



# EFL Pre-Service Teacher Anxiety During Kampus Mengajar Program at Junior High School

Elanda Yopita<sup>1</sup>, Andi Rachmawati Syarif<sup>2</sup>, Rahmat Nasrullah<sup>3</sup>

<sup>1</sup>Pendidikan Bahasa Inggris, FKIP, Universitas Muhammadiyah Kendari

<sup>2,3</sup>Pendidikan Bahasa Inggris, FKIP Universitas Tanjungpura

Corresponding E-Mail: [elandayopita@student.umkendari.ac.id](mailto:elandayopita@student.umkendari.ac.id)

Received: 2024-06-04 Accepted: 2025-12-18

DOI: 10.24256/ideas.v13i2.5119

## Abstract

This study aimed to identify the causes of pre-service teacher anxiety during the Kampus Mengajar Program at SMPN 22 Kendari. Employing a qualitative case study approach, this research involved six female pre-service teachers from Haluoleo University and Muhammadiyah University of Kendari who participated in the fourth batch of the Kampus Mengajar Program from August to December 2022. Data were collected through semi-structured interviews conducted in Indonesian and analyzed using Miles et al. data analysis technique consisting of data condensation, data display, and conclusion drawing. The findings revealed two major categories of anxiety: external factors including heavy teaching load and worry about teaching effectiveness, and internal factors comprising low self-confidence and low confidence in English competence. These anxiety factors significantly impacted pre-service teachers' classroom performance and emotional well-being throughout the five-month teaching placement. The study provides important implications for teacher education programs to develop comprehensive support systems addressing both environmental pressures and psychological vulnerabilities of pre-service teachers during extended teaching placements.

**Keywords:** *EFL Teacher, Kampus Mengajar, Pre-Service Teacher, Teaching Anxiety*

## Introduction

Teaching anxiety is a considerable affective state that may have adverse effects on the learning and teaching processes (Aydin, 2021). In English Language Teaching contexts, high levels of anxiety may act as an inhibitor for learning and success (Önem, 2012). Anxiety plays a significant role in education, affecting various aspects of teaching processes and outcomes for both teachers and learners. Emotions can be characterized by affective feelings, specific thoughts, bodily-physiological changes, action tendencies, and expressive behaviours (Papadopoulos,

2022). The development of good education is fundamentally based on the quality of teachers, making it crucial to understand factors that influence teacher performance, particularly during their formative years as pre-service teachers.

The practice teaching course represents a stressful transition for teacher education students. Pre-service teachers often have not adequately learned from real classroom settings how to manage classes effectively, making it difficult for them to handle classroom situations based on actual experiences (Alamri, 2018). There are countless factors that cause anxiety in pre-service teachers, whether originating from within or from the outside environment (Özcan, 2021). These factors include arranging the classroom environment, generating cognitive support, producing consequences for their actions, and being able to control themselves. Additionally, disorganized and limited professional support from mentor teachers can have a negative impact on pre-service teachers' learning experiences (Grima-Farrell, 2015). Teachers should specifically be able to maintain good personal and social competence because of their important role and their impacts on the social emotional competence of their students.

Previous research has examined anxiety in language teaching contexts. Asif (2017), investigated Saudi EFL learners' anxiety, finding that they suffer from anxiety especially in speaking skills, which affects their proficiency in English language learning. The anxiety-causing factors were both psycholinguistic and socio-cultural, with some finding their roots in Saudi culture and society. The study recommended a positive, motivating, and encouraging class environment, teaching learners how to manage their time effectively, and using pair and group work activities to reduce the adverse effects caused by anxiety (Oludipe & Awokoy, 2010).

Another study by Permatasari et al. (2019), found that all pre-service EFL teachers experienced teaching anxiety during their teaching practicum, and contributing factors to such anxiety included feeling incompetent in the classroom, dislike of teaching, career uncertainty, being unable to answer students' questions, and negative attitudes. The study also found a statistical difference between male and female pre-service EFL teachers on the anxiety factor of being unable to answer students' questions.

