

# The Influence of Teaching Practices and Teacher Professional Perceptions on Readiness to Become a Teacher: Teacher Interest as a Mediating Variable

Tarisa Eka Dwiyantri Lailatul Rokhma <sup>1\*</sup>, Jun Surjanti <sup>2</sup>

<sup>1,2</sup> Universitas Negeri Surabaya, Indonesia

\* [tarisa.21080@gmail.com](mailto:tarisa.21080@gmail.com)

## Abstract

The most students pursuing undergraduate degrees in Economics education are hesitant to pursue a career in teaching, primarily due to inadequate preparation and a lack of interest in the teaching profession after completing their undergraduate studies. This study aims to determine the influence of teaching practices, perceptions of the teaching profession, and teaching interest on students' readiness to become teachers. This study also examines whether teaching interest has a mediating effect in this relationship. Using a quantitative approach and involving 106 Economics Education students at the Faculty of Economics and Business, Semarang State University (UNESA) were selected used proportional random sampling. Data were collected through questionnaires and analyzed using SEM-PLS. The results showed that teaching practices and students' perceptions of the teaching profession had a significant on their readiness to become teachers ( $p\text{-value} < 0.05$ ). However, teaching interest did not significantly influence readiness itself ( $p\text{-value} = 0.170$ ), nor did it mediate the influence of other factors ( $p > 0.05$ ). The current study can be a reference for building professional readiness of teachers that is more contextual to educational needs and pays attention to teaching practices as a dominant factor in improving readiness to become and encourage the development of a new conceptual framework that combines affective, cognitive, and empirical aspects in a more balanced way in explaining readiness to become teachers.

**Keywords :** *Teaching Practice; Perception of the Teaching Profession; Teacher interests; Readiness to Become a Teacher.*

## Introduction

Education is the main basis for developing the quality of human resources. Teachers play a central role as agents of transformation of knowledge, values, and skills to students. Teachers do not only play a role as teacher, but also as facilitator, mentor, and motivator innovation in learning for create environment effective and supportive learning development skills, talents, abilities as well as to plant mark ethics and character participant educate in prepare generation for face global challenges in changes in the times (Kondrashova et al, 2023). Teacher is assessed based on competence his professionalism which includes mastery to teaching materials in the field his knowledge as well as ability in implementing effective learning strategies (Mardhatillah et al, 2023). Therefore, enhancing teacher quality is a crucial factor in improving educational standards. One important indicator in ensuring the quality of future teachers is the extent to which prospective teachers are prepared to become teachers before entering the world of work professionally.

Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi in 2023 shows that only around 47% of LPTK graduates were declared ready to teach in a way professional after finishing education. This reflects a gap between results of teacher education and demands of professionalism in the field. In addition, data on the number of teachers with certification as many as 1.2 million or 44.96% is different enough far with number of teachers who have not certification that is as many as 1.6 million teachers with criteria still undergoing professional teacher education or not yet finishing bachelor's degree education level. Pre-research Data readiness to become a teacher for 60 students of Economics Education, Surabaya State University Class of 2021 who have completed the Introductory program Field Schooling (PLP) shows that 22 students with category ready, 6 students with category not ready, and 32 students with doubtful category.

Condition this enough explain that in fact in the field, many graduates are not fully prepared and feel hesitant to work in the field of education in accordance with the selected study program and carry out duties as a teacher professionally, both in terms of pedagogical competence, professional attitude, and intrinsic motivation, which should be started since choosing a study program appropriate education (Aayn et al, 2022). Readiness to be a teacher of course influenced by several factors in readiness teaching and working. Determination that influences level of readiness to teach sourced from internal and external. Internal factors include aspects like interest, motivation, ability, intellects, knowledge, and skills individual. While that, factor external covers information related to the world of work, influence from environment around, and supportive experience to become a teacher (Yuniasari, et al, 2017). With this, the study is focused for to study a number of suspected factors contribute to readiness of prospective teachers, namely experience of practice teaching, perception to profession teaching, as well as interest for to pursue profession as a teacher.

