



THE EFFECT OF INTEREST IN BEING A TEACHER, SELF-EFFICIENCY, AND FIELD EXPERIENCE PRACTICES ON PREPAREDNESS TO BE TEACHER

(Study of Undergraduate Education Students at FE. Jakarta State University)

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Abstract

This study aims to examine the effect of interest in becoming a teacher, self-efficacy, and practice of field experience on readiness to become a teacher in undergraduate education study program students at the Faculty of Economics, State University of Jakarta. The research method used is descriptive quantitative method using primary data. The data collection technique uses a questionnaire/questionnaire. The approach in this research is a simple random sampling approach. The number of samples is 167 people from 315 people (population). The results of the requirements analysis test showed that the data were normally distributed and had a linear relationship. Based on the partial test (t_{test}) it can be concluded that interest in becoming a teacher has a positive and significant effect on readiness to become a teacher, self-efficacy has a positive and significant effect on readiness to become a teacher, and the practice of field experience has no effect on readiness to become a teacher. While the joint regression coefficient test (F_{test}) shows that interest in being a teacher, self-efficacy, and field experience practice affect the readiness to become a teacher and the coefficient of determination test (R^2) shows that R square has a value of 0.532. It can be concluded that the magnitude of the influence of the variables of interest in becoming a teacher, self-efficacy, and practice of field experience on readiness to become a teacher is 53.2%. The conclusions that can be drawn in this study are interest in becoming a teacher, self-efficacy, and field experience practice as indicators of readiness to become a teacher, indicators of interest in becoming a teacher, self-efficacy, and field experience practice can be used by students for student readiness when becoming a teacher.

Keywords: *Interest in becoming a teacher, Self-efficacy, Practice of field experience, Readiness to become a teacher*

INTRODUCTION

Education is a human need all the time. That means, every human being will strive to get sufficient and proper education for himself. In Indonesia, an important education that will be obtained by Indonesian citizens starts from elementary school, junior high school, to high school. The length of study also varies, for elementary school for 6 (six) years, junior high school for 3 (three) years, and high school for 3 (three) years. Then Indonesian citizens have the choice whether to continue their education to a higher level or not.

There are many laws and regulations in Indonesia that regulate the world of education, one of which is Law Number 12 of 2012 concerning Higher Education, Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, Government Regulation Number 32 of 2013 concerning Standards National Education,

and Government Regulation Number 47 of 2008 concerning Compulsory Education. (High LLP, 2019).

In the world of education, there are two actors who have an important role, namely teachers and students. Teachers are professional positions and workers. The teacher's task is not only to develop the knowledge that has been obtained, but there are other tasks, namely designing interesting and meaningful learning for students. (H Ibda & Wijayanti, 2014).

Being a teacher is a noble job. A teacher sincerely imparts the knowledge he has acquired to his students. In this regard, of course there are many provisions that must be prepared by a teacher, one of which is a teacher training school. If you want to become a teacher, one must continue his education to a high level or university by taking a study program related to teacher training. However, not all universities in Indonesia provide teacher training programs. Even so, the public's interest in studying teacher training is not small.

This is evidenced from 37,666 study programs spread across 4,485 universities, the largest number of study programs is education study programs with a figure of 6,000. Then from a total of 9,061,977 students, the highest number of students is in educational study programs, which are more than 1,250,000 students. (DGT High, 2020).

National education basic data compiled by (Directorate General of Early Childhood Education, 2021) presents the number of Early Childhood Education (PAUD) teachers as many as 364,534 people spread throughout Indonesia with additional teaching staff of 159,358 people. Furthermore, for the Elementary School (SD) level, there are 1,432,420 teachers and 311,075 teaching staff. For junior high school (SMP) level, there are 657,615 teachers and 179,737 teaching staff. Then for high school (SMA) there are 321,402 teachers and 90,283 educators. In addition, for Vocational High Schools (SMK) there are 316,262 teachers and 86,001 educators. The data is data on teachers and educators who have received assignments, have active status and are registered at the main school. The available data shows that there are still a small number of teachers and educators for Vocational High Schools (SMK), compared to the number of teachers and educators for Senior High Schools (SMA).

