

Student Readiness To Become A Real Teacher

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ABSTRACT

The purpose of this study was to determine student perceptions of the teaching profession. This study uses a quantitative approach to data collection. In representing the entire population of this study as many as 755 and using a Likert scale to measure the perceptions, experiences, and reading of students to become teachers about a series of statements in the form of a questionnaire. The research sample consisted of 261 prospective teacher respondents who had completed teaching practice programs at schools in Jambi Province, Indonesia. SEM-PLS analyzed the collected data. The results of this study are: First, the formation of a positive understanding of the teaching profession in students' minds. Second, through the experience of teaching practice programs in schools, we obtain more references to learning media through a combination of learning methods and models according to technological advances and the times that students need today. Third, ready to become a professional and competent teacher.

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1. INTRODUCTION

School is an educational institution that is expected to be able to produce quality graduates who have skills, experience, attitudes, and values based on national and global standards (Lase, 2019). Improving the professionalism of prospective teachers through teaching practice programs to prepare them to become teachers is very important (Meryansumayeka et al., 2018). The quality of education is influenced by teachers in managing classes, guiding students, and providing knowledge, as well as the quality of prospective teachers and the influence of future teachers (Baharuddin et al., 2020).

Student perceptions about the teaching profession are visible and it is shown that there are still many students who are not interested in continuing to work as teachers, even though they have already studied for 6 semesters even up to the final semester. In February 2021 one of the tertiary institutions in Jambi Province (Rosmiati & Saputra Hutabarat, 2021), (Mulyana, 2016), and (Yuzulia, 2021).

This is evidenced by the different perceptions of the teaching profession among prospective teachers (Wuryaningsih & Kuswati, 2013). Referring to social perception theory which focuses more on how a person's perception of something that is attached to other people and the stigma that exists in the surrounding environment, shows that this human psychological aspect has a very important role. In social perception theory, perceptions about the teaching profession are part of social cognition which

also constructs knowledge and understanding in the teaching profession (Davis & Jones, 2014) and (Nold, 2017).

Knowledge in the process of perceiving this shows the depth of understanding of an object, namely the teaching profession. This difference of opinion about a noble profession is one of the factors in the immaturity of the human resources of education graduates (Mulyana, 2016). Based on this, it can be said that perceptions about the teaching profession influence the readiness of prospective teachers to undergo the teaching profession through teaching practice programs (Wuryaningsih & Kuswati, 2013). This statement is evidenced by the perception of the teaching profession on readiness to become a teacher through a teaching practice program whose results show a positive and significant influence on readiness to become a teacher (Faridah et al., 2017).

Readiness to become a teacher can also be seen from the ability of prospective teachers to carry out their duties and an understanding of the competencies that must be possessed by a teacher (Najah, 2016). Teaching practice programs carried out by prospective teachers to ready to become teachers will be trained in preparing them to become real teachers who are competent and professional in their fields (Ulin & Oktarina, 2014). Prospective teachers are expected to be able to properly integrate some of these teaching competencies so that they reflect a readiness to become teachers (Yuniasari & Djazari, 2017).

Based on the results of observations made in March 2022 there were 138 students majoring in economics education at public and private tertiary institutions with average grades of A, A-, B+, and B and some even received a failed grade during the teaching practice program, with a final grade Some of these prospective economics teachers have mastered teaching competencies well and some are not good and can even be said to be unable to become teachers (Maipita & Mutiara, 2018) and (Mulyani et al., 2019). So it can be said that some students are ready to become teachers and some students are not ready to become teachers (Mahmud, 2018). This readiness still needs to be improved and evaluated in various aspects, and both aspects of readiness appear in teaching at school (Utami, 2015). This shows that the role of the teaching practice program is very helpful in preparing qualified teacher candidates.

By going through applied research: students' perceptions of the teaching profession, teaching practice programs, and student readiness to become teachers through these research variables make 3 contributions, 1), can open students' understanding that they will be ready to become teachers, 2) student perceptions about the teaching profession providing new insights into realizing smart education through improving the quality of education, and 3) Obtaining more learning media references by combining learning methods, models and media through teaching practice programs.

