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THE EFFECT OF TEACHING SKILLS PRACTICE EXPERIENCE (PKM) AND MOTIVATION TO BECOME A TEACHER ON READINESS TO BECOME A TEACHER (A STUDY OF STUDENTS OF THE BACHELOR OF EDUCATION STUDY AT THE FACULTY OF ECONOMICS AND BUSINESS, STATE UNIVERSITY OF JAKARTA)

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Abstract
This study examines the effects of Teaching Skills Practice (Praktik Keterampilan Mengajar—PKM) experience and motivation to become a teacher on readiness to enter the teaching profession. The respondents were 185 bachelor of education students at the Faculty of Economics and Business, Universitas Negeri Jakarta. Data were collected through questionnaires and analyzed using descriptive statistics, instrument testing, classical assumption tests, multiple linear regression, t-tests, an F-test, and the coefficient of determination. All questionnaire items were valid and the three constructs demonstrated high reliability. PKM experience has a positive and significant effect on teacher readiness ($B = 0.299$; $t = 3.249$; $p = 0.001$). Motivation to become a teacher also has a positive and significant effect ($B = 0.659$; $t = 8.105$; $p < 0.001$). Simultaneously, both predictors significantly affect teacher readiness ($F = 283.582$; $p < 0.001$) and explain 75.7% of its variance. Motivation shows the larger regression coefficient, but practical teaching experience remains a significant source of professional preparation. Teacher-education programs should integrate structured pre-practicum preparation, mentored teaching, systematic reflection, and career-motivation development to strengthen graduates' readiness.

Keywords: teaching practice; PKM experience; motivation to become a teacher; teacher readiness; preservice teachers

BACKGROUND

Teacher quality is central to meaningful learning, student engagement, and the development of capable human resources. Global projections indicate a substantial need for primary and secondary teachers by 2030, while evidence from Indonesia continues to show challenges in classroom support and student engagement (UNESCO, 2024; OECD, 2023). Expanding the teacher workforce must therefore be accompanied by rigorous preparation of preservice teachers before they enter schools.

Readiness to become a teacher includes knowledge, pedagogical skills, professional attitudes, confidence, and willingness to perform the responsibilities of teaching. Coursework provides theoretical foundations, but readiness also requires opportunities to apply those foundations in authentic school settings. At Universitas Negeri Jakarta, Teaching Skills Practice (PKM) connects campus learning with school experience by enabling students to prepare lesson plans, teach, manage classrooms, interact with learners, assess learning, and reflect on their performance.

One form of practical experience that education students at Jakarta State University participate in is the Teaching Skills Practice (PKM). PKM provides students with the opportunity to become familiar with the school environment, develop learning materials, conduct teaching practices, interact with students, and evaluate and reflect on the learning process. Official information from the Faculty of Economics and Business at Jakarta State University indicates that undergraduate Accounting Education students participated in PKM at several partner schools, such as SMK Negeri 40 Jakarta, SMKN 46 Jakarta, SMKN 48 Jakarta, SMKN 8 Jakarta, SMKN 11 Bekasi, and SMKN 10 Jakarta (UNJ, 2023). Furthermore, undergraduate Economics Education students were also assigned to partner schools such as SMK Negeri 54 Jakarta and SMKN 99 (UNJ, 2023). This demonstrates that PKM is a real-life activity that connects on-campus learning with educational practice in schools.

PKM experiences are important to examine because each student's practical experience can vary. These differences can arise from the opportunity to develop teaching materials, the intensity of teaching practice, student characteristics, school conditions, learning facilities, and student preparedness for classroom situations. Education students at the Faculty of Economics and Business, UNJ, still face several challenges in preparing for PKM, such as understanding the latest learning materials, the ability to simplify material, communication skills, and understanding student character (Sulis Tiana Indah Prihatin, Ari Saptono, 2024). These findings suggest that teaching practice experiences require further study, as PKM is not merely an administrative activity but also a space for developing students' readiness to become teachers.

Previous research has shown that teaching practice experiences are related to teacher readiness. Research on Economics Education students indicates that Introduction to School Fields has a positive and significant effect on teacher readiness

(Khaerunnas & Rafsanjani, 2021). Similar findings were also seen in research showing that teaching practice significantly influences teacher readiness (Devi et al., 2023). Furthermore, other research shows that field experience in school is a factor influencing prospective teachers' preparedness (Aayn & Listiadi, 2022). Therefore, teaching practice experience can be seen as a crucial factor in helping students understand the duties and responsibilities of teachers directly.

The quality of PKM experience can vary according to teaching intensity, mentor support, student characteristics, facilities, and opportunities to undertake the full instructional cycle. Empirical studies generally associate school-field experience with stronger teacher readiness, yet practical exposure alone may be insufficient. Students must also possess motivation to choose, prepare for, and persist in the teaching profession. Motivation supplies direction, effort, and commitment, especially when students encounter the complexity of real classrooms.

