The Self-Efficacy Roles in Mediating Students' Readiness to Become a Teacher

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Article Info	Abstract
	Universitas Negeri Semarang (UNNES) contributes to the availability of teachers. However, alumni of UNNES who work as teachers have decreased over the last two years. This study aims to analyze digital literacy, communication, creativity, and perception of the teaching profession to readiness to become a teacher and explores the influence of digital literacy, communication, creativity, and the teacher profession perception on readiness to become a teacher through self-efficacy. This research method is a quantitative study with a population of 350 Economic Education students, at the Faculty of Economics, UNNES batch 2018. The sample is 187 students. The sampling technique used in this study was proportional random sampling. Then, the descriptive test, path analysis, and Sobel test were the tests for the study. The findings show that simultaneously the four variables affect readiness to become a teacher by 68.9%. Then, digital literacy and communication positively and significantly affect readiness to become a teacher. However, creativity has a negative and insignificant effect on readiness to become a teacher; and teacher profession perception has a negative and significant impact on readiness to become a teacher. Further, indirectly digital literacy, mediated by self-efficacy, has a negative and insignificant effect on readiness to become a teacher. Communication, creativity, and teacher profession perception indirectly impact significantly the readiness to become a teacher. The students should join a seminar on the noble duties of teachers and teacher training to understand the teaching profession better.

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INTRODUCTION

The teaching profession is a strategic profession to develop qualified outputs or graduates to educate the life of the Indonesian nation. Knowing that the teacher's main task is quite essential in the education system, a teacher should have specific qualifications to carry out his duties properly (Sari and Rusdarti 2020). However, based on the tracer study data, the alumni of the Universitas Negeri Semarang (UNNES) who work as teachers have decreased over the last two years from 16% to 19%. (Tracer study data for 2020). This study also has initial observations. The observations show that 50% of students are not ready to become teachers for various reasons.

Readiness is the overall condition of a person who makes him ready to respond or answer in a certain way to a situation (Slameto, 2015). Various efforts have been made to improve prospective teachers' abilities, so they are ready to become teachers, including increasing digital literacy, communication skills, creativity, perception of the teaching profession, and self-efficacy.

In recent years, research gaps related to readiness to be a teacher have emerged. First, Instefjord and Munthe (2016) state that digital competence is still not considered an essential component of teacher professional competence and has no impact on readiness to be a teacher. However, Ngören (2021) found a positive and significant relationship between digital literacy and teaching readiness. Second, creativity affects work readiness (Nurhikmawati, Tahir, Hasan, 2020). Kongcharoen (2020) explains that the teacher profession nowadays is not popular anymore as in Asia his salary is less than the other career. Then, in humanistic theory, the ones with high creativity are eager to have higher prosperity, and being a teacher is not the main career chosen by creative Thai students. Third, Yeşil (2010) found that communication skills are not necessarily able to improve readiness to be a teacher. This is not in line with Anggraini (2021), who states that communication is a skill that influences the work readiness of graduate students. Fourth, Puspitasari & Asrori (2019); and Kusumajati (2018) suggest that the perception of the teaching profession has a positive and significant effect on readiness to become a teacher. On the other hand, Setiyani (2017) argues that the perception of the teaching profession doesn't affect interest in becoming a teacher. Fifth, Fadhila et al. (2017), Arifah and Subowo (2018), and Susanti and Mahmud (2018) reveal that self-efficacy affects readiness to be a teacher. Meanwhile, Komariyah (2016) examines that self-efficacy does not significantly affect readiness to be a teacher.

Based on the phenomenon and research results, research should be carried out to analyze the effect of digital literacy, creativity, perception of the teaching profession, and self-efficacy on readiness to become a teacher.

RESEARCH METHODS

This research is quantitative: survey method. The population in this study was Economics Education students, totaling 350 students. The students are in batch 2018. The samples of this study were students of Economics Education, and they were taken randomly. Statistically, the number of samples was determined using the Slovin formula, and they were 187. The data were analyzed using descriptive statistics analysis, path analysis, and the Sobel test.

