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Commitment, competence, and economic efficiency: the readiness of prospective economics teachers in Indonesia

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Abstract. *Introduction*. The high proportion of graduates from teacher education programmes specialising in economics who choose careers outside the teaching profession in Indonesia highlights the importance of studying the key factors influencing the development of professional readiness among future economics teachers for their professional roles. *Aim*. The *aim* of this study is to analyse the factors that determine the readiness of students – future economics teachers – for professional activities. *Methodology and research methods*. The study employs a quantitative methodology. Empirical data were collected via a questionnaire survey based on a random sample of students enrolled in economic education programmes at six pedagogical universities in Indonesia during the 2024/2025 academic year (n = 390). Data processing was conducted using SmartPLS 3.0 software, employing structural equation modelling (SEM-PLS). *Results*. The professional and pedagogical competence of future teachers is primarily determined by their motivation for pedagogical activity and economic factors. It has been established that pedagogical competence has a statistically significant direct impact on readiness for professional activities, whereas the influence of professional (subject-economic) competence is not as pronounced. *Scientific novelty.* The research contributes to the theory of economic education by empirically verifying the structural relationships among motivational factors, competency components, and professional readiness within the context of economics teacher training. *Practical significance*. The research results will be valuable for developing practical recommendations in the design of curricula aimed at enhancing the pedagogical component of teacher training in economics and increasing the proportion of practical teaching during the course of study.

Keywords: motivation for pedagogical activity, determination, competence, economic education, training of future economics teachers

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Целеустремленность, компетентность и экономическая эффективность: готовность будущих учителей экономики в Индонезии

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Аннотация*. Введение.* Высокий процент выпускников программ педагогического образования по направлению подготовки преподавателей экономики, выбирающих карьеру вне сферы преподавания в Индонезии, обусловливает актуальность исследования ключевых детерминант, влияющих на формирование профессиональной готовности будущих педагогов-экономистов к профессиональной деятельности. *Целью* исследования выступает анализ факторов, детерминирующих готовность студентов – будущих преподавателей экономики к профессиональной деятельности. *Методология, методы и методики.* Исследование основано на количественной методологии. Сбор эмпирических данных проведен методом анкетного опроса на основе случайной выборки, репрезентирующей студентов программ экономического образования в шести педагогических университетах Индонезии в 2024/2025 учебном году (n = 390). Обработка данных осуществлена с помощью программного обеспечения SmartPLS 3.0 с использованием структурных уравнений (SEM-PLS). *Результаты.* Профессиональную и педагогическую компетентности будущих педагогов наиболее значимо детерминируют мотивация к педагогической деятельности и факторы экономического характера. Установлено, что педагогическая компетентность оказывает статистически значимое прямое влияние на готовность к профессиональной деятельности, в то время как влияние профессиональной (предметно-экономической) компетентности не является таковым. *Научная новизна.* Работа вносит вклад в теорию экономического образования, эмпирически верифицируя структурные взаимосвязи между мотивационными факторами, компонентами компетентности и готовностью к профессиональной деятельности в контексте подготовки преподавателей экономики. *Практическая значимость.* Результаты будут полезны для разработки практических рекомендаций при проектировании учебных программ, нацеленных на усиление педагогического компонента подготовки преподавателей экономики и увеличение доли практического преподавания в период обучения.

Ключевые слова: мотивация к педагогической деятельности, целеустремленность, компетентность, экономическое образование, подготовка будущих преподавателей экономики

Благодарности. Авторы выражают искреннюю благодарность анонимным рецензентам журнала «Образование и наука» за конструктивные отзывы, которые помогли улучшить качество данной работы.

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Introduction

Education is an important legacy of development for developing countries, including Indonesia [1, 2]. If a country's education quality is high, developing nations can successfully transition into developed nations [3]. A way to improve education quality is by improving teacher quality [4]. Specifically in Indonesia, teacher quality can be achieved if the provincial and regional governments and universities support it through training and improving the quality that supports learning [5]. Universities also prepare students for this by organising education. After undergoing education at universities, prospective teachers will later participate in the Pendidikan Profesi Guru (PPG), or Teacher Professional Education Programme.

Higher education institutions that organise educational study programmes, or Indonesian Teacher Training Institutions (LPTK), have referred to Law Number 14 of 2005 concerning teachers and lecturers, which states that teacher competence needs to be emphasised [6, 7]. Therefore, universities strive to provide training for their students to achieve teacher competency upon graduation, ensuring they are better prepared and can pass the selection to undergo PPG. The competencies that must be prepared include professional and pedagogical competencies [8]. Suppose this can be implemented since they are still in college. In that case, education graduates should be able to achieve the required qualifications, including prospective economics teachers. This is the main focus for working as a teacher with the status of a civil servant (PNS).

Unfortunately, even though prospective economics teacher students are equipped with professional and pedagogical competencies, a problematic phenomenon exists in which students who graduate from economics education study programmes at several universities prefer to work outside the field of education [9]. Some factors that potentially cause this to happen are commitment to being a teacher and economic considerations. Becoming a teacher can be a voluntary commitment, without coercion [10]. A prospective student teacher committed to becoming a teacher will certainly be well-prepared to become an economics teacher upon graduation [11]. Unfortunately, the condition is not always ideal. Data from the University of Lampung found that 28 graduates of the economic education study programme worked in the field of education, and 24 people worked in the non-education field; and, at the State University of Jakarta, it was found that only 10.58% of graduates of the economic education study programme worked in their field [12, 13].

From an economic perspective, this reflects teachers' welfare, which is still considered inadequate in Indonesia [14, 15]. This makes the expectations of the teach-

ing profession for education students can change in the middle of their studies. Although the salary is not fantastic, becoming a teacher is another consideration for some people. Meanwhile, additional considerations for someone to be ready to become a teacher include the fact that when students are on holiday, teachers are also on holiday (school holidays), teacher salaries, teacher status as civil servants, and so on [16]. Working as a teacher allows for more free time so that they can pursue their business interests. On the other hand, someone is ready to become a teacher because they know that being a teacher offers more free time compared to other jobs, allowing them to spend more time with their family [17].

