



The Role of Self-Efficacy in Moderating the Effect of Motivation, Digital Literacy, and Educational Internships on Pedagogical Competence

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	<p>This research aims to determine the role of self-efficacy as a moderator between motivation, digital literacy, and educational internships on pedagogical competence. The type of research is quantitative. The population of this research is the students of UNNES Economics Education. The number of samples in this study is 157 respondents. The research result shows that motivation to become a teacher and digital literacy have a positive effect on pedagogical competence. Internship education does not affect pedagogical competence. Self-efficacy includes the effect of motivation to become a teacher on pedagogical competence. Self-efficacy strengthens the effect of digital literacy on pedagogical competence. Self-efficacy is unable to moderate the effect of internship education on pedagogical competence.</p>

INTRODUCTION

Pedagogical competence is the ability of teachers to plan teaching and learning programs, interact with students, and the ability to conduct assessments. Teachers must be able to manage students' learning activities and understand students. The ability of teachers to understand students is an understanding of the psychology of child development (Febriana, 2019). The importance of a teacher's competence must be possessed by teachers and prospective teachers. Teacher competency standards aim to provide guarantees for the quality of teachers in improving the quality of learning activities. Standardized teacher competency can easily determine the objectives of learning activities (Alim, 2022). Prospective teachers must be able to prepare themselves to become teachers. Preparation for prospective teachers must begin when they are still students at the university. Prospective teachers have received education courses which are an introduction to becoming a teacher.

According to ITJEN KEMDIKBUD (2023) to 2024, Indonesia will experience a teacher shortage of 1,312,759. The shortage of teachers will have an impact on learning activities. There is a need to regenerate quality teachers to meet the teacher shortage in 2024. With the existence of educational institution, it is hoped that teacher needs can be met so that there are no teacher vacancies.

Table 1Data on Economics Education Graduates Working in Educational Institutions

No.	University	Level	Year	Percentage
1.	Universitas Negeri Semarang	S1	2020	6.8%
3.	Universitas Negeri Surabaya	S1	2020	80.4%
4.	Universitas Negeri Jakarta	S1	2020	31.4%

This research would examine Economic Education students of Universitas Negeri Semarang (UNNES). Table 1 explains that

UNNES Economics Education graduates in 2020 have the lowest percentage among Economics Education graduates from other universities. Setyoningsih et al. (2023) explained that students majoring in Economic Education have very low interest in becoming teachers. Students prefer to work outside the profession as educators, such as in BUMN (State-Owned Enterprises) or banking. One of the factors driving interest in becoming a teacher is teacher welfare. Students with low teacher interest are assumed to be affected by low teacher welfare (Indrianti & Listiadi, 2021).

The quality of teachers in Indonesia is still low. One of the low quality of teachers in Indonesia is teacher competency. This has an impact on student learning outcomes that are less than optimal. Current teacher professional development focuses too much on quantity rather than quality of teacher learning, this makes teachers reluctant to pursue high-quality professional development (Appova & Arbaugh, 2018). Low teacher competency is one of the impacts of society's lack of interest in becoming teachers. The cause of the lack of interest in becoming a teacher is the view that the income is low (Leonard, 2015).

Research conducted by Murniawaty et al. (2021) explained that becoming a teacher for UNNES Economics Education students is not the main choice. Students are more interested in other professions apart from being educators, one of which is entrepreneurship. This is supported by research conducted by Nani & Melati, (2020) that UNNES Economics Education students prefer to work in banking and non-educational institutions. Pedagogical competence is one of the competencies that a teacher must have. The existence of pedagogical competence can create grades and quality of education so that the knowledge taught can be absorbed by students optimally (Porniadi et al., 2019).

UNNES Economics Education students carry out educational internships in semester 7. Educational internships are direct teaching practices at school. Teaching practice is mandatory for prospective recipients of a bachelor's degree in education. When practicing teaching, students will implement the knowledge and skills they have

(Octavianingrum, 2020). Practical activities are expected to be a means of connecting students to the real world of work. This positive goal is intended so that students can prepare themselves to become good and professional people at work. However, in practice in the field, there are differences in the aim of students fulfilling their obligations in participating in field practice activities. Students do not implement and do not try to increase their knowledge during practical activities (Muslih, 2014).

