

DOES TEACHING PRACTICE EXPERIENCE INFLUENCE INTEREST IN BECOMING A TEACHER? THE ROLE OF SELF- EFFICACY AS AN INTERVENING VARIABLE

Sulis Rizkyka Nurcahyani^{1*}, Ari Saptono², Aditya Pratama³

^{1,2,3} Universitas Negeri Jakarta, Indonesia

E-mail: ¹⁾ sulisrizkykani@gmail.com, ²⁾ saptono.fe@unj.ac.id, ³⁾ adityapratama@unj.ac.id

Abstract

This study aims to determine the effect of teaching practice experience on interest in becoming a teacher mediated by self-efficacy in education students at the State University of Jakarta. This study uses a quantitative approach and uses primary data. The population in this study were students of education at the State University of Jakarta with a total sample of 250 students who were guided by the Roscoe Theory of 10% of the total population and the sample technique used was proportional random sampling. This study shows the results that teaching practice experience has a positive and significant effect of 38,1% on interest in becoming a teacher, self-efficacy has a positive and significant effect of 30,6% on interest in becoming a teacher, teaching practice experience has a positive and significant effect of 39,6% of self-efficacy and the role of self-efficacy mediating between teaching practice experience of 12,1% of interest in becoming a teacher in education students at the State University of Jakarta. With the intervening variable in this study, it is able to be a liaison or intermediary between exogenous variables and endogenous variables so that it has a total value of 50,2%.

Keywords: *Teaching Practice Experience, Interest in being a Teacher, Self Efficacy*

1. INTRODUCTION

Education is vitally important for every individual. All education stakeholders hold quality education as a priority (Fadhli, 2017). In this case, the Indonesian government strives to improve the quality of education and develop a world-class education system within the next four years. However, a good education system will not function as expected if it is not accompanied by cooperation from all elements of education (Rosser, 2018).

The teacher's effectiveness as an educator also determines the success of teaching and learning activities in educational institutions. There are learning systems, curriculum, learning resources, learning media, and learning methods in educational institutions. If there is a balance in the quality of teachers, then all of these elements can be executed successfully.

The Education Personnel Education Institute in Indonesia is a specialized institution that prepares prospective teachers for the profession (LPTK). It is anticipated that Jakarta State University, as one of the LPTKs in Jakarta or as IKIP (Teaching and Educational Sciences Institute), will contribute to the intellectual life of the nation's youth and play a role in producing future educators. According to Ngalim Purwanto, the teaching profession must be accompanied by a high level of talent and interest, as it is required to constantly adapt to the times. Irawan et al. (2020) and Suralaga (2021) highlight similar opinion that interest is a feeling of pleasure that a person spontaneously develops for an object.

According to a survey conducted by the Ministry of Education and Culture in November 2021, eighty percent of students in Indonesia did not select a career based on the study program they were enrolled in. 20% of Indonesian students are employed in accordance with their study program or educational background. Meanwhile, Nabilla Fatiara (2021) statement is consistent with the findings of Suryani & George (2021) study titled "Teacher education is a good choice, but I don't want to teach in schools." An analysis of the career decisions of university students reveals that education majors are not fully committed to or interested in becoming teachers. The following are the particulars of the data:

Table 1 Education Student Career Plan Data

Information	Number of Students	Percentage
Planning to teach, then switch careers	69	52%
Not sure want to teach	25	19%
Not interested in teaching	39	29%
Total	133	100%

Source : Suryani and George (2021)

According to the data presented above, the majority of students believe that studying in the education department is merely a stepping stone to a career other than teaching. Regarding students who intend to teach and change careers to become private employees, business owners, lecturers, journalists, activists, civil servants, artists, pursue a master's degree, or become housewives: Supported by preliminary observations made by researchers on 100 education students, data indicates that only 37 students, or 37%, are interested in becoming teachers, while the remaining students choose careers outside of teaching.

A person interested in becoming a teacher will seek out all information pertaining to the profession. Beginning with getting to know the figure of a favorite teacher, reading, learning, and exploring things associated with the teaching profession, so that feelings of affection arise and influence the process of pursuing the profession. A profession that is enjoyed will undoubtedly produce students of high quality.

Interest does not arise from the beginning of human birth, but through several factors that influence interest (Slameto, 2015). According to Lisniasari (2021) Factors that influence it are internal factors that come from within and external factors such as family, peers, environment and so on. While the interest in becoming a teacher is influenced by the Teacher's Profession Perception, Self-Efficacy & Family Environment Wahyuni & Setiyani (2017) and Syofyan, Hidayati, & Sofya (2020) revealed that Educational Field Experience & Self-Efficacy influenced interest in becoming a teacher.