RESULTS AND DISCUSSION

The followings are the descriptive analysis of variables under the study

1) Descriptive Analysis of Readiness to become a teacher.
   The mean, 84.28 is greater than the standard deviation, 11.85; it shows a good representation of the data spread. Further, as the mean of this variable is 84.28%, placed at 84% < %score $\leq$ 100% so, this variable is in the high category.

2) Descriptive Analysis of Digital Literacy
   The mean of this variable is 83.00 greater than the standard deviation, 12.092. There is a good representation for data spread. Further, the mean of this variable is 83%, placed at 84% < %score $\leq$ 100%, and this variable is in the high category.

3) Descriptive Analysis of Communication

There is a good representation of the data spread as the mean of 85.63 is greater than the standard deviation, 10.6. Furthermore, as the mean is 85.63% and located at 84% < %score≤ 100%, so the category is very high a descriptive statistic of the creativity variable

The result of this descriptive statistics indicates a good representation of the data distribution as the mean is 80.34 greater than standard deviation, 12.32. Based on the results of the frequency distribution of the creativity variable, the mean, 80.34%, is at 68% < %score≤ 84%. It is in a high category

1) Descriptive Analysis of Teacher's Profession Perception

The mean value, 86.08, is greater than the standard deviation, 11,34. This indicates that there is a good representation of the spread of data. Furthermore, the mean, 86.08% is placed at 84% < %score ≤ 100%. It is in the very high category

2) Self-Efficacy Descriptive Analysis

the mean value of this variable is 80.84, more significant than the standard deviation value of 13.64. This reflects that there is a good representation of the spread of data. The mean of this variable is 80.84% and located at 68% < %Score ≤ 84. It is in the high category

Path Analysis

The partial test was carried out to test the significance and path coefficients of the digital literacy variables (X1), communication (X2), creativity (X3), and the perception of the teaching profession (X4) individually on self-efficacy (Z).

Based on the analysis results, the structural equation I can be obtained as follows.

$$Z = \rho_{11}X1 + \rho_{12}X_2 + \rho_{13}X_3 + \rho_{14}X4 + \varepsilon_1$$
$$Z = -0{,}048\,X1 + 0{,}359\,X_2 + 0{,}328\,X_3 + 0{,}339\,X4 + \varepsilon_1$$

The partial test carried out is for testing the significance and path coefficients of digital literacy (X1), communication (X2), creativity (X3), perception of the teaching profession (X4), and self-efficacy (Z) partially on readiness to become a teacher (Y) variables.

Based on the analysis results, structural equation II is below:

$$Y = \rho_{21}X1 + \rho_{22}X_2 + \rho_{23}\,X_3 + \rho_{24}\,X4 + \rho_{25}\,Z + \varepsilon_2$$
$$Y = 0{,}167X1 + 0{,}661X_2 - 0{,}002\,X_3 - 0{,}157\,X4 + 0{,}266\,Z + \varepsilon_2$$

Having the two regression equations above, the path analysis model is as follows
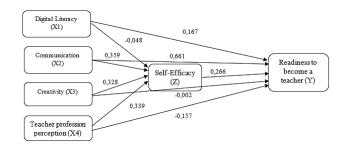

Figure 1. Path Analysis Model

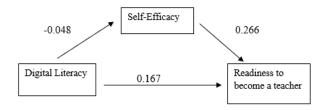The followings are the path analysis in detail.

Figure 2. Path Analysis Model of Digital Literacy Variables

The above figure reflects that.

Direct effect = (0.167) (0.167) = 0.028 or 2.78%

Indirect effect = (-0.048) (0.266) = -0.013 or -1.3%

The total effect = 0.015 or 1.5%

The calculation above interprets that the intervening variable, self-efficacy, can mediate the effect of digital literacy on readiness to become a teacher. However, the digital literacy variable has a negative indirect effect of -0.013 or 1.3%. This means that the more students' digital literacy increases, the less sure they will be ready to become teachers.
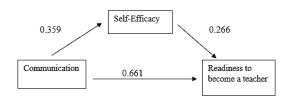
Figure 3. Path Analysis Model of Communication

Based on this model, it can be seen that.