Based on the above facts, readiness to become an economics teacher depends not only on individual factors but also on economic and psychological dynamics. In the Theory of readiness put forward by Edward Lee Thorndike (1871–1949), the concept of the Law of Readiness emphasises that a person will find it easier to learn and carry out their profession if they have strong mental readiness and motivation [18]. In addition, Vroom's Expectancy Theory states that a person's decision to choose a job is based on expectations regarding the results, including well-being and career prospects [19]. This aligns with the concept of opportunity costs proposed by David Ricardo, where individuals will choose the profession that provides the greatest benefits compared to other alternatives.

Previous studies have highlighted factors that influence the readiness of prospective teachers worldwide. Based on the Scopus database from 2016 to 2022, 138 journals related to teacher readiness are identified. B. Pasak and L. Sarac once identified whether the level of physical readiness of prospective teachers in online learning differed by gender and whether there was a significant relationship between teacher age and years of teaching experience. The results showed no statistically significant difference between the total scale scores of online learning readiness based on gender; male and female teachers had high levels of readiness for online learning [20].

More specifically, in eastern Saudi Arabia, only a few teachers are ready to apply their pedagogy in practice [21]. In Indonesia, most teachers feel ready to implement online-based learning, which is one way to shape students to be independent in learning. However, the subject studied is English. In contrast, when examining the readiness of physics teachers for STEM (Science, Technology, Engineering, Mathematics) education, the results showed that all teachers strongly aligned with STEM education. In the United States and Lebanon, research has also been conducted on instructors' readiness for online learning, and surprisingly, the results showed that they were quite ready to implement it.

In order to identify research gaps, a visualisation of research on teacher readiness for 2016–2022 was conducted as follows:

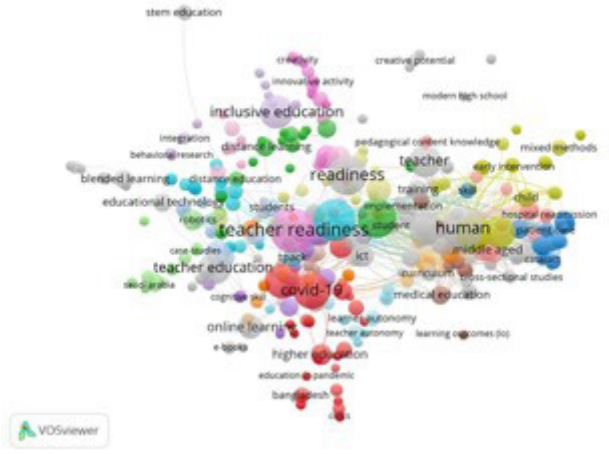

Fig. 1. Visualisation of research on 2016–2022 teacher readiness

Although there are many studies on teacher readiness in various parts of the world, only a few are related to the research theme of pedagogical content knowledge. Moreover, in the database, no research specifically focuses on the economic education field/subject/study programme. This study has a novelty by trying to develop test questions on pedagogical and professional competencies that are based on the teacher competency model set by the Director General of Teachers and Education Learning Outcomes set by the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education and Culture and are linked to the readiness of prospective economics teachers, commitment and economic considerations. Therefore, this research aims to analyse the relationship between the variables of commitment to becoming a teacher and economic considerations on the readiness of prospective economics teachers in Indonesia through the role of professional competence and pedagogical competence.

The theoretical contribution of this research is to obtain information about the readiness of economic teachers not only based on the law of readiness proposed by E. L. Thorndike but also through the theory of expectations proposed by V. H. Vroom and opportunity costs, according to Adam Smith and David Ricardo[1]. Meanwhile, its practical contribution is reflected in the preventive input of teacher-producing universities because they know which learning achievements must be considered so that universities can improve them. In the future, students who graduate and want to participate in the teacher professional education selection, or are already teaching, are ready to face the PPG selection according to the government targets.

[1] Letiche J.M. Adam Smith and David Ricardo on Economic Growth. *The Punjab University Economist.* 1960;1(2):7–35. Accessed February 20, 2025. https://www.jstor.org/stable/23006569

Literature Review

Commitment to Be a Teacher

Commitment to education is an important factor determining teacher performance and its impact on schools and students [22]. A committed teacher tends to work harder, is rarely late, and has a tendency to remain in the profession. In education, teachers also demonstrate their commitment through dedication to students, the learning process, school institutions, and professional development. This commitment aligns with Vroom's expectancy theory [17], which states that expectancies, valences, and instrumentality influence individual motivation. Teachers with high commitment strive to achieve academic goals and actively contribute to building a positive school environment. They are involved in various activities outside the curriculum, support the school's vision, and strive to go beyond personal interests for the success of students. In addition, individuals who are highly committed to their work tend to have better performance and a sense of belonging to the institution where they work. To increase teacher commitment, schools must understand their teachers' needs and motivations. According to Expectancy Theory, teacher rewards should have meaningful value through financial incentives or professional development opportunities [19].

Economic Considerations

Economic considerations in choosing a teaching profession can be linked to opportunity costs, which refer to the loss of other alternatives when someone chooses a particular economic decision. In the context of David Ricardo's Theory of comparative advantage, individuals will choose jobs that provide higher relative benefits compared to other available options [23]. In this case, prospective teachers consider whether this profession offers economic benefits comparable to those of other career choices. Considerations to become a teacher, of course, have many causal factors. However, the motives for choosing to study to become a prospective teacher need to be studied further. One hypothesis that can be formulated through career decisions and further studies is the investigation of the chosen study programme. In the context of human resource theory, the choice of special class studies can be understood by factors including the duration of study, Immediate participation in the workforce, labour market prospects, and the costs (including upfront educational and subsistence costs) of studying. The income that prospective teacher students earn after graduation and employment is also a factor to consider. Economic factors such as education costs, job market prospects, and income levels after graduation are also major aspects in the decision to become a teacher [24].

