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The Effect of Microteaching and Students Self-Efficacy on Readiness to Teach Economics Lessons in School Field Experience (SFE) Program

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Abstract:

Teaching readiness is one of the benchmarks for the success of students in the faculty of teaching and education because teaching is a practical skill that must be realized when students pursue the School Field Experience (SFE) Program. This research was conducted to determine microteaching and student self-efficacy in providing partial and simultaneous effects on the teaching readiness of economics education studies. A quantitative approach was used as the research methodology, with a population of all students in the Economics Education Study Program who had taken the microteaching course, resulting in a sample size of 120 students. In line with the saturation sampling technique, the entire population was selected as respondents due to the relatively small number of respondents and their ability to provide information. A questionnaire was used to collect all data, validated with Confirmatory Factor Analysis and Cronbach Alpha for reliability. Data were analyzed using descriptive and inferential statistics, including a *t*-test to determine partial effects and an *F*-test to determine simultaneous effects. The results showed that microteaching and student self-efficacy had a positive effect on the readiness to teach economics lessons, both partially and simultaneously. The implications of this study are aimed at students to increase their self-efficacy by adapting their learning strategies and fully engaging in both theoretical and practical pedagogical learning.

Keywords: teaching readiness, economics lessons, students self-efficacy, microteaching.

Introduction

Teaching readiness is a condition possessed by an individual, indicated by the ability to respond in teaching activities in terms of mental, physical, social, and emotional aspects (Rahmadani, 2022; Irawati et al, 2022). Darling-Hammond (2020) states that teaching readiness is a condition of comprehensive ability that includes cognitive, affective, and psychomotor

aspects needed in carrying out teaching tasks. The theory related to teaching readiness is also reinforced by Nazar (2018) that teachers must be ready to design learning, arrange, and manage the class so that they can fulfill the tasks of educating, teaching, and guiding students. The essence of teaching readiness is the condition of the teacher, which includes cognitive, affective, and psychomotor aspects in realizing the theory and practice of learning.

Teaching readiness is measured using four main indicators proposed by Pribudhiana, Don, Yusof (2021), consist of pedagogical competence readiness, personal competence readiness, professional competence readiness, and social competence readiness. This theory is also in line with teacher competencies required by the Indonesian Government as stated in Law Number 14 of 2005 concerning Teachers and Lecturers in Article 10, that teacher competencies include pedagogic, personality, social, and professional competencies. Teaching students who are being prepared to become teachers should rightly prepare themselves to have these four competencies, including teaching students in the field of economics. Regarding the first teaching readiness, students are expected to master the theory and practice of learning management, which consists of classroom management, teaching methods, learning assessment, lesson planning, and adaptive teaching (König et al., 2011). Personal competence readiness is used to identify the level of personality maturity, which includes the character and moral integrity of students as prospective educators (Lukman et al., 2021). Readiness for social competence is used to assess students' ability to build constructive interactions and communication with various parties within the school education ecosystem (Blegur et al, 2026). Finally, professional competence readiness is used to measure the depth of mastery of the theory of the subject matter that will be taught (Yıldırım, 2016).

These four teaching readiness requirements are absolutely essential for students of the Faculty of Teacher Training and Education (FoTTE), including economics education students, as they are projected to become economics teachers. Economics has specific characteristics, as outlined by Amrullah (2021): 1) starting from real events or visible economic problems, 2) developing theories to explain facts with rational thinking, 3) conducting analyses that generally use problem-solving models, 4) seeking the best solution to a problem, and 5) arising from resource constraints.

The specific characteristics of economics lessons include contextual, analytical, and problem-solving traits that are oriented towards real economic phenomena and rational decision-making in everyday life. Therefore, readiness to teach economics is a specific readiness possessed by students of the Economics Education Study Program to teach various economic concepts to students in schools competently and meaningfully. Several factors shape teaching readiness (Chaniago & Caska, 2023; Dewi, Indrawati, & Caska, 2025), consists: family environment, microteaching, School Field Experience (SFE), perception of

the teaching profession, and students' self-efficacy. Microteaching and students' self-efficacy are interesting variables to research further, as they represent the internal and external conditions of teaching students. Furthermore, there has been inconsistency in several research results on the effects of these two variables on students' teaching readiness.