Experience is one of the factors that influence it. The experience taken by education students during their study period is teaching practice experience or what is known as Teaching Assistance which is carried out for six months. The program is designed so that prospective teachers can master four teacher competencies, namely pedagogic competence, personality competence, professional competence and social competence (Ndibalema & Kambona, 2018). And with this program, students can learn directly how to design learning,

make teacher administration, adapt to the school environment, carry out the learning process and see how the duties and responsibilities that have been carried out by teachers have been.

In addition, this study uses a self-efficacy variable that functions as an intervening variable. The existence of intervening variables is suspected that self-efficacy is able to influence indirectly or become an intermediary between teaching practice experience and interest in becoming a teacher. According to Bandura (Slater & Main, 2020) Self-efficacy is an individual's belief and ability to carry out something needed to achieve success in accordance with certain targets. In line with Silitongha et al., (2021) Self-efficacy is a person's belief or confidence to achieve an expected goal.

In June 2021, students' instructional practices were modified in response to the COVID-19 virus outbreak. Then, from July to August, online/Distance Learning was implemented, but because the epidemic had improved, the Minister of Education stated that face-to-face schooling could be implemented since the decision of the 4 Ministerial Decree on March 30, 2021, along with all terms and conditions that must be met. With this decision, the researcher observed that some students who feared not being able to teach offline or blended learning were uncertain of their abilities, lacked confidence, and believed they were incapable of teaching. This indicates that the self-efficacy of students remains low.

Research result carried by Sari (2018) shows that the experience of teaching practice has a positive and significant effect on students' interest in becoming teachers. As well as Jensen, Klette, & Hammerness (2018) stated that teaching practice is very important for teacher candidate learning. On the other side, Alifia & Hardini (2022) concluded that school field experience does not have a significant effect on interest in becoming a teacher. In addition, according to Ene et al., (2021) stated that self-efficacy will help pre-service teachers or prospective educators understand their level of self-efficacy and even try harder to develop higher levels of self-efficacy. Contrary to research results by Sholichah & Pahlavi (2021) that self-efficacy does not have a significant effect on interest in becoming a teacher.

The existence of phenomena and differences in results (Research Gap) from several relevant studies, therefore researchers are interested in conducting research entitled "Does teaching practice experience affect interest in becoming a teacher? The role of self-efficacy as an intervening variable". The purpose of the study was to determine the relationship between 1) teaching practice experience on interest in becoming a teacher, 2) self-efficacy on interest becoming a teacher, 3) teaching practice experience on self-efficacy and 4) teaching practice experience on interest in becoming a teacher through self-efficacy.

2. LITERATURE REVIEW

2.1. Teaching Practice Experience

Teaching Practice Experience has two concepts, namely experience and teaching practice. According to the KBBI, experience is something that has been experienced, felt and passed by an individual. Experience is a process that has been obtained by someone so that he gets something learning in the form of skills and knowledge (Bawono & Elisha, 2010). Meanwhile, Hitzman argues that experience is one of the learning tools that will affect the behavior of organisms (Indrawan, 2017). It can be concluded that experience is a process that a person goes through in the form of practices or activities that can build understanding, influence one's behavior and become learning for the future.

In addition, teaching practice According to Shah, Ahmad, & Raza (2020) states that "Several terms are used interchangeably for teaching practicum such as practice teaching, student teaching, teaching practice, field studies, in-field learning, school-based learning, or internships". While the teaching practice proposed by Batane & Ngwako (2017) is one of the field practices for prospective teachers, where the practice requires the skills and abilities they have had as a teacher. Based on the opinions of the experts above, it can be concluded that teaching practice is one of the series that must be carried out by teacher education students and facilitates students to practice and hone their teaching skills before facing the real world of work.

2.2. Interest in Becoming a Teacher

Interest in becoming a teacher is a feeling of pleasure towards the teaching profession so that individuals pay more attention to the teaching profession and have a high desire to become a teacher (Nasrullah et al., 2018). The opinion of interest in becoming a teacher was also expressed by Wahyuni & Setiyani (2017) as a feeling of liking and having a tendency to choose the teaching profession over other professions and built without pressure from people. Meanwhile, according to Ardyani & Lyna (2014) Interest in becoming a teacher is a person's tendency to focus his thoughts, feelings, desires and attention on the teaching profession.

Based on the opinions described above, it can be concluded that interest in becoming a teacher is an individual interest or feeling of pleasure which is implemented by paying special attention to the teaching profession without any coercion from any party. Someone who is interested in becoming a teacher will certainly look for all information related to the profession.

