



The Effect of Mastery of Study Material Expertise on Readiness to Become a Teacher

Riyan Yuliyanto¹, Andi Adam Rahmanto^{2*}, Gilang Ramadhan³

^{1,2} Master of Economic Education, Sebelas Maret University, Surakarta

³ Master of Economic Education, Indonesia University of Education, Bandung

¹riyan.yuliyanto@student.uns.ac.id, ^{2*}andiadamr@student.uns.ac.id,

³gilangramadhan99@upi.edu

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Abstract: This study aims to determine the effect of mastery of material expertise in the field of study on readiness to become a teacher in students majoring. The method in this study uses descriptive verification. The population in this study were students majoring in social science education class 2018-2021 Faculty of Teacher Training and Education Lampung University. The sampling technique is probability sampling using stratified random sampling. Collecting data using a questionnaire. Hypothesis testing was carried out by t and F tests and processed by the SPSS program. The results of the analysis showed that there was an effect of 17.3%. If the mastery of the subject matter expertise increases, it can increase the readiness to become a prospective teacher.

Keywords: Mastery of material, readiness to be a teacher

INTRODUCTION

Education is an important aspect in an effort to improve human resources. According to Purnomo (2019), education is the stages of activities to change attitudes and behavior in each individual and group with a teaching and training process. Education according to the UU Sisdiknas No. 20 of 2003 is defined as a planned effort in order to create a learning atmosphere and learning process for students to develop their potential so that they have religious spiritual strength, noble character, personality, self-control, intelligence, and skills that can beneficial for themselves, society and the country.

The Department of Social Science Education as one of the majors at the Faculty of Teacher Training and Education, University of Lampung prepares its students to become professional educators. To produce professional teachers in their fields, a teacher must have mature readiness (Graham et al., 2019; Roisah & Margunani, 2018). Readiness to become a prospective teacher greatly affects the

quality of learning that will be produced. With good readiness, of course, they will become professional teachers (Aayn & Listiadi, 2022). This is in accordance with previous researchers who said that professional teachers would be better able to create an effective learning environment (Fakhrurruzi, 2018; Erwinsyah, 2017; Syaidah et al., 2018) and be able to manage learning well (Hasma, 2017). The following table shows a questionnaire on readiness to become a teacher for students majoring in social studies education.

Table 1. The Results of the Questionnaire of Readiness to Become a Teacher for Social Studies Education Department Students

No	Indicator	Answer Presentation	
		Ready	Not Ready
1.	Readiness to be a teacher candidate	34%	66%

Source: Results of Data Processing, 2022.

Based on table 1, it shows that students' readiness to become teachers is still low, with data 66% saying they are not ready to become teachers, and 34% saying they are ready to become teachers. Readiness is a condition to respond to an activity which consists of the skills and attitudes that must be possessed during certain activities (Wardhani, 2020).

Entering the 21st century, teacher readiness is the main requirement in improving the quality of education. The 21st century is a century in which the development of extraordinary knowledge in all fields. In this century, especially in the field of Information and Communication Technology (ICT), which is very sophisticated, it makes this world even more narrow (Garba et al., 2015; Husain & Kaharu, 2020; Andriyati & Yuliyanto, 2023). With the sophistication of ICT technology, a variety of information from various corners of the world can be accessed easily and quickly by anyone (Boholano, 2017).

As an effort to increase the quality of human resources, the existence of education is a major factor that must get serious attention from all parties. One of the most decisive factors in efforts to improve the quality of human resources through education is the educators (teachers), where teachers are the main figures in the role of improving Indonesia's superior human resources.

The teacher's character can be seen in his strategic role in the classroom which every day deals with students or students in teaching and learning activities. Teachers who have precise strategies in presenting material in teaching and learning activities will make students easy and fast to absorb the learning materials presented. Conversely, teachers who do not understand good and correct teaching strategies will make it difficult for students to understand the subject matter they present (Rovita et al. 2021). So, the strategic role of teachers in improving Indonesia's superior human resources is very large.

