



The Nexus of Microteaching, Perception of Teaching Profession, and Interest in Teaching Careers: Insights from Online Field Practice

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Abstract. Addressing the challenges posed by the COVID-19 pandemic, this exploratory study delves into the implementation of online field practice, examining its influence on students' perceptions of the teaching profession and their interest in becoming educators. The variables used in this study include online field practice and microteaching learning. Another variable used as an intervening variable is the perception of the teacher's profession. The Likert scale questionnaire was used and obtained by as many as 182 educational students from 3 cities in Indonesia (Surakarta, Semarang, and Yogyakarta). The analysis technique used is Partial Least Square-Structural Equation Modeling (PLS-SEM). The results showed a significant influence between microteaching learning and the perception of the teaching profession on the interest of educating students to become teachers. In contrast, an insignificant influence was found on the program's internship experience on the interest in becoming a teacher, both directly and indirectly. Blindfolding showed that the model in this study had excellent predictive relevance.

Keywords: microteaching, online field practice, Interest in becoming a teacher, perception of the teacher's profession

1 Introduction

In the era of globalization like today, education is required to produce good quality and character human resources so they can compete globally. In order to achieve this goal, the government needs to provide improvements to the education system, where the education system has bound elements. According to OECD (Viennet & Pont, 2017), the elements of education consist of students, educators, the interaction between students and educators, curriculum, contexts that affect education, educator actions, the educator environment, and evaluation and educational objectives. One of the most important of these elements is the educator or teacher.

Teachers have a responsibility to provide a good learning experience for their students. In Indonesia, a teacher must have at least four competencies: pedagogic, personality, professional, and socially based on constitution number 14th the year 2005 that regulate teacher and lecturer (Presiden Republik Indonesia, 2017). These competencies are required so that future teacher can obtain them through the higher education curriculum. Field experience is one of the essential aspects of providing competencies. On this occasion, students of education programs should receive teaching experience in an academic unit or school. In general, they will be placed in a school or educational institution in a field practice program, given the task of teaching in the original class with students, communicating with the teacher's classroom, and learning to structure learning tools. This teaching experience component is essential in terms of the quality of teaching to teachers and prospective teachers (Podolsky et al., 2019). For educational students, field practice will connect the pedagogical theory learned in the classroom and its application (Klitmøller, 2016). In addition, educational students can also take part in various seminars and training to improve their competence.

Nevertheless, Harsono et al. (2019) found that teacher participation in professional development training was relatively low. They tend to be already passive when seeking information on self-development programs when they are already teachers. Their participation is more about the tasks given by schools or government programs that impact careers (Kusumawardhani, 2017). In such positions, teachers already consider that they are in a position of "comfort zone". The implications of low teacher participation in professional development training extend beyond individual teachers to impact the overall quality of education. Addressing the barriers to teacher engagement in professional development is crucial for enhancing teacher efficacy and ultimately improving student outcomes. Therefore, further research and interventions are warranted to address the factors contributing to low participation and to enhance the effectiveness of professional development programs in the education sector. This aligns with the broader issue of low teacher participation in professional development activities, which has been a topic of concern in the education sector. Several studies have highlighted the relatively low rates of teacher engagement in professional development programs (Fuligni et al., 2009). The literature has extensively explored the factors contributing to low teacher participation in professional development. For instance, lack of time, limited resources, and inadequate support from school leadership have been identified as key barriers to teacher engagement in professional development activities (Diamond & Powell, 2011).

Despite the plethora of educational faculties and departments in Indonesia, opportunities to become a full-time or permanent teacher are scarce. The establishment of The Law of Teachers and Lectures in 2005, which significantly improved teacher salaries and allowances, has altered public perception and led to teachers being viewed as a desirable profession. However, this only applies to teachers employed by the government, as the recruitment procedure and mechanism are administered by the government. As for teachers who are not civil servants, their wealth relies on the institution or school to which they belong. The formation allotted for civil servant teachers is limited and in high demand. This circumstance produces a demand-supply imbalance for government servant teachers. In the most recent Indonesian government rule, enacted in

2017, the definition of a professional teacher was updated to require not only a bachelor's degree in a specialized education field, but also certification from the Teacher Professionalism Program (Pendidikan Profesi Guru)(PPG). This accreditation also results in an increase in their professional allowance, so enhancing the financial part of the job of full-time teacher. Meanwhile, this feature of wealth does not apply to non-permanent instructors, who, according to many perspectives, are underpaid compared to permanent teachers. Non-permanent teachers have the same obligations, work hours, and responsibilities as permanent teachers notwithstanding their status. This resulted in an interpretation of the teacher's career in relation to their incapacity to become a permanent teacher.

When the Covid-19 pandemic hit Indonesia in early 2020, professional teachers' competence became more apparent. Mastery of technology is the dominant aspect in defining the readiness of teachers and educational students. Technological competencies, referred to as digital competencies, are becoming a new standard in the professional competence of a teacher (Instefjord & Munthe, 2017)(König et al., 2020). However, digital competence does not seem to be a demand that is difficult to meet by educational students in countries that are ready for digital infrastructure, including Indonesia (UNICEF, 2021). Generation Z students' average level of technical mastery: When there is a Covid-19 pandemic that makes learning remotely, educational students carrying out online field practice can adapt to technology. They helped teachers adapt to learning in the new normal era (Kim, 2020).

In Indonesian university education faculties and units, the national curriculum has been structured to include microteaching and field practice courses. So that education graduates can acquire a passion for teaching and become pedagogically prepared, this is done. Despite this, many graduates do not become teachers or educators, nor are they immersed in the world of education. This occurred due to the widespread notion that graduates could immediately obtain higher-paying positions than teachers. With so many students graduating from education and then seeking employment outside of the education industry, there is a high demand for positions outside of the education industry.

Online field practice is a new form of experience for education students because in the situation before the pandemic, field practice was carried out offline. Without media intermediaries, practical students and students can engage directly. Before becoming teachers, education students in Indonesia are required to complete field practice in the form of teaching experience and the cultivation of enthusiasm. The importance of using technology to mix with pedagogy is now even more demanding (Nerren & Vierra, n.d.). However, research on the effect of online field practice implementation on the desire to become a teacher is scarce.

