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Self-Efficacy, Teaching Practice, and Teacher Readiness: Mediating Role Teacher Interest

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ABSTRACT

Objective: *In the realm of education, the effectiveness of teaching practices and the readiness of teachers to navigate the challenges of the classroom environment have garnered substantial attention. One pivotal aspect that has emerged in educational research is the concept of self-efficacy – the belief in one's capabilities to accomplish tasks and produce desired outcomes. Self-efficacy is known to significantly influence various aspects of an individual's professional life, including teaching. The correlation between self-efficacy, teaching practice, and teacher readiness has been a subject of interest for educators and researchers alike. This research aims to determine the effect of self-efficacy and teaching practice on readiness to be a teacher through interest in becoming a teacher as a mediation variable. We used an online questionnaire to identify 435 college students for this study.* ***Method:*** *We applied partial least squares structural equation modelling (PLS-SEM) to analyse the research model.* ***Results:*** *The results showed that the exogenous variables, namely self-efficacy and teaching practice, significantly affected the readiness to become teachers directly.* ***Novelty:*** *Whereas indirectly, self-efficacy does not affect readiness to become a teacher through an interest in becoming a teacher. However, it differs from the teaching practice variable, which indirectly affects readiness to become a teacher through an interest in becoming a teacher.*

INTRODUCTION

One of the essential components of the education system is the teaching staff. Teaching staff who are at the secondary school level are called teachers. According to The law about teachers and lecturers in Indonesia (2005), the teacher is a professional teacher with the main task of providing teaching, providing guidance, educating, providing training, providing assessments, providing evaluations, and providing direction to students. Teachers have a role in creating learning to improve the quality of education. In addition, according to Muhammidah et al. (2022), teachers also play a role in learning activities as correctors, inspirational informants, directing planning, motivating, initiating, providing academic services to students, guiding demonstrators, class managers, intermediaries, supervisors, and evaluators. The position of the teacher, who is so central in the world of education, requires that the teacher always provide a teaching and learning process that can create feelings of pleasure and meaning and can arouse the passion of students to achieve high learning motivation.

The teacher's role is not only as an academic educator but also as a character or moral educator for students. Teachers should be able to be role models for their students so that students with character are realized. This means that the teacher does not only order, give assignments, or punish students if they commit violations, but teachers must also have a complete attitude and good personality and can be a role models for their students to have a strong character. The learning of character/moral ethics does not only end in the cognitive realm but touches on the level of internalization and actual implementation in

social activities. This is exactly like the teachings of Ki Hajar Dewantara's life, namely "Tringa." Tringa itself has three parts, namely understanding, feeling, and doing. The meaning of this teaching reminds us that to achieve goals, in practice, requires understanding, seriousness, and earnestness (Asnawan, 2020; Hakim et al., 2015). Knowing and understanding is not enough if you are unaware of it, and it isn't very sensible if it is not carried out with total effort. Besides that, the paradigm of Indonesian society towards teachers is someone who deserves to be followed or emulated as the philosophy put forward by Ki Hajar Dewantara is that a capable and experienced teacher must be able to position himself according to conditions and situations as his role as a role model, namely "ing ngarsa asung tulodo, ing madya mangun karsa, and tut wuri handayani" (Darmawan & Sujoko, 2019; Hakim et al., 2020).

The role of the teacher as an academic educator and character educator becomes more complex when faced with the industrial revolution 4.0, which has impacted the realm of education. Teachers are required to be able to provide a teaching and learning process that is student-centred, collaborative, meaningful, integrated with society, contextual learning, and technology-based learning (Baeten et al., 2016). meanwhile to produce participants who are globally competitive students. If the teacher cannot update the learning concept towards the industrial revolution 4.0, the teacher's role will slowly disappear (Collinson et al., 2009).

The role and duties of the teacher are huge in the world of education, resulting in a person's readiness to become a teacher that needs to be considered and prepared thoroughly. Teachers are the spearhead of education, so the availability and qualifications of teachers will determine the future of a nation. The greater number of teachers and the ideal proportion between teachers and students results in a better educational process. Likewise, when the number of teachers and the proportions are good and then balanced by the qualifications and quality of equally good teachers, quality human resources will be created. Of course, this needs to be followed by other educational components (Clotfelter et al., 2006; Connell, 2009; Hakim et al., 2018; Levine, 2006).

However, reviewing the data released by the Ministry of Education and Culture during the 2020/2021 learning period, the number of school principals and teachers in the age group over 60 years at the Senior High School level is 75,464. Teachers in the 60-year age group are teachers who are ready or have entered retirement age. This means that Indonesia must be able to prepare new teachers to fill the vacant roles and positions that will occur later.

To find out more about the number of teachers in Indonesia from 2020 to 2022, the following data is presented from Statistic Indonesia.

Table 1. Amount of High School and Vocational High School Teachers under the Ministry of Education, Culture, Research, and Technology in Indonesia

Name	Years	
	2020/2021	**2021/2022**
Amount of high school (SMA) teachers in Indonesia (public + private)	338.700	326.522
Amount of Vocational High School (SMK) Teachers in Indonesia (State + Private)	335.980	333.145

If you look at the number of data for high school and vocational school teachers in the table above, it is known that the proportion of senior high school and vocational high school teachers in Indonesia has decreased from 2020 to 2022, namely 12,178 teachers and 2,835 teachers. This decrease can explain why data on teachers who have entered retirement age, namely 75,464, is starting to be realized, thereby reducing the number of teacher compositions in the following year.