One of the first important components that is thought to play a role in the formation of teacher readiness in education students is teaching practice. Teaching practice provides an opportunity for students to experience firsthand the real context of learning in schools, apply the theories they have learned, and develop professional reflection on their role as educators. The practice programs of teaching become a component important in curriculum of the education study program designed for prepare student in facing the real world as educator and aims for to form candidate educators who are in line with principles of education, namely own competence pedagogical, personality, professionalism, and ability social (Wafa et al, 2020). This is consistent with earlier research showing that teaching practice experience has a significant impact on students' readiness to become teachers, with around 68.5% of the variation in readiness attributed to this practical experience (Mulyati et al, 2023). However, findings show statement on the contrary with state that practice experience field not proven give influence to readiness to become a teacher (Septianti et al, 2022).

The next potential factor that may contribute to the influence of readiness to become a teacher is perception of teaching profession. Individuals form perceptions through the process of interpreting various information obtained from the environment (Febriati, 2022). Students' perceptions of the teaching profession reflect students' views of the profession in the field of education. Several studies have shown that students' perceptions of the teaching profession are greatly influenced by personal experience, educational background, and social and economic expectations (Suryani & Hendayana, 2017). In 2022, a national survey conducted by Kemendikbudristek showed that most education students admitted that they were still hesitant to pursue a career as a teacher, especially because of considerations of the welfare and social image of the profession.

The positive perceptions of teaching readiness are reflected in attitudes that show enthusiasm and constructive views towards the teaching profession (Puspitasari & Asrori, 2019). This in line with findings who emphasized that perception to teaching profession contributes significant and positive to readiness become a teacher (Aayn et al, 2022). Another possible factor that could have an impact to readiness to become a teacher is teacher interest. A strong teacher interest can strengthen the positive impact of teaching practices and professional perceptions on students' readiness as prospective teachers (Dayka et al, 2023). Therefore, teacher interest chosen as variable mediation because considered capable connect variable free with variable bound. This is in line with findings previously used same variable as mediation (Devi et al, 2023). Research This own novelty in the study previously which was explicit test connection between practice teaching and perceptions of the teaching profession towards readiness become a teacher for students of Economics Education at Surabaya State University through interest become a teacher as variable mediation.

With thus, research This own objective for know influence practice teaching and perceptions of the teaching profession towards readiness become a teacher partial as well as connection between practice teaching and perception teaching profession towards readiness become a teacher for students of Economics Education at Surabaya State University through variable mediation interest become a teacher. With background behind said, the study this expected can give description comprehensive empirical about connection between contributing variables to readiness become a teacher and contribution to development policy teacher education.

## Method

This study is categorized as explanatory research with a quantitative approach to test the hypothesis proposed (Winarni, 2021). Data in study This is quantitative data types, namely data or information obtained shaped number (Ramdhan, 2021). Primary data as data sources obtained by researchers in a way direct from source first with without from other parties through questionnaire (Wahjusaputri et al, 2022). Then, the population examined in this research consists of students who entered the Economics Education program in 2020 and 2021 at the Faculty of Economics and Business, State University of Surabaya. Data retrieval techniques sample use method proportional random sampling based on calculation with formula slovin and obtained sample study totaling 106 respondents as following.

**Table 1. Sample Proportion**

Study program	Number of Students	Sample Proportion	Sample
PE 2020	65	$(65/145) \times 106$	48
PE 2021	80	$(80/145) \times 106$	58
Amount			106

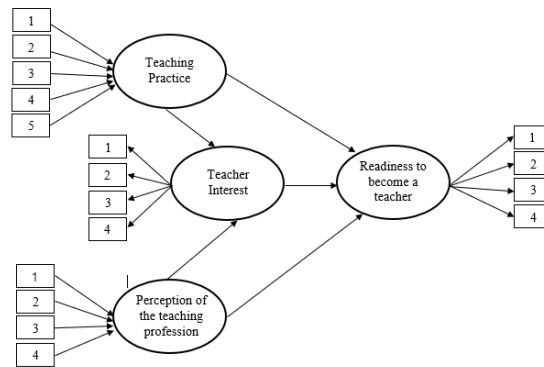
Data on research this collected through questionnaire with scale linkert 1 to 5. Instruments in four variable measured through a number of indicator standardized adapted from study previously and has tested its validity through validity content by experts and validity statistics using SPSS 25, and its reliability test use coefficient Cronbach's Alpha with value >0.60.

