

The Influence of Employability Skills on Teaching and Self-Efficacy on the Interest in Becoming Teachers

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DOI: 10.15294/eeaj.v13i2.3922

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Article History

Received: 28 April 2024

Approved: 11 June 2024

Published: 30 June 2024

Keywords

Employability Skills on Teaching; Interest in Becoming a Teacher; Self-Efficacy

Abstract

This research aims to determine the influence of employability skills on teaching and self-efficacy on interest in becoming teachers among students in the Office Administration Education Study Program. This research examines the issue of employability skills on teaching or teaching skills and self-confidence or self-efficacy which is associated with interest in becoming a teacher. This research uses an explanatory method with a quantitative approach. The sample in this study was all students of the Office Administration Education Study Program Class of 2020. The sample for this study used a saturated sampling technique. The data collection technique used in this research used questionnaires and documentation. The data analysis method used is multiple linear regression analysis using the Statistical Package for the Social Sciences (SPSS) version 22 software. The results of the t test in this study show that employability skills on teaching have no effect on interest in becoming a teacher, self-efficacy has an effect positive and significant on interest in becoming a teacher, and the results of the f test show that simultaneously employability skills on teaching and self-efficacy have a positive and significant effect on interest in becoming a teacher among students in the Office Administration Education Study Program.

How to Cite

Kurniawati, H., & Puspasari, D.(2024). The Influence of Employability Skills on Teaching and Self-Efficacy on the Interest in Becoming Teachers. *Economic Education Analysis Journal*, 13 (2), 127-140.

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p-ISSN 2252-6544

e-ISSN 2502-356X

INTRODUCTION

Since a person is born, education has become an important part of his life, therefore the relationship between humans and education cannot be separated. Rahmadiyahani, et al (2020) stated that education is a process of preparing the nation's next generation to lead a dynamic life in an effective and efficient manner. Education is a form of effort carried out by an individual with full awareness to shape and build a better person. Education can be carried out in various forms of activities, such as teaching, guidance, training, and even research. Education is a journey process in which the nation and society go through to prepare the young generation to lead a new life in the future that is able to realize their life goals systematically, so that an individual's life can run effectively and efficiently (Gotama, 2011).

National Education System Law no. 20 of 2003 Article 1 states that education is a planned thing carried out by an individual in order to create a series of learning processes and atmosphere to be more active in developing their potential in order to obtain spiritual strength, self-control, behavior, religion, personality and skills. It is indeed necessary to establish social life within the community, nation and state (Yulianto & Khafid, 2016). In this case, education carried out by humans can be said to be mandatory. With education, humans can gain prosperity through knowledge, theory, insight and skills which cover several aspects, such as cognitive, affective, psychomotor and pedagogical aspects (Agusti & Rahmadhani, 2020). A little or a lot of education that humans receive from an early age will certainly be useful in human life in the future.

In the world of education, the main factor that determines the success and achievement of good education is the role of professional teachers. Hamid (2017) states that professional teachers are instructors whose qualifications meet the requirements of the teaching profession. Therefore, teacher pro-

fessionalism contains a great responsibility that must be realized in order to develop a teacher's expertise and dedication to the world of education. So that we are able to consciously implement the theory obtained in lectures into professional practice. Becoming a teacher is not a profession that everyone can choose, because a teacher not only provides knowledge in the classroom but also guides and shapes the personalities of his students. "A teacher and lecturer must have academic qualifications, competence, educator certification, be physically and spiritually healthy, and have the ability to realize national goals" according to Law Number 14 of 2005 concerning Teachers and Lecturers (Ulin & Oktarina, 2014).

The results of a survey conducted by researchers on some of the Office Administration Education Study Program students class of 2020 showed that after graduating, almost all of them said they were ready to work. Therefore, as long as you are still a student, you must be able to adjust your skills or qualifications to your favorite profession, you must be ready to face challenges in the future because as the years go by, the education and work order in Indonesia will develop (Hanapi, et al, 2018).