2.3. Self Efficacy

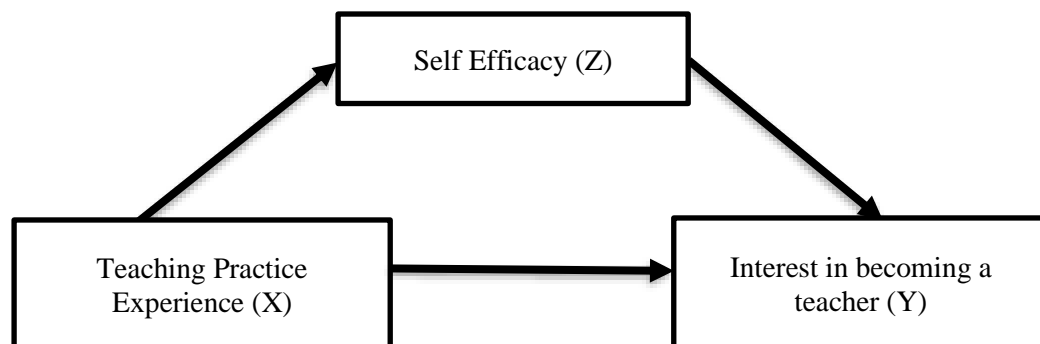
According to Emin Türkoğlu, Cansoy, & Parlar (2017) Self-efficacy is an individual's belief about the ability to manage responsibility for oneself. According to Bandura in (Slater & Main, 2020) Self-efficacy is an individual's belief and ability to carry out something needed to achieve success in accordance with certain targets. According to (Silitongha et al., 2021) Self-efficacy is a person's belief or confidence to achieve an expected goal. It can be concluded that self-efficacy is a person's belief in his or her own ability to do something in an unpredictable situation or condition. Individuals who have high or positive self-efficacy will affect positive results.

3. RESEARCH METHOD

This study uses a quantitative approach and survey methods with the aim of obtaining accurate and real information (Ramadhan, 2021). The population in the study, namely students of education at the State University of Jakarta as many as 2,486. The sample technique used in this study is proportional random sampling, which is the sample technique used if the subjects in each stratum are not the same (Suharsimi Arikunto, 2013). The number of samples refers to Roscoe's Theory in Sugiyono (2017) The sample size that is feasible in the study is 30-500 samples. In addition, Arikunto in Muchti & Ernawati (2022) said that if the subject or population of the study was less than 100, then the sample used in its entirety,

if the research subject was greater than 100, could be taken as much as 10-15% or 20-25% or more. From the theories and expert opinions above, it can be concluded that the total population in this study was 2,486 students and the sample in this study was 10% of the total population, so that the results were 248.6 which were rounded off by the researcher to 250 samples.

Based on the phenomena and literature review above, the research framework in this study is as follows:



Source: Author (2022)

Figure 1 Research Framework

4. RESULT AND DISCUSSION

The research data collected in this study were processed using SPSS version 24 software. With 30 respondents for validity and reliability testing and data processing for the final test as many as 250 respondents. The results of the processing of hypothesis testing in this study are as follows:

4.1. Path Analysis Results

4.1.1. Calculating Path Coefficient Based on Equation

- 1) Equation I (Teaching Practice Experience on Self-Efficacy)

Table 2 T Test Results

Model	Coefficients		Standardized Coefficients Beta	t	Sig.
	Unstandardized Coefficients B	Std. Error			
1 (Constant)	26,049	3,207		8,123	,000
Teaching Practice Experience	,509	0.075	,396	6,786	,000

a. Dependent Variable: Self Efficacy

Source: SPSS output (processed by researchers)

Based on the above results, the value of t statistic is 6,786. It can be said that tstatistic is $> 1,969$ means that partially the teaching practice experience variable has a positive influence on self-efficacy and the hypothesis is accepted. Next is the F test to see the effect simultaneously. The results of the attached f test processing are as follows:

Table 3 F Test Results

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1123,436	1	1123,436	46,050	,000 ^b
	Residual	6050,248	248	24,396		
	Total	7173.684	249			

a. Dependent Variable: Self Efficacy

b. Predictors: (Constant), Practical Teaching Experience

Source: SPSS output (processed by researchers)

Based on the above results, the value in F statistic is 46,050. It can be said that the value of Fstatistic is $> 3,879$, meaning that simultaneously the teaching practice experience variable has a significant influence on self-efficacy. As for the coefficient of determination test that is used to see the percentage or find out the variation between exogenous variables and endogenous variables.

Table 4 Coefficient of Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,396 ^a	,157	,153	4,939

a. Predictors: (Constant), Practical Teaching Experience

b. Dependent Variable: Self Efficacy

Source: SPSS output (processed by researchers)

The table above shows that the R Square value is 0.157 or 15.7%, which means that teaching practice experience affects self-efficacy with a percentage of 15.7%, while the remaining 84.3% is influenced by other variables.