Readiness to become an era teacher is influenced by 2 exogenous variables and 1 endogenous variable along with its indicators, namely: Perceptions about the teaching profession are part of the variables seen from the preparation of prospective teachers for the next generation of Indonesians going forward (Uzer, 2005). As a reliable teacher candidate, it can be seen from the experience of teaching practice programs in schools, being (input) in preparing to become a teacher (outcome) (Bukaliya Rupande, 2013). In some of the literacy reviews, researchers have explained the variables of student perceptions about the teaching profession and the experience of teaching practice programs.

The role of prospective teachers in the world of education is very urgent because the requirement for learning is the existence of a teacher, as well as readiness to become a teacher (Klaus Schwab, 2016). If we can't keep up with the flow of technological progress, then we will be left behind by others. Therefore, if prospective teachers cannot keep up with the times in the era of the industrial revolution 4.0, it will be difficult and leave behind prospective teachers in various countries (Wena, 2011). Therefore prospective teachers must improve their professionalism and competence to develop themselves so that they become competent and professional teachers in their field under any circumstances, anywhere, in any situation, including during the Covid-19 outbreak and the era of the industrial revolution 4.0. Because in the future the teacher's role will be even more important, so there is no choice now but to be prepared to become a teacher who keeps up with the times and advances in technology and information in the era of the industrial revolution 4.0 (Klaus Schwab, 2016).

Education is the main support, as well as the readiness to become a teacher, and one must also experience a change for the better to keep pace with the current rapid development of science and technology (Utami, 2015). To improve the quality and quality of teachers, prospective teachers must be able to prepare themselves, so as not to shift the teacher's role as it should (Ningsih et al., 2013). In this study we developed the following direct effect hypothesis:

H1: Student perceptions of the teaching profession affect student readiness to become teachers.

H2: The teaching practice program influences the readiness of students to become teachers.

To be ready to become a teacher is not an easy thing, prospective teachers need learning strategies to be able to convey subject matter to students well, and learning strategies also affect students' mindsets, student character, and then what will be produced by prospective teachers in dealing with student development in understanding what the teacher conveys (Budiman & Apriani, 2019). Therefore, in this study we developed the following indirect effect hypothesis:

H3: Student perceptions of the teaching profession have a positive effect on teaching practice programs through readiness to become teachers.

2. METHODS

The approach used in this study is a quantitative research design using a survey model. The main advantage of this approach is that it helps to understand how students perceive the teaching profession, and experience of teaching practice programs, and are ready to become teachers, so we created a research model framework as follows:

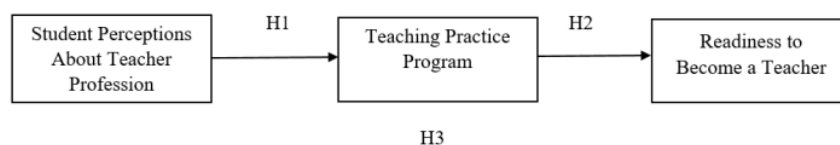


Figure 1. Research Framework

Source: Researcher's Elaboration 2022

2.1 Sample and Data Collection

This study uses a quantitative method of explanation with 3 hypotheses. The quantitative research method is a research method based on the philosophy of positivism, which is used to examine certain populations or samples (Straits, 2006). This study uses a survey method, which collects information from a sample of individuals through their responses to questions (Check, J. W., & Schutt, 2011). The questionnaire in this study consisted of several indicators which would become structured statements and then be answered by the respondents, this was aimed at obtaining specific information and involved processing the data in this study.

In addition to data collection, researchers used sampling techniques taken from a group of populations. A population is a group consisting of individuals with the same characteristics (Creswell, 2011). While the sample is part of the total population by selecting by setting conditions (Neuman, n.d.). The population selected in this study were students who had carried out teaching practical experience program activities, the total number of students who had carried out teaching practical experience program activities was 755 students from 3 campuses in Jambi province namely: Jambi University (UNJA), Batanghari Jambi University (UNBARI) and Bangko College of Teacher Training and Education (STKIP Bangko). In determining the sample of this study using the Slovin formula which is expected to represent the entire population and the error rate that is generally used by researchers,

namely 1% 5% 10% (Kriyantono, 2010). In this study, the sample used was 261 respondents. The questionnaire that researchers used to measure the readiness of students to become teachers in the industrial revolution era 4.0 was for students of the economics education study program in Jambi Province. By using a Likert scale that has been clearly defined and sorted according to the conditions set by the researcher (Kriyantono, 2010). All measurement scales were assessed using a Likert-type scale using five points ranging from "strongly disagree" (1) to "strongly agree" (5). Questionnaires were distributed to 261 prospective teachers who had carried out practical teaching experience program activities.

