

The Effect of Self-Efficacy on Readiness to Become a Social Science (IPS) Teacher of Economic Education Students at State Universities in Pekanbaru City

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ABSTRACT

The purpose of this study is to determine how self-efficacy affects career readiness to become a teacher. Using a quantitative approach and the sample is Social Sciences (IPS) students in the Economics education study program of state universities in Pekanbaru City, namely Riau University and Sultan Syarif Kasim State Islamic University totaling 170 students who have been determined by purposive random sampling technique using the slovin formula. The Likert questionnaire was used to collect data while simple linear regression analysis was used to analyze the data. The prerequisite test includes the normality test and the linearity test. The results of the analysis requirement test show that the data is normally distributed and has a linear relationship. Based on the simple linear regression test, it shows that self-efficacy has a positive and significant effect on readiness to become a teacher. The conclusion of this study is that there is a positive and significant effect of self-efficacy on readiness to become a teacher, meaning that students need to have a sense of confidence in themselves that they are able to carry out and complete the obligations faced, handle every challenge and can achieve the desired target when becoming a teacher

Keywords: *self-efficacy, readiness to become a teacher*

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INTRODUCTION

Education has a role in providing knowledge in various aspects. Starting from cognitive, affective, pedagogical, and psychomotor aspects. Weak educational development is due to the low development of human resources. The quality of educators greatly determines the success of education. Educators are teachers who play a role in the teaching and learning process for students (Agusti, 2016). Efforts to improve the quality of education are always centered on teachers. The teaching profession is a profession in order to educate the nation's life.

Teachers are the most determining component in the overall education system, which must receive central, first and foremost attention which is a strategic highlight when talking about education issues (Yulianto, 2020). In addition, teachers are also the most influential component in creating quality education processes and results. The government has set the objectives of national education as stated in Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system, article 3, stating that the objectives of national education are to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

In order to realize success in the world of education, facilities, and infrastructure are needed to support its success. One of the supporting factors for its success is the need for educators or teachers. The problem regarding the quality of education today is still a fairly serious obstacle, namely the quality of education which is relatively low. This proves that there are still many teachers who do not meet the requirements and competency standards of professional teachers.

An educator must be ready to compete in the global world. The quality of a teacher can be seen from the competencies he has. The most basic thing to be formed from a teacher is his readiness to become a teacher (Agusti, 2016). The readiness in question is the readiness of the nation's generation to enter the world of work, in this case, the world of education. Readiness to become a teacher should have been owned and formed since choosing an education major in college according to the study program that has been chosen. In the world of education, the role of a prospective teacher is to prepare the younger generation as the successors of the nation who are able to face global challenges and adapt to technological developments. The law of readiness is a process that can achieve good results if there is individual readiness (Rifa'i, 2015).

Readiness is the overall condition of a person that makes him ready to respond or answer in a certain way to the situation faced (Slameto, 2015). The indicators of readiness to become a teacher in this study are three, namely 1) physical, mental, and emotional conditions; 2) needs, motives, and goals; and 3) skills, knowledge, and other understanding.

Readiness to become a teacher is a state where an individual is ready to become a teacher or educator who is able to meet existing requirements. Readiness to become a teacher is formed from two basic components, namely psychological readiness and competency-based readiness. Psychological factors that influence individual career readiness internally are self-efficacy. Based on the theory (social cognitive career theory) self-efficacy is the belief in one's own capability to regulate and carry out behavior to achieve certain targets. Self-efficacy helps individuals in determining approaching or avoid certain activities, how much effort is made, how persistent individuals are in facing obstacles, and how well they will perform in the chosen activity. With mature self-preparation for a career as a teacher, they will be able to carry out their responsibilities as a competent teacher.

High self-efficacy will improve a person's performance in general, namely self-confidence if they are able to carry out behavior so that it produces behavior according to their wishes specifically (Wulandari, 2012). Students who believe that they are capable of becoming teachers can have an impact on themselves and be able to have a career as teachers. In addition, based on Agusti's research (2016), it is known that the readiness of students to become teachers is still low, this is indicated by the percentage stating that they are ready to become teachers of only 33% while the percentage of students who stated that they were not ready to become teachers was 67% so that this study has an urgency to see the readiness to become teachers in Economics Education students at State Universities throughout Pekanbaru City. Based on the results of previous research, self-efficacy is important, because the more prepared prospective teachers are, the better they are.