On the other hand, the number of students in public and private senior high schools and vocational high schools continues to increase yearly. The following presents data from the Indonesian Central Bureau of Statistics on the number of high school and vocational school students in the 2020/2021 and 2021/2022 academic years.

Table 2. Amount of Senior High School and Vocational High School Students under the Ministry of Education, Culture, Research and Technology in Indonesia

Name	Years	
	2020/2021	**2021/2022**
Amount of Senior High School Students in Indonesia (State + Private)	7.016.558	7.395.343
Amount of Vocational High School Students in Indonesia (State + Private)	5.258.426	5.392.938

Based on the table of data on the number of high school students and vocational high school students, it can be concluded that there has been an increase in the number of high school students in the 2020/2021 academic year to the 2021/2022 academic year of 378,785 students. Likewise, what happened at the level increased the number of students by 134,512 in the 2020/2021 academic year to the 2021/2022 academic year. This drastic increase in the number of students will certainly affect the learning process in the classroom.

Based on the Law Indonesia number 74-year 2008 point 17, it can be seen that for permanent teachers holding educator certificates, the ideal ratio of students and teachers in one learning class is 20: 1 for senior high school and 15: 1 for vocational high school. In the results of a comparative calculation of the number of students and teachers in the 2021/2022 academic year, it was found that high schools did not meet the criteria, namely 22: 1, as well as vocational high schools, which did not have a ratio of 16: 1, so they did not meet the criteria ideal.

Therefore, the ideal number of teachers and students must not be overcome immediately by bringing in new teachers who meet the specifications. Referring to

existing regulations in Indonesia that the first qualification to become a teacher is those who get recognition of a bachelor's or diploma degree, which will then be continued with teacher professional education to obtain an educator certificate. However, what needs to be considered is that the number is not enough; more than that, the teacher must have competence. The competence of teachers can be seen from the preparations made by prospective teachers. Someone with a higher level of readiness will master the competency better.

Teachers who are proficient in teaching will create good students. One of the pieces of training prepared for the Education Study Program is the Teaching Practice Program, which aims to produce professional educators through direct experience in partner schools (Shernoff et al., 2015). According to Abuhasna et al. (2020) experience is an increase in people's skills and understanding of the field of interest and can be assessed based on the length of study and level of knowledge and skills.

The Teaching Practice Program is aimed at students of the Education Study Program to gain experience and real learning in the school environment. The college in Indonesia's Introduction to Schooling Field Activities aims to allow students to make direct observations about culture in schools, school governance and structure, school activities, study curriculum and learning strategies, as well as direct teaching practice. In direct teaching practice, students must prepare all aspects of the learning process, from the lesson plan to the evaluation system. With the holding of the Teaching Practice activity, it is hoped that it will have a good impact on preparing students to become teachers. This is in line with the research conducted by (Moeriyati & Wulandari, 2023); They explain that the Teaching Practice Program affects student readiness to become teachers; the better the process of implementing School Field Introduction activities, the more prepared students are to become teachers and vice versa (Surjanti et al., 2022).

Apart from Teaching Practice Program, another factor that can influence readiness to become a teacher is self-efficacy. Setiaji (2015) explained in his writing that self-efficacy is a person's perception of measuring his ability to be able to make his choices and be able to process optimally in a field of work. Bandura (1997) describes someone who has high self-efficacy. Someone will design a target or goal that is as big as the self-efficacy they have, and furthermore, they will try their best to produce work and achieve the goals that have been targeted. A student needs high self-efficacy to succeed in achieving his goals and aspirations. Students who have high self-efficacy will set goals that are as high as what they want to achieve so that when they try and find difficulties or problems to solve, they will try hard to find a way out. Therefore, someone who is confident in his abilities is better prepared to take part in learning. This is evidenced by studies previously where showed that self-efficacy has a positive and significant influence on student readiness to become teachers (Giallo & Little, 2003; Loreman et al., 2013; Rafiola et al., 2020).

The next aspect that influences a person's readiness to become a teacher is interest. This aspect of interest is an internal individual factor. Waterman et al. (2008) conveys that interest is a happier mind and feeling of being attracted to an object or activity by itself, without encouragement or orders from anyone. Students who have an interest in

becoming teachers will try and be serious about pursuing the field of educational studies and make use of all available infrastructure so that later after graduation, they are ready to become teachers. This explanation is relevant to previous research showing that interest in becoming a teacher has a positive and significant effect on readiness to become a teacher (Chung et al., 2020; Kearney & Garfield, 2022; Yilmaz, 2017).

