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Influence of Field Experience Practices on Student Readiness to Become Teachers and their Self-Efficacy Levels

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Abstract

Students need to have readiness to become teachers since they choose the education research program. This readiness is formed through strengthening self-confidence and the experiences they gain. The purpose of this research is to measure the impact of field experience practices on students' readiness level in performing the role of a teacher, with a focus on enhancing self-efficacy. This research involves 169 randomly selected students who implemented the *simple random sampling* method. The approach utilized in this research is a quantitative approach, implementing the Partial Least Squares (PLS-SEM) method in analyzing the structural equation model. According to path coefficient analysis, it was found that Field Experience Practices significantly and positively contributes to students' readiness in performing the role of a teacher. Additionally, field experience practices also has a positive and significant impact on students' self-efficacy levels. Furthermore, it is evident that self-efficacy also has a positive and significant impact on students' readiness levels in performing the role of a teacher. Meanwhile, outcomes of the *indirect effect* analysis indicate that self-efficacy serves as a significant mediating variable that mediates the positive relationship between field experience practices and students' readiness in performing the role of a teacher. According to the R Square test results, it can be concluded that approximately 43.5% of the variation in self-efficacy and approximately 68.5% of the variation in students' readiness in performing the role of a teacher can be explained by the field experience practices factor.

Introduction

Education is regarded as the transmission of values and knowledge, as well as a socialization function for society (Romel et al., 2021). This crucial educational issue is closely related to the education process that involves several components, namely learners, educational personnel, curriculum, learning facilities or resources, and the community in the educational environment (Syofyan *et al.*, 2020). Education plays a crucial role in efforts to build the social, economic, and cultural status of a nation. However, it is crucial to remember that the quality of education cannot be separated from the presence of competent and professionally responsible educators (Msangya *et al.*, 2016). Educators are the primary component that determines the success of the education process (Puspitasari & Asrori, 2019; Rochmawati & Abdillah, 2022).

One of the efforts to become a professional educator is to have mature readiness in terms of knowledge, attitude, skills, and physical preparedness. According to Maipita & Mutiara (2018) Readiness is essential to support a profession. Readiness is the primary foundation for education students to choose to become educators, as they are expected to have comprehensive mastery of the knowledge, experience, and skills required. Consequently, they can effectively perform their duties in guiding, educating, teaching, training, evaluating, directing, and assessing students to the best of their abilities (Septiani & Widiyanto, 2021). If prospective educators have personal readiness, it will lead to satisfaction. However, when they encounter obstacles in achieving their goals, they may experience disappointment (Riahmatika *et al.*, 2019). The output is relevant to the theory proposed by Thorndike, which states that readiness will eventually impact the outcomes (Amsari & Mudjiran, 2018).

Readiness plays a crucial role for prospective educators, and its relationship with experience is significant. The presence of experience can stimulate students' readiness to become teachers (Riahmatika & Widhiastuti, 2019). However, according to preliminary observations of 30 students from the Office Administration Education and Business Education research programs, 2019 cohort, through a questionnaire, it indicates that 32.85% of students expressed that they are not yet ready to become teachers, while 23.33% stated that they are highly unprepared. Thus, more than 50% of students stated that they do not have the readiness to take on the role of educators because they feel inadequate. In other words, they do not feel prepared to initiate, guide, direct, and evaluate students throughout the learning process. This is caused by a lack of experience in teaching, making it difficult to adapt to real classroom conditions and lacking confidence in delivering knowledge. According to Febryanti & Rochmawati (2021) expected that students who take an education program understand the duties and responsibilities of an educator, as this knowledge has been acquired during their studies.

Experience essentially refers to skills. Having more teaching experience will contribute to the improvement of individual skills, which in turn will enhance their readiness to become a teacher (Wafa & Kusmuriyanto, 2020). There are two factors that impact education students in their readiness to become teachers. Field Experience Practices is an external factor that plays a crucial role in the educational context. The Field Experience Practices program is conducted by the Teacher Education Institution specifically for education students, with the aim of producing competent prospective educators with manageable skills.(Valdés, 2021). A well-implemented field experience practices will impact student learning (Aglazor, 2017). Meanwhile, another internal factor that influences students' readiness to become teachers is their belief in their own abilities, known as self-efficacy. The relationship is that the self-efficacy of prospective educators is also influenced by the experiences they gain. Flores stated that the self-efficacy of prospective teachers is directly influenced by teacher preparation programs and field experiences (Kinskey, 2018).