Previous studies have shown that microteaching has a significant impact on the teaching readiness of students as prospective teachers. Research by Chaniago (2023) indicates that microteaching had a positive and significant impact on the teaching readiness of students at the Faculty of Teacher Training and Education, University of Riau. This finding indicates that the higher the microteaching skills acquired by students, the higher their level of teaching readiness. Similar results were also found in a study by Chintya's (2024), which revealed that microteaching learning had a positive impact on the teaching readiness of students in the Office Administration Education Study Program at Jakarta State University. This strengthens the understanding that microteaching is an effective learning approach and can enhance students' teaching readiness. In addition, research conducted by Thomas (2025) in Ontario, Canada, also emphasizes the importance of microteaching in teacher training. He stated that teacher training structured through the microteaching approach is able to improve teachers' evaluation and self-reflection skills, which are essential components of an educator's professionalism. However, not all studies show similar results. Sofiarani (2019) found that the quality of microteaching did not significantly influence teacher readiness to become a professional teacher. This study suggests that other factors beyond microteaching may be more dominant in influencing teacher readiness.

Another factor that influenced teaching readiness was student self-efficacy. Student self-efficacy referred to one's belief in their ability to effectively perform specific tasks. Maksum's (2022) study indicated that readiness for change had a significant influence on student self-efficacy and teacher performance. These findings indicated that teachers with high self-efficacy tend to be more prepared to face change and are able to improve their performance. Hervina (2023) stated that student self-efficacy had a significant influence on teaching readiness. This implied that students who had high levels of self-efficacy were better prepared to face the challenges of the teaching profession. In line with the research findings of Devi, Kurniawan, & Majid (2023) had demonstrated that student self-efficacy and teaching practice had significantly influenced teaching readiness directly. Oroh, Arsana, & Dolonseda (2025) had also proven that self-efficacy had a significant positive effect on teaching readiness and had served as a moderator that strengthened the relationship between techno-pedagogical competence and teaching readiness.

Although research has shown a positive relationship between student self-efficacy and teaching readiness, several empirical studies in Indonesia have found different results. Research by Salsabila (2022) found that student self-efficacy had no significant effect on teaching readiness. Reasons for students' lack of teaching readiness include a lack of confidence in their abilities, a perceived lack of classroom mastery during teaching practice, a lack of mastery of required teacher competencies, and a lack of interest in becoming a teacher. Meanwhile, microteaching courses had a positive effect on teaching readiness. These results confirm that pedagogical practice components can better determine actual readiness than perceived self-efficacy alone.

This condition is in line with previous research, was also found among FoTTE students in Central Java Province. Information obtained from initial interviews with economics education students from September to November 2025 reported that the majority of students were not yet ready to teach in the SFE program. After completing a more detailed pre-research questionnaire with 40 students, several important pieces of information emerged, as shown in the following figure:

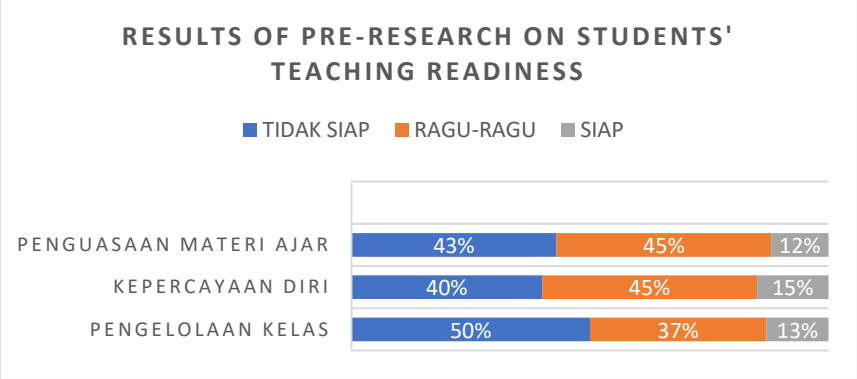


Figure 1. Result of Pre-Research on Student's Teaching Readiness

It can be concluded from Figure 1 that the teaching readiness of Economics Education students at the FoTTE still requires attention. The curriculum designed for FoTTE students already includes theoretical and practical courses in pedagogical science, particularly microteaching courses, which are expected to develop teaching skills. In addition to the curriculum design presented by FoTTE, internal factors within the students also play a crucial role, including student self-efficacy, as it fosters confidence in optimizing their potential.

It is indicated that there are empirical and population gaps related to students' teaching readiness. This empirical gap is identified by several research findings showing inconsistencies in the microteaching and self-efficacy variables. Regarding the population gap, it is known that there has been no research specifically focused on students in the Economics Education study program. The uniqueness of this

research topic is also supported by preliminary research findings that indicate problems with students' teaching readiness. This condition served as the basis for the research, which aimed to: 1) determine the effect of microteaching on the teaching readiness of economics education students; 2) determine the effect of student self-efficacy on the teaching readiness of economics education students; 3) Determine the simultaneous effect of microteaching and student self-efficacy on the teaching readiness of economics education students.

