



JOURNAL

**THE EFFECT OF INTEREST IN BECOMING A TEACHER, SELF-EFFICACY
AND TEACHING SKILLS PRACTICE (PKM) ON READINESS TO BECOME A
TEACHER (A STUDY OF STUDENTS OF THE BACHELOR OF EDUCATION
STUDY AT THE FACULTY OF ECONOMICS, STATE UNIVERSITY OF
JAKARTA)**

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Abstract

This study examines whether interest in becoming a teacher, self-efficacy, and Teaching Skills Practice (PKM) are associated with readiness to become a teacher among students enrolled in bachelor of education programs at the Faculty of Economics, State University of Jakarta. The research design is a quantitative explanatory survey. The population comprises 344 students from the 2022 cohort across Economics Education, Business Education, and Office Administration Education. Proportionate random sampling produced a planned sample of 185 students. Interest, self-efficacy, and teacher readiness are measured with five-point Likert instruments, while the regression draft operationalizes PKM through the course-grade weight. Multiple linear regression is used after tests of normality, multicollinearity, and heteroskedasticity. The supplied thesis reports a provisional model in which interest ($B = 0.388$; $\beta = 0.257$; $t = 4.463$; $p < 0.001$), self-efficacy ($B = 0.623$; $\beta = 0.436$; $t = 7.433$; $p < 0.001$), and PKM performance ($B = 4.713$; $\beta = 0.264$; $t = 4.683$; $p < 0.001$) are positively associated with teacher readiness. The joint model is significant, $F(3,181) = 48.732$, $p < 0.001$, with $R^2 = 0.447$. Self-efficacy has the largest standardized coefficient. These figures must not be treated as verified empirical findings because the source manuscript explicitly identifies the Chapter IV–V dataset and conclusions as provisional and requires re-estimation using actual respondent data. Subject to that validation, the analytical pattern supports an integrated interpretation based on Social Cognitive Career Theory, the Theory of Planned Behavior, and Experiential Learning Theory: career interest provides direction, self-efficacy provides perceived capability, and teaching practice provides applied experience. The article therefore functions as a publication-format analytical draft whose numerical results, conclusions, and practical priorities must be updated after the real dataset is audited and analyzed.

Keywords: interest in becoming a teacher; self-efficacy; teaching skills practice; teacher readiness; pre-service teachers; provisional analysis

BACKGROUND

Teacher readiness is a critical outcome of teacher-education programs because graduation alone does not guarantee that a prospective teacher is prepared to manage learning, communicate with students, master subject matter, collaborate with school stakeholders, and act according to professional standards. Readiness combines pedagogical, personal, professional, and social competence. It also includes confidence, career commitment, adaptability, and the ability to transform educational theory into classroom decisions. For faculties that prepare teachers in economics and business-related fields, strengthening readiness is particularly important because graduates face changing curricula, digital learning environments, diverse student needs, and growing expectations for contextual and applied instruction.

Students in education programs do not always enter the profession with identical career intentions. Some deliberately choose teaching, while others select an education program for broader academic or employment reasons. This variation can influence how seriously students engage with pedagogical coursework, microteaching, school placements, and professional development. Data presented in the source manuscript also point to a continuing gap between the number of education graduates and those who ultimately work as teachers. Teacher readiness must therefore be understood not only as competence acquisition but also as a career-development process in which interest, belief in capability, and practical experience interact.

Interest in becoming a teacher represents a relatively enduring tendency to pay attention to, value, and desire the teaching profession. It contains cognitive, emotional, and conative components. The cognitive component concerns knowledge and beliefs about teaching; the emotional component concerns enjoyment and positive evaluation; and the conative component concerns willingness to pursue the profession through concrete action. Strong interest can direct students to seek information, choose relevant activities, persevere in teacher-training tasks, and develop a clearer professional identity. Yet interest alone may be insufficient if students doubt their competence or have little opportunity to practice.