Previous studies have often examined teaching practice together with interest, self-efficacy, perceptions of the profession, or academic achievement. This study combines an experiential factor—PKM—and a personal factor—motivation to become a teacher—to explain the readiness of bachelor of education students at the Faculty of Economics and Business, Universitas Negeri Jakarta.

THEORETICAL FRAMEWORK AND HYPOTHESES

Teacher readiness, experiential learning, and motivation

Teacher readiness is a multidimensional condition involving planning, instructional implementation, classroom management, assessment, reflection, mental preparedness, and confidence. Experiential learning explains how concrete teaching experience, reflection, conceptual understanding, and subsequent experimentation develop professional competence. PKM allows preservice teachers to test pedagogical knowledge in real contexts and to receive feedback. Motivation complements this process by encouraging students to invest effort, develop competence, and commit to teaching as a career.

Based on the characteristics of the research variables, the primary theory used in this study is Social Cognitive Career Theory (SCCT). This theory serves as an umbrella theory because it explains individual career readiness through the relationship between personal factors, learning experiences, self-efficacy, environmental support, and career goals. In the context of this study, the PKM experience is viewed as a learning experience that provides students with the opportunity to directly understand and carry out teacher duties. Meanwhile, motivation to become a teacher is viewed as a personal factor that drives students to prepare for the teaching profession. Readiness to become a teacher in this study is understood as the result of the interaction between practical experience and students' personal motivation. This aligns with recent studies explaining that prospective teacher readiness to teach is a complex concept influenced by individual factors, the educational context, and interactions during teaching practice (Çelik & Topkaya, 2024).

In addition to SCCT, this study also utilizes Experiential Learning Theory (ELT) to explain the variable of Teaching Skills Practice experience. This theory is relevant because PKM is a form of experiential learning, where students learn to become teachers through direct involvement in school learning activities. Through PKM, students not only understand the learning theories taught on campus but also gain experience in developing learning materials, conducting teaching practices, interacting with students, and conducting evaluations and reflections. Recent research shows that teaching practicum is a crucial part of prospective teacher education because it provides students with the opportunity to apply theoretical knowledge to real classrooms, develop practical skills, and build teaching readiness (Moh. Rif'attullah & Ciptaningrum, 2024).

Furthermore, this study uses FIT-Choice Theory to explain the variable of motivation to become a teacher. This theory is relevant because motivation to become a teacher is related to students' reasons, drives, values, and commitment in choosing teaching as a career. Motivation to become a teacher reflects not only the desire to teach but also encompasses intrinsic values toward the teaching profession, perceptions of teaching ability, the social value of the teaching profession, previous learning experiences, and environmental influences. Recent research indicates that motivation to choose the teaching profession plays a significant role in shaping prospective teachers' professionalism and commitment to the teaching profession (Asriani et al., 2022). Furthermore, teaching motivation has also been shown to predict prospective teachers' readiness to teach (Huang et al., 2023).

Based on these three theories, it can be understood that readiness to become a teacher in this study is formed through two main factors: practical experience and personal motivation. PKM experiences provide students with a space to learn directly about the duties and responsibilities of teachers, while motivation to become a teacher encourages students to more seriously prepare themselves, develop competencies, and build commitment to the teaching profession. Thus, Social Cognitive Career Theory, Experiential Learning Theory, and FIT-Choice Theory complement each other in explaining the relationship between PKM experiences and motivation to become a teacher and their readiness to become a teacher.

Code	Hypothesis
H1	PKM experience has a positive and significant effect on readiness to become a teacher.

Code	Hypothesis
H2	Motivation to become a teacher has a positive and significant effect on readiness to become a teacher.
H3	PKM experience and motivation to become a teacher simultaneously have a significant effect on teacher readiness.

METHOD

The study employed a quantitative survey design. The population comprised 344 bachelor of education students at the Faculty of Economics and Business, Universitas Negeri Jakarta, who represented Accounting/Economics Education, Office Administration Education, and Business Education. The Slovin formula with a 5% margin of error produced a sample of 185 respondents. Proportionate allocation resulted in 91 Accounting/Economics Education students, 47 Office Administration Education students, and 47 Business Education students.

Variable	Measurement focus
PKM experience (X1)	Experience in lesson planning, instructional implementation, classroom management, interaction, assessment, mentoring, and reflection; 15 questionnaire items.
Motivation to become a teacher (X2)	Internal and external drive, career choice, commitment, persistence, perceived value of teaching, and willingness to develop competence; 18 items.
Readiness to become a teacher (Y)	Readiness to plan, teach, manage the classroom, evaluate learning, interact professionally, and demonstrate confidence and mental preparedness; 18 items.

Data were analyzed with IBM SPSS Statistics. Corrected item–total correlations assessed validity and Cronbach's alpha assessed reliability. The classical assumption tests covered residual normality, multicollinearity, and heteroskedasticity. Multiple linear regression estimated the partial and simultaneous effects using $Y = 7.079 + 0.299X_1 + 0.659X_2$. Hypotheses were evaluated at $\alpha = 0.05$.