The educational internship program is considered to be less effective and there are inconsistencies. Students' understanding of organizational systems, management, and culture at school is still lacking. Students who undertake teaching practice or educational internships only carry out their obligations without understanding and deepening their role as prospective teachers (Mahayu & Budiwibowo, 2020; Setyoningsih et al., 2023). As many as 58% of UNNES Economics Education students who have undertaken educational internships are less ready to become teachers. It is assumed that the educational internship for UNNES Economics Education students has not run optimally (Roisah & Margunani, 2018). Besides that, UNNES Economics Education students after doing PPL/educational internships still have obstacles in preparing Lesson Plans, preparing teaching materials, determining appropriate models and methods for learning economics subjects, and evaluating student learning outcomes (Novitasari & Setiaji, 2017). According to Murniawaty et al. (2021), field experience practice only influences economic education students' readiness to become teachers by 3.96%.

As many as 60% of teachers have not mastered information and communication technology. The impact of this is the lack of teaching materials that can be accessed on the Internet. This gap can result in a decline in the quality of education in Indonesia. Teachers' lagging understanding of technology means that Indonesian civilization is lagging behind the outside world. Technological developments are in line with the times. In the industrial era 4.0, every individual must be able to operate information and

communication technology. With technology, students and teachers are able to obtain relatively new information. However, most learning in schools still uses conventional methods (Syah et al., 2019). UNNES prospective teacher before being given digital literacy material and after has professional teacher learning percentages of 70.52% and 74.76% respectively. These values have a difference of 4.24% and to reach 100% requires 25.24%. This value is still in the standard category. There is a need to increase digital literacy among prospective teachers to be able to improve the grades and quality of education in Indonesia (Listiaji & Subhan, 2021).

Based on (Spencer & Spencer, 1993), competence is influenced by four aspects, namely motives, attitudes, self-concept, and knowledge. In general, competency refers to a functional area. Competency has an important role in efforts to improve skills, workforce qualifications, and encourage workforce mobility (Le Deist & Winterton, 2005). The important thing in core competencies is to see the complex interactions between individuals, skills, and technology that can improve the performance of an organization (Scarborough, 1998).

In this research, the main focus is the understanding of Economic Education students of Universitas Negeri Semarang regarding pedagogical competence. Several variables such as motivation, digital literacy, and educational internships are formulated as stimuli for teacher competence. The motivation variable is based on motives and attitudes. Motivation is a person's driving, a motive is an individual's desire to do something. The digital literacy variable is based on knowledge and self-concept. Digital literacy is an individual's ability to operate digital technology, while knowledge is all the information an individual has in a particular field and self-concept is the individual's ethics, values, and self-image. While educational internships are based on motivation, attitude, self-concept, and knowledge.

The difference between this research and previous research is the addition of moderation, that is self-efficacy which is expected to strengthen the relationship between the independent variable and the dependent variable. According to

(Maddux & Kleiman, 2016), self-efficacy is an individual's belief in coordinating and managing abilities and skills in changing and challenging situations. According to this definition, self-efficacy is believed to be able to give confidence on individuals in pedagogical competence.

RESEARCH METHODS

This study uses a quantitative approach. This research uses a causal associative research design. Associative research is research to determine the effect of one or more variables on other variables. Primary data are used in this research. The data collection technique uses a survey method with a Likert scale of 1-5.

The population of this study is 271 Economics Education (UNNES) students. Research sampling uses the Slovin formula with an error rate of 5% so that the research sample is 157 respondents. This research uses proportional random sampling. Research samples are divided into each study program in a predetermined number. There are three study programs, namely Economic Education (Accounting Education) with a sample size of 58, Economic Education (Cooperative Education) with a sample size of 53, and Economic Education (Office Administration Education) with a sample size of 51.

Testing the validity of the questionnaire is carried out using validity tests and reliability tests

using SPSS 26 software. The questionnaire consists of 54 questions. There are 50 valid questions. All variables in this research are declared reliable. Data analysis in this research uses SEM-PLS analysis with the help of WarpPLS 7 software. SEM-PLS analysis consists of 3 stages, namely outer model evaluation, inner model evaluation, and hypothesis testing.

This research has four variables consisting of three independent variables, namely motivation, digital literacy, educational internship; one moderating variable, namely self-efficacy; and one dependent variable, namely pedagogical competence.