Self-efficacy is the belief that one can organize and execute the actions necessary to perform a task. In the teaching context, it concerns confidence in planning instruction, explaining content, using learning media, assessing students, managing classrooms, and responding to unexpected difficulties. Self-efficacy influences task choice, effort, persistence, resilience, and emotional reactions (Bandura, 1997). Prospective teachers who believe they can improve and perform may engage



more actively in challenging training situations, whereas low efficacy can lead to avoidance even when career interest is present.

Teaching Skills Practice (Praktik Keterampilan Mengajar or PKM) provides an experiential bridge between university learning and the realities of schools. Through planning, teaching, observation, feedback, and reflection, students test whether they can apply pedagogical knowledge in authentic situations. Practice can reveal strengths and weaknesses that remain invisible in theoretical courses. It can also create mastery experiences that strengthen self-efficacy and clarify career expectations. However, the quality of the experience depends on mentoring, school context, opportunity to teach, assessment rubrics, and the consistency of standards applied by supervisors and cooperating teachers.

Previous research generally reports positive relationships among career interest, efficacy, teaching-practice experience, and readiness, but findings are not uniform. Maipita and Mutiara (2018), Khaerunnas and Rafsanjani (2021), Wati et al. (2022), Fajryani and Syamwil (2023), and Darmawan et al. (2025) connect interest or school-field experience with teaching readiness. Agusti Selvia and Ramadhani (2020), Aprilita and Trisnawati (2022), Laurina et al. (2024), and Putri and Surjanti (2024) emphasize the contribution of self-efficacy. Other studies report weaker or nonsignificant effects in different samples, indicating that readiness is multidimensional and sensitive to measurement, institutional context, and model specification.

This study integrates the three predictors in one regression model. The approach is useful because career interest, efficacy, and practice can overlap. A student may become interested after a successful placement, while the placement may raise confidence, and confidence may encourage more active practice. Multiple regression estimates the conditional association of each predictor while holding the others constant. The objectives are to test the partial effect of each predictor and their simultaneous contribution to teacher readiness among education students in the Faculty of Economics.

A central data-integrity qualification applies. The supplied thesis states that its Chapter IV and V values were constructed in line with the planned sample, assumes complete questionnaire returns, and describes the resulting conclusions as provisional. Accordingly, this article presents those values only as a provisional analytical draft. It does not convert planned or simulated results into verified empirical evidence. The final publication package must replace every provisional table, coefficient, significance value, and conclusion after the actual respondent dataset is available, audited, and reanalyzed.

THEORETICAL FRAMEWORK

Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT) explains career interest, choice, performance, and persistence through reciprocal relationships among self-efficacy, outcome expectations, goals, and learning experiences (Lent et al., 1994; Brown & Lent, 2019). Individuals develop efficacy beliefs by interpreting performance accomplishments, observing others, receiving social persuasion, and managing emotional states. These beliefs shape expectations about possible career outcomes. Interest develops when individuals expect valued outcomes and believe they can perform relevant tasks. Interest then supports goals and actions that further develop competence.

In teacher education, SCCT provides an integrated explanation for the three predictors. Interest directs attention toward the teaching profession. Self-efficacy indicates whether the student believes the professional tasks can be performed. PKM supplies learning experiences that can confirm or revise those beliefs. Teacher readiness can therefore emerge through a cycle in which interest encourages participation, practice creates performance evidence, efficacy supports persistence, and successful experiences deepen commitment.

Theory of Planned Behavior

The Theory of Planned Behavior proposes that behavior is preceded by intention, while intention is influenced by attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991, 2020). Interest in becoming a teacher is related to a positive attitude and willingness to pursue teaching. Self-efficacy is conceptually close to perceived behavioral control because it reflects whether students believe they possess the capability to perform professional actions. Readiness is expected to be stronger when students value the profession, intend to enter it, and believe that performance is within their control.

The theory also clarifies why favorable attitudes may not produce action. A student can admire teachers while perceiving low personal capability, weak social support, limited career prospects, or high task difficulty. Conversely, a confident student may not choose teaching if the profession is not valued. Combining interest and efficacy therefore produces a more complete account of readiness than either construct alone.