LITERATURE REVIEW

Readiness to Become a Teacher

Teachers are role models who play an important role in education. The meaning of education will not exist without the figure of a teacher. A teacher has the task of channeling knowledge, moral values, and skills to students. Students as prospective teachers must have certain readiness, namely mental, physical, emotional and social readiness to be able to respond to a situation. Readiness shows the ability to do something. According to Slameto (2015:113) "Readiness is the overall condition of an individual that makes him ready to respond/answer in a certain way to the conditions faced". Furthermore, according to Triana and Djazari (2017) "Readiness to become a teacher is the ability and willingness that is good enough for someone to carry out the main task as a teacher". These abilities include physical and mental abilities, including the ability to master and deliver material. According to Kurniasari (2016) "Readiness is the condition of a person who has good

abilities in terms of mental, physical, social, emotional and can carry out something along with all the risks faced to achieve previously set goals". Readiness to become a teacher can be seen from the following indicators; 1) Physical, mental and emotional conditions. 2) Needs, motives and goals. 3) Other skills, knowledge and understanding.

About Self Efficacy

The definition of self-efficacy is a person's belief in their ability to complete a job (Maftuhah and Suratman, 2015:123). Furthermore, according to (Agusti and Rahmadhani, 2020), self-efficacy is something related to self-confidence in having the ability to carry out the expected actions. Self-efficacy has an important role in everyday life, a person will be able to use their potential optimally if self-efficacy supports it.

Furthermore, according to Riwayati and Gunadi (2015:41) "Self-Efficacy greatly influences thought patterns, reactions, emotions, in making decisions". Then according to Arifin et al. (2014:131) self-efficacy is one aspect of social cognitive knowledge about oneself or self-knowledge. Self-efficacy also influences a person in determining the actions to be taken in achieving goals, including estimates of something they will face. Self-efficacy is a person's belief in carrying out and completing the tasks faced so that they can overcome obstacles and achieve the goals they want to achieve (Jannah, 2013:282).

According to Alwisol (2016:260) self-efficacy is one's own perception of how well one can function in a particular situation. To see the level of self-efficacy of students, there are three things that are indicators, namely: 1) Magnitude (level of task difficulty) is a problem related to the degree of task difficulty for individuals, where they will try to do certain tasks that they perceive they can do and they will avoid situations and behaviors beyond their abilities. 2) Strength (strength of belief) is something related to the strength of a person's belief in their abilities. 3) Generality (generality) is a person who feels confident in their abilities, depending on their understanding of their abilities which are limited to certain activities or to a wider and more varied series of situations.

METHOD

The type of research used is quantitative with a research design of testing the formulation of the problem carried out on students of economics education at the Faculty of Teacher Training and Education, University of Riau. This study was conducted to determine the effect of self-efficacy on the readiness to become teachers of Economics Education Students at State Universities throughout Pekanbaru City. Then from the results of the study, a generalization of the influence will be obtained. The research data is in the form of numbers and analysis using statistics, so a quantitative method is used. The data was taken from primary data taken from Economics Education Students at State Universities throughout Pekanbaru City, class of 2021-2023.

The data collection method used is a sample. The questionnaire used is a closed questionnaire for which the answers have been provided. The research was conducted for 6 (six) months since the research was approved. The population in this study were all Social Sciences Education students at state universities in Pekanbaru City, totaling 1,128 students with a sampling technique using purposive random sampling using the Slovin formula. Department of Education and Social Sciences (PIPS) of the University of Riau located at Jalan Binawidya, KM 12.5, Simpang Baru Village, Tampan District, Pekanbaru City. The Department of Education and Social Sciences (PIPS) of the University of Riau took a sample of 84 respondents. Meanwhile, for the Department of Education and Social Sciences (PIPS) of the Sultan Syarif Kasim State Islamic University of Riau (UIN SUSKA Riau) located at Jalan Karya Indah, Tapung District, Kampar Regency, Riau. The Department of Education and Social Sciences (PIPS) of the Sultan Syarif Kasim Islamic University of Riau (UIN SUSKA Riau) took a sample of 86 respondents.