In response to the evolving landscape of teacher education, educational institutions have recognized the increasing necessity of providing pre-service teachers with extensive practical experiences. To address this need, a combination of microteaching and online field practice (OFP) activities has been developed as a strategic solution. Microteaching, which focuses on developing pedagogical skills in simulated classrooms, and OFP, which allows for virtual engagement with real teaching scenarios, have been implemented to enhance the preparedness and effectiveness of future educators. This

proactive approach aims to bridge the gap between theoretical knowledge and the practical challenges of teaching in real-world settings, equipping aspiring teachers with the necessary skills and insights to thrive in today's dynamic educational environments.

Field practice has been shown to significantly influence the perceptions of educational students towards the teaching profession. Through field practice, students gain a better understanding of the competencies they need to develop (Koross, 2016). Factors influencing students' interest in becoming teachers can be categorized into internal or intrinsic factors and external or extrinsic factors (Nugroho et al., 2016), with pragmatic factors also playing a role (Sharif et al., 2014). Internal factors encompass talent, emotions, motivation, perception, experience, and subject mastery, while external factors include family and social environment (Ardyani & Latifah, 2014). Bergmark et al. (2018) emphasize the critical role of perceptions of teacher careers, which can vary across countries depending on factors such as welfare guarantees, career path clarity, and social status. Positive perceptions of teacher careers often lead individuals to pursue teaching professions, whereas negative perceptions deter them. Richter et al. (2021) further highlight the influence of career aspirations and social contribution.

This study uses microteaching and online field practice (OFP) as endogenous variables. In the Indonesian higher education curriculum, education students are expected to undergo microteaching courses that emphasize the development of student competencies as prospective teachers (Sofiarani & Susilo, 2019). Microteaching differs from field practice, in which students utilize simulation classrooms to practice before being placed in a school to conduct practical field activities. If a practitioner is guided by a lecturer during microteaching, he is guided by a teacher during field experience.

Another endogenous variable that will be discussed in the study is the perception of the teacher profession. According to Wahyuni & Setiyani (2017), the perception of the teaching profession is a process of meaning about the teaching profession in an individual, or the process of understanding stimuli through sensory tools associated with the teaching profession. Assume that students have an opinion of the teaching profession. In this scenario, it can cause students' interest in becoming teachers, but the perception of a poor teaching profession can also cause students' interest in the profession. Meanwhile, a strong teacher perception can initiate the emergence of a leadership spirit in prospective teachers (Bergmark et al., 2018).

2 Literature Review

2.1 Interest in Becoming a Teacher

Witherington argues that interest is a person's awareness of a specific object, human being, situation, or condition that relates to oneself or is seen as a person's conscious thing (Gunawan & Biopsy, 2018). The teacher is a facilitator in learning, not just a knowledge messenger, so the teacher has the responsibility to develop thinking, communication, collaboration skills, and other skills needed in this century (Jan, 2017) so that the interest in becoming a teacher is a person's interest in the teaching profession

that arises due to an emphasis on his self-awareness, a good response from himself, and a more happy feeling to the profession of teacher.

Hennessy & Lynch (2017) argues that the most influential factors in a prospective teacher's decision to become a teacher are the experience of teaching practice (field practice) and learning (microteaching). Meanwhile, according to Ardyani & Latifah (2014), seven factors can influence the interest in becoming a teacher, including student perceptions of the teaching profession, learning achievements, field practice experiences, friends, family environment, and personality.

2.2 Microteaching

Microteaching or microteaching learning aims to provide training in teaching skills and opportunities for prospective teachers to know their abilities' advantages and disadvantages (Msimanga, 2020). The characteristic of microteaching is simplification because, in microteaching, simplification is carried out in the components and elements of learning. In a scaled-down session, microteaching allows student instructors to practice teaching and test the teaching theories they have learnt. Microteaching also gives them self-awareness, more confidence, and the opportunity to practice various methods and styles of teaching (Darwish & Sadeqi, 2016), and when conducted regularly, they are most helpful (Remesh, 2013).

Teachers should be prepared with the abilities necessary to manage diverse learning environments and students. Microteaching is an effective method for preparing future educators for the classroom and developing effective teaching strategies (Ping, 2013)(Saban & Coklar, 2013). It is essential to provide them with classroom management, curriculum design, lesson preparation, lesson presenting skills (Bilen, 2015) and encourage them to reflect on their performance (Koross, 2016). When student teachers collaborate and exchange suggestions about microteaching presentations, reinforcement is formed (Özcan & Gerçek, 2019). In addition to supporting student teachers with awareness (Karlström & Hamza, 2019), public speaking, and time management (Msimanga, 2020), microteaching focuses on enhancing public speaking and time management skills (Saban & Coklar, 2013). Study conducted by Yerdelen et al. (2019) found that when microteaching and video cases used together, the self-efficacy of future teachers increased.

2.3 Online Field Practice Experience

Bernstein (Bernstein, 2000) stated that the curriculum is a powerful tool to form legitimate knowledge. The curriculum needs to adapt when the pandemic strikes and field practice must be done online. Field experience is essential for preparing students to become teachers in the future. In addition to providing experience, field practice offers an insight into the teaching profession. Consequently, it is obvious that field experience influences students' views of the teaching profession. Early research by Goodman (Goodman, 1985) showed the potential for students in "apprenticeship" programs to influence their teaching styles and perceptions of teacher careers. According to Sa'diyah & Endratno (2013), field practice experience can be viewed as a process that results

in a superior behavioral pattern. Practical experience is an integral component of the entire teacher preparation curriculum. Prospective teachers have the opportunity to apply the classroom theories they have acquired during fieldwork (Selly, 2021). Conducting training in the form of a field experience program is intended to aid in the fulfillment of professional responsibilities, so that a field practice experience is an event in the learning process of prospective teacher students. Positive teaching experiences lead to teacher candidates placing a personal value on passing on, which can be thought of as a unified, decentralized identity that focuses on progress and change. In compulsory schools, student teachers are more likely to say that they want to make a difference in the lives of children (Flores & Niklasson, 2014). Education students can also interact with teachers, actual school problems, the school's leadership structure during field experience, as well as engage in reflective brainstorming with peers or actual teachers. Puruwita et al., (2022) discovered that instructional leadership is crucial to a teacher's job performance. These factors must be considered as they influence future teachers' perceptions of their roles as educators. Meanwhile, the function of reflection in field practice is contingent upon how preservice teachers assess the data gathered via observation and documentation of the teaching practices of others (Subramaniam, 2013). Nevertheless, online field practice also leaves students feeling a lack of presence due to limited interactions (Taley, 2022).