RESULTS

Respondent profile and descriptive statistics

Study program	Frequency	Percentage
Accounting/Economics Education	91	49.2%
Office Administration Education	47	25.4%
Business Education	47	25.4%
Total	185	100.0%

Variable	Minimum	Maximum	Mean	Std. deviation
PKM experience	30	75	62.8432	8.32833
Motivation to become a teacher	42	90	76.1081	9.43739
Readiness to become a teacher	41	88	76.0108	9.77018

Average scores were relatively high across all constructs, although the observed ranges indicate meaningful variation among students. The readiness standard deviation was the largest of the three, suggesting that students with similar institutional backgrounds still differed in their preparedness for teaching.

Instrument and model diagnostics

Construct	Items	Item-correlation range	Cronbach's alpha	Conclusion
PKM experience	15	0.520–0.763	0.963	Valid and reliable
Teacher motivation	18	0.521–0.724	0.960	Valid and reliable
Teacher readiness	18	0.507–0.791	0.958	Valid and reliable

All corrected item–total correlations exceeded the critical value of 0.144. Residuals were normally distributed (Kolmogorov–Smirnov $p = 0.200$). Both predictors had tolerance values of 0.217 and VIF values of 4.616, which remained within the stated criteria. The residual scatterplot did not indicate a systematic heteroskedasticity pattern.

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Regression and hypothesis testing

Effect	B	t / F	p-value	Decision
PKM experience → teacher readiness	0.299	t = 3.249	0.001	H1 supported
Teacher motivation → teacher readiness	0.659	t = 8.105	< 0.001	H2 supported
PKM experience and motivation → readiness	—	F = 283.582	< 0.001	H3 supported

The multiple correlation is very strong (R = 0.870). R^2 is 0.757, indicating that PKM experience and motivation explain 75.7% of the variance in teacher readiness; the remaining 24.3% is associated with factors outside the model. Both partial effects are positive and statistically significant. The motivation coefficient is larger than the PKM coefficient in the unstandardized regression equation.

DISCUSSION

PKM experience and readiness to become a teacher

PKM experience positively affects teacher readiness. Authentic school exposure allows students to transform pedagogical theory into performance: they develop lesson plans, communicate subject matter, manage classroom dynamics, respond to learners, conduct assessment, and reflect on shortcomings. Repeated practice and mentor feedback help students form realistic expectations about the profession and strengthen confidence. The result is consistent with studies showing that school-field introduction and teaching practice contribute to the preparedness of preservice teachers (Khaerunnas & Rafsanjani, 2021; Aayn & Listiadi, 2022; Devi et al., 2023).

The implication is that PKM quality matters as much as participation. Placement should provide meaningful teaching responsibility rather than observation alone. Clear learning outcomes, trained mentor teachers, structured supervision, formative feedback, and post-practicum reflection can help convert experience into pedagogical competence.

Motivation and readiness to become a teacher

Motivation has a positive and significant effect and the larger regression coefficient. Students with a strong desire to become teachers are more likely to prepare lessons seriously, seek feedback, improve weak competencies, and persevere through classroom challenges. Motivation also supports professional identity: students begin to view teaching responsibilities as personally meaningful rather than merely as course requirements. This finding aligns with research connecting teacher-career motivation to professional readiness and commitment.

Motivation should not be treated as a fixed student characteristic. Programs can strengthen it through career orientation, exposure to inspiring teachers, discussion of professional pathways, opportunities for successful teaching experiences, supportive feedback, and realistic information about teacher responsibilities and development.

The combined contribution of experience and motivation

The significant simultaneous effect and high R^2 demonstrate the complementarity of experiential and motivational factors. Practice supplies the context in which teaching competence is developed, while motivation supplies the energy and persistence required to learn from that context. Students may gain less from PKM when participation is compliance-driven, and highly motivated students may remain underprepared without sufficient practice. A coherent teacher-education design should therefore cultivate both dimensions throughout the program.

CONCLUSION AND IMPLICATIONS

PKM experience and motivation to become a teacher each have positive and significant effects on the readiness of bachelor of education students at FEB UNJ. Together, they significantly explain 75.7% of readiness variation. The findings support an integrated preparation model in which authentic, mentored practice is reinforced by deliberate development of career motivation and professional identity.

The faculty and study programs should strengthen pre-PKM preparation, coordinate expectations with partner schools, assure adequate teaching opportunities, improve mentor and supervisor feedback, and require structured reflection after teaching. Students should use PKM to build a portfolio of lesson plans, teaching evidence, assessment instruments, feedback, and improvement plans. Career-development activities should help students clarify their reasons for entering teaching and translate those reasons into sustained professional learning.

This study is limited to one faculty and relies on cross-sectional self-reported data. It does not directly observe teaching performance or track career entry after graduation. Future research should include multiple institutions, classroom observations, mentor ratings, longitudinal outcomes, and other predictors such as pedagogical competence, self-efficacy, academic achievement, school climate, organizational experience, and perceived professional status.

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