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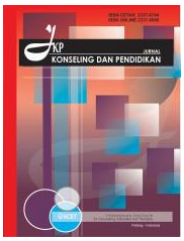

Teachers' self-efficacy: through micro teaching, practical field experience, and motivation

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ABSTRACT

The study's objectives were to: 1) determine the effect of Micro Teaching and practical field experience on motivation to become a student teacher for prospective PAI PTKIN teachers in North Sumatra, and 2) determine the direct effect of Micro Teaching and practical field experience on self-efficacy as a student teacher for prospective PAI teachers in PTKIN Se North Sumatra. This is a quantitative study with an ex post facto research design. The analytical strategy is a quantitative descriptive analysis with four variables to be investigated:(1) Micro Teaching Implementation, (2) Practical Field Experience, (3) Motivation to Become a Teacher, and (4) Self-Efficacy. Based on the study's findings, the following conclusions were reached: 1) there is a strong relationship between Micro Teaching and Motivation to Become a Teacher (Y), students who are serious about implementing micro teaching will increase their motivation to become a teacher; 2) the implementation of PPL sufficiently influences student motivation to become teachers; 3) the variable that most influences Self-Efficacy is the Implementation of PPL; 4) the variable Motive is the variable that most influences Self-Efficacy.

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Introduction

Higher education is an institution that is designed to prepare future generations to carry on the national development relay. According to Article 5 of the Higher Education Law No. 12 of 2012, Higher Education aims to: a. develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation;b. produce graduates who master the branch of Science and/or Technology in order to fulfill national interests and increase the nation's competitiveness; c. produce Science and Technology through Research that pays attention to and applies Humanities values in order to benefit the advancement of the nation, as well as the advancement of civilization and the welfare of mankind.the accomplishment of community service based on reasoning and research work that is beneficial in promoting general welfare and educating the nation's life.

The presence of students in academic activities determines the quality of an educational institution. In tertiary institutions, students are members of the academic community. In article 13 paragraph 1 of the Law of the Republic of Indonesia No. 12 of 2012 on Higher Education, it is stated that students as members of the academic community are positioned as adults with their own awareness in developing their potential in higher education to become intellectuals, scientists, practitioners, and/or professionals. When students complete their tertiary studies, they have high hopes of becoming scholars. Students must recognize and prepare themselves from the start in order to graduate as the hope of their homeland and nation. As one of the teacher-producing institutions, the Faculty of Tarbiyah and Teaching Science prepares students as early

as possible to have the knowledge, attitudes, and skills of teacher training in order for them to become professional teachers one day.

The Tarbiyah and Education Sciences Faculty must make every effort to develop professional and superior teacher human resources. Prospective teachers must obtain adequate provisions for mastering the competencies required, either through pre-service or in-service training. Preservice training is teaching practice for future teachers, while Inservice training is for current teachers. Prospective teacher students receive pre-service training in both theoretical and practical teaching skills. Microteaching requires practice and training to master these fundamental teaching skills. Internal factors, such as experience, are included in micro teaching(Karyantini & Rochmawati, 2021). Microteaching is an attempt to train professional and qualified teachers.

Opening and closing skills, explaining skills, questioning skills, variation skills, reinforcement skills, class management skills, small group discussion guiding skills, and small group and individual teaching skills are all covered in the micro teaching course(Asril, 2013). As a result, students' self-efficacy factor greatly influences their performance during teaching practice. This is due to the fact that the higher a person's self-efficacy, the higher his learning motivation, which in turn influences the student's learning outcomes(Suryani, Seto& Bantas, 2020).

The Faculty of Tarbiyah and Teaching Science uses micro teaching to prepare prospective teacher students. Improving the quality of prospective teaching staff is accomplished through the use of Micro Teaching or Teaching as a required subject (Tanoyo, Hariani& Yudiono, 2017). Micro learning is essentially a learning approach or model for training teachers' performance/teaching skills through part-by-part practice of each of these basic teaching skills in a controlled and sustainable manner in learning situations.

The use of a micro learning approach in teacher education is critical for several reasons, including: 1) Micro learning was designed to allow both candidates and teachers to discover and improve techniques and skills related to their professional duties; 2) As it evolves, micro learning is not only effective in training teaching skills, but it can also be used to experiment with new curriculum policies, learning models, strategies, and techniques; 3) It can provide an opportunity for each candidate and teacher to train each element of learning in a safe, controlled, and controlled manner, allowing everyone who practices it to develop their skills optimally.

Prospective teacher students engage in field experience practice in addition to micro teaching. Field experience practice is required of all prospective teacher students and is regarded as the nexus of all components of the teacher curriculum. Field experience practice, as a professionalization forum for student teacher candidates, must be able to prepare the time, facilities, and conditions for students to gain meaningful and comprehensive experiences aimed at forming the attitudes and skills of prospective education staff, particularly teachers.Field experience is gained in the educational profession through field familiarization, the development of limited teaching skills (isolated skill development), and real teaching (real classroom teaching).

Because teacher professional abilities are complex, systematic, and relatively long education is required for mastery. According to the Consortium of Education Sciences, the sets of abilities and goals for establishing teacher education are divided into three categories: (a) awareness and ability to develop oneself as highly educated individual citizens and professional workers, (b) mastery of the science of teaching material sources, and (c) ability to compile and organize teaching programs and other educational teacher tasks.

The three ability clusters designated as professional formation targets are implemented in stages through various curriculum contents, which all lead to PPL activities. As a result, Field experience practice has a unique mission: to ensure the formation of the elements of teaching ability as a whole and integrated through systematic application exercises in real-world settings and field conditions.

Tarbiyah Faculty and Teacher Training students are provided with micro teaching and practical field experience as teacher candidates in order to provide students with teaching competencies that will be used when they teach in the future. The provision that students have for teaching will increase prospective teacher students' self-efficacy.