Accounting is one of the special competency subjects found in Vocational High Schools (SMK). Accounting teachers are prepared to be able to guide accounting learning in SMK so as to produce competent accounting graduates. Because, accounting knowledge is much needed by companies or institutions, so it takes a lot of manpower in the accounting field.

The Accounting Education study program prepares prospective teachers who have the competence to be able to teach well in Vocational High Schools (SMK). This competency is important for a teacher to have so that learning goals in schools can be realized. How the learning process can be carried out properly is determined by how a teacher can distribute information, provide knowledge, to how a teacher or educator can control the class. This certainly cannot be separated from the educational background of a teacher, teaching experience, and the length of time a teacher has taught.

However, the competence possessed by teachers in Vocational High Schools is still relatively low as evidenced by the Initial Competency Test for the Teacher Competency Test (UKG) described by Dhoni in (Maipita & Mutiara, 2018) of 49.07. Meanwhile, a teacher is declared passed if he has a Teacher Competency Test (UKG) score of 75.

Readiness in teaching is an important point that must be possessed by prospective teacher students. Students who have readiness will certainly be more focused than students who do not

have readiness. Teaching readiness includes internal factors and external factors from humans to work as teachers.

There are problems that occur in the field where the readiness to become an accounting teacher is still low. This is evidenced by the explanation (Yuniasari & Djazari, 2017) that there are 39.57% of students who feel ready to become accounting teachers.

According to previous research (Yuliato & Khafid, 2016) with field experience practice variables, interest in being a teacher, and achievement on readiness to become a teacher, it shows that the results of the determination coefficient test for the interest variable are 37.09% indicating that there is a relationship between teaching interest and teaching readiness. teacher study program students. Furthermore, for the coefficient of determination test of the field experience practice variable, the result is 15.44% showing that there is also an influence between the practice of field experience obtained by students of the education study program and their teaching readiness. There are several indicators to measure the teaching readiness of students in teacher training programs, namely students who have a provision of teacher knowledge which has a percentage yield of 44.74%, students mastering science have a percentage yield of 44.74%, students know curriculum theory and teaching methods have a percentage result 36.84%, students who carry out Teaching and Learning Activities (KBM) as a whole have a value of 39.74%, and students who are confident in implementing learning have a value of 78.95%.

Furthermore, research (Puspitasari & Asrori, 2019) with variables of perception of the teaching profession, the effectiveness of field experience practice, and self-efficacy on readiness to become a teacher. The variable perception of the teaching profession has an indirect effect of 8.22% and a direct effect of 35.2% on the variable of readiness to become a teacher with self-efficacy as an intervening variable. As many as 49% of students have a perception of the teaching profession and the remaining 51% of students do not have a perception of the teaching profession. If the perception of the teaching profession is improved, the readiness to become a student teacher will also increase. The perception of the teaching profession is influenced by the teacher's situation, teacher behavior, and teacher targets or achievements. The effectiveness variable of field experience practice has an indirect effect of 24.3% and a direct effect of 44% on the variable of teaching readiness with self-efficacy as an intervening variable. The effectiveness of field experience practice is measured by the ability of peer teaching, observation and orientation, implementation of field experience practice, and the benefits of field experience practice.

Subsequent research (Yuniasari & Djazari, 2017) with variables of interest in being a teacher, family environment, and practice of field experience on readiness to become a teacher. The variable of interest in becoming a teacher affects the readiness to become a teacher by 9.7%. Students' interest in becoming teachers can be measured by their desire and to obtain knowledge and information about the teaching profession, great attention to the teaching profession, feelings of pleasure because they have experience related to the teaching profession, willingness and desire to become teachers, and efforts to become teachers. . The next variable is the family environment that influences the readiness to become a teacher variable by 10.6%. Family environment variables are influenced by family support, family economy, and educational background of family members. Then the field experience practice variable affects the readiness to become a teacher variable by 29.8%. This variable is influenced by learning preparation, teaching practice, compiling and developing learning media, compiling and developing evaluation tools, and activities outside of teaching.