2.4 Perception of the Teacher Profession

Perception is a cognitive process that allows a person to interpret and understand the surrounding environment (Kreitner & Kinicki, 2014). The teacher profession means a person who has obtained an adequate education and fulfils his educational duties after completing a specific education (Hasanah, 2012). So the perception of the teaching profession is an interpretation and understanding of the teacher profession obtained from experience and information received. Factors that influence the perception of the teacher profession include social factors that can influence the perception of the individual and factors in a person that processes the formation of that perception himself (Blake & Ramsey, 1951). The more creative teachers are in designing lessons, the more positive perceptions of teachers will be (Sumardjoko & Prasetyo, 2016), thus increasing the respect and interest of future prospective teachers (Nuraini et al., 2020). As part of the career decision-making process, students must also consider their motivation, which is described as the want, need, or want that motivates someone to accomplish a particular task. Researchers have also determined that the most prevalent intrinsic variables influencing a teaching career choice are the teaching profession's social worth, sometimes referred to as the profession's rewards, the desires to improve society, and the potential influence on subsequent generations (de Hernandez, 2021). The socioeconomic and educational backgrounds of individuals in becoming a teacher have been investigated in a specific country or region, finding that those motivated in teaching typically originate from low-income families (Balyer & özcan, 2014). Pedagogical identities, which are impacted by experiences, are a further component related to their motivations (Bergmark et al., 2018). Thus, the emerging professional identity is

influenced by the prevalent discursive power relations and simultaneously discursively produced in the students' professional-related utterances (Jungert et al., 2014).

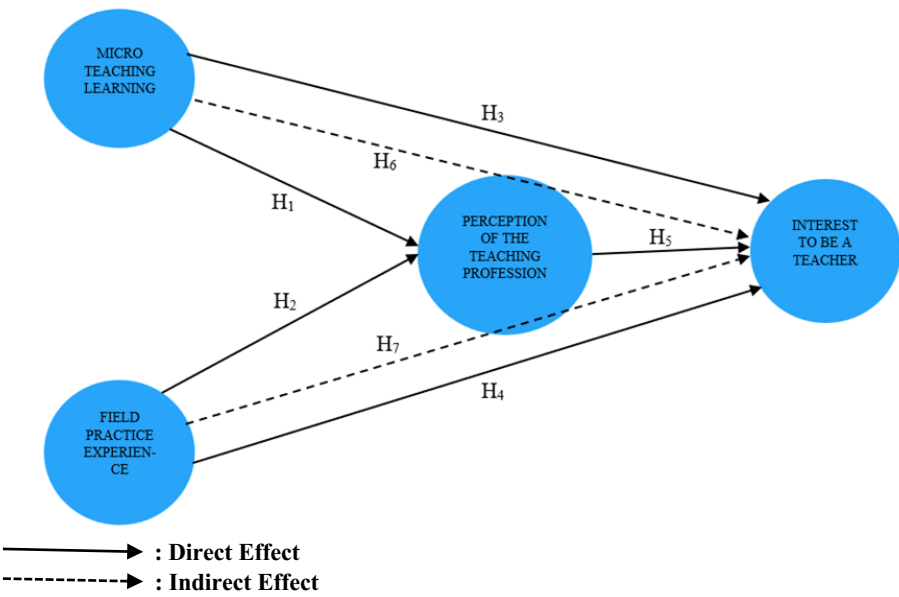


Fig. 1. Research Hypothesis

Researchers used SEM analysis with a reflective measurement model to extrapolate from the hypothesis test in order to measure the impact of microteaching learning and field practice experience on the interest in becoming a teacher by using the perception of the teaching profession as a intervening variable.

Table 1. Research Hypothesis

Hypothesis		
Direct Effects		
H ₁	Microteaching → Perceptions of the Teacher Profession	MT → PTP
H ₂	Field Practice Experience → Perceptions of the Teacher Profession	FPE → PTP
H ₃	Microteaching Learning → Interest in Becoming a Teacher	MT → IBT
H ₄	Field Practice Experience → Interest in Becoming a Teacher	FPE → IBT
H ₅	Perceptions of the Teacher Profession → Interest in Becoming a Teacher	PTP → IBT
Indirect Effects		
H ₆	Microteaching Learning → Perceptions of the Teacher Profession → Interest in Becoming a Teacher	MT → PTP → IBT
H ₇	Field Practice Experience → Perceptions of the Teacher Profession → Interest in Becoming a Teacher	FPE → PTP → IBT

3 Method

3.1 Data Collection

In this study, only those individuals who had previously participated in microteaching and successfully completed the field practice program were eligible to be respondents. The questionnaire was distributed using Google Forms to educational students in three cities, namely Surakarta, Yogyakarta, and Semarang. Data was collected from January–March 2022 and a total of 182 undergraduate education students was collected. Students from a range of academic backgrounds are participating in this study. Descriptive statistics (see table 2. Descriptive statistics) showed that the majority of the respondents were male by 95 (52.2 %) and female by 87 (47.8 %). Meanwhile, ranging from cities, respondents mostly from Surakarta City counted 116 respondents (63.74 %), Semarang City 51 (28.02 %), and Yogyakarta 15 (8.24 %).

Table 2. Descriptive Statistics

Characteristics	Respondents % (N=182)
Gender	
Male	52.2 % (95)
Female	47.8 % (87)
Cities	
Surakarta	63.74 % (116)
Semarang	28.02 % (51)
Yogyakarta	8.24 % (15)
Major	
Accounting Teacher Education	33.52 % (61)
Indonesian Language Teacher Education	6.04 % (11)
English Language Teacher Education	10.44 % (19)
Biology Teacher Education	7.14 % (13)
Geography Teacher Education	1.65 % (3)
Elementary School Teacher Education	12.64 % (23)
Early Childhood Teacher Education	2.2 % (4)
Civics Teacher Education	3.85 % (7)
Mathematics Teacher Education	9.34 % (17)
Sports Teacher Education	7.69 (14)
Informatics Engineering Teacher Education	5.49 % (10)