**Table 2. Indicator Variables**

Variables	Indicator	Source
Teaching Practice	1. Preparation for learning. 2. Teaching practice. 3. Compiling and developing learning media. 4. Develop and develop evaluation tools. 5. Non-teaching activities.	(Yuniasari, et al, 2017) and (Devi et al., 2023)

Variables	Indicator	Source
Perception of the Teaching Profession	1. Perception of appreciation towards the teaching profession. 2. Perception of teacher workload. 3. Perceptions of teacher well-being, health, and safety. 4. Perception of challenges of the teaching profession.	(Heffernan et al., 2019)
Interest in Becoming a Teacher	1. The tendency remains to pay attention to the teaching profession. 2. A sense of love and joy towards the teaching profession. 3. A sense of pride in the teaching profession. 4. A sense of interest or attraction towards the teaching profession.	(Aini, 2018)
Readiness to Become a Teacher	1. Pedagogical knowledge. 2. Professional practice. 3. Social involvement. 4. Personality self management.	(Kemendikbudristek 2017) and (Manasia et al., 2020)

The data were analyzed using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method with WarpPLS 7.0 software, focusing on both the measurement model (outer model) and structural model (inner model). The two main advantages of SEM analysis are being able to test the entire complex research model simultaneously and analyzing latent variables by taking into account measurement errors (Sholihin et al, 2021). Below are the model specifications used in this study.



**Figure 1.** Research model specifications

Based on the model specification diagram, it is known that the formative indicator variables are teaching practice variables and teacher professional perception variables. Meanwhile, the teacher interest and teacher readiness variables are reflective variables.

## Results

Characteristic Data Respondent categorized according to type gender and year force enter college height served in table as following.

**Table 3.** Characteristics Respondents

	Criteria	Amount	Presentation
<b>Gender</b>	Man	11	10.4%
	Woman	95	89.6%
<b>Entry Force</b>	2020	48	45.3%
	2021	58	54.7%

Most of the respondents were female with a total of 95 respondents (89.6%). Meanwhile, 11 respondents (10.4%) were male. Based on the college entrance class, there were 48 respondents (45.3%) who were Economics Education students from the 2020 intake and 58 respondents (54.7%) who were Economics Education students from the 2021 intake. The outputs of the data obtained showed that the total number of Economics Education students

from the 2021 intake was greater than the number of Economics Education students from the 2020 intake.

**Table 4. Descriptive Analysis**

	N Statistics	Range Statistics	Min. Statistics	Max. Statistics	Mean Statistics	Std deviation	Skewness
X1	106	3	2	5	4.27	0.561	-.347 .235
X2	106	2	2	4	3.08	0.299	2.113 .235
Z1	106	4	2	5	4.00	0.756	-.674 .235
Y1	106	2	3	5	4.31	0.505	.366 .235
Valid N (listwise)	106						

The results of the descriptive analysis show that most variables have relatively high average values with data that tends to be homogeneous and normally distributed. The average value of the teaching practice variable is 4.27 with a standard deviation value of 0.561 and a skewness value of -0.347 indicates that students have positive teaching practice experience. Then the average value of the variable perception of the teaching profession is 3.08 with a skewness value of 2.113 and a standard deviation value of 0.299 indicating an imbalance in perception with a negative tendency towards the teaching profession. In the variable of interest in becoming a teacher, an average value of 4.00 was obtained with a standard deviation of 0.756 and a skewness of -0.674, indicating that although in general the variable of teacher interest is relatively high, the standard deviation value is greater than other variables indicating a strong level of interest and tends to be low among students of Economics Education, State University of Surabaya. Furthermore, the variable of readiness to become a teacher shows an average value obtained of 4.31 with a standard deviation of 0.505 and a skewness of 0.366, which means that in general students of Economics Education, State University of Surabaya are ready to undergo the teaching profession.

**Table 5. AVE Value Results**

Average variance extracted			
X <sub>1</sub>	X <sub>2</sub>	Z <sub>1</sub>	Y <sub>1</sub>
0.607	0.567	0.735	0.575

The AVE value >0.50 explains that all indicators in the four variables in this study are declared to meet the convergent validity test.

