The Perceptions of Jambi Province Students on the Teaching Profession

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ABSTRACT

This study was conducted in the Indonesian province of Jambi with the aim of analyzing the perceptions of teaching practice programs and the teaching profession among students who were preparing to teach economics. The population of this study is 755, and the approach used is quantitative research with a survey model. The sample comprises of students who have successfully completed teaching practice programs, with up to 261 replies. The data was then analyzed using confirmatory factor analysis (CFA), exploratory factor analysis (EFA), and structural equation modeling (SEM). The research's findings include: First, that students are beginning to have a positive opinion of the teaching profession. Second, by incorporating teaching strategies and models in line with the present-day technological and time needs of students, obtain greater knowledge of learning media via the experience of teaching practice programs in educational institutions. Third, aspiring teachers are equipped to fulfill the duties of an accredited and seasoned educator.

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1. INTRODUCTION

An educational institution like a school is intended to turn forth qualified graduates who meet national and international standards for knowledge, abilities, attitudes, and values (Lase, 2019). It is crucial to increase the professionalism of aspiring teachers through teaching practice programs as part of their preparation to become educators (Meryansumayeka et al., 2018). Teachers' ability to run lessons, mentor students, and convey information affects the quality of education, as does their ability to prepare future teachers to succeed them (Baharuddin et al., 2020).

Even though they have studied for six semesters, including the last semester, it is clear how students feel about the teaching profession and that many of them are not interested in pursuing further education to become teachers. In February 2022, one of the Jambi province's tertiary institutions (Rosmiati & Saputra Hutabarat, 2021), (Mulyana, 2016), and (Yuzulia, 2021). This is supported by the various views prospective teachers have of the teaching profession (Wuryaningsih & Kuswati, 2013). This aspect of human psychology has a significant influence, according to social perception theory, which places more emphasis on how an individual perceives things that are related to people and the stigma in the local environment. According to social perception theory, social cognition, which also produces knowledge and comprehension about the topic, includes opinions about the teaching profession (Davis & Jones, 2014) and (Nold, 2017).

Self-awareness demonstrates the breadth of comprehension of an item, in this case, the teaching profession. One of the reasons for this education science graduate's underdeveloped human resources is this disagreement about a noble career (Mulyana, 2016). On the basis of this, it can be said that perceptions of the teaching profession affect how prepared prospective teachers are to enter the teaching profession through teaching practice programs. This is because teachers can develop and use a variety of new and established learning methods, models, and media to become competent and professional (Wuryaningsih & Kuswati, 2013). Research from a teaching practice program that demonstrates the teaching profession has a positive and significant influence on applicants' training to become teachers lends weight to this assertion (Faridah, Arismunandar, & Bernard, 2017).

The capacity of aspiring teachers to perform their tasks and an awareness of the competences required of a teacher may both be used to gauge readiness to become a teacher (Najah, 2016). Prospective teachers who participate in teaching practice programs will receive training to help them become effective instructors who are competent and professional in their disciplines (Ulin & Oktarina, 2014). In order to demonstrate their preparedness to become teachers, prospective teachers must be able to effectively combine some of these teaching qualities (Yuniasari & Djazari, 2017). According to (Mugiasih et al. 2018), instructors should "master learning materials," "prepare to perform teaching," and "prepare learning tools before teaching" in the classroom.

Researchers found that throughout the teaching practice program, 58 economics education majors from both public and private postsecondary schools obtained failing marks. Due to this issue, aspiring economics educators failed to effectively learn teaching competences and were even disqualified from becoming educators (Maipita & Mutiara, 2018) and (Mulyani et al., 2019). There are pupils who are prepared to become teachers and those who are not (Mahmud, 2018). The issue of preparedness to appear in teaching at school is one area where this readiness still has to be enhanced and assessed (Utami, 2015). This demonstrates that the teaching practice program's function in helping qualified teacher candidates is positive

Because the presence of a teacher and preparation to become a teacher are prerequisites for learning, the need for aspiring teachers in the field of education is quite urgent (Klaus Schwab, 2016). You will fall behind if you can't keep up with the pace of technological advancement. Therefore, if they are unable to keep up with the changes brought about by the industrial revolution, it would be difficult and leave behind potential teachers in other countries. 4.0 age (Wena, 2011). Thus, aspiring teachers must become more professional and competent in order to become competent and professional instructors in their sector, regardless of the circumstance, particularly in the aftermath of the Covid-19 pandemic and the Industrial Revolution. 4.0. There is no other option but to be ready to become a teacher who keeps up with the times and developments in technology and knowledge in the period of the industrial revolution because in the future, the teacher's position will be even more vital. 4.0 (Klaus Schwab, 2016). Prospective teachers must be capable of self-preparation in order to maintain the proper balance between the teacher's function and quality of instruction (Ningsih, Sunarto, & Nugroho, 2013).