The latest research or novelty is the use of interest in becoming a teacher as a mediating variable. This is different from previous similar studies that used other variables as mediators (Hutasuhut & Wulandari, 2018; Musadad et al., 2022; Puspitasari & Asrori, 2019; Riyanti & Rustiana, 2017; Tuti & Anasrulloh, 2022). In this study, interest in becoming a teacher will be a mediating variable that links the influence of self-efficacy and the Teaching Practice Program to readiness to become a teacher in contrast to previous studies which used self-efficacy as a mediating variable, Teaching Practice Program as a moderating variable, or without using mediating and/or moderating variables. Interest in becoming a teacher was chosen as a mediating variable because it was proven in research conducted by Ayyildiz & Yilmaz (2021), showing that self-efficacy influences interest in becoming a teacher and research conducted by Shakuna et al. (2016) also showed that Teaching Practice Program influences the interest in becoming a teacher. Furthermore, research from Han et al. (2020) revealed that interest in becoming a teacher influences readiness to become a teacher. This research is important to do because it will help reveal whether Self Efficacy and Teaching Practice Programs have an effect on Readiness to Become a Teacher and how this effect is if it is followed by a high or low sense of interest in becoming a teacher. In addition, this research needs to be done because it relates to the personal benefits of education, namely career advancement.

RESEARCH METHOD

Research Design

The type of research is explanatory research, according to Hair et al. (2014) explanatory research is a study conducted to explain causality between variables obtained from hypothesis testing (one of which uses inferential statistics). This explanatory research uses a quantitative approach, where Hair et al. (Hair et al., 2014) explains that the quantitative research method is based on positivism. This approach examines a particular population or sample in which the research instrument is chosen to collect data. Furthermore, the data analysis used is statistical/quantitative in nature, which aims to make testing the hypotheses that have been previously determined easy to carry out.

Participant

The participants in this study were contacted online and given a questionnaire. Direct email distribution of the questionnaire to college students and through networks of educators took place. On the homepage of the online survey, we provided clear explanations of the study's relevance, goals, and factors under investigation. The study was carried out between July and September 2022, when all Indonesian universities still had an online learning policy in place. Due to the COVID-19 pandemic, participants must be college students who have taken at least one semester of online coursework to be

eligible for the study. 435 of the 487 students who participated in the survey were deemed valid.

Table 3. Lists the Traits of The Respondents to This Study.

Characteristics		Size	%
Gender	Female	307	70,57%
	Male	128	29,43%
Academic Standing	1st-year student	133	30,57%
	2nd-year student	153	35,17%
	3rd-year student	118	27,13%
	4th-year student	31	7,13%
Discipline	Economics, business, management & Accounting	157	36,09%
	Law	48	11,03%
	Engineering	56	12,87%
	Arts & humanities	43	9,89%
	Education	89	20,46%
	Others	42	9,66%

Note: Respondents' characteristics (N = 435)

The technique used in this research is purposive sampling which is part of non-probability sampling. The purpose of selecting this technique is to obtain a sample highly representative of predetermined criteria. Purposive sampling is a sampling technique that has particular parameters or passes consideration. The criteria used in this research were students in Indonesia who had implemented the teaching practice program.

Variable

In this study, there are four variables to be examined, (1) Dependent or endogenous variables are variables that can be influenced or influenced by other variables in the research model, either directly or indirectly. In this study, the endogenous variable is Readiness to become a teacher, as stated in Y1. Readiness to become a teacher is a condition and situation when students have the ability both psychologically, physically, socially, emotionally and intellectually to carry out the teaching profession along with all the risks they face so that the goals previously set can be achieved.

To measure readiness to become a teacher, this study uses indicators from the framework presented in the OECD study on international teacher competence in the research of Mohamed et al., (2016), which consists of 11 indicators, namely: 1) knowledge of the curriculum and subjects; 2) instructional strategy and planning; 3) effective use of technology in facilitating student learning and teaching materials; 4) seriousness to provide learning to all students; 5) managing the learning environment and students; 6) knowledge about student diversity such as learning for students with special needs; 7) the suitability of learning that can accommodate the abilities and needs of students; 8) effective collaboration with colleagues and partnerships with parents, social activities, and the community; 9) growth and professional development of teachers; 10) Willingness to try new ideas and strategies; and 11) exercise personal integrity and legal responsibility. (2) Independent or exogenous variables, namely variables that cause or can influence other variables in research. Exogenous variables in this study include Self Efficacy which is expressed in X1, and Teaching Practice, which is expressed in X2. Self-

Efficacy is a belief or belief or self-judgment of one's ability to be able to organize to complete the targets or goals that have been set. To measure self-efficacy using indicators that were coined by Bandura (Bandura, 1997), namely 1) general condition, 2) task difficulty, and 3) strength.

While Teaching Practice is a practical activity of implementing teacher duties in the school field for students of the Bachelor of Education Program. This program is a form of synchronization between the theory that has been obtained with direct practice in the field so that maturity is obtained in students as prospective educators. In this study, the Teaching Practice was measured using indicators (1) learning preparation, (2) teaching practice, (3) compiling and developing learning media, (4) compiling and developing evaluation tools, and (5) non-teaching activities Lin et al. (2017). Mediating variables, namely variables that can speculatively influence the relationship between endogenous (dependent) and exogenous (independent) variables, so that an indirect relationship appears or acts as a bridge Hair et al. (Hair et al., 2014).

The mediating variable in this study is Interest in becoming a teacher, which is expressed in Z. Interest in becoming a teacher is an individual's interest, liking, or attraction to the teaching profession, which results in an individual's willingness to give thought, energy, time, and even material so that the desire to become a teacher can be achieved. The indicators used in measuring interest in becoming a teacher in this study were adopted by Said et al. (2007), which included 1) the tendency to pay attention to the teaching profession, 2) there is a feeling of love and pleasure for the teaching profession, 3) there is a sense of pride in the teaching profession, 4) there is a sense of interest in the teaching profession which is then manifested through various activities related to teaching.