According toLunenburg (2011)research, self-efficacy is a person's belief in their ability to complete a task. According to Bandura in AurahAurah (2013),self-efficacy is a feeling of confidence in one's own abilities that he can share his time and make the right decisions in doing something so that the results meet that person's expectations. Next, according to Woolfolkin Amalia& Pramusinto (2020),self-efficacy is a person's belief in

their own competence in a given field. Meanwhile, self-efficacy, as defined byKurniawati and Rifai (2018),, is a condition in which a person has confidence in his abilities to compile and work until the task is completed for the desired result. Self-efficacy is a person's assessment of his own ability or competence to carry out a task; if self-efficacy is high, a person will be able to maximize his potential (Thaha& Rustan, 2017; Uran, Leton & Uskono, 2019; Webb-Williams, 2018). People's self-efficacy is formed by the level of difficulty in dealing with problems in their lives, so experience is the source of self-efficacy strength(Septiara & Listiadi, 2019).This is because student self-efficacy demonstrates that they are capable of resolving various problems related to lecture activities and performance.According to the researcher, self-efficacy is an individual's belief in his own ability to perform the tasks and actions required to achieve specific results(Conradie et al., 2021; Gaspar & Schweitzer, 2021; Morris, Usher& Chen, 2017).

Students between the ages of 18 and 25 are in the developmental stage. According toAfnan, Fauzia& Tanau, 2020), the task of developing a student's age at this stage is to stabilize life stances. In fact, self-efficacy has a relationship with and plays an important role in students' stress and anxiety levels. As a result, self-efficacy has a significant and positive effect on commitment in developing a positive attitude toward one's quality of life(Qurbani& Solihin, 2021). According to this, Salim & Fakhrurrozi (2020)discovered that the self-efficacy required by students is academic self-efficacy.

The results of the Teacher Competency Test (UKG) in recent years have revealed that the competence of Indonesian teachers is low.This can be seen in the teacher's inability to use IT, the lack of application of active and fun teaching methods, and the presence of teachers who are no longer motivated to learn, are unable to use internet information sources, and are not contextual in their teaching.

When he was a guest speaker at a zoom meeting with the Education Care Journalist Movement (GWPP) on Wednesday 18 May 2022, Ikhsyat Gratitude, an education observer who initiated the Minangkabau Scientist School, stated the Program for International Student Assessment (PISA), which is a program to assess students from all over the world. country. Indonesia joined in 2000 and currently ranks 39th out of 41 countries. In the 2015 survey, Indonesia's position actually improved. However, according to the 2018 PISA assessment, education in Indonesia has declined yet again, placing 71st out of a total of 78 countries.

Aside from that, there are symptoms in the field that prospective teacher students are not serious in carrying out micro teaching, in carrying out field experience practice there are those who lack teaching skills, are afraid when facing students, and tremble when practicing teaching.

This research is supported by several previous studies, including those conducted byRahmadiyani, Hariani, & Yudiono (2020) and Sari, Martono, & Wahyuni (2017)which demonstrate that field experience practice has a simultaneous and partial effect on the variable of interest in becoming a teacher, but contradicts the research conducted byPratama et al., (2015)which found that field experience practice did not have a partial effect on the intention to become a teacher, due to the Previous research byTanoyo, Hariani& Yudiono (2017)found that microteaching learning has an effect on interest in becoming a teacher, andHiggins & Nicholl (2011)stated that microteaching continues to be updated to support teaching to student teachers so that they become teachers and, of course, have an interest in becoming a teacher. Previous research byFebryanti & Rochmawati (2021)resulted in self-efficacy. The variable interest in becoming a teacher, either partially or simultaneously, had a significant influence. Other research, namely research, stated the same thing(Dewi, 2019).The researcher has expressed an interest in conducting research based on the above description.Given this fact, the researcher wanted to learn more about the impact of micro teaching, practical field experiences, and motivation on the self-efficacy of PTKIN students throughout North Sumatra.

Methods

This is a quantitative study with an ex post facto research design. Ex post facto design is research that seeks to test what has already occurred. The analytical approach is quantitative descriptive analysis, which is characterized by numerically describing what is known about a variable by correlating two variables, namely the independent variable and the dependent variable(Purwanto, 2011; Sugiyono, 2018; Winarni, 2018).

The model under consideration is based on theories and concepts that can explain the causal relationship between the variables under consideration. Four variables were defined to be studied in accordance with the formulation of the problem and research objectives and hypotheses, including: (1) Implementation of Micro Teaching, (2) Field Experience Practice, (3) Motivation to Become a Teacher, and (4) Self-Efficacy. As a

result, a constellation of relationships between research variables is formed based on the theoretical model developed in this study:

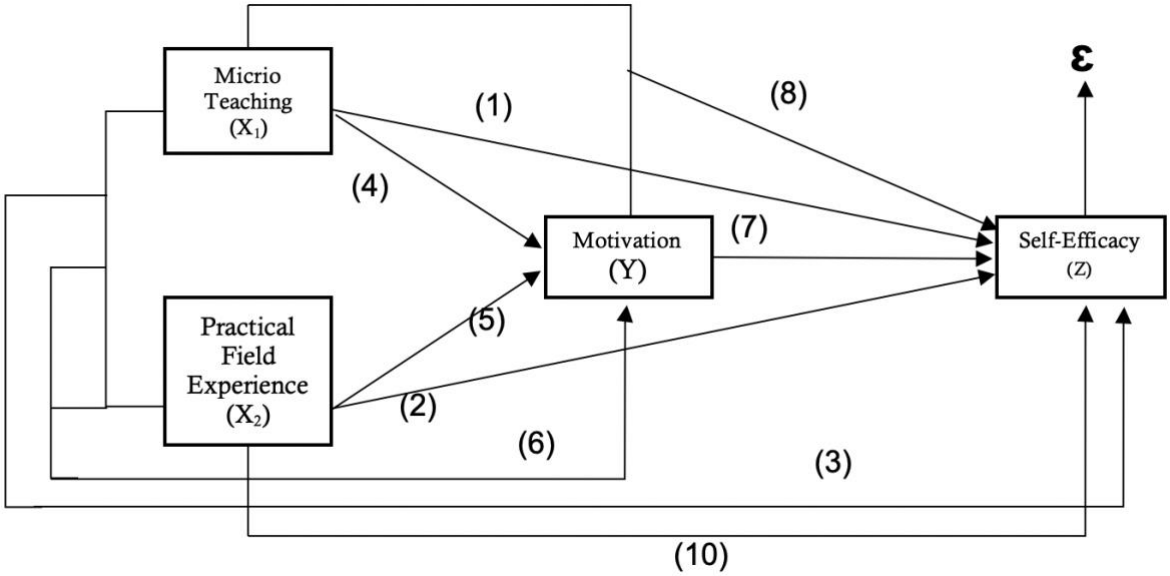


Figure 1. The constellation of relationships between research variables

The population for this study included all students from the Islamic Religious Education study program's 2018 class who participated in practical field experiences in 2022. While the sample for this study was drawn using proportional random sampling, in which the sample was drawn based on the proportion of each department, all members of the population were given the same chance to be sampled. The Slovin method will be used for sampling in this study, with the formula:

$$n = N/ 1 + Ne^2$$
$$= 656/ 1 + 656 + (0,05)^2$$
$$= 656/ 2,64= 249$$

According to the above-mentioned formula, the sample size chosen is 249/656 = 0.38% of the total population, so the number of samples in this study is 656 x 38% = 249. .

Table 1. Research sample

No	Name of University	Total	Sample 38%
1	UIN Sumatera Utara	286	109
2	IAIN Padangsidimpuan	298	113
3	STAIN Madina	72	27
	Jumlah	656	249

A questionnaire was used to collect data for this study (questionnaire). Data on micro teaching, practical field experiences, motivation, and self-efficacy were collected using questionnaires. In this study, the data analysis stage included (1) descriptive statistical analysis, (2) requirements analysis, and (3) hypothesis testing.

Results and Discussion

First Hypothesis: There is a direct effect of Micro Teaching (X_1) on Motivation to Become a Teacher (Y)
This equation implies that prior to the existence of Micro Teaching, Motivation to Become a Teacher had a point of 32.80; if Micro Teaching is improved by one point, Motivation to Become a Teacher will increase by 0.68. Furthermore, data analysis results show that the path coefficient X1 to Y (31) = 0.512 with a significant level of = 0.05 and dk = 58 obtained ttable value = 1.65. The calculation yields the value tcount = 13.27.

Table 2. Measurement of the Relationship between Micro Teaching and Motivation to Become a Teacher

Correlation[s]			
		Micro Teaching	**Motivation**
Micro Teaching	Pearson Correlation	1	,645**
	Sig. (2-Tailed)		,000
	N	249	249
Motivation	Pearson Correlation	,645**	1
	Sig. (2-Tailed)	,000	
	N	249	249

Table 3. Regression Results between Micro Teaching (X1) and Motivation to Become a Teacher (Y)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32,804	4,567		7,182	,000
	Mc. Teaching	,682	,051	,645	13,277	,000

a. Dependent Variable: MOTIVATION

According to the calculations, the magnitude of the effect of Micro Teaching (X1) on Motivation to Become a Teacher is 58%, with the remaining 52% influenced by other variables.

Second Hypothesis: There is a direct effect of field experience practice (X2) on Motivation to Become a Teacher (Y)

Table 4. Measurement of the relationship between practical field experience and motivation to become a teacher

Correlations			
		Motivasi	PPL
Motivation	Pearson Correlation	1	,523**
	Sig. (2-tailed)		,000
	N	249	249
Practical Field Experience	Pearson Correlation	,523**	1
	Sig. (2-tailed)	,000	
	N	249	249

Table 5. Results of Regression Analysis of Practical Field Experience (X_2) with Motivation to Become a Teacher (Y)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38,269	5,701		6,713	,000
	Practical Field Experience	,643	,067	,523	9,654	,000

a. Dependent Variable: MOTIVATION

The above calculation results show that there is a correlation between X2 and Y with a correlation coefficient of 0.523. This indicates that there is a strong bond. Based on table 5, the tcount value is 9.654, and the tcount>ttable is both 0.05 (1.65) and 0.01 (2.3), indicating that H0 is accepted and H1 is rejected. This means that the research hypothesis stating that field experience practice (X2) has a direct effect on motivation to become a teacher (Y) has been accepted because its validity has been demonstrated. A simple linear regression analysis is performed to predict how far the value of the dependent variable has changed if the value of the independent variable is increased or decreased.

The following equation is derived from simple linear regression calculations.

Y = a + bX2 Y = 38.27 + 0.64 X2 Y = 38.27 + 0.64 X2

According to this equation, prior to field experience practice, motivation to become a teacher has a point of 38.27; if field experience practice improves one point, motivation to become a teacher will increase by 0.64. Furthermore, data analysis revealed that the path coefficient X2 to Y (32) = 0.242 with a significant level of = 0.05 and dk = 247 obtained ttable value = 1.65. According to the results of the calculations, the magnitude of the effect of field experience practice (X2) on Motivation to Become a Teacher (Y) is 12.65%, with the remaining 87.35% influenced by other variables.