LITERATURE REVIEW

Readiness to Become a teacher

According to (Maritasari et al., 2021), readiness to become a teacher is the ability of a teacher in terms of preparing all learning needs, starting from mastery of classes, media, and materials that will be delivered during the learning process.

This is supported by the opinion (Wahyudi & Syah, 2018) which defines readiness to become a teacher as the ability or physical and mental maturity in the process of delivering knowledge to students by conditioning all aspects related to education.

Then according to (Suyanto, 2002), readiness to become a teacher is a condition of how a teacher is able to absorb teacher culture. Teacher culture here is how the attitude of a teacher when working and the values that underlie the behavior of a teacher. Teaching readiness is not only seen from how a teacher masters the science and teaching skills, but more than that.

Based on the above understanding, it can be concluded that readiness is the condition of someone who feels ready and able to carry out his duties as a teacher in terms of the learning process to convey knowledge to students.

Interest in Becoming a teacher

Hurlock in (Suseno, 2020) defines interest in becoming a teacher as a person's effort to find out his identity and motivate him to do something he wants to become a teacher. Someone who has an interest in becoming a teacher will certainly be more enthusiastic to carry out teaching activities.

Furthermore, according to (Rochajati, 2020) interest in becoming a teacher is one of the factors that influence the efforts made by someone to work as a teacher. Strong interest will lead to persistent effort and not easily discouraged in facing challenges.

Based on the understanding of interest put forward by the expert above, it can be concluded that interest in becoming a teacher is someone's effort to like and give great attention to the teaching profession, so that later it will encourage him to become a teacher.

From some of the opinions of the experts above, it can be concluded that the teaching readiness of a teacher can be measured by 4 competencies related to the teaching profession, namely pedagogic competence, social competence, professional competence, and personality competence.

Self-Efficacy

Efficacy is defined as the belief in a person to master the situation and his abilities. This belief will lead him to get positive results (Suciono, 2021). Furthermore, self-efficacy (Kristiyani, 2018) is defined as a person's belief in his ability or expertise to show certain performances that will affect his life. A person will think, motivate himself, and behave is determined by his self-efficacy.

In line with the opinion (Silitonga et al., 2021) explains self-efficacy as a person's belief to do something through behavior or actions to achieve the goals that have been set.

It can be concluded that self-efficacy is a person's belief in his abilities and potential to achieve certain goals. Someone with better self-efficacy will certainly get more positive results than someone who does not have good self-efficacy.

Field Experience

Practice Field Experience Practice (PPL) is a program that aims to apply the knowledge, attitudes, and skills of prospective teacher students in the context of forming professional teachers (Manu, 2021).

This is in line with the opinion (Khasanah, 2020) which describes the Field Experience Practice (PPL) as the final program participated by prospective teacher students to be able to practice the teaching knowledge that has been obtained in higher education. This program serves as a forum for students to practice their teaching skills in actual learning conditions.

Then (Juhadi, 2021) declared Field Experience Practice (PPL) as a mandatory agenda for the Educational Personnel Education Institution (LPTK). The purpose of this PPL program is to prepare professional and competent teacher candidates.

From the explanation above, it can be concluded that the Field Experience Practice (PPL) is a program or final activity for prospective teacher students carried out by the Educational Personnel Education Institution which aims to produce competent teacher candidates with applicable goals. This program is a forum for prospective teacher students to practice the teaching knowledge they have learned in the form of teaching.

METHOD

Based on this research was conducted using quantitative research methods. According to (Jaya, 2020) the quantitative research method itself is defined as a type of research that produces new findings using statistical procedures or those related to numbers, where there are measurements to be carried out in this research method. In quantitative research, the relationship or constellation between variables will be measured by calculations or statistical tests using an objective theory.