Direct effect = (0.661) (0.661) x 100% = 0.436 or 43.6%

Indirect effect = (0.359) (0.266) x 100% = 0.095 or 9.5%

The total effect is 0.341 or 34.1%

Based on the calculation above, it can be interpreted that the communication variable has an indirect effect of 0.095 or 9.5% on readiness to become a teacher. The influence is positive or unidirectional, so if students' communication skills increase indirectly, their readiness to become a teacher will also increase.
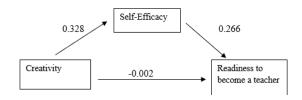

Figure 4. Path Analysis Model of Creativity

Based on this model, it can be seen that.

Direct effect = (-0.002) (-0.002) x 100% = 0.000004 or 0.0004%

Indirect effect = (0.328) (0.266) x 100% = 0.087 or 8.7%

The total effect is 0.08704 or 8.704%

The results of these calculations describe that the creativity variable indirectly affects readiness to become a teacher through self-efficacy of 0.087 or 8.7%. The influence is positive or unidirectional, so

the higher the student's creativity, the more confident the student is ready to become a teacher.

Figure 5. Path Analysis Model of perception of the teaching profession

Path Analysis Model of perception of the teaching profession

Based on this model, then:

Direct effect = (-0.157) (-0.157) x 100% = 0.0246 or 2.46%

Indirect effect = (0.339) (0.266) x 100% = 0.0901 or 9.01%

Total effect is 0.1147 or 11.47%

The model above illustrates the perception that the teaching profession affects readiness to become a teacher through self-efficacy of 0.0901 or 9.01%. The effect is positive, so it can be interpreted that the better the perception of the teaching profession for students, the self-efficacy will increase so that students' readiness to become teachers will increase.

The Sobel test and path analysis illustrate that the variables of communication (X2), creativity (X3), and perception of the teaching profession (X4) have a positive and significant indirect influence on readiness to become a teacher (Y) through self-efficacy (Z). In contrast, the digital literacy variable (X1) has a negative and insignificant indirect effect on readiness to become a teacher (Y) through self-efficacy (Z).

Hypothesis Testing

The following table illustrates the hypothesis testing in detail:

Table1. Hypothesis Testing

Hypothesis	Hypothesis Statement	Percentage(%)			The result of the Tests
		DE	IE	TE	
Hypothesis 1.	The better the digital literacy of students, the higher the readiness of students to become teachers	2,78	-	2,78	Accepted t = 2,841 sig = 0,005
Hypothesis 2.	The better the ability of students to communicate, the higher the readiness of students to become teachers	43,6	-	43,6	Accepted t = 7,400 sig = 0,000
Hypothesis 3.	The higher the creativity of students, the higher the readiness of students to become teachers	0,0004	-	0, 0004	Rejected t = -0,037 sig = 0,971
Hypothesis 4.	The better the student's perception of the teaching profession, the higher the readiness to become a teacher	2,46	-	2,46	Rejected t = -2,129 sig = 0,035
Hypothesis 5	The better the digital literacy of students, their self-efficacy will increase, and the readiness of students to become teachers will also increase	2,78	-1,3	1,48	Rejected t = -0,586 sig = 0,280
Hypothesis 6	The better students' communication skills, their self-efficacy will increase so that students' readiness to become teachers will also increase	43,6	9,5	53,1	Accepted t = 2,536 sig = 0,005
Hypothesis 7.	The higher the student's creativity, the student's self-efficacy will increase so that his readiness to become a teacher will also increase	0,0004	8,72	8,7004	Accepted t = 3,029 sig = 0,001
Hypothesis 8.	The better the student's perception of the teaching profession, the higher his self-efficacy and his readiness to become a teacher will be higher	2,46	9,0	11,46	Accepted t = 2,809 sig = 0,002

Hypothesis	Hypothesis Statement	Percentage(%)			The result of the Tests
		DE	IE	TE	
Hypothesis 9	The higher the student's self-efficacy, the higher the student's readiness to become a teacher	70,7	-	70,7	t = 5,023 sig = 0,000

Source: processed data, 2022.