Source: Primary Data from Questionnaire

3.2 Instruments

This research was conducted using quantitative research methods with Partial Least Square-Structural Equation Modeling (PLS-SEM) analysis and using the SmartPLS 3 software to analysis. According to Hair et al. (2017a), SEM analysis is a multivariate

technique that explains how to depict a causal chain in a path diagram. SEM analysis is also widely used in educational research, such as the Technology Acceptance Model (TAM) of learning media (Mustofa et al., 2022), Virtual Reality (VR) (Barrett et al., 2021), e-learning (Chang et al., 2017), m-learning (Alshurideh et al., 2020) and Learning Management System (LMS) (Ashrafi et al., 2020). There are two exogenous variables, namely Microteaching (MT) and Field Practice Experience (FPE), an endogenous variable, namely Interest in Becoming a Teacher (IBT), and an intermediate variable, Perception of the Teacher Profession (PTP). Microteaching (MT) is developed into two items. Field Practice Experience (FPE) is developed into four items, Interest in Becoming a Teacher (IBT) consists of 3 items, and Teacher Profession Perception (PTP) is developed into 3 items. The research questionnaire instrument consisted of a Likert scale with five categories: "Strongly Agree" (SA), "Agree" (A), "Neutral" (N), and "Disagree" (D) (SD). In the reflective analysis phase of SEM, the measurement model consists of indicator reliability (loading), concept reliability and validity (Cronbach's Alpha, composite reliability, AVE), and discriminant validity (Fornell-Larcker Criterion, Cross Loading, HTMT). While the structural model consists of R², f², Q², and direct and indirect effects, which use T-statistics and P-Value as parameters, the structural model also includes T-statistics and P-Value (Garson, 2016a)(Hair et al., 2017b).

4 Results

4.1 Assessing Measurement Model

Based on the measurement model evaluation criteria, the data obtained in each outer model is then analyzed using PLS Algorithm as follows:

Table 3. Measurement Model

Items	Loading	Cronbach's Alpha	Composite Reliability	AVE
Interest in Becoming a Teacher (IBT)				
I think a teacher is someone who is an example and an example for his students	0.814	0.669	0.813	0.593
The profession of teacher is enjoyable because it can be a role model for everyone	0.714			
My interest in becoming a teacher is because a teacher is very instrumental in improving the quality of education in Indonesia	0.778			
Microteaching				
Through microteaching, I develop skills to compile learning tools (syllabus, lesson plans, etc.)	0.785	0.930	0.942	0.672
Through Microteaching, I can understand the importance of	0.845			

learning tools and media in the learning process	
I prepare material that will be delivered during the practice of teaching skills.	0.835
Lecturers provide directions and guidance regarding good and correct lesson plans.	0.778
Microteaching can help me reduce anxiety before I'm teaching in a real classroom.	0.840
Through microteaching, I practice basic teaching skills from opening to closing, learning well	0.870
Learning microteaching can train me in teaching practice in front of the audience.	0.799
Practicing basic teaching skills can give me the knowledge of how to teach effectively	0.801

Online Field Practice Experience

Online school observations give me an overview of how the school environment works.	0.747	0.832	0.882	0.599
I carry out online teaching and learning activities according to the schedule that the school has given me.	0.764			
Through the experience of online field practice, I understand the code of ethics related to a teacher.	0.761			
Even though the field practice is done online, I have a good relationship with students, teachers, and school elements.	0.834			
I believe that during online field practice, my teaching skill is improving	0.762			

Perception of the Teacher Profession

I understand that a teacher must have the appropriate qualifications and competencies	0.704	0.899	0.921	0.625
A teacher must have teacher qualifications obtained through the educational process	0.752			
A teacher must have four competencies, namely pedagogical competence, personality competence, social competence, and professional competence	0.824			

If I become a teacher in the future, I will always maintain the code of conduct	0.837
If I become a teacher in the future, I will participate in trying to raise the quality of education in Indonesia	0.811
If I become a teacher, I will try to participate in teacher development activities	0.861
If I become a teacher, I am willing to continue my studies for the development of my abilities	0.734

Source : Output SmartPLS 3

As shown in the Measurement model (see table3. Measurement model), outer loading, the reliability indicator gives an idea of the strength of the indicator used in measuring or representing latent variables. There are various points of view regarding acceptable loading value criteria. In general, the loading value can be accepted if it is equal to or greater than 0.70 (Hair et al., 2017a), but in exploration research, the loading value is equal to, or more than 0.60 is acceptable (Garson, 2016). The research data's loading value is more than 0.70, which means that the construct is acceptable.

Convergent validity in reflective models can be assessed based on composite reliability and Cronbach's alpha. However, composite reliability is used as a preferred alternative as a measure of reliability because Cronbach's alpha is considered to underestimate the reliability scale (Garson, 2016b). In this study, researchers determined the value of composite reliability and Cronbach's alpha. If the constructed value of the variable > 0.7, then it is said to be reliable. In the research data, there is one construct variable that has a value of Cronbach's alpha < 0.7, namely IBT (0.669). However, this is still acceptable because the composite reliability value in the variable construct > 0.7 means was reliable. It is reasons like this that make researchers prefer composite reliability. Compared to Cronbach's alpha, composite reliability can produce higher estimates (Garson, 2016).

Average Variance Extracted (AVE) can be used as an attempt to check convergent validity. The AVE in a model must be greater than 0.5 (Chin, 1998). If the AVE is less than 0.5, there is a variance error exceeding the Variance that can be described (Garson, 2016). In this study, it can be seen that the AVE on all latent variables has a value greater than 0.5.

Table 4. Fornell-Larcker Criterion

	Interest in Becoming a Teacher	Microteaching	Online Field Practice Experience	Perception of the Teacher Profession
Interest in Becoming a Teacher	0.770			
Microteaching	0.620	0.820		

Online Field Practice Experience	0.479	0.711	0.774	
Perception of the Teacher Profession	0.650	0.749	0.637	0.791

Source : Output SmartPLS 3

Fornell-Larcker criterion is used to measure discriminant validity, indicated by the diagonal bold printed value on the table, see Table 4. Fornell-Larcker Criterion. In each construct, the intersecting variable must have a more excellent value than the intersection against another variable (Garson, 2016b). In this study, the discriminant validity requirement has been met, as seen in the Fornell-Larcker table above.