- 2) Equation II (Teaching Practice Experience and Self-Efficacy towards Interest in becoming a Teacher)

Table 5 T Test Results

Model	Coefficients		Standardized Coefficients Beta	t	Sig.
	Unstandardized Coefficients B	Std. Error			
1 (Constant)	,621	3,345		,186	,853
Teaching Practice Experience	,509	,076	,381	6,734	,000
Self Efficacy	,318	0.059	,306	5,407	,000

a. Dependent Variable: Interest in becoming a teacher

Source: SPSS output (processed by researchers)

Based on the results above, the value of t statistic is 6,734 and 5,407. It can be said that tstatistic is $> 1,969$, means that partially the teaching practice experience variable has a positive influence on interest in becoming a teacher and self-efficacy has a positive influence on interest in becoming a teacher. Next is the F test to see the effect simultaneously. The results of the processing of the f test are attached as follows:

Table 6 F Test Results

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2570,140	2	1285,070	61.296	,000 ^b
	Residual	5178,360	247	20.965		
	Total	7748,500	249			

a. Dependent Variable: Interest in becoming a teacher

b. Predictors: (Constant), Self-Efficacy, Teaching Practice Experience

Source: SPSS output (processed by researchers)

Based on the results above, the value in F statistic is 61.296. It can be said that the value of Fstatistic > 3.032 , meaning that simultaneously the variables of teaching practice experience and self-efficacy have a significant influence on interest in becoming a teacher. Next is the table of the results of the determination coefficient test processing, as follows:

Table 7 Coefficient of Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,576 ^a	,332	,326	4,579

a. Predictors: (Constant), Self-Efficacy, Teaching Practice Experience

b. Dependent Variable: Interest in becoming a teacher

Source: SPSS output (processed by researchers)

The table above shows that the R Square value is 0,332 or 33.2% which means that simultaneously teaching practice experience and self-efficacy have an influence on interest in becoming a teacher with a percentage of 33,2%, while the remaining 66,8% is influenced by other variables. outside of this research.

4.1.2. Indirect Influence

This study uses an intervening variable, namely self-efficacy. To calculate the amount or find out the indirect effect between the variables of teaching practice experience on interest in becoming a teacher through self-efficacy, it can be done by multiplying ($P_{zx} \times P_{yz}$). The results of the calculation of the indirect effect in this study are as follows:

$$\begin{aligned}\text{Indirect Effect} &= P_{zx} \times P_{yz} \\ &= 0,394 \times 0.306 \\ &= 0,121\end{aligned}$$

4.1.3. Sobel Test

This test was conducted to determine the strength of the indirect influence between exogenous variables and endogenous variables through intervening or mediating variables. Sobel test criteria can be seen between the results of the calculation of $Z_{\text{statistic}}$ with Z_{table} . If $Z_{\text{statistic}} > Z_{\text{table}}$ which has a value of 1,96, it can be said that there is an indirect effect on the mediating variable (Herlina & Diputra, 2018).

$$\begin{aligned}Sat &= \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2} \\ &= \sqrt{(0,306^2)(0,075^2) + (0,396^2)(0,059^2) + (0,075^2)(0,059^2)} \\ Sat &= 0.034871\end{aligned}$$

$$\begin{aligned}z &= \frac{ab}{Sab} \\ &= \frac{(0,396 \times 0,306)}{0,034871} \\ z &= 3,474979\end{aligned}$$

Based on the calculation results above, the Sab value is 0,034871, which is then used to calculate the z-value so that the result is 3,474979 which means that the calculated z-value is greater than 1,96. Thus, it can be concluded that the intervening variable mediates between exogenous variables and endogenous variables.

4.1.4. Total Influence

Calculating the total direct and indirect effects of teaching practice experience on the desire to become a teacher through self-efficacy yields the total effect. The following is a recapitulation or summary of the results of the path analysis calculations:

Table 8 Details of Calculation of Direct Effects, Indirect Effects and Total Effects

Variable Effect	Direct Influence	Indirect Influence	Total Influence
X→Y	0.381	0.121	0.502
X→Z	0.396	-	0.396
Z→Y	0.306	-	0.306

Source: processed by researchers

Furthermore, by looking at table 2 and table 5 (the results of direct influence or t-test equations I and II), in the table listed the Standardized Coefficients Beta column which gets results of 0,396 (X-Z), 0,381 (X-Y) and 0,306 (Z-Y). Next, calculate the standard values of error1 and error2 with the following formula:

$$e = \sqrt{1 - R^2}$$

$$e1 = \sqrt{1 - R^2}$$

$$= \sqrt{1 - 0,157}$$

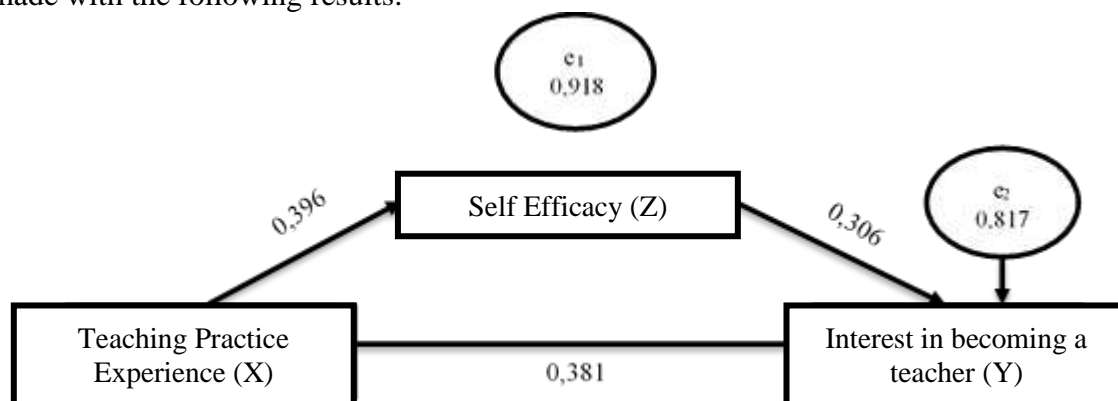
$$= 0,918$$

$$e2 = \sqrt{1 - R^2}$$

$$= \sqrt{1 - 0,332}$$

$$= 0,817$$

From the calculation results above, the standard errors obtained for equations one and two are 0,918 and 0,817, so that diagrams and structural equations of path analysis can be made with the following results:



Source: processed by researchers

Figure 2 Path Analysis Diagram Result

4.2. DISCUSSION

4.2.1. The Effect of Teaching Practice Experience on Interest in becoming a Teacher

The results of the processing in the table above, the results of the t-table obtained are $6,734 > 1,969$ and the probability value is $0.000 < 0,05$. In addition, a coefficient value of 0.381 is obtained, which means that if the higher or better the teaching practice experience experienced by students, the interest in becoming a teacher will increase by 0.381.

These results are supported by the experiential theory of David Kolb (1984) known as Experiential Learning Theory (ELT), the theory states that learning is a process of creating knowledge gained through experience. ELT was created to provide an intellectual foundation for experiential learning practices and foster innovation in education. Learning is not only in formal classrooms but in all corners of life. Every event that we go through, as well as the people we meet there is a lesson in it. The learning process can come from individuals, other people, groups, organizations or communities (Kolb & Kolb, 2017).

The results of this study are also in line with Rahmadiyani, Hariani, & Yudiono (2020) which shows the results that there is an influence between the introduction of the school field on the interest in becoming a teacher by getting a coefficient of determination of 0,362 or 13,1%. Likewise, according to Rahmah, Siswandari, & Susanti (2019) also support that there is a positive and significant influence between teaching practice experience and interest in the teaching profession. Similar research was conducted by Sholekah, Utomo, & Astuti (2021) with the results that the practice of field experience has a positive effect on interest in becoming a teacher because through these programs or activities educational students can immediately know and carry out the duties and obligations of a teacher.

4.2.2. The Effect of Teaching Practice Experience on Self-Efficacy

The results of the processing in the table above, the results of the t-table obtained are $6,734 > 1,969$ and the probability value is $0.000 < 0,05$. In addition, a coefficient value of 0.381 is obtained, which means that if the higher or better the teaching practice experience experienced by students, the interest in becoming a teacher will increase by 0,381.

These results are supported by the experiential theory of David Kolb (1984) known as Experiential Learning Theory (ELT), the theory states that learning is a process of creating knowledge gained through experience. ELT was created to provide an intellectual foundation for experiential learning practices and foster innovation in education. Learning is not only in formal classrooms but in all corners of life. Every event that we go through, as well as the people we meet there is a lesson in it. The learning process can come from individuals, other people, groups, organizations or communities (Kolb & Kolb, 2017).

The results of this study are also in line with Rahmadiyani, Hariani, & Yudiono (2020) which shows the results that there is an influence between the introduction of the school field on the interest in becoming a teacher by getting a coefficient of determination of 0.362 or 13.1%. Rahmah, Siswandari, & Susanti (2019) also support current findings that there is a positive and significant influence between teaching practice experience and interest in the

teaching profession. Similar research was conducted by Sholekah, Utomo, & Astuti (2021) with the results of research that the practice of field experience has a positive effect on interest in becoming a teacher because through these programs or activities educational students can immediately know and carry out the duties and obligations of a teacher.

4.2.3. The Effect of Self-Efficacy on Interest in Being a Teacher

The results of processing in table 4 t-test which produce t-table numbers $5,407 > 1,969$ and a probability value of $0.000 < 0,05$. In addition, the coefficient value of 0.306 is obtained, which means that the higher one's self-efficacy or belief in one's abilities, the interest in becoming a teacher will increase by 0,306.

The theoretical basis in this research is guided by Social Cognitive Career Theory (SCCT) which was developed by Lent, Brown & Hackett in 1994. This theory links the variables of self-efficacy with interest or in relation to this research, namely self-efficacy and interest in becoming a teacher. Interest in an activity relevant to a future career is seen as a result of self-efficacy and outcome expectations (Sheu et al., 2018). Another theory that explains self-efficacy is the social cognitive theory by Albert Bandura. Bandura states that for observational learning to occur, individuals must pay attention to a model, maintain what they are doing, be able to produce a behavior so that they can be motivated to do it (Schunk & DiBenedetto, 2020). Self-efficacy also is an important motivational influence for teachers (Morris et al., 2017) Thus the results of this study are in line with the theory that has been described.