Referring to the Social Learning Theory of Career Decision Making, it is known that career decisions are not solely determined by internal factors but are also influenced by various external factors and learning experiences. This theory outlined four primary factors that influenced the career decision-making process, which consist of genetic endowment, environmental conditions, learning experiences, and task approach skills (Krumboltz, 1996). Furthermore, this concept is used as a basis foundation of the present study because it provided a comprehensive and systematic explanation of the process by which pre-service teachers developed career readiness, involving the interaction between learning experiences "microteaching" and students' self-belief "student self-efficacy" regarding their career confidence "teaching readiness". Accordingly, this theory functioned as a conceptual bridge connecting the problem phenomenon with its underlying theoretical framework.

Research Methodology

This study used a quantitative approach and was conducted at the Faculty of Teacher Training and Education (FoTTE) in Central Java Province for three months, from January to March 2026. The independent variables in this study were microteaching (X1) and student self-efficacy (X2), while the dependent variable was teaching readiness (Y). The study population consisted of all students of the Economics Education Study Program who have taken the microteaching course, resulting in 120 students. In line with the saturated sampling technique, the entire population was determined as respondents because the number of respondents was relatively small and all of them were able to provide information.

The microteaching variable was measured using a questionnaire adapted from Altuk (2018), the self-efficacy variable was measured using a questionnaire adapted from Sonmark et al. (2017), and the teaching readiness variable was measured using a questionnaire adapted from Rahim (2024). Prior to the main data collection, the questionnaires were pilot-tested on 30 respondents outside the sample.

Confirmatory Factor Analysis (CFA) based on Covariance-Based Structural Equation Modeling (CB-SEM) was conducted to examine the construct validity of the research questionnaires. The CFA was

evaluated in detail using fit indices, including the P-value, Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR). The model is considered fit when the CFI and TLI values are greater than 0.90 (Hair et al., 2019). Furthermore, the questionnaire is considered to demonstrate acceptable fit when the RMSEA value is less than 0.08 and the SRMR value was less than 0.09 (Hair et al., 2019). Furthermore, the questionnaire was tested for reliability using the Cronbach's Alpha formula. It was reported that the questionnaire items have adequate construct validity and the questionnaire is also reliable, thus confirming their suitability for use in the research. The results of the construct validity and reliability tests are presented as follows:

Table 1. Goodness of Fit Results

Fit Index	Test Result X1	Test Result X2	Test Result Y	Criteria
P Value	0,378	0,075	0,219	>0,1
TLI	0,980	0,903	0,941	> 0.90
CFI	0,985	0,925	0,957	> 0,90
RMSEA	0,041	0,092	0,071	< 0,08
SRMR	0,085	0,100	0,098	< 0.09

The analysis was conducted using Confirmatory Factor Analysis (CFA) through SmartPLS software. The results indicated that the P-value of Microteaching (X1) and Teaching Readiness (Y) met the required criterion of >0.1, while the P-value of Student Self-Efficacy (X2) did not meet the criterion. This condition does not indicate that the model is not fit because the P-Value is sensitive to sample size, so the model's suitability is assessed more accurately based on other fit indices that indicate suitability (Tarigan & Fadilah, 2021).

The Comparative Fit Index (CFI) values of all three constructs, Microteaching (X1), Student Self-Efficacy (X2), and Teaching Readiness (Y) exceeded the minimum value of 0.90 as required by Hair et al. (2019). This indicated that the measurement model not only has a good fit, but also significantly better in explaining the data. The Tucker-Lewis Index (TLI) values of all three constructs has also met the minimum value of 0.90. These data are interpreted that the measurement model in this study not only has a good fit, but also considers the level of model parsimony adequately.

The Standardized Root Mean Square Residual (SRMR) value of Microteaching (X1) was 0.085, which fell below the threshold of 0.09, thereby fulfilling the required good fit criterion. While, the SRMR values of Student Self-Efficacy (X2) and Teaching Readiness (Y) has not yet reached the good fit category; however, both values remained within the acceptable fit range. Than tthe Root Mean Square Error of Approximation (RMSEA) value of Microteaching (X1) was 0.041 and that of Teaching Readiness (Y) was 0.071. This value is below 0.08 so it is included in the good fit category which indicates a good model fit.