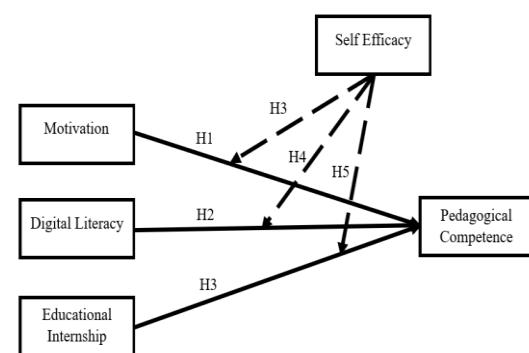


Figure 1. Research Model.

RESULTS AND DISCUSSION

Outer Model Evaluation

Table 2 Outer Model Evaluation

Variables / Items	Loading Factors	Loading Factors after elimination	AVE	AVE after elimination	Composite Reability	Composite Reability after elimination
Pedagogical Competence						
Y1	0.897	0.929				
Y2	0.587					
Y3	0.603					
Y4	0.955	0.984				
Y5	0.653					
Y6	0.904	0.943	0.544	0.929	0.949	0.991
Y7	0.484					
Y8	0.872	0.915				
Y9	0.553					
Y10	0.959	0.986				

Variables / Items	Loading Factors	Loading Factors after elimination	AVE	AVE after elimination	Composite Reliability	Composite Reliability after elimination
Y11	0.587					
Y12	0.627					
Y13	0.955	0.984				
Y14	-0.016					
Y15	0.632					
Y16	0.959	0.986				
Y17	0.951	0.982				
Y18	0.145					
Motivation						
M1	0.961	0.961				
M2	0.956	0.956				
M3	0.945	0.945				
M4	0.979	0.979	0.926	0.926	0.987	0.987
M5	0.949	0.949				
M6	0.984	0.984				
Digital Literacy						
L1	0.847	0.847				
L2	0.821	0.821				
L3	0.885	0.885				
L4	0.816	0.816	0.720	0.720	0.947	0.947
L5	0.821	0.821				
L6	0.876	0.876				
L7	0.87	0.87				
Educational Internship						
MP1	0.94	0.963				
MP2	0.965	0.981				
MP3	0.351					
MP4	0.94	0.953				
MP5	0.794	0.796				
MP6	0.965	0.981				
MP7	0.808	0.805	0.590	0.843	0.945	0.977
MP8	0.501					
MP9	0.562					
MP10	0.446					
MP11	0.895	0.917				
MP12	0.906	0.928				
MP13	0.493					
Self-Efficacy						
SE1	0.692					
SE2	0.816	0.786				
SE3	0.811	0.828				
SE4	0.811	0.828	0.651	0.700	0.918	0.921
SE5	0.856	0.877				
SE6	0.845	0.862				

The results in table 2 still contain several aspects that do not meet the outer model evaluation fit criteria. In the loading factor, there are several question items that are below 0.7 so they must be eliminated. The purpose of eliminating question items is to improve grades. There are two allegations that the question items do not meet the criteria. First, questionnaire items that do not meet the criteria are biased so they cannot answer the research questions. Second, data on questionnaire items that do not meet the

criteria causes bias so that the data is declared incorrect.

Stages furthermore is see discriminant validity value . The fit parameters for this criterion are the square root of Average Variance Extracted (AVE) and the correlation between latent constructs. The square root of the Average Variance Extracted (AVE) must be greater than the correlation between latent constructs. Discriminant validity data can be seen in table 3.

Table 3. Discriminant Validity

	KP	m	L	M.P	S.E
KP	0.964	0.369	0.527	0.091	0.031
m	0.369	0.962	0.441	-0.021	0.061
L	0.527	0.441	0.848	-0.003	0.09
M.P	0.091	-0.021	-0.003	0.918	-0.056
S.E	0.031	0.061	0.09	-0.056	0.837

Based on table 3, it can be seen that the square root value of Average Variance Extracted (AVE) for each variable is greater than the correlation between latent constructs in the relationship between variables diagonally. In the

evaluation of the outer model, this research has met the fit criteria, so it can be continued with the evaluation of the inner model.