This research was conducted with the aim of examining the contribution of Field Experience Practices to students' readiness to become teachers, while considering self-efficacy as a mediating variable that plays a role in this relationship. It is expected that the findings of this research will provide motivation for prospective teacher students to enhance their readiness in making contributions to the field of education as educators. Additionally, this research is also expected to contribute to the development of literature that encompasses variables such as Field Experience Practices, students' readiness to become teachers, and self-efficacy.

Literature Review

Field Experience Practices

The implementation of Field Experience Practices involves the implementation of knowledge, skills, and competencies acquired during education coursework in the field of education (Simamora, 2015). The proper implementation of field experience practices can serve as a factor that impacts student learning (Aglazor, 2017). Nurcahyani *et al.* (2022) proposed that Field Experience Practices is a series of activities that is mandatory for prospective teacher students, with the aim of facilitating them in practicing and developing teaching skills before entering the workforce. The indirect impact of field experience practices is that it helps teacher education students adapt to the educational environment (Yulianto & Khafid, 2016) it is crucial to emphasize that the successful implementation of field experience practices has a significant impact on students' readiness levels in fulfilling their roles as educators. Thus, Field Experience Practices plays a strong role in shaping students' readiness to become professional educators.

H1: Field experience practices has a positive and significant effect on student readiness to become teacher.

In addition, several studies also describe the impact of field experience practices on self-efficacy. As (Topkaya, 2016) which reveals that the most effective way to build self-efficacy for a teacher is through teaching practice and gaining experience during their time as education students. Likewise, (Wolf *et al.*, 2021) argue that field practice experience stimulates self-efficacy, thus becoming the strongest indicator of success in teaching. Outcomes of a research conducted by Suddeath *et al.* (2020); Khaerunnas & Rafsanjani, (2021); Suharti *et al.* (2023) confirm that Field Experience Practices has a positive impact that can enhance students' self-efficacy.

H2: Field experience practices has a positive and significant effect on self-efficacy.

Student Readiness to Become Teachers

Readiness is defined as a level of maturity in understanding and practicing specific behaviors (Mahmud, 2018). Meanwhile (Agusti *et al.*, 2020) argues that readiness to become a teacher is a state in which an individual is prepared to be an educator and is capable of fulfilling the required qualifications. The relationship between readiness and the role of a teacher is closely intertwined, considering that the teaching profession is directly related to the field of education. The level of readiness of prospective teachers significantly contributes to determining the quality of a teacher in the future. Consequently, the higher the quality, the greater the improvement in the quality of education (Agusti *et al.*, 2020). Slameto explains that readiness refers to the individual's condition that enables them to respond to situations in a manner that is appropriate and unique to themselves (Mashudi *et al.*, 2022). The level of readiness of students to become teachers is closely related to self-confidence. This is emphasized by Riahmatika *et al.* (2019) In their research, if an individual believes in their abilities, their readiness regarding the decisions they will make increases. The research (Iii *et al.*, 2021) Mentioned that readiness to teach is influenced by self-confidence gained from practical experience. Several other studies also confirm the existence of a positive relationship between students' readiness to become teachers and self-efficacy (Rahmadiyahani *et al.*, 2020; Agusti *et al.*, 2020; Putra & Ahyanuardi, 2022).

H3: Self-efficacy has a positive and significant effect on student readiness to become teachers.

Self-Efficacy

Self-efficacy is the confidence in one's skill to set motivation, thought processes, and the environment to achieve specific goals (Sangadji & Narmaditya, 2021). Elaborated by (Türkoğlu, 2017; Slater & Main, 2020) That self-efficacy is also an individual's belief in their skill to fulfill responsibilities regarding oneself in order to achieve success according to specific targets. With the presence of self-efficacy, individuals can enhance their chances of success in various endeavors. Individuals with high levels of *self-efficacy* will have better readiness and the skill to pursue and achieve various desired activities (Naufalin et al., 2022). (Bosscher & Smit, 2018) Indicates that the indicators of self-efficacy are initiative, effort, and perseverance. Likewise, Fauzi et al. (2022) The existence of a strong relationship between self-efficacy level and the achievement of positive outcomes has been proven. Previous studies also indicate the impact of Field Experience Practices on students' readiness to become teachers, with self-efficacy playing a mediating role in this relationship (Van Rooij *et al.*, 2019; Nurcahyani *et al.*, 2022; Tuti & Anasrulloh, 2022).

