

THE INFLUENCE OF PERCEPTIONS OF TEACHER WELFARE AND TEACHING EXPERIENCE ON CAREER READINESS TO BECOME A TEACHER IN EDUCATION STUDENTS OF THE FACULTY OF ECONOMICS, STATE UNIVERSITY OF JAKARTA THROUGH SELF-EFFICACY AS A MEDIATION VARIABLE

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Article Info

Article history:

Received: October 31, 2021

Accepted:

Published:

Keywords:

*Perception of Teacher Welfare,
Teaching Experience, Self-
Efficacy, Career Readiness to
Become a Teacher.*

Abstract

This study aims to determine the influence of learning culture, student personality characteristics, readiness to learn boldly on learning satisfaction. The research was conducted for 10 (ten) months starting from December 2020 to October 2021. The research method was quantitative with the type of research that was explanatory. The sample used in this study found 131 respondents from the education students of the Faculty of Economics, State University of Jakarta. The data collection technique used a proportional random technique. The data analysis technique used SmartPLS software version 3.0 PLS (Partial Least Square) with structural equation analysis (SEM). The results showed that each variable had a significant effect.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh persepsi kesejahteraan guru, pengalaman mengajar, dan self-efficacy terhadap kesiapan berkarir menjadi guru. Penelitian dilakukan selama 10 (sepuluh) bulan dimulai dari bulan Desember 2020 hingga Oktober 2021. Metode penelitian secara kuantitatif dengan jenis penelitian yaitu eksplanatori. Sampel yang digunakan dalam penelitian ini berjumlah 131 responden mahasiswa kependidikan Fakultas Ekonomi Universitas Negeri Jakarta. Teknik pengumpulan data menggunakan teknik acak proporsional. Teknik analisis data menggunakan software SmartPLS versi 3.0 PLS (Partial Least Square) dengan analisis persamaan Struktural (SEM). Hasil penelitian menunjukkan bahwa setiap variabel memiliki pengaruh yang signifikan.

How To Cite:

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ISSN

2302-2663 (online)

DOI: doi.org/10.21009/JPEPA.007.x.x

INTRODUCTION

Education has a very important role in creating quality human resources (HR). The role and welfare of educators as a reflection of the progress of education in Indonesia is no longer a matter of doubt if the success of a nation can be seen from the quality that exists in that country. And the quality of education is largely determined by the factors of educators who directly play a role in determining education, especially in Indonesia. Competition for positions in the world of work is getting tighter, and it is hoped that education in Indonesia will be able to create and improve the capabilities of Indonesian Human Resources (HR) so that they are more able to compete globally. Preparing quality Human Resources (HR) requires careful preparation, especially through education. Education provides knowledge and skills that students will use in the world of work. The teacher is someone who plays an important role in the learning process in the world of education. In addition, the teacher is also the component that has the most influence on the creation of quality educational processes and outcomes. The main task of a teacher is to educate, direct, train, assess, and evaluate students, this is as stated in Law no. 14 of 2005. The quality of a teacher can be seen from the competence he has and has mature readiness in a career as a teacher. The quality of education in Indonesia can be said to be worrying, seeing the reality that Indonesia has a very low quality of education, this is evident in UNESCO data (2011) regarding the ranking of the Human Development Index, namely the composition of the ranking of educational attainment, health, and income per head which shows that the development index in Indonesia is decreasing.

Career readiness of students to become teachers today is very important because having readiness can minimize mistakes when carrying out their profession as teachers. The readiness of students to become prospective professional teachers is a condition that shows that students have met the requirements required to become professional teachers. But the fact is that at this time there are not a few teachers or prospective teachers who do not know the duties and obligations of a teacher, there are several problems that make it not run as it should, such as: teachers or prospective teachers do not have the competence to teach their subjects, teachers or prospective teachers do not have the ability and professional skills as a teacher. As the authors found in research (Heikonen et al., 2017) problems related to readiness to become teachers include the problem of inadequate teacher qualifications and competencies, low levels of teacher welfare which lead to negative perceptions in society, and low work ethic and teacher professionalism. .