Third Hypothesis: There is a direct effect of Micro Teaching (X1) and Field Experience Practice (X2) on Motivation to Become a Teacher (Y)

Table. 6. Double Regression SPSS Output X_1 and X_2 and Y

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,926	5,333		3,736	,000
	Field Experience Practice	,297	,069	,242	4,302	,000
	Micro Teaching	,541	,059	,512	9,116	,000

a. Dependent Variable: MOTIVATION

The regression equation for the variables X1 and X2 together for Y is obtained from the above calculation:

$$Y = a + b_1 X_1 + b_2 X_2$$

$$Y = 19{,}93 + 0{,}512X_1 + 0{,}242\ X_2$$

The equation above shows that improving Micro Teaching and PPL will increase motivation to become a teacher. Micro Teaching has a higher regression coefficient of 0.512 than PPL, which has a lower regression coefficient of 0.242.

Table 7. The results of the double correlation of Micro Teaching variables (X1) and Field Experience Practice (X2) on Motivation to Become a Teacher (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,676[a]	,457	,453	8,971

a. Predictors: (Constant), Micro Teaching, Field Experience Practice

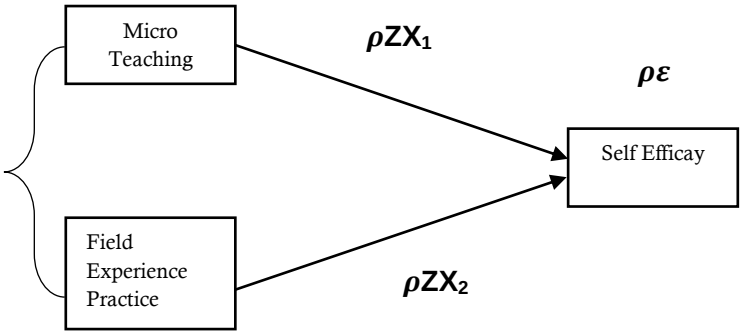


Figure 1. Sub Structure

The correlation coefficient between the variables Microteaching and Field Experience Practice, as well as Motivation to become a teacher, is 0.676, with the coefficient of term R2 = 0.6762 = 0.4568. The effect of other variables outside the model on the variable Motivation to become a teacher is 2 = 1-R23.12 = 1 - 0.6762 = 1-0, 4569 = 0.5431.

According to the two path coefficient calculations above, the Micro Teaching (X1) and Field Experience Practice (X2) variables jointly influence Teacher Motivation (Y) by 45.69%, with other variables influencing the remaining 54.31%.

Table 8. Path Analysis of Micro teaching Variables, Field Experience Practice and Self-Efficacy

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,793	4,729		5,243	,000
	Micro Teaching	,328	,053	**,376**	6,233	,000
	Field Experience Practice	,323	,061	**,318**	5,269	,000

Fourth hypothesis: There is a direct effect of Micro Teaching (X1) on Self-Efficacy (Z)

Table 9. Measurement of the Relationship between Micro Teaching and Self-Efficacy

Correlations

		Micro Teaching	Self-Efficacy
Micro Teaching	Pearson Correlation	1	,551**
	Sig. (2-tailed)		,000
	N	249	249
Self-Efficacy	Pearson Correlation	,551**	1
	Sig. (2-tailed)	,000	
	N	249	249

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

The above calculation results show that there is a correlation between X1 and Z with a correlation coefficient of 0.551. This implies that Micro Teaching (X1) and Self-Efficacy have a strong relationship (X1).

$$t_{14} = r_{14}\sqrt{\frac{n-2}{1-r^2}} = 0{,}551\sqrt{\frac{249-2}{1-(0{,}551)^2}} = 10{,}38$$

Based on the calculations above, tcount = 10.38 > ttable by 0.05 (1.65) and 0.01 (2.3), respectively, so H0 is rejected and H1 is accepted. This means that the research hypothesis that Micro Teaching (X1) has a direct effect on Self-Efficacy (Z) can be accepted because it has been demonstrated to be true. A simple linear regression analysis is performed to predict how far the value of the dependent variable has changed if the value of the independent variable is increased or decreased. The following equation is derived from simple linear regression calculations:

Z= a + b X1
Z= 38,78 + 0,481 X1

According to this equation, Self Efficacy had a point of 38.78 prior to Micro Teaching leadership; if Micro Teaching is improved by one point, Self Efficacy will increase by 0.48. Furthermore, data analysis revealed that the path coefficient X1 to Z (41) = 0.376 with a significant level of = 0.05 and dk = 249 obtained t table = 2.3. The calculation yields the value tcount = 10.38.The following table demonstrates this:

Table 10. Path analysis results between Micro Teaching (X_1) and Self-Efficacy (Z) variables

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38,778	4,120		9,412	,000
	Micro Teaching	,481	,046	,551	10,377	,000
a. Dependent Variable: Self-Efficacy						

The path coefficient value of ρ41=0.376 is shown in the table above, which was calculated using the SPSS assistance program. 4.319, with a significance of 0.000. According to the test results in the table above, tcount = 10.38 > ttable = 2.3, and the output significance in the significance test is 0.000 0.05, so H0, which states that there is no effect of Micro Teaching on Self-Efficacy, is rejected. and H1 is accepted, which states that Micro Teaching has an effect on Self-Efficacy, implying that Micro Teaching has a partial direct effect on Self-Efficacy. As a result, the first hypothesis is accepted. According to the calculations, Micro Teaching (X1) has a 20.69% effect on Self-Efficacy (Z), while the remaining 79.31% is influenced by other variables.

Fifth Hypothesis: There is a direct effect of Field Experience Practice (X2) on Self-Efficacy (Z)

Table 11. Measurement of the Field Experience Practice Relationship with Self-Efficacy

Correlations			
		Self-Efficacy	Field Experience Practice
Self-Efficacy	Pearson Correlation	1	,525**
	Sig. (2-tailed)		,000
	N	249	249
Field Experience Practice	Pearson Correlation	,525**	1
	Sig. (2-tailed)	,000	
	N	249	249
**. Correlation is significant at the 0.01 level (2-tailed).			