**Table 6. Results Loadings & Cross Loading Values**

	X <sub>1</sub>	X <sub>2</sub>	Z	Y
X <sub>1.1</sub>	0.774	0.193	0.003	-0.146
X <sub>1.2</sub>	0.839	0.156	-0.067	0.080
X <sub>1.3</sub>	0.744	-0.414	0.200	-0.331
X <sub>1.4</sub>	0.760	0.130	0.016	0.023
X <sub>1.5</sub>	0.776	-0.091	-0.138	0.354
X <sub>2.1</sub>	-0.013	0.744	0.177	0.018
X <sub>2.2</sub>	0.337	0.847	-0.093	-0.221
X <sub>2.3</sub>	-0.363	0.694	0.076	0.189
X <sub>2.4</sub>	-0.033	0.687	-0.162	0.061
Z <sub>1.1</sub>	-0.006	0.126	0.840	0.182
Z <sub>1.2</sub>	-0.039	0.060	0.858	-0.148
Z <sub>1.3</sub>	-0.056	-0.041	0.879	0.055
Z <sub>1.4</sub>	0.014	-0.142	0.851	-0.086
Y <sub>1.1</sub>	-0.481	0.116	-0.081	0.753
Y <sub>1.2</sub>	-0.047	-0.199	0.193	0.789
Y <sub>1.3</sub>	0.128	0.097	-0.043	0.779
Y <sub>1.4</sub>	0.442	-0.008	-0.081	0.711

The outputs of the discriminant validity test explain that the indicators in all variables are stated to be appropriate for measuring the intended variables and meet the appropriate criteria because the magnitude of the factor loading on each indicator in the intended variable is higher than the cross loading value on other variables.

**Table 7. The outputs of the AVE**

	$X_1$	$X_2$	$Z_1$	$Y_1$
$X_1$	0.779	0.660	0.463	0.775
$X_2$	0.660	0.753	0.477	0.645
$Z_1$	0.463	0.477	0.857	0.522
$Y_1$	0.675	0.645	0.522	0.759

The outputs of the AVE root show that the four variables meet the AVE criteria because the AVE root value of the targeted variable is higher than the other variables.

**Table 8. Composite Reliability Test Results**

Variables	Composite Reliability Coefficients
$X_1$	0.885
$X_2$	0.839
$Z_1$	0.917
$Y_1$	0.844

The Composite Reliability test explain that the coefficient for each variable is  $>0.70$  so that it meets the Composite Reliability criteria.

**Table 9. Cronbach's Alpha Test Results**

Variables	Cronbach's Alpha Coefficients
$X_1$	0.838
$X_2$	0.742
$Z_1$	0.880
$Y_1$	0.753

Cronbach's Alpha test results table, it can be seen that each variable is stated to meet the Cronbach's Alpha Coefficients criteria with a coefficient value  $>0.60$ .

**Table 10. Results of Model Fit and Quality Indices Test**

Model Fit and Quality Indices	Fit Criteria	Analysis Results	Information
APC	$P < 0.05$	0.310 ( $P < 0.001$ )	Meets the Fit model criteria
ARS	$P < 0.05$	0.518 ( $P < 0.001$ )	Meets the Fit model criteria
AARS	$P < 0.05$	0.507 ( $P < 0.001$ )	Meets the Fit model criteria
AVIF	Acceptable if $\leq 5$ , ideally $\leq 3.3$	1,803	Ideal
AFVIF	Acceptable if $\leq 5$ , ideally $\leq 3.3$	2,285	Ideal
GoF	Small $\geq 0.1$ , medium $\geq 0.25$ , large $\geq 0.36$	0.567	Large
SPR	Acceptable if $\geq 0.7$ , ideally = 1	1,000	Ideal
RSCR	Acceptable if $\geq 0.7$ , ideal ly = 1	1,000	Ideal
SSR	Acceptable if $\geq 0.7$	1,000	Accepted
NLBCDR	Acceptable if $\geq 0.7$	1,000	Accepted

Evaluation of the inner model using the Goodness of Fit Model (GoF) to measure the extent of the quality of the relationship between latent variables with various assumptions and model criteria that have been set (Fernandes, 2017).