Office Administration Education Study Program students who feel satisfied and comfortable in their role as teachers or educators, enjoy having discussions with many people, enjoy looking for new things and other activities related to the teaching profession, of course this will stimulate interest in becoming a teacher. A person's interest or interest is what drives and shapes his actions to realize his dreams (Amalia & Pramusinto, 2020). The desire to work as a teacher can be one of the main factors in the readiness of students registered in the Study Program to work in the field of education. A person will be more serious about achieving his dream if he has an interest. In contrast to someone whose interest in teaching has not yet developed or does not even want to teach even though they are studying in an education study program, someo-

ne who is interested in teaching in the future will put more effort and increase their credibility. to make this wish come true (Roisah & Margunani, 2018).

A person's interests and likes that motivate and shape his behavior to realize his dream of becoming a teacher are another definition of interest in becoming a teacher. Students who are interested in teaching will feel satisfied, focus their minds, and adjust their behavior to suit the needs of the profession they want to pursue in the future. Astarini & Mahmud (2015) stated that interest develops as a result of internal and external influences, rather than being present without anyone influencing it. A person's interests that are driven by his own desires and are not influenced by external pressure are the meaning of internal factors, such as emotional factors, self-efficacy or self-confidence, employability skills, motivation and mastery of knowledge. Meanwhile, external factors are factors that are influenced by other individuals and the surrounding environment, such as family, social and other external factors that may influence a person's interests.

In every work profession, individuals must carry out tasks professionally as a form of responsibility for their profession. An expert in educational management, namely Glickman (2023), stated that a person will carry out work professionally if he has employability skills and confidence in the skills he has. Employability skills are a set of skills that a person has which will later be implemented and needed to enter the world of work, in order to survive and develop potential in the workplace (Rahmawati, 2015). Meanwhile, teaching is a way to increase one's knowledge in the fastest and most effective way. So it can be concluded that employability skills on teaching or teaching skills according to Tamala, et al (2010) are guidance to students in the learning process and as a means of helping, guiding, growing one's knowledge, values, appreciation, skills and attitudes.

Several skills are included in employability skills, namely hard skills and soft skills,

these two things are really needed by teachers and prospective teachers to be applied in the workplace, namely the world of school. Hard skills are knowledge abilities and professional abilities to carry out work that has a new concept and aims to build personal qualifications (Putri & Harahap, 2023). Meanwhile, soft skills are interpersonal and personal traits such as initiative, teamwork, decision making, and communication that improve and optimize human performance (Gotama, 2011). It can be concluded that both hard skills and soft skills are equally important for individuals as teachers and prospective teachers. These two components are mutually sustainable and complement each part of an individual, especially in application in the world of education.

Achdiani & Rusliyani (2017) stated that students will easily understand and accept the material, not only looking at the students' ability to absorb the lessons, but the employability of the on-teaching skills mastered by the teacher in providing an effective learning process is also worth considering. So the teacher's role is required to continue to search for information related to knowledge, develop the skills they have and keep up with changes in new, more advanced methods. According to Khotimah & Wiyono (2022), employability skills on teaching are needed by prospective teachers who will work because knowledge is always developing and is dynamic. Like teachers who work in the world of schooling, where when teachers do not follow technological developments, their students will not get the best teaching facilities, due to a lack of knowledge and skills.

Achdiani & Rusliyani (2017) revealed forms of employability skills on teaching that are very important in determining the quality of learning, such as the ability to open and end lessons, manage the class, explain concepts, ask questions, and organize students into small groups for discussion. This statement is supported by Tamala, et al (2010) who state that there are 8 employability skills on teaching which play a very important role in determining the success and achievement of

a learning output, consisting of: discussions, small group and individual teaching, asking questions, offering opinions, offering variants, explaining, starting and ending the lesson.

Based on this statement, an internal factor that can foster interest in becoming a teacher apart from employability skills on teaching is self-efficacy or self-confidence. A person's belief in their ability to successfully complete a task is known as self-efficacy. A person's ability to discover and realize his or her potential is greatly influenced by the level of self-efficacy he or she has (Aini, 2018). A person's physical abilities, intelligence, hobbies and personality can influence their level of self-efficacy, which can have an impact on their attitude towards their work (Wahyuni & Setiyani, 2017). These are several factors that influence self-efficacy, which is essentially an evaluation of one's own skills. One element that influences a person's interest in choosing a particular job is self-efficacy, meaning that a high sense of self-efficacy can influence an individual to choose a job other than being a teacher by adjusting the desired skills and profession.