2.2 Instrument Development

The questionnaire was designed to find out student perceptions of the teaching profession, with indicators namely: 1) Student perceptions of teacher qualifications, competence, and certification, 2) Student perceptions of teacher rights, 3) Student perceptions of teacher obligations, 4) Perceptions students regarding teacher coaching and development ("Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen," 2005), (Uzer, 2005) dan (Nana Sudjana, 2009) by having as many as 16 statement items. While measuring the teaching practice program variable, with indicators 1) Internship orientation and 2) Internship engagement (*Peraturan Rektor Universitas Negeri Malang Nomor 24 Tahun 2020*, n.d.). (Bukaliya Rupande, 2013), (Suharsini Arikunto, 2013), dan (Yanto, H., Mula, J. M., & Kavanagh, 2011) by having 16 statement items. Meanwhile, to measure students' readiness to become teachers, the indicators are: 1) Educational competence, 2) Competence for technological commercialization, 3) Competence of globalization, 4) Competence in the strategic future, and 5) Counselor competence (Husno, 2018) by having as many as 18 statement items. all statement items. Exogenous and endogenous variables were responded to with a Likert range of 5 points with a scale of 1 indicating "strongly disagree" to 5 indicating "strongly agree". Questionnaires were distributed to 261 prospective teachers who had carried out experience activities in the teaching practice program of the economics education study program in Jambi Province, Indonesia.

2.3 Data analysis

Data analysis activities were carried out after the required research data had been collected, in this study using descriptive statistical analysis, namely processing data in the form of numbers and not generally applicable (generalization) (Sugiyono, 2017). Data collection was carried out using a questionnaire technique as the instrument was distributed online via the Google form, accessible via smartphones and personal computers. We conducted two testing stages in analyzing the data using PLS-SEM consisting of evaluation of the measurement model (outer model) and evaluation of the measurement model (inner model). Evaluation of measurement model (outer model) is a measurement model showing how the manifest variable or observation variable represents the latent variable to be measured. Meanwhile, the evaluation of the measurement model (inner model) is to show the strength of estimation between latent and construct variables (Latan, 2015).

3. FINDINGS AND DISCUSSION

The readiness of students to become economics teachers is the aim of this study because education is very closely related to supporting the learning process wherever it is, patterns of thinking, and developing creative ideas for prospective teachers in the Covid-19 situation with the times and the various limitless technological advancements that we experience today. To create the next generation who are superior, able to compete, and ready to become competent and professional economics teachers in their fields. In this study, the hypothesis was tested using structural equation modeling (SEM) with SmartPLS 3.29 software. You can see the test results of the research scheme model we did in Figure 2 below:

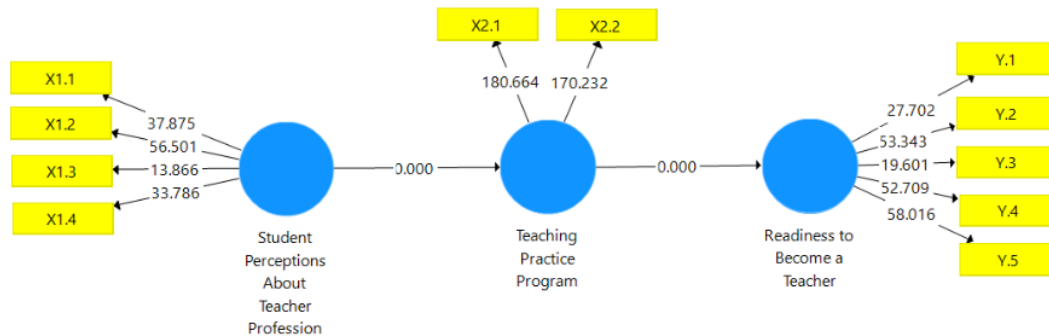


Figure 2. Structural Equation Research Model Results
Source: SmartPLS 3.29 (Data processed by 2022 researchers)