This research is supported by several relevant literatures, such as Rahmadiyahani et al., (2020) which shows that there is an influence between self-efficacy on interest in becoming a teacher by getting a coefficient of determination of 0.421 or 17.7%. Backed by research Septiara & Listiadi (2019) and Amalia & Pramusinto (2020) which states that there is a significant influence between self-efficacy on interest in becoming a teacher, because someone whose self-efficacy is in the high category can encourage effort and mindset on matters relating to interest in becoming a teacher.

4.2.4. The Effect of Teaching Practice Experience on Interest in Becoming a Teacher through Self-Efficacy as an Intervening Variable

Based on the results of the research that has been obtained in the previous section, the results show that self-efficacy mediates the teaching practice experience variable on the interest in becoming a teacher. This is evidenced by the results of the indirect effect data with the coefficient of determination of 0,121 and the results of the Sobel test of $3,474979 > 1,96$. This means that if the experience of teaching practice is good, it will increase one's self-efficacy and increase interest in becoming a teacher.

The results in this study indicate that the experience of teaching practice on indicators of professional and institutional socialization as well as learning and learning and professional development is superior to other indicators. This shows that when students carry

out teaching practices assisted by high self-efficacy in the form of strength and understanding of their field of knowledge and have an impact on the interest in becoming a teacher at Jakarta State University students, it can be seen in the indicator that has the highest value, namely conation related to desire or willingness to be a teacher.

The results of this study are in line with Masrotin & Wahjudi (2021), with a coefficient value of 0.118 which means that self-efficacy acts as an intervening variable that mediates between teaching practice experience and interest in becoming a teacher. Teaching practice experience is very important for prospective teacher students to increase their confidence to teach in front of students, socialize with the school environment and the long-term impact will create an interest or interest in becoming a teacher.

In addition, research Puspitasari & Asrori (2019) also revealed that self-efficacy mediates the effectiveness of teaching practice experience on readiness to become a teacher with a significance result or probability of $0,00159 < 0.05$ with a percentage of 24,3%. The existence of a difference in the y variable in this study and the relevant research but indirectly has the same meaning and results that self-efficacy acts as a mediating variable or an intervening variable between teaching practice experience and interest in becoming a teacher.

5. CONCLUSION

Based on the results of the tests that have been carried out, it can be concluded that: 1) Directly, teaching practice experience has a positive and significant effect on interest in becoming a teacher. Thus, the better the experience gained by students, the interest in becoming a teacher will increase. 2) Directly, the experience of teaching practice has a positive and significant effect on self-efficacy. Therefore, the better the experience during the teaching practice of students, the confidence or self-confidence that students have will increase. 3) Directly, self-efficacy has a positive and significant effect on interest in becoming a teacher. Hence, students who have high self-confidence in their teaching abilities have a high interest in someone or their interest in becoming a teacher.

For universities, it is better to conduct socialization or briefing related to information, terms and conditions or guidelines that must be carried out before starting to carry out teaching practices because of good socialization will have an impact on good relations between students and the school. For education students, it is better to always communicate and consult with supervisors and tutors when experiencing difficulties or related to the teaching practice process they are taking. For further researchers, it is possible to add moderating variables such as family environment or exogenous variables such as motivation, peers or teacher welfare.

