The results of the analysis showed that the majority of respondents had moderate levels of self-efficacy and motivation. This finding indicates that the Teaching Assistance programme was effective in increasing participants' self-efficacy and motivation to pursue a career as a teacher in the future, despite variations in their levels of self-efficacy and motivation. This study also shows the need to evaluate and improve the quality of the implementation of the teaching assistance programme so that participants' self-efficacy and motivation increase. Self-efficacy and motivation are critical to their future career readiness. Limitations of the study, such as the small sample size and reliance on questionnaires, lead to recommendations for further research with a more holistic approach. Overall, this study confirms that the Teaching Assistance programme can be an effective tool in preparing prospective teachers who are competent, motivated, and confident to face the challenges of the teaching profession.
Keywords. self-efficacy; teaching motivation; prospective teachers; internship programme; teacher education.

A. INTRODUCTION

Teaching Assistance (Asistensi Mengajar/AM) in educational units is one of the internship programmes in the Merdeka Belajar Kampus Merdeka (MBKM) policy launched by the Ministry of Education and Culture since 2020. There are eight forms of learning activities in MBKM, namely a) student exchange, b) internships / work practices, c) teaching assistance in educational units, d) research / research, e) humanitarian projects, f) entrepreneurial activities, g) independent studies / projects, and h) building villages / thematic real work courses. Teaching assistance in educational units is a form of learning activity carried out by students collaboratively under the guidance and direction of course lecturers, teachers, and field supervisors in formal education units. Teaching activities in this educational unit are carried out for 1 semester (equivalent to 20 credits)..

As stated in the MBKM guidebook, one of the objectives of AM is to provide opportunities for students who have an interest in education to participate in teaching and deepening their knowledge by becoming teachers in educational units. Internship programmes play an important role in higher education. Through internship programmes, universities can strengthen students' future career readiness. In this programme, students can construct comprehensive knowledge to strengthen their competencies through learning from hands-on experience in the world of work according to their respective specialisations. In the context of teacher education, students can applying the pedagogical

theories they have acquired such as learning theories, learning models, learner planning, teaching skills, learning media development, and learning evaluation to the real world, namely the classroom.

The internship programme can also strengthen self-efficacy and motivation to teach. Self-efficacy is a construct that focuses on an individual's evaluation of their capacity to perform successfully in a given situation (Honicke et al., 2023). Albert Bandura defines the construct as 'people's judgement of their ability to organise and execute the actions necessary to achieve a specified type of performance'. To understand how individual self-efficacy beliefs arise, (Bandura, 1998) identified four different sources: (1) mastery experience; (2) indirect experience; (3) verbal persuasion; and (4) physiological and affective states. Meanwhile, motivation can be described as one of the factors that stimulate, direct and reinforce certain behaviours, ensuring their repetition and continuity.

High levels of motivation are a powerful force that leads people to act in a more determined way to achieve their intended targets (Öztürk & Uzunkol, 2013). When teachers feel competent about themselves and have a high level of motivation towards their mission, they will care more about their students and will be more enthusiastic to make maximum efforts for them (Riley, 2014). Teachers' high level of motivation is very important as it is one of the factors that enable them to efficiently carry out their educational tasks. Motivated teachers are: willing to contribute to the good functioning of the school and communicate and cooperate with their colleagues and other stakeholders(Öztürk & Uzunkol, 2013). Determined to support and continue to support the healthy development (cognitive, affective and skills) of students (AYPAY Ayşe, 2011; Evans, 1998; Öztürk & Uzunkol, 2013) able to improve student achievement and motivation (Atkinson et al., 2000)

Previous research has shown that self-efficacy has a significant impact on teacher performance and student learning outcomes(Bandura, 1998; Tschannen-Moran & Hoy, 2001). High self-efficacy helps teacher candidate to be more confident in managing the classroom, overcoming challenges, and continuing to develop professionally(Lazarides et al., 2020). On the other hand, intrinsic and extrinsic motivation also influence teacher candidates' dedication and commitment to their profession(Atkinson et al., 2000; Richardson et al., 2014) . Several other studies have shown that self-efficacy and motivation play an important role in preparing teacher candidates for classroom challenges(Klassen & Tze, 2014). However, although there are many studies exploring this aspect, research gaps remain, especially in the context of teaching internships. For example, there is a lack of research that specifically examines how internship experiences affect teacher candidates' self-efficacy and motivation, as well as how these factors interact during the period(Fives & Buehl, 2009).

Darling-Hammond highlighted that a well-structured internship programme can improve prospective teachers' practical and theoretical skills(Darling-Hammond, 2020). However, some studies have also shown a gap between theory and practice during internship programmes(Allen & Wright, 2014). Research by Mahmood, N., & Iqbal, Z. found that many prospective teachers felt a lack of confidence when they first faced the classroom(Mahmood & Iqbal, 2018). This suggests a need to improve internship programmes to be more effective in building self-efficacy and teaching motivation.