H4: Field experience practices has a positive and significant effect on student readiness to become teachers through self-efficacy.

Methodology

This research implemented a quantitative approach by employing a hypothesis testing research design. The research aimed to investigate the impact of Field Experience Practices on the readiness levels of students in the Office Administration Education and Business Education programs at the Faculty of Economics and Business, State University of Malang, in their preparation as prospective teachers. In this research, self-efficacy serves as an intervening variable that impacts the relationship between Field Experience Practices and students' readiness. The detailed framework of this research is outlined in Figure 1.

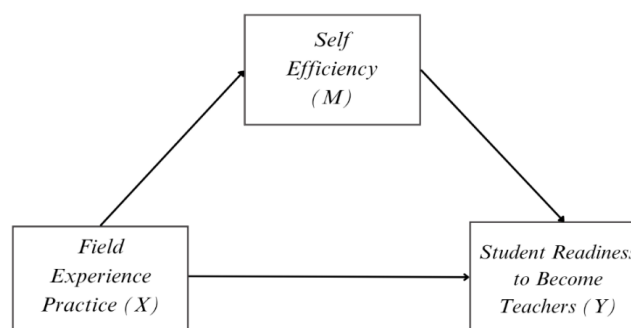


Figure 1. Research Framework

The researcher selected a total population of 256 individuals consisting of students from the Office Administration Education (PADP) and Business Education (PTTN) programs, who were enrolled in the 2019 cohort, for this research. Simple random sampling technique was employed to select a sample that aligns with the variables under

investigation. A total of 169 students were selected as the sample, according to the criterion of having completed the Field Experience Practices program (teaching assistantship). Therefore, from the data collection, 92 respondents were obtained from the Office Administration Education program and 77 respondents from the Business Education program, with the majority of respondents being female (84%) and the remaining 16% being male. The data in this research was collected using a closed-ended questionnaire distributed online to the respondents. The questionnaire adopted a Likert scale with five response options (score 5 = strongly agree, score 4 = agree, score 3 = neutral, score 2 = disagree, score 1 = strongly disagree).

Data Measurement and Analysis

In the research, there are three variables consisting of field experience practices as the *independent* variable (X), students' readiness to become teachers as the *dependent* variable (Y), and self-efficacy as the intervening variable (Z). The indicators of the Field Experience Practices variable refer to the Practice and Field Experience Development Center (P3KPL) and the Education and Learning Development Institution (LP3) UM (2021), which include school observations, academic aspects, non-academic aspects, and school administration. Meanwhile, the variable of students' readiness to become teachers is guided by Yulianto and Khafid (2016) and Murtiningsih (2014) which includes physical condition, cognitive aspect, affective aspect, and psychomotor aspect. The last variable is self-efficacy, which encompasses initiative, effort, and persistence according to (Bosscher & Smit, 2018). In addition, the data analysis in this research involved descriptive analysis as well as SEM PLS (Partial Least Squares Structural Equation Modeling) analysis, which encompassed the design of the outer model (testing convergent validity, discriminant validity, and composite reliasability), designing the inner model (path coefficients, model fit, and R-square), and hypothesis testing.

Result

Description Analysis

The result of the intervals on each field experience practice variable are displayed in Table 1 using 4 indicators, a grand mean of 4.161 is calculated, demonstrating that. Students did a great job completing their practical fieldwork. Then, using four indicators to assess students' readiness to become teachers and calculating the grand mean 4.376 are deemed to have high interpretation. Students' having this distinguishes it readiness to become a in terms of one's physical health as well as their cognitive, affective, and psychomotor. And finally, there are three indicators that can be used to gauge students' level of self-efficacy grand mean of 4.237, which interprets the students' level self-efficacy tall. It appears that students exhibit high levels of initiative, effort, and persistence teaching position.

Table 1. Variable Frequency Distribution

Variable	Min	Max	Grand Mean
FEP (X)	3.597	4.544	4.161
SRBT (Y)	3.899	4.550	4.376
SE (Z)	4.077	4.355	4.237

Results of the Measurement Model (Outer Model)

The analysis of the outer model includes evaluation that encompasses convergent validity, Average Variance Extracted and composite reliability. Convergent validity of the measurement model is obtained from the correlation between item/instrument scores and construct scores (*loading factors*), with a criterion of >0.7 . In Table 2, all items in the constructs have factor loadings >0.7 , indicating that all the items are valid.