Liu & Wu (2021), examined Chinese college English teachers' experiences with teaching anxiety and foreign language anxiety, finding that these anxieties can have negative effects on their work and personal lives. Factors such as gender, age, educational level, English proficiency, and experience of visiting or studying in English-speaking countries can influence the levels of teaching anxiety. The study suggested that administrators and policy makers should implement policies and create supportive environments to alleviate anxiety among English teachers. While these studies have explored pre-service teacher anxiety during brief teaching practicum periods, typically lasting only a few weeks, there remains a significant gap in understanding how pre-service teachers experience anxiety during longer, more intensive teaching placements (Gutierrez Mendieta, 2024).

The difference between previous research and the present study lies in the context and duration of the teaching placement. Most previous studies focused on traditional teaching practicum that lasts only a few weeks, whereas this study examines anxiety during the Kampus Mengajar Program, which runs for an entire semester. The Kampus Mengajar Program, initiated by the Indonesian government as part of the Merdeka Belajar Kampus Merdeka policy, offers students the opportunity to learn outside the classroom for one semester while assisting in teaching activities, technology adaptation, and school administration.

This extended duration and comprehensive responsibility structure create a distinct context for anxiety experiences that remains unexplored in existing literature. Additionally, while previous studies like Agustiana (2014), identified anxiety factors during practicum including supervisor observation, lack of teaching experience, and stress during the first day of teaching, no study has specifically examined whether these factors differ during semester-long teaching placements or whether new anxiety sources emerge in the Kampus Mengajar context.

For the context of teaching in Indonesia, several studies have been conducted to explore the nature of pre-service teachers' anxiety related to practice teaching. Based on a preliminary interview conducted on August 24, 2022, with one of the pre-service teachers at SMPN 22 Kendari, it was revealed that pre-service teachers still experience anxiety when teaching English, manifested through fear and lack of self-confidence. Some pre-service teachers experience anxiety such as when the cooperative teacher or supervisor observes their teaching activity, lack of teaching experience, stress when they face the first day of teaching practicum, conducting practicum assessment, having a big class, teaching grammar, feeling worried if their students ask them questions, and catching up students' attention. There are some differences in the handling of anxiety by pre-service teachers from various earlier studies that only discuss practicum time, but no one has looked into anxiety in the course of participating in teaching campus activities, an activity that starts to be held regularly every semester by carrying out conversion of grades in every subject.

Therefore, this study addresses the research question: What are the causes of pre-service teacher anxiety during Kampus Mengajar Program? The purpose of this study is to identify the causes of pre-service teacher anxiety during the Kampus Mengajar Program at SMPN 22 Kendari. This study focuses specifically on pre-service teacher anxiety during the Kampus Mengajar Program, involving six pre-service teachers who taught at SMPN 22 Kendari. The study is limited to pre-service teachers' anxiety experiences while they were teaching at the school before becoming real teachers, especially dealing with their classroom interaction between teacher and students. Understanding these anxiety-inducing factors is essential for developing effective support mechanisms and improving teacher education programs to better prepare future educators for their professional roles.

## **Method**

This study employed a qualitative case study approach to explore the anxiety experiences of EFL pre-service teachers during the Kampus Mengajar Program. The case study approach was specifically chosen because it allows for in-depth investigation of a contemporary phenomenon within its real-life context, particularly when the boundaries between phenomenon and context are not clearly evident. This approach is particularly suitable for understanding the complex, multifaceted nature of pre-service teacher anxiety in the unique setting of the Kampus Mengajar Program, where multiple contextual factors interact to shape participants' experiences. The research was conducted in November 2022 at SMPN 22 Kendari, located on KS Tubun Street, Baruga District, Kendari Regency, Southeast Sulawesi, Indonesia. The school was selected because it hosted multiple pre-service teachers participating in the fourth batch of the Kampus Mengajar Program.