Graduates of teacher education in Indonesia are considered not to have established competencies in preparing themselves for a career as professional teachers in schools (Apandi & Rosdianawati, 2017). This problem is taken seriously by the Indonesian government, so the government implements an additional education program for prospective teachers or graduates of the teacher education program that must be taken for one year. This program has been regulated in the Ministry of Education regulations starting in 2009. This educational program is implemented after graduating from a Bachelor or Diploma IV program called the Professional School Teacher Training Program (TPST). The main goal is for participants to have a good teaching experience. Excellent teaching experience at the beginning of a teacher's career provides opportunities for prospective teachers to develop so that later they are declared

ready for a career as a teacher (Naylor et al., 2015). Factors that influence career readiness to become a teacher include the perception of teacher welfare that is still not guaranteed. The welfare of teachers is still a prolonged debate and has high sensitivity. Improving the welfare of teachers in various countries is one of the benchmarks for the progress of education in a country (Glewwe & Muralidharan, 2016). The perception of the welfare of teachers in the world today is still considered low, unlike other professions whose salaries are higher and their welfare is guaranteed. Although in several countries such as Finland, Singapore, China, South Korea, and Japan the welfare of teachers there is very guaranteed, even the teaching profession there is the most honorable and prestigious profession (OECD, 2019).

Therefore, other countries need to imitate and make the teaching profession more financially and intellectually attractive so that the welfare of teachers around the world is guaranteed. In Indonesia, the salary of teachers, which is only equal to 0.25 per capita per month, is very ironic. This is not in accordance with the competence of the teacher. The condition of such teachers must be reduced and the increase in functional allowances is really happening and not just a discourse, because the quality of teachers actually really depends on how much financial and non-financial rewards are given (Surakhmad, 2015). If assessed in rupiah, the current average teacher salary is only Rp. 200,000 - Rp. 500,000 per month, which is allocated for one hour face-to-face with students in class only Rp. 5,000 - Rp. 15,000. This salary standard applies to private teachers, auxiliary teachers, contract teachers, and temporary teachers. Meanwhile, teachers with civil servant status (PNS) benefit more because their salary standards are adjusted to their rank and class. (Nande & Amrin, 2018) said it is undeniable that most teachers work with dedication by showing a high willingness to serve children's education and society. Even though the teacher does not talk about financial wages, he is also an ordinary person who has to support his family. Therefore, it is fitting for the fate of teachers to always receive the attention of the government and the community.

In addition to the perceived welfare of teachers, another factor that influences career readiness to become a teacher is teaching experience. A teacher or prospective teacher who has a long or many teaching experience will have a high level of career readiness to become a teacher. However, a person's teaching experience should not be measured solely by the length of teaching, because teaching experience is not the main factor that causes a teacher to fail to improve his professionalism or be said to be successful (Manasia et al., 2020). Teaching experience can not be measured by the length of teaching but from the effectiveness and assessment during the teaching process. However, teachers who are rich in teaching experience are expected to be more responsive in dealing with problems related to the teaching and learning process, because the useful experiences they have can be used as a reference during their career as a teacher (Asyhariah, 2020).

According to ODE in (Schachter et al., 2019) the more experienced the teacher is in teaching, the wider the subject matter will be mastered so that teacher readiness in teaching will increase. As a supporter of the Education Study Program as well as to create professional educators, Jakarta State University has prepared various programs held in various subjects, one of which is Teaching Activities Practice (PKM). With this PKM, it is hoped that students will be better prepared to teach. However, in reality, the readiness to teach students is still not mature. This is evident from a survey conducted

by researchers to 30 education students, 33.3% chose the factor of the short period of PKM which caused their unpreparedness in a career as a teacher. This shows that even though they have implemented PKM, they still feel their lack of readiness to teach, this is due to the limited time they have when carrying out PKM activities and their lack of teaching skills so that they must be improved and studied again.