Based on a literature review, most of the current research focuses on self-efficacy in general without paying attention to the dynamics that occur during teaching internships (Pfitzner-Eden, 2016). Although there are studies that show the benefits of internship programmes, there are still limitations in the literature regarding the specific effects of Teaching Assistance programmes on self-efficacy and motivation of prospective teachers. This study aims to fill this gap by exploring the effect of the Teaching Assistance internship programme on teacher candidates' self-efficacy and motivation to teach through a descriptive quantitative approach. This study is expected to make a significant contribution to the teacher education literature and provide practical recommendations for the improvement of internship programmes in Indonesia and other similar contexts. Thus, the results of this study are not only relevant for educational researchers and practitioners, but also for policy makers who seek to improve the quality of education through better teacher training.

B. METHODS

This study employed a descriptive quantitative design to measure the self-efficacy and teaching motivation of teacher candidates who participated in the Teaching Assistance programme. This approach was chosen because it allows researchers to describe and analyse the characteristics and relationships between variables in the population under study.

The respondents in this study were 40 students of the Islamic Primary School Teacher Education Study Program (PGMI) at Universitas Islam Negeri Maulana Malik Ibrahim Malang who were participants in the Teaching Assistance programme. The selection of respondents was carried out by purposive sampling, where only students involved in this programme were included in the study. This research was conducted at the PGMI Study Programme, UIN Maulana Malik Ibrahim Malang. This location was chosen because the Teaching Assistance programme is an integral part of the PGMI curriculum at the university. Data was collected through an online questionnaire distributed using Google Form. The questionnaire was distributed through lecture groups to ensure all respondents could access and complete the questionnaire easily. The use of online questionnaires was chosen to simplify the data collection process and increase respondent participation.

The instrument used in this study was a closed questionnaire consisting of three main parts; (1) Demographic Data to collect basic information about the respondents such as name, identification number, and class. (2) Self-Efficacy to measure self-efficacy in several aspects, including efficacy in student engagement, efficacy in the application of learning strategies, efficacy in classroom management, and efficacy in student achievement. (3) Teaching Motivation to measure the respondents' level of teaching motivation. This questionnaire was designed based on a 7-point Likert scale, where respondents were asked to indicate their level of agreement with the various statements presented. The use of a 7-point Likert scale aims to obtain a more detailed picture of data related to perceptions of self-efficacy and teaching motivation of students participating in the AM programme.

Table 1. Rating Scale

Score	Description
1	Strongly Disagree
2	Disagree
3	Slightly Disagree
4	Neither Agree nor Disagree
5	Slightly Agree
6	Agree
7	Strongly Agree

Data analysis used descriptive quantitative methods. Descriptive analysis was conducted to describe the distribution and characteristics of the respondents' data, as well as to evaluate the level of self-efficacy and teaching motivation of prospective teachers. The results of the analysis were presented in tables, graphs, and descriptive statistics such as mean, median, and standard deviation to provide a comprehensive picture of the research findings. Interpretation of the level of self-efficacy and teaching motivation uses the following criteria:

Table 2. Level of Self-Efficacy and Teaching Motivation

Level	Skor		Category
	Self-Efficacy	Teaching Motivation	
3	$X < 67$	$X < 47$	High
2	$67 \leq X < 87$	$47 \leq X < 72$	Medium
1	$X \geq 87$	$X \geq 72$	Low

C. RESULT & DISCUSSION

1. Result

a. Description of Self-Efficacy

Self-efficacy is people's judgement of their ability to organise and carry out the actions necessary to achieve a specified type of performance (Bandura, 1998). In the context of teaching, self-efficacy or self-belief is one of the keys to achieving teacher success in the learning process. According to (Bandura, 1998) there are four sources of self-efficacy: (1) mastery experience; (2) indirect experience; (3) verbal persuasion; and (4) physiological and affective states. The results of this study show that most students participating in the AM programme have self-efficacy in teaching (Table 3).

Table 3 . Description of Self-Efficacy

	Number of Items	Mean	Min	Max	Standard Deviation
Self-Efficacy	15	77,20	59	99	10,02

The results of the data analysis showed that overall the majority of students who participated in the AM programme had a level of student self-efficacy in the medium category (60%). The high category (23%) and the rest (17%) have self-efficacy in the low category (Figure 1).