The participants were six female pre-service teachers: three from Haluoleo University and three from Muhammadiyah University of Kendari, all majoring in English Language Education and assigned to SMPN 22 Kendari for their placement from August to December 2022. Participants were selected based on purposive sampling criteria including active involvement in teaching activities, completion of the government-administered selection process, first extended teaching placement experience, and willingness to share their experiences. To protect participants' privacy, pseudonyms (P1, P2, P3, P4, P5, and P6) were used throughout the study.

Data were collected through semi-structured interviews conducted in Indonesian to ensure participants could express themselves comfortably and provide authentic responses. The interview protocol was adapted from Rajitha & Alamelu (2020), and focused on identifying factors contributing to pre-service teachers' anxiety during the Kampus Mengajar Program. Each interview lasted approximately 60 minutes. The interviews consisted of open-ended questions that allowed participants to elaborate on their anxiety experiences, with follow-up probing question used to explore specific themes in greater depth.

The interviews followed a systematic procedure: introducing the researcher and research purpose, obtaining informed consent, arranging interview schedules according to participants' availability, preparing recording devices, and conducting the interviews in comfortable settings chosen by participants. The researcher used the semi-structured protocol as a guide but remained flexible to explore unexpected themes or important points raised by participants. Additionally, questionnaire data were collected from a broader sample of twenty pre-service teachers from the sixth cohort of Kampus Mengajar at Muhammadiyah University of Kendari to provide quantitative context for the anxiety factors experienced by participants.

Data analysis followed the qualitative data analysis technique proposed by Matthew B. Miles, A. Michael Huberman (2014), consisting of three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification. In the data condensation phase, interview recordings were transcribed verbatim in Indonesian, and the transcripts were read multiple times to gain familiarity with the

data. Important information related to anxiety causes was identified and coded, focusing on themes and patterns relevant to the research question.

In the data display phase, the condensed data were organized into categories based on Liu & Wu (2021), framework distinguishing external and internal factors, then presented in narrative form to facilitate understanding of the patterns and relationships among different anxiety factors. Questionnaire data were analyzed using descriptive statistics to calculate frequencies and percentages for each anxiety factor, providing quantitative support for the qualitative findings. Finally, in the conclusion drawing and verification phase, preliminary conclusions were drawn from the displayed data and verified by revisiting the original transcripts and interview recordings to ensure the findings were supported by substantial and consistent evidence from multiple participants.

## Results

The findings from both interview and questionnaire data revealed two major categories of anxiety experienced by pre-service teachers: external factors and internal factors. Questionnaire responses from twenty pre-service teachers in the sixth cohort of Kampus Mengajar at Muhammadiyah University of Kendari provided quantitative context for understanding the prevalence of these anxiety factors, as shown in Table 1.

Tabel 1. Distribution of Anxiety Factors Among Pre-Service Teachers (N=20)

Category	Anxiety Factor	Yes (%)	Sometimes (%)	No (%)
External	Heavy teaching load (nervousness when observed)	28.6%	47.6%	23.8%
External	Worry about teaching effectiveness	66.7%	19.0%	14.3%
Internal	Lof self-confidence (wory about teaching like others)	48.6%	38.1%	14.3%
Internal	Low confidence in english competence	52.4%	33.3%	23.8%

**Note:** Data derived from questionnaire responses regarding anxiety experiences during the Kampus Mengajar Porgram

### External Factors

#### a) Heavy Teaching Load

Questionnaire data revealed that 76.2% of pre-service teachers experienced anxiety related to heavy teaching load, with 28.6% reporting that they always felt nervous when another teacher observed their teaching, while 47.6% indicated they sometimes experienced this anxiety, and only 23.8% reported never feeling anxious about workload-related observations. The analysis revealed that heavy teaching load emerged as a significant external anxiety factor for pre-service teachers during the

Kampus Mengajar Program. Beyond classroom teaching responsibilities, pre-service teachers were required to complete various activities aimed at boosting students' literacy and numeracy skills, participate in school meetings, assist with school administration tasks, and support technology integration projects. This multifaceted responsibility structure created significant pressure unfamiliar to many participants who had no prior teaching experience.

