

INVESTIGATING OF FUTURE ECONOMICS TEACHER READINESS TO FACE DISRUPTIVE EDUCATION: EVIDENCE OF SOCIAL ENVIRONMENT AS MODERATING VARIABLE

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ABSTRACT

This study aims to investigate the future economics teacher readiness to face disruptive education in the perspective of perceptions about the teaching profession, locus of control, and the effectiveness of teaching practice with the social environment as a moderating variable. This study uses quantitative methods with the type of explanatory research. The sample was calculated using the Slovin technique so that a sample of 140 students was obtained. This study uses primary data obtained from the distribution of questionnaires related to each variable. To test the hypothesis, the researcher used Moderated Regression Analysis (MRA), Coefficient of Determination (R^2), and Partial Test (t -test). The results showed that the perception of the teaching profession, locus of control, and the effectiveness of PPL had a significant positive effect on the readiness of prospective economic teachers in the era of disruptive education. This study also confirms that the social environment can not only be a moderating variable but can also be an independent variable. However, the social environment cannot moderate the influence of perceptions about the teaching profession on the readiness of prospective economics teachers in this era due to the Covid-19 pandemic condition when collecting research data. This results in a lack of stimulus to form perceptions about the teaching profession from the social environment which can affect the readiness of this economics teacher candidate. Future researchers are expected to be able to use other variables that are used as moderating variables more specifically and following the character of the research subject.

Key words: disruptive education, the readiness of future economics teachers, Ex-IKIP State University, education sector

INTRODUCTION

The era of Disruptive Education will certainly shift the competencies possessed by prospective teachers, especially in universities. In addition to the basic competencies that must be possessed, teachers must also adjust the standards that are developing. There are at least 5 competencies to be able to survive in this era of disruptive education, namely educational competence, competence for technological commercialization, the competence of globalization, competence in the future strategies, and counselor competence (Schwab, 2016). Prospective teachers, most of whom are students majoring in education, of course also have to adjust to this qualification. Students' readiness is driven by what they already have, namely the input they receive during learning on campus. The full involvement of students in preparing themselves to become a teacher will determine their success. There have been many studies that explain the readiness of prospective educators in terms of various variables and research methods (Kholifah & Hadi, 2017; Roisah & Margunani, 2018; Ulin & Oktarina, 2014; Yulianto & Khafid, 2016; Yuniasari & Djazari, 2017). However, until now no one has conducted research to explain the readiness of prospective educators in the era of industrial revolution 4.0 in which there are considerations of disruptive education. This study considers aspects of disruptive education to explain the readiness of prospective economics teachers in terms of three independent variables and one moderating variable. the efforts made by students in learning (Astin, 1984). This is the reason students must be active participants in learning. In this theory, there is full involvement that affects the expected outcome, namely the environment and input. The outcome of learning in higher education is the readiness to become a teacher in the era of disruptive education with a particular field of expertise, in this study economic expertise. In theory, the involvement of input and environment is important to determine an outcome.

Ex-IKIP State Universities in East Java as producers of prospective teachers, of course, must consider the involvement of their students to produce quality graduates who become teacher candidates, especially economic skills. However, on the other hand, many graduates from the Ex-IKIP State University in East Java are not ready to become teachers in this era (Febrianto & Inayati, 2020). This is due to the lack of involvement in several factors that become input while in college. In the theory of involvement (student involvement theory) other factors are important to achieve an outcome, namely the environment. Student involvement theory also states that the environment has full involvement in influencing outcomes (Astin, 1984). Some studies include the environment as an independent variable that affects readiness to become a teacher (Özgür & Yılmaz, 2013; Prilop et al., 2020; Yuniasari & Djazari, 2017). However, on the other hand, Behavioral Constraints Theory explains that excessive stimuli in the environment will cause arousal or obstacles in the capacity to process information to achieve outcomes (Helmi, 2015). This means that the environment can not only directly affect the readiness of prospective teachers, but can also strengthen or weaken the input variables in teacher readiness.

This study uses environmental variables not only as independent variables but also as moderating variables that will strengthen or weaken independent variables in readiness to become teachers. The environment, in this case, is the social environment in universities, where this social environment can strengthen or weaken other readiness factors, namely perceptions of the teaching profession and the locus of control and effectiveness of teaching practice.