REFERENCES

- Alifia, A., & Hardini, H. T. (2022). Pengaruh Pembelajaran Microteaching, Praktik Lapangan Persekolahan, dan Efikasi Diri Terhadap Minat Menjadi Guru SMK Akuntansi. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 1182–1192. <https://doi.org/10.31004/edukatif.v4i1.2075>
- Amalia, N. N., & Pramusinto, H. (2020). Pengaruh Persepsi, Efikasi Diri Dan Lingkungan Keluarga Terhadap Minat Menjadi Guru. *Business and Accounting Education Journal*, 1(1), 84–94. <https://doi.org/10.15294/baej.v1i1.38939>
- Ardyani, A., & Lyna, L. (2014). Analisis Faktor-Faktor Yang Mempengaruhi Minat Mahasiswa Menjadi Guru Akuntansi Pada Mahasiswa Prodi Pendidikan Akuntansi Angkatan 2010 Universitas Negeri Semarang. *Economic Education Analysis Journal*, 3(2), 232–240.
- Batane, T., & Ngwako, A. (2017). Technology use by pre-service teachers during teaching practice: Are new teachers embracing technology right away in their first teaching experience? *Australasian Journal of Educational Technology*, 33(1), 48–61. <https://doi.org/10.14742/ajet.2299>
- Bawono, & Elisha. (2010). Akuntabilitas Terhadap Laporan Keuangan. *Jurnal Ekonomi*.
- Emin Türkoğlu, M., Cansoy, R., & Parlar, H. (2017). Examining Relationship between Teachers' Self-efficacy and Job Satisfaction. *Universal Journal of Educational Research*, 5(5), 765–772. <https://doi.org/10.13189/ujer.2017.050509>
- Ene, C. U., Ugwuanyi, C. S., Okeke, C. I. O., Nworgu, B. G., Okeke, A. O., John, J., Oguguo, B. C., Ikeh, F. E., Eze, K. O., Ugwu, F. C., Agugoesi, O. J., Nnadi, E. M., Eze, U. N., Ngwoke, D. U., & Ekwueme, U. H. (2021). Factorial Validation of Teachers' Self-Efficacy Scale using Pre-Service Teachers: Implications for Teacher Education Curriculum. *International Journal of Higher Education*, 10(1), 113–121. <https://doi.org/10.5430/ijhe.v10n1p113>
- Fadhli, M. (2017). Manajemen Peningkatan Mutu Pendidikan. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 1(2), 215. <https://doi.org/10.29240/jsmp.v1i2.295>
- Herlina, H., & Diputra, T. T. (2018). Implementasi Rumus Sobel Pada Web Dengan Topik Regresi Linier Menggunakan Variabel Intervening. *Jurnal Algoritma, Logika Dan Komputasi*, 1(1), 19–24. <https://doi.org/10.30813/j-alu.v1i1.1106>
- Indrawan, M. I. (2017). Pengaruh Etika Kerja, Pengalaman Kerja dan Budaya Kerja Terhadap Prestasi Kerja Pegawai Kecamatan Binjai Selatan. *Journal Abdi Ilmu*, 10(2), 1851–1858.
- Irawan, I., Masitah, U., Latifah, Adabiah, R., Jauhari, & Warlina. (2020). *Guru Profesional*. Lakeisha.
- Jenset, I. S., Klette, K., & Hammerness, K. (2018). Grounding Teacher Education in Practice Around the World: An Examination of Teacher Education Coursework in Teacher Education Programs in Finland, Norway, and the United States. *Journal of Teacher*

- Education*, 69(2), 184–197. <https://doi.org/10.1177/0022487117728248>
- Kolb, A. Y., & Kolb, D. A. (2017). Experiential Learning & Teaching in Higher Education
Experiential Learning Theory as a Guide for Experiential Educators in Higher Education
Experiential Learning Theory as a Guide for Experiential Educators in Higher Education. *Experiential Learning & Teaching in Higher Education*, 1(1), 6–44.
- Lisniasari. (2021). *Pengaruh Penerapan Model Pembelajaran Think Pair Share terhadap Minat Belajar Peserta Didik yang beragama Buddha*. Insan Cendikia Mandiri.
- Masrotin, & Wahjudi, E. (2021). Peran Efikasi Diri Dalam Memediasi Pengaruh Pengenalan Lapangan Persekolahan (PLP) dan Persepsi Profesi Guru Terhadap Minat Menjadi Guru Akuntansi. *Jurnal Pendidikan Akuntansi (JPAK)*, 9(2), 2722–7502.
- Morris, D. B., Usher, E. L., & Chen, J. A. (2017). Reconceptualizing the Sources of Teaching Self-Efficacy: a Critical Review of Emerging Literature. *Educational Psychology Review*, 29(4), 795–833. <https://doi.org/10.1007/s10648-016-9378-y>
- Muchti, A., & Ernawati, Y. (2022). *PENGUASAAN KOSAKATA BAKU DAN TIDAK BAKU*: 15(1), 61–70.
- Nabilla Fatiara. (2021). *Nadiem Sebut 80% Mahasiswa yang Lulus Bekerja Tak Sesuai Prodinya*. KumparanNews.
- Nasrullah, M., Saleh, S., Niswaty, R., & Salam, R. (2018). Minat Menjadi Guru Pada Mahasiswa Program Studi Pendidikan Administrasi Perkantoran Fakultas Ilmu Sosial Universitas Negeri Makassar. *Jurnal Administrare: Jurnal Pemikiran Ilmiah Dan Pendidikan Administrasi Perkantoran*, 5(1), 1–6.
- Ndibalema, P., & Kambona, W. (2018). Professional Learning Opportunities and challenges among Student-Teachers during the Teaching Practice in Nyamagana District, Tanzania. *Education Quarterly Reviews*, 1(2). <https://doi.org/10.31014/aior.1993.01.01.29>
- Puspitasari, W., & Asrori. (2019). Pengaruh Persepsi Profesi Guru dan Keefektifan Praktik Pengalaman Lapangan Terhadap Kesiapan Menjadi Guru Dengan Efikasi Diri Sebagai Variabel Intervening. *Economic Education Analysis Journal*, 8(3), 1061–1078. <https://doi.org/10.15294/eeaj.v8i3.35724>
- Rahmadiyahani, S., Hariani, L. S., & Yudiono, U. (2020). Minat Menjadi Guru: Persepsi Profesi Guru, Pengenalan Lapangan Persekolahan (PLP) dan Efikasi Diri. *Jurnal Riset Pendidikan Ekonomi*, 5(1). <https://doi.org/10.21067/jrpe.v5i1.4304>
- Rahmah, S. N., Siswandari, & Susanti, A. D. (2019). Hubungan PPL dan Self Efficacy Dengan Minat Profesi Guru Pada Mahasiswa Pendidikan Akuntansi Angkatan 2015 FKIP Universitas Sebelas Maret Surakarta. *Jurnal “Tata Arta” UNS*, 5(2), 88–99.
- Ramadhan, M. (2021). *Muhammad Ramdhan*. Cipta Media Nusantara.
- Rosser, A. (2018). *Beyond access : Making Indonesia ’ s education system work*. February.