The anxiety associated with heavy teaching load manifested particularly when pre-service teachers needed to interact with school administrators and present their work in formal settings. Participant P1 described her experience: *"Yes, I feel afraid of making mistakes in conveying my intentions and objectives and also feel worried about not being able to manage my emotions well when speaking in front of many people in a meeting room."* This statement reveals how heavy workload combined with presentation anxiety created significant stress, particularly regarding emotional self-management in professional contexts.

P2 elaborated on how workload anxiety affected her participation in school meetings: *"Indeed, certainly, there will be anxious and unconfident feelings regarding the arguments you wish to make in the meeting room. Thus, I don't always voice my opinions, even on rare occasions."* Her reluctance to contribute during meetings despite potentially valuable insights demonstrates how anxiety about managing multiple responsibilities silenced pre-service teachers' voices in professional discussions. This silence prevented them from fully engaging as collaborative partners with school faculty, limiting their professional development opportunities.

P3 described physical manifestations of anxiety related to heavy workload and meeting participation: *"Yes, in particular, I'm worried that my opinions won't fit the conversation and that I'll say something inappropriate. When I want to speak during a meeting, my knees shake and my voice gets tense."* The physical symptoms indicate that workload anxiety operated at both psychological and physiological levels, creating embodied stress responses that further impaired professional performance.

The heavy teaching load in the Kampus Mengajar Program created sustained pressure affecting pre-service teachers' ability to collaborate effectively with schools in implementing the program. The combination of teaching multiple classes, implementing literacy and numeracy enhancement programs, fulfilling administrative duties, and participating in professional meetings overwhelmed participants who were simultaneously learning to teach. This comprehensive responsibility structure distinguished the Kampus Mengajar Program from traditional brief practicum experiences where pre-service teachers typically focus primarily on classroom teaching with limited additional duties.

The findings suggest that the multifaceted demands of the program, while providing authentic teaching experiences, exceeded the capacity of novice teachers to manage effectively without experiencing significant anxiety. This indicates a need for more gradual introduction of responsibilities or enhanced support systems to

help pre-service teachers navigate the complex demands of extended teaching placements.

### **b) Worry About Teaching Effectiveness**

The questionnaire data indicated that worry about teaching effectiveness was the most prevalent external anxiety factor, with 66.7% of respondents reporting they always worried about not being able to fulfill learning objectives or teach like other teachers, 19.0% sometimes experiencing this worry, and only 14.3% reporting they never worried about teaching effectiveness. Worry about teaching effectiveness emerged as another significant external anxiety factor experienced by pre-service teachers. This anxiety stemmed primarily from participants' lack of prior teaching experience. Among the broader sample of twenty pre-service teachers in the sixth cohort of Kampus Mengajar at Muhammadiyah University of Kendari, only 23.8% had previous teaching experience while 76.2% had none. This lack of experience naturally amplified anxiety about whether their instruction effectively facilitated student learning and achieved curricular objectives.

Participant P1 articulated her effectiveness concerns: *"Of course, there is concern. As a teacher, I occasionally think about how insufficient I am as a teacher and assessor, and I fear that some of my students may not grasp the concepts I have tried to teach them."* Her statement reveals multiple layers of effectiveness anxiety: doubts about her teaching competence, concerns about assessment accuracy, and fear that students were not learning despite her efforts. This multidimensional worry created persistent uncertainty about her professional adequacy.

P2 connected effectiveness anxiety to her novice status: *"Yes, without any hesitation, considering that this is my first year of teaching and that I frequently get nervous before class begins. But in order to become a competent teacher in the future, I have learned a lot over the years."* While she acknowledged learning from her anxiety-inducing experiences, the constant nervousness before each class indicated ongoing stress that potentially affected her ability to enter classrooms calmly and confidently.

P3 described the confusion and uncertainty underlying her effectiveness anxiety: *"Yes, I am extremely nervous because this is my first time. As a result, I occasionally feel anxious and confused when class starts and worry that my teaching style won't match the delivery style."* Her nervousness stemmed not only from inexperience but also from uncertainty about whether her natural teaching approach aligned with expected or effective pedagogical methods.