Professional Competence

According to H. E. Fischer and A. Kauertz [25], professional competence is defined as the ability of educators to master subject matter in-depth, have technical skills, and uphold professional integrity to achieve educational goals. Economic ed-

ucators must have a deep understanding of economic material, master appropriate learning models, and have the capacity to measure the effectiveness of applied learning methods. Several studies show that teacher professional competence significantly influences the level of learning quality and students' educational attainment. T. Putnam, M. Newton, T. Brusseau et al. [26] identified the main aspects of professional competence, which include comprehensive mastery of economic material, the ability to adapt to curriculum and technology developments, and compliance with competency standards set out in education regulations. This competency refers to various government regulations, such as Regulation of Minister of National Education Number 16 of 2007[1] concerning Academic Qualification Standards and Teacher Competencies[2]; Ministry of Education, Culture, Research, and Technology Regulation Number 2626/B/HK.04.01/2023 concerning Teacher Competency Models[3]; and The Decree of the Head of the Education Standards, Curriculum, and Assessment Agency (KBSKAP) of Ministry of Education, Culture, Research, and Technology Number 032/H/KR/2024[4] pertaining concerning learning outcomes in the independent curriculum. Teachers' professional competence greatly influences their readiness to face changes in curriculum policy and increase learning effectiveness. Teachers with good professional competence will be better prepared to face challenges in the classroom and be able to increase student involvement and participation.

Pedagogical Competence

T. Putnam, M. Newton, T. Brusseau et al. [27] use the term "pedagogical competence" to refer to the competence that teachers need as a basis for managing the learning process to make it effective. In it, there are components of ability such as understanding students, curriculum and syllabus development, design and implementation of learning, evaluation of learning outcomes, and student development, which, of course, is also based on the needs and characteristics of students. Pedagogical competence also integrates interpersonal skills, subject matter, and models and learning methods that follow the applicable curriculum. Indirectly, this competence is an important component in creating various engaging learning models for students, so that it becomes a new learning experience. Examining further, the current pedagogical competence of teachers refers to the Ministry of Education and Culture and the Regulation of the Minister of National Education of the Republic

[1] Regulation of Minister of National Education Number 16 of 2007 (Permendikbud No. 16/2007). Accessed February 20, 2025. https://peraturan.bpk.go.id/Details/216104/permendikbud-no-16-tahun-2007

[2] Law of the Republic of Indonesia Number 14 of 2005 Concerning Teachers and Lecturers. Accessed February 20, 2025. https://peraturan.bpk.go.id/Download/29906/UU%20Nomor%2014%20Tahun%202005.pdf

[3] Regulation of the Director General of Teachers and Education Staff Ministry of Education, Culture, Research, and Technology Number 2626/B/Hk.04.01/2023 About Teacher Competency Model. Accessed February 20, 2025. https://guru.kemdikbud.go.id/dokumen/lez9v1Dj2G?parentCategory=Peningkatan%20Kompetensi

[4] Decision of The Head of The Standards, Curriculum, and Education Assessment Agency Ministry of Education, Culture, Research, and Technology Number 032/H/Kr/2024 Regarding Learning Achievements in Early Childhood Education, Basic Education Level, and Secondary Education Level in The Independent Curriculum. Accessed February 20, 2025. https://uploads.belajar.id/document/files/Kepka_BSKAP_Nomor_032-2024_Tentang_Capaian_Pembelajaran_pada_Pendidikan_Anak_Usia_Dini%2C_Jenjang_Pendidikan_Dasar_dan_Jenjang_Pendidikan_Menengah_pada_Kurikulum_Merdeka_01j0qf4dzz8dfwzqtpfkkbyzv7.pdf

of Indonesia concerning Academic Qualification Standards and Teacher Competencies With the following indicators: 1) a safe and comfortable learning environment for students; 2) student-centred assessment, feedback, and reporting; 3) effective student-centred learning; 4) conducting student-centred assessment, feedback, and reporting.

The Readiness of Prospective Teachers

The readiness of prospective teachers is important to ensure effective teaching in schools. As noted by D. Widiyanto, H. Wahyono, A. Istiqomah et al. [28], this concept of readiness relates to the level of individual development that enables individuals to undergo learning and teaching well. In higher education, the readiness of prospective teacher students includes academic competence, pedagogical skills, and understanding of classroom dynamics. E. L. Thorndike, through the Law of Readiness, emphasised that individuals who are ready to carry out an action will feel satisfied if they succeed in doing so, while unpreparedness will cause them frustration. This principle is relevant in the education of prospective teachers, where psychological and pedagogical readiness greatly determines the effectiveness of learning.

The readiness of prospective teachers can be understood through several main dimensions, including self-competence, independent learning, and motivation. Self-competence refers to a person's belief in their ability to apply teaching skills. Meanwhile, independent learning emphasises the competence of prospective teachers to conduct and direct their learning progress. In addition to psychological and academic aspects, financial factors and the use of technology also influence the readiness of prospective teachers. Adequate financial support allows prospective teacher students to focus more on learning without being distracted by economic difficulties. On the other hand, technological readiness is crucial, especially in the digital era, where integrating technology into learning is increasingly needed. The ability of prospective teachers to utilise technology effectively can increase efficiency in planning and implementing learning in the classroom.

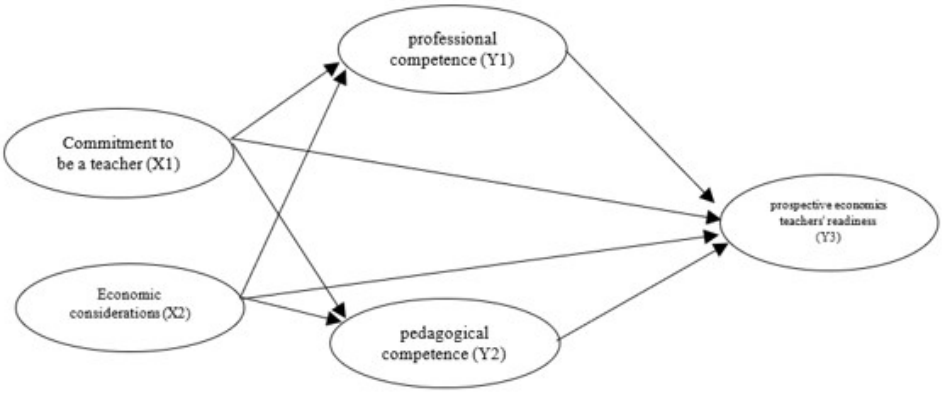

Fig. 2. Conceptual research model

Drawing on the literature review, the conceptual research model is proposed (Figure 2) and the research hypotheses are formulated as follows:

H1. Commitment to be a teacher influences the professional competence of prospective economics teachers in Indonesia.