To successfully communicate with pupils about subject matter, aspiring educators must enhance their learning skills. Being prepared to become a teacher is not a simple undertaking. The attitudes and personalities of students are also influenced by learning methodologies, and this will have an effect on how future educators approach students' growth in understanding what they are being taught (Budiman & Apriani, 2019).

2. METHODS

Readyness to Teach Eras are affected by three external influences, one endogenous variable, and its signs, specifically: One of the aspects viewed from the training of potential teachers for the future generation of Indonesians is perceptions about the teaching profession (Uzer, 2005). The results of teaching practice programs in schools demonstrate that the candidate is a trustworthy teacher candidate who was (input) in the process of becoming a teacher (Bukaliya Rupande, 2013). Researchers have determined the factors influencing students' opinions of the teaching profession and their interactions with teaching practice programs using a range of literacy assessments.

This study used a combination of a survey model and a quantitative research method. Finding out whether or not students were qualified to teach economics was the goal of this study. To demonstrate the technique's major advantage—that it helps in understanding how students see the teaching profession, the experience of teaching practice programs, and their preparation to become teachers—we developed the following research model:
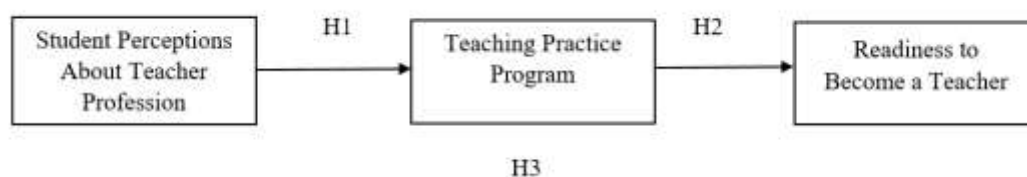

Figure 1. Research Framework
Source: Researcher's Elaboration 2022

The quantitative approach of explanation adopted in this work relies on three hypotheses. Certain populations or groups are studied using the positivist research methodology, often known as the quantitative research technique (Straits, 2006). In order to gather data from a sample of participants for this study, a survey approach is employed (Check, J. W., & Schutt, 2011). The questionnaire in this study was designed to gather precise data, and it was made up of several cues that the respondents would then interpret as organized assertions. This necessitated reviewing the study's data.

Along with data collection, researchers also used methods for demographic sampling. A population is a group of people who have certain characteristics in common (Creswell, 2011). Despite the sample's limitations and the fact that it was chosen from the whole population (Neuman, n.d.). 755 students from three campuses in the province of Jambi who had participated in activities connected to teaching practical experience programs made up the sample for this study. The sample size for this study was established using the Slovin formula, which is thought to be representative of the entire population, and standard error rates of 1%, 5%, and 10% (Kriyantono, 2010). The sample size for the research was 261 individuals. Participants in the economics education study program in Jambi Province completed the questionnaire that researchers used to assess how prepared students were to become teachers during the fourth industrial revolution period (era 4.0). employing a professionally designed and constructed Likert scale that meets the researcher's needs (Kriyantono, 2010). Each measurement technique was graded using a Likert scale with five potential results, ranging from "strongly disagree"

to "strongly agree." 261 potential teachers who had participated in program activities to develop real-world teaching experience were given questionnaires.