For prospective teacher education students, career readiness to become a teacher is very important, because this must be balanced with mental and physical readiness of students. (Hung, 2016) examined the career readiness to become a teacher and its relationship to the perceived factors of teacher welfare, teaching experience, and self-efficacy. This study was conducted to determine the extent to which students are ready for a career as a teacher, so it can be concluded from this study that teachers with high self-efficacy and teaching experience will have more mature readiness for a career as a teacher. (Han et al., 2020) in his research said that there is a relationship between perceptions of teacher welfare and readiness to become a teacher which is mediated by teacher self-efficacy, so that there is a real influence between perceptions of teacher welfare, readiness to become a teacher, and self-efficacy. teacher efficacy. (Hunger et al., 2016) examined the perception of teacher welfare and teaching experience with self-behavior, the results showed a positive relationship between the perspective of teacher welfare and teacher teaching experience with self-behavior and quality of life as a teacher. Based on the background description in the form of a gap phenomenon which is supported by the research gap, researchers are interested in conducting research

From the factors of employee performance that have been described by Herawaty, researchers conduct observations on employees of PT. SKF Indonesia with a total of 30 respondents described in table 1.

Table 1. Factors - factors that Affect Employee Performance pt. SKF Indonesia
Sum n = 30 (100%)

NoEntity	Yes		Not	
	Yes	%	Not	%
1. Work Discipline	24	80%	6	20%
2. Work Safety	18	60%	12	40%
3. Job Satisfaction	25	83,3%	5	16,7%
4. Income/Salary	18	60%	12	40%
5. Transformational Leadership	26	86,7%	4	13,3%
6. Work Motivation	22	73,3%	8	26,7%
7. Organizational Commitment	18	60%	12	40%
8. Organizational Culture	27	90%	3	10%

Source: Processed by Researchers (2020)

The results of observations in table 1 show that a strong factor in influencing employee performance, namely transformational leadership with a percentage of 86.7% and organizational culture with a percentage of 90%. Based on the results of observations that researchers have done before, the variables that will be examined in this study to see their effect on employee performance are transformational leadership and organizational culture.

Based on the results of interviews that researchers have conducted with the HR &GA section of PT. SKF Indonesia, this company always makes improvements for each employee

to improve their performance. In addition to revamping employees, the company also makes improvements to leaders by evaluating the leadership style that is being applied.

THEORETICAL BASIS

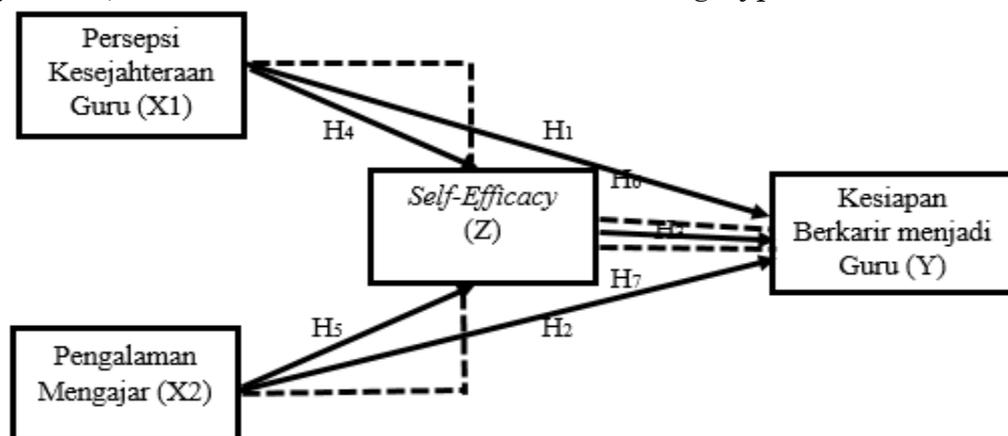
Readiness is the overall condition of a person who prepares him to react or answer something in a certain way (Slameto, 2013). According to Yuniasari (Sukmawati, 2019) readiness is sufficient ability both physically, mentally and teaching equipment. Physical readiness means having sufficient energy and good health, while mental readiness has sufficient interest and motivation to carry out teaching activities. Teaching without physical, mental, and equipment readiness will experience many difficulties, as a result the students being taught do not get good learning outcomes. In line with the above definition, according to Hamalik (Nurlela & Surtiyoni, 2019) readiness is the level or state that must be achieved in the development process at the level of mental, physical, social, and emotional growth. Career is defined as a set of attitudes, activities, or behaviors related to work roles throughout one's life (Sukardi & Sumiati, 2012). A career is a job, Hornby's profession in (A. M. A. Hasanah et al., 2015) A person can work happily, as long as he does something according to his condition, according to his abilities, and according to his interests. In line with the above understanding, Gibson argues that career is a form of relationship between work and experience that will be achieved by individuals throughout their lives (Susantoputri et al., 2014). The teacher is a person who has the authority and has the responsibility to foster and guide students both individually and classically both at school and outside of school (Putro et al., 2017).

Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. Perception is a process that involves the entry of messages or information into the human brain. Through perception, humans are constantly in touch with their environment. According to (Diyatini et al., 2016) teacher welfare is the provision of living prosperity to people who work in the educational environment, both in the form of material and spiritual so that a decent and better life is fulfilled as a reciprocal or remuneration for the responsibilities they carry. It can be concluded that welfare is a sense of security, prosperity, safety, and peace felt by individuals or society. According to (Simatupang, 2018) teacher welfare cannot be separated from the financial aspect/teacher salary. Teacher welfare is manifested in the form of providing allowances for certified teachers (PPRI No. 74 Th. 2008).

According to Hamalik (Hamalik, 2010) teaching experience is one of the intracurricular activities carried out by students which includes teaching exercises and educational tasks outside of teaching in a guided and integrated manner to meet the requirements for the formation of the educational profession. Meanwhile, according to (Triastuti & Jayadi, 2018) Teaching experience is the length of time a teacher teaches lessons. A teacher who has a lot of experience in teaching will find it easier to carry out teaching and learning activities that will be of higher quality. In line with this (Feldon et al., 2011) says "Teaching experiences means full-time employment which includes full responsibility for the planning and delivery of instruction and evaluation of student learning. Substitute teaching is not considered full-time teaching experience".

According to (Bandura, 2009) self-efficacy as human belief in themselves to practice a number of measures of control over their self function and events in their environment. Self-efficacy can be interpreted as human belief in themselves to exercise a number of

control measures over their own functioning and events in their environment. Self-Efficacy according to (Santrock, 2010) self-efficacy is someone for his ability to master the situation and produce something beneficial. Self-efficacy is a person's belief in his ability to master the situation and produce something profitable. According to (Skaalvik & Skaalvik, 2015) "Self-Efficacy is self-assessment beliefs regarding one's competence to succeed in its tasks". Self-Efficacy is a self-assessment belief regarding one's competence to succeed in one's duties. According to (Ghufron & Risnawita S, 2010) self-efficacy is a person's belief about his abilities in overcoming various situations that arise in his life. From the theoretical literacy above, the researcher formulates the following hypothesis:



Source: data processed by researchers, 2021

Figure 1. Research Constellation

METHOD

This study used a sample of 131 educational students at the Faculty of Economics, State University of Jakarta, consisting of students of the 2017 Economics Education, Business Education and Office Administration Education study program. Data were collected using a questionnaire via google form. This study has 2 independent variables, namely the perception of teacher welfare and teaching experience, one mediating variable is self-efficacy and the dependent variable is career readiness to become a teacher.