Table 2. Loading Factor

Field Experience Practices (X)		Student Readiness to Become Teacher (Y)		Self-efficacy (Z)		Criterion	Conclusion
Indicator	Loading Factor	Indicator	Loading Factor	Indicator	Loading Factor		
X. P1	0.925	Y. P1	0.821	Z. P1	0.798	0.700	Valid
X. P2	0.807	Y. P2	0.772	Z. P2	0.877	0.700	Valid
X. P4	0.818	Y. P3	0.823	Z. P3	0.864	0.700	Valid
X. P5	0.829	Y. P4	0.874	Z. P4	0.851	0.700	Valid
X. P6	0.770	Y. P5	0.704	Z. P5	0.900	0.700	Valid
X. P7	0.804	Y. P6	0.882	Z. P6	0.825	0.700	Valid
X. P8	0.736	Y. P7	0.731	Z. P7	0.753	0.700	Valid
X. P10	0.831	Y. P9	0.783	Z. P8	0.719	0.700	Valid
X. P11	0.800	Y. P10	0.893	Z. P9	0.866	0.700	Valid
X.P12	0.786	Y. P11	0.871	Z. P10	0.843	0.700	Valid
X. P14	0.701	Y. P12	0.868	Z. P11	0.924	0.700	Valid
X. P15	0.844	-	-	-	-	0.700	Valid

In convergent validity there is an average variance extracted value which is used to show the ability of latent variable values to represent the original data score in the model if the average variance extracted value is >0.5 then it is declared to have a good measure of convergent validity. The result of average variance extracted in this study can be seen in Table 3.

Table 3. Average Variance Extracted

	Average Variance Extracted (AVE)	Conclusion
FEP (X)	0.650	Valid
SRBT (Y)	0.677	Valid
SE (Z)	0.706	Valid

Based on the Table 3, implies that all constructs or latent variables indicate good discriminant validity. While from outcomes presented in Table 4, it can be concluded that the testing of *composite reliability* indicates values >0.7 , signifying that all variables can be considered reliable.

Table 4. Composite Reliability

Variable	Composite Reliability	Composite Criterion	Composite Reliskill
FEP	0.957	0.700	Reliable
SRBT	0.958	0.700	Reliable
SE	0.963	0.700	Reliable

Structural Model (Inner Model)

The analysis of the inner model includes evaluation that encompasses F square, Model Fit, and R Square. Figure 2 shows the hypothetical modeling that produces a direct coefficient on a variable that includes: 0.643, 0.550, and 0.352.