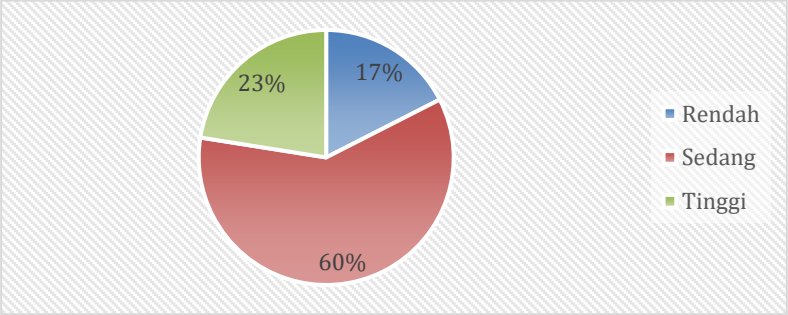

Figure 1. Level of Self-Efficacy

Self-efficacy in this study is described as efficacy in student engagement, efficacy in the application of learning strategies, efficacy in classroom management, and efficacy in student achievement. The research findings show diverse data for the four indicators. On the efficacy in student engagement indicator, the average score was 20.50 with a minimum score of 14, maximum score of 28, and standard deviation of 3.72. On the efficacy indicator in the application of learning strategies, the average score was 20.40, the minimum score was 16, the maximum score was 26, and the standard deviation was 2.82. In the efficacy indicator in classroom management, the average score was 21.08, the minimum score was 13, the maximum score was 28, and the standard deviation was 3.47. In the last indicator, efficacy in student achievement, the mean score was 15.23, the minimum score was 11, the maximum score was 19, and the standard deviation was 2.20 (Table 4).

Tabel 4. Deskripsi Self-Efficacy

Indicator	Number of Items	Mean	Min	Max	SD
efficacy in student engagement	4	20,50	14	28	3,72
efficacy in learning strategy implementation	4	20,40	16	26	2,82
efficacy in classroom management	4	21,08	13	28	3,47
efficacy in student achievement	3	15,23	11	19	2,20

The results of the analysis of each indicator score showed consistency with the results of the overall self-efficacy analysis (Figure 1). As can be seen in Figure 2, the majority of respondents were

in the medium category for all four indicators. Only in indicator 4 the percentage of respondents who are in the high category is slightly more than the other three indicators (35%).

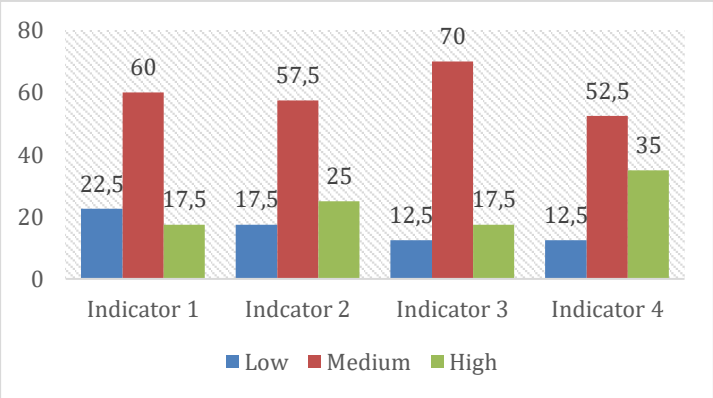

Figure 2. Description of Self-Efficacy

1) Efficacy in student engagement

Efficacy in student engagement is the first Self-Efficacy indicator in this study. Student engagement in this study is elaborated into 4 descriptors, namely (1) Motivating students who show low interest in school tasks, (2) Making students believe that they can do school work well, (3) Helping students appreciate learning, (4) Assisting families in helping their children excel in school.

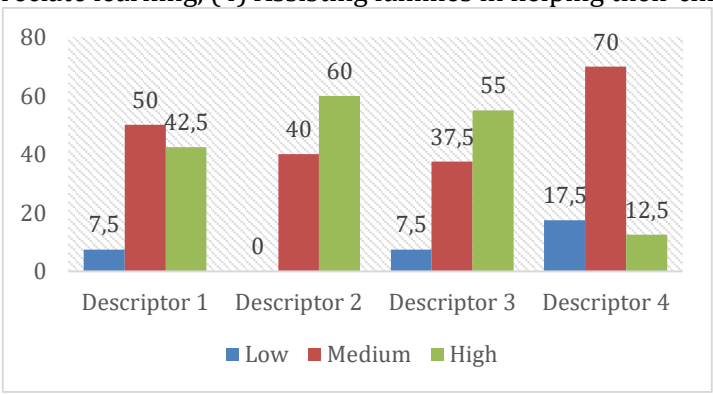

Figure 3. Level of Self-Efficacy in Student Engagement

Based on Figure 3, the majority of respondents were in the moderate category for descriptors 1 and 4 (50% and 70%). Whereas in descriptors 2 and 3, the majority of respondents are in the high category (60% and 55%). For descriptor 2, no respondents were in the low category. This finding indicated that respondents felt very confident that they were able to increase students' confidence in doing their tasks and valuing learning. However, at the same time, respondents felt quite confident in being able to motivate students who have low interest in learning and help students achieve.