The research method that researchers use is quantitative research methods. According to (Sugiyono, 2018) quantitative research methods are research methods based on the philosophy of positivism, used to examine certain populations or samples. Sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative or statistical in nature with the aim of testing predetermined hypotheses. The type of research conducted by the researcher is the type of explanatory research. According to (Sugiyono, 2018) explanatory research is research that explains the casual relationship between variables that affect the hypothesis. In this study, there are at least two variables that are connected and this research functions to explain, predict, and control a symptom. Therefore, in this study, it will be explained about the interactive or reciprocal relationship between the variables to be studied and the extent to which they influence each other. The main reason for choosing this type of explanatory research is to test the proposed hypothesis in order to explain the effect of the independent variables (perceptions of teacher welfare and teaching

experience) on the dependent variable (career readiness to become a teacher) either partially or simultaneously in the hypothesis.

RESULTS AND DISCUSSIONS

The results of the frequency distribution test related to the characteristics of these respondents collected 131 respondents with qualifications of education students from the Economics Faculty of UNJ class 2017 who have implemented Teaching Activities Practices (PKM). With this, students who have implemented PKM are considered to already have the provision or experience of teaching in schools. Based on gender, respondents are categorized into 2, namely, female and male. Descriptive data on the gender of the respondents can be seen in the following table:

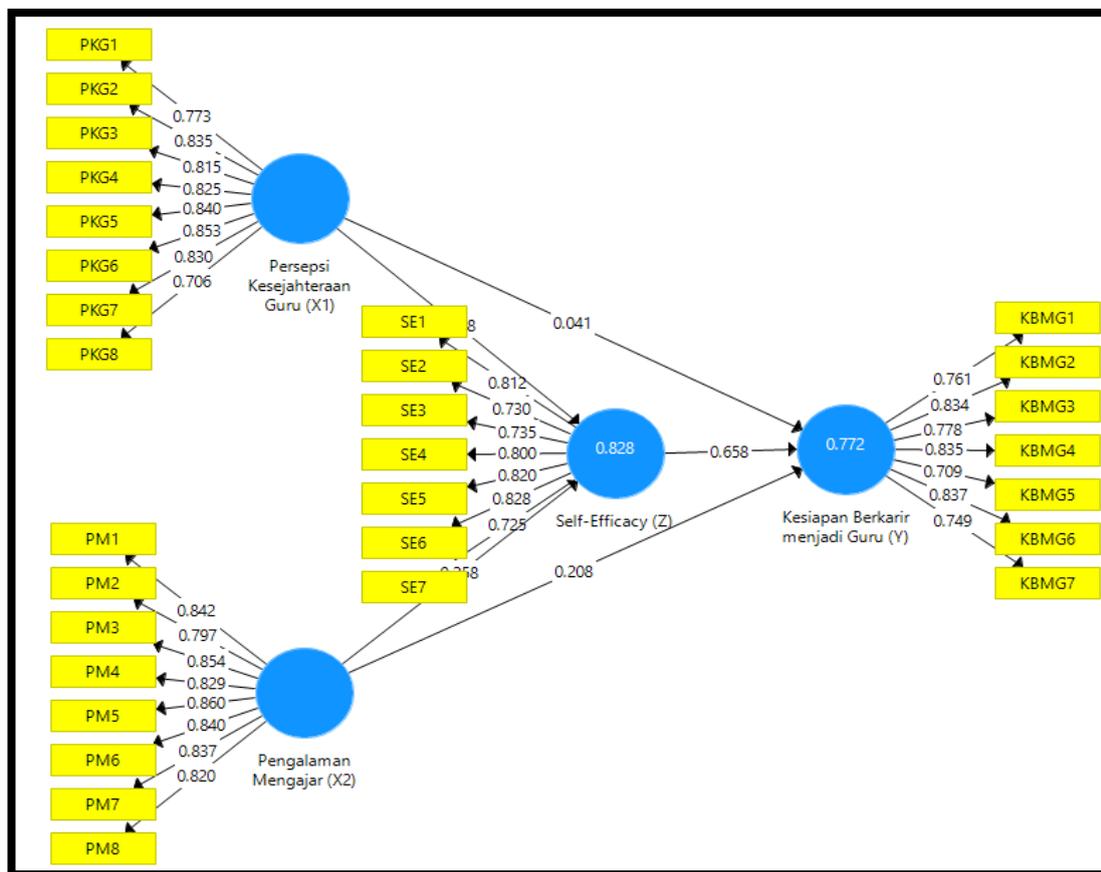
Table 1. Characteristics of Respondents by Type sex