Data Collection

The data in this study will be obtained through students' answers as research subjects directly without intermediary parties, so this research uses primary data sources. The data in this study will be collected using a questionnaire from Google Forms. Data collection using a questionnaire technique was applied because this study identified the variables that would be measured, namely Readiness to become a Teacher, Self-Efficacy, Teaching Practice, and Interest in becoming a Teacher, as well as respondents or research subjects spread across various cities. The nature of the questionnaire in this study is a closed questionnaire, which means that respondents can choose the answers that are available according to actual conditions. Researchers use a Likert scale of 1 to 5 to represent the respondents' answers.

Data Analysis

The data analysis technique used was Structural Equation Modeling (SEM) with WarpPLS version 7.0 software to measure the effect of Self Efficacy and School Field Introduction (PLP) on readiness to become a teacher through intention to become a teacher. The structural equation modelling (SEM) method is used because it can provide flexibility for testing complex models. It can provide convenience following this research, such as 1) research variables consisting of three types, namely dependent, independent, and moderator/mediation, 2) latent variables that are difficult or even unable to be

observed directly so that an indicator or manifest is needed in its measurement, 3) it can take account measurement errors. Below are the data analysis techniques to be used:

RESULTS AND DISCUSSION

Results

Outer Model

Table 4. Convergent Validity Results

Indicator	Factor Loading	Explicative	P value	Explicative
X1.1	0.367	-	<0.001	Accepted
X1.2	0.365	-	<0.001	Accepted
X1.3	0.362	-	<0.001	Accepted
X2.1	0.202	-	0.008	Accepted
X2.2	0.257	-	<0.001	Accepted
X2.3	0.241	-	0.002	Accepted
X2.4	0.246	-	0.001	Accepted
X2.5	0.223	-	0.004	Accepted
Y1.1	0.827	Accepted	<0.001	Accepted
Y1.2	0.715	Accepted	<0.001	Accepted
Y1.3	0.751	Accepted	<0.001	Accepted
Y1.4	0.669	Accepted	<0.001	Accepted
Y1.5	0.788	Accepted	<0.001	Accepted
Y1.6	0.398	Accepted	<0.001	Accepted
Y1.7	0.786	Accepted	<0.001	Accepted
Y1.8	0.852	Accepted	<0.001	Accepted
Y1.9	0.680	Accepted	<0.001	Accepted
Y1.10	0.824	Accepted	<0.001	Accepted
Y1.11	0.768	Accepted	<0.001	Accepted
Z1.1	0.834	Accepted	<0.001	Accepted
Z1.2	0.859	Accepted	<0.001	Accepted
Z1.3	0.910	Accepted	<0.001	Accepted
Z1.4	0.845	Accepted	<0.001	Accepted

Based on the convergent validity test with the help of the WarpPLS 7.0 software above, it can be seen that the 11 indicators of Readiness to become a Teacher (Y1) and 4 indicators of Interest in becoming a Teacher (Z1) with the reflective indicator type have valid information because they meet the criteria, namely having a loading factor value ≥ 0, 30 and a significance value <0.05. Meanwhile, the variable Self Efficacy (X1) with 3 indicators and Teaching Practice (X2) with 5 indicators with formative indicator types also have valid information because they meet the criteria for a significance value of <0.05.

Table 5. Discriminant Validity Results

Indicator	Factor Loading	Cross Loading			Explicative
	X1	X2	Y	Z	
X1.1	0.367	0.000	0.000	0.000	Accepted
X1.2	0.365	0.000	0.000	0.000	Accepted
X1.3	0.362	0.000	0.000	0.000	Accepted
X2.1	0.000	0.202	0.000	0.000	Accepted
X2.2	0.000	0.257	0.000	0.000	Accepted
X2.3	0.000	0.241	0.000	0.000	Accepted

Indicator	Factor Loading	Cross Loading			Explicative
	X1	X2	Y	Z	
X2.4	0.000	0.246	0.000	0.000	Accepted
X2.5	0.000	0.223	0.000	0.000	Accepted
Y1.1	-0.049	0.109	0.827	0.022	Accepted
Y1.2	-0.454	0.251	0.715	0.196	Accepted
Y1.3	-0.613	0.463	0.751	-0.065	Accepted
Y1.4	0.199	-0.205	0.669	-0.447	Accepted
Y1.5	0.260	-0.148	0.788	-0.407	Accepted
Y1.6	0.665	-0.322	0.398	0.139	Accepted
Y1.7	0.305	-0.105	0.786	-0.008	Accepted
Y1.8	0.082	-0.194	0.852	0.072	Accepted
Y1.9	-0.080	0.044	0.680	0.361	Accepted
Y1.10	-0.057	0.060	0.824	0.151	Accepted
Y1.11	0.018	-0.087	0.768	0.039	Accepted
Z1.1	-0.003	0.006	0.221	0.834	Accepted
Z1.2	-0.080	0.093	0.322	0.859	Accepted
Z1.3	0.080	0.106	-0.148	0.910	Accepted
Z1.4	-0.002	0.202	-0.385	0.845	Accepted

Based on the results of the discriminant validity test with the help of WarpPLS 7.0 software using loading & cross loading, 3 indicators of Self Efficacy (X1), 5 indicators of Teaching Practice (X2), 11 indicators of Readiness to become Teachers (Y1), and 4 indicators of Interest in becoming a Teacher (Z1)) meets the criteria, namely the factor loading on each part of the indicator in a variable is greater than the cross loading on other variables. So that these indicators are really different from other indicators and are used to measure each variable.