2) Efficacy in Learning Strategy Implementation

Self-efficacy in the context of learning strategies refers to an individual's belief in their ability to achieve success in the learning process. This belief can affect motivation, effort and the end result of one's learning efforts. There are 4 descriptors to explain this indicator, namely (1) prospective teachers‘ ability to create questions for students, (2) prospective teachers’ ability to use various assessment strategies for students, (3) prospective teachers‘ ability to provide alternative explanations or examples when students are confused, (4) prospective teachers’ ability to implement alternative strategies in the classroom. The data indicated that most of the respondents could understand this aspect well.

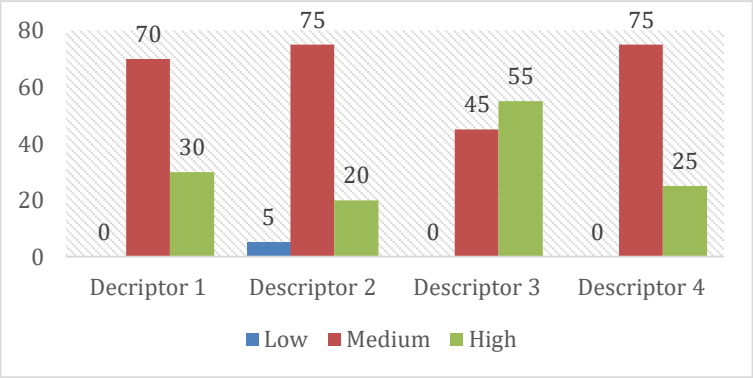

Figure 4. Level of Self-Efficacy in Student Engagement

As can be seen in Figure 4, the majority of respondents were at the medium level for the first, second, and fourth descriptors (70%, 75%, and 75%). Meanwhile, for the third descriptor, the majority of respondents were at the high level (55%). Of the four descriptors, only in the second descriptor, 5% of respondents obtained a low level. This finding indicated that respondents felt quite confident in being able to ask good questions to students, implement various assessment strategies, and implement alternative learning strategies in the classroom. However, respondents felt very confident in being able to provide good explanations of learning materials to help students overcome their confusion.

3) Efficacy in Classroom Management

The next indicator is efficacy in classroom management. Classroom management is one of the success factors in classroom management, and is a challenge for teachers including prospective teachers. Prospective teachers must have effective abilities and beliefs in classroom management. In the study, there are 4 descriptors that will be presented, namely, (1) the ability to control disruptive behaviour in the classroom, (2) the ability to make children follow the rules in class, (3) the ability to calm down disruptive or noisy students, (4) the ability to build a classroom management system with each group of students. Figure 5 shows that the majority of respondents were at the medium level in all descriptors. This finding indicated that they felt quite confident that they were able to manage the classroom well.

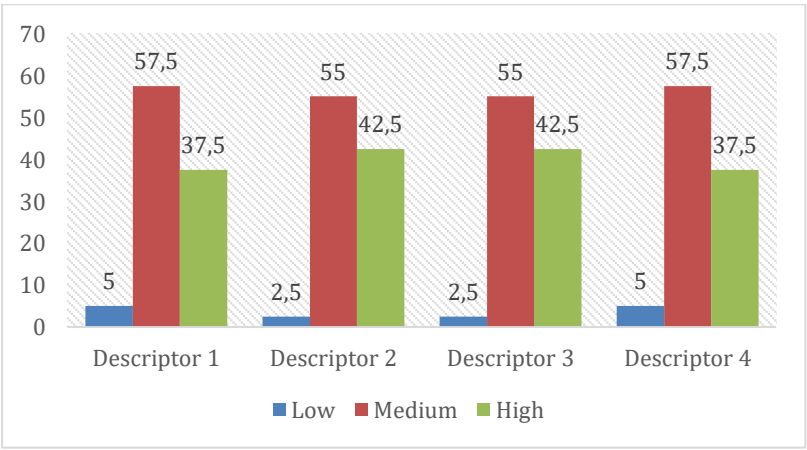

Figure 5. Level of Self-Efficacy in Class Management

4) Self-Efficacy in Student Achievement

The last indicator is efficacy in student achievement. There are four descriptors in this indicator, namely (1) building a classroom management system with each group of students, (2) helping students learn the required materials, and (3) preventing students from getting very low grades.

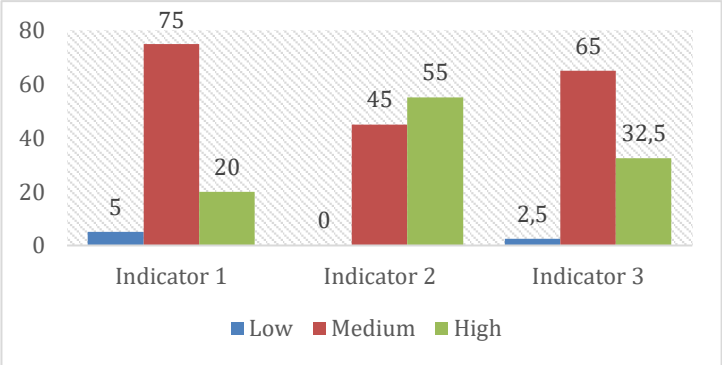

Figure 6. Level of Self-Efficacy in Student Achievement

Figure 6 shows that the majority of respondents are at the medium level for descriptors 1 and 3 (75% and 65%). As for descriptor 2, the majority of respondents were at the high level (55%). In descriptor 2, there were no respondents at the low level. The findings indicated that respondents felt very confident that they were able to help students learn the required materials. However, they were quite confident in being able to manage student groups and help them avoid low grades.