The coefficient of determination (r2)= 0,722 = 0,5184. The above calculation results show that there is a correlation between X1 and Z with a correlation coefficient of 0.525. This indicates that there is a strong link between PPL (X2) and Self-Efficacy (Z).

Based on these criteria, tcount = 9.69 >ttable by α 0.05 (2.3) and α0.01 (1.65), respectively, indicating that H0 is rejected and H1 is accepted. This means that the research hypothesis stating that PPL (X2) has a direct effect on Self-Efficacy (Z) can be accepted as true. A simple linear regression analysis is performed with the following regression equation to predict how far the value of the dependent variable has changed if the value of the independent variable is increased or decreased:

$$\hat{Y} = a + bX$$

The following equation is derived from simple linear regression calculations:

Z = a + b X2
Z= 35,91+ 0,532 X2

This equation implies that before PPL, Self-Efficacy had a value of 35.91. Furthermore, data analysis revealed that the path coefficient X1 to Z (ρ42) = 0.391 with a significant level of α = 0.05 and dk = 247 obtained ttable = 2.3. The calculation yields the value tcount = 9.69.

The results of the two calculations, either manually or with the assistance of the SPSS program, show the same path coefficient value, namely ρz2 = 0.318, with a significance of 0.001. According to the test results in the table above, tcount = 9.69 > ttable = 2.3, and the output significance is 0.001 0.05, so H0, which states that there is no effect of Field Experience Practice variables on Self-Efficacy, is rejected, and H1, which states that there is an effect of Field Experience Practice variables on Self-Efficacy, is accepted, indicating that Field Experience Practice variables has a partial direct effect on Self-Efficacy. As a result, the second hypothesis is accepted. According to the calculation results, the magnitude of Field Experience Practice (X2) effect's on Self-Efficacy (Z) is 16.67%, with the remaining 83.3% influenced by other variables.

Table 12. Path analysis results between Field Experience Practice variables (X2) and Self-Efficacy (Z)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	35,914	4,703		7,637	,000
	Field Experience Practice	,532	,055	,525	9,690	,000
a. Dependent Variable: Self-Efficacy						

Sixth Hypothesis: There is a direct effect of Micro Teaching (X1) and Field Experience Practice variables (X2) on Self-Efficacy (Z)

Table 13. Output of SPSS Multiple Regression of Micro Teaching and Field Experience Practice on Self-Efficacy

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,793	4,729		5,243	,000
	Micro Teaching	,328	,053	,376	6,233	,000
	Field Experience Practice	,323	,061	,318	5,269	,000
a. Dependent Variable: Self-Efficacy						

The regression equation for variables X1 and X2 together with Z is obtained from the above calculation:

$$Y = a + b_1 X_1 + b_2 X_2$$

Z= a + b1X1 + b2X2
Z= 24,79 + 0,,33X1 + 0,32 X2

The above equation shows that if Micro Teaching and Field Experience Practice are improved, Self-Efficacy will rise. The regression coefficient for Micro Teaching = 0.33 is greater than the regression coefficient for Field Experience Practice = 0.32, according to this equation.

Table 14. Multiple correlation coefficients X1 and X2 with Z

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,612[a]	,374	,369	7,954
a. Predictors: (Constant), Field Experience Practice, Micro Teaching				

Based on the data analysis results, the multiple correlation coefficient X1X2 to Z (R4.21) = 0.612 is calculated. The R24.12 (RSquare) value = 0.3745 or 37.45% shows the simultaneous effect of the Micro Teaching (X1) and Field Experience Practice (X2) variables on the Self-Efficacy variable (Z). Other variables outside the model have an effect on the madrasah effectiveness variable of ε2 = = 1- R24.12= 1- 0.3745 = 0.6255 (62.55%).

According to the two multiple correlation coefficient calculations above, the Micro Teaching (X1) and Field Experience Practice (X2) variables together influence Self-Efficacy (Z) by 37.45%, while the remaining 62.55% is influenced by other variables.

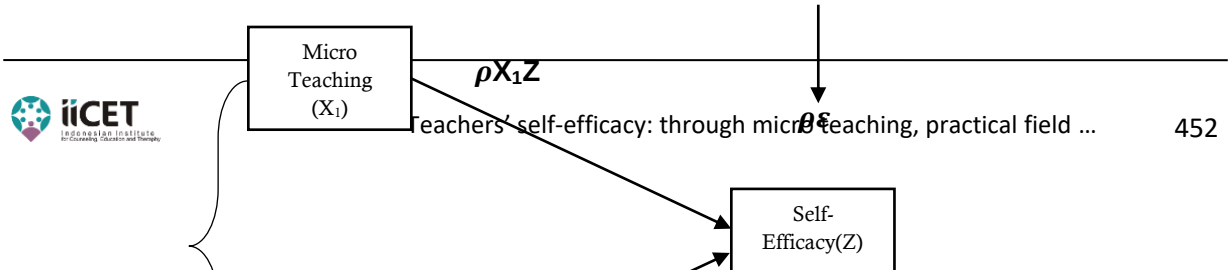


Figure 2. Sub Structure

Table 15. Path Analysis of Micro teaching Variables, Field Experience Practice, Motivation and Self-Efficacy

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,931	4,683		4,256	,000
	Micro teaching	,196	,059	,225	3,343	,001
	Field Experience Practice	,250	,061	,247	4,090	,000
	Motivation	,244	,054	,295	4,480	,000

a. Dependent Variable: Self-Efficacy

The Seventh Hypothesis: There is a direct effect of motivation to become a teacher (Y) on self-efficacy (Z)

The calculation results show that there is a correlation between Y and Z with a correlation coefficient of 0.57. This indicates that there is a strong link between motivation to become a teacher (Y) and self-efficacy (Z). The coefficient of determination of the variable Motivation to Become a Teacher with Self-Efficacy is 32.49%, which means that the variable Motivation to Become a Teacher explains 32.49% of the variable Self-Efficacy, while the remaining 100% - 32.49% = 51.84% is determined by other variables that cannot be explained in this study.