Experiential Learning Theory

Experiential Learning Theory views learning as a cycle involving concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984; Kolb & Kolb, 2017). PKM places prospective teachers in situations where they design instruction, interact with learners, receive feedback, reflect on problems, and revise



subsequent action. The experience is educationally valuable when the cycle is completed; placement without reflection or opportunity to improve may produce exposure but limited professional learning.

The three theories are complementary. SCCT explains career development through efficacy, expectations, interest, goals, and experience. TPB emphasizes attitudes, intentions, and perceived control. ELT explains how competence grows through transformation of practice. Together they position teacher readiness as an outcome of wanting to teach, believing one can teach, and obtaining evidence of teaching capability through structured experience.

HYPOTHESIS DEVELOPMENT

Interest in becoming a teacher and teacher readiness

Students with stronger interest are expected to seek information about teaching, engage more seriously in pedagogical learning, and formulate clearer career intentions. Cognitive understanding, positive emotion, and conative commitment can direct preparation across pedagogical, professional, personal, and social dimensions. Therefore, H1 states that interest in becoming a teacher has a positive and significant effect on readiness to become a teacher.

Self-efficacy and teacher readiness

Prospective teachers who believe they can plan instruction, manage classrooms, explain material, and solve teaching problems are more likely to attempt demanding tasks and persist after setbacks. Efficacy is therefore expected to function as psychological readiness for professional action. H2 states that self-efficacy has a positive and significant effect on readiness to become a teacher.

Teaching Skills Practice and teacher readiness

PKM allows students to apply theory, receive feedback, and build competence in an authentic school context. Better performance in teaching practice should indicate stronger mastery and greater exposure to professional responsibilities. H3 states that Teaching Skills Practice has a positive and significant effect on readiness to become a teacher.

Simultaneous contribution

Interest provides career direction, efficacy provides perceived capability, and PKM provides applied evidence. Because these mechanisms are complementary, their joint model is expected to explain teacher readiness better than a model without them. H4 states that interest in becoming a teacher, self-efficacy, and PKM simultaneously have a significant effect on readiness to become a teacher.

Code	Research hypothesis
H1	Interest in becoming a teacher positively affects teacher readiness.
H2	Self-efficacy positively affects teacher readiness.
H3	Teaching Skills Practice (PKM) positively affects teacher readiness.
H4	Interest, self-efficacy, and PKM simultaneously affect teacher readiness.

METHOD

Research design, population, and planned sample

The study adopts a quantitative explanatory survey with a cross-sectional design. The population consists of 344 students in the 2022 cohort of bachelor of education programs at the Faculty of Economics, State University of Jakarta: 169 Economics Education students, 88 Business Education students, and 87 Office Administration Education students. Proportionate random sampling was planned to give each program representation according to its population size. The Slovin formula at a 5% error tolerance yielded a target of 185 respondents.

Table 1. Population and planned sample allocation

Study program	Population	Planned sample	Sample share
Economics Education	169	91	49.2%
Business Education	88	47	25.4%
Office Administration Education	87	47	25.4%
Total	344	185	100.0%



Measurement

Interest in becoming a teacher, self-efficacy, and teacher readiness are measured through closed questionnaires using five response categories. Teacher readiness covers pedagogical, personality, professional, and social competence. Interest covers cognition, emotion, and conation. Self-efficacy covers magnitude, strength, and generality. The instrument pilot involved 30 respondents and used a Pearson item-total critical value of 0.361. The final readiness instrument contains 14 valid items from 16 initial items and is reported with Cronbach's alpha of 0.970. Interest retains 9 of 12 items; however, its reliability paragraph incorrectly repeats the readiness alpha in the supplied thesis and therefore requires verification. Self-efficacy retains 10 of 12 items with alpha 0.963.

The source manuscript is inconsistent in its operationalization of PKM. The instrument-development section describes a PKM questionnaire and reports alpha 0.939, whereas the Chapter IV regression and descriptive tables use the PKM course-grade weight on a 2.7–4.0 scale. This article follows the regression tables and treats PKM as the course-grade weight, because that is the variable used in the provisional model. Before final analysis, the operational definition, data column, and title of each PKM table must be reconciled so that readers can identify exactly what was tested.