b. Teaching Motivation

Motivation has a very important role in shaping students as prospective teachers who are effective and become role models for students. One of the initiatives to increase student motivation as prospective teachers that is getting more attention is the teaching assistance programme. With this AM programme, it is hoped that all prospective teacher students can increase motivation for students to prepare themselves to become qualified educators in the future.

Table 5. Description of Teaching Motivation

	Number of Items	Mean	Min	Max	Standard Deviation
Teaching Motivation	12	59,43	32	84	12,69

The results of the data analysis showed that overall the majority of students who participated in the AM programme had teaching motivation in the medium category (60%). The high category (23%) and the rest (17%) have self-efficacy in the low category (Figure 7). This data is consistent with the data on self-efficacy (Figure 1), because motivation and self-efficacy are interrelated. The data in Figure 7 shows that less than half of the AM students who were respondents in this study had high motivation to become a teacher.

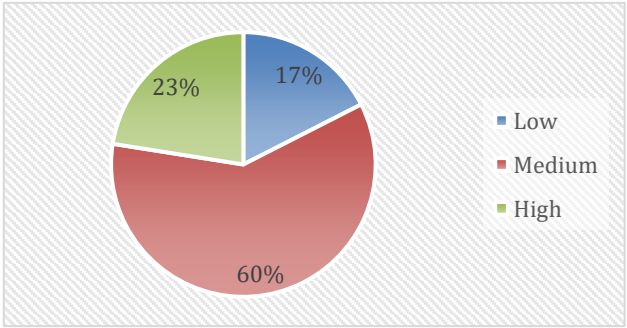

Figure 7. Level of Teaching Motivation

Motivation in this study was described into four indicators, namely (1) belief in self-ability, (2) intrinsic motivation for a career as a teacher, (3) extrinsic motivation for a career as a teacher, and (4) social values of the teaching profession. The research findings showed various data for the four indicators. In the belief in self-ability indicator, the average score was 14.63 with a minimum score of 9, a maximum score of 21, and a standard deviation of 3.09. On the indicator of intrinsic motivation for a career as a teacher, the mean score was 10.00, the minimum score was 4, the

maximum score was 14, and the standard deviation was 3.10. On the extrinsic motivation indicator for a career as a teacher, the mean score was 11.80, the minimum score was 3, the maximum score was 21, and the standard deviation was 4.79. In the last indicator, social values of the teaching profession, the mean score was 23.00, the minimum score was 12, the maximum score was 28, and the standard deviation was 4.48 (Table 4).

Table 4. Description of Teaching Motivation

Indicator	Number of Items	Mean	Min	Max	SD
belief in self-ability	4	14,63	9	21	3,09
intrinsic career value	4	10,00	4	14	3,10
extrinsic career value	4	11,80	3	21	4,79
social career values	3	23,00	12	28	4,48

The results of the analysis of each indicator score showed consistency with the results of the overall teaching motivation analysis (Figure 7). As can be seen in Figure 8, the majority of respondents were in the medium category for all four indicators. Only in indicator 4 the percentage of respondents who were in the high category was slightly more than the other three indicators (30%).

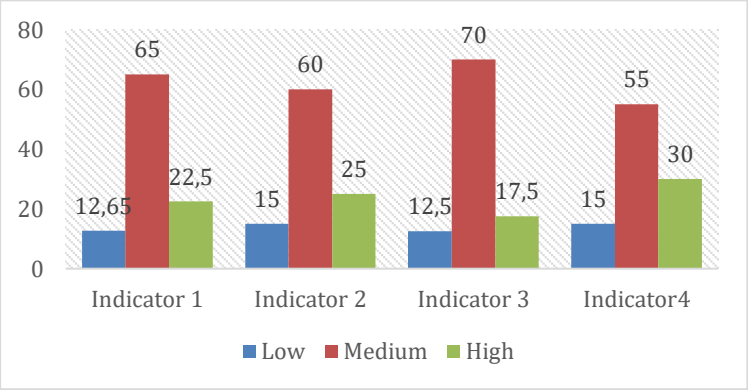

Figure 8. Description of Teaching Motivation

1) Belief in self-ability

The ability in question is not only about mastery of subject matter, but also covers aspects of teacher performance in carrying out their mandate. In this case, the student ability aspect is elaborated into 3 descriptors, namely: (1) quality as a good teacher, (2) good teaching skills, and (3) suitability of abilities with a teaching career.