Table 5. Cross Loading

	Interest in Becoming a Teacher	Microteaching	Field Practice Experience	Perception of the Teacher Profession
IBT1	0.814	0.591	0.440	0.626
IBT4	0.714	0.369	0.312	0.365
IBT6	0.778	0.423	0.329	0.454
MT1	0.535	0.785	0.540	0.594
MT2	0.468	0.845	0.590	0.621
MT3	0.442	0.835	0.577	0.596
MT4	0.467	0.778	0.556	0.556
MT5	0.522	0.840	0.643	0.575
MT6	0.580	0.870	0.587	0.717
MT7	0.494	0.779	0.539	0.624
MT8	0.537	0.801	0.633	0.609
FPE2	0.434	0.572	0.747	0.434
FPE3	0.381	0.565	0.764	0.493
FPE6	0.328	0.533	0.761	0.460
FPE7	0.383	0.564	0.834	0.555
FPE9	0.327	0.520	0.762	0.516
PTP1	0.431	0.535	0.444	0.704
PTP10	0.559	0.655	0.584	0.861
PTP11	0.480	0.497	0.420	0.734
PTP2	0.437	0.534	0.470	0.752
PTP3	0.588	0.628	0.481	0.824
PTP8	0.498	0.640	0.530	0.837
PTP9	0.580	0.643	0.575	0.811

In addition to Fornell-Larcker, cross-loading (see Table 5. Cross Loading) is also used in establishing discriminant validity. In cross loading, each indicator has a loading value against variables and cross-loading with other variables that have no relationship with the indicator (Garson, 2016). The size that can meet cross loading is that it must be more than 0.7, or some use 0.6 for each corresponding indicator. Cross loading with unrelated variables should be below 0.3 or some using 0.4 (Ringle et al., 2015). In other words, it can be said that the loading value of the corresponding indicator should be

higher than that of other indicators. Based on the Table 6. Cross-loading, it can be said to meet the requirements of discriminant validity.

To measure discriminant validity, the Fornell-Lacker and cross-loading methods have their drawbacks. The best measurement to overcome these deficiencies is to use the Heterotrait-Monotrait value (HTMT) developed by Ringle et al. (2015). If the HTMT value is less than 0.9, then the construct is said to have good discriminant validity.

Table 6. Heterotrait-Monotrait (HTMT)

	Interest in Becoming a Teacher	Microteaching	Field Practice Experience	Perception of the Teacher Profession
Interest in Becoming a Teacher				
Microteaching	0.750			
Field Practice Experience	0.622	0.809		
Perception of the Teacher Profession	0.796	0.813	0.731	

Source: Output SmartPLS 3

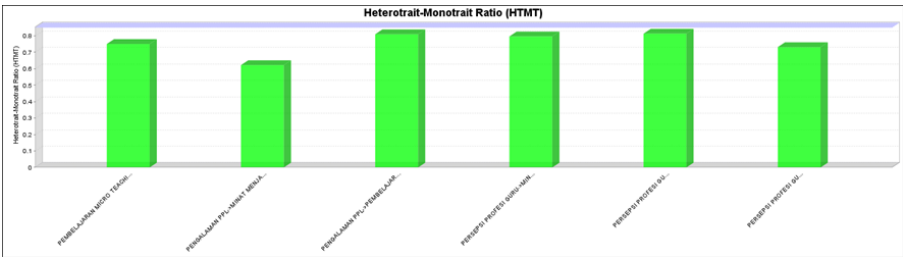


Figure 2. Heterotrait-Monotrait

The HTMT value of all constructs (see Table 6. Heterotrait-Monotrait and Figure 2. Heterotrait-Monotrait) below 0.9, so it can be said that the construct has good discriminant validity. Additionally, the colour of the chart may indicate that discriminant validity is good because all charts are coloured green. If there is a red graph, then the construct's discriminant validity is not good. By assessing the measurement model above, it can be concluded that the construct in this study has no problems. This can be proven by fulfilling the conditions on the loading indicator, construct reliability and validity, and discriminant validity. That way, it can be continued to the next stage, namely structural model analysis.

4.2 Assessing Structural Model

Structural model evaluation is also known as an inner model evaluation because it examines the relationship between latent variables. In the reflective model,

it is recommended to evaluate the coefficient determination, path coefficient, and predictive relevance (Hair et al., 2017a). So that complete bootstrapping is done with a subsample parameter of 5.000. To measure coefficient determination, can use R^2 and f^2 as follows:

R^2 is a measure of the variation in the value of an endogenous variable that an exogenous variable can explain; therefore, R^2 will appear on each variable affected by another variabel. In this study, it can be seen that R^2 perception of the teaching profession is 0.583 (58.3%), which means that Microteaching and Field Practice Experience can explain 58.3% of the Variance of Teacher Professional Perception. Meanwhile, R^2 Interest in Becoming a Teacher is 0.463 (46.3%), which means that 46.3% of the Variance of Interest in Becoming a Teacher can be explained by microteaching, Field Practice Experience, and Teacher Profession Perception. There are criteria for the value of R^2 , namely, if the value of R^2 is 0.67, then the model is said to be substantial, 0.33 the model is said to be moderate, and 0.19 the model is said to be weak (Hair et al., 2017a). In this study, both variables fell into the category of moderate criteria (see table 7. R^2).

Table 7. R^2

	R^2	Category
Interest in Becoming a Teacher	0.463	Moderate
Perception of the Teacher Profession	0.583	Moderate

Source: Output SmartPLS 3

R^2 and f^2 are interrelated with each other. R^2 measures the size of the Variance of endogenous variables, and f^2 measures the relative impact of exogenous variables on endogenous variables. This means that when certain exogenous variables are omitted whether they will have a substantive impact on the exogenous construct (Leguina, 2015). The grouping of f^2 is categorized as if it has significant effects, the value will be greater than 0.35, while medium effects if the value is between 0.15 and 0.349, and small effects if it has a value lower than 0.02 (Chin, 1998).

Table 8. f^2 Value

	f^2	Category
Microteaching → Interest in Becoming a Teacher	0.061	Small Effects
Field Practice Experience → Interest in Becoming a Teacher	0.000	Small Effects
Perceptions of the Teacher Profession → Interest in Becoming a Teacher	0.141	Medium Effects
Microteaching → Perceptions of the Teacher Profession	0.426	Large Effects
Field Practice Experience → Perceptions of the Teacher Profession	0.052	Small Effects

Source: Output SmartPLS 3

Judging from f^2 (see Table 8 f^2 value), there are three effects ranging from large, medium, to small. Large effects were obtained on microteaching on Teacher Professional Perceptions. Medium effects were obtained on Teacher Profession

Perceptions of Teacher Professions towards Interest in Becoming Teachers. In contrast, small effects were obtained on microteaching Learning on Interest in Becoming Teachers, Field Practice Experiences on Interest in Becoming Teachers and Field Practice Experiences on Teacher Professional Perceptions. The greater the effect value obtained, the greater the effect on the R value². This is explained through the following formula $f^2 = \frac{R^2_{included} - R^2_{excluded}}{1 - R^2_{included}}$ (Hair et al., 2017).