Table 2. Variable operationalization used in the analytical draft

Variable	Role	Indicators or proxy	Scale
Teacher readiness (Y)	Dependent	Pedagogical, personality, professional, and social competence	14-item Likert score
Interest in becoming a teacher (X1)	Independent	Cognition, emotion, and conation	9-item Likert score
Self-efficacy (X2)	Independent	Magnitude, strength, and generality	10-item Likert score
Teaching Skills Practice (X3)	Independent	PKM course-grade weight in the reported regression	2.7–4.0 grade weight

Data analysis and validation status

The planned analysis uses IBM SPSS Statistics. Descriptive analysis reports frequency, percentage, minimum, maximum, mean, standard deviation, and indicator averages. Regression assumptions are evaluated using the Kolmogorov–Smirnov residual test, tolerance and variance inflation factor (VIF), a residual scatterplot, and the Glejser test. Multiple linear regression estimates $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$. Partial effects are assessed through t tests; overall model significance through an F test; and explanatory power through R^2 and adjusted R^2 at $\alpha = 0.05$.

All numerical outputs below are transcribed from the provisional Chapter IV tables. The source manuscript explicitly states that the dataset was arranged in accordance with the sample design, assumes a 100% complete return, and must be replaced by real respondent results. Accordingly, the tables demonstrate the intended analysis and interpretation framework, not final empirical evidence. A valid publication requires the raw dataset, a documented cleaning log, reproducible SPSS output, consistency checks against questionnaire forms and PKM records, and full re-estimation.

RESULT

Provisional respondent distribution

The analytical draft assumes 185 complete observations: 91 students from Economics Education and 47 each from Business Education and Office Administration Education. The allocation corresponds to the planned proportions and assumes a 100% usable response rate. Because actual response and exclusion records are not supplied in the thesis, the final article must report invitations, returns, incomplete responses, exclusions, and the realized distribution rather than retaining the planned allocation automatically.

Provisional descriptive statistics

Table 3. Provisional descriptive statistics

Variable	N	Minimum	Maximum	Mean	Std. deviation
Interest in becoming a teacher	185	23	45	35.87	4.52
Self-efficacy	185	25	49	40.08	4.76
PKM grade weight	185	2.7	4.0	3.50	0.38
Teacher readiness	185	40	70	56.71	6.81

The provisional means are high relative to their maximum values: interest averages 35.87 of 45, self-efficacy 40.08 of 50, readiness 56.71 of 70, and PKM 3.50 on a 4.0 scale. The distributions therefore portray a generally positive cohort.



However, high averages can create restricted variance and possible ceiling tendencies. This matters because regression depends on differences among respondents. The final data audit should inspect histograms, skewness, outliers, and the number of cases near the maximum.

Table 4. Provisional categorical distributions

Construct	High	Very high	Combined high/very high	Lowest indicator
Interest	85 (45.9%)	74 (40.0%)	159 (85.9%)	Conation (3.97)
Self-efficacy	95 (51.4%)	75 (40.5%)	170 (91.9%)	Magnitude (3.98)
Teacher readiness	92 (49.7%)	77 (41.6%)	169 (91.3%)	Social competence (4.03)

For interest, cognition has the highest average (4.02), followed by emotion (3.98) and conation (3.97). The provisional pattern suggests that students may understand and value teaching slightly more strongly than they intend to pursue it through concrete career action. For self-efficacy, generality ranks highest (4.03) and magnitude lowest (3.98), implying that confidence across varied situations may exceed confidence when task difficulty increases. For teacher readiness, professional competence is highest (4.10), while social competence is lowest (4.03). Differences are small but useful for designing targeted support if confirmed by actual data.

Provisional PKM grades are concentrated in the upper categories: 39 students (21.1%) receive A, 57 (30.8%) A–, 54 (29.2%) B+, 25 (13.5%) B, and 10 (5.4%) B–. No grade below B– appears. Such concentration may reflect strong performance, selection, or grading practices. The final analysis should verify official grade records and examine whether differences among schools, supervisors, and cooperating teachers affect comparability.