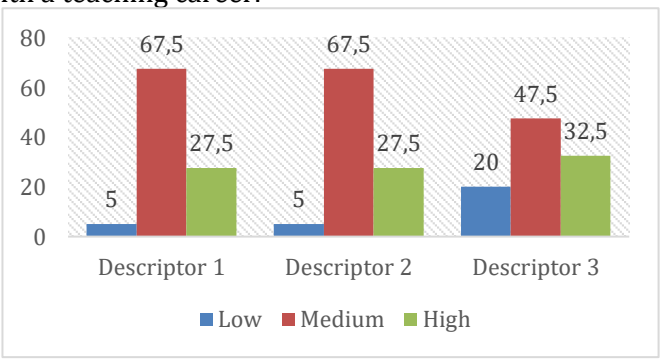

Figure 9. Level of Competencies

Figure 9 shows that the majority of respondents (67.5%) felt quite confident in identifying themselves as good prospective teachers. They are also quite confident that they have good teaching skills (67.5%). These two responses may explain why in the third descriptor the respondents were

also in the medium category (47.5%). However, in this last descriptor, more respondents strongly agreed (32.5%) than in the previous two descriptors.

2) Intrinsic Career Value

The intrinsic career value of students refers to aspects of motivation and satisfaction that come within students related to their experiences during this teaching assistance activity. In this study, students' intrinsic career value is elaborated into 2 indicators, namely: (1) students' interest in teaching and (2) students' love for teaching.

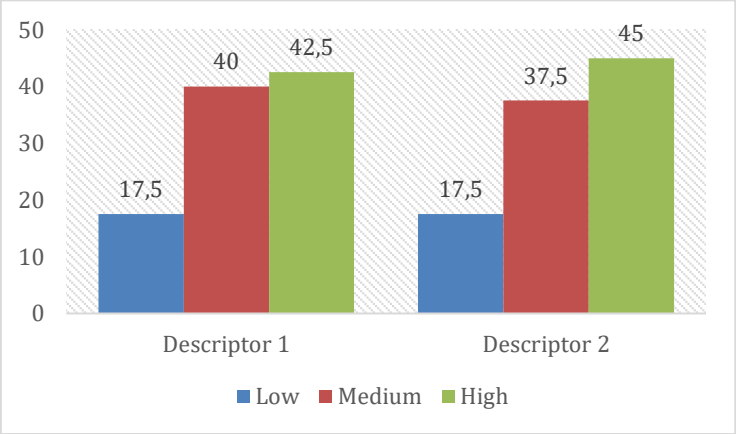

Figure 10. Level of Intrinsic Career Value

Figure 10 shows that psychologically, the majority of respondents were interested in a career as a teacher. They strongly agree that they have an interest in teaching activities (42.5%). Similarly, in the second descriptor, they also strongly agree that they liked teaching activities (42.5%).

3) Extrinsic Career Values

In the context of students involved in this AM program, extrinsic career values refer to the benefits or advantages they derive from the role of external sources or measurable outcomes. This indicator is described in 3 descriptors, namely (1) the reliability of the income they will get from teaching, (2) the stability of the teaching profession, and (3) the stability of the career path as a teacher.

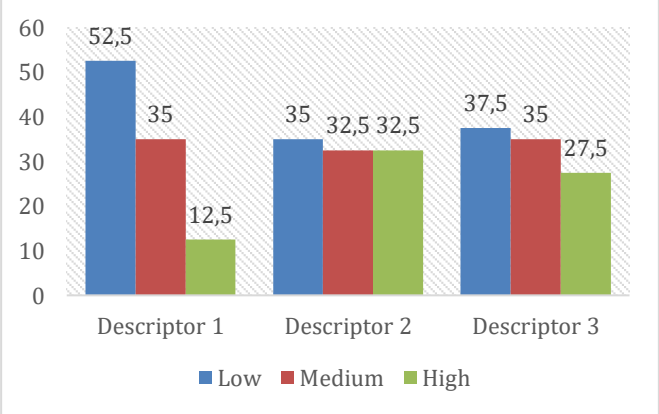

Figure 11. Level of Extrinsic Career Value

Unlike the other teaching motivation indicators, extrinsic career value received a very negative response from respondents (Figure 11). The majority of them strongly disagreed with the three descriptors in this indicator. The first descriptor received the highest negative response (52.5). They strongly disagree that teaching can provide a reliable income. In the second and third descriptors, the difference between respondents in the low, medium, and high categories is not much. However, the majority still strongly disagreed with the two descriptors (35% and 37.5%). This shows that the extrinsic value of the teaching career is not the main driver of students' teaching motivation.

4) Career Social Values

Career social values for students involved in this AM program include aspects related to social relationships and contributions to the academic community.