Inner Model Evaluation

Table 4. Individual Inner Model Testing

Criteria	Pedagogical Competence
<i>R-square</i>	0.331
<i>Adjusted R-square</i>	0.304
<i>Q-square Predictive Relevance</i>	0.366

Based on table 4, the R-square value is 0.331 and the Adjusted R-square is 0.304. Because the R-square and Adjusted R-square values are between $0.45 < x > 0.25$, it is declared weak. Apart from paying attention R-square and Adjusted R-square values , individual inner model evaluation can also be seen Q-square Predictive Relevance value . Got it Q-square Predictive Relevance value , namely of

0.366. Due Q-square Predictive Relevance value > 0 then the model has predictive relevance and Q-square Predictive Relevance value > 0.35 then the model is declared strong . Furthermore is global model fit testing via testing model fit and quality indices. The results of research data processing can be seen in table 5

Table 5 Model Fit and Quality Indices

No.	Model fit and quality indices	Fit Criteria	Analysis Results	Ket
1	Average Path Coefficient (APC)	p < 0.05	0.170, P=0.002	Accepted
2	Average R-squared (ARS)	p < 0.05	0.331, P<0.001	Accepted
3	Average Adjusted R-squared (AARS)	p < 0.05	0.304, P<0.001	Accepted
4	Average block VIF (AVIF)	Accepted if <= 5 Normally <= 3.3	1,214	Accepted
5	Average Full collinearity VIF (AFVIF)	Accepted if <= 5 Normally <= 3.3	1,280	Accepted
6	Tenenhaus GoF (GoF)	small >= 0.1, medium >= 0.25, large >= 0.36	0.543	Large
7	Sympson's Paradox ratio (SPR)	>= 0.25, large >= 0.36 accepted if >= 0.7 Ideally = 1	1,000	Accepted
8	R-squared Contribution Ratio (RSCR)	Accepted if >= 0.9 Ideal = 1	1,000	Accepted
9	Statistical Suppression Ratio (SSR)	Accepted if >= 0.7	0.767	Accepted
10	Nonlinear Bivariate Causality Direction Ratio (NLBCDR)	Accepted if >= 0.7	1,000	Accepted

Based on table 5 results analysis of model fit and quality indices to obtain good result. Analysis of the inner model can be done accepted If Average Path Coefficient (APC), Average R-square (ARS), and Average Adjusted R-squared (AARS) p values < 0.05; the Average block VIF (AVIF) and Average Full colinearity VIF (AFVIF) values are < = 5; the value of Sympson's Paradox Ratio (SPR), Statistical Suppression Ratio (SSR), and Nonlinear

Bivariate Causality Direction Ratio (NLBCDR) is > = 0.7; and R-square Contribution Ratio (RSCR) is > = 0.9. From the research Model Fit and Quality Indices table This can withdrawn conclusion that all relationship to each variables formed in a way theoretical tested in accordance with empirical or field. So that can continue in stages testing hypothesis .

Testing hypothesis

Table 6 Test Results Hypothesis

H	Path	Coefficient	P value	Ket
H1	There is an influence on motivation to become a teacher on pedagogical competence	0.205	<0.001	Accepted
H2	There is an influence on digital literacy on pedagogical competence	0.444	<0.001	Accepted

H	Path	Coefficient	P value	Ket
H3	There is an influence of educational internships on pedagogical competence	0.081	0.105	Rejected
H4	Self-efficacy is able to moderate the influence of motivation to become a teacher on pedagogical competence	-0.122	0.029	Accepted
H5	Self-efficacy is able to moderate the influence of digital literacy on pedagogical competence	0.149	0.011	Accepted
H6	Self-efficacy is able to moderate the influence of educational internships on pedagogical competence	0.017	0.394	Rejected

The following is the conclusion from hypothesis testing with a significance level of 5%: Motivation to become a teacher has a positive direction towards pedagogical competence with a coefficient of 0.205 and a P value of <0.001 . A P value of <0.001 means a significant effect and the coefficient value has a positive value, which means that there is a positive and significant relationship between the effect of motivation to become a teacher on pedagogical competence.

Digital literacy has a positive direction towards pedagogical competence with a coefficient of 0.444 and a P value of <0.001 . A P value of <0.001 means a significant effect and the coefficient value has a positive value, which means that there is a positive and significant relationship between the effect of digital literacy on pedagogical competence.