H2. Commitment to be a teacher influences the pedagogical competence of prospective economics teachers in Indonesia.

H3. Commitment to be a teacher influences the readiness of prospective economics teachers in Indonesia.

H4. Economic considerations influence the professional competence of prospective economics teachers in Indonesia.

H5. Economic considerations influence the pedagogical competence of prospective economics teachers in Indonesia.

H6. Economic considerations influence the readiness of prospective economics teachers in Indonesia.

H7. Professional competence influences the readiness of prospective economics teachers in Indonesia.

H8. Pedagogical competence influences the readiness of prospective economics teachers in Indonesia.

H9. Commitment to be a teacher influences the readiness of prospective economics teachers in Indonesia through professional competence.

H10. Economic considerations influence the readiness of prospective economics teachers in Indonesia through professional competence.

H11. Commitment to be a teacher influences the readiness of prospective economics teachers in Indonesia through pedagogical competence.

H12. Economic Considerations influence the readiness of prospective economics teachers in Indonesia through pedagogical competence.

Methodology, Materials, and Methods

Study Design

This research employs an explanatory quantitative approach. The combination of deductive and inductive methods is carried out in this study, so this study has adopted a scientific method. This research aims to explain the relationship between commitment to be a teacher, economic considerations, professional competence, pedagogical competence, and the readiness of prospective economics teachers in Indonesia. This research was conducted over a period of six months, from September 2024 to March 2025.

Participants

The technique used is proportionate random sampling. In order to obtain a margin of error of 5%, this study utilises sample calculations with the help of sample size calculator software, and the following results are obtained:

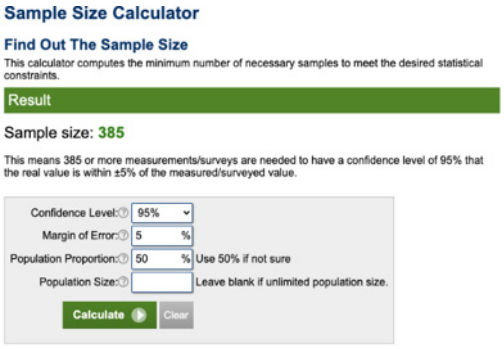

Fig. 3. Sample calculation

Thus, a sample size of 385 is required to achieve a 5% margin of error. Therefore, this research involved 390 undergraduate students majoring in economic education from six universities in Indonesia, including The State University of Medan (Unimed), Indonesian Education University (UPI), The State University of Surabaya (Unesa), The State University of Malang (UM), The State University of Gorontalo (UNG) and Ganesha Education University (Undiksha). We used an online questionnaire distributed via email, which contained the study outlines, significance, and observed variables. Access to the questionnaire was provided. All the participation was strictly voluntary.

Instruments

The following table presents the instruments utilised in the questionnaire for this research (see Table 1):

Table 1

The questionnaire grid

No.	Variable	Indicator	Number of items
1	Commitment to becoming a teacher (X1) Modified from [29, 30]	1. Commitment to students	1
		2. Commitment to teaching	1
		3. Commitment to the school	1
		4. Commitment to the profession	1
2	Economic considerations Modified from [16, 31]	1. Salary	1
		2. Free time	1
		3. Job security/legal status	1
		4. The desire to raise children	1
		5. Desire to work with children/teens	1
		6. Family/career compatibility	1
		7. Desire to impart knowledge	1
		8. Become a role model teacher for him/her	1
3	Professional competence [32, 33]	1. Describe the concept of scarcity	1
		2. Analyse changes in market equilibrium due to changes in demand or supply	1
		3. Analyse the determination of the amount of output at various scales of production	1
		4. Calculate the equilibrium price	1
		5. Calculate economic growth	1
		6. Identify the types of government policies on the economy	1
		7. Analyse the impact of government policies on economic activities	1
		8. Interpret the level of national income of a country	1
		9. Mention data/tools to calculate the rate of inflation	1
		10. Classify cooperative capital	1
		11. Describe payment instruments in the economy	1
		12. Identify the economic activities of economic actors in the input/output market	1
		13. Analyse the level of disparity in income distribution	1
		14. Basic accounting equations	1
		15. Identify types of unemployment	1

No.	Variable	Indicator	Number of items
4	Pedagogical competence [32, 33]	1. Availability of a safe and conducive learning environment for students	2
		2. Implementation of assessments, provision of feedback, and reporting that focuses on student needs	4
		3. Implementation of effective learning that places students at the centre of the teaching and learning process	4
5	The readiness of prospective economics teachers (Y3) Modified from [34]	Self-competence (SC) in online teaching skills and learning design	1
		Perceived usefulness (PU) of digital communication to improve academic skills	1
		Self-directed learning (SDL) in using computers	1
		Motivation (MO) to improve advanced computer skills	1
		Financial (FI) using learning management systems or online learning	1

The instrument for the variables Commitment to becoming a teacher, Economic considerations, and readiness of economic teachers used a Likert scale, with measurements ranging from 1 to 5, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

Data Analysis

The data analysis technique used was a Partial Least Squares Structural Equation Modeling (PLS-SEM) research model. The approach was WarpPLS to determine the relationship between variables and examine the dimensions underlying the readiness of prospective economics teachers in Indonesia. Three stages were used: model specification, outer model evaluation, and inner model evaluation.

Results

Respondent Characteristics

The collected data follows the number of samples determined, namely 390 respondents. In general, respondents are students still taking undergraduate education (S1) in the department or study programme of economic education.