HYPOTHESES DEVELOPMENT

Perceptions of the Teacher Profession has a Significantly Positive Effect on the Future Economics Teachers Readiness in the Disruptive Education era

Departing from the theory of student involvement (Astin, 1984) as the major premise which states that input will affect the outcome that will be achieved by someone. This is also reinforced by the social perception theory of Jones and Davis as a minor premise that focuses on how one's perception shows psychological aspects that have a very important influence on one's involvement in something. The perception of the teaching profession is an interpretation of values that play an important role in a person's behavior, including in the chosen field of work. For this reason, the perception of teacher welfare will be one of the benchmarks related to the readiness of this economics teacher candidate. In line with the existence of disruptive education which also shifts the competencies that prospective teachers must possess, perceptions of prospective teachers will also shift following developments in today's disruptive education. Based on this explanation, the following hypothesis can be formulated:

Ha1: Perceptions of the Teacher Profession have a Significantly Positive Effect on the Future Economics Teachers Readiness in the Disruptive Education era

Locus of Control has a Significantly Positive Effect on the Future Economics Teachers Readiness in the Disruptive Education era

Departing from one of the assumptions in the theory of involvement (student engagement theory) which explains that student involvement occurs on a continuum in all objects where each student shows a different level of involvement in each of the same objects (Astin, 1984). This involvement depends on the self-control that each student has. This self-control is referred to as locus of control which is a person's self-control towards a better and developing way to be used during the life process, including to deal with conditions in his environment (Ahluwalia, 2017; Fadilah & Mahyuny, 2019; Rotter, 1966). The readiness of prospective economic teachers in the era of disruptive education of each student is also different depending on the locus of control of each student. This is also one of the assumptions in Astin's student engagement theory. Based on this explanation, the researchers formulated the following hypothesis:

Ha2: Locus of Control has a Significantly Positive Effect on the Future Economics Teachers Readiness in the Disruptive Education era

The Effectiveness of Teaching Practice has a Significantly Positive Effect on the Future Economics Teachers Readiness in the Disruptive Education era

Departing from the theory of involvement (student involvement theory) as the basis for developing this hypothesis. In student involvement theory there is one assumption that explains that involvement refers to the investment of physical and psychological energy in various objects, where the object may be the student experience (Astin, 1984). This is also supported by the theory of connectionism by Thorndike in (Karadut, 2012) which finds the primary law of learning, one of which is the law of practice. Thorndike stated that the law of exercise is that the relationship between stimulus and response will be strong if exercise is often done, so learning by doing is needed. There have been many studies that also explain that the practice of field experience has a positive effect on readiness to become a teacher (Roisah & Margunani, 2018; Yulianto & Khafid, 2016; Yuniasari & Djazari, 2017). Based on these reasons, the researchers formulated the following hypothesis:

Ha3: The Effectiveness of Teaching Practice has a Significantly Positive Effect on the Future Economics Teachers Readiness in the Disruptive Education era

The Social Environment Strengthens the Effect of Perceptions of the Teacher Profession on the Future Economics Teachers Readiness in the Disruptive Education era

Departing from the social perception theory of Jones and David which states that how individuals conclude something also comes from the situational influence of their environment. It can be said that perception is an individual's interpretation of what is felt in the environment. The perception of prospective economics teachers about the teaching profession may differ between individuals. If the environment of prospective economics teachers supports a positive interpretation of the teaching profession, the perception of the teaching profession will also be positive, and vice versa. This will strengthen the influence of perceptions about the teaching profession on the readiness of prospective economic teachers in the era of disruptive education. Based on this description, the researchers formulated the following hypothesis:

Ha4: The Social Environment Strengthens the Effect of Perceptions of the Teacher Profession on the Future Economics Teachers Readiness in the Disruptive Education era

The Social Environment Strengthens the Effect of Locus of Control on the Future Economics Teachers Readiness in the Disruptive Education era

Departing from the theory of involvement (student involvement theory) which explains that not only input, namely locus of control, is also influenced by the environment to achieve the desired outcome, namely the readiness of prospective economic teachers in the era of disruptive education. There are two categories of locus of control, namely internal locus of control and external locus of control (Ahluwalia, 2017). This means that apart from within a person, locus of control can also be influenced by external factors, in this case, the environment. This is the main reason why the social environment of prospective economic teachers at the Ex-IKIP State Universities in East Java strengthens the influence of locus of control on the readiness of prospective economics teachers in the era of disruptive education. For this reason, the researcher formulates the following hypothesis:

Ha5: The Social Environment Strengthens the Effect of Locus of Control on the Future Economics Teachers Readiness in the Disruptive Education era

The Social Environment Strengthens the Effect of Teaching Practice Effectiveness on the Future Economics Teachers Readiness in the Disruptive Education era

In the theory of connectionism from Thorndike in (Karadut, 2012) there is the law of exercise which explains the relationship between stimulus and response will be strong if exercise is often done. This means that the stimulus received by a person will affect the response he does to something through practice. This is the main reason why the social environment strengthens the effect of PPL effectiveness on the readiness of prospective economic teachers in the era of disruptive education. Based on this description, the researcher formulates the following hypothesis:

Ha6: The Social Environment Strengthens the Effect of Teaching Practice Effectiveness on the Future Economics Teachers Readiness in the Disruptive Education era

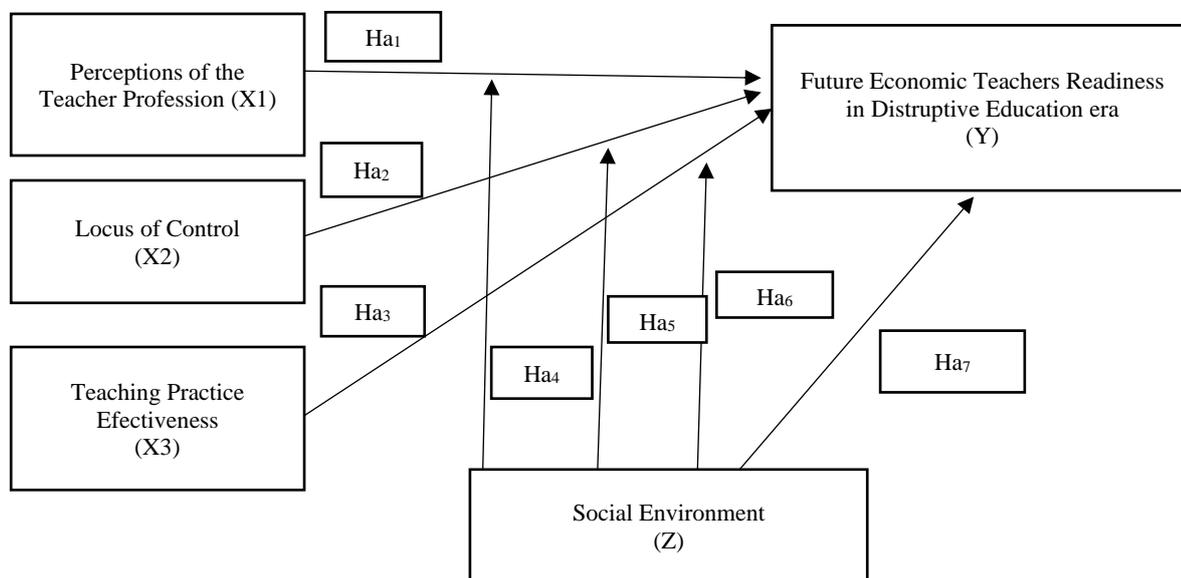
The Social Environment has a Significantly Positive Effect on the Future Economics Teachers Readiness in the Disruptive Education era

This hypothesis was developed using student involvement theory (Astin, 1984) which states that the environment is one of the things that affect the outcome, which in this case is the readiness of prospective economics teachers in the era of disruptive education. In the era of disruptive education where the world is increasing without barriers, it is almost impossible if students as prospective teachers do not interact intensely with their social environment. This is the reason the social environment gives a positive influence on the readiness of prospective economic teachers in the era of disruptive education. This is also reinforced by research from (Özgür & Yılmaz, 2013; Prilop et al., 2020; Yuniasari & Djazari, 2017) which found that the environment had a positive effect on competence as a teacher. Based on this explanation, the researcher formulated the following hypothesis:

Ha7: The Social Environment has a Significantly Positive Effect on the Future Economics Teachers Readiness in the Disruptive Education era

METHOD

This research is classified as explanatory research using a quantitative approach. This method was modified by (Liana, 2009). The population in this study were Ex-IKIP college students in East Java, totaling 215 students. This study used purposive sampling with the Slovin technique for sampling and calculating samples so that 140 students were obtained as research samples by selection. The following is the framework of thinking in this research