**Table 11. Direct effect test results**

Relationship Between Variables		Path coefficient	p-value
X <sub>1</sub>	Y <sub>1</sub>	0.643	<0.001
X <sub>2</sub>	Y <sub>1</sub>	0.196	0.018
Z <sub>1</sub>	Y <sub>1</sub>	0.091	0.170

The outputs of the hypothesis test explain that in practice teaching and perception of the teaching profession partially influences readiness to become a teacher in a significant way. However, although interest in teaching shows a positives influence, it does not significantly affect readiness to become a teacher.

**Table 12. Results of the indirect effect test**

Exogenous Variables	Mediating Variables	Endogenous Variables	Indirect Path Coefficient	p-value
X <sub>1</sub>	Z <sub>1</sub>	Y <sub>1</sub>	0.035	0.302
X <sub>2</sub>	Z <sub>1</sub>	Y <sub>1</sub>	0.021	0.379

The outputs of the indirect influence hypothesis test explain that the teacher interestdoes not mediate the relationship between teaching practices and the perception of the teaching profession on readiness to become a teacher. This is indicated by the p-value >0.05. In addition, the total influence of X<sub>1</sub> on Y<sub>1</sub> was obtained as 0.678 with a p-value <0.001 and X<sub>2</sub> on Y<sub>1</sub> as 0.217 with a p-value of 0.010.

$$X_1 \rightarrow Y_1 = (0.678)^2 \times 100\% = 45.9\%$$

$$X_2 \rightarrow Y_1 = (0.217)^2 \times 100\% = 4.7\%.$$

Thus, teaching practice has a dominant contribution both directly and indirectly with a value of 45.9%. Then directly or indirectly, the perception of the teaching profession contributes 4.7%.

## Discussion

The results of the hypothesis test which explain that teaching practice has a direct and very significant effect on the readiness to become a teacher in Economics Education students at Surabaya State University with a large coefficient value indicate that teaching practice is a dominant factor that contributes to forming readiness to become a teacher. the extent of positives teaching practice experience directly contributes to an increase in students' readiness to become teachers. Teaching practice provides space for students to implement pedagogical theories and concepts that have been obtained during lectures in the context of real learning in schools so that students are able to improve their skills in designing and implementing the learning process, managing classes, using appropriate learning media, and adjusting teaching strategies to the characteristics and needs of students. By facing the challenges of teaching directly, students can practice critical, flexible, and solution-oriented thinking skills in solving problems in teaching activities.

Teaching practice also contributes to forming a professional attitude because in this process, communication skills, collaboration, and other interpersonal skills are trained which are very important in education. In other words, teaching practice helps students understand the complexity of the role of a teacher who can support readiness to become a teacher both in terms of knowledge, skills, and professional attitudes in carrying out teaching duties and responsibilities maturely and effectively. This outcome is in accordance with findings from researcher which reveal that the effectiveness of teaching practices in field experience plays a significant positives role in improving students' readiness to become teachers (Mulyati et al,

2023; Puspitasari et al, 2019). Thus, teaching practice is not only a formality in the education curriculum, but as an important foundation that forms readiness to become a teacher.

Then, the perception of the teaching profession that has a significant influence on the readiness to become teachers in Economics Education students of Surabaya State University with a positive coefficient value indicates that an increase in students' positive perceptions of the teaching profession contributes to an increase in students' readiness to become teachers. The perception of the teaching profession not only includes general views on the duties and responsibilities of teachers, but is also closely related to social appreciation, job stability, and career opportunities in the field of education. Students who view the teaching profession as a noble, meaningful job, and have a great contribution tend to show high motivation in the education process both theoretically and practically. A positive perception can foster students' mental readiness to face challenges in the world of education, encourage students to be more active in seeking experience by participating in formal and non-formal education activities, and building professional networks. Students who respect the teaching profession will strive to meet teacher competency standards and build resilience in facing the pressures and dynamics of the world of work. In other words, a positive perception of the teaching profession forms overall readiness from both cognitive, affective, and psychomotor aspects. These results are in accordance with research conducted by researcher which stated that perceptions of the teaching profession have a significant and positive impact on readiness to become teachers (Aayn et al, 2022; Sunardi et al, 2023). Therefore, perceptions of the teaching profession need to be formed through education, reflection-based learning, and effective field experiences so that prospective students demonstrate mature readiness both academically and professionally.