Discussion

The Impact of Digital Literacy on Readiness to become a teacher

Ideally, a teacher has digital knowledge and skills to adapt to today's demands that the world of education needs technology. Increasing their digital skills and knowledge will prepare Economics education students to become better teachers. The results of hypothesis testing show that digital literacy affects readiness to become a teacher. This research is in line with Arikunto (2001), Nisa (2020), Nur'aini and Nikmah (2020), and Ongoren (2021). Technological progress cannot be separated from the application of digital devices. This situation forces teacher candidates to master technology in education. In other words, digital literacy supports readiness to become a teacher.

The Impact of Communication on Readiness to become a teacher.

Communication is an essential part of teaching. A teacher should always communicate well and effectively in teaching and learning. Therefore, a prospective teacher with good communication skills will undoubtedly be ready to become a teacher. The results of hypothesis testing indicate that communication has a positive and significant effect on readiness to become a teacher. In the theory of planned behavior, the readiness to become a teacher of Economics education students is influenced by various background factors, including knowledge. One of the knowledge in question is communication. If the student has good knowledge and communication skills, especially in teaching and learning, it will affect the readiness to become a teacher. His readiness to become a teacher will increase because his main task is to convey information to students. According to the theory of job readiness, one of the soft skills that stakeholders demand is the ability to communicate.

It is one medium used to convey information from one party to another. Further, at the workplace outside the class, it helps increase motivation and explains to workers what to do and how well workers do it; the better workers can communicate, the better their performance. Communication is a primary element in supporting readiness to become an educator. The results of this study support the research of Rahawarin & Arikunto (2015), Safitri, et al (2019), Anggraini et al (2021)

The Impact of Creativity on Readiness to Become a Teacher

Creativity will motivate a teacher to have learning and teaching strategies that always vary. New original ideas to achieve the target in action will appear if someone is said to be creative. Prospective teachers with high creativity will encourage them more ready to become a teacher. However, hypothesis testing's result indicates that the coefficient of the influence of creativity on readiness to become a teacher is -0.037 with a probability of 0.971. It demonstrates that H3, which reads that creativity positively affects readiness to become a teacher, is rejected. The results of this study explain that creativity affects readiness to become a teacher. However, the effect found is negative and not significant.

This study's results align with the Theory of Planned Behavior (TPB), which reveals that the background factors component can determine a person's self-confidence in behavior. In this case, one of the components of the individual background factor is creativity which is part of intelligence. The creativity mentioned in the Theory of Planned Behavior (TPB) will influence one's behavior. However, the behavior here is not a readiness to become a teacher but other professions. The results of this study arise because of a paradigm shift that encourages the emergence of new jobs related to high creativity and

accompanied by lucrative income. The humanistic theory states that humans determine their destiny and life. A person's creativity arises because of the urge to get the highest possibilities in his life. A better level of welfare and income will encourage students to be more creative and seek new, more prospective professions. The student teacher candidates are categorized as generation Z and have creativity, so they choose other professions with higher income and welfare. This phenomenon is under humanistic theory.

The phenomenon supporting this theory is that many prospective civil servants have passed the test but resigned in early 2022. Those who pass the test should be human resources with reasonable intelligence and creativity and want more welfare by not choosing to become civil servants and teachers. Then, based on observations and tracer studies, it was found that Economics Education students had good creativity but preferred professions other than teachers.

The more creative a person is, the more he will choose a job that can get better welfare. This study is in line with Lomi and Mbato (2021). They found that education students see the teaching profession as a tough job to choose because teachers' salaries were not sufficiently prosperous, so that non-teaching professions would be an alternative. The phenomenon also clarifies this situation that in 2021 Indonesia will become one of the ten countries with much lower teacher salaries than other countries, Singapore and Malaysia, especially America and the UK Average Teacher Salaries in Indonesia Compared to Other Countries

High creativity encourages students to achieve the highest possibilities in life. The high creativity of Economic Education students at the State University of Semarang as prospective teachers in preparing themselves is not matched by the fact that the teacher's welfare is less than optimal; it will cause students to become increasingly unprepared to become teachers. Non-teaching professions will become more attractive to them. Khayati and Sarjana (2015) state that creativity is a person's behavior to create, shape or design new ideas, ideas and innovations and can even mean behavior that encourages exploiting job opportunities. Someone with high creativity will look for new job opportunities or pictures to get better welfare.