Provisional assumption tests

Table 5. Provisional regression assumption tests

Test	Variable/statistic	Result	Decision
Normality	Kolmogorov–Smirnov residual	Statistic 0.048; $p = 0.200$	Normality not rejected
Multicollinearity	Interest	Tolerance 0.919; VIF 1.088	No indication
Multicollinearity	Self-efficacy	Tolerance 0.889; VIF 1.125	No indication
Multicollinearity	PKM grade	Tolerance 0.960; VIF 1.042	No indication
Glejser	Interest	$p = 0.911$	No indication
Glejser	Self-efficacy	$p = 0.103$	No indication
Glejser	PKM grade	$p = 0.403$	No indication

The provisional residual significance of 0.200 exceeds 0.05, so normality is not rejected. All tolerance values exceed 0.10 and VIF values are close to one, providing no indication of problematic multicollinearity. Glejser significance values exceed 0.05, while the reported scatterplot shows no systematic pattern. These outputs would support ordinary least squares if reproduced using the actual dataset. The final analysis should additionally report linearity, influential observations, residual independence where relevant, and confidence intervals.

Provisional regression estimates

Table 6. Provisional multiple regression coefficients

Predictor	B	Std. error	Standardized β	t	p-value
Constant	1.334	4.780	—	0.279	0.781
Interest in becoming a teacher	0.388	0.087	0.257	4.463	<0.001
Self-efficacy	0.623	0.084	0.436	7.433	<0.001
PKM grade weight	4.713	1.006	0.264	4.683	<0.001



The reported provisional equation is $\hat{Y} = 1.334 + 0.388X_1 + 0.623X_2 + 4.713X_3$. Conditional on the other predictors, one additional interest point corresponds to 0.388 readiness points, one self-efficacy point to 0.623 readiness points, and one full grade-weight unit in PKM to 4.713 readiness points. The raw PKM coefficient appears larger because PKM is measured on a much narrower scale. Relative comparison must use standardized beta, which ranks self-efficacy first ($\beta = 0.436$), PKM second ($\beta = 0.264$), and interest third ($\beta = 0.257$).

Table 7. Provisional model summary and ANOVA

Statistic	Value
R	0.668
R ²	0.447
Adjusted R ²	0.438
Standard error of estimate	5.108
F statistic	48.732
Degrees of freedom	3 and 181
Model p-value	<0.001

The provisional overall model is significant, $F(3,181) = 48.732$, $p < 0.001$. $R^2 = 0.447$ indicates that 44.7% of the variance in readiness is explained within the constructed dataset, while 55.3% remains associated with omitted factors and error. Adjusted $R^2 = 0.438$ shows a modest adjustment for sample size and number of predictors. The ANOVA components are regression sum of squares 3814.832, residual sum of squares 4722.984, and total sum of squares 8537.816.

Provisional hypothesis decisions

Table 8. Provisional hypothesis summary

Hypothesis	Relationship	Statistic	Provisional decision
H1	Interest → teacher readiness	$t = 4.463$; $p < 0.001$	Supported
H2	Self-efficacy → teacher readiness	$t = 7.433$; $p < 0.001$	Supported
H3	PKM → teacher readiness	$t = 4.683$; $p < 0.001$	Supported
H4	Interest, efficacy, PKM → readiness	$F = 48.732$; $p < 0.001$	Supported

All four hypotheses are supported in the provisional output. This statement describes the supplied analytical draft only. It is not an empirical acceptance decision for the journal article until the actual data reproduce the direction, magnitude, and statistical significance of the relationships.