Table 2

Respondent characteristics

Characteristics	Amount	Percentage
Gender		
Male	103	26.41%
Female	287	73.59%
Age		
< 18	0	0%
19	3	0.77%
20	96	24.62%
21	122	31.28%
> 21	169	43.33%
Parents' occupations		
Entrepreneur	112	28.72%
Civil servant	99	25.38%
Farmers	23	5.90%
Educators	14	3.59%
Indonesian National Armed Forces / Indonesian National Police	10	2.56%
Others	132	33.85%
Father/mother's latest education		
Elementary school	9	2.31%
Junior high school/equivalent	59	15.13%
High school/equivalent	76	19.49%
D1	9	2.31%
D2	11	2.82%
D3	14	3.59%
SI/D4	160	41.03%
S2	34	8.72%
S3	18	4.62%
Previous educational background		
High school/equivalent	297	76.15%
Vocational high school/equivalent	93	23.85%
University		
Unimed	65	16.67%
UPI	65	16.67%
Unesa	65	16.67%
UM	65	16.67%
UNG	65	16.67%
Undiksha	65	16.67%

Partial Least Square (PLS) Analysis

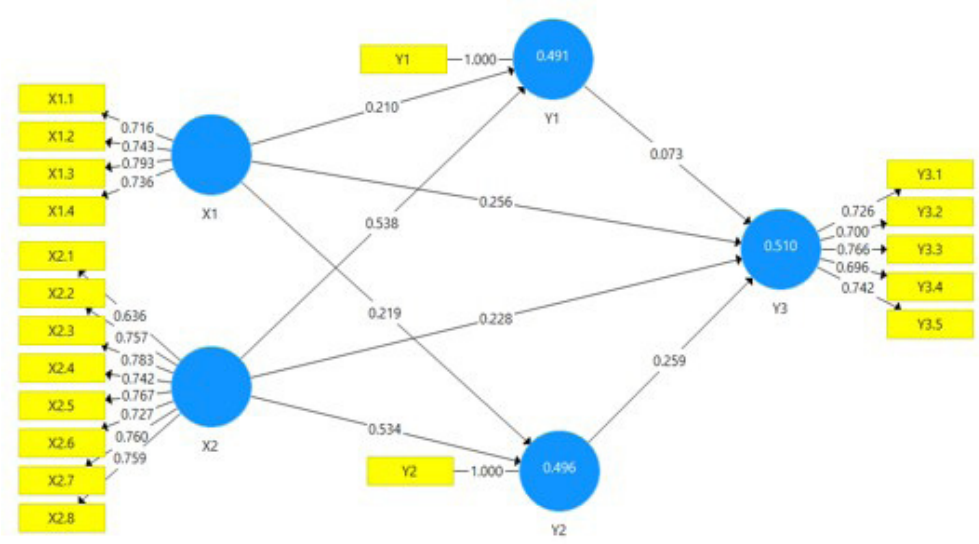

Fig. 4. Measurement model path diagram design

Convergent Validity 1st Order

Convergent validity on each indicator in the measurement of dimensions has the intention and purpose of obtaining and knowing the value of the loading factor. One of the indicators is stated as valid if it has a positive value and a value greater than 0.6. The 1st-order convergent validity test results can be illustrated in Table 3, which is related to the recap of the results of the First Convergent Validity test.

Table 3

First order convergent validity recapitulation of test results

Variable	Indicator	*Loading factor*	Description
Commitment to becoming a teacher (X1)	Commitment to students (KS)	0.716	Valid
	Commitment to teaching (KM)	0.743	Valid
	Commitment to school (KSK)	0.793	Valid
	Commitment to the profession (KP)	0.736	Valid
Economic considerations (X2)	Salary (G)	0.636	Valid
	Free Time (WL)	0.757	Valid
	Job security/legal status (KPSR)	0.783	Valid
	Desire to raise children (KMA)	0.742	Valid
	Desire to work with children/teens (KBAR)	0.767	Valid
	Family/career compatibility (KKK)	0.727	Valid
	Desire to convey knowledge (KMP)	0.760	Valid
	Become a role model teacher for him/her (GDS)	0.759	Valid
Professional competence (Y1)		1.000	Valid
Pedagogical competence (Y2)		1.000	Valid
The readiness of prospective economics teachers (Y3)	Self-competence in online teaching skills and learning design (SC)	0.762	Valid
	Perceived usefulness of digital communication to improve academic skills (PU)	0.700	Valid
	Self-directed learning in using computers (SDL)	0.766	Valid
	Motivation to improve advanced computer skills (MO)	0.696	Valid
	Financial using learning management systems or online learning (FI)	0.742	Valid

Discriminant Validity

The discriminant validity test was carried out using cross-loading calculations. The criteria are that the measurement unit is declared valid if an indicator measures a certain variable and the factor loading value exceeds the correlation between the indicator and other indicators. The results of the cross-loading calculation are in Table 4.

Table 4

Discriminant validity using Fornell-Lacker criterion

	Commitment to becoming a teacher	Economics consideration	Professional competence	Pedagogical competence	The readiness of prospective economics teachers
Commitment to becoming a teacher	0.748				
Economics consideration	0.698	0.743			
Professional competence	0.585	0.684	1.000		
Pedagogical competence	0.592	0.687	0.900	1.000	
The readiness of prospective economics teachers	0.611	0.634	0.612	0.633	0.727

Reliability Testing

Two calculation methods were used to assess a construct's reliability level: Cronbach's Alpha and Composite Reliability. In line with the test criteria, a construct achieves reliability if the Cronbach Alpha value exceeds 0.6 and the Composite Reliability value exceeds 0.7. The calculation data shows that Cronbach's alpha has met the threshold (> 0.6).

Table 5

Summary of Cronbach's alpha and composite reliability test results

Variable	*Cronbach's alpha*	*Composite reliability*	Description
Commitment to becoming a teacher	0.737	0.835	Reliable
Economics consideration	0.883	0.907	Reliable
Professional competence	1.000	1.000	Reliable
Pedagogical competence	1.000	1.000	Reliable
The readiness of prospective economics teachers	0.777	0.848	Reliable

Hypothesis Testing

Direct Effect Hypothesis

Hypothesis testing was conducted to evaluate whether there is a significant correlation between exogenous and endogenous variables. Based on the criteria used, exogenous variables significantly influence endogenous variables if the p-value is less than or equal to the significance level (α = 5%). The results of this hypothesis testing are presented in Table 6.