Self-efficacy is an attitude that must be evaluated carefully before deciding on professional work goals. This statement is supported by the research results of Agusti & Rahmadhani (2020) and Aini (2018) which suggest that self-efficacy influences a person's actions as the belief that a person can complete a series of tasks required to achieve certain goals. It can be concluded that self-efficacy can help students know which direction their skills, abilities or competencies tend to go, so that students can be said to be interested or not in becoming a teacher. Every individual is different in their level of self-efficacy. A person with high self-efficacy will have high goals to achieve the desired target. The target of self-efficacy in this case is interest in becoming a teacher for Office Administration Education Study Program students. The quality and results of student learning will be influenced by teachers who have a high level of self-efficacy (Septianti, et al, 2022).

The vision, mission and objectives of the Office Administration Education Study Program are to produce students who have the knowledge, skills and knowledge in the field of education and office administration to solve problems in the world of work using transformative learning principles, graduates who are able to establish good and sustainable communication so that they can become professional teachers. This is in line with the employability skills on teaching and self-efficacy that must be possessed and need to be matured in students of the Office Administration Education Study Program, Surabaya State University. Later, you can provide guidance regarding the context of your future job interests, such as being a teacher.

Based on survey results obtained by researchers of some of the 2020 Surabaya State University students who were registered in the Office Administration Education Study Program, there were far more people who were hesitant or even not interested in becoming teachers compared to students who were interested in becoming teachers. So it could be said that prospective teacher students from the 2020 Office Administration Education Study Program are still not sure about their interest in becoming teachers. This is inversely proportional to the vision, mission and goals embedded in the Office Administration Education Study Program.

Of course, there are various reasons or factors that students can express that they are hesitant and even tend to have no interest in becoming a teacher, including: students decide to enter the Education Study Program because of the influence of other people, they are confused about what study program to choose so that the student's final choice is to choose the Education Study Program, ignorance that entering the Education Study Program is to become a teacher in the future, and the level of employability skills on teaching and self-efficacy is still low. Based on the conclusions of the primary and secondary data from the preliminary study obtained by researchers, the main factors underlying the Office Admi-

nistration Education Study Program class of 2020 students are hesitant and not interested in becoming teachers because their self-efficacy and employability skills or skills as teachers still need to be improved.

The explanation of the problems that occur in the Office Administration Education Study Program is also strengthened by the phenomenon from the results of research conducted by Fajri (2021) regarding employability skills which states that there are some students who are not confident and are not interested in becoming teachers because they feel they do not have teaching skills or employability skills. On teaching and the skills possessed by these students do not match the skills required by the teaching profession. Apart from that, it is also influenced by the feeling of self-efficacy or confidence in your skills and abilities in carrying out your responsibilities when becoming a teacher. This statement is also supported by the phenomenon of research by Achdiani & Rusliyani (2017) which states that there are still students who are basically designed to become teachers but do not yet understand the employability of teaching skills. There is a lack of mastery of knowledge and skills for prospective teachers, such as the skills to open and manage learning activities and conduct discussions. This statement is in accordance with what was presented in the research of Tamala, et al (2010) where there are 8 employability skills on teaching which play an important role in successful learning.

Each individual has varying levels of employability skills on teaching and self-efficacy in varying circumstances, depending on the demands of the situation, the presence of other people or competitors, and many other things that can influence differences in levels of employability skills on teaching and self-efficacy held by each other. Enthusiasm in teaching and becoming a teacher can be driven by students' self-confidence in their ability to educate. The greater a student's interest in becoming a teacher, the more confident they will be in their capacity to function as an educator. On the other hand, a student's desire to

become a teacher decreases as their self-confidence in their abilities decreases (Rahmadiyah, et al, 2020).

There is a gap with previous research, namely that conducted by Fauzi, et al (2023) where the variable interest in becoming a teacher is a mediating variable, while self-efficacy and teaching skills are independent variables. In contrast, in research conducted by researchers, interest in becoming a teacher is a dependent variable which is influenced by employability skills on teaching and self-efficacy as an independent variable. An update in the research carried out by researchers at this time is conducting research on employability skills on teaching, discussing more significantly regarding teaching skills regarding interest in teacher work. Previous research that is relevant to research carried out by current researchers by analyzing employability skills or skills in general and interests is research conducted by Nurul et al (2014) which states that employability skills are related to interest, which is a person's behavior in doing something. Increasing employability skills will make students increasingly needed in the world of work.