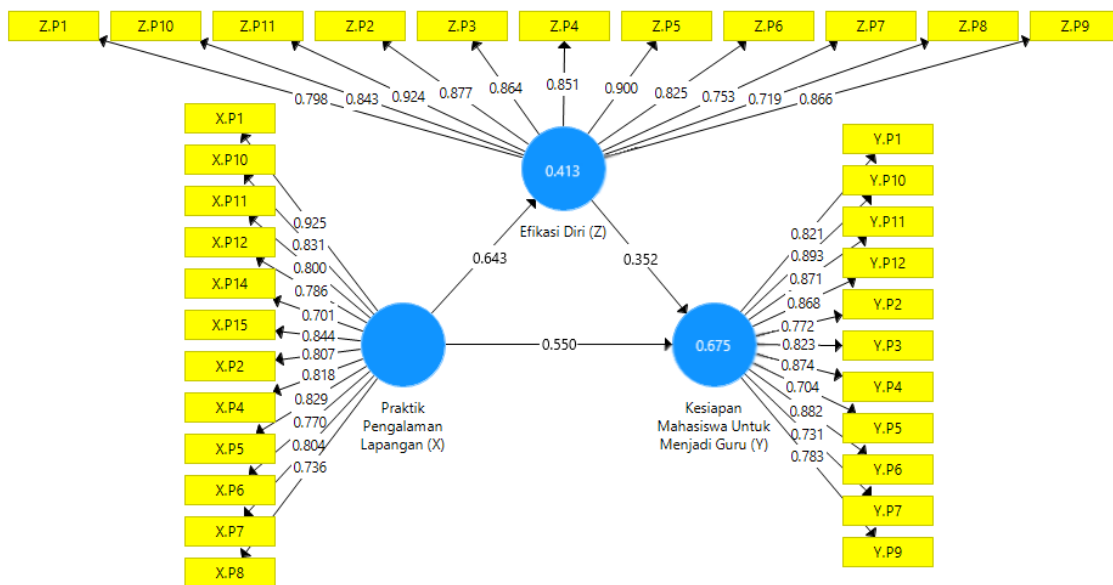


Figure 2. Structural Equation Model

The F Square indicates that the extent to which the independent variable impacts the dependent variable in the research. Table 5 indicates that in the context of Indonesia, the variable Field Experience Practices (X) has a significant impact on the variable Student Readiness to Become Teachers (Y) at 0.547 or 54.7%.

Table 5. F Square

Variable	SE	SRBT	FEP
SE		0.223	
SRBT	0.704		
FEP		0.547	

Furthermore, the variable Field Experience Practices (X) also has a significant impact on Self-Efficacy (Z) at 0.704 or 70.4%. On the other hand, the variable Student Readiness to Become Teachers (Y) has an impact of 0.223 or 22.3% on the variable Self-Efficacy (Z). Furthermore, a model fit test is conducted to determine the extent to which the *model fits* the available data. The NFI value ranges from 0 (*no fit, et al*) to 1 (*perfect fit*),

derived from comparing the hypothesized model with a specific independent model. According to (Ghozali, 2014) It is proposed that NFI is a measure of the comparison between the *proposed model* and the *null model*.

According to Table 6, the NFI value is 0.673, indicating that the model has a good level of fit (Ghozali, 2014). Furthermore, the structural model is evaluated by implementing R-Square to the dependent constructs. In this context, the R² value is utilized to assess whether there is a substantive impact between specific endogenous and exogenous variables (Ghozali, 2014). According to Table 7, the R-Square value of the Self-Efficacy variable (Z) is 0.413, indicating that 41.3% of the variance can be explained by the Field Experience Practices factor (X), while the remaining 58.7% is explained by other factors outside the model.

Table 6. Model Fit

Variable	Saturated Model	Estimated Model
NFI	0.673	0.673

According to Table 7, the R-Square value of the Student Readiness to Become Teachers variable (Y) is 0.675. This indicates that 67.5% of the variance can be explained by the factors within Field Experience Practices (X), while the remaining 32.5% is explained by other variables outside the model.

Table 7. R Square

Variable	R Square
SE	0.413
SRBT	0.675

Hypothesis Testing

Testing the effect of indirect is also done in a way using the alternative formula sobel test (<http://quantpsy.org/sobel/sobel.htm>). This test is carried out by inputting the result of t-statistical calculations (X \hat{y} Z) and (Z \hat{y} Y) on smartPLS testing. Next, compare the results from sobel test calculation with p-value (0.05) which is presented in Figure 3.

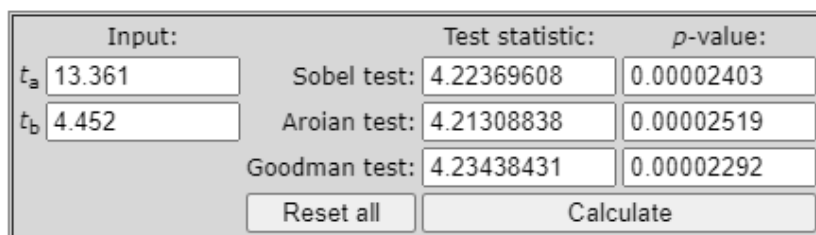


Figure 3. Sobel Test

Based on the results of the Sobel test, it shows that the p-value column is all tested which consists of the Sobel test (0.000), the Aroian test (0.000), and the Goodman test (0.000) smaller than alpha (0.05). Outcomes of

hypothesis testing using PLS-SEM analysis are presented in Table 8. From the table, it can be concluded that the *Bootstrapping* test was conducted with a confidence level of 95% (*alpha* 5%) and implemented T-statistic with a critical T-value of 1.96. The first hypothesis states that field experience practices (X) has an impact on the variable Student Readiness to Become Teachers (Y). In this test, the *t-statistic value* is greater than the *t-table value* of 1.96 ($5.730 > 1.96$), and the *p-value* is smaller than *alpha* ($0.000 < 0.05$). Therefore, the hypothesis can be accepted. The second hypothesis is that field experience practices (X) has an impact on the variable Self-Efficacy (Z). The t-statistic value is greater than the t-table value of 1.96 ($13.361 > 1.96$), and the p-value is smaller than *alpha* ($0.000 < 0.05$). Therefore, the hypothesis is accepted.