Table 6

Results of direct effect hypothesis testing

Exogenous variables	Endogenous variables	*Direct coefficient*	*T statistics*	*P values*	Description
Commitment to becoming a teacher (X1)	Professional competence (Y1)	0.210	4.349	0.000	Supported
Commitment to becoming a teacher (X1)	Pedagogical competence (Y2)	0.219	4.502	0.000	Supported
Commitment to becoming a teacher (X1)	Readiness of prospective economics teachers (Y3)	0.256	4.481	0.000	Supported
Economic considerations (X2)	Professional competence (Y1)	0.538	12.069	0.000	Supported
Economic considerations (X2)	Pedagogical competence (Y2)	0.534	12.036	0.000	Supported
Economic considerations (X2)	Readiness of prospective economics teachers (Y3)	0.228	3.701	0.000	Supported
Professional competence (Y1)	Readiness of prospective economics teachers (Y3)	0.071	0.744	0.457	Not supported
Pedagogical competence (Y2)	Readiness of prospective economics teachers (Y3)	0.259	2.643	0.008	Supported

Source: data analysed by the researchers

Indirect Effect Hypothesis

Hypothesis testing for indirect effects was carried out to assess whether exogenous variables influence endogenous variables through the role of intervening variables. Based on the testing criteria, if the p-value ⩽ significance level (α = 5%), it can be inferred that there is a significant effect of exogenous variables on endogenous variables indirectly through intervening variables. The results of hypothesis testing for this indirect effect are summarised in Table 7.

Table 7

Results of indirect effect hypothesis testing

Exogenous variables	Mediating variables	Endogenous variables	Coeff	T statistics	P values	Description
Commitment to becoming a teacher	Professional competence	The readiness of prospective economics teachers	0.015	0.701	0.484	Not supported
Economics consideration	Professional competence	The readiness of prospective economics teachers	0.039	0.723	0.470	Not supported
Commitment to becoming a teacher	Pedagogical competence	The readiness of prospective economics teachers	0.057	2.346	0.019	Supported
Economics consideration	Pedagogical competence	The readiness of prospective economics teachers	0.138	2.496	0.013	Supported

Discussion

The Influence of Commitment to Becoming a Teacher on the Professional Competence of Prospective Economics Teachers in Indonesia

The commitment to become a teacher in this study has a positive and significant impact on the professional competence of prospective economics teachers in Indonesia. In this case, a student committed to entering the economics education study programme is highly willing to learn economics material. Suppose they are committed to being a teacher but do not understand economics material; they will not be able to teach the material to their students in the future. This relationship shows that committed teachers are more likely to be involved in professional development activities that improve their teaching competence, as stated by S. Hosny et al. [35]. A commitment to lifelong learning is also essential for maintaining and enhancing professional competence. A commitment to lifelong learning is also essential for maintaining and enhancing professional competence. Teachers committed to continuing professional development are more likely to engage in activities that foster growth and maintain their competence. Commitment to school is the most important indicator prospective teachers can obtain through personal experience. These experiences include when they were still students at school, conducted observations at schools related to certain courses, School Field Introduction Programme (PLP), and conducted undergraduate thesis research. Universities, especially Indonesian Teacher Training Institutions (LPTK), must maintain programmes related to school observations, considering that this is an indicator of the greatest contribution to commitment to becoming a teacher.

The Influence of Commitment to Becoming a Teacher on the Pedagogical Competence of Prospective Economics Teachers in Indonesia

A commitment to becoming a teacher has a positive and significant effect on pedagogical competence in prospective economics teachers in Indonesia. In line with the previous discussion, prospective teachers with high commitment will also have high pedagogical competence. This is because if a prospective teacher is committed to becoming a teacher, they must have high pedagogical abilities, as stated by F. Dayagbil and R. Alda [36]. How can someone become a teacher if they do not master pedagogical competence? Having a good understanding of economic teaching materials does not necessarily give prospective teachers the courage to teach. A good understanding of economics will be in vain if prospective teachers do not know how to teach it. This finding aligns with the results of several previous studies, which have shown that a commitment to the teaching profession is associated with higher pedagogical competence. Prospective teachers who are motivated and committed to their career choices tend to develop better teaching skills and pedagogical knowledge. According to B. Afalla and F. Fabelico, teaching practices and profes-

sional development programmes significantly improve the pedagogical competence of prospective teachers, indicating that a commitment to continuous learning and improvement is essential [37].

The Influence of Commitment to Becoming a Teacher on the Readiness of Prospective Economics Teachers in Indonesia

Commitment to becoming a teacher has a positive and significant influence on the readiness of prospective economics teachers in Indonesia. This implies that teacher commitment is closely related to their readiness to teach. According to B. Afalla and F. Fabelico [37], this also means that the higher the commitment to becoming a teacher, the more prepared they will be to become a teacher. Nonetheless, this study omitted the examination of certain factors, including teaching readiness, which is potentially influenced by perceptions of one's prospective career in teaching. To achieve readiness, prospective teachers must participate in continuing professional development programmes and professional experiences. These programmes positively contribute to higher levels of commitment and readiness. Based on the insights of J. König and M. Rothland [38], teachers who continuously learn and receive constructive feedback, are more committed and better prepared. To ensure that prospective teachers are well-prepared before entering the classroom, states are urged to strengthen teacher preparation programs by incorporating subject-specific teaching methods, hands-on field experiences, and effective instructional approaches. It would be easier if states were to screen prospective teachers more rigorously. Effective hiring practices are essential to attracting competent and committed teachers. This involves selecting candidates with strong academic backgrounds, those with a passion for teaching, and a commitment to student success.