DISCUSSION

Interest in becoming a teacher and readiness

The provisional model shows a positive relationship between interest and readiness ($B = 0.388$; $\beta = 0.257$). The pattern is theoretically plausible: students who understand teaching, experience positive feelings toward it, and intend to pursue the profession are more likely to invest in professional preparation. Interest can direct attention to pedagogical knowledge, encourage participation in school-related activities, and strengthen persistence when teacher training becomes demanding. SCCT explains this relationship through the development of career interests from efficacy beliefs and expected outcomes. When students believe teaching can produce valued outcomes and see themselves as capable, interest becomes more likely to support goals and preparatory action (Lent et al., 1994). TPB similarly suggests that favorable attitudes contribute to intention, which precedes action (Ajzen, 1991). The three interest indicators can be read as a progression from knowing, to valuing, to acting.

The provisional descriptive pattern places conation slightly below cognition and emotion. If actual data confirm this result, the practical issue is not lack of knowledge about teaching but conversion of positive views into career commitment. Students may still weigh salary, workload, certification pathways, professional status, geographic placement, or alternative careers. Career programs should therefore include realistic information, dialogue with alumni and teachers, observation opportunities, and individual planning rather than relying only on inspirational promotion.



The direction is consistent with Maipita and Mutiara (2018), Khaerunnas and Rafsanjani (2021), Wati et al. (2022), Fajryani and Syamwil (2023), and Darmawan et al. (2025). However, the provisional beta is smaller than that of self-efficacy. Interest may provide direction without guaranteeing capability. A student can want to teach while remaining unsure about managing a classroom or explaining complex content. Programs should therefore connect career exploration with opportunities that build competence and evidence of progress.

Self-efficacy and readiness

Self-efficacy is the strongest provisional predictor ($B = 0.623$; $\beta = 0.436$). The result fits Bandura's theory: efficacy affects choice, effort, persistence, recovery after failure, and emotional response. Prospective teachers who believe they can prepare lessons, manage students, communicate concepts, and solve classroom problems should feel more prepared to enter the profession. Confidence becomes particularly important because teaching requires decisions under uncertainty and continuous adaptation.

The indicator pattern gives generality the highest average and magnitude the lowest. If verified, students may feel that their capability transfers across situations but be less confident when the difficulty of the teaching task rises. Teacher education can address this through graduated challenge. Students can begin with structured microteaching and progress to differentiated instruction, classroom-management cases, limited resources, technology failures, and diverse learner needs. Each successful step can provide a mastery experience, which is the strongest source of efficacy.

Observation and feedback also matter. Students can learn from credible models, including lecturers, mentor teachers, peers, and video cases. Feedback should be specific to behavior and strategy rather than general praise. Statements such as "your questioning sequence elicited evidence of understanding" provide information students can use, whereas broad encouragement may raise mood without improving competence. Reflection should help students attribute success to controllable preparation and strategy rather than luck.

The direction agrees with Agusti Selvia and Ramadhani (2020), Aprilita and Trisnawati (2022), Laurina et al. (2024), and Putri and Surjanti (2024). Nevertheless, high self-reported efficacy can sometimes exceed observed competence. The final study should therefore compare efficacy with teaching observations, portfolios, or performance rubrics. Calibrated confidence—belief that is supported by competence—is more useful than confidence alone.

Teaching Skills Practice and readiness

The provisional PKM coefficient is positive ($B = 4.713$; $\beta = 0.264$). Teaching practice provides contact with lesson planning, learner interaction, assessment, feedback, school culture, and professional responsibility. Experiential Learning Theory explains how concrete experience becomes learning through reflection, conceptualization, and revised action (Kolb, 1984). PKM should therefore strengthen readiness when students receive sufficient opportunity to teach, analyze outcomes, and improve.

The grade distribution is concentrated between B+ and A–, with no provisional grade below B–. This creates two interpretation issues. First, restricted range can weaken or destabilize correlations because students have limited score differentiation. Second, course grades may not be directly comparable when schools, supervisors, and cooperating teachers apply different expectations. A positive coefficient cannot by itself establish that the grading system captures the same quality of teaching experience for every student.

A strong PKM system should use shared analytic rubrics, calibration meetings, multiple observations, and narrative feedback. Portfolios can include lesson plans, teaching videos, assessment examples, mentor comments, student work, and reflective journals. These materials capture growth that a single grade cannot show. Program managers should also distinguish participation, performance, and learning gain. A student who begins with difficulty but improves substantially may demonstrate valuable readiness even if the final grade is not the highest.