- Sari, D. R. C. (2018). Pengaruh Pengalaman Ppp, Lingkungan Keluarga Dan Teman Sebaya Terhadap Minat Menjadi Guru Pada Mahasiswa Pendidikan Ekonomi 2014 Fe Unesa. *Jurnal Pendidikan Ekonomi (JUPE)*, 6(3), 161–168. <https://doi.org/10.26740/jupe.v6n3.p>
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832. <https://doi.org/10.1016/j.cedpsych.2019.101832>
- Septiara, V. I., & Listiadi, A. (2019). Pengaruh Persepsi Profesi Guru, Efikasi Diri, dan Program Pengelolaan Pembelajaran (PPP) terhadap Minat Menjadi Guru Akuntansi Mahasiswa Prodi Pendidikan Akuntansi 2015 Fakultas Ekonomi UNESA. *Jurnal Pendidikan Akuntansi*, 7(3), 315–318.
- Shah, M. A., Ahmad, S. M., & Raza, K. K. (2020). *Support and Challenges during Teaching Practicum: A Survey of B. Ed (Hons) Prospective Teachers of Public Universities of Khyber Pakhtunkhwa*. 3(3), 204–211.
- Sheu, H. Bin, Lent, R. W., Miller, M. J., Penn, L. T., Cusick, M. E., & Truong, N. N. (2018). Sources of self-efficacy and outcome expectations in science, technology, engineering, and mathematics domains: A meta-analysis. *Journal of Vocational Behavior*, 109, 118–136. <https://doi.org/10.1016/j.jvb.2018.10.003>
- Sholekah, W., Utomo, S. W., & Astuti, E. (2021). Pengaruh Praktik Pengalaman Lapangan Dan Prestasi Belajar Terhadap Minat Menjadi Guru Akuntansi. *JAK (Jurnal Akuntansi Kajian Ilmiah Akuntansi)*, 8(2), 213–222. <https://doi.org/10.30656/jak.v8i2.2531>
- Sholichah, S., & Pahlevi, T. (2021). *Pengaruh Persepsi Profesi Guru Dan Efikasi Diri*. 4, 187–194.
- Silitongha, B., Karina, W., Nugroho, A., Ernie Bertha, Rahmat Tanjung, & Ahmad Fauzi. (2021). *Profesi Keguruan : Kompetensi dan Permasalahan*.
- Slameto. (2015). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. PT Rineka Cipta.
- Slater, E. V., & Main, S. (2020). A measure of classroom management: validation of a pre-service teacher self-efficacy scale. *Journal of Education for Teaching*, 46(5), 616–630. <https://doi.org/10.1080/02607476.2020.1770579>
- Sugiyono. (2017). *Statistika untuk Penelitian*.
- Suharsimi Arikunto. (2013). *Prosedur Penelitian : Suatu Pendekatan Praktik*. PT Rineka Cipta.
- Suralaga, F. (2021). *Psikologi Pendidikan*. PT Rajagrafindo Persada.
- Suryani, A., & George, S. (2021). “ Teacher education is a good choice , but I don ’ t want to teach in schools .” An analysis of university students ’ career decision making making. *Journal of Education for Teaching*, 1–15. <https://doi.org/10.1080/02607476.2021.1903304>

- Syofyan, R., Hidayati, N. S., & Sofya, R. (2020). Pengaruh Program Pengalaman Lapangan Kependidikan (PLK) dan Efikasi Diri terhadap Minat Menjadi Guru. *Jurnal Inovasi Pendidikan Ekonomi (JIPE)*, 10(2), 151. <https://doi.org/10.24036/011103600>
- Wahyuni, D., & Setiyani, R. (2017). Pengaruh Persepsi Profesi Guru, Lingkungan Keluarga, Efikasi Diri Terhadap Minat Menjadi Guru. *Economic Education Analysis Journal*, 6(3), 669–683.