The Influence of Economic Considerations on the Professional Competence of Prospective Economics Teachers in Indonesia

The results of this study confirm that economic considerations have a positive and significant impact on the professional competence of prospective economics teachers in Indonesia. Prospective teachers who consider economics to become teachers will be more serious about studying economic knowledge, as stated by J. Julia et al. [39]. They already know the advantages and disadvantages of being a teacher economically. If an individual understands the economic advantages of being a teacher, then he or she will be more enthusiastic about studying economics material. Those who consider economic considerations an advantage will need economic competency, which includes both theoretical knowledge and practical skills, both of which are very important for professional application and career development. Economic competency is a means to build a life and career trajectory, which shows its significant role in professional competence. Many public school teachers in the United States participate in defined-benefit pension plans, which can offer substantial economic incentives, especially for those who remain in the profession for many years. This suggests that long-term economic benefits may be a factor for those who choose to become teachers. Nevertheless, this is not the case for those

who consider economic considerations a disadvantage. Economic stressors such as low wages, high cost of living, and debt significantly impact teacher well-being and job satisfaction.

The Influence of Economic Considerations on the Pedagogical Competence of Prospective Economics Teachers in Indonesia

Economic considerations in the results of this study also have a positive and significant influence on pedagogical competence in prospective economics teachers in Indonesia. Similar to the previous discussion, if someone chooses to become a teacher because of economic considerations, they will be more serious about studying materials related to pedagogy, as noted by V. Msila [40]. Knowing the economics material will be useless if teachers do not know how to teach it to students. Prospective teachers require a deep understanding of pedagogical principles, including classroom management, student motivation, and learning theories. The reason someone chooses to be a teacher is also because they want to work with children. Working with children is often less stressful than working with older adults. The obligation to work with children will certainly make someone study more diligently regarding pedagogical knowledge. Prospective teachers will be motivated to learn more about understanding the character of each student and finding solutions when students encounter problems. Studying pedagogical knowledge also benefits prospective teachers in educating their children at home. By studying pedagogical knowledge, a teacher can benefit from educating students at school as well as their children at home, as mentioned by I. Rots and A. Aelterman [41].

The Influence of Economic Considerations on the Readiness of Prospective Economics Teachers in Indonesia

The following discussion in this study is the influence of economic considerations on the readiness of prospective economics teachers in Indonesia. The results obtained indicate a positive and significant influence. This means that individuals who choose to become teachers due to economic considerations will be better prepared to become teachers. Each country has a different civil servant teachers' recruitment system so that teachers get certainty or official status as teachers. In Spain, the official examination system for teaching positions involves several stages, including syllabus preparation, practical case solutions, and presentation of didactic units. This rigorous process ensures that only the most qualified candidates are selected. In Indonesia, the recruitment process for primary school teachers has been criticised for its lack of transparency and fairness, leading to social injustice and dissatisfaction among long-serving honorary teachers. According to P. Burridge, teacher recruitment as civil servants or private employees is influenced by financial criteria, which can affect the perceived value of official status [42]. Lastly, Lithuania has adopted a new recruitment model influenced by New Public Management principles, emphasising general and managerial competencies. This model is considered more transparent, efficient, and flexible than the previous legalistic approach.

The Influence of Professional Competence on the Readiness of Prospective Economics Teachers in Indonesia

The results of the next discussion are different and surprising because professional competence does not affect the readiness of prospective economics teachers in Indonesia. This indicates that even though prospective teachers have high or low professional competence, it does not necessarily make them ready or unready to become teachers. Prospective teachers with high professional competence alone will not prepare them to become teachers, as stated by E. Rizkasari et al. [43]. Further training is needed, especially in terms of understanding pedagogical competencies. Beginning teachers also often feel unprepared in areas such as classroom management and the use of appropriate pedagogical strategies, despite feeling confident in their subject knowledge. Ongoing support and professional development are essential to address this gap. This suggests that having high levels of professional competency alone does not prepare them to become teachers. Further training is needed, especially in terms of understanding pedagogical competencies. A holistic approach to teacher preparation is also needed. This approach includes understanding the curriculum, developing lesson plans, and integrating technology and innovative teaching methods. Teacher readiness also involves more than mastering classroom practices; it includes engaging with the community and understanding the lived experiences of learners, as mentioned by P. J. Woods and Y. Copur-Gencturk [44]. This broader engagement is essential for teachers to function as global citizens and effectively accommodate the differing needs of students.

The Influence of Pedagogical Competence on the Readiness of Prospective Economics Teachers in Indonesia

This discussion examines the influence of pedagogical competence on prospective economics teachers' readiness in Indonesia. These results show that pedagogical competence has a positive and significant influence on the readiness of prospective economics teachers in Indonesia. This indicates that pedagogical competence is more important for prospective teachers than professional competence. The finding is in accordance with this research results, which state that continuous training in pedagogical skills is needed for teachers to meet the ever-growing demands of education. Training programmes focusing on pedagogical skills rather than content knowledge have positively affected teaching practices, as stated by P. A. Jáuregui, J. F. L Mujika, and L. L. Hernández [45]. Pedagogical Content Knowledge (Integration of Content and Pedagogical Knowledge) is considered a key component of teacher competence. It involves understanding how to present subject matter in a way accessible to students, emphasising the importance of pedagogical strategies rather than mere content knowledge. Thus, pedagogical knowledge is indeed more important than knowledge of teaching materials. Although content knowledge is necessary, pedagogical knowledge enables teachers to deliver content and manage the classroom effectively, ultimately leading to better teaching performance and student learning outcomes, as mentioned by E. I. Mychko and A. S. Zyolko [46].

The Influence of Commitment to Becoming a Teacher on the Readiness of Prospective Economics Teachers in Indonesia through Professional Competence

The results of this study examine indirect influences. The first indirect influence obtained information that professional competence does not mediate the influence of commitment to becoming a teacher on the readiness of prospective economics teachers in Indonesia. The results of this analysis are included in the type of direct non-mediation only because there is a direct influence of commitment to becoming a teacher on readiness. However, professional competence does not succeed in mediating it. This means that a prospective teacher is considered ready, regardless of their professional competence, good or bad, as long as they are committed to becoming a teacher. According to P. Salter and K. Helbert [47], as long as they are committed, prospective teachers will be ready to work and fulfil their professional roles. Meanwhile, professional competence can be learned while working as teachers and developed through continuous training and experience. This is because professional competence is a dynamic process that increases with experience and is important for effective teaching and learning.