The Impact of Teacher Profession Perception on the Readiness to become a Teacher

Perceptions or views of the teaching profession will have an impact on behavior. A student with good teacher knowledge will have a good perception of the teaching profession so that when he completes his teaching and educational studies, he will be ready to become a teacher. However, hypothesis testing's result indicates that the coefficient of the influence of the perception of the teaching profession on readiness to become a teacher is -2.129 with a probability of 0.035. This can be interpreted that the perception of the teaching profession affects readiness to become a teacher. Still, the impact is negative and significant.

The perception of the teaching profession regarding the imbalance of teacher rights and obligations makes prospective teacher students prefer other jobs. Cheng also conducted a similar study (2009), and he found that teachers with an excessive workload will cause a syndrome for teachers and will impact the teaching profession. Furthermore, this study complements the findings of Rahmadiyani et al. (2020) and Febryanti and Rochmawati (2021) that currently, the number of education students who work as teachers are decreasing, and partially the perception of the teaching profession has no significant effect on interest in becoming a teacher. It was also added that the teaching profession has a low social status, so educational students begin to look at other non-teaching jobs.

The Impact of Digital Literacy on Readiness to Become a Teacher through Self-Efficacy

Education in the digital era is closely related to the ability to use digital information and communication systems. Literacy in the field of technology is one of the main things that prospective educators must own; this is because, along with the development of learning methods, educators are required to be able to provide variations in teaching so that students do not feel bored with monotonous learning methods.

Along with the high demand for mastery of technology, the opportunity to master digitalization is very wide open for the current generation. This condition also applies to Economics Education students. However, on the

other hand, the better a person's digital mastery, especially student teacher candidates, the more they understand that they can switch to other professions. In the current era, someone with good digital knowledge can get a job with better welfare than the welfare of the teaching profession. The results of this study indicate that the influence of digital literacy cannot increase students' self-efficacy to become teachers. In other words, students with good digital knowledge will become increasingly unsure that they want to work as a teacher because the non-teaching profession is also wide open for them. Technological progress can change the pattern of human life because technology promises a change, convenience, speed and productivity, popularity, and progress (Ngafifi, 2014).

The results of this study arise because the digitalization phenomenon encourages the emergence of new professions with good incomes. The high digital ability of students makes them unsure of their career as teachers. As a result, the self-efficacy of UNNES economic education students does not encourage the influence of digital literacy on readiness to become teachers.

This research is identical to the study conducted by Suroya (2021), which states that digital literacy has no effect on pedagogical competence. Competence is one of the factors that support readiness to become a teacher. Furthermore, the use of technology does not have a prominent position in the curriculum document. There are several learning outcomes related to technology integration, and it is stated that digital competence is still not considered an essential component of teacher professional competence, so it does not affect teacher readiness (Instefjord and Munthe, 2016)

The Impact of Communication on Readiness to Become a Teacher through Self-Efficacy

A teacher should use communication to convey material, information, and transfer knowledge. A teacher candidate who has communication skills will undoubtedly have high self-efficacy and have an impact on readiness to become a teacher. Robbins and Judge (2015) reveal that communication encourages motivation to improve performance; the better workers can

communicate; the better performance can be. It is essential in education, especially for students who aim to become educators. Good communication will encourage economics education students as prospective teachers to master the class, so in this case, it will help them to convey the material to students. This study measures communication and its effect on readiness to become a teacher. In this hypothesis, the measurement of communication on readiness to become a teacher involves self-efficacy as a mediating variable.