The provisional direction aligns with Yulianto and Khafid (2016), Afriadi and Dudung (2021), Khaerunnas and Rafsanjani (2021), Fajryani and Syamwil (2023), Sari et al. (2024), and Darmawan et al. (2025). Still, the final article must resolve whether PKM is measured by questionnaire or grade. Mixing operationalizations would make the coefficient and theoretical interpretation ambiguous.

Integrated model of teacher readiness

The provisional simultaneous result suggests that readiness is not generated by a single factor. Interest answers why a student wishes to enter teaching. Self-efficacy answers whether the student feels capable of performing. PKM provides evidence from practice. A student with interest but low efficacy may hesitate; a confident student with limited interest may choose another career; and a motivated, confident student without practice may have unrealistic expectations. The three components are therefore complementary.

The R^2 of 0.447 is substantial enough to justify the integrated framework but also shows that more than half of readiness variance remains outside the model. Possible factors include mastery of educational content, TPACK, learning motivation, social support, organizational experience, perceived teacher welfare, labor-market expectations, personality, emotional



stability, school context, and mentoring quality. The remaining variance is not a weakness by itself; it appropriately reflects the multidimensional nature of professional readiness.

The three theoretical perspectives illuminate different parts of the model. SCCT connects interest, efficacy, learning experience, and career preparation. TPB highlights attitudes, intention, and perceived behavioral control. ELT explains the conversion of teaching experience into competence. The provisional ranking of standardized coefficients places efficacy at the center, but causality may be more complex. PKM can strengthen efficacy, efficacy can increase engagement in PKM, and interest can shape both. Mediation and longitudinal models would better represent these reciprocal processes.

Linking descriptive and inferential patterns

High provisional category percentages do not prove that the variables have effects. Descriptive statistics show the level and distribution of responses, while regression assesses covariation after other predictors are controlled. A group can have uniformly high interest yet show little relationship with readiness if there is insufficient variation. The provisional model contains enough variation to produce positive coefficients, but final conclusions require actual observations and diagnostic inspection.

The lowest indicators provide a targeted interpretation. Conation points to a possible gap between valuing teaching and choosing it. Magnitude points to lower confidence for difficult tasks. Social competence points to the need for communication and collaboration beyond subject mastery. If the real data reproduce these patterns, curriculum improvement can focus on career decision-making, progressively complex teaching challenges, and interaction with students, parents, colleagues, and community stakeholders.

Interpreting effect magnitude and direction

The provisional standardized coefficients should be interpreted as conditional associations rather than percentages of influence. A beta of 0.436 for self-efficacy means that a one-standard-deviation increase in efficacy is associated with a 0.436-standard-deviation difference in readiness when interest and PKM are held constant. It does not mean that efficacy causes 43.6% of readiness. Likewise, $R^2 = 0.447$ describes the proportion of outcome variance reproduced by the complete regression in the constructed dataset; it cannot be divided mechanically among the three predictors because they may share explanatory variance.

Direction of influence also requires caution. Readiness may increase self-efficacy because students who already possess stronger pedagogical and professional competence judge themselves more capable. Successful PKM can strengthen both readiness and efficacy, while students who are already ready may earn higher PKM grades. Interest may encourage preparation, but successful teaching experiences may also deepen interest. A cross-sectional regression cannot establish the temporal order of these relationships. A longitudinal design with measurements before microteaching, before PKM, after PKM, and near graduation would provide stronger evidence about developmental sequence.

The small difference between the standardized coefficients for interest (0.257) and PKM (0.264) should not be treated as evidence that PKM is meaningfully more important. Sampling uncertainty, measurement reliability, and grading variation can easily change that order. Confidence intervals and formal coefficient-comparison tests are needed before asserting a difference. The more defensible interpretation is that both career orientation and practice performance make comparable provisional contributions, while self-efficacy shows the strongest association in the supplied model.