Table 2. The Results of the Questionnaire for Mastery of Study Materials for Students of the Social Sciences Education Department

No	Indicator	Answer Presentation			
		Very Good	Good	Enough	Not Good
1.	Mastering theoretical and procedural concepts	12%	16%	22%	50%
2.	Explaining the material	10%	18%	26%	46%

Source: Results of Data Processing, 2022.

The ability to master the material by the teacher includes aspects of professional competence which is an ability and expertise of the ability, skill, strength, authority and power of a teacher in delivering subject matter in the teaching and learning process in the classroom. Based on the data above, it is known that the material mastery of students majoring in social science education is still not optimal. There are still students who are unable to master the theoretical and procedural concepts and explain the material expertise they have to give to others. This is in line with the research that has been conducted by Alfian & Subagyo (2017) which says that the problem faced by many students as prospective teachers is the low mastery of knowledge possessed.

Equipping students to be ready to become teachers is not enough just to provide theoretical knowledge about teacher competencies (Safitri, 2019) but the knowledge that has been obtained should be applied in direct teaching practice in schools (Fauziyyah & Akhmad, 2022). Therefore, the ability to master the material by a teacher is a form of professionalism towards the subject matter of the field of study that is his responsibility, which includes; affective, cognitive, and psychomotor domains. Thus, a professional teacher is a teacher who has mastery abilities and special expertise in the material in the field of teaching and the field of education he teaches, so that the teacher is able to carry out his duties and functions as they should..

METHOD

This type of research uses quantitative research because the data obtained are in the form of numbers and analysis using statistics. The method used is a descriptive verification method with a survey method. Descriptive research is a form of research that aims to describe phenomena, which are formed naturally or artificially (Gunbayi & Sorm, 2018). While the verification shows the influence between the independent variables on the dependent variable.

Survey research is directed to find out and study data from samples taken from the population, so that relative events, distributions, and relationships between variables are found (Puspitaningtyas & Kurniawan, 2016). According to Kerlinger (1973) survey research can be conducted on large or small populations. This study aims to determine the effect of mastery of material expertise in the field of study on the readiness to become a teacher in students majoring in social science education.

The population in this study were students majoring in social science education class 2018-2021, Faculty of Teacher Training and Education, University of Lampung. Sampling technique is probability sampling using stratified random sampling. Collecting data using a questionnaire.

RESULT AND DISCUSSION

Result

1. Normality Test

The normality test was used to determine whether the data obtained came from a population with a normal distribution or not. To test normality in this study using the Kolmogorov-Smirnov test.

Hypotheses requirements used:

H_0 : Variables with normal distribution

H_1 : Variable not normally distributed

Kolmogorov-Smirnov with a level of significance then the rules for decision making in this test are:

$D > 0,05$ is accept H_0

$D \leq 0,05$ is reject H_0

Table 3. Normality Test Results

Variables	Sig.	Condition	Decision	Conclusion
Mastery of Materials of Expertise in the Field of Study	0,076	$0,076 > 0,05$	Accept H_0	Normal
Readiness to Become a Teacher	0,062	$0,062 > 0,05$	Accept H_0	Normal

Source: Results of Data Processing, 2022.

Based on the results of SPSS data processing obtained the value of Sig. for all variables in Kolmogorov Smirnov (KS) > 0.005 so that H_0 is accepted, which means that the data distribution of all variables is normal.

2. Homogeneity Test

Homogeneity test is a test of whether or not the variances of two or more distributions are equal. The homogeneity test was carried out to determine whether the data in the variables of mastery of subject matter expertise and readiness to become a teacher were homogeneous or not.

The hypothesis used in this test is

H_0 = Population data with homogeneous variance

H_1 = Population data does not have homogeneous variance

Testing criteria:

If probability (Sig.) > 0.05 then H_0 is accepted.

If probability (Sig.) < 0.05 then H_0 is rejected

Table 4. Homogeneity Test Results

Variable	Sig.	Condition	Decision	Conclusion
Mastery of Materials of Expertise in the Field of Study	0,185	$0,185 > 0,05$	Accept H_0	Homogen

Source: Results of Data Processing, 2022.