Table 6. Internal Consistency Reliability Results

Variable	Cronbach's Alpha Coefficients	Explicative
X1	0.901	Accepted
X2	0.904	Accepted
Y1	0.914	Accepted
Z1	0.885	Accepted

Based on the results of the internal consistency reliability test using the Cronbach's alpha coefficient above, it can be seen that all variables meet the Cronbach's alpha coefficient criteria because the coefficient value for each variable is greater than 0.60 so that the variable Self Efficacy (X1), Teaching Practice (X2), Readiness to become a teacher (Y1), and interest in becoming a teacher (Z1) are reliable.

Inner Model

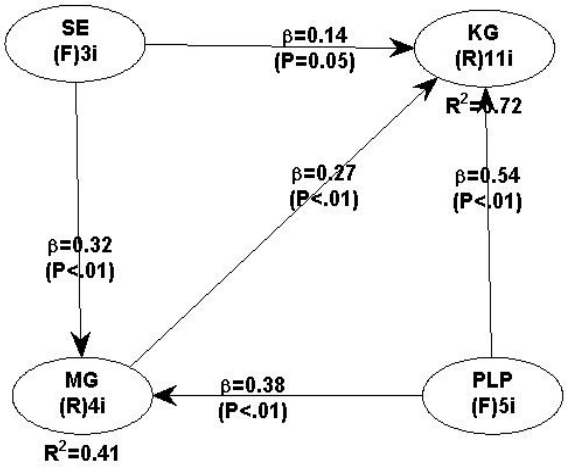
Table 7. Fit Model Test Results (Inner Model)

Model Fit and Quality Indices	Fit Criteria	Results	Explicative
Average path coefficient (APC)	$p < 0,05$	0.329, (P<0.001)	Accepted
Average R-square (ARS)	$p < 0,05$	0.567, (P<0.001)	Accepted

Model Fit and Quality Indices	Fit Criteria	Results	Explicative
Average adjusted R-square (AARS)	p < 0,05	0.559, (P<0.001)	Accepted
Average block VIF (AVIF)	Accepted if <= 5, ideally < = 3	2.025	Ideal
Average full collinearity VIF (AFVIF)	Accepted if < = 5, ideally < = 3	2.242	Ideal
Tenenhaus Gof (GoF)	Small >=0,1, medium >=0,25, large >= 0,36	0.636	large
Sympson paradox ration (SPR)	Accepted if >= 0,7, ideally = 1	1.000	Ideal
R-square contribution ratio (RSCR)	Accepted if >= 0,9, ideally = 1	1.000	Ideal
Statistical suppression ratio (SSR)	Accepted if >= 0,7	1.000	Accepted
Nonllinier bivariate causality direction ratio (NLBCDR)	Accepted if >= 0,7	1.000	Accepted

Based on Hair et al. (Hair et al., 2014), the results of the inner model evaluation are fit models that meet the criteria or do not meet the criteria depending on the research objectives. If the research objective focuses on finding the best model, then all the requirements for a fit model must be met. However, if the research objectives focus on determining the effect of exogenous variables on endogenous variables, then not all fit model requirements must be met.

Hypothesis Test



Picture 1. Hypothesis Test Results

Table 8. Direct Effect Test Results

Relations between Variables		Path Coefficient	P-*Value*	Information
X1	Y1	0.141	0.046	Significant
X2	Y1	0.539	<0.001	High significant
Z1	Y1	0.268	<0.001	High significant
X1	Z1	0.319	<0.001	High significant
X2	Z1	0.378	<0.001	High significant

From the results of the direct influence test with the help of the WarpPLS 7.0 software above, the results show that the effect of Self Efficacy (X1) on Readiness to become a Teacher (Y1) is significant because the p-value is 0.04 <0.05 and is positive (0.141) so that if self-efficacy increases, readiness to become a teacher also increases, with this, hypothesis 1 is accepted. The results of the influence of Teaching Practice (X2) on Teacher Readiness (Y1) it is very significant because the p-value <0.001 and is positive (0.539), so if teaching practice activities are suitable, then readiness to become a teacher will also increase, with this hypothesis 2 is accepted. Next, the influence of interest in being a teacher (Z1) on readiness to become a teacher (Y1) is very significant because the p-value is <0.001 and is positive (0.268) so that if interest in becoming a teacher increases, readiness to become a teacher will also increase. With this, hypothesis 3 is accepted. The results of the influence of Self Efficacy (X1) on the Interest to be a Teacher (Z1) are very significant because the p-value <0.001 and is positive (0.319), so if self-efficacy increases. The interest in becoming a teacher will also increase with this hypothesis 4 being accepted. Furthermore, the effect of Teaching Practice (X2) on Interest to become a Teacher (Z1) is very significant because the p-value <0.001 and is positive (0.378), so if teaching practice activities are suitable, then interest in becoming a teacher will also increase, with this hypothesis 5 is accepted.