In quantitative research, there are several types of data that can be used, and researchers will use primary data for the variables of Interest in Becoming a Teacher (X_1), Self-Efficacy (X_2), and Teaching Readiness (Y). Then for the Field Experience Practice variable (X_3) using secondary data through the value of Teaching Skills Practice (PKM) that has been obtained by students. The researcher will use a questionnaire/questionnaire data collection technique by distributing it in digital form via Google Form which contains questions related to indicators of each variable to the students concerned as a population.

According to (Anshori & Iswati, 2019) population is defined as people, animals, organizations, human works, and other natural objects that have certain qualities and characteristics that are studied or studied by researchers and conclusions can be drawn.

From the above understanding, it can be concluded that the population as a subject object is available in an area and has special qualities and research criteria chosen by researchers to support their research which is then formed a conclusion. In this study, the research population that has been determined by the researcher is students of the education study program at the Faculty of Economics, State University of Jakarta, batch 2018 who have implemented Teaching Skills Practice (PKM).

In this study, to manage the data, the author uses the *Statistical Product and Service Solution* (SPSS) software application and uses Microsoft Excel. The definition of the sample is explained by (Tarjo, 2019) as a small part or member of the population taken using certain procedures or rules so that the number can represent the existing research population.

From the above understanding, it can be concluded that the sample is a small part of the population to represent a large population, which is taken using a predetermined technique. The sample used in this study using *probability sampling*. Where the *probability sampling* according

to (Sumargo, 2020) uses probability theory and statistical theory, namely each unit of analysis in the population has the same chance of being selected as a member of the sample. From the various types of probability sampling that exist, the researcher uses a *simple random sampling*. As a result of limited data regarding the variables to be tested, the affordable population is determined based on the criteria. For the selection of the affordable population in this study, the following criteria were determined:

1. Economic Education Concentration of Accounting
2. Education Economic Education Concentration of Economic Education Cooperatives
3. Business
4. Education Office Administration Education

Based on the sampling criteria, the total population was 315 people. Then the sample determined by the Isaac and Michael formula with an error rate of 5% of the population size, the research sample obtained was 167 people.

Constelation Between Variables

The relationship between variables can be illustrated by the following diagram:

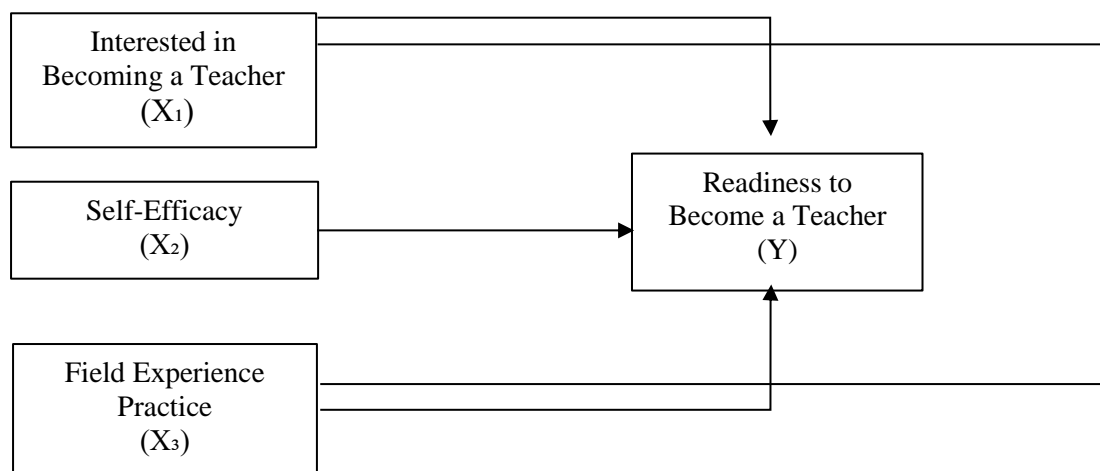


Figure 1 Constellation Between Variables

Description:

Y = Bound Variable

X₁ = First Independent Variable

X₂ = Second

Independent Variable X₃ = Third Independent Variable

→ = Direction of Relationship

RESULTS AND DISCUSSION

Linear Regression Equation Test Multiple

Table 1 Multiple Linear Regression Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	24,248	13,362		1,815	.071

	X ₁	.380	.080	.422 4.753	.000	X
	2.323	.085	.337	3.804	.000	X
	3.119	.147	.044	.813	.417	a

. Dependent Variable: Y

Source: SPSS version 26

Based on the data in table 4.12 above, the following multiple linear regression equation is obtained:

$$Y' = 24,248 + 0,380x_1 + 0,323x_2 + 0,119x_3$$

So, it can be concluded if interest in becoming a teacher (X₁), self-efficacy (X₂) and practice of field experience (X₃) or does not increase or decrease, then readiness to become a teacher (Y) is worth 24,248. The value of the coefficient of interest in becoming a teacher (X₁) is 0.380, which means that if interest in becoming a teacher increases by one point, the readiness to become a teacher (Y) will increase by 0.380 at a constant 24,248. The coefficient of interest in being a teacher is positive, meaning that it can affect the interest in being a teacher and the readiness to become a teacher.

Furthermore, the value of the self-efficacy coefficient (X₂) is 0.323, which means that if self-efficacy increases by one point, the readiness to become a teacher (Y) will increase by 0.323 at a constant 24,248. The self-efficacy coefficient is positive, meaning that there is a positive influence between self-efficacy and readiness to become a teacher.

Meanwhile, the coefficient of field experience practice (X₃) is 0.119, which means that if the practice of field experience increases by one point, the readiness to become a teacher (Y) will increase by 0.119 at a constant 24,248. The coefficient of field experience practice is positive, meaning that there is a positive influence between the practice of field experience and readiness to become a teacher.

The value of 24,248 (α /constant) is a Y value which means the amount of readiness to become a teacher when the values of interest in becoming a teacher, self-efficacy, and field experience practice are equal to 0. The value is 0.380; 0.323; and 0.119 or (b_1 ; b_2 ; and b_3) is the value of the regression coefficient. This regression coefficient is the number of changes that occur in Y caused by changes in the value of X.

Partial Significance Test (T_{Test})

Table 2 Partial Significance Test (T_{test})

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,248	13,362		1,815	.071
	X ₁	.380	.080	.422 4.753	.000	X
	2.323	.085	.337	3.804	.000	X
	3.119	.147	.044	.813	.417	a

a. Dependent Variable: Y

1. Testing the Coefficient of Interest in Becoming a teacher

Based on the output above, the t_{count} for interest in becoming a teacher has a value of 4.753, while the t table can be found in the statistical table with a significance of $0.05/2 = 0.25$ (two-

sided test) with $df = (nk-1)$ or $df = 167-3-1 = 163$ obtained t table of 1.974. Then the value of t count (4.753) $>$ (1.974) and a significance of $0.000 < 0.05$. So, it can be concluded that the interest in becoming a teacher partially has a positive and significant effect on readiness to become a teacher.

2. Self-Efficacy Coefficient Testing

Based on the output results above, the t_{count} for self-efficacy has a value of 3.804, while the t -table can be found in the statistical table with a significance of $0.05/2 = 0.25$ (two-tailed test) with $df = (nk-1)$ or $df = 167-3-1 = 163$ obtained t_{table} of 1.974. Then the value of t_{count} (3.804) $>$ (1.974) and a significance of $0.000 < 0.05$. So, it can be concluded that self-efficacy partially has a positive and significant effect on readiness to become a teacher.

3. Testing the Field Experience Practice Coefficient

Based on the output above, the t_{count} for the field experience practice has a value of 0.813, while the t -table can be found in the statistical table with a significance of $0.05/2=0.25$ (two-tailed test) with $df = (nk-1)$ or $df = 167-3-1 = 163$ obtained t_{table} of 1.974. Then the value of t_{count} (0.813) $<$ (1.974) and a significance of $0.417 > 0.05$. So, it can be concluded that the practice of field experience partially has no positive and insignificant effect on readiness to become a teacher.