Based on the phenomena, problems, differences and updates with previous research, researchers are interested in studying further by conducting research entitled "The Influence of Employability Skills on Teaching and Self-Efficacy on Interest in Becoming a Teacher".

METHODS

This research uses a quantitative approach with an explanatory method with the aim of explaining the position of each variable studied and the influence between independent and dependent variables (Sugiyono, 2022). The sample for this research was all students from the 2020 Office Administration Education Study Program, totaling 64 students. This research used total sampling because the population was less than 100, so the entire population was used as the research sample (Sugiyono, 2022). Data collection techniques

use questionnaires and documentation. Data collection through questionnaires was carried out in a closed manner with the help of a Google form which contained statement items related to employability skills on teaching, self-efficacy, and interest in becoming a teacher. Meanwhile, documentation is in the form of a profile from the Office Administration Education Study Program. The data analysis technique in this research uses multiple linear regression by carrying out a series of tests, namely instrument testing, classical assumption testing and hypothesis testing.

The independent variable is Employability Skill on Teaching (X1) with research indicators according to Zakaria, et al (2014), namely communication skills, professional ethics and morality, personal qualities, critical thinking in solving problems. The independent variable is Self-Efficacy (X2) with research indicators according to Agusti (2020), namely difficulty (level), strength (strength) and generalization (generality). The dependent variable is Interest in Becoming a Teacher (Y) with the research indicator according to Yuniasari, et al (2017) being the desire to gain knowledge and information related to the teaching profession, efforts to become a teacher. Meanwhile, according to Aini (2018), the indicator of interest in becoming a teacher is a feeling of enjoyment towards the teaching profession, a feeling of pride in the teaching profession. The temporary hypothesis proposed in this research is that employability skills on teaching (X1) have a positive and significant effect on

interest in becoming a teacher (Y) where H1 is declared accepted, then self-efficacy (X2) has a positive and significant effect on interest in becoming a teacher (Y) where H2 is declared accepted.

RESULTS AND DISCUSSION

Descriptive analysis in this research uses minimum, maximum, mean and standard deviation. There are 2 independent variables, namely employability skills on teaching and self-efficacy, 1 dependent variable, namely interest in becoming a teacher. This analysis uses SPSS for Windows Release 22 media, so the descriptive statistical test results are obtained in the Table 1.

Based on the descriptive test results in Table 1, it shows that the Employability Skill on Teaching (X1) variable shows that the minimum value is 30.00, the maximum value is 55.00, the mean value is 42.5469, and the deviation value is 6.18480. These results show the value The mean is greater than the deviation value so that the data deviation that occurs is low so the value distribution is even.

Based on the calculation results from the statistical description, the Self-Efficacy (X2) variable shows that the minimum value is 22.00, the maximum value is 40.00, the mean value is 30.0313, and the deviation value is 4.05897. These results show that the mean value is greater than the deviation value so that the data deviation is low so the value distribution is even.

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std.Deviation
Employability Skill on Teaching	64	30.00	55.00	42.5469	6.18480
Self-Efficacy	64	22.00	40.00	30.0313	4.05897
Interest in Become a Teacher	64	21.00	50.00	35.4531	6.90279
Valid N (listwise)	64				

Source: Processed Primary Data, 2024

Based on the calculation results from the statistical description, the variable Interest in Becoming a Teacher (Y) shows that the minimum value is 21.00, the maximum value is 50.00, the mean value is 35.4531, and the deviation value is 6.90279. These results show that the mean value is greater than the deviation value so that the data deviation is low so the value distribution is even.

The normality test is carried out to assess whether the distribution of data on a variable is normally distributed or not. A regression model with normally distributed residuals is considered good, because this indicates good characteristics of the model. Based on table 2, it can be interpreted that the data distribution is normally distributed via Kolmogorov-Smirnov with an Asymptotic Significance value of $0.200 > 0.05$.