3.   FINDINGS AND DISCUSSION

Once the necessary research data had been gathered, data analysis activities were carried out; in this study, descriptive statistical analysis was carried out, requiring the processing of data in the form of numbers that are not generally applicable. (Sugiyono, 2017). Since the instrument was made available online using the Google form, which could be used from both smartphones and desktop computers, data was acquired using a questionnaire technique. We looked at both the measurement model (inner model) and the measurement model in the two testing rounds of the PLS-SEM data analysis (outer model). The evaluation of measurement model (also known as the outer model) is a measurement model that depicts the link between the latent variable to be evaluated and the observable variable or observation variable. To illustrate the correctness of the estimate between latent and construct variables, the measurement model's inner model is examined (Latan, 2015).

Because education is closely related to fostering the learning process wherever it takes place, thinking patterns, and developing innovative ideas for aspiring teachers in the Covid-19 situation given the times and the numerous unending technological advancements we currently experience, the goal of this study is to ascertain whether students are prepared to teach economics. to create a generation of exceptional, competitive, and well-prepared individuals who will be educated, knowledgeable, and talented teachers of economics in their specific fields. The hypothesis was assessed using the SmartPLS 3.29 tool and structural equation modeling (SEM). The test results for our study plan model are displayed in Figure 2 below:
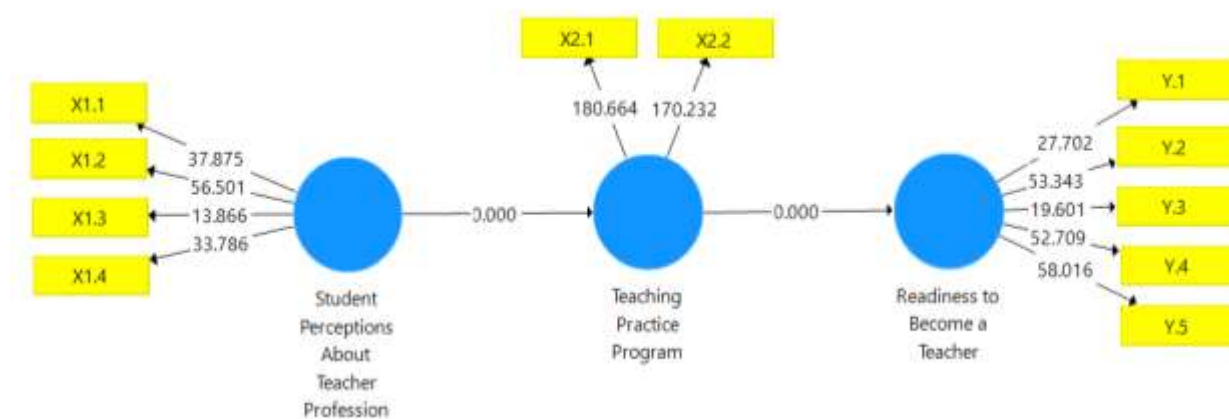

Figure 2. Structural Equation Research Model Results
Source: SmartPLS 3.29 (Data processed by 2022 researchers)

The seven hypotheses under consideration are shown in a logical order in Figure 2. Figure 2 illustrates how students' opinions of the teaching profession and their involvement in teaching practice programs impact their preparation to teach economics in the context of the fourth industrial revolution through a locus of control-mediated process. It is also shown that each indicator can track each endogenous and exogenous variable with accuracy. The results of the general factor loading test for the variable indicators utilized in our inquiry are displayed in the following table:

Table 1: Loading Factor Test Results for Indicators of Research Variables

Code	Indicators	Loading
Perception College Student About Profession Teacher		
X1.1	Student perceptions about teacher qualifications, competencies and certification	0.882
X1.2	Students' perceptions of teacher rights	0.888
X1.3	Students' perceptions of teacher obligations	0.772
X1.4	Student perceptions about teacher coaching and development	0.833
Teaching Practice Program		
X2.1	Intership orientation	0.967
X2.2	Intership engagement	0.966
Readiness to Become a Teachers		
Y.1	Educational competence	0.819
Y.2	Competence for technological commercialization	0.892
Y.3	Competence of globalization	0.703
Y.4	Competence in the future strategies	0.889
Y.5	Counsellor competence	0.895

Source: SmartPLS 3.29 (Data processed by 2022 researchers)