Jenis Kelamin	Jumlah	Persentase
Laki-laki	30	22,91 %
Perempuan	101	77,09 %
Total	131	100 %

Source: data processed by researchers, 2021

Table 1 shows that male respondents are 30 (22.91%) and female respondents are 101 (77.09%).

The results of testing the research hypothesis using SmartPLS will be explained in the analysis of the outer model and inner model. Where the two results from the analysis will explain the relationship between the dependent variable (career readiness to become a teacher) and the independent variables (perceptions of teacher welfare, teaching experience, and self-efficacy) both directly and indirectly. In this study, the outer model was produced as follows:



Source: data processed by researchers, 2021

Figure 2 Outer Model

The picture above shows that the construct of teacher welfare perception is measured by 8 items, namely PKG1, PKG2, PKG3, PKG4, PKG5, PKG6, PKG7 and PKG8. The teaching experience is measured by 8 items, namely PM1, PM2, PM3, PM4, PM5, PM6, PM7 and PKG8. Self-efficacy is measured by 7 items, namely SE1, SE2, SE3, SE4, SE5, SE6, and PKG7 and for career readiness to become a teacher it is measured by 7 items, namely KBMG1, KBMG2, KBMG3, KBMG4, KBMG5, KBMG6, and KBMG7. The value above shows a correlation between the indicators and their constructs. The loading value is towards an indicator indicating that the study uses reflective indicators that are relatively suitable to measure the effect or relationship to be studied (hypothesis) symbolized by arrows between constructs. Based on the constellation picture above, the results of the calculation of loading factors with the SmartPLS version 3 software stated that the perceived variables of teacher welfare, teaching experience, self-efficacy and career readiness to become a teacher were significant. Then the researchers re-analyzed the data with the PLS approach which was carried out by evaluating the measurement model and structural model.

A. Evaluation of Outer Model

1. Validity Test

An indicator is declared valid if it has a loading factor value of 0.5 against the intended construct. The SmartPLS output for loading factors shows the following

results:

Tabel 2. Loading Factors

	Kesiapan Berkarir Menjadi Guru (Y)	Pengalaman Mengajar (X2)	Persepsi Kesejahteraan Guru (X1)	Self-Efficacy (Z)
KBMG1	0,761			
KBMG2	0,834			
KBMG3	0,778			
KBMG4	0,835			
KBMG5	0,709			
KBMG6	0,837			
KBMG7	0,749			
PKG1			0,773	
PKG2			0,835	
PKG3			0,815	
PKG4			0,825	
PKG5			0,840	
PKG6			0,853	
PKG7			0,830	
PKG8			0,706	
PM1		0,842		
PM2		0,797		
PM3		0,854		
PM4		0,829		
PM5		0,860		
PM6		0,840		
PM7		0,837		
PM8		0,820		
SE1				0,812
SE2				0,730
SE3				0,735
SE4				0,800
SE5				0,820
SE6				0,828
SE7				0,725

Based on the data above, it shows that all indicator coefficients have a value of <0.5 which means that the indicators used in this study are valid or have met convergent validity. Furthermore, an indicator also needs to be tested for discriminant validity to determine whether the indicator is reflective or not. The method used to see discriminant validity in this study is to look at the value of the Square Root Of Average Variance Extracted (AVE). The recommended value is above 0.5. The following is the AVE value in this study:

Table 3. Average Variance Extracted (AVE)

Variabel	Average Variance Extracted (AVE)
Kesiapan Berkarir menjadi Guru (Y)	0,620
Pengalaman Mengajar (X2)	0,697
Persepsi Kesejahteraan Guru (X1)	0,657
Self-Efficacy (Z)	0,608

The table above shows that the AVE value of the perception of teacher welfare, teaching experience, self-efficacy and career readiness to become a teacher is above 0.5. The lowest AVE value is 0.608 on the self-efficacy variable.