Figure 2 is a structural model showing the influence of the seven hypotheses tested. Figure 2 above, shows that student perceptions of the teaching profession and experience of teaching practice programs affect student readiness to become economics teachers in the 4.0 industrial revolution era mediated by locus of control. It is also shown that all indicators are stated to be valid in accurately measuring each exogenous and endogenous variable. The results of the overall factor loading test for our research variable indicators are presented in the table below as follows:

Table 1: Loading Factor Test Results for Indicators of Research Variables

Code	Indicator	Loadings
Perception College Student About Profession Teacher		
X1.1	Student perceptions about teacher qualifications, competencies and certification	0.882
X1.2	Students' perceptions of teacher rights	0.888
X1.3	Students' perceptions of teacher obligations	0.772
X1.4	Student perceptions about teacher coaching and development	0.833
Teaching Practice Program		
X2.1	Intership orientation	0.967
X2.2	Intership engagement	0.966
Readiness to Become a Teachers		
Y.1	Educational competence	0.819
Y.2	Competence for technological commercialization	0.892
Y.3	Competence of globalization	0.703
Y.4	Competence in the future strategis	0.889
Y.5	Counselor competence	0.895

Source: SmartPLS 3.29 (Data processed by 2022 researchers)

Through the results of our research we obtained a readiness model to become an economics teacher, using SEM-PLS to meet convergent validity, all indicators can be said to be valid if the factor loading value is > 0.700 (Chin, 2010). Meanwhile, to assess reliability, it can be determined through a series of measurements of the consistency of answers to several statements given to respondents. Consistency can be seen through the reliability of a construct, which can be seen through Alpha Cronbach. The constructor variable is said to be reliable if it has a Cronbach Alpha value ≥ 0.50 (Hair,

2011). The following are the results of reliability and validity carried out on 261 respondents who were assessed as meeting the predetermined criteria as follows:

Table 2: Reliability And Validity Test Results

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Student Perception About Teacher Profession	0.866	0.881	0.909	0.714
Teaching Practice Program	0.929	0.930	0.966	0.934
Readiness to Become a Teachers	0.896	0.906	0.924	0.710

Source: SmartPLS 3.29 (Data processed by 2022 researchers)

Based on table 2 above, it can be seen that the reliability test that was carried out on 261 prospective teacher respondents who had carried out experience activities in the teaching practice program showed that this variable was stated to be reliable and met the requirements. It can be seen that each variable has a Cronbach's alpha value and composite reliability has a value > 0.70 . The average variance extracted (AVE) is a value that describes the magnitude of variance and diversity in various manifest variables that can be supported by latent constructs. The average variance extracted (AVE) value in this study has a value of > 0.50 which indicates a good or accurate measure of convergent validity (Henseler, Ringle, 2009).

This research can measure the indicators of each exogenous and endogenous variable which are declared valid and have high scores according to what has been required. Furthermore, by testing the feasibility of the model, looking through the magnitude of the R-square value obtained. R-square is a measuring tool used to test the quality of the regression line equation of a model used (Chin, 2010). Obtained R-square values can describe the influence between latent variables, especially endogenous latent variables, whether the effect is substantive or not. The results of calculating the R-Square value can be seen in table 3 as follows:

Table 3: R2 Calculation Outputs

	R Square	R Square Adjust
Teaching Practice Program	0.795	0.793
Readiness to Become a Teachers	0.552	0.550

Source: SmartPLS 3.29 (Data processed by 2022 researchers)

Based on table 3 above, it can be seen that the R-Square value of the teaching practice program is 0.795 which indicates that the model in this study is declared "strong" because the R-Square value is > 0.70 and the R-Square value of student readiness to become an economics teacher is 0.552 which indicates that the model in this study is declared "moderate" because the R-square value is > 0.50 , so it can be considered as predictive relevance. To further analyze variables using PLS-SEM. This analysis is used which aims to determine the influence between variables measured by calculating the value of the path coefficient.