Meanwhile, the RMSEA value of Student Self-Efficacy (X2) was 0.092. However, this value is still below the maximum limit of 0.10 which is the tolerance threshold, so it is still acceptable (Hair et al., 2019).

Considering that other fit indices such as the P-value, CFI, and TLI have met the minimum required values, the measurement model in this study is still considered suitable for use in structural model testing. After the model is deemed to be a good fit overall, the next step is to evaluate the validity of each indicator using standardized factor loading values.

Table 2. Factor Loading Results

Item	Construct	Outer loadings (standardized)	Interpretation	Item	Construct	Outer loadings (standardized)	Interpretation
X1.1.1	X1	0.780	Acceptable	X2.3.2	X2	0.671	Acceptable
X1.1.2	X1	0.785	Acceptable	X2.3.3	X2	0.855	Acceptable
X1.1.3	X1	0.865	Acceptable	X2.3.4	X2	0.846	Acceptable
X1.2.1	X1	0.822	Acceptable	X2.4.1	X2	0.889	Acceptable
X1.2.2	X1	0.879	Acceptable	X2.4.2	X2	0.761	Acceptable
X1.2.3	X1	0.951	Acceptable	X2.4.3	X2	0.789	Acceptable
X1.3.1	X1	0.909	Acceptable	Y.1.1	Y	0.769	Acceptable
X1.3.2	X1	0.701	Acceptable	Y.1.2	Y	0.865	Acceptable
X1.3.3	X1	0.835	Acceptable	Y.1.3	Y	0.707	Acceptable
X1.4.1	X1	0.777	Acceptable	Y.1.4	Y	0.565	Acceptable
X1.4.2	X1	0.708	Acceptable	Y.1.5	Y	0.829	Acceptable
X1.4.3	X1	0.789	Acceptable	Y.2.1	Y	0.852	Acceptable
X2.1.1	X2	0.946	Acceptable	Y.2.2	Y	0.950	Acceptable
X2.1.2	X2	0.907	Acceptable	Y.2.3	Y	0.761	Acceptable
X2.1.3	X2	0.765	Acceptable	Y.3.1	Y	0.745	Acceptable
X2.1.4	X2	0.776	Acceptable	Y.3.2	Y	0.784	Acceptable
X2.2.1	X2	0.820	Acceptable	Y.3.3	Y	0.870	Acceptable
X2.2.2	X2	0.769	Acceptable	Y.4.1	Y	0.907	Acceptable
X2.2.3	X2	0.765	Acceptable	Y.4.2	Y	0.662	Acceptable
X2.2.4	X2	0.840	Acceptable	Y.4.3	Y	0.770	Acceptable
X2.3.1	X2	0.729	Acceptable				

It was reported that all indicators in the three constructs, Microteaching (X1), Student Self-efficacy (X2), and Teaching Readiness (Y), had standardized factor loading values above 0.50. Thus, all questionnaire items met construct validity. As stated by Hair et al. (2019), an acceptable factor loading value is more than 0.50, and ideally a value of 0.70 or more. Thus, all indicators in this measurement model are declared valid and suitable for use in measuring the intended constructs.

Table 3. Reliability Test Results

Variabel Penelitian	Cronbach's alpha	N of item
Microteaching	0,724	12
Student Self-Efficacy	0,696	15
Teaching Readiness	0,658	14

Table 3 shows that the reliability test results for each research questionnaire variable were reliable, indicating that the questionnaires were consistent and stable in measuring the research variables.

After the instrument was declared valid and reliable, inferential statistical tests and prerequisite tests were conducted to address the research questions. The prerequisite tests consisted of a normality test (Kolmogorov–Smirnov, Sig. > 0.05), a linearity test (Sig. < 0.05), a multicollinearity test (Tolerance > 0.1; VIF < 10), and a heteroscedasticity test (SRESID and ZPRED scatterplots, with no specific pattern indicating homoscedasticity). The hypothesis test used was multiple linear regression to examine the effect of microteaching (X1) and student self-efficacy (X2) on teaching readiness (Y), using the model: $Y = \alpha + \beta1X1 + \beta2X2$. The partial effect is known from the results of the *t*-test (Sig. < 0.05), then the simultaneous effect is known from the results of the *F*-test (Sig. < 0.05), next role of the independent variable in this research is known from the coefficient of determination (adjusted R^2).