The worry about teaching effectiveness reflected pre-service teachers' awareness of their professional responsibilities and their uncertainty about meeting learning objectives. Participants worried about not fulfilling learning objectives, not being able to teach like experienced teachers, students not understanding material, and not being able to evaluate their teaching accurately. These worries created constant self-doubt that permeated all aspects of teaching practice. Without clear feedback about what they were doing well and specific guidance on improvement

areas, participants remained trapped in generalized worry rather than developing targeted competencies. The prevalence of this anxiety highlights a critical gap in the support structure of the Kampus Mengajar Program: pre-service teachers need more explicit guidance on what constitutes effective teaching and regular formative feedback that helps them recognize their progress and identify specific areas for improvement. The absence of such support leaves novice teachers navigating their teaching responsibilities with persistent uncertainty about whether their efforts are achieving desired learning outcomes.

## **Internal Factors**

### **a) Low Self-Confidence**

Questionnaire responses showed that 86.7% of pre-service teachers experienced low self-confidence, with 48.6% reporting they always worried when they couldn't teach like other teachers, 38.1% indicating they sometimes felt this way, and only 14.3% reporting no confidence-related anxiety. Low self-confidence emerged as a substantial internal anxiety factor affecting pre-service teachers throughout the Kampus Mengajar Program. The participants' self-doubt about their abilities as teachers reflected the challenge of establishing professional identity during the transition from student to teacher. This confidence anxiety manifested through comparison with others, fear of evaluation, and discomfort with one's own teaching style.

Participant P1 described how comparative thinking undermined her confidence: *"Yes, because I constantly compare myself to my placement friends, I like to feel insecure and unqualified."* The constant comparison with peer pre-service teachers indicates that her insecurity stemmed not from objective inadequacy but from perceived relative deficiency. Even when comparing herself to others at similar developmental stages, she perceived herself as less competent, suggesting deeply internalized self-doubt.

P2 connected her confidence anxiety to evaluation pressure and novelty: *"Yes, anxiety is present, especially in placement schools where subject matter experts are frequently observed in the classroom. Additionally, since this is my first time teaching, I'm still apprehensive."* The presence of experienced subject teachers observing her instruction intensified her anxiety, as she felt judged by experts who could easily identify her inadequacies. The phrase "frequently observed" suggests she experienced ongoing evaluation pressure rather than occasional formal observations.

P3 revealed how confidence anxiety affected her teaching behavior: *"Yes, I am not comfortable with the way I teach in class, so I usually speak quietly. However, when a teacher enters my classroom, I quiet down and adjust how I interact with the students."* Her habitual quiet speaking already indicated lack of confidence in her teaching authority, which became even more subdued when observed by experienced teachers. The discomfort with her own teaching style indicates she had not yet developed a confident professional identity.



The low self-confidence experienced by participants stemmed from their limited teaching experience and their position as novices in professional environments surrounded by experienced educators. Many teachers experience self-doubt and insecurity in their teaching abilities, feeling nervous or anxious when starting lessons or when students don't pay attention. The pervasive self-doubt likely consumed cognitive resources that could have been directed toward lesson planning and instructional improvement, creating a cycle where anxiety about incompetence actually impaired teaching performance.

This finding reveals how internal psychological states can significantly impact teaching practice and professional development. Pre-service teachers in extended placements need support not only in developing pedagogical skills but also in building professional confidence and establishing teaching identities. The comparison behaviors exhibited by participants suggest that peer support groups where novice teachers can normalize their struggles and recognize shared challenges might help reduce the isolation and inadequacy feelings that fuel confidence anxiety.

#### **b) Low Confidence in English Competence**

The questionnaire data revealed that 85.7% of pre-service teachers experienced anxiety about their English competence, with 52.4% reporting they always felt their English wasn't as good as other teachers when teaching, 33.3% occasionally feeling this way, and 23.8% never experiencing language competence anxiety. Low confidence in English competence emerged as a particularly significant internal anxiety factor for pre-service teachers who were English language education majors. Despite their English major status and years of language study, many participants felt their English competence fell short of teaching requirements. Most English department students in the Kampus Mengajar Program were either placed as English teachers or assigned to implement English literacy enhancement activities, placements that assumed sufficient language proficiency to model correct English use and explain complex grammatical concepts.