Educational internships have a positive direction towards pedagogical competence with a coefficient of 0.081 and a P value of 0.105. The coefficient is positive, meaning there is a positive relationship with the effect of educational internships on pedagogical competence. However, the P value = 0.105 shows that it is insignificant, which means there is no effect of educational internships on pedagogical competence.

Self-efficacy has a negative direction in moderating the effect of motivation to become a teacher on pedagogical competence with a coefficient of -0.122 and a P value of 0.029. The coefficient is negative with a P value <0.05 , which means that self-efficacy in moderating weakens the effect of motivation to become a teacher on pedagogical competence.

Self-efficacy has a positive direction in moderating the effect of digital literacy on pedagogical competence with a coefficient of 0.149 and a P value of 0.011. The coefficient is positive with a P value < 0.05 , which means that self-efficacy in moderating is able to strengthen the effect of digital literacy on pedagogical competence.

Self-efficacy has a positive direction in moderating the effect of educational internships on pedagogical competence with a coefficient of 0.017 and a P value of 0.394. The coefficient is positive with a P value > 0.05 , which means that self-efficacy is unable to moderate the effect of educational internships on pedagogical competence.

Discussion

The Effect of Motivation to Become a Teacher on Pedagogical Competence

Motivation to become a teacher is a driving force from within or outside an individual to become a teacher. Students who have motivation will be encouraged to become professional educators. An educator is required to have pedagogical competence. Pedagogical competence is the skills possessed by teachers in understanding students, the ability to design learning, apply learning, evaluate, and improve. Thus, it is necessary for a teacher education program that is based on motivation to become a teacher (Bergmark et al., 2018). Efforts to increase motivation to become a teacher are through professional development. Currently, teacher professional development is more concerned with quantity than quality (Appova & Arbaugh, 2018). The professional teacher development process is able to influence teachers' teaching characteristics and skills as well as student learning outcomes (Sancar et al., 2021). Teacher teaching skills are one of the teacher's performances that need attention. There needs to be a strong motivational drive to achieve teacher performance. This is supported by research of Aji et al., (2019), motivation has a positive effect on performance. Research conducted by Taran (2019) also states that motivation is directly proportional to the teacher's professional competence.

The Effect of Digital Literacy on Pedagogical Competence

Digital literacy is a skill in seeking and disseminating information through technology by prioritizing applicable ethics and norms. There are ethics and norms that need to be adhered to when using digital technology. Understanding digital literacy can help find solutions to existing problems. Besides that, digital literacy also adds insight to anyone who uses it wisely. Digital literacy has an important role in developing pedagogical competencies for prospective teachers. Digital literacy for teachers is becoming a focus in various countries. Teachers are required to develop technological skills and are also expected to be able to prepare future generations (De León et al., 2023). Education students in Indonesia utilize

digital literacy as a source of information in the good category. Universities need to design programs to help learning habits so that students' digital abilities remain or even improve until they graduate from college (Rusydiyah et al., 2020).

The Effect of Educational Internships on Pedagogical Competence

Educational internships are direct teaching practices in educational institutions. The benefit of educational internships is to train prospective teacher to become professional teachers. Educational internships at Universitas Negeri Semarang are called Lantip. The Lantip program is organized for education students by the Pusbang PPL Educational and Professional Development Institute, Universitas Negeri Semarang. This research measures educational internships based on students' experiences while participating in the program. The educational internship program helps students train in classroom management. Classroom management is one of the core problems in prospective teacher education. However, classroom management has received little attention in the curriculum. This is indicated by the presence of prospective teacher students who have difficulties during the educational internship program (Adams et al., 2022).

Educational internships run ineffectively and are not in accordance with program objectives. Prospective teacher students participating in the educational internship program only carry out their obligations as educational students without understanding and deepening their role as prospective teachers (Mahayu & Budiwibowo, 2020). If looking at the tracer study of Economic Education students of Universitas Negeri Semarang in 2020, only 6.8% of the total work in educational institutions. In line with this data, Roisah & Margunani (2018), stated that 58% of students who had undertaken educational internships were less ready to become teachers. This means that educational internships do not affect the development of pedagogical competence. Education students are more interested in working as non-educators, such as in banking or BUMN (Setyoningsih et al., 2023).