Results and Discussions

Prerequisite Test Results

Linearity Test

Table 4. Uji linearitas

Relationship	Linearity	Description
Y * X1	0.000	There is a linear relationship
Y * X2	0.000	There is a linear relationship

Based on the linearity test results, the significance value of Microteaching (X1) on Teaching Readiness (Y) in the Linearity column was 0.000, which was lower than the significance level of 0.05. This indicated that the relationship between microteaching and teaching readiness was linear and met the requirements for hypothesis testing. Similarly, the significance value of Student Self-Efficacy (X2) on Teaching Readiness (Y) was 0.000, which was also lower than 0.05. Therefore, the relationship between student self-efficacy and teaching readiness was linear and satisfied the assumptions for further hypothesis testing.

Multicollinearity Test

Table 5. Uji multikolinearitas

Variable	Tolerance	VIF	Description
Microteaching (X1)	0.619	1.624	No multicollinearity detected
Student Self-Efficacy (X2)	0.619	1.624	No multicollinearity detected

Based on the multicollinearity test results, Microteaching (X1) obtained a tolerance value of 0.619 (> 0.1) and a VIF value of 1.624 (< 10), indicating the absence of multicollinearity in the regression model. Similarly, Student Self-Efficacy (X2) obtained a tolerance value of 0.619 (> 0.1) and a VIF value of 1.624 (< 10), indicating that no multicollinearity was detected. Therefore, the regression model satisfied the multicollinearity assumption and was suitable for hypothesis testing.

Hemoscedasticity Test

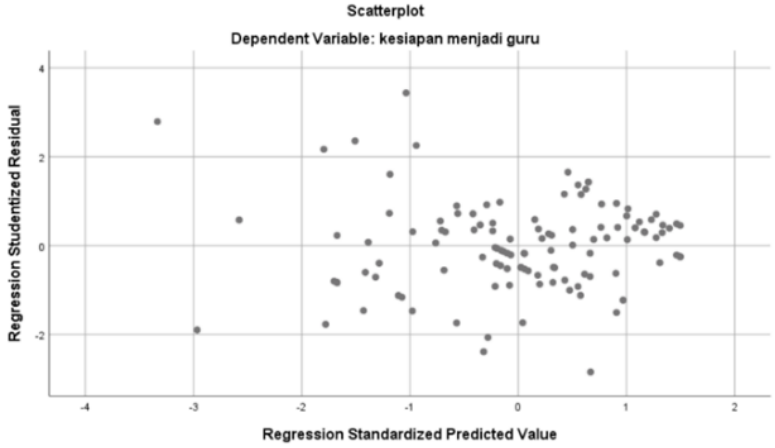


Figure 2. Heteroskedastisitas Test Results

Based on the scatterplot output, the data points were randomly distributed around zero and did not form any discernible pattern, such as a wave or funnel shape. This indicated that heteroscedasticity was absent, and the regression model satisfied the homoscedasticity assumption.

Hypothesis Test Results

Multiple Linear Regression

Table 6. Multiple Linear Regression Results

Coefficients[a]

	Unstandardized Coefficients	
	B	Std. Error
(Constant)	15.776	3.849
Microteaching (X1)	.592	.097
Student Self-Efficacy (X2)	.207	.059

$$\gamma = \alpha + \beta 1X1 + \beta 2X2 + e$$

$$\gamma = \alpha + 0{,}592X1 + 0{,}207X2 + e$$

The multiple linear regression model indicated that Microteaching (X1) had a regression coefficient of 0.592, while Student Self-Efficacy (X2) had a regression coefficient of 0.207. This implied that, assuming all other independent variables remained constant, a one-unit increase in microteaching would result in a 0.592-unit increase in teaching readiness. Similarly, a one-unit increase in student self-efficacy would result in a 0.207-unit increase in teaching readiness. Both variables obtained positive coefficients, indicating a positive effect on teaching readiness.

Partial Significance Test (*t*-Test)

Table 7. t-test Results

Hypothesis	Sig.	α	*t*-value	*t*-table	Decision
H1 (X1–Y)	0.000	0.05	6.129	1.661	Significant effect
H2 (X2–Y)	0.001	0.05	3.491	1.661	Significant effect

Based on the *t*-test results, Microteaching (X1) obtained a *t*-value of 6.129, which exceeded the *t*-table value of 1.661, with a significance value of 0.000 (< 0.05). Therefore, H1 was accepted, indicating that microteaching had a positive and significant effect on Teaching Readiness (Y). Similarly, Student Self-Efficacy (X2) obtained a *t*-value of 3