Table 9. Indirect Effect Test Result

Exogenous variable	Mediation Variable	Endogenous Variable	Indirect Path Coefficient	P-*Value*	Information
X1	Z1	Y1	0.086	0.077	Not mediating
X2	Z1	Y1	0.101	0.045	Mediating

From the results of the indirect influence hypothesis test, the results of the indirect path coefficient of Self Efficacy (X1) on Readiness to become a Teacher (Y1) through Interest in becoming a Teacher (Z1) are 0.086 with a p-value of 0.07 > 0.05 so it is not significant, with this hypothesis 6 is not accepted or rejected. Meanwhile, the path coefficient results of Teaching Practice (X2) on Readiness to become a Teacher (Y1) through Interest in Becoming a Teacher (Z1) is 0.101 with a p-value of 0.04 <0.05, so it is significant, with this hypothesis 7 is accepted.

Discussion

Hypothesis 1: Self-Efficacy Has a Significant Effect on Readiness to Become a Teacher

Based on the findings of this study, self-efficacy (X1) has a significant effect on readiness to become a teacher (Y1). This means that increasing self-efficacy will also increase student readiness to become teachers.

The results of this study are relevant to previous research that self-efficacy or self-efficacy has a positive and significant effect on readiness to become a teacher (Hamari & Nousiainen, 2015; Heo et al., 2021; Kent & Giles, 2017; Nurlu, 2015).

Self-efficacy is an individual's assessment of the ability within them to be able to manage and carry out the various actions needed to achieve the goals or levels of performance that have been set. Self-efficacy will affect students in acting. According to the theory of Social Career Cognitive Theory (SCCT) that self-efficacy encourages expectations of favorable outcomes. Students who take educational study programs are expected to be ready to become teachers when they graduate.

In the research findings, it was found that the indicator with the biggest contributor to student self-efficacy was the general state, with a factor loading value of 0.367. When students believe that they can do every task even though there are many obstacles and demands, students will act to complete the task. Based on the results of the questionnaire on this general condition indicator, the answer with the highest percentage, namely 67.1%, was that students were still able to complete assignments well despite the large number of activities outside the classroom, such as organizational activities, seminars, workshops, part-time work and so on. When students successfully complete assignments well, knowledge and experience will increase and will have a positive influence on their readiness to become teachers.

Hypothesis 2: Teaching Practice Has a Significant Effect on Readiness to Become a Teacher

Based on the results of the research, there is a very significant influence between the Teaching Practice Program (X2) on Readiness to become a teacher (Y1). The better Teaching Practice Program activities carried out by students will increase their readiness to become teachers.

Indicators of how better students carry out Teaching Practice activities can be adjusted to the targets or objectives of these activities as explained in the guidebook. Students who can make direct observations of school culture, school structure, and management, school discipline, routine activities from curricular to school extracurriculars, as well as positive habits and ways of habituating them to school members. Furthermore, students who can study the school curriculum, study school learning strategies, study school evaluation systems, analyze the use of technology and information in schools, assist with teacher administration tasks, and carry out non-teaching activities such as accompanying students in extracurricular activities will have experience in implementing Teaching Practice that is getting better. Perfectly closed if, during the implementation of Teaching Practice, students can participate in making lesson plans, carrying out the learning process in the classroom with at least 1st standard competency, developing learning media, making teaching materials, and compiling evaluation tools.

The results of this study are relevant to previous research with the result that there is a positive and significant influence between Teaching Practice and Readiness to become a Teacher (Alif et al., 2020; Moore et al., 2021; Mutiah et al., 2020).

Teaching Practice is a form of hands-on practice of all material that students have received while in class. This activity provides a real experience contextually of how it will be when students become teachers. This is also in line with the Social Cognitive Career Theory (SCCT), which highlights the important role of experiential factors. Of course, the real experience received by students can reinforce so that students can add to their skills in teacher training, especially in teaching activities. This is consistent with the findings in this study that the teaching practice indicator is the aspect that has the highest value among other Teaching Practice indicators, namely with a factor loading value of 0.257. This means that the existence of teaching practice activities helps students to gain direct experience in the teaching process, where this process is a core activity in schools. When students can provide a learning process for students, interact, and transfer knowledge to attitude, it will improve students' abilities in the field of teaching. In the questionnaire results, the largest percentage of teaching practice indicators is found in the ability of students to present interactive learning; namely, there is a two-way interaction between

the teacher and students. These results indicate that their ability is good and implemented consistently.

On the other hand, the indicators that contributed the least to Teaching Practice in this study were indicators of preparation for learning and indicators of non-teaching activities. Where according to the results of the questionnaire shows that sometimes students still do not review the material that will be delivered in the teaching process the next day. Even though studying and reading the material that will be delivered to students is very important so that the knowledge transfer process runs as expected. The large amount of material in economics learning does not rule out the possibility that it can cause students to need to review the material again. On the other hand, the questionnaire with the lowest score uses learning media on the internet, such as Quizizz, learning videos/news on YouTube, and so on. Students rarely use these media, even though by utilizing media on the internet, they tend to be updated with cases that exist in today's society. Moreover, on the other hand, the partner schools used by students to carry out the Teaching Practice program are schools in the city where of course, the school area has very good access to the internet network and electronic equipment and adequate learning equipment.