Picture 1. Research Framework
Source: processed by researchers, 2021

Data collection was carried out using questionnaires distributed through google form where the validity and reliability of this research instrument had been tested with the help of SPSS 25. The future economics teacher readiness measuring by using 5 indicator that are educational competence, competence for technological commercialization, competence of globalization, competence in the future strategies, and conselor competence. Every questionnaire statement has been valid where r-calculated value greater that r-table value and the realibly result show below;

Variable	Variabel Name	Cronbach's Alpha	Note
X1	Perceptions of the Teacher Profession	0,973	Reliabel
X2	Locus of Control	0,925	Reliabel
X3	Teaching Practice Effectiveness	0,841	Reliabel
Z1	Social Environment	0,894	Reliabel
Y1	Future Economic Teachers Readiness in Disruptive Education era	0,954	Reliabel

Source: processed by researchers, 2021

Data analysis in this study used classical assumption tests including normality, heteroscedasticity, and multicollinearity tests. Moderated Regression Analysis (MRA) test, coefficient of determination (R²), and partial test (t-test). The MRA equation used is as follows;

$$Y = \alpha + \beta_1 X_1 + \beta_2 Z_1 + \beta_3 X_1 * Z_1 + \epsilon \quad (1)$$

Variable Z is not included in the moderator variable category if equations (2) and (3) are not significantly different or ($\beta_2 = 0 ; \beta_3 = 0$), if this is the case then variable Z is included in the category of Independent variables. Variable Z is included in the category of quasi moderator variable if equations (1), (2), and (3) must be different from each other or ($\beta_2 \neq 0 ; \beta_3 \neq 0$). Variable Z is included in the category of pure moderator variable if equations (1) and (2) are not different but must be different from equation (3) or ($\beta_2 = 0 ; \beta_3 \neq 0$).

RESULT AND DISCUSSION

Hypothesis Test Results 1 (H_{a1})

Based on the following hypothesis, the researcher tested the hypothesis with the help of SPSS 25, following the results of the tests carried out on the first hypothesis (H_{a1}). The following are the output results of the R Square test assisted by SPSS 25

Table 1. Coefficient of Determination Test Results (R²) Hypothesis 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.449 ^a	.202	.196	4.063

Source: processed by researchers, 2021

From the test results above, it can be seen that the magnitude of R Square is 0.202 where this number means that the ability of the perception variable about the teaching profession in explaining its influence on the readiness of prospective economic teachers in the era of disruptive education is 0.202 or 20.2%. While the remaining 79.8% is explained by other factors not included in this study. Following are the results of the partial test (t-test) that has been carried out with the help of SPSS 25;

Table 2. Partial Test Results (t-test) Hypothesis 1

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.037	5.126		4.495	.000
	Perceptions of the Teacher Profession	.555	.094	.449	5.908	.000

Source: processed by researchers, 2021

Based on the results of the partial test (t-test) above, it can be seen that the t-Sig value. of 0.000 so <0.05 (0.000 <0.05), from this figure it means that H₀ is rejected and H_{a1} is accepted. From the test results, it can be concluded that partially the perception of the teaching profession has a significant positive effect on the readiness of prospective economic teachers in the era of disruptive education.

The results in this study are also in line with several previous studies which also state that perceptions of the teaching profession have a significant positive effect on teacher readiness (Berger & Milem, 1999; Huizenga et al., 2017; Oruç, 2011; Puspitasari & Asrori, 2019). The important thing that has a big influence on this perception is the emergence of the stimulus and the interpretation of that perception (Desvianto et al., 2013; Sugihartono, 2007). This is also following the social perception theory proposed by Jones and Davis which reveals how a person's perception can affect involvement in a matter (Taylor et al., 2009). The involvement in question is the involvement of prospective economics teachers in preparing themselves in the current era of disruptive education.

Hypothesis Test Results 2 (Ha2)

Based on the following hypothesis, the researcher tested the hypothesis with the help of SPSS 25, following the results of the tests carried out on the second hypothesis (Ha2). The following are the output results of the R Square test assisted by SPSS 25

Table 3 Coefficient of Determination Test Results (R2) Hypothesis 2

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.633 ^a	.401	.396	3.521	

Source: processed by researchers, 2021

From the test results above, it can be seen that the magnitude of R Square is 0.401 where this number means that the ability of the locus of control variable in explaining its effect on the readiness of prospective economic teachers in the era of disruptive education is 0.401 or 40.1%. While the remaining 59.9% is explained by other factors not included in this study. Following are the results of the partial test (t-test) that has been carried out with the help of SPSS 25;