In addition R^2 to and f^2 requires the ability to predict relevance in structural models that need to be studied in PLS-SEM. In SEM analysis with reflective models, predictive strength tests are needed using Q^2 what is also known as Stone-Geisser Q^2 (Garson, 2016). The value Q^2 can be obtained by blindfolding using SmartPLS 3. By paying attention to the omission distance between 5-12 where the number is adjusted to the number of respondents so as not to produce an integer value (Ringle et al., 2015). The number of respondents in this study was 182, so the researcher used an omission distance of 6, which means that at every 6 data points of the target construct indicator are eliminated in one round of blindfolding.

Table 9. Q^2 Blindfolding

	$Q^2 (=1-SSE/SSO)$
Interest in Becoming a Teacher	0.244
Perception of the Teacher Profession	0.343

Source: Output SmartPLS 3

Blindfolding calculation, an output value of Q^2 was obtained on the endogenous variable Interest in Becoming a Teacher of 0.244. The Q^2 Blindfolding (see Table 9. Q^2 Blindfolding) can be said to have the ability to predictive relevance if the value is greater than 0; if the value is below 0, then it indicates the lack of predictive relevance ability (Chin, 1998). If the value Q^2 is 0.02, then it means small effect size, 0.15 then it means medium effect size, and 0.35 is interpreted as high effect size. So it can be concluded that the structural model in this study has a medium predictive relevance.

Table 10. Path Coefficients

Hypothesis			Original Sample	T-Statistics	P-Value	Effects	Decision
H_1	MT PTP	→	0.600	6.844	0.000	Significant	H_1 Accepted
H_2	FPE PTP	→	0.210	2.250	0.024	Significant	H_0 Rejected H_2 Accepted
H_3	MT IBT	→	0.308	3.313	0.001	Significant	H_0 Rejected H_3 Accepted
H_4	FPE IBT	→	-0.012	0.141	0.888	Insignificant	H_0 Rejected H_4 Rejected
H_5	PTP IBT	→	0.427	4.953	0.000	Significant	H_0 Accepted H_5 Accepted

H_6	MT	→	0.256	3.921	0.000	Significant	H_0 Rejected
	PTP	→					H_6 Accepted
	IBT						H_0 Rejected
H_7	FPE	→	0.090	1.962	0.050	Insignificant	H_7 Rejected
	PTP	→					H_0 Accepted
	IBT						

Source: Output SmartPLS 3

Based on the path coefficients (see Table 10. Path Coefficients), it can be seen that the results of the effect are significant and insignificant in direct and indirect effects. There are two insignificant effect results, namely the direct effect of the FPE → IBT relationship (Original Sample -0.012, T-Statistics 0.141) and the indirect effect of the FPE → PTP relationship → IBT (Original Sample 0.090, T-Statistics 1.962). This means that the experience of field practice insignificantly influence the interest in becoming a teacher. Meanwhile, it can be seen that the relationship that has the most significant value is MT → PTP (Original Sample 0.600, T-Statistics 6.844). This proves that microteaching learning can influence the perception of the teacher profession. Students consider that materials and practices during microteaching learning can shape their perception of the teaching profession. In addition, the indirect effect of the most significant value also involves microteaching learning (MT → PTP → IBT) which proves that after completing microteaching learning, a perception of the teacher profession begins to form, and then an interest in becoming a teacher is formed. However, the variables of field practice experience cannot be forgotten in shaping the interest of being a teacher. With field practice experience, students make observations and teaching practices in real terms. This also helps students develop an interest in becoming teachers.

5 Discussion

The influence of factors that can influence a student's interest in becoming a teacher is very diverse, ranging from internal and external factors (Ardyani & Latifah, 2014). Thus this research is a form of development of previous research on several factors that can influence the interest in becoming a teacher, such as microteaching, field practice experience, and perception of the teacher's profession. In this study, the perception of the teaching profession is used as an intermediary between two other factors. Researchers also saw how clear the perception of the teaching profession is on the interest in becoming a teacher. The most influential factors that affect the interest in becoming a teacher will be obtained through these three factors.

From the results of the measurement model evaluation carried out, the influence of interest factors to become a teacher meets the loading indicator (outer loading value >0.6), construct reliability and validity (Cronbach's Alpha value >0.7, Composite Reliability >0.7, and AVE >0.5), as well as discriminant validity (value Fornell-Larcker criterion, Cross Loading, and Heterotrait-Monotrait (HTMT)). This means that each indicator used in the variables, namely microteaching, field practice experience, perception of the teacher profession, and interest in becoming a teacher in

this research has been explained. It also proves that the research went well using SEM analysis, and even more, which variable relationship is more robust can be seen.

Judging from the statistics, the analysis results that show the most significant relationship are MT → PTP (Original Sample 0.600, T-Statistics 6.844, P-Value 0.000). Likewise, the effect size (f^2) of MT on PTP has the most considerable value of 0.426, which is included in the significant effect category. The findings from previous research consistently emphasize the impact of microteaching on shaping student teachers' professional growth and enhancing their teaching experiences. For instance, (Arsal, 2015) highlighted that microteaching is a reflective learning process that shapes student teachers' professional growth. Similarly, (Kridiotis & Van Wyk, 2019) reported that learning from microteaching experiences positively influenced individual teaching practice and affected how participants approached future course development and delivery. Additionally, (Arifmiboy, 2019) study demonstrated the significant effect of using a Tadaluring microteaching learning model on prospective teachers' basic teaching skills, indicating the effectiveness of microteaching in developing essential teaching competencies. However, it's essential to acknowledge that not all studies have reported uniformly positive outcomes. For example, (Suryani & Rismiyanto, 2021) found that the collaboration process in microteaching lesson study did not influence the beliefs of EFL student teachers, suggesting that the impact of microteaching may vary across different contexts and programs. Despite these variations, the body of literature consistently supports the notion that microteaching plays a crucial role in shaping the perceptions and professional development of student teachers.