2. Reliability Test

The reliability test is carried out by looking at the composite reliability value of the indicators that measure the construct. The results of composite reliability will show a satisfactory value if the value is above 0.7. The following is the composite reliability value in

Table 4. Composite Reliability

Variabel	Composite Reliability
Kesiapan Berkarir Menjadi Guru (Y)	0,919
Pengalaman Mengajar (X2)	0,948
Persepsi Kesejahteraan Guru (X1)	0,939
Self-Efficacy (Z)	0,915

The table above shows that the composite reliability value for all constructs is above 0.7 which shows that all constructs in the research model meet discriminant validity. The lowest composite value is self-efficacy of 0.915. The reliability test can also be strengthened with Cronbach's Alpha with the recommended value being > 0.6 . The following is the value of Cronbach's Alpha in this study:

Table 5. Cronbach's Alpha

Variabel	Cronbach's Alpha
Kesiapan Berkarir Menjadi Guru (Y)	0,898
Pengalaman Mengajar (X2)	0,938
Persepsi Kesejahteraan Guru (X1)	0,925
Self-Efficacy (Z)	0,892

From the table above, Cronbach's Alpha for this research construct shows a value > 0.6, so the indicators that measure the constructs in this study are said to be reliable.

B. Evaluation of Inner Model

PLS uses a non-parametric test to determine the significance level of the path coefficient, where the t-value (t-value) generated by running the bootstrapping algorithm on SmartPLS is used to determine whether the proposed hypothesis is accepted or not. Hypothesis testing by looking at t-statistics > t-table 1.96 (significance 5% based on PLS-SEM requirements) and p-value < 0.05. Based on the calculation results, the following results are obtained:

Table 6. Path Coefficients

Variabel	Original Sample	Sample Mean (M)	Standart Deviation (STDEV)	T Statistics	P Value s
<i>Pengalaman Mengajar (X2) => Kesiapan Berkarir menjadi Guru (Y)</i>	0,208	0,204	0,080	2,607	0,009
<i>Pengalaman Mengajar (X2) => Self Efficacy (Z)</i>	0,258	0,260	0,075	3,422	0,001
<i>Persepsi Kesejahteraan Guru (X1) => Kesiapan Berkarir menjadi Guru (Y)</i>	0,041	0,026	0,147	0,279	0,780
<i>Persepsi Kesejahteraan Guru (X1) => Self-Efficacy (Z)</i>	0,678	0,678	0,072	9,404	0,000
<i>Self-Efficacy (Z) => Kesiapan Berkarir menjadi Guru (Y)</i>	0,658	0,678	0,139	4,728	0,000

H1 : The Effect of Teaching Experience (X2) on Career Readiness to Become a Teacher (Y)

The first hypothesis aims to examine the effect of teaching experience on career readiness to become a teacher. Based on the results of the Path Coefficient calculation shown in table IV.17, it can be seen that the Original Sample value is 0.208, the T-Statistic is 2.607 > 1.96 and the P Values is 0.009 < 0.05. Thus, it can be concluded that

the teaching experience variable has a positive and significant effect on career readiness to become a teacher.

H2 : Effect of Teaching Experience (X2) on Self-Efficacy (Z)

The second hypothesis aims to examine the effect of teaching experience on self-efficacy. Based on the results of the Path Coefficient calculation shown in table IV.17, it can be seen that the Original Sample value is 0.258, the T-Statistic is $3.422 > 1.96$ and the P Values is $0.001 < 0.05$. Thus, it can be concluded that the teaching experience variable has a positive and significant effect on Self-Efficacy.