Participant P2 articulated comprehensive language competence anxiety: *"Indeed, I still feel insecure about my English even though I'm majoring in it. This is especially true since I've had multiple assignments where I have to teach English, and I constantly compare myself to my teachers and other assignments in fear that they will think differently of me."* Her insecurity persisted despite years of English language study, suggesting that academic coursework had not built the teaching-level confidence needed when one becomes the primary English language authority figure for students.

P3 expressed similar language competence anxiety with specific focus on error fear: *"Yes, despite a doubt. Regardless of majoring in English, I don't feel confident in my ability to speak the language, and since I take most of my classes in English, I'm self-conscious and afraid of making mistakes."* Her fear of making linguistic errors in

front of students created self-consciousness that likely inhibited spontaneous English use and authentic communication.

The anxiety about English competence reflects a gap between academic English proficiency developed through university coursework and the specific language competencies teachers need in classrooms. While university English programs develop students' language proficiency for academic purposes reading scholarly texts, writing research papers they may inadequately develop the spontaneous spoken English for classroom management, metalinguistic knowledge for explaining grammar, and confidence using English as a medium of instruction. The language competence anxiety experienced by participants manifested in reduced target language use in classrooms and hesitancy to explain complex grammatical structures, compromising the quality of English instruction students received.

This paradox of English majors experiencing language competence anxiety highlights a critical need for teacher education programs to differentiate between academic English proficiency and teaching English proficiency. Pre-service teachers require specific preparation in using English for pedagogical purposes, including practice in spontaneous classroom discourse, metalinguistic explanations, and managing the inevitable imperfections that arise when using a second language extensively. Without such preparation, even well-trained English majors may experience debilitating anxiety about their language adequacy when placed in teaching roles.

## **Discussion**

The findings of this study reveal that EFL pre-service teachers participating in the Kampus Mengajar Program experienced anxiety from both external factors (heavy teaching load and worry about teaching effectiveness) and internal factors (low self-confidence and low confidence in English competence). These results align with Liu & Wu (2021), framework on teacher anxiety, which distinguishes between environmental pressures and psychological vulnerabilities. The present study extends existing research by examining anxiety during an extended semester-long teaching placement rather than traditional brief practica, revealing unique anxiety patterns created by sustained comprehensive teaching responsibilities.

The heavy teaching load identified in this study corroborates Liu & Wu (2021), finding that excessive workload creates significant stress affecting teacher well-being and effectiveness. However, the present study reveals that pre-service teachers' workload anxiety differs qualitatively from that of experienced teachers. While established teachers manage heavy loads within familiar routines, pre-service teachers in this study faced comprehensive responsibilities while simultaneously learning basic teaching skills and navigating unfamiliar school environments. The manifestation of workload anxiety in meeting participation and professional communication extends beyond time management to encompass performance

anxiety in professional contexts where novices must demonstrate competence to experienced educators.

The worry about teaching effectiveness found in this study strongly supports previous research identifying teaching effectiveness as a primary anxiety source. Aydin (2021), emphasized that teaching anxiety affects various aspects of learning and teaching processes and outcomes. The present findings confirm this while revealing that effectiveness anxiety for pre-service teachers involves more fundamental uncertainty about basic competence rather than maintaining established standards. The high prevalence of this anxiety correlates directly with lack of teaching experience, as 76.2% of participants in the broader Kampus Mengajar cohort had no prior teaching experience. This finding aligns with Agustiana (2014), observation that lack of teaching experience is a significant anxiety factor during practicum, though the present study demonstrates how this anxiety manifests specifically during extended placements.