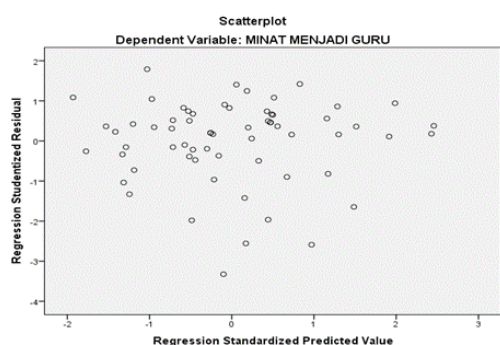


Figure 1. Heteroskedastisitas Results
Source: Processed Primary Data, 2024

The heteroscedasticity test is carried out to find out whether there are differences in the regression model from one observation to another (Ghazali, 2018). This heteroscedasticity test uses a Scatterplot graph. Based on Figure 1, it shows that the distribution of points is random and is spread at number 0 on the Y axis both above and below. This means that heteroscedasticity does not occur.

The multicollinearity test aims to test whether the multiple regression model has a high correlation between the independent variables (Silalahi, 2010). Based on table 3, the VIF value is $2,775 < 10$ and the tolerance value of all independent variables is $0.360 > 0.1$, so it is concluded that the regression model does not have multicollinearity.

Multiple linear regression analysis was carried out to find out how much influence the independent variable (X) has on the dependent variable (Y). Based on Table 3 it is known:

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

$$= -3.882 + 0.075 X_1 + 1.204 X_2 + e$$

However:

- Y = Interest in become a teacher
- a = constant value
- X1 = Employability skill on teaching
- X2 = Self-Efficacy

Table 2. Normality Test Results

One-Sample Kolmogorof-Smirnov Test		
		Unstandardized Residual
N		64
Normal Parameters	Mean	.0000000
	Std.Deviation	4.46577580
Most Extreme Differences	Absolute	.157
	Positive	.007
	Negative	-.157
Test Statistic		.157
Asymp. Sig. (2-tailed)		.200
a. Test distribution Normal b. Calculated from data c. Lilliefors Significance Correction		

Source: Processed Primary Data, 2024

Table 3. Results of Multicollinearity Test, Multiple Linear Regression, and Parcial Test

Model	Coefficients						Coefficients Statistics	
	Understandardized Coefficients		Standardized Coefficients	T	Sig	Tolerance	VIF	
	B	Std. Error						
1 (Constant)	-3.882	4.336		-889	.337			
Empoyability	0.75	.154	.067	.487	.628	.360	2.775	
Self-Efficay	1.204	.235	.708	5.129	.000	.360	2.775	

a. Interest in Become a Teacher

Source: Processed Primary Data, 2024

- B1 =Slope associated with the variable employability skill on teaching
 B2 =Slope associated with the variable self-efficacy
 e = error

So it can be interpreted as follows:

The a value of -3.882 is a constant or condition when the variable Interest in Becoming a Teacher (Y) has not been influenced by the independent variables. If the independent variable does not exist then the Interest in Becoming a Teacher variable does not change.

The X1 value of 0.075 indicates that the Employability Skill On Teaching variable has a positive influence and every 1 unit increase in the Employability Skill On Teaching variable will influence the Interest in Becoming a teacher variable by 0.075. Assuming that other variables are not examined in this research.

The X2 value of 1.204 indicates that the Self-Efficacy variable has a positive influence and every 1 unit increase in the Self-Efficacy variable will influence the Interest in Becoming a teacher variable by 1.204. Assuming that other variables are not examined in this research.

Based on the results listed in Table 3, the t test aims to find out whether the independent variable has an influence on the dependent variable partially (individually). Decision making in this t test is carried out by looking at the significant value of 0.05 and the coeffi-

cients table of 1.997.

The results of the t test of this research on the variable Employability Skill On Teaching on Interest in Becoming a Teacher showed that the variable significance value was $0.628 > 0.05$ and the t count was $0.487 < 1.997$, so it was concluded that H01 was accepted and H1 was rejected, which means there is no influence on Employability Skill On Teaching regarding Interest in Becoming a Teacher.

Then the significant value of the Self-Efficacy variable on Interest in Becoming a Teacher is $0.000 < 0.05$ and t count is $5.129 > 1.997$, so it can be concluded that H02 is rejected and H2 is accepted, which means there is an influence of Self-Efficacy on Interest in Becoming a Teacher.