H3 : The Effect of Teacher Welfare Perception (X1) on Career Readiness to Become a Teacher (Y)

The third hypothesis aims to examine the effect of teacher welfare perceptions on career readiness to become a teacher. Based on the results of the Path Coefficient calculation shown in table IV.17, it can be seen that the Original Sample value is 0.041, the T-Statistic is $0.279 < 1.96$ and the P Values is $0.780 > 0.05$. Thus, it can be concluded that the direction of the relationship between the variables X1 and Y is positive, so it can be concluded that the perception of teacher welfare has a weak effect on career readiness to become a teacher.

H4 : The Effect of Teacher Welfare Perception (X1) on Self-Efficacy (Z)

The fourth hypothesis aims to examine the effect of teachers' perceptions of welfare on Self Efficacy. Based on the results of the Path Coefficient calculation shown in table IV.17, it can be seen that the Original Sample value is 0.678, the T-Statistic is $9.404 > 1.96$ and the P Values is $0.000 < 0.05$. Thus, it can be concluded that the Self-Efficacy variable has a positive and significant effect on career readiness to become a teacher.

H5 : Effect of Self-Efficacy (Z) on Career Readiness to Become a Teacher (Y)

The fifth hypothesis aims to examine the effect of Self Efficacy on Career Readiness to become a teacher. Based on the results of the Path Coefficient calculation shown in table IV.17, it can be seen that the Original Sample value is 0.658, the T-Statistic is $4.728 > 1.96$ and the P Values is $0.000 < 0.05$. Thus, it can be concluded that the Self-Efficacy variable has a positive and significant effect on career readiness to become a teacher. In this study, there is a variable of online learning readiness which is used as a mediating variable. Based on the calculation results, the specific indirect effect table results are as follows:

Table 7. Specific Indirect Effect

Variabel	<i>T Statistics</i>	<i>P Values</i>
Budaya Belajar (X1)-> Kesiapan Belajar Daring (Z)-> Kepuasan Belajar (Y)_	2,141	0,033
Karakteristik Kepribadian Mahasiswa (X2)-> Kesiapan Belajar Daring (Z) -> Kepuasan Belajar (Y)_	2,063	0,040

Source: data processed by researchers, 2021

H6 : The Effect of Teaching Experience (X2) on Career Readiness to Become a Teacher (Y) through Self-Efficacy (Z)

The sixth hypothesis aims to examine the effect of teaching experience on career readiness to become a teacher through Self Efficacy. Based on the calculation results of the Specific Indirect Effect shown in table IV.18, it can be seen that the Original Sample value is 0.170, the T-Statistic is $3.039 > 1.96$ and the P Values is $0.002 < 0.05$. Thus, it can be concluded that the teaching experience variable has a positive and significant effect on career readiness to become a teacher through Self-Efficacy.

H7: The Effect of Teacher Welfare Perception (X1) on Career Readiness to Become a Teacher (Y) through Self-Efficacy (Z)

The seventh hypothesis aims to examine the effect of teacher welfare perceptions on career readiness to become a teacher through Self-Efficacy. Based on the calculation results of the Specific Indirect Effect shown in table IV.18, it can be seen that the Original Sample value is 0.446, the T-Statistic is $3.756 > 1.96$ and the P Values is $0.000 < 0.05$. Thus, it can be concluded that the teacher's perceived welfare variable has a positive and significant effect on career readiness to become a teacher through Self-Efficacy.

CONCLUSIONS AND SUGGESTIONS

The results of the study as a whole found that the factors that influence career readiness to become a teacher between perceptions of teacher welfare, teaching experience, and self-efficacy are proven to be able to determine and influence career readiness to become teachers in educational students of the Faculty of Economics, UNJ. Furthermore, this study concludes that the perception of teacher welfare and student teaching experience affects career readiness to become a teacher in students of the Faculty of Economics, UNJ. Another finding of this study is related to the indirect effect of the mediating variable self-efficacy in strengthening the effect of perceptions of teacher welfare and student teaching experience, found a significant effect on educational students of the Faculty of Economics, UNJ.

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