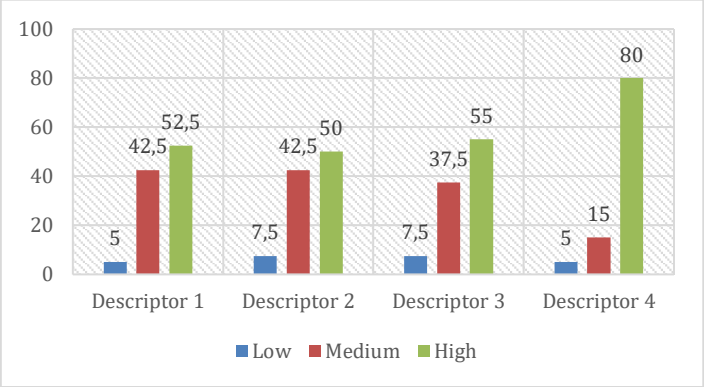

Figure 12. Level of Career Social Values

Figure 12 shows that the majority of respondents strongly believe that teaching allows them to influence the next generation (52.5%). Most respondents feel positive about their influence through teaching with a high level of belief. Similarly, for the second descriptor, half of the respondents strongly believe that teaching can play an important role in raising the ambitions of underprivileged youth (50%). Most respondents feel positive about the contribution of teaching in this regard with a high level of belief. The third descriptor shows that the majority of respondents strongly believe that teaching allows them to provide services to the community (55%). There is a high level of belief among respondents that the teaching profession contributes to community service. The last statement shows that most respondents strongly believe that teachers make valuable social contributions (80%). These results indicate that the majority of respondents highly value the role of teachers in their social contributions with very high beliefs. Thus, this belief also drives respondents' teaching motivation.

2. Discussion

Internship programs, such as Teaching Assistantships, play a central role in preparing preservice teachers for the challenges of the educational world. This study underscores the importance of identifying how internship experiences can influence preservice teachers' self-efficacy and motivation to teach, both of which are key predictors of success in teaching practice(Bandura, 2012; Klassen & Tze, 2014). The results of this study indicate that the majority of program participants have moderate self-efficacy, indicating that the field experience is quite helpful in building their confidence in managing the classroom and teaching effectively.

In addition, although teaching motivation is spread across a wider range, the majority of participants still show moderate to high levels of motivation, indicating a positive impact of the internship program on their professional readiness. These findings reinforce the existing literature on the importance of practical experience in building preservice teachers' core competencies, and highlight the need for internship program designs that focus not only on content mastery but also on preservice teachers' self-development and intrinsic motivation(Richardson et al., 2014; Tschannen-Moran & Hoy, 2001). Thus, this study contributes to a deeper understanding of how internship programs can be optimized to enhance preservice teachers' readiness to face the challenges of their future profession.

a. Linking Internship Experience with Self-Efficacy and Teaching Motivation

The results of the study showed that the self-efficacy of the majority of respondents was at a moderate level (60%), which confirmed that the practical experience they gained during AM contributed to shaping prospective teachers' beliefs about their ability to teach. Although in all indicators the respondents were at a medium level, the second indicator (efficacy in student involvement) especially in descriptors 2 and 3 showed positive results. Respondents felt very

confident in being able to increase students' self-confidence in doing their assignments and appreciating learning.

Current studies show that the Teaching Assistance program provides a significant contribution in preparing prospective teachers to face challenges in the classroom, such as classroom management, interaction with students, and the application of effective learning strategies. These findings indicate that the implementation of the AM program needs to be evaluated and its quality improved in order to be able to increase the self-efficacy of students as prospective teachers. In line with the literature stating that self-efficacy is an important factor in teaching success, where teachers with high self-efficacy tend to be more innovative, more resilient to stress, and more effective in managing the learning environment(Moulding et al., 2014; Tschannen-Moran & Hoy, 2001).

The results of this study indicate quite significant variation in the level of teaching motivation among participants in the Teaching Assistantship program, with 60% of respondents in the medium category, 23% in the high category, and 17% in the low category. This variation reflects the complexity of factors that influence teaching motivation, including personal experiences during the program, support received from mentors, and challenges faced in real teaching contexts. The high proportion of respondents with medium teaching motivation suggests that although the program was successful in providing valuable experiences, it is possible that some aspects of the program did not fully optimize the motivational potential of participants.

The relationship between self-efficacy and teaching motivation in the context of the Teaching Assistantship program is an important aspect that must be discussed to understand how these two factors influence each other and contribute to the readiness of prospective teachers. Based on the research findings, there are indications that participants with high levels of self-efficacy tend to have stronger teaching motivation. This is consistent with the theory that teachers who are confident in their abilities are more likely to be actively involved in the learning process and show a higher commitment to their profession(Bandura, 2012). High self-efficacy can provide internal motivation for prospective teachers to overcome challenges, seek innovation in teaching, and maintain stable motivation, even though they face complex and challenging situations in the classroom.