The F test aims to find out whether the independent variable has an influence on the dependent variable simultaneously (together). Decision making in the F test by looking at the F value in the ANOVA table, the significant value used is 0.05. Based on the results in table 4 above, it is known that the significance value for the influence of Employability Skills on Teaching (X1) and Self-Efficacy (X2) simultaneously on Interest in Becoming a Teacher (Y) is 0.000 and the calculated F value is 42.371, so it can be concluded that H03 rejected and H3 accepted, which means that there is a simultaneous influence of Employability Skills on Teaching (X1) and Self-Efficacy (X2) on Interest in Becoming a Teacher (Y).

Table 4. Results of Simultan Test

ANNOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	1745.441	2	872.720	42.371	.000 ^b
	Residual	1256.419	61	20.597		
	Total	3001.859	63			

A. Dependent Variable: Interest in Becoming Teacher
 B. Predictors: (Constant), Self-Efficacy, Employability Skill on Teaching

Source: Processed Primary Data, 2024

Table 5. Result of Coefficients Determinance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.763	.581	.568	4.53839

a. Predictors: (Constant), Self-Efficacy, Employability Skill On Teaching

Source: Processed Primary Data, 2024

The coefficient of determination test (R²) is carried out to determine and measure how much influence the independent variables simultaneously have on the dependent variable which is indicated by the adjusted R-Square value. Based on table 5 above, it can be seen that the R square value is 0.581. This means that the size of the independent variable can explain 58.1% of the dependent variable, while 41.9% is explained by other variables outside the independent variable in this study.

The Influence of Employability Skills on Teaching on Interest in Becoming a Teacher in Office Administration Education Students

Based on the results of the t test in this study, results were obtained which showed that the variable employability skills on teaching and interest in becoming a teacher among students in the Office Administration Education Study Program at Surabaya State University did not have a significant influence. The calculated t value of the employability skill

on teaching variable is 0.487 and the significant value is $0.628 > 0.05$. This shows that the employability skill on teaching variable has no effect on the variable interest in becoming a teacher and it can be concluded that H1 in this research is rejected while H01 is accepted. The results do not have a significant effect, this could be because the employability skills of the Office Administration Education Study Program students do not specifically influence their interest in becoming a teacher, but rather their interest in other jobs because there is a gap related to salary, career allowances and welfare in other work professions. Apart from that, employability skills on teaching do not affect interest in becoming a teacher because the teaching skills of students in the Office Administration Education Study Program can develop due to direct teaching activities in the field, such as microteaching activities and the School Field Introduction (PLP) program, where these activities trigger interest. to the teacher dimension. Like research by Puspasari & Rahmawati (2023) which states that the

PLP variable influences interest in becoming a teacher. It can be concluded that there are other variables that have a more positive and significant influence on teacher professional interest. This statement is supported by research conducted by Aziz (2019) which suggests that employability skills or entrepreneurial skills have a positive effect on interest in entrepreneurship. Where the skills possessed are for entrepreneurship and the interest possessed is entrepreneurship, the data collection process is carried out by providing various instruments to respondents related to the interest dimension of entrepreneurship, not the teacher dimension.

Based on the statement above, students from the Office Administration Education Study Program develop their interest in becoming teachers not by improving their teaching skills but by other things, such as increasing their confidence and participating in activities related to the teaching profession. The results that had no effect in this research were also reinforced by research by Khotimah & Wiyono (2022) which stated that employability skills influence an individual's readiness to work, not just interest, especially in the teaching profession. Because it is still a dimension of interest in the teaching profession, the results have no effect.

Rasul, et al (2013) explained that employers consider work skills to be very important, so educational institutions must pay attention and always improve work skills for graduates. This statement proves that employability skills are related to work, not just interest or interest but more than that. This statement is supported by research by Subekti & Ana (2018) which states that employability skills have a positive influence on students' career choice decisions which can provide views on what profession the student works in.

From the various studies above, it can be concluded that employability skills do have an influence on interest, but not in the teacher dimension but other dimensions. Apart from that, employability skills are closely related to the work environment, where employability

skills can not only generate interest but also more than that, such as work readiness and maturity. Therefore, the results of this research are that the employability skill on teaching variable has no effect on interest in becoming a teacher.

The Influence of Self-Efficacy on Interest in Becoming a Teacher in Office Administration Education Students

The results of the t test show that there is a strong relationship between self-efficacy and interest in becoming a teacher among Office Administration Education students at Surabaya State University. The calculated t value obtained was 5.129 and the significance value obtained was 0.000. This shows that there is a positive and significant relationship between the self-efficacy variable and the interest variable in becoming a teacher among students in the Office Administration Education Study Program, Surabaya State University. So H2 is declared accepted.