Practical implications for the Faculty and study programs

A staged readiness-development system can be embedded across the curriculum. Early semesters can focus on career exploration and observation of teaching. Middle semesters can emphasize microteaching, instructional design, digital pedagogy, and increasingly complex simulations. PKM can provide authentic practice with standardized mentoring and assessment. Before graduation, students can complete a readiness portfolio and individualized development plan. Repeated measurement can show whether students progress and which component requires support.

Interventions should be differentiated. Students with high interest but low efficacy need mastery experiences and constructive feedback. Students with high efficacy but low interest need exploration of professional meaning, conditions, and career pathways. Students with weaker PKM performance need specific coaching based on observed skills. A single general seminar is unlikely to address these distinct profiles. Data dashboards can help advisers identify needs, but decisions should combine questionnaire scores with performance evidence and student consultation.

PKM governance deserves particular attention. The faculty, study programs, supervisors, and partner schools should agree on learning outcomes, observation frequency, rubric criteria, evidence requirements, and procedures for resolving inconsistent evaluations. Supervisor calibration can reduce assessor variation. Reflective conferences should connect feedback with a concrete improvement plan, ensuring that PKM functions as a learning process rather than merely a grade-generating requirement.

Required empirical validation before publication

The most important implication concerns evidence integrity. The provisional data cannot be reported as if 185 actual students returned complete questionnaires. Before publication, the researcher must document the real recruitment and



response flow, remove duplicates and ineligible cases, code missing data, verify reverse-scored items, match PKM records accurately, and retain an audit trail. Planned and realized sample distributions should be reported separately. Any difference from 185 must be reflected in degrees of freedom and all tables.

Instrument analysis should be rerun. Item-total correlations and Cronbach's alpha must be calculated from the pilot or actual sample according to the stated protocol. The incorrect repetition of the readiness alpha in the interest section must be corrected. Because all retained items for several constructs are positive, acquiescence and social-desirability risks should be acknowledged. Factor analysis can examine whether indicators represent distinct constructs and whether very high alpha values reflect redundancy.

The final regression should be reproduced directly from the cleaned dataset. Output should include descriptive statistics, correlations, tolerance, VIF, residual plots, Glejser or robust alternatives, coefficients with confidence intervals, ANOVA, R^2 , adjusted R^2 , and case diagnostics. If assumptions fail, transformations, robust standard errors, bootstrapping, or alternative models should be considered. Conclusions must follow the actual results even if they differ from the provisional pattern or from expectations in the LOA title.

CONCLUSION

The supplied analytical draft presents a coherent provisional pattern: interest in becoming a teacher, self-efficacy, and PKM performance are positively associated with readiness to become a teacher; the joint model explains 44.7% of constructed readiness variance; and self-efficacy has the largest standardized coefficient. The pattern supports an integrated account in which career interest directs preparation, efficacy sustains professional action, and practice transforms theory into applied capability.

These numerical conclusions are not yet verified empirical findings. The source thesis explicitly requires reanalysis using actual respondent data. Therefore, the appropriate current conclusion is methodological and theoretical: the model is suitable for testing, the interpretation framework is well developed, and the provisional results provide a template for reporting. The final abstract, results, discussion priorities, and conclusion must be updated after actual data validation and reproducible analysis.

LIMITATIONS AND FUTURE RESEARCH

In addition to the provisional-data limitation, the planned study is cross-sectional and relies heavily on self-report measures. Causal claims are not warranted, and responses may be affected by social desirability. PKM course grades may differ across schools and assessors and may not capture reflection or learning growth. The sample is restricted to one faculty and university. The model omits other determinants of readiness, and the source manuscript contains inconsistencies in the interest reliability coefficient and PKM operationalization.

Future research should use verified multisource data, including questionnaires, observation rubrics, portfolios, supervisor assessments, and official PKM records. Longitudinal measurement before microteaching, after microteaching, during PKM, and before graduation can identify changes in readiness. Multilevel analysis can separate student, study-program, mentor, and school effects. Mediation analysis can test whether PKM strengthens readiness through self-efficacy, while moderation analysis can examine whether mentoring quality changes the value of practice experience.

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