Hypothesis 3: Interest in Becoming a Teacher Has a Significant Effect on Readiness to Become a Teacher

According to the study's findings, interest in being a teacher (Z1) had a very large impact on preparation to become a teacher (Y1). Students are more prepared to become instructors the more interested they are in being educators. Their embrace of the teaching profession and eagerness to work after graduation demonstrate their strong enthusiasm for working with children as teachers.

The results of this study are also in line with previous research conducted by Alif et al. (Alif et al., 2020); Moeriyati & Wulandari (Moeriyati & Wulandari, 2023) and Moore et al. (Moore et al., 2021) were also found that interest in becoming a teacher has a significant effect on readiness to become a teacher.

Interest in becoming a teacher is an interest, liking, or interest in the teaching profession that will provide thought, energy, time, and even material so that the desire to become a teacher can be achieved. The interest in becoming a teacher that develops in individual students will lead them to continue to improve their skills and abilities in teacher training. Interest has led students to make career expectations, namely by becoming a teacher after graduation. Based on the research results, the indicator with the greatest value contributor to the variable interest in becoming a teacher is that there is a sense of pride in the teaching profession. The average student believes that the teaching profession has advantages worth being proud of, so they are interested in working as a teacher. Where in the results of the indicator questionnaire, there is a sense of pride in the teaching profession, with the statement 'I will continue to be creative and create innovations to make it easier for students to learn' having the highest score. This indicates that the interest in becoming a teacher develops predominantly because of the feeling of wanting to continue to innovate for education in Indonesia. Innovation is an idea, concept, or practice to create or develop knowledge or products. Of course, when creating or developing knowledge and educational products, a teacher must have competencies. Efforts to master teacher competence will lead students to have the readiness to become teachers. When students have decided to have a career as a teacher after graduation, they

will use all available resources, even though there are challenges or bad paradigms, to be able to lead them to become teachers.

Hypothesis 4: Self-Efficacy Has a Significant Effect on Interest in Becoming a Teacher

Based on the results of the research, there is a very significant influence between Self Efficacy (X1) on Interest to become a Teacher (Z1). Interest in becoming a teacher who grows better is one of the reasons for the high self-efficacy in students.

The results of this study further strengthen the results of previous research conducted by Horvitz et al. (2015) were also found that self-efficacy has a positive and significant effect on the interest in becoming a teacher (Miller et al., 2017).

Achievement of previously set targets is a form of achievement expected at high self-efficacy. With self-efficacy in student personality, it will strengthen students to carry out all tasks related to the teaching profession. When carrying out assignments or participating in activities related to the teaching profession, students will experience situational interest, namely conditions that can be identified psychologically by increasing the concentration, effort, and control experienced by a person under certain conditions. Situational interest combines affective qualities, such as enjoyment of happiness and excitement, with cognitive qualities, such as paying attention to and obtaining value, all fostered by situational features (Renninger & Hidi, 2016). Following the previous hypothesis, the biggest contributing indicator to self-efficacy is general circumstances, and the biggest contributing indicator to interest in becoming a teacher is a sense of pride in the teaching profession. Suppose it is related to situational interest, for example. In that case, when students can work on and complete introductory microeconomics assignments given by lecturers even though they are in the middle of carrying out their organizational activities or part-time jobs properly, these beliefs and habits will foster a sense of situational interest. Because at this stage they will exert maximum concentration and effort so that both can be resolved properly. In addition, they will exercise more control over themselves, such as time control and emotional control. Thus, the presence of a concentration-focused situation means that affective responses, values obtained, and cognitive functions are harmoniously interrelated and integrated, and tasks and activities can be completed properly. The task, of course, will not be completed if there is no situational sense of interest. Because if you only finish with the belief that you can complete the task, but there is no self-control and concentration, it will not necessarily produce good results.

Hypothesis 5: The Teaching Practice Has a Significant Effect on the Interest in Becoming a Teacher

Based on the results of the study, there is a very significant influence between the Teaching Practice (X2) on Interest to become a Teacher (Z1). Implementing a good School Field Introduction activity will increase students' interest in becoming teachers.

The results of this study are also relevant to previous research conducted by Ancess (2000); Aryani & Purwana (2023), and Shieh (2012) there is a positive and significant influence between the Teaching Practice on the interest in becoming a teacher.

Teaching Practice is a form of teaching practice in schools carried out by students. By carrying out the Teaching Practice, students gain experience and know the feelings that arise from carrying out the teacher's work. Teaching Practice can also foster situational interest. For example, when students carry out the learning process by preparing learning media, then carry out the learning process to carry out learning evaluations (Kurniawan

& Lestari, 2019). When students are enthusiastic and get good grades, they will feel happy and enjoy the activities that have been carried out. The existence of this feeling of pleasure and enjoyment indicates that affective reactions, values obtained, and cognitive functions are integrated harmoniously so that the teacher's work feels effortless and enjoyable. Teaching Practice Activities which last for approximately 3 months, will make students carry out the same activities consistently; this can change situational interests into individual interests. Individual interest means a long-lasting tendency to re-engage with an object, situation, or topic occasionally (Renninger & Hidi, 2016). Seeing the results of the biggest indicator contribution to the variable of Teaching Practice, namely teaching practice, it can be concluded that the growth of individual interest is something that does occur in the implementation of Introduction to Schooling Fields for students. During the implementation of the Teaching Practice, activities in the classroom were routinely carried out by students every day with various concepts previously agreed upon with the tutor. Compared to other indicators, teaching practice is more intensely carried out by students. Followed by the greatest value of the teaching practice questionnaire is the occurrence of two-way interactions between teachers and students in the learning process. The learning process that runs interactively between teachers and students can trigger passion and foster individual interest in the teaching profession.