Based on the calculation results, it is stated that if Sig. variable > 0.05 so that H_0 is accepted, which means that the population data is homogeneous.

3. Regression Line Linearity Test

The regression line linearity test (analysis requirement) was carried out before testing the hypothesis. This is intended to ensure that the regression is truly linear so that the research can be continued. Testing the linearity of this regression line using the F test through the ANOVA table (analysis of variance).

Formulation of hypothesis:

H_0 = Regression model in linear form

H_1 = Regression model is non-linear

Testing criteria:

Using the Sig. coefficient. with the system of comparing the large Sig. from Deviation from Linearity in the ANOVA table with $\alpha = 0.05$ with the criteria, if the value of Sig. on Deviation from Linearity $>$ then H_0 is accepted or states linear regression, and vice versa H_0 is rejected.

Tabel 3. Linearity Test Results of Regression Lines

Variable	Sig.	Condition	Decision	Conclusion
Mastery of Materials of Expertise in the Field of Study	0,521	$0,521 > 0,05$	Accept H_0	Linear

Source: Results of Data Processing 2022.

Based on the results of processing the data in the ANOVA table using SPSS, it is stated that Sig. of Deviation from Linearity for all variables > 0.05 so that H_0 is accepted, which means that the regression is linear.

4. Hypothesis Test

The following is the calculation of the SPSS for testing the second hypothesis, the effect of mastery of subject matter expertise on the readiness to become teacher candidates for students majoring in social science education, Faculty of Teacher Training and Education at the University of Lampung.

Formulation of hypothesis:

H_0 : There is no effect of mastery of subject matter expertise on the readiness to become a teacher in students of the Department of Social Science

Education, Faculty of Teacher Training and Education, University of Lampung.

H₁ : There is an effect of mastery of subject matter expertise on readiness to become a teacher in students of the Department of Social Science Education, Faculty of Teacher Training and Education, University of Lampung.

Hypothesis testing criteria:

If $t_{count} > t_{table}$ with $dk = n - 2$ or $335 - 2 = 333$ and $\alpha = 0.05$ then H_0 is rejected, otherwise H_0 is accepted. If probability (Sig.) < 0.05 then H_0 is rejected, otherwise H_0 is accepted. Based on simple linear regression testing using SPSS, the following output is obtained.

Table 4. The results of the Mastery of Study Materials Expertise

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,205 ^a	,042	,039	8,040

Source: Results of Data Processing, 2022.

Table 5. Regression Coefficient of Mastery of Study Material Expertise on Readiness to Become a Teacher

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	71,046	4,422		16,067	,000
	Mastery of Materials of Expertise in the Field of Study	,173	,079	,121	2,180	,030

Source: Results of Data Processing, 2022.

The results of data processing analysis with SPSS are obtained as follows:

1. The regression coefficient for mastery of subject matter expertise of 0,173 proves that each addition of one variable unit of mastery of subject matter expertise will increase readiness to become a teacher. Based on the above results, it is found that if the mastery of the subject matter expertise increases, it can increase the readiness to become a teacher by 17,3%.
2. The t-test is to test the significance of the constant mastery of the subject matter expertise. Based on SPSS research and calculations, the t_{count} is 2,180 $>$ t_{table} , which is 1,967 with a significance level of 0,030 which is smaller than the significance limit of 0,05. So the decision obtained is that H_0 is rejected and H_1 is accepted, so that mastery of material expertise in the field of study affects readiness to become a teacher. So that the higher the mastery of the material

expertise in the field of study, the students are able to increase their readiness to become teachers.

3. The level of relationship between mastery of subject matter expertise and readiness to become a teacher is 0,205, classified as a strong relationship level with a level of determination of 0,042 or 4,2% which means that readiness to become a teacher can be influenced by mastery of subject matter expertise of 4,2%, the remaining 95,8% is influenced by other factors.