The third hypothesis suggests that Self-Efficacy (Z) has an impact on the variable Readiness of Students to Become Teachers (Y). The t-statistic value for Self-Efficacy (Z) is greater than the *t-table value* of 1.96 ($4.452 > 1.96$), with a *p-value* smaller than *alpha* ($0.000 < 0.05$). Therefore, the hypothesis is accepted. Table 7 presents outcomes of testing the fourth hypothesis, which is that field experience practices (X) has an impact on the variable Readiness of Students to Become Teachers (Y) through Self-Efficacy (Z). According to outcomes of the *indirect effect*, it indicates that the *t-statistic* is greater than the *t-table value* ($4.659 > 1.97$), and the *p-value* is smaller than *alpha* ($0.000 < 0.05$). Therefore, it can be stated that the fourth hypothesis is accepted.

Table 8. Summary of Analysis Results

Path Coefficient				
Variable	Standard Deviation	t-Statistics	P-Value	Decision
H1 FEP→SRBT	0.081	5.730	0.000	Approved
H2 FEP→SE	0.050	13.361	0.000	Approved
H3 SRBT→SE	0.095	4.452	0.000	Approved
Indirect Effect				
H1 FEP→SRBT→SE	0.051	4.659	0.000	Approved

FEP = field experience practice; SRBT = student readiness to become teachers; SE = self-efficacy

Discussion and Implications

The Effect of Field Experience Practices on Student Readiness to Become Teachers

According to the findings of the research, there is evidence indicating a positive and significant relationship between field experience practices and the level of readiness of students in preparing themselves to become teachers. These results support the theory proposed by Thorndike regarding the law of exercise, which suggests that there is a relationship between a stimulus and the response that arises from that stimulus (Amsari & Mudjiran, 2018). The stimulus referred to is the training program for students known as field experience practices. When students participate in this program to the fullest extent, they will gain more experiences. Consequently, cognitively, affectively, and psychometrically, students will become more prepared to take on the role of a teacher. This research's findings provide consistent support for the findings of previous studies conducted by Yulianto and Khafid (2016), Puspitasari and Asrori (2019), and Alifia and Hardini (2022) which indicate that field experience practices has a positive and significant impact on teacher readiness. Outcomes of this research are also in line with

the findings of previous studies conducted by Baharuddin and Palerangi (2019) From the research results, it can be concluded that field experience practices has a significant positive effect on students' readiness to become professional teachers. These findings indicate that the experiences gained during field experience practices, such as teaching assistantship programs, can enhance students' level of readiness in performing the role of a teacher. This is caused by the existence of experience which will enable students to develop their knowledge and abilities. Therefore, it becomes easier for them to adapt directly in an educational environment where their role is as a teacher.

The Effect of Field Experience Practice on Self-efficacy

This research confirms that Field Experience Practices has a positive and significant impact on the self-efficacy of students in the undergraduate programs of Office Administration Education and Business Education at State University Of Malang, Faculty of Economics and Business, class of 2019, in accordance with the findings obtained. The social cognitive theory proposed by Albert Bandura states that self-efficacy refers to an individual's belief in their skill to successfully accomplish tasks assigned to them (Lianto, 2019). According to (Aayn & Listiadi, 2019) Self-efficacy arises as a result of successful or unsuccessful experiences. If field experience practices is conducted optimally, with sincere efforts to gain experience and train oneself to adapt to the educational environment, it will have an impact on increasing the self-efficacy of individuals. Previous studies have been conducted by Septianti et al. (2022); Suharti et al. (2023) the findings of this research reveal that the field experience practices program has a positive and significant impact on students' self-efficacy levels. This is consistent with a previous research conducted by Wafa & Kusmuriyanto (2022) In the context of field experience practices, there is a relationship between self-efficacy in teaching. The higher the level of self-efficacy, the better the field experience practices performance will be. Conversely, the lower the level of self-efficacy, the poorer the field experience practices performance will be. According to the findings of the research, it can be concluded that field experience practices has a positive and significant impact on the improvement of students' self-efficacy. The research results indicate that the more field experiences students participate in, the higher their level of self-confidence becomes.