In analyzing the effect of each endogenous and exogenous variable, resampling is carried out first using the bootstrapping method. To see the significance of the seven hypothesized variables that have been determined based on the bootstrapping results that have finished running, the influence data obtained for each of the variables are as follows:

Table 4: Result of Hypothesis Test Accumulation

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (IOS / STDEVI)	P Values
Student Perception About Teacher Profession - > Teaching Practice Program	0.672	0.677	0.058	11.596	0.000
Teaching Practice Program - > Readiness to Become a Teachers	0.629	0.633	0.058	10.810	0.000
Student Perception About Teacher Profession - > Teaching Practice Program - > Readiness to Become a Teachers	0.423	0.431	0.070	6.011	0.000

Source: SmartPLS 3.29 (Data processed by 2022 researchers)

In the table above it can be seen that based on the test results of the seven hypotheses, direct and indirect effects between variables have been obtained. So if the path coefficient value is > 1.96 , it can be concluded that it is valid with a significance < 0.05 , and vice versa if the path coefficient value is < 1.96 , it can be concluded that it is invalid with a significance > 0.05 (Latan, 2015). From the results of data acquisition in table 4, it can be seen that the significance of the effect between the constructs is as follows:

Then the first hypothesis (H1), students' perceptions of the teaching profession have a positive and significant effect on teaching practice programs. Prospective teachers during their education on campus construct an understanding of the qualifications and competencies of teachers needed in the world of education, especially in schools (Mulyani et al., 2019) and (Mohamad et al., 2017). In this study, this understanding forms the perception that prospective teachers have about the very good teaching profession, a good perception shows that during the teaching practice program activities go well with good results too (Anggreini et al., 2017), (Mahmud, 2018) and (Saud et al., 2018). Prospective teachers who prepare themselves to become teachers from the start will develop their potential to the fullest so that they believe they can survive, and adapt when they become teachers and have a good understanding and knowledge of the teaching profession.

The findings of the second hypothesis (H2), teaching practice programs have a positive and significant effect on readiness to become an economics teacher. The findings in this study show that the results of direct interactions with prospective economics teachers at school can be implemented with the competence they have optimally and run well (Najah, 2016), (Maipita & Mutiara, 2018), and (Mahmud, 2018). Prospective teachers are more proactive in seeking information about student development at school, so prospective teachers can find out students' difficulties in learning (Aglazor, 2017), (Rashidi et al., 2013), (Gebretinsae & Karvinen, 2018), and (Dimas Virgiawan et al., 2018). The qualifications of prospective teachers so far have understood the needs of students so that they are prepared to become professional and competent economics teachers.

Furthermore, the third hypothesis (H3), student perceptions of the teaching profession have a positive and significant effect on readiness to become an economics teacher through a teaching practice program. The readiness of students to become teachers in the era of the industrial revolution 4.0 found positive values : 1) In using methods and learning models prospective teachers and students interact well so that the teaching and learning process collaborates with good results (Joneta et al., 2016) and (Toussi & Ghanizadeh, 2012). 2) Prospective economics teachers are more selective in developing various learning media through various reference learning sources. It can be seen in this study that students are more active with interesting learning media from various learning sources which can foster students' motivation and interest in learning (Anderson et al., 2001), (Gotama, 2019), and (Groh et al.,

2016). 3) Prospective economics teachers can understand the characteristics of students, know, differentiate, and solve problems related to learning in schools, so that prospective teachers can realize smart education by improving the quality of education, equity in education, and expanding access through relevance in realizing prospective economics teachers (Indira et al., 2020), (Lin & Wu, 2016), (Bergmark et al., 2018), and (Karakoc, 2016). The depth of knowledge and understanding possessed by prospective teachers reflects their readiness to become real teachers who are competent and professional in their areas of expertise.

4. CONCLUSION

The results of this study succeeded in confirming the 3 hypotheses in this study that the competence of prospective economics teachers has been increased by the times and technological advances in the world of education. Qualification standards and competencies possessed by prospective teachers serve as guidelines for maximizing their potential through the use of learning methods, models, and media. Prospective teachers can follow the era of disruption and utilize technology to ease the tasks of being a real teacher. The most important limitation of our research lies in the fact that the data was only collected from students of the economics education study program in Jambi Province. Prospective teachers for the economics education study program in the criteria of this study are students who have implemented and completed the teaching practice program.

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