On the other hand, interest is often assumed as an important factor in shaping individual readiness in a profession. However, the findings in this study showed that interest did not provide a significant contribution to readiness to become a teacher. In addition, this can be seen from the results of the lowest statistical average compared to other variables indicating a weak intrinsic drive towards the teaching profession. In other words, teacher interest has not played a sufficient role in shaping the readiness of UNESA Economic Education students to become teachers directly even though the relationship shows a positive direction. Readiness to become a teacher includes more complex aspects such as theoretical knowledge, pedagogical skills, and skills in facing educational challenges. All of these aspects cannot be fulfilled only by having an interest but also by competencies that must be possessed in real terms such as teaching practice experience and continuing professional education. One possibility underlying this result is that student readiness is more determined by external factors such as teaching practice experience.

Students feel ready to become teachers because they get adequate provisions from these aspects regardless of the high or low personal interest in the teaching profession because of the dynamic and changeable nature of interest. High interest in the teaching profession is not necessarily directly proportional to the readiness needed to face pressure, moral responsibility, and other professional demands. Therefore, it does not directly reflect a real increase in readiness even though students express interest in the teaching profession. Teacher interest is important, but it is not enough to directly influence students' readiness to become teachers. The findings of this study contradict the results of research obtained by which stated that teacher interest has a positive correlation with readiness to become a teacher (Dayka et al, 2023). However, this is in line with the results of research conducted by researcher which concluded that teacher interest does not affect the level of readiness to become a teacher (Sundari, 2017;



Rahmawati et al, 2022). Then, the results of data processing on the indirect path coefficient show that teacher interest is not proven to significantly mediate the relationship between teaching practices and perceptions of the teaching profession towards readiness to become a teacher.

Teaching practice does not always foster a higher interest in the teaching profession or that the interest is not strong enough to encourage readiness to become a teacher so that the increase in student readiness to become a teacher is not significantly influenced by the level of student teacher interest even though they have undergone teaching practice. Teaching practice as a form of direct experience in the field is able to provide a real picture of the tasks and challenges of the teaching profession that allows students to build real pedagogical skills so that student readiness is more influenced by teaching practice experience than interest factors. Teacher interest tends to be stable and does not change easily because short-term practical experience is not strong enough to mediate the relationship. This statement is in accordance with several previous studies which revealed that real teaching experience contributes more to readiness to become a teacher compared to initial interest (Indria et al, 2024; Roisah et al, 2018). Thus, the findings of this study contradict the results of research obtained by researcher which stated that teacher interest is able to bridge the relationship between teaching practice and readiness to become a teacher (Devi et al, 2023).

The results of data processing in other mediation tests found that teacher interest also did not have a significant effect as a mediating variable in the relationship between the perception of the teaching profession and readiness to become a teacher. These results indicate that although students' perceptions of the teaching profession are positive, it is not always followed by an increase in students' interest in becoming teachers. In this case, teacher interest is more affective and emotional, such as seeing the teaching profession as an alternative career choice. Perceptions of the teaching profession can directly influence students' readiness to become teachers, but teacher interest is not necessarily formed only from perceptions so that it is not strong enough to bridge the relationship between students' perceptions of the teaching profession and readiness to become teachers. Thus, interest remains important as an initial motivation, but it is not enough to be a bridge in the perception of the teaching profession towards readiness to become a teacher so that in forming prospective teachers who are professionally ready, it is important to build and strengthen positive perceptions of the teaching profession, such as through teaching practice experience and professional ethics training.

## **Conclusion**

This study aims to determine the effect of teaching practices and perceptions of the teaching profession on the readiness to become teachers of Economics Education students at Surabaya State University with interest in becoming teachers as a mediating variable. Based on the analysis of Structural Equation Modeling-Partial Least Squares (SEM-PLS) data on 106 respondents of Economics Education students at Surabaya State University, the results of the study were that meaningful and structured teaching practices were proven to shape the professional readiness of prospective teachers in terms of pedagogical, psychological, and social competencies. Then, positive perceptions of the teaching profession increase student readiness by encouraging self-confidence, responsibility, and a positive attitude towards the world of education. However, the findings show that teacher interest does not mediate the relationship between teaching practices and student perceptions of the teaching profession towards readiness to become teachers, indicating that the interest factor is more independent or even constant so that it is not strong enough to bridge the two independent variables.