Table 16. Output SPSS correlation coefficient Y and Z as follows:

Correlations			
		self-efficacy	motivation
self-efficacy	Pearson Correlation	1	,570**
	Sig. (2-tailed)		,000
	N	249	249
motivation	Pearson Correlation	,570**	1
	Sig. (2-tailed)	,000	
	N	249	249

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

According to the calculations, tcount= 12.43 >ttableby α 0.05 (1.65) and α 0.01 (2.3), respectively, so H0 is rejected and H1 is accepted.This means that the research hypothesis that Motivation to Become a Teacher (Y) has a direct effect on Self-Efficacy (Z) can be accepted because it has been demonstrated to be true. A simple linear regression analysis is performed to predict how far the value of the dependent variable has

changed if the value of the independent variable is increased or decreased. The output of a simple linear regression is as follows:

Table 17. shows the results of a simple linear regression of motivation to become a teacher on self-efficacy

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37,459	4,047		9,256	,000
	MOTIVATION	,470	,043	,570	10,893	,000

a. Dependent Variable: self-efficacy

After determining the prices a and b, a linear regression equation, namely:

Z = a + b Y
Z= 37,46 + 0,47 Y

This equation implies that before there was Motivation to Become a Teacher, there was Self-Efficacy at 37.46; if Motivation to Become a Teacher is improved by one point, Self-Efficacy will improve by 0.47. Furthermore, data analysis revealed that the path coefficient Y to Z (ρzy) = 0.295 with a significant level of α= 0.05 and dk = 247 yielded ttable = 2.3. The calculation yields the value tcount = 12.43.

According to the calculation results, motivation to become a teacher (Y) has a 12.62% influence on self-efficacy (Z), while the remaining 88.38% is influenced by other variables.

The Eighth Hypothesis: There is a direct effect of Micro Teaching (X1), Field Experience Practice (X2) and Motivation to Become a Teacher (Y) simultaneously on Self-Efficacy (Z)

Table 18. Double Correlation X1, X2, Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,649[a]	,422	,415	7,663

a. Predictors: (Constant), Motivation,Field Experience Practice, Micro Teaching

Table 19. Multiple Regression Results for Micro Teaching, Field Experience Practice and Motivation to Become a Teacher on Efficacy

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,931	4,683		4,256	,000
	Micro Teaching	,196	,059	,225	3,343	,001
	Field Experience Practice	,250	,061	,247	4,090	,000
	Motivation	,244	,054	,295	4,480	,000

a. Dependent Variable: Self Efficacy

According to the above equation, increasing Micro Teaching Leadership, Field Experience Practice, and Motivation to Become a Teacher will increase Self-Efficacy. The regression coefficient for Field Experience Practice is 0.250, which is greater than the regression coefficient for Micro teaching, which is 0.196, and the regression coefficient for motivation is 0.244. Thus, Field Experience Practice implementation is one of the three most influential variables on self-efficacy. As a result, Field Experience Practice implementation must improve in terms of preparing students to become teachers. The following are the multiple correlation coefficients X1, X2, and Y with Z:

Table 20. Results of Multiple Correlations of X1, X2, and Y with Z

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,649[a]	,422	,415	7,663

a. Predictors: (Constant), Micro Teaching, Field Experience Practice, Motivation

According to the data analysis results, the multiple correlation coefficient X1X2 Y to Z (Rzy21) = 0.649 with a significant level of α= 0.05 and dk = 245 obtained Ftable = 3.88. The calculation yields the value Fcount = 91.69.

Based on these criteria, the value of Fcount> Ftable, indicating that H0 is rejected and H1 is accepted. This means that the research hypothesis stating that Micro Teaching (X1), Field Experience Practice (X2), and Motivation to Become a Teacher (Y) have a direct effect on Self-Efficacy (Z) can be accepted because it has been proven true. Micro Teaching (X1), Field Experience Practice (X2), and Motivation to Become a Teacher can all have an effect on the Self-Efficacy (Z) variable at the same time.The nilai R24.12 (RSquare) value = 0.4212 demonstrates the simultaneous effect of Micro Teaching (X1), Field Experience Practice (X2), and Motivation to Become a Teacher on the Self-Efficacy (Z) variable. Other variables outside the model have an influence on the madrasah effectiveness variable of ε2 = 1- nilai R24.12= 1- 0.4212 = 0.5788 (57.88%).

Thus, the variables Micro Teaching (X1), Field Experience Practice (X2), and Motivation (Y) jointly influence self-efficacy (Z) by 42.12%, with other variables influencing the remaining 57.88%.