Hypothesis 6: Interest in Becoming a Teacher Mediates the Effect of Self-Efficacy on Readiness to Become a Teacher

Based on the data processing results in the Warp PLS 7.0 software, it can be seen that self-efficacy has a significant effect on the intention to become a teacher, and the intention to become a teacher affects the readiness to become a teacher. In addition, self-efficacy also influences the readiness to become a teacher. Although directly or separately, self-efficacy influences interest in becoming a teacher and interest in becoming a teacher also affects readiness to become a teacher, based on the results of the mediation test in this study, it was found that self-efficacy does not affect readiness to become a teacher through interest in becoming a teacher. That is, self-efficacy has a direct influence on readiness to become a teacher without going through an interest in becoming a teacher as a mediator.

The p-value mediating effect of interest in becoming a teacher on the effect of self-efficacy on readiness to become a teacher in this study is 0.077, which means that this value is greater than the 5% error rate. Based on these results, indicates that this study has proven the Social Cognitive Career Theory (SCCT), which states that self-efficacy encourages expectations of favorable outcomes and self-efficacy and outcome expectations affect career goals directly (Dahling et al., 2013). However, in Social Cognitive Career Theory (SCCT) it is also explained that self-efficacy encourages expectations of results that will affect career goals indirectly through interest, which cannot be proven in this study. The career goal referred to in this study is to become a teacher.

Although the interest in becoming a teacher is not a mediator between self-efficacy and readiness to become a teacher, the results of the research show implications in the context of developing teacher professionalism because interest in becoming a teacher and readiness to become a teacher cannot be separated from self-efficacy in students. The implications highlighted in this study are the importance of strengthening self-efficacy in individual students in order to increase their interest in and readiness to become effective

teachers. With this understanding, self-development and teacher education can be focused on developing self-efficacy without neglecting the importance of cultivating an interest in becoming a strong teacher as a motivating factor for prospective teachers.

Hypothesis 7: Interest in Becoming a Teacher Mediates the Influence of Teaching Practice on Readiness to Become a Teacher

According to data processing results produced by the Warp PLS 7.0 program, the Teaching Practice significantly influences a person's interest in becoming a teacher. That interest determines a person's preparation to become a teacher. Additionally, respondents are impacted by the Teaching Practice on their readiness to become teachers. It may be inferred from the indirect test's results that the interest in teaching has a mediating effect on the influence of teaching, with a p-value of 0.045 0.05.

Following the framework of Social Cognitive Career Theory (SCCT), this model also highlights the important role of experiential factors. Bandura (Bandura, 1997) explains that distinguishes learning experiences into performance achievement, role model learning, verbal persuasion, and physiological arousal. Teaching Practice is a form of real experience for students to become teachers because they act and carry out their duties as teachers. To pass the Teaching Practice, of course, students have achievement targets that must be completed. Achievement targets that students must carry out include assignments for each Teaching Practice debriefing sub-material, daily reports showing activities at school, as well as the final report on Teaching Practice activities in their respective schools. In addition, tutors can act as role models in teaching in the classroom and motivate students when they become teachers. Likewise, the verbal persuasion and physiological arousal students get during the program can certainly increase students' interest in becoming teachers. Students with a high sense of interest in becoming teachers after the Teaching Practice program will have a better readiness to become teachers because they have learned contextually at school.

CONCLUSION

Fundamental finding: Based on the results of data analysis in this study, it can be concluded that: (1) there is an effect of self-efficacy on readiness to become a teacher; (2) there is an influence of Teaching Practice on readiness to become a teacher; (3) there is an influence of interest in becoming a teacher on readiness to become a teacher; (4) there is an effect of self-efficacy on the interest in becoming a teacher; (5) there is an influence of Teaching Practice on the interest in becoming a teacher; (6) there is no indirect effect of self-efficacy on readiness to become a teacher through an interest in becoming a teacher; (7) there is an indirect effect of Teaching Practice on readiness to become a teacher through an interest in becoming a teacher in students. **Implication**: Based on the results of the questionnaire scores and total influence (1) students collage are expected to increase their self-confidence regarding their ability to complete assignments or courses during lectures, even though they tend to seem difficult; (2) Students college use various opportunities and opportunities to explore activities that can improve their competence as a teacher even though it seems difficult; (3) Institutions need to prioritize improvements in the implementation of teaching practice activities which are followed by increasing student self-efficacy. **Limitation**: (1) limited research time; (2) limitations of the data collection method which only uses email for sending questionnaires. **Future**

Research: It is hoped that future research will expand the sample scope and create other research designs that can deepen the results of similar research.

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