In the table above, there are t -count values for each variable, namely interest in becoming a teacher (4.753), self-efficacy (3.804) and field experience practice (0.813). The t table value of this study is 1.974. The value of t_{count} and t_{table} is used to see whether the hypothesis can be accepted or rejected. If $t_{count} < t_{table}$ means H_0 is accepted and H_a is rejected, whereas if $t_{count} > t_{table}$ means H_0 is rejected H_a is accepted. The sig value in the table above, namely interest in becoming a teacher (0.000), self-efficacy (0.000) and field experience practice (0.417) is a sig value for each variable to determine whether the independent variable is significant or not on the dependent variable, it can be seen whether the sig value < 0.05 means significant, while if the value of sig > 0.05 means not significant.

Simultaneous Significance Test (F_{Test})

Table 3 Test Simultaneous Significance (F_{Test})

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5312,408	3	1770,803	61,805	000 ^b
	Residual	4670,202	163	28,652		
	Total	9982,611	166			

a. Dependent Variable: Y

b. Predictors: (Constant), X_3 , X_2 , X_1

Source: SPSS version 26

Based on the calculations in the table above, it can be seen that the $F_{calculated}$ 61.805 while F_{table} can be seen in the statistical table with a significance of 0.05 df 1 (amount variable-1) or $3-1 = 2$, and df 2 ($nk-1$) or $167-2-1 = 164$. The F_{table} is 3.05, in other words, it shows that there is a simultaneous significant effect between the variables of interest being teacher, self-efficacy, and practice of field experience on readiness to become a teacher because F_{count} (61.805) $>$ F_{table} (3.05) and significance ($0.000 < 0.05$).

The F value in the table above is 61,805 which is the $F_{calculated}$ value F_{Table} in this study of (3.05). The calculated F value and F table are used to see whether the hypothesis can be accepted or rejected. If $F_{count} < F_{table}$ means H_0 is accepted and H_a is rejected, whereas if $F_{count} > F_{table}$ means H_0 is rejected H_a is accepted. The sig value in the table above is the overall independent variable of (0.000). The sig value is to determine whether the overall independent variable is significant or not to the dependent variable. It can be seen whether the value of $sig < 0.05$ means it is significant, while if the value of $sig > 0.05$ means it is not significant.

Coefficient of Determination Test

Table 4 Coefficient of Determination Test
Model Determination Coefficient Test Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729 ^a	.532	.524	5,353

a. Predictors: (Constant), X_3 , X_2 , X_1

b. Dependent Variable: Y

Source: SPSS version 26

Based on R *square* based on the results of the data analysis, it is obtained by 0.532. Thus, it is known that readiness to become a teacher is influenced by interest in becoming a teacher, self-efficacy, and practice of field experience by 53.2% while it is influenced by other factors not examined in this study.

The R *square* is also known as the coefficient of determination whose value is 0.532 or equal to 53.2%. This figure means that 53.2% of the decision rate that occurs can be explained by using the variable readiness to become a teacher. Meanwhile, the remaining 46.8% (100%-53.2%) must be explained by other causal factors. In other words, the magnitude of the influence of readiness to become a teacher on interest in becoming a teacher, self-efficacy, and practice of field experience is 53.2%

CONCLUSION

Based on statistical data processing, description, analysis, and interpretation of data about the influence of interest in being a teacher, self-efficacy, and the practice of field experience on readiness to become a teacher in students of the Education study program, Faculty of Economics, State University of Jakarta, it can be concluded, interest in being a teacher has a positive and significant effect on readiness to become a teacher, self-efficacy has a positive and significant effect on readiness to become a teacher, practice field experience has no effect on readiness and becomes a teacher interest in becoming a teacher, self-efficacy, and field experience practices affect teacher readiness. interest in being a teacher, self-efficacy, and practice of field experience are indicators of readiness to become teachers, indicators of interest in being a teacher, self-efficacy, and practice of field experience can be used by students for student readiness when becoming teachers.

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