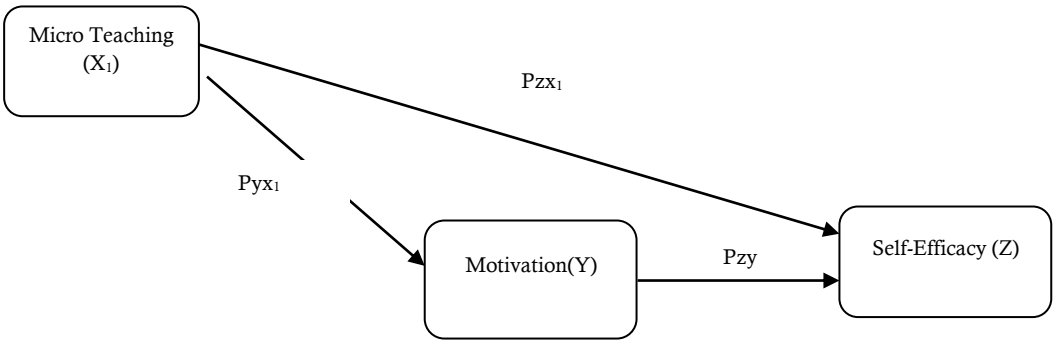


Figure 3. Sub Structure

The Ninth Hypothesis: There is an effect of Micro Teaching (X1) on Self-Efficacy (Z) through Motivation to Become a Teacher (Y)

Table 20. Output Results of SPPS X_1X_2 against Y

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,926	5,333		3,736	,000
	Micro Teaching	,541	,059	,512	9,116	,000
	Field Experience Practice	,297	,069	,242	4,302	,000

a. Dependent Variable: MOTIVATION

Table 21. SPPS X_1X_2 Output Results to Z

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,793	4,729		5,243	,000
	Micro Teaching	**,328**	,053	**,376**	6,233	,000
	Field Experience Practice	**,323**	,061	,318	5,269	,000

a. Dependent Variable: Self-Efficacy

Table 22. SPPS X1X2 output results, Y to Z

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,931	4,683		4,256	,000
	Micro Teaching	,196	,059	,225	3,343	,001
	Field Experience Practice	,250	,061	,247	4,090	,000
	Motivation	,244	,054	**,295**	4,480	,000

a. Dependent Variable: Self-Efficacy

According to the table above, the unstandardized beta coefficients value of Micro Teaching on Self-Efficacy is 0.328 and is significant at 0.000, indicating that Micro Teaching has an effect on Self-Efficacy. The path or path p1 has a value of Standardized Coefficients Beta 0.376. The unstandardized coefficients beta PPL on Self-Efficacy are 0.323 and Motivation to Be a Teacher on Self-Efficacy are 0.295, both of which are significant. The value of Standardized Coefficients Beta Micro Teaching on Self-Efficacy is 0.244, which is the path value or path p2, and the value of Motivation to Become a Teacher on Self-Efficacy is 0.295, which is the path value or path p3.

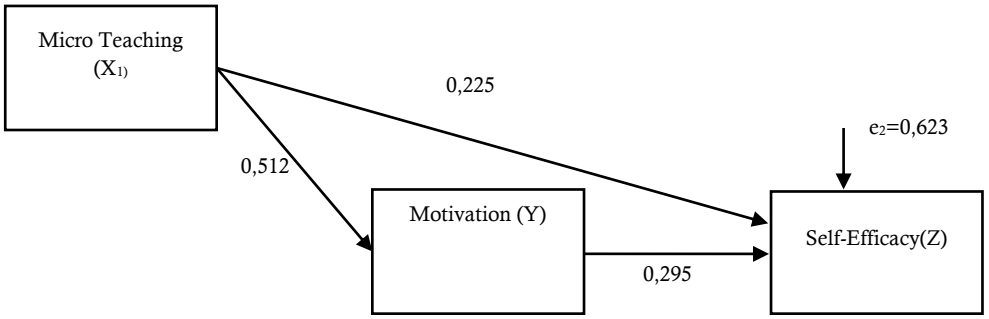
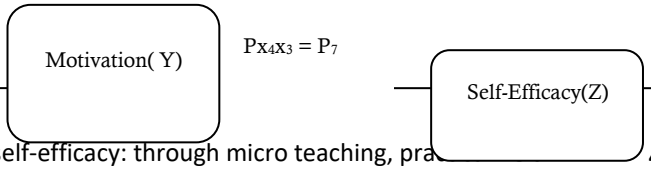


Figure 4. Path Analysis Results

Path analysis results show that Micro Teaching has a direct effect on Self-Efficacy and an indirect effect on Self-Efficacy via Motivation to Be a Teacher (as an intervening variable). The direct effect has a magnitude of 0.225, while the indirect effect must be calculated by multiplying the indirect coefficient (0.512) x (0.295) = 0.1510. Furthermore, the total direct effect of Micro Teaching on Self-Efficacy was 0.225 + (0.512 x 0.295) = 0.376.



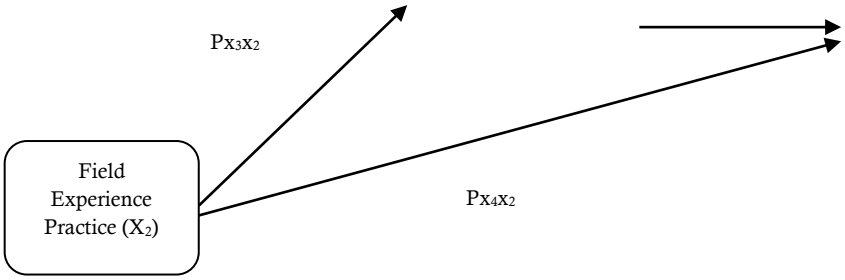


Figure 5. Sub Structure

The Tenth Hypothesis: There is an effect of Field Experience Practice (X2) on Self-Efficacy (Z) through Motivation to Become a Teacher (Y)

Table 23. Output Results of SPPS X1X2 against Y

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,926	5,333		3,736	,000
	Micro Teaching	,541	,059	,512	9,116	,000
	Field Experience Practice	,297	,069	**,242**	4,302	,000

Table 24. Output of SPSS Multiple Regression of Micro Teaching and Field Experience Practice on Self-Efficacy

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,793	4,729		5,243	,000
	Micro Teaching	,328	,053	,376	6,233	,000
	Field Experience Practice	,323	,061	**,318**	5,269	,000