The findings in this study increasingly show that the ability to communicate will increase self-confidence to encourage student teacher candidates to be better prepared to become an educator. Communication is one medium used to convey information from one party to another. The parties referred to in this study are prospective teacher students and students. Good communication supported by confidence in their abilities will encourage the readiness of prospective teacher students to become teachers. In short, self-efficacy can mediate the effect of communication on readiness to become a teacher.

The Impact of Creativity on Readiness to Become a Teacher through Self-Efficacy

This study's results explain that creativity affects readiness to become a teacher through self-efficacy. The profession of a teacher involves the process of creativity. The prospective students majoring in economics education should have good creative power, so that in carrying out their career, they will be more professional. This research focuses on measuring students' level of creativity in Economics Education at Universitas Negeri Semarang on their readiness to become a teacher through self-efficacy. Self-efficacy or belief in self-ability becomes a point in accelerating student creativity; without faith in creative abilities, students will tend to be less developed because creativity is in line with self-efficacy.

Creativity is the process of an individual's ability to understand gaps or obstacles in his life, formulate new hypotheses, communicate the results, and modify and test hypotheses that have been developed as much as possible. Teacher creativity measured in this study resulted in the finding that creativity influences the readiness of

Economics Education students at UNNES to become a teacher, supported by the student's self-efficacy. Further, the higher the creativity of Economics Education students and their self-efficacy, it will be directly proportional to the higher readiness of students to become teachers.

The Impact of Teacher Profession Perception on Readiness to Become a Teacher through Self-Efficacy

The results of this study explain that the perception of the teaching profession affects the readiness to become a teacher through self-efficacy. More specifically supports Prikshat et al (2019)., which explain readiness to become a teacher will be formed if students or students have many competencies. Perception is a process of using knowledge to obtain and interpret stimuli (stimuli) received by the human sensory system (Desmita, 2007). In this case, students' perception of the teaching profession obtained during their education in tertiary institutions is that the students of Economic Education at UNNES make students understand the essence of an educator's career. Stimuli to raise teacher perceptions will affect students' views about the teaching profession. This view will affect the readiness of students to become a teacher.

Ghufron (2016) defines self-efficacy as one of the most influential aspects of self-knowledge or self-knowledge in everyday human life. Based on this, it can be interpreted that the perception of the teaching profession can provide a stimulus in the form of an understanding of one's abilities in certain situations. The encouragement that gives rise to this understanding will support students in understanding the profession of an educator. The results of this study support the findings of Kusumajati (2018) and Puspitasari & Asrori (2018), showing that the perception of the teaching profession has a positive and significant effect on readiness to become a teacher. The self-efficacy of UNNES economics education students can bridge the influence of the perception of the teaching profession on the readiness to become teachers in UNNES economics education students. The higher the perception of the teaching profession supported by self-efficacy or self-confidence, the higher the readiness to become a teacher.

The Impact of Self-Efficacy on Readiness to Become a Teacher

Teaching is a profession that requires high confidence and self-confidence. The higher the self-efficacy or self-confidence of the prospective teacher, the higher the student's readiness to work as a teacher. In other words, self-efficacy impacts significantly on readiness to be a teacher. This research is in line with Chasanah (2014), Nguyen et al. (2018), and Arghode et al. (2020), Teacher candidates are faced with the choice to become an educator or not in the future career choices after completing their education in college. If someone feels interested and believes that being a teacher is a good career choice, that feeling is positive and he will be ready to be a teacher.

CONCLUSION

Based on the explanation written above, the results of this study have provided empirical evidence that this research model can measure the research theme. The four variables studied simultaneously affected readiness to become a teacher by 68.9%. Directly digital literacy and communication have a positive and significant impact on readiness to become a teacher, creativity has a negative and insignificant effect on readiness to become a teacher, and the perception of the teaching profession has a negative and significant effect on readiness to become a teacher. Indirectly, digital literacy has a negative and insignificant effect on readiness to become a teacher through self-efficacy, and communication, creativity, and perception of being a teacher affect the readiness to become a teacher through self-efficacy. It is suggested that there is a need for a seminar on the duties of a noble teacher and teacher training so that Economic Education students will better understand the teaching profession.

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