The Role of Self-Efficacy as a Moderator on the Effect of Motivation to Become a Teacher on Pedagogical Competence

Self-efficacy plays an important role in giving individuals belief in their ability to realize a target. In terms of self-efficacy for prospective teachers, it is an individual's belief in carrying out their duties as an educator to achieve educational goals. The presence of self-efficacy is expected to strengthen the relationship between motivation to become a teacher and pedagogical competence. Teacher self-efficacy is an encouragement of teaching quality, such as classroom management and a supportive teaching climate (Burić & Kim, 2020). However, in the results of this research, self-efficacy has a weakening effect between motivation to become a teacher and pedagogical competence. If looking at the index value, the indicator of the strength of belief in the self-efficacy variable has two questions with an index value in the sufficient category. Students still lack confidence in their profession as teachers. This can also be seen in the tracer study of Economic Education students, only 6.8% of whom work in educational institutions. Students have an interest in working in non-educational fields so this reduces their confidence in working as teachers.

The result of this study is not in line with research conducted by (Burić & Macuka, 2018) which states that high self-efficacy will increase the teacher's role in teaching and pride in their work. Self-efficacy is belief in prospective teacher students as motivation to become teachers who can predict their pedagogical competence so that they are able to provide skills in teaching. In contrast to this research, the self-efficacy index value has a very good category, but self-efficacy has a weakening effect on the effect of motivation to become a teacher on pedagogical competence.

The Role of Self-Efficacy as a Moderator on the Effect of Digital Literacy on Pedagogical Competence

Self-efficacy can provide benefits in identifying the level of confidence of prospective teacher students in developing pedagogical competence with digital literacy stimuli. Prospective teacher students with good digital

literacy skills will be able to obtain various information that is relevant to their work needs. Besides that, digital literacy skills also play an important role in disseminating information. The digitalization of everyday life can have an impact on the world of education (Pangrazio et al., 2020). Self-efficacy is needed to build students' confidence in their digital literacy abilities in an effort to develop pedagogical competence.

Based on the research of (Ulfert-Blank & Schmidt, 2022) states that self-efficacy is one of the essential driving factors in the use of digital system skills. LPTK as educators of prospective teachers have an important role in preparing prospective teachers who are able to integrate digital technology into classroom learning (Uerz et al., 2018). The presence of increasingly sophisticated technology means that actors in the world of education, such as teachers, can use it to develop human resources. This is in line with the result of this research that self-efficacy as a moderator is able to strengthen the effect of digital literacy on the pedagogical competence of prospective teacher students.

The Role of Self-Efficacy as a Moderator on the Effect of Educational Internships on Pedagogical Competence

It is expected that self-efficacy can encourage students' weak enthusiasm in participating in educational internships which aim is to develop pedagogical competence. Mok & Moore, 2019 stated that teacher self-efficacy is a belief regarding their capacity to influence performance. However, the result of the SEM-PLS analysis states that self-efficacy is unable to moderate the effect of educational internships on pedagogical competence. This means that self-efficacy in student teachers is not able to strengthen or weaken the effect of educational internships on pedagogical competence.

The result of this study is not in line with research conducted by (Lestari & Ubaidillah, 2022) which states that self-efficacy can strengthen the effect of internship experience on students' readiness for work. Apart from that, the result of this study is also not in line with research conducted by van Rooij et al. (2019) states that self-

efficacy has a positive relationship with teacher professional commitment. Prospective teacher students who are committed to the teaching profession will strive to increase their professionalism, one of which is by taking part in educational internships.

CONCLUSION

Pedagogical competence is the teacher's ability to plan teaching and learning programs, interact with students, and the ability to carry out assessments. The importance of a teacher's competence must be owned by teachers and prospective teachers. Teacher competency standards aim to provide guarantees for the quality of teachers in improving the quality of learning activities. The result of research on motivation to become a teacher has a positive and significant effect on pedagogical competence, digital literacy has a positive and significant effect on pedagogical competence, educational internships have a significant effect on pedagogical competence, self-efficacy is able to moderate and strengthen the effect of motivation to become a teacher on pedagogical competence, self-efficacy is able to moderate and weaken the effect of digital literacy on pedagogical competence, and self-efficacy is unable to moderate the effect of educational internships on pedagogical competence.

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