This study uses multiple linear regression analysis, to determine the magnitude of the influence of the variables, prerequisite tests are carried out first in the form of normality tests, linearity tests, t-tests, and correlation coefficient tests using SPSS software. While the hypothesis testing of the variables is carried out

using multiple linear regression analysis. The indicators to measure each variable are; (1) Variables of readiness to become a teacher include a) Physical, mental, and emotional conditions, b) Needs, motives, and goals, and c) Skills, knowledge, and other understanding. (2) Self-efficacy variables include Magnitude, Strength, Generality.

RESULTS AND DISCUSSION

STATISTIC ANALYSIS

Before multiple linear regression analysis, a classical assumption test is first carried out. The classical assumptions that must be met include the normality test, linearity test, t-test and correlation coefficient test.

Classic assumption test

1. Uji Normalitas

The test is done by looking at the Asymp. Sig value on the results of the normality test using the one sample kolmogorov-smirnov test. The provisions of a regression model are normally distributed, while if the significance value is > 0.05 then the data is normally distributed, while if the significance value is < 0.05 then the data is not normally distributed.

Table 1. Uji Normalitas
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		170
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	4,38404499
	Absolute	,063
Most Extreme Differences	Positive	,040
	Negative	-,063
Kolmogorov-Smirnov Z		,827
Asymp. Sig. (2-tailed)		,501
a. Test distribution is Normal.		
b. Calculated from data.		

The results of the normality test with the one-sample Kolmogorov Smirnov statistical test can be seen in the table. The value of the Kolmogorov Smirnov is 0.827 with a significant value of 0.501. From these results, 0.501 is greater than 0.05, so it can be concluded that the residual data of this study is normally distributed.

2. Uji Linearitas

This linearity test is needed to determine the form of relationship that occurs between the independent variable, namely self-efficacy, and the dependent variable, namely readiness to become a teacher. The results of the recapitulation of the linearity test of self-efficacy on readiness to become a teacher can be seen in Table 1.

Table 2. Uji Linearitas

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Variabel _Y * Variabel _X	Between Groups	(Combined)	3107,263	153	20,309	1,187	,364
		Linearity	132,746	1	132,746	7,762	,013
		Deviation					
		from	2974,517	152	19,569	1,144	,400
	Within Groups	Linearity	273,638	16	17,102		
Total			3380,901	169			

Based on the annova sig table of deviation from linearity of self-efficacy on readiness to become a teacher, which is $0.400 > 0.05$, it can be concluded that the influence of self-efficacy variables on purchasing decisions is significantly linear.

3. Uji T

The t-statistic test aims to determine the level of significance of the independent variable on the dependent variable (Ghozali, 2018).

**Table 3. Uji t
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	30,275	3,151		9,610	,000
Variabel_X	,185	,070	,198	2,620	,010

a. Dependent Variable: Variabel_Y

Self-efficacy shows a significant value of 0.010 which is smaller than 0.05 and $t_{count} > t_{table}$ which is $2.620 > 1.974$. These results explain that self-efficacy has an effect on readiness to become a teacher. This means that the hypothesis stating that there is an effect of self-efficacy on readiness to become a teacher is accepted.

4. Uji Korelasi

The correlation test aims to identify whether there is a relationship between two or more variables.

**Table 4. Uji Korelasi
Correlations**

		VARIABEL_X	VARIABEL_Y
VARIABEL_X	Pearson Correlation	1	,440**
	Sig. (2-tailed)		,000
	N	170	170
VARIABEL_Y	Pearson Correlation	,440**	1
	Sig. (2-tailed)	,000	
	N	170	170

**, Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation table, the sig value between self-efficacy and readiness to become a teacher is $0.000 < 0.05$, which means that there is a significant correlation between the self-efficacy variable and readiness to become a teacher. Furthermore, based on table 5.5, the correlation between the self-efficacy variable and readiness to become a teacher is 0.440 which is in the range of 0.40 - 0.599, meaning that the closeness of the relationship between self-efficacy and readiness to become a teacher is moderate.