The questionnaire was designed to find out student perceptions of the teaching profession, with indicators namely: 1) Student perceptions of teacher qualifications, competence, and certification, 2) Student perceptions of teacher rights, 3) Student perceptions of teacher obligations, 4) Perceptions students regarding teacher coaching and development ("Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen," 2005), (Uzer, 2005) and (Nana Sudjana, 2009) by having as many as 16 statement items. While measuring the teaching practice program variable, with indicators 1) Internship orientation and 2) Internship engagement (*Peraturan Rektor Universitas Negeri Malang Nomor 24 Tahun 2020*, n.d.). (Bukaliya Rupande, 2013), (Suharsini Arikunto, 2013), and (Yanto, H., Mula, J. M., & Kavanagh, 2011) by having 16 statement items. Meanwhile, to measure students' readiness to become teachers, the indicators are 1) Educational competence, 2) Competence for technological commercialization, 3) Competence of globalization, 4) Competence in the strategic future, and 5) Counselor competence (Huseno, 2018) by having as many as 18 statement items. all statement items. Exogenous and endogenous variables were responded to with a Likert range of 5 points with a scale of 1 indicating "strongly disagree" to 5 indicating "strongly agree". Questionnaires were distributed to 261 prospective teachers who had carried out experience activities in the teaching practice program of the economics education study program in Jambi Province, Indonesia.

Our research yielded a preparedness model for teaching economics, and in order to achieve convergent validity, we used SEM-PLS. If the factor loading value is more than 0.700, all indicators are considered to be valid (Chin, 2010). To determine dependability, several evaluations of how frequently respondents react to certain propositions may be utilized. The Alpha Cronbach statistic, which may be used to quantify a concept's dependability, can be used to evaluate consistency. If Cronbach Alpha for a constructor variable is less than 0.50, it is considered dependable (Hair, 2011). The following findings were obtained from reliability and validity tests conducted on 261 respondents who were found to fulfill the specified criteria:

Table 2: Reliability And Validity Test Results

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Exracted (AVE)
Student Perception About Teacher Profession	0.866	0.881	0.909	0.714
Teaching Practice Program	0.929	0.930	0.966	0.934
Readiness to Become a Teachers	0.896	0.906	0.924	0.710

Source: SmartPLS 3.29 (Data processed by 2022 researchers)

Table 2 above shows that this variable was deemed to be reliable and meet the criteria after a reliability test on 261 future teachers who had participated in experience activities in the teaching practice program. The Cronbach's alpha value for each variable can be examined, and it is more than 0.70 altogether. The amount of variety and diversity in distinct manifest variables that may be supported by latent structures is described by the average variance extracted (AVE), which is a numerical number. The average variance extracted (AVE) value for this experiment is greater than 0.50, indicating a trustworthy or accurate indication of convergent validity (Henseler, Ringle, 2009).

Exogenous and endogenous variable indicators that have been proven to be trustworthy and receive high marks in accordance with the request may be evaluated in this study. to examine the magnitude of the R-square value and the applicability of the model, respectively. R-square is a statistic used to evaluate the effectiveness of a regression line equation (Chin, 2010). Whether or whether the effect is substantial, the resulting R-square values can be utilized to explain the link between latent variables, particularly endogenous latent variables. Table 3 displays the computation of the R-Square value as follows:

Table 3: R2 Calculation Outputs

	R Square	R Square Adjust
Teaching Practice Program	0.795	0.793
Readiness to Become a Teacher	0.552	0.550

Source: SmartPLS 3.29 (Data processed by 2022 researchers)

The model in this study is "moderate" because the R-square value is > 0.50, indicating that it can be thought of as having predictive relevance. The R-square value for the student readiness to become an economics teacher is 0.552, indicating that the model in this study is "strong" because the R-square value is > 0.70. for a second analysis of the variables using PLS-SEM. This study seeks to comprehend the relationship between the variables that were investigated by determining the value of the route coefficient.