Furthermore, the results indicate a significant influence between microteaching learning and the perception of the teaching profession. Msimanga (2020) noted that micro-lessons, or microteaching, significantly impact student teachers' professional development skills, suggesting that microteaching plays an integral role in their progress as future educators. During microteaching, students begin to practice teaching for the first time, even if it's only in a simulated setting. Stenberg et al. (2014) found that during the early years of teacher education, students often develop perceptions about the moral nature of teaching, with positive interpretations during microteaching tending to endure longer. Additionally, Bukor (2015) stated that teacher experiences during their studies, including microteaching, contribute to the development of a teacher's professional identity. Therefore, it's crucial for student teachers to be accompanied and guided by experienced lecturers who can lead them toward a positive perception of teacher professionalism. Overall, the concept of microteaching can help students develop their teaching skills and provide them with hands-on practice in the field.

We concluded from the statistics that there is a significant influence between online field practice experience and perception of the teacher profession. The better the experience gained by students, the better the perception of the teaching profession will be. Field practice experience is a practical experience obtained by education students where they carry out teaching activities directly in schools. Although field experience is conducted online in the context of this study, the professional perception of the teaching profession has not changed. It is likely that students' impressions of teacher competency, as indicated by the necessity for technology competency to teach online, will promote respect for the teaching profession, which is related to the professional perception of the teaching profession. During a pandemic, online field practice is

considered the only way to provide students with teaching experience to give valuable activities to improve the qualifications of an aspiring teacher, so it needs to be carried out effectively (Koross, 2016). After gaining field practice experience, students can develop competencies as prospective teachers and add to their positive perception of the teaching profession. This includes internal factors that can affect the perception of the teaching profession. This research proves that online field practice experience is still one of the factors that can influence students' perceptions of the teaching profession.

The study by (Luo et al., 2017) investigated the impact of preparing teacher candidates for virtual field placements through exposure to K-12 online teaching. The findings revealed that students' perceptions positively improved regarding the equivalency of online learning to traditional schooling, the possibility of positive relationships between teachers and students, and the ability to create interactive learning (Luo et al., 2017). This aligns with the notion that online field practice experience can significantly influence the perception of the teacher profession, particularly in terms of adapting to virtual teaching environments and fostering positive teacher-student relationships.

In contrast, the study by found no significant difference between the influence behaviors of experienced and new teachers in the context of teacher-student relationships across teaching careers (Çetin et al., 2014). While this study does not directly address online field practice experience, it provides a contrasting perspective on the influence of teaching experience on teacher-student relationships, emphasizing the need for further exploration of the specific impact of online field practice on teacher perceptions.

The results of the analysis that need to be emphasized have to do with how microteaching affects people's desire to become teachers. Microteaching is a practical teaching method taught to prospective students to gain teaching skills using micro-classroom situations that are similar to real classrooms. According to Boyer (1975), microteaching that is carried out appropriately can form perfection and confidence in preparing to become a teacher. The results of this study follow the results of Karyantini's research (2021), which states that there is a significant influence between microteaching and interest in becoming a teacher. When students feel happy and interested after participating in microteaching, it can be said that they are interested in becoming a teacher. Microteaching learning considered as a way for future teachers to learn how to make the most of their teaching skills and a way for them to think about their teaching weaknesses and strengths (Darwish & Sadeqi, 2016).

Several studies underscore the pivotal role of microteaching in preparing future educators for their profession. Lestari (2019) highlights the importance of applying the microteaching model appropriately to cultivate critical thinking skills among teacher candidates, indicating that when implemented effectively, microteaching enhances the perfection and confidence of aspiring teachers. Conversely, Sagdic & Sahin (2023) focus on microteaching's ability to enhance pre-service primary school science teachers' conceptual understandings, offering insights into addressing subject-specific challenges. While not directly addressing confidence, this study provides a contrasting perspective on microteaching's impact, emphasizing its potential to address specific educational needs.

Additionally, research by Ramadhanti & Yanda (2021) showcases how microteaching aids in lesson plan preparation through observation, imitation, and modification, leading to increased confidence among student-teachers. This finding aligns with the notion that microteaching contributes to the confidence and professional development of future educators. Moreover, Handayani & Triyanto (2022) study highlights the role of online microteaching lesson study in enhancing pedagogical knowledge among prospective physics teachers, underscoring microteaching's significance in preparing educators to manage classes effectively under micro-scale conditions. Together, these studies emphasize microteaching's multifaceted benefits in shaping the skills and confidence of future teachers.

Judging from the Table 11. Path coefficients, the relationship that is said to be insignificant is in $FPE \rightarrow IBT$ with an original sample value of -0.012, a T-Statistics value of 0.141, and a P-Value value of 0.888. As per these results, a decision was obtained that H_4 was rejected and H_0 was accepted, which means there was no significant influence between field practice 's experience and the interest in being a teacher. Supporting this, the effect size (f^2) FPE on IBT also has a small effect. Field practice experience aims to gain fundamental skills and experience from the real world of education. Field practice's experience is recognized as significantly influential in making students professional teacher candidates. It should be a good experience that can foster student interest. This study's findings are inversely proportionate to those of Simamora et al. (2015), who found that field practice experience had a significant impact on the motivation to become a teacher. With data indicating that field practice experience does not alter the desire to become a teacher, it is possible that field practice experience provided to education students may not diminish their desire to become teachers. Due to the fact that students primarily implement learning outcomes through field experience, this does not inspire or persuade them to become teachers. The majority of respondents completed their fieldwork online. Perhaps this is one of the reasons why, after gaining field practice experience, education students lost interest in becoming teachers. Although the outcomes of the online field practice analysis influence students' perceptions of teacher professionalism, they do not influence their desire to become teachers. Future research is required to study these findings in order to obtain a clearer picture. The most pertinent assumptions pertain to external factors, such as government laws pertaining to teacher career routes, which were covered at the outset of the introduction. Neally (2022) found that policy changes could potentially address factors contributing to low interest in becoming a teacher. Fresh graduates of the teacher education study program must traverse a lengthy path to prosperity, including participation in a teacher professional education program and service in schools or educational institutions while awaiting the government's recruitment of civil servant instructors. Furthermore, the study by (Cebrián & Junyent, 2015) stressed the importance of exploring student teachers' perceptions of Education for Sustainable Development (ESD) to inform teacher education and higher education policy and practice, indicating the potential impact of policy on shaping student teachers' views and career decisions. This is the reason why many education graduates choose jobs other than teaching, such as entrepreneurship and corporate employment. A decrease in enthusiasm in teaching may result from policies that present unappealing career possibilities for teachers. Consequently, in college, the most commonly selected majors are engineering, accounting, business, and medical. Conversely, individuals who fail to

meet the requirements often opt for education degrees, as found by (Novita, 2021) study. Consequently, even when students are in college and engaged in activities such as microteaching or field practice, they often exhibit a lack of enthusiasm for pursuing a career in teaching.