Discussion

Based on the results that have been obtained through the calculation of the analysis, it is stated that the mastery of material expertise field of study of students majoring in Social Science Education FKIP University of Lampung has an influence on the readiness to become a teacher candidate. Variable mastery of material expertise of this field of study has an effect with the value of R^2 of 0.042 or 4.2% and thitung of 2.180 with GIS. 0,030. This proves that the mastery of subject matter expertise has an influence on the readiness to become a teacher candidate where the better the mastery of the material owned by the student will increase the level of student readiness to become a teacher candidate.

Mastery of material expertise in this field of study is an ability possessed by students that is manifested in the form of theory and practice. Sutikno (2013) stated that as a professional educator is not only required to carry out their duties professionally, but also must have the knowledge and skills that are qualified.

Mastery of subject matter expertise is an important factor in determining the readiness of students to become teacher candidates. The research results of Roisah & Margunani (2018) and Wafa & Kusmuriyanto (2020) show that there is a positive and significant relationship between material mastery and readiness to become a teacher. The higher the level of mastery of the subject matter of the student's field of expertise, the greater their readiness to assume the role of educators (Agusti, 2020). It emphasizes the importance of a thorough and in-depth education in a particular field of study for prospective teachers, so that they not only master the material, but are also prepared to face challenges in education and teaching (Solihin, Iqbal, & Muin, 2021).

In the context of learning and teaching, mastery of subject matter becomes a critical aspect that determines a person's readiness to become a teacher (Sukmawati, 2019). Research by Sumartini (2020) found that education students who have a deep understanding of their material tend to be more confident and effective in teaching. Good mastery of the material not only strengthens the knowledge base, but also increases the confidence of prospective teachers (Hidayat, 2018). This is very important in the effective management of classes and delivery of materials. Research by Wulandari (2021) also supports this view, showing that strong mastery of the material contributes to the formation of the confidence needed to manage the classroom efficiently and effectively.

In addition, the emotional well-being of future teachers is also closely related to their mastery of the material. Research by Nisa et al. (2023) illustrates that good mastery of the material can reduce stress and increase job satisfaction during teaching practice. This shows that mastering the material not only has an effect on the technical aspects of teaching, but also has a significant impact on the psychological aspects of prospective teachers (Hapudin, 2021; Uyun & Warsah, 2021). Thus, readiness in the face of challenges in the world of education is not only related to technical knowledge, but also emotional health. This is reinforced by the studies of Aayn & Listiadi (2022), Roisah & Margunani (2018), and Murtiningsih (2014), which show a direct correlation between this readiness and their effectiveness as future educators.

This study also found that in general, students have mastered the subject matter of expertise in the field of study well. Of the 335 respondents, 12.24% obtained a very good category, 56.72% obtained a good category, 30.45% obtained a sufficient category, and 0.60% obtained a less good category.

In the variable mastery of subject matter expertise there are several factors that become the implications of maximal mastery of the material by students. The cause of the low mastery of subject matter expertise by students is the lack of willingness of students to deepen the material by reading other sources of teaching materials. It is proved that the item about the lowest score. In addition, it is a factor to improve the mastery of material expertise by students is to master the materials of the field of study and school curriculum. By mastering these aspects, of course, students will be better prepared to become teacher candidates. The results of this study are in line with the opinion that mastery of the material has an influence on readiness to become a teacher candidate (Safitri, 2019; Fauziyyah & Akhmad, 2022). Mastery of subject matter expertise can be said to be one of the factors that encourage the emergence of student readiness to become a teacher candidate, because the material is one important aspect in a learning.

CONCLUSION

Based on the results of data processing and the results of hypothesis testing that have been carried out on the mastery of subject matter expertise on the readiness to become prospective teachers in students majoring in social science education, Faculty of Teacher Training and Education, University of Lampung, it can be concluded that there is an effect of mastery of subject matter expertise on readiness to become a teacher. teacher at students majoring in social science education, Faculty of Teacher Training and Education, University of Lampung. This proves that the more mastered the material expertise in the field of study will increase the readiness of students to become teachers.

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