According to Wijaya (2007) in Fajri's (2021) research, self-efficacy influences a person's whether or not they achieve their set goals. Based on this statement, it can be concluded that if you have high self-efficacy, the higher your interest in becoming a teacher. This is in line with research conducted by Wahyuni & Setiyani (2017) where their research proves that there is a significant positive influence between self-efficacy and interest in becoming a teacher. This explanation is reinforced by research conducted by Fajri (2021) which explains that there is a positive and significant influence of self-efficacy on interest in becoming a teacher. Therefore, self-efficacy and interest are closely related to each other. Self-efficacy here is a driver or supporter of interests that have been embedded in students, whether the level is still low or high, apart from that it can also be a basic provision for interest in becoming a teacher. This statement is supported by the results of research by Larasati, et al (2022) which proves that there is a partially positive and significant influence between self-efficacy and interest in becoming

a teacher. This was confirmed by Aini (2018) who stated that self-efficacy influences interest in becoming a teacher. Apart from that, this research is also relevant to research conducted by Astarini & Mahmud (2015) where there is indeed a partial influence between self-efficacy and interest in becoming a teacher.

The Influence of Employability Skill on Teaching and Self-Efficacy on Interest in Becoming a Teacher in Office Administration Education Students

The results of the F test show that there is a relationship or correlation between the variables employability skills on teaching and self-efficacy and interest in becoming a teacher among students in the Office Administration Education Study Program, Surabaya State University. The calculated F value obtained is 42.371. Apart from that, the significance value is 0.000. This shows that there is a positive influence between the variables employability skills on teaching and self-efficacy on interest in becoming teachers among students in the Office Administration Education Study Program, Surabaya State University. So H3 is declared accepted. This shows that the influence of the variables employability skills on teaching and self-efficacy on students' interest in becoming teachers is significant. Apart from that, the coefficient of determination test result in this study was 0.581. This shows that 58.1% of interest in becoming a teacher is driven by employability skills on teaching and self-efficacy simultaneously, and the other 41.9% is influenced by other factors not covered in this research.

Based on the explanation above, it can be concluded that employability skills on teaching and self-efficacy have a positive and significant influence simultaneously on the interest variable in becoming a teacher for students in the Office Administration Education Study Program, Surabaya State University. Therefore, to increase students' interest in becoming teachers, awareness is needed to have basic teaching skills and the confidence to implement these in front of students. Not only

do they have it, but they also have to continue to hone and develop it because the education system changes over time, so prospective teachers must be responsive in preparing provisions to become teachers to realize the goals of the students' own interests.

Based on the statements and results of this analysis, it is also supported by research conducted by Nuraisyiah, Isnaini & Nurjanah (2023) regarding self-efficacy which influences interest in becoming a teacher. Apart from that, it is also strengthened by research conducted by Amalia & Pramusinto (2020) where there is a positive and simultaneous influence between self-efficacy on interest in becoming a teacher. Zakaria, et al (2014) also stated that employability skills for students who have just graduated are very important to achieve a prosperous life in the scope of work. The skills that students continue to improve in college are certainly related to the objects of interest. Such as high employability skills on teaching can help prospective teachers and teachers to complete tasks and responsibilities in the teaching profession. This statement is supported by research by Aggarwal (2021) where in his research it is stated that there is a strong correlation and mutualism between the work environment and education because after graduating students will become workers to obtain a prosperous life by implementing the knowledge gained while sitting at lectures. Improving students' skills during their studies must be developed and adapted to job opportunities that are relevant to the graduate's profession to make it easier to find work later. In line with the statement of Gowsalya & Komar (2015) where the more employability skills increase and develop in individuals, the more prosperous they will be and can maintain their work profession.

CONCLUSION

Based on the research results, it can be concluded that simultaneously Employability Skill on Teaching and Self-Efficacy influence the Interest in Becoming a Teacher among stu-

dents in the Office Administration Education Study Program at Surabaya State University. Partially, Employability Skill on Teaching has no effect on Interest in Becoming a Teacher among students in the Office Administration Education Study Program at Surabaya State University. Self-Efficacy influences the interest in becoming a teacher among students of the Office Administration Education Study Program, Surabaya State University.

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