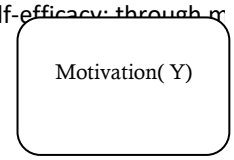
a. Dependent Variable: Self-Efficacy

Table 25. SPPS X1X2 output results, Y to Z

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,931	4,683		4,256	,000
	Micro Teaching	,196	,059	,225	3,343	,001
	Field Experience Practice	,250	,061	,247	4,090	,000
	Motivation	,244	,054	**,295**	4,480	,000

a. Dependent Variable: Self-Efficacy

The table above shows that the unstandardized coefficients beta Field Experience Practice on Self-Efficacy are 0.323 and 0.000, indicating that Field Experience Practice influences Self-Efficacy. The path or path p1 has a value of Standardized Coefficients Beta 0.225. The unstandardized coefficients beta Field Experience Practice on Self-Efficacy are 0.247 and Motivation to Become a Teacher on Self-Efficacy are



0.295, both of which are significant. The value of Standardized Coefficients Beta Field Experience Practice on Self-Efficacy is 0.247, which is the path value or path p2, and the value of Motivation to Become a Teacher on Self-Efficacy is 0.295, which is the path value or path p3.

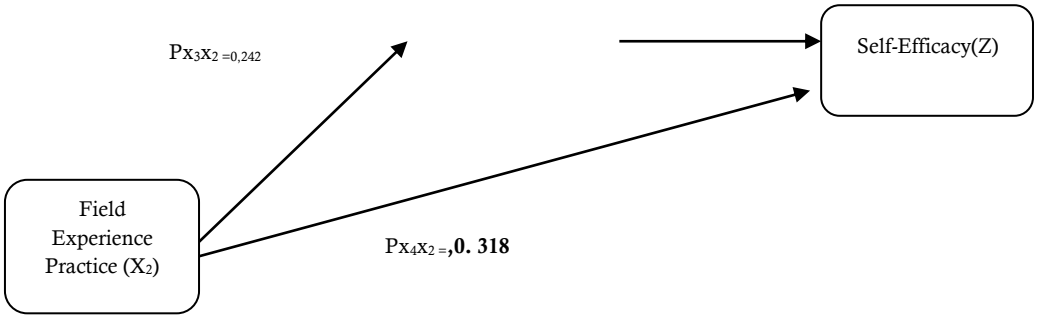


Figure 6. Path Analysis Results

The path analysis results show that PPL can have a direct effect on Self-Efficacy and can also have an indirect effect on Self-Efficacy via Motivation to Become a Teacher (as an intervening variable). The direct effect has a magnitude of 0.318, while the indirect effect must be calculated by multiplying the indirect coefficient (0.242) x (0.295) = 0.07139. Furthermore, the total direct effect of Micro Teaching on Self-Efficacy was 0.318 + (0.242 x 0.295) = 0.389.

According to the findings of this study, there is a partial and simultaneous influence of microteaching, field experience practice, and motivation on teacher self-efficacy. These findings indicate that Micro Teaching can be used by prospective teachers to boost their self-confidence as teachers by providing them with various knowledge and learning strategies, as well as skills in carrying out the duties of a teacher.

This is consistent with the findings of Ekici and Etin's study, which discovered a link between professionalization and teacher self-efficacy, with self-efficacy significantly predicting teacher professionalization 22% of the time. According to the findings of this study, policies to improve teacher self-efficacy should be developed and implemented.Analytical calculations clearly demonstrate that Field Experience Practice has a significant influence on Self-Efficacy. That is, Field Experience Practice that works well in schools will be able to contribute to students' self-confidence as teachers.

These findings suggest that Field Experience Practice students should pay more attention to the practice of teaching skills, attitudes, learning administration implementation, and other aspects of Field Experience Practice. This means that the better Field Experience Practice implementation, the greater the impact on student self-efficacy. As a result, it is hoped that supervisory lecturers can guide Field Experience Practice students as effectively as possible, particularly by tutors at schools who are familiar with Field Experience Practice students' circumstances.This is consistent with the findings of lknurEinli's research, which found that teaching practice increases a prospective teacher's self-efficacy. Furthermore, Suddeath et al. proposed that teaching practice, field work, and teaching experience influence a person's self-efficacy.

Similarly, motivation influences a prospective teacher's self-efficacy. Motivation can come from within the prospective teacher student or from outside sources. Someone who is passionate about achieving something will have high self-confidence in their ability to do so later.

Self-efficacy is a person's belief in their ability to perform a task(Maftuhah& Suratman, 2015). The level of difficulty in dealing with problems in one's life determines a person's self-efficacy, so the strength of self-efficacy is experience (Septiara & Listiadi, 2019). The researcher concludes from the two elaborations that self-efficacy is a person's belief in himself to be able to complete an existing task, and this confidence is formed as a result of life experience. As a result, people with high self-efficacy have the same influence on their desire to become a teacher. The t test results support Rahmadiyani et al.,(2020).'s finding that self-efficacy influences interest in becoming a teacher. Agree with Aini (2018)that self-efficacy has an impact on desire to become a teacher.

Conclusion

Based on the analysis of the research findings and the discussion described in the preceding section, the following conclusions were reached: 1) There is a strong relationship between Micro Teaching (X1) and Motivation to Become a Teacher (Y), students who are serious about implementing micro teaching will

increase his motivation to become a teacher; 2) the implementation of PPL sufficiently influences student motivation to become teachers; and 3) the implementation of Field Experience Practice is the variable that most influences Self-Efficacy. As a result, PPL implementation must improve in terms of preparing students to become teachers. 4) The variable Motivation to Be a Teacher can act as a bridge (mediating variable) between Micro Teaching on Self-Efficacy, and 5) Motivation to Be a Teacher can act as an intervening (mediating) variable between Field Experience Practice and Self-Efficacy.

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