Table 4 Partial Test Results (t-test) Hypothesis 2

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.987	3.269		6.726	.000
	Locus of Control	.879	.092	.633	9.604	.000

Source: processed by researchers, 2021

Based on the results of the partial test (t-test) above, it can be seen that the t-Sig value. of 0.000 so <0.05 (0.000 <0.05), from this figure it means that Ho is rejected and Ha2 is accepted. From the test results, it can be concluded that partially locus of control has a significant positive effect on the readiness of prospective economic teachers in the era of disruptive education

This is also following the assumption of involvement theory which states that student involvement occurs continuously on all objects where each student shows a different level of involvement in each of the same objects (Astin, 1984). The results of this study are also in line with research from (Kholifah & Hadi, 2017; Ulin & Oktarina, 2014) which shows that locus of control has a significant positive effect on teacher readiness. The behavior of prospective economic teachers will be influenced by the existence of a locus of control both internally and externally. This behavior will determine their readiness to become economic teachers in the era of disruptive education. This means that the better the locus of control of prospective economic teachers at PTN Eks-IKIP East Java, the better their readiness to become economics teachers in the era of disruptive education.

Hypothesis Test Results 3 (Ha3)

Based on the following hypothesis, the researcher tested the hypothesis with the help of SPSS 25, following the results of the tests carried out on the third hypothesis (Ha3). The following are the output results of the R Square test assisted by SPSS 25

Table 5. Coefficient of Determination Test Results (R2) Hypothesis 3

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.570 ^a	.325	.320	3.736	

Source: processed by researchers, 2021

From the test results above, it can be seen that the magnitude of R Square is 0.325 where this number means that the ability of the PPL effectiveness variable in explaining its influence on the readiness of prospective economic teachers in the era of disruptive education is 0.325 or 32.5%. While the remaining 67.5% is explained by other factors not included in this study. Following are the results of the partial test (t-test) that has been carried out with the help of SPSS 25;

Table 6. Partial Test Results (t-test) Hypothesis 3

Model		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.884	2.882		10.369	.000
	Effectiveness of Teaching Practice	.594	.073	.570	8.156	.000

Source: processed by researchers, 2021

Based on the results of the partial test (t-test) above, it can be seen that the t-Sig value. of 0.000 so <0.05 ($0.000 < 0.05$), from this figure it means that H_0 is rejected and H_{a3} is accepted. From the test results, it can be concluded that partially the effectiveness of PPL has a significant positive effect on the readiness of prospective economic teachers in the era of disruptive education.

This is also in line with student involvement theory which has one assumption that involvement refers to the investment of physical and psychological energy in various objects, where the object may be student experience (Astin, 1984). This is also supported by the theory of connectionism by Thorndike in (Karadut, 2012) who found the primary law of learning, one of which is the law of exercise. The results of this study are in line with research from (Puspitasari & Asrori, 2019) which shows that the effectiveness of PPL has a significant effect on readiness to become a teacher. There is also research from (Roisah & Margunani, 2018; Yulianto & Khafid, 2016) which explains that PPL experience has a significant positive effect on readiness to become a teacher. The real learning experience of prospective economics teachers will increase their involvement to prepare themselves to become teachers in this era. The learning by doing obtained by prospective economic teachers during PPL becomes a physical and psychological investment as well as a stimulus for them to be further interpreted into the act of preparing to become economics teachers in the era of disruptive education.

Results of Hypothesis 4 Test (H_{a4}) with Moderated Regression Analysis (MRA)

Based on the following hypothesis, the researcher tested the hypothesis with the help of SPSS 25, following the results of the tests carried out on the fourth hypothesis (H_{a4}). The following are the output results of the R Square test assisted by SPSS 25

Table 7. Coefficient of Determination Test Results (R^2) Moderation1 ($X1*Z$)

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.644 ^a	.414	.401	3.506	

Source: processed by researchers, 2021

If examined further, the addition of the social environment variable as a moderating variable increases the ability of the perception variable about the teaching profession in explaining its effect on the readiness of prospective economic teachers in the era of disruptive education which is marked by an increase in the value of R Square from 0.202 or 20.2% to 0.414 or 41.4%. Based on these data, it can be concluded that the social environment strengthens the influence of perceptions about the teaching profession on the readiness of prospective economic teachers in the era of disruptive education. Following are the results of the partial test (t-test) that has been carried out with the help of SPSS 25;