The second largest significant result are showed in hypothesis 5 (H_5) $PTP \rightarrow IBT$ with an original sample value of 0.427, a T-Statistics value of 4.953, and a P-Value value of 0.000 (see Table 11. Path coefficients), which mean that there was a significant influence on the perception of the teaching profession on the interest in becoming a teacher. These results confirm the conclusion of Sukma et al. (2020) that the perception of the teaching profession has a considerable impact on the desire to become a teacher. A person generates both positive and negative perceptions. It depends on the individual's capacity to process, understand, and interpret environmental cues. Education in proportion to the amount of information, knowledge, and experience acquired through lecture instruction, students' perspectives of the teaching profession will alter. The better their perception, the more it will inspire kids to become educators. Inversely, a negative impression of the teaching profession can decrease student enthusiasm in becoming teachers. According to Ajzen (1985) Theory of Planned Behavior, perception is one of the subjective norm characteristics that can impact interests. The subjective norm is an individual's perception of something that influences the intention to do or not do it (Wahyuni & Setiyani, 2017). Meanwhile, (Bowen et al., 2017) examined the impact of school policy decision-making on the attrition of first-year teachers, indicating the potential influence of teachers' perceived control over school policies on their career decisions. This underscores the significance of teachers' perceptions of their professional agency in shaping their career trajectories and interest in the teaching profession. Furthermore, (Mangaoil et al., 2017) explored the factors affecting students' career choice to become teachers, emphasizing the intrinsic motivation associated with the teaching profession, such as the opportunity to positively contribute to society. This highlights the multifaceted nature of motivations and perceptions that shape individuals' interest in pursuing a teaching career

The result of a significant indirect effect becomes a kind of conclusion of two significant results with an immense value above. After the $MT \rightarrow PTP$ was continued by $PTP \rightarrow IBT$, which can then be concluded to be a $MT \rightarrow PTP \rightarrow IBT$, this means that microteaching learning affects the perception of the teaching profession, which is an intermediary for the interest in becoming a teacher. That way, the better the learning of microteaching, the better the perception of the teaching profession that students receive and then encourages students' interest in becoming teachers. The importance of microteaching learning can be seen in the results of this indirect effect and given the most outstanding value that has been discussed before. The perception of the teacher profession plays a role in strengthening and can even weaken students' interest in becoming teachers. Perception is one of the internal factors of the formation of interest. Education students' perceptions can influence their interest in becoming a teacher after participating in activities in their fields, such as microteaching learning (Ferry, 2018).

The perception of the teaching profession cannot strengthen or weaken the influence of field practice experience on the interest in becoming a teacher in education students. The result of the original sample value of 0.090, the T-Statistics value of 1.962, and the P-Value value of 0.050. Therefore, a decision was obtained that H_7 was

rejected and H_0 was accepted, which means that there is no significant indirect effect between the experience of field practice on the interest in becoming a teacher through the perception of the teacher's profession. The perception of the teaching profession itself is one of the factors that can influence the interest in becoming a teacher (Ardyani & Latifah, 2014). The research of Suwandi & Sidik (2016) stated that by doing field practice, students get provisions in terms of personal competence in the form of knowledge about how a teacher is highlighted with the depiction of the profession of teacher. Seeing this, through the experience of field practice, can create meaning about the teaching profession, which is called the perception of the teacher profession. However, in this study, the results were obtained that the field practice experience did not affect the formation of interest in becoming a teacher, so with good field practice experience to become a teacher and have a good perception of the teaching profession does not necessarily make education students have a high interest in becoming teachers.

Although the results of the indirect effect value of $FPE \rightarrow PTP \rightarrow IBT$ are not significant, the experience of field practice has a role in shaping the perception of the teacher profession owned by students, which can be proven in the value of the effect of $FPE \rightarrow PTP$ has results which are significant. The role of the perception of the teaching profession as an intermediate variable became very large in this study. This is evidenced by looking at the results of the R^2 score. The biggest is not the interest in becoming a teacher (0.463) but is found in the perception of the teacher profession (0.583), who directly gets donations from the influence of microteaching learning and field practice experience. That way, the perception of the teaching profession can be formed through microteaching learning and field practice experiences passed by education students.

6 Conclusion

The study explores various factors influencing students' interest in pursuing a teaching career, including microteaching, field practice experience, and perception of the teaching profession. By examining these factors, the research aims to shed light on the complexities of teacher preparation and career choice. Through a thorough evaluation of the measurement model, the study confirms the significant influence of these factors on students' interest in becoming teachers, as evidenced by loading indicators, construct reliability, validity, and discriminant validity. Notably, microteaching emerges as a pivotal factor, with significant relationships observed between microteaching and the perception of the teaching profession, as well as between the perception of the teaching profession and interest in becoming a teacher. These findings underscore the importance of microteaching in shaping students' perceptions and aspirations in the teaching profession.

Furthermore, the analysis highlights the nuanced interplay between online field practice experience and the perception of the teaching profession. While field practice experience alone may not significantly influence students' interest in becoming teachers, it plays a crucial role in shaping their perception of the teaching profession. The study reveals the complex dynamics involved in career decision-making among education students, where factors like government policies, program structure, and personal

motivations intertwine to shape students' perceptions and career aspirations. Despite variations in outcomes across different studies, the research underscores the multifaceted nature of teacher preparation and the need for comprehensive support mechanisms to nurture future educators. By understanding the intricate relationships between microteaching, field practice, and perceptions of the teaching profession, educational institutions can better tailor their programs to meet the evolving needs of aspiring teachers and promote a thriving teaching workforce.

7 Future Research Recommendation

This research can be expanded in scope by using other variables related to online field practice, such as the leadership value projected by teachers and principals. However, the researcher also assumes that teacher career path policies also have a big role, and each country has different policies, so the researcher recommends using this model, considering the predictive value in the medium category, with modifications to other variables. This research can also be deepened qualitatively by exploring why many students majoring in teacher education choose not to become teachers.

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