Overall, these results indicate that although teacher interest is an important factor, the formation of readiness to become a teacher is more determined by experience in the field and perceptions of the reality of the teaching profession. The findings of this study can be a reference for building professional readiness of teachers that is more contextual to educational needs and pays attention to teaching practices as a dominant factor in encouraging the readiness of prospective teachers. Theoretically, these findings contribute to the study of teacher education by strengthening the argument that experience and perception have a greater impact on professional readiness than interest, thus encouraging the development of a new conceptual framework that combines affective, cognitive, and empirical aspects in a more balanced way in explaining readiness to become a teacher.

## Acknowledgment

-

## References

- Aayn, S. L., & Listiadi, A. (2022). Pengaruh pengenalan lapangan persekolahan, persepsi profesi guru dan efikasi diri terhadap kesiapan menjadi guru (Mahasiswa Program Studi Pendidikan Akuntansi UNESA). *Jurnal Studi Guru Dan Pembelajaran*, 5(1), 132-140. <https://doi.org/10.30605/jsdp.5.1.2022.1738>
- Aini, E. N. (2018). Pengaruh Efikasi Diri dan Persepsi terhadap Minat Menjadi Guru Ekonomi Pada Mahasiswa Program Studi Pendidikan Ekonomi 2015 UNESA. *JPEKA: Jurnal Pendidikan Ekonomi, Manajemen dan Keuangan*, 2(2), 83-96. <https://doi.org/10.26740/jpeka.v2n2.p83-96>
- Dayka, R. D. W. H., Winatha, I. K., Suroto, S., Rusman, T., Rizal, Y., & Nurdin, N. (2023). The Influence Of Teaching Readiness, Perception Of The Teaching Profession, And Family Environment On Interest In Becoming A Teacher. *Economic Education and Entrepreneurship Journal*, 6(1), 89-96. <https://doi.org/10.23960/e3j/v6i1.89-96>
- Devi, H. R. P., Kurniawan, R. Y., & Abd Majid, M. Z. B. (2023). Self-efficacy, teaching practice, and teacher readiness: Mediating role teacher interest. *International Journal of Emerging Research and Review*, 1(3), 000039-000039. <https://doi.org/10.56707/ijer.v1i3.39>
- Febriati, D. I. (2022). Pengaruh persepsi profesi, minat, dan sikap keguruan terhadap kesiapan mengajar mahasiswa kependidikan (Doctoral dissertation, Universitas Negeri Malang).
- Fernandes, A. A. R. (2017). Metode statistika multivariat pemodelan persamaan struktural (sem) pendekatan warpls. Universitas Brawijaya Press.
- Heffernan, A., Longmuir, F., Bright, D., & Kim, M. (2019). Perceptions of teachers and teaching in Australia.
- Indria, S., Orrico, A. I., Amalia, L., Hilimatussadiyah, K. G., & Nuriansyah, F. (2024, June). The Effect of Prior Knowledge and Technology Mastery on the Readiness to Become Prospective Teachers in Students of the Education Study Program at FPEB, Universitas Pendidikan Indonesia. In 8th Global Conference on Business, Management, and Entrepreneurship (GCBME 2023) (pp. 333-344). Atlantis Press. [https://doi.org/10.2991/978-94-6463-443-3\\_45](https://doi.org/10.2991/978-94-6463-443-3_45)
- Kondrashova, L., Chuvasova, N., Chuvasov, M., Volkova, N., Drazhko, O., Mankuta, A., & Krasiuk, I. (2023). Readiness of future teachers for successful professional activities is the result