Table 8 Partial Test Results (t-Test) Moderation1 ($X1*Z$)

Model		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.859	44.855		.844	.400
	Perceptions of the Teacher Profession	-.109	.834	-.088	-.131	.896
	Social Environment	-.335	1.652	-.198	-.203	.840
	Moderation1	.021	.031	.870	.680	.497

Source: processed by researchers, 2021

When viewed from the significance value, it shows that all the significance values are > 0.05 which indicates that the social environment variable cannot be a moderating variable. In (Liana, 2009) states that a variable is said to be a moderating variable if the interaction between the independent variable and the moderating variable being tested has a significance level of < 0.05 . From the explanation above, it can be concluded that H_0 is accepted and H_{a4} is not accepted, which means that the social environment cannot be a moderating variable that will strengthen the influence between perceptions of the teaching profession on the readiness of prospective economic teachers in the era of disruptive education.

The results of this study are contrary to research from (Putra, 2019) which states that the social environment can moderate perceptions about the teaching profession. However, data collection in this study was carried out during the covid-19 pandemic which reduced student mobility. Many studies have shown that during the COVID-19 pandemic, community mobility has drastically decreased, including student mobility (Borkowski et al., 2021; Irawan et al., 2020; Mok et al., 2021). This decrease in mobility causes the failure of the social environment in constructing perceptions about the teaching profession.

Hypothesis Test Results 5 (H_{a5}) with Moderated Regression Analysis (MRA)

Based on the following hypothesis, the researcher tested the hypothesis with the help of SPSS 25, following the results of the tests carried out on the fifth hypothesis (H_{a5}). The following are the output results of the R Square test assisted by SPSS 25

Table 9. Coefficient of Determination Test Results (R^2) Moderation2 ($X_2 * Z$)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704 ^a	.495	.484	3.255

Source: processed by researchers, 2021

The addition of the social environment variable as a moderating variable increases the ability of the locus of control variable in explaining its effect on the readiness of prospective economic teachers in the era of disruptive education which is marked by an increase in the value of R Square from 0.401 or 40.1% to 0.495 or 49.5%. Based on these data, it can be concluded that the social environment strengthens the influence of locus of control on the readiness of prospective economic teachers in the era of disruptive education. Following are the results of the partial test (t-test) that has been carried out with the help of SPSS 25;

Table 10. Partial Test Results (t-Test) Moderation2 ($X_2 * Z$)

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75.603	24.637		3.069	.003
	Locus of Control	-1.110	.733	-.799	-1.515	.132
	Social Environment	-1.792	.939	-1.061	-1.909	.058
	Moderation2	.068	.028	2.275	2.471	.015

Source: processed by researchers, 2021

The significance value indicates that the interaction between locus of control and the social environment (Moderation2) has a sig value. < 0.05 which means that this variable can be a moderating variable (Liana, 2009). From this explanation, it can be concluded that H_0 is rejected and H_{a5} is accepted, which means that the social environment strengthens the influence of locus of control on the readiness of prospective economic teachers in the era of disruptive education.

These results are following research from (Ahluwalia, 2017; Jones & George, 2015) which states that individual decisions in certain cases are also influenced by control from external factors outside themselves such as destiny, and the behavior of the surrounding environment. This is also in line with (Basak & Ghosh, 2011) which shows that the social environment can strengthen one's locus of control in a teacher's job satisfaction.

Hypothesis Test Results 6 (H_{a6}) with Moderated Regression Analysis (MRA)

Based on the following hypothesis, the researcher tested the hypothesis with the help of SPSS 25, following the results of the tests carried out on the sixth hypothesis (H_{a6}). The following are the output results of the R Square test assisted by SPSS 25

Table 11. Coefficient of Determination Test Results (R2) Moderation2 (X3*Z)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.687 ^a	.472	.460	3.329

Source: processed by researchers, 2021

The addition of the social environment variable as a moderating variable increases the ability of the variable of the effectiveness of the learner's teaching practice in explaining its effect on the readiness of prospective economic teachers in the era of disruptive education which is marked by an increase in the value of R Square from 0.325 or 32.5%. to 0.472 or 47.2%. Based on these data, it can be concluded that the social environment strengthens the influence of the effectiveness of teaching practices on the readiness of prospective economic teachers in the era of disruptive education. Following are the results of the partial test (t-test) that has been carried out with the help of SPSS 25;