The Influence of Self-efficacy on Student Readiness to Become Teachers

Outcomes of this research reveal that self-efficacy has a positive and significant impact on the readiness of students in the undergraduate programs of Office Administration Education and Business Education at State University of Malang, Faculty of Economics and Business, class of 2019, in preparing themselves to become teachers. Albert Bandura asserts with confidence that self-efficacy is an individual's belief in their skill to accomplish specific tasks assigned to them (Lianto, 2019). In this case, self-efficacy places greater emphasis on the achievement of desired efforts or actions. Outcomes of this research support previous research conducted by Riahmatika *et al* (2019) and Agusti et al, (2020) In the context of readiness to become a teacher, self-efficacy has a positive impact. In this context, it can be concluded that the higher the level of self-efficacy possessed by students, the higher their level of readiness to become a teacher. Furthermore, this finding is consistent with a research conducted by Tuti and Anasrulloh (2022) which emphasizes that the most essential factor that should be

present as a supporting element for readiness to become a teacher is self-efficacy. The presence of self-confidence will stimulate students to effectively play the role of a teacher, both in terms of guidance, delivering material, evaluating, and providing positive examples for the students.

Influence of Field Experience Practices on Student Readiness to Become Teachers through Self-Efficacy

The research results indicate that Field Experience Practices (X) has a positive and significant impact on the variable Student Readiness in the research programs of S1 Office Administration Education and S1 Business Education, Faculty of Economics and Business, State University of Malang, class of 2019, in preparation to become teachers (Y), mediated by Self-Efficacy (Z). This research is consistent with the *student involvement theory* proposed by Alexander Astin. Astin (2022) suggests that the core of the student involvement theory is the combination of two elements, namely *input* and *outcome*. In this research, *input* is influenced by the environment to generate outcomes. In an educational institution, the main goal of learning is to shape and produce competent and high-quality education candidates. The expected *outcome* of students undertaking an education program is readiness to become a teacher. Field experience practices and the level of self-efficacy are factors that influence students' readiness to become teachers. The findings of this research support outcomes of previous studies conducted by Tuti and Anasrulloh (2022) Previous studies consistently support the view that field experience practices has an indirect impact on readiness to become a teacher, which occurs through self-efficacy as an intervening variable. Engaging in a field experience practices program maximally provides significant impact for students in developing their potential, including their readiness to become teachers and enhancing self-efficacy.

Conclusion and Future Work

The purpose of this research is to investigate the impact of field experience practices on students' readiness to perform the role of a teacher, with self-efficacy as the mediating variable. To achieve this goal, an empirical framework and data processing methods were developed. According to data analysis, it can be concluded that field experience practices has a significant and positive impact on students' level of readiness to perform the role of a teacher. Furthermore, field experience practices also has a positive and significant impact on self-efficacy. The effect of students' readiness to become teachers on self-efficacy is proven to be positive and significant. In factual terms, self-efficacy functions as a mediating variable that mediates the impact of field experience practices on students' readiness to perform the role of a teacher. According to the findings of this research, it is recommended that students pay attention to enhancing their readiness in fulfilling the role of a teacher by choosing education in Teacher Education Institutions in the education research programs. Furthermore, it is expected that they utilize Field Experience Practices to the fullest, as this will provide valuable benefits in developing their potential for a teaching career while simultaneously enhancing self-efficacy.

Recommendations

Current studies, like previous studies, have limitations. First, regarding the study program, it is necessary to continuously enhance the preparation for providing the Field Experience Practicum Program (teaching assistance)

in order to improve students' readiness to directly engage in fieldwork. Students should strive to enhance their preparedness to become teachers when opting to pursue education at the Teacher Education Institution in the education study program. Students can also maximize the utilization of Field Experience Practice (teaching assistantship program) in order to gain numerous beneficial experiences that contribute to the development of their own potential to become teachers. This is because experiences play a crucial role in career decision-making and determining the success of the activities undertaken. Furthermore, students must also be able to enhance their self-efficacy, which will support them in becoming confident individuals capable of accomplishing any task, including achieving desired goals. Although the results indicate the presence of an intervening variable in this study, which falls under partial mediation, stating that the independent variable (field experience practice) can directly influence the dependent variable (students' readiness to become teachers) as well as indirectly through the mediator variable (self-efficacy), further research is expected to expand on these findings by incorporating additional variables and comparing the results with those of this study.

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