This study found that not all respondents with high self-efficacy had the same strong motivation to teach. This suggests that although self-efficacy is an important predictor of motivation, other factors such as mentor support, school environment, and personal experiences also play a significant role in shaping teaching motivation. In some cases, preservice teachers who feel very confident in their teaching abilities may not always be motivated if they feel that the work context or environment does not support their teaching aspirations and methods. Conversely, preservice teachers with moderate self-efficacy may find motivation from certain challenges faced during the internship, especially if these challenges can be overcome with the help of mentors or peer support.

In addition, the relationship between self-efficacy and teaching motivation also suggests the potential for a dynamic interaction between the two, where improvements in one area can strengthen the other. For example, positive experiences that enhance self-efficacy, such as successfully managing a classroom or receiving constructive feedback from a mentor, can simultaneously enhance teaching motivation by providing a clearer sense of accomplishment and purpose. Conversely, a strong motivation to teach can encourage preservice teachers to continue to improve their skills and knowledge, which in turn enhances self-efficacy.

b. Implication

The findings of this study have significant practical implications for the implementation of the AM program, especially in improving the quality of learning and professional readiness of prospective teachers. This internship program has not been proven effective enough in improving the self-efficacy of participants, because the majority are still at the medium level. High self-efficacy not only increases participants' confidence in managing classes and implementing learning strategies, but also affects their ability to adapt to various situations that may occur during teaching. Therefore, higher education institutions and Teaching Assistantship program organizers need to ensure that elements that support increased self-efficacy, such as mentor support, intensive training, and ongoing reflection, are continuously maintained and improved in the program curriculum.

In addition, the variation in the level of motivation to teach among participants suggests the need for a more personalized and adaptive approach to program design. Preservice teachers with lower motivation may need additional support to help them find meaning and purpose in the profession. Providing constructive feedback, intensive coaching, and assignments that are relevant to individual interests and abilities can be effective strategies to increase motivation to teach. In this context, educational institutions need to develop intervention models that focus on strengthening intrinsic motivation, which has been shown to have greater long-term impact than extrinsic motivation alone(Richardson et al., 2014).

AM Programs should also consider the importance of a supportive internship environment, both in terms of school culture and administrative support, to maximize the potential of participants. Partner schools need to be carefully selected to ensure that they have an environment conducive to the development of prospective teachers, including experienced mentors and adequate facilities. In addition, program organizers should strengthen collaboration with these schools to create internship conditions that allow prospective teachers not only to learn, but also to actively contribute to the learning process at school.

c. Limitations

Although the results of this study indicate a positive impact of the Teaching Assistantship program on pre-service teachers' self-efficacy and motivation to teach, there are several limitations that must be acknowledged. One of the main limitations is the relatively small sample size of 40 participants. This limited sample size may affect the generalizability of the study findings to a wider population. In addition, because this study is a descriptive quantitative study, the results focus more on general descriptions rather than in-depth analysis of the cause-and-effect relationships between the variables studied. Therefore, the results of this study need to be interpreted with caution and should be followed by further research involving larger samples and more diverse research methods, such as longitudinal or qualitative studies, to gain a more comprehensive understanding.

Another limitation of this study is the reliance on data collected through an online questionnaire. While questionnaires are an efficient tool for collecting data from a large number of respondents in a short period of time, they also have drawbacks, such as potential respondent bias and limitations in capturing the nuances of participants' experiences. For example, respondents may tend to give answers that are considered most desirable (social desirability bias) or may not fully understand the questions being asked, which can affect the validity of the data. To address these limitations, future research could incorporate other data collection methods, such as in-depth interviews or direct observation, to enrich and validate the findings obtained through questionnaires.

Finally, this study did not explore in depth external factors that may influence participants' self-efficacy and teaching motivation, such as family support, previous experiences, or the school environment where the internship took place. These factors may play an important role in determining how participants perceive their experiences during the internship program and how much impact it has on their professional development. Thus, future research should consider investigating these external factors in more detail to provide a more holistic picture of how various aspects influence prospective teachers' readiness and motivation.

D. CONCLUSION

This study highlights the important role of the Teaching Assistance program in improving prospective teachers' self-efficacy and teaching motivation. The results showed that most participants had moderate self-efficacy. This means that they felt quite confident in their teaching abilities, although not as strong as those with high self-efficacy. There was variation in participants' levels of motivation to teach, with many indicating moderate levels of motivation. This suggests that while participants felt quite capable, there were other factors influencing their motivation to teach. These findings underline the importance of a well-designed internship program, which not only provides practical experience but also supports the development of prospective teachers' self-efficacy and intrinsic motivation. Nonetheless, this study also recognizes some limitations, such as the small sample size and reliance on questionnaire data collection methods. To strengthen these

findings, further research is needed involving a larger sample and using a more holistic approach. The practical implications of this study include recommendations to scale up the program, strengthen mentoring support, integrate technology, as well as conduct ongoing evaluations to ensure the program continues to be relevant and effective. Thus, the Teaching Assistance program can be more optimal in preparing prospective teachers who are not only technically competent, but also motivated and confident to face challenges in the teaching profession.

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