The low self-confidence identified as an internal anxiety factor confirms Agustiana (2014), research finding that lack of confidence is a significant anxiety source during teaching practicum in Indonesia. The present study extends this understanding by revealing that confidence anxiety operates through comparative thinking with peers and experienced teachers, evaluation pressure from frequent classroom observations, and behavioral modifications that compromise teaching authenticity. According to Frenzel (2014), negative emotions intrude on consciousness, potentially distracting teachers from instructional goals. The pervasive self-doubt experienced by participants likely consumed cognitive resources needed for effective teaching, creating a self-fulfilling prophecy where anxiety about incompetence impairs actual performance.

The low confidence in English competence, despite participants' English major status, aligns with Ali (2015), finding that language teachers experience significant anxiety about their target language competence. Merç argues that language teachers face unique pressure to model native-like competence, creating vulnerability to anxiety about perceived language deficiencies. The present study confirms this pattern while revealing how language competence anxiety manifests specifically in EFL contexts where teachers and students share a first language. According to Permatasari et al. (2019), teaching anxiety negatively impacts pre-service EFL teachers' instructional performance. The language anxiety experienced by participants manifested in reduced English use in classrooms and avoidance of communicative activities, compromising the language learning environment they aimed to create.

The distinction between external and internal anxiety factors provides a useful framework for understanding how environmental pressures and psychological vulnerabilities interact to create teaching anxiety. External factors represent pressures imposed by program structure and institutional expectations, while internal factors represent psychological and emotional vulnerabilities pre-

service teachers bring to the teaching context. However, these factors interact systemically: heavy teaching load exacerbates low self-confidence by overwhelming novices with demands they feel unprepared to meet, while worry about teaching effectiveness amplifies both confidence anxieties as participants question whether their perceived inadequacies prevent them from achieving learning objectives.

The findings also reveal important differences between anxiety during the Kampus Mengajar Program and traditional brief practicum. While Agustiana (2014), found that supervisor observation was a primary anxiety source during traditional practicum, participants in the present study emphasized workload and effectiveness concerns more prominently than evaluation anxiety. This difference likely reflects structural distinctions: traditional practicum involves intensive supervisor observation over brief periods, whereas the Kampus Mengajar Program involves more autonomous teaching responsibility over an extended semester. The semester-long duration shifts anxiety focus from short-term performance evaluation toward sustained concerns about teaching effectiveness and professional adequacy.

The findings of this study have several practical implications for teacher education programs. First, regarding heavy teaching load anxiety, teacher training programs should implement gradual responsibility scaffolding where pre-service teachers begin with observation and co-teaching before assuming full teaching loads. Programs should also provide protected time for reflection and lesson planning, recognizing that novice teachers require significantly more preparation time than experienced teachers. Second, to address worry about teaching effectiveness, programs should establish clear teaching effectiveness criteria and provide regular formative feedback that helps pre-service teachers recognize their progress and identify specific improvement areas rather than leaving them with generalized uncertainty.

Third, to reduce low self-confidence, teacher education programs should create structured peer support groups where pre-service teachers can share experiences and normalize common struggles, reducing feelings of isolation and inadequacy. Mentors should be trained to provide both supportive feedback and constructive guidance, helping pre-service teachers build confidence while developing competence. Fourth, to address low confidence in English competence, English language education programs should differentiate between academic English proficiency and teaching English proficiency, providing specific courses focused on pedagogical language use, metalinguistic explanation skills, and spontaneous classroom discourse. Practice teaching opportunities with language-focused feedback would help build pre-service teachers' confidence in using English for instructional purposes.

Finally, the systemic nature of anxiety factors suggests that interventions must be comprehensive rather than targeting single anxiety sources. Teacher education programs implementing the Kampus Mengajar or similar extended placement models should develop integrated support systems addressing workload management, teaching effectiveness development, confidence building, and

language competence enhancement simultaneously to effectively reduce pre-service teacher anxiety.

## Conclusion

This study explored the causes of anxiety experienced by EFL pre-service teachers during the Kampus Mengajar Program at SMPN 22 Kendari. The findings identified two major categories of anxiety: external factors including heavy teaching load and worry about teaching effectiveness, and internal factors comprising low self-confidence and low confidence in English competence. These anxiety sources significantly affected pre-service teachers' teaching performance and emotional well-being throughout their five-month teaching placement.