**Table 5. Simple Regression Test
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	30,275	3,151		9,610	,000
Variabel_X	,185	,070	,198	2,620	,010

a. Dependent Variable: Variabel_Y

Table 6. Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,198 ^a	,039	,034	4,39707

a. Predictors: (Constant), Variabel_X

Based on the anova table, the value of column B can be interpreted, the first row shows the constant (a) and the next row shows the independent variable. In R-square is the R² test (coefficient of determination). Based on the table, a simple linear regression equation can be made as follows:

$$Y = 30.275 + 0,185X$$

The regression equation can be explained as follows:

The constant 30.275 can be interpreted that if all independent variables are zero, then the readiness to become a teacher is 30.275. This result means that if there is self-efficacy with zero, then the readiness to become a teacher will be 30.275. This means that if there is no influence of self-efficacy, the readiness to become a teacher still occurs or exists.

The value of the multiple regression coefficient of the self-efficacy variable on the readiness to become a teacher is 0.185 units. This means that if the self-efficacy variable increases by one unit, then the readiness to become a teacher will increase by 0.185 units. It can be interpreted that there is an influence of self-efficacy on the readiness to become a teacher.

The Influence of Self-Efficacy on Readiness to Become a Social Sciences (IPS) Teacher for Economic Education Students at State Universities in Pekanbaru City

The results of the linear regression test proposed in this study indicate a positive and significant influence can be seen in the sig value of $0.000 < 0.005$ and the results of $t_{count} > t_{table}$, namely $2.620 > 1.974$ so that self-efficacy has an effect on readiness to become a Social Sciences (IPS) teacher in Economic Education Students. The results of this study are in accordance with previous research by Agusti and Rahmadahni (2020) the results of the study found that self-efficacy has a relationship with readiness to become a teacher. Self-efficacy has a relationship with the readiness to become a student teacher with a relationship level of 0.440 in the moderate category. Based on R-Square, the influence of self-efficacy on readiness to become a teacher is 39%. This means that the higher the self-efficacy a person has, the higher the person's belief in their abilities so that they can complete tasks well, and vice versa. Then based on the correlation test, the sig value between self-efficacy and readiness to become a teacher is $0.000 < 0.05$, which means that there is a significant correlation between the self-efficacy variable and readiness to become a teacher. Furthermore, based on table 4, the correlation between the self-efficacy variable and readiness to become a teacher is 0.440 which is in the range of 0.40 - 0.599, meaning that the closeness of the relationship between self-efficacy and readiness to become a teacher is moderate. In this case, as a prospective teacher, it is considered more ready to carry out teaching duties if self-confidence is high.

This is reinforced by Arikunto's explanation (2017) that the belief in the abilities possessed by students in carrying out tasks well, the level of efficacy formed within themselves is higher. Thus, prospective teachers have a sense of readiness to carry out their duties as teachers. This study is in line with the social cognitive career theory put forward by Bandura in Lent (2000) that the social cognitive career theory is a new effort to understand through the process of forming interests, making choices and achieving success in work or education. Self-efficacy refers to people's beliefs about their ability to achieve the success needed to succeed in carrying out tasks.

CONCLUSIONS AND RECOMMENDATION

The conclusion that can be drawn from this study is that there is a positive and significant influence of self-efficacy on readiness to become a teacher, meaning that students need to have confidence in themselves that they are able to carry out and complete the obligations faced, handle every challenge and can achieve the desired target when becoming a teacher.

Based on the results of the research that have been presented, the researcher provides recommendations to students as prospective teachers to prepare themselves well, such as participating in various training and campus activities that can provide benefits and practice student skills, so that students will have expertise and skills as provisions for entering the world of work. In addition, students can increase their self-confidence by knowing the position and things that are the source of their abilities, both in lectures and in everyday life.

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