- of effective management of the university's educational process. *Revista de Gestão e Secretariado*, 14(8), 14094-14109. <https://doi.org/10.7769/gesec.v14i8.2517>
- Manasia, L., Ianos, M. G., & Chicioreanu, T. D. (2019). Pre-service teacher preparedness for fostering education for sustainable development: An empirical analysis of central dimensions of teaching readiness. *Sustainability*, 12(1), 166. <https://doi.org/10.3390/su12010166>
- Mardhatillah, O., & Surjanti, J. (2023). Peningkatan Kompetensi Pedagogik dan Profesionalitas Guru di Indonesia Melalui Pendidikan Profesi Guru (PPG). *Jurnal Pendidikan Ekonomi Undiksha*, 15(1), 102-111. <https://doi.org/10.23887/jjpe.v15i1.65200>
- Mulyati, S., & Sopiah, S. (2023). Influence of Field Experience Practices on Student Readiness to Become Teachers and their Self-Efficacy Levels. *International Journal of Studies in Education and Science*, 4(2), 137-150. <https://doi.org/10.46328/ijses.71>
- Puspitasari, W., & Asrori. (2019). Pengaruh Praktik Pengalaman Lapangan Terhadap Kesiapan Menjadi Guru Dengan Efikasi Diri Sebagai Variabel Inervening. *Economic Education Analysis Journal*, 8(3), 1061–1078. <https://doi.org/10.15294/eeaj.v8i3.35724>
- Rahmawati, R., & Rafsanjani, M. A. (2022). The Influence of Teaching Skills and Interests on Teaching Readiness for Economic Education Study Program Students Class of 2018 UNESA. *Buana Pendidikan: Jurnal Fakultas Keguruan dan Ilmu Pendidikan Unipa Surabaya*, 18(2), 270-278. <https://doi.org/10.36456/bp.vol18.no2.a5463>
- Ramadhan, M. (2021). Metode penelitian. Cipta Media Nusantara.
- Roisah, B., & Margunani, M. (2018). Pengaruh minat menjadi guru, penguasaan MKDK, dan PPL terhadap kesiapan mahasiswa menjadi guru. *Economic Education Analysis Journal*, 7(1), 59-74.
- Septianti, D. M., Zulaihati, S., & Fauzi, A. (2022). The effect of interest in being a teacher, self-efficiency, and field experience practices on preparedness to be teacher. *International Journal of Multidisciplinary Research and Literature*, 1(5), 555-565. <http://dx.doi.org/10.53067/ijomral.v1i5.78>
- Sholihin, M., & Ratmono, D. (2021). Analisis SEM-PLS dengan WarpPLS 7.0 untuk hubungan nonlinier dalam penelitian sosial dan bisnis. Penerbit Andi.
- Sunardi, S., Syarifudin, R., & Machmoed, B. R. (2023). Pengaruh Minat dan Persepsi Profesi Guru Terhadap Kesiapan Menjadi Guru Produktif Mahasiswa Program Studi Kependidikan. *Jambura Journal of Engineering Education*, 2(1), 22-29. <https://doi.org/10.37905/jjee.v2i1.17868>
- Sundari, I. (2017). Pengaruh Minat Menjadi Guru dan Praktik Pengalaman Lapangan (PPL) terhadap Kesiapan Menjadi Guru Mahasiswa Angkatan 2013 Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta.
- Wafa, M. A., & Kusmuriyanto, K. (2020). Peran Praktik Pengalaman Lapangan dalam Memediasi Pengaruh Self Efficacy dan Penguasaan MKDK terhadap Kesiapan Menjadi Guru. *Economic Education Analysis Journal*, 9(2), 584-600. <https://doi.org/10.15294/eeaj.v9i1.39466>
- Wahjusaputri, S., & Purwanto, A. (2022). Statistika Pendidikan (p. 298). CV Bintang Semesta Media.

- Winarni, E. W. (2021). Teori dan praktik penelitian kuantitatif, kualitatif, PTK, R & D. Bumi Aksara.
- Yuniasari, T., & Djazari, M. (2017). Pengaruh minat menjadi guru, lingkungan keluarga, dan praktik pengalaman lapangan (PPL) terhadap kesiapan menjadi guru akuntansi mahasiswa pendidikan akuntansi angkatan 2013 FE UNY. *Jurnal Pendidikan Akuntansi Indonesia*, 15(2), 78-91. <https://doi.org/10.21831/jpai.v15i2.17220>