The research contributes to understanding teacher anxiety in the Indonesian context by examining anxiety during extended teaching placements rather than traditional brief practica. The findings reveal that semester-long programs like Kampus Mengajar create sustained anxiety patterns requiring comprehensive support systems. The study demonstrates that anxiety operates through interconnected mechanisms where external pressures and internal vulnerabilities mutually reinforce each other, suggesting that interventions targeting single anxiety sources may have limited effectiveness.

The implications for teacher education include the need for comprehensive mentoring systems providing consistent support throughout extended placements, workload management that balances authentic experience with sustainable demands, language enhancement programs building teaching-level English confidence, and emotional resilience training addressing the psychological demands of teaching. Teacher preparation programs should address these multiple anxiety dimensions simultaneously to better prepare pre-service teachers for extended teaching placements while protecting their psychological well-being.

Future research should address the limitations of this study, including the small sample size, single-school setting, and demographic homogeneity, by conducting larger-scale studies across multiple contexts with diverse participants. Longitudinal studies tracking pre-service teachers throughout placements and into early careers could illuminate how anxiety evolves over time. Intervention studies testing specific anxiety-reduction strategies could provide evidence-based guidance for supporting pre-service teachers effectively during extended teaching placements.

## References

- Agustiana, V. (2014). Pre-service teachers' anxiety during teaching practicum. *English Review: Journal of English Education*, 2(2), 174–182.
- Alamri, H. R. H. (2018). Challenges in practicum: Views and perceptions of EFL pre-service teachers towards field experience skills in real classrooms. *Arab World English Journal (AWEJ) Volume*, 9.
- Ali, M. (2015). Teaching anxiety of student teachers from different disciplines. *International Journal of Global Education (IJGE)*, 4(1).
- Asif, F. (2017). The Anxiety Factors among Saudi EFL Learners: A Study from English Language Teachers' Perspective. *English Language Teaching*, 10(6), 160–173.
- Aydin, S. (2021). A Systematic Review of Research on Teaching Anxiety. *International Online Journal of Education and Teaching*, 8(2), 730–761.
- Frenzel, A. C. (2014). Teacher emotions. In *International handbook of emotions in education* (pp. 494–519). Routledge.
- Grima-Farrell, C. (2015). Mentoring pathways to enhancing the personal and professional development of pre-service teachers. *International Journal of Mentoring and Coaching in Education*, 4(4), 255–268. <https://doi.org/10.1108/IJMCE-07-2015-0020>
- Gutierrez Mendieta, M. M. (2024). *Pre-service teachers' anxiety during pre-professional practices*. Ecuador: Pujilí: Universidad Técnica de Cotopaxi (UTC).
- Liu, M., & Wu, B. (2021). Teaching anxiety and foreign language anxiety among Chinese college English teachers. *Sage Open*, 11(2), 21582440211016556.
- Matthew B. Miles, A. Michael Huberman, J. S. (2014). Qualitative Data Analysis. In *Sustainability (Switzerland)* (3rd ed., Vol. 11, Issue 1). SAGE Publication.
- Oludipe, D., & Awokoy, J. O. (2010). Effect of cooperative learning teaching strategy on the reduction of students' anxiety for learning chemistry. *Journal of Turkish Science Education*, 7(1), 30–36.
- Önem, E. (2012). A model of instruction for anxiety and success in ELT. *Journal of Language and Linguistic Studies*, 8(2).
- Özcan, B. (2021). *Exploring Teaching Anxiety and its Sources From the Perspectives of Pre-Service Teachers*. Middle East Technical University (Turkey).
- Papadopoulou, A. (2022). *Affective matter: a haptic material modality for emotion regulation and communication*. Massachusetts Institute of Technology.
- Permatasari, D., Mulyono, H., & FERAWATI, F. (2019). Investigating the Contributing Factors to Teaching Anxiety during Teaching Practicum: A Case of Indonesian Pre-Service EFL Teachers. *Indonesian Research Journal in Education/ IRJE/*, 236–248.
- Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, 172, 1053–1058.