The bootstrapping technique was first used in resampling to assess the effects of each endogenous and exogenous variable. The following set of effect statistics for each of the seven hypothesized variables enables one to assess each variable's importance based on the results of the bootstrapping procedure:

Table 4. Result of Hypothesis Test Accumulation

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (IOS / STDEVI)	P Values
Student Perception About Teacher Profession - > Teaching Practice Program	0.672	0.677	0.058	11.596	0.000
Teaching Practice Program - > Readiness to Become a Teachers	0.629	0.633	0.058	10.810	0.000
Student Perception About Teacher Profession - > Teaching Practice Program - > Readiness to Become a Teachers	0.423	0.431	0.070	6.011	0.000

Source: SmartPLS 3.29 (Data processed by 2022 researchers)

According to the results of the tests conducted on the seven hypotheses, the table above demonstrates that there are both direct and indirect correlations between variables. In other words, if the route coefficient value is more than 1.96, a significance level of less than 0.05 is acceptable, and vice versa. It is reasonable to conclude that the route coefficient value of 1.96 is inaccurate with a significance level > 0.05 (Latan, 2015). The relevance of the link between the constructs is as follows, according to the data collecting findings shown in Table 4:

The first hypothesis (H1) is that teaching practice programs are positively and significantly impacted by students' opinions of the teaching profession. Prospective teachers develop a grasp of the credentials and abilities of instructors needed in the field of education, particularly in schools, while pursuing their studies on campus (Mulyani et al., 2019) and (Mohamad, Muhammad, Mohd Hussin, & Habidin, 2017). In this study, this understanding shapes how potential teachers see the excellent teaching profession; a positive view demonstrates that activities throughout the teaching practice program go well and provide good results as well (Anggreini, Prabandari, & Prihatiningsih, 2017), (Mahmud, 2018) and (Saud et al., 2018). Prospective instructors who start preparing themselves to teach from the start will maximize their potential, feel confident that they can survive and adapt as teachers, and have a thorough knowledge and grasp of the teaching profession.

The second hypothesis (H2) findings are that teaching practice programs have a positive and significant effect on readiness to become an economics teacher. The study's findings demonstrate that the outcomes of face-to-face meetings with potential economics instructors at schools may be properly planned and successfully carried out (Najah, 2016), (Maipita & Mutiara, 2018), and (Mahmud, 2018). Inquiries concerning student progress at school are more actively sought after by prospective instructors, enabling them to understand about kids' learning challenges (Aglazor, 2017), (Rashidi, Fakhrul Adabi, & Ilhamie, 2013), (Gebretinsae & Karvinen, 2018); and (Dimas Virgiawan, Marlini, & Studi Pendidikan Matematika, 2018). The training of potential teachers has thus far enabled them to comprehend student demands, preparing them to become qualified and skilled economics teachers.

Furthermore, the third hypothesis (H3), student perceptions of the teaching profession have a positive and significant effect on readiness to become an economics teacher through a teaching practice program. Students' preparation to become teachers during the Industrial Revolution 4.0 discovered favorable values: 1) Prospective teachers and students engage successfully when adopting methodologies and learning models, resulting in effective teaching and learning collaboration (Joneta, Anugerah, & Susilatri, 2016) and (Toussi & Ghanizadeh, 2012). 2) Future economics Teachers use different reference learning sources more carefully while creating different learning material. This study demonstrates that students are more engaged with engaging educational materials from a variety of learning resources, which can increase students' motivation and interest in studying (Anderson et

al., 2001), (Gotama, 2019), and (Groh, Krishnan, McKenzie, & Vishwanath, 2016). 3) Economic projections Teachers have the knowledge and skills necessary to identify, differentiate, and address issues relating to student learning in classrooms, which enables aspiring educators to realize smart education by enhancing educational quality, expanding educational access, and promoting equity in education (Indira, Hermanto, & Pramono, 2020), (Lin & Wu, 2016), (Bergmark, Lundström, Manderstedt, & Palo, 2018), and (Karakoc, 2016). The breadth of information and comprehension that prospective teachers possess demonstrates their preparedness to become true educators who are knowledgeable and professional in their fields of specialization.

4.   CONCLUSION

The findings of this study supported the three assumptions that, as times and educational technology have changed, so too has the competency of aspiring economics instructors. Guidelines for maximizing their potential through teaching strategies, role models, and media are provided by the qualifications and skills that prospective teachers must possess. Future educators can adopt the disruptive period and use technology to make teaching chores easier. The primary drawback of our study is that it only included data from Jambi Province students enrolled in a study program for economics. Students who have successfully completed the teaching practice program are eligible to teach in the economics education study program. This study shows that potential teachers should constantly get ready to teach in a variety of methods, such as by learning more about the field and utilizing teaching practice opportunities in schools to become qualified and professional economists instructors.

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