The Influence of Economic Considerations on the Readiness of Prospective Economics Teachers in Indonesia through Professional Competence

Similar to the previous discussion, professional competence also failed to mediate the influence of economic considerations on the readiness of prospective economics teachers in Indonesia. The results of this analysis are included in the direct-only non-mediation type because economic considerations directly influence readiness, but professional competence does not mediate it. This means that a prospective economics teacher is said to be ready if they accept economic considerations to become a teacher without first having good or bad professional competence. Given that economic considerations directly influence professional competence, prospective economics teachers who understand these will be better prepared to become teachers and later improve their professional competence, as stated by F. Bouley, E. Wuttke, K. Schnick-Vollmer et al. [48]. As the indicators discussed earlier, commitment to the school is an important factor. A comfortable working environment will prepare prospective teachers to work as teachers and feel enthusiastic about improving their professional competence. Continuous professional development and a supportive working environment are essential for teachers to develop their content knowledge and pedagogical skills, as mentioned F. Bouley, E. Wuttke, K. Schnick-Vollmer et al. [48].

The Influence of Commitment to Becoming a Teacher on the Readiness of Prospective Economics Teachers in Indonesia through Pedagogical Competence

The next discussion is related to the third indirect influence, namely pedagogical competence, which successfully mediates the influence of commitment to becoming a teacher on the readiness of prospective economics teachers in Indonesia. The results of this analysis are included in the type of complementary mediation because both direct and indirect influences are significant and lead in the same direction. The direct influence of commitment to becoming a teacher on the readiness of prospective economics teachers is significant, and pedagogical competence also successfully mediates it. Thus, to improve the readiness of prospective economics teachers in Indonesia, the commitment to becoming a teacher alone is enough to prepare them. However, it will be complete and even higher if prospective teachers have good pedagogical competence. Pedagogical competence is complementary because, logically, prospective teachers cannot teach without this competence. The indicator with the greatest contribution to the commitment to becoming a teacher is the commitment to the school. So, a positive and supportive school climate has a direct impact on teachers' performance. As indicated by A. Biermann, J. Karbach, F. M. Spinath et al. [49], schools that provide a safe, orderly, and calm environment ensure a comfortable learning process, which can increase teachers' enthusiasm and effectiveness in their roles. The role of teachers in this case is to teach and improve their pedagogical competence, so if teachers want to improve their pedagogical competence and readiness, then the school must be a comfortable place for them so that they are committed to the school.

The Influence of Economic Considerations on the Readiness of Prospective Economics Teachers in Indonesia through Pedagogical Competence

The final discussion in this study is to test the indirect effect where pedagogical competence successfully mediates the influence of economic considerations on the readiness of prospective economics teachers in Indonesia. The results of this analysis are included in the type of complementary mediation because both direct and indirect influences are significant and lead in the same direction. The direct effect of economic considerations on the readiness of prospective economics teachers is significant, and pedagogical competence also successfully mediates this effect. Thus, to improve the readiness of prospective economics teachers in Indonesia, economic considerations alone are enough to prepare them. However, it will be complete or even higher if prospective teachers have good pedagogical competence. Economic considerations are supported by important indicators, namely the official status held by teachers. The status of employment and teachers' workload significantly impact their job satisfaction and career plans, as explained by T. Nunes and P. Bryant [50]. Positive working conditions, including involvement in school decision-making and recognition for good work, correlate with teachers feeling valued and ready to work. However, the readiness of prospective teachers will be better or complete if accompanied by good pedagogical competence. The study results indicate that ex-

tensive preparation in pedagogy and teaching practice is essential to produce novice teachers who feel ready to teach both subject and pedagogical skills.

Conclusion and Implications

The conclusion of this study reveals that a commitment to becoming a teacher has a positive effect on both professional and pedagogical competence and increases the readiness of prospective economics teachers in Indonesia. Economic considerations also positively affect professional competence, pedagogical competence, and readiness of prospective teachers. However, professional competence does not significantly affect the readiness of prospective economics teachers. In contrast, pedagogical competence has a positive effect on their readiness. In addition, commitment to becoming a teacher and economic considerations do not affect the readiness of prospective teachers through professional competence. However, both have a positive effect through pedagogical competence with a complementary mediation type. This means that the higher the commitment to becoming a teacher, combined with economic considerations and pedagogical competence, the higher the readiness of prospective economics teachers in Indonesia.

The results of this study provide implications for Thorndike's law of readiness, which highlights the importance of observation in schools, the economic benefits of becoming a teacher, and the development of professional and pedagogical competencies in improving the readiness of prospective economics teachers. This study strengthens the theory that teachers' psychological conditions significantly impact their readiness and performance. Pedagogical competence is proven to be a dominant factor in shaping the readiness of prospective teachers, indicating that good teaching skills increase their self-confidence. Therefore, the Indonesian Teacher Training Institution (LPTK) needs to develop Vroom's motivation theory and enrich the curriculum with the theory of opportunity costs of becoming a teacher.

Practically, these research findings are useful for various parties. For educators, this study can be used as a reference in microeconomics, macroeconomics, and educational science courses, as well as teaching materials in PPG programs to prepare students for performance tests. Universities can use it to evaluate students' professional and pedagogical competencies to improve the curriculum so that their graduates are better prepared for PPG selection. Meanwhile, further researchers can explore other variables such as intrinsic motivation, teaching practice experience, institutional support, and social and cultural factors to examine their influence on the readiness of prospective teachers.

Another important thing is the contribution to the world of education in developing countries. In various countries, education policies and teacher welfare vary. Therefore, future research can examine how government policies, such as teacher allowances, certification pathways, or incentive programmes, affect the readiness and motivation of prospective teachers in countries with lower-middle economic conditions or similar to Indonesia to find the best alternative solutions.

Limitations

This study has several limitations that can be improved in further studies. Firstly, this study only focuses on the variables of commitment to becoming a teacher, economic considerations, and professional and pedagogical competence, so it has not considered other factors that may have an influence. Secondly, the research design used is cross-sectional, so it has not been able to capture the dynamics of changes in the readiness of prospective teachers in the long term. Thirdly, this study has not explored contextual factors that can affect the findings, such as differences between regions or educational institutions.

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