Table 12. Partial Test Results (t-Test) Moderation3 (X3*Z)

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	86.462	17.534		4.931	.000
	Effectiveness of Teaching Practice	-1.346	.474	-1.292	-2.838	.005
	Social Environment	-1.992	.686	-1.180	-2.903	.004
	Moderation3	.069	.018	2.767	3.795	.000

Source: processed by researchers, 2021

The significance value indicates that the interaction between the effectiveness of the teaching experience and the social environment (Moderation3) has a sig value. <0.05 which means that this variable can be a moderating variable (Liana, 2009). From this explanation, it can be concluded that Ho is rejected and Ha6 is accepted, which means that the social environment strengthens the influence of the effectiveness of teaching experience on the readiness of prospective economic teachers in the era of disruptive education.

The results of this study are in line with research from (Putra, 2019) which shows that the social environment strengthens the influence of PPL experience on teacher readiness. In this condition, online learning becomes a support for strengthening this influence. Several studies state that online or virtual environment interactions will increase the effectiveness of teaching practice for teachers because they will get a learning experience with new methods and explore new knowledge more widely (Cheng et al., 2021; Gómez & Suárez, 2021).

Hypothesis Test Results 7 (Ha7)

Based on the following hypothesis, the researcher tested the hypothesis with the help of SPSS 25, following the results of the tests carried out on the seventh hypothesis (Ha7). The following are the output results of the R Square test assisted by SPSS 25

Table 13 Results of the Coefficient of Determination Test (R2) Hypothesis 7

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.530 ^a	.281	.275	3.858

Source: processed by researchers, 2021

From the test results above, it can be seen that the magnitude of R Square is 0.281 where this number means that the ability of the social environment variable in explaining its influence on the readiness of prospective economic teachers in the era of disruptive education is 0.281 or 28.1%, while the remaining 71.9% is explained by other factors not included in this study. Following are the results of the partial test (t-test) that has been carried out with the help of SPSS 25;

Table 14. Partial Test Results (t-test) Hypothesis 7

Model		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.439	3.262		9.024	.000
	Social Environment	.894	.122	.530	7.336	.000

Source: processed by researchers, 2021

Based on the results of the partial test (t-test) above, it can be seen that the t-Sig value. of 0.000 so <0.05 ($0.000 < 0.05$), from this figure it means that H_0 is rejected and H_{a7} is accepted. From this explanation, it can be seen that the social environment in addition to being a moderating variable that strengthens the influence between the independent variables on the dependent variable, can also stand alone as an independent variable that has a significant effect on the dependent variable.

This is also evidence that the social environment in this study is a quasi-moderator variable which means that apart from being a moderating variable, it can also be an independent variable (Durmusoglu et al., 2014; Sharma, 1981). The results in this study are also strengthened by research from (Özgür & Yılmaz, 2013; Prilop et al., 2020; Yuniasari & Djazari, 2017) which found that the environment had a positive effect on competence as a teacher. In preparing themselves to become teachers, prospective economics teachers certainly cannot be separated from interactions with their social environment. This social environment will be a stimulus for prospective economic teachers to prepare themselves to become teachers in the era of disruptive education. The shift in the competence of economics teachers in this era is certainly also a challenge for them. Adjustment to a social environment filled with artificial intelligence in the world of learning certainly encourages them to increase competence in this field.

CONCLUSION

Based on the findings and discussion in this study, it can be concluded that the results of this study confirm student involvement theory, social perception theory, behavioral barriers theory, and connectionism theory in explaining the influence of perceptions about the teaching profession, locus of control, effectiveness of teaching practice, and the environment. on the readiness of prospective economic teachers in the era of disruptive education.

In addition, the social environment has also been proven to be a quasi-moderator variable which is not only a moderating variable but can also be an independent variable. However, the social environment cannot moderate the influence of perceptions about the teaching profession on the readiness of prospective economic teachers in the era of disruptive education because of the Covid-19 condition which reduces the mobility of prospective economic teachers. This decrease in mobility results in a decrease in the interaction of prospective teachers with their social environment, the lack of direct interaction with the social environment causes prospective economic teachers to not receive a stimulus to construct perceptions about the teaching profession on themselves.

Future researchers are expected to be able to use other variables that are used as moderating variables more specifically and following the character of the research subject. In addition, further researchers can also use a combination of more in-depth data collection methods such as interviews and observations. This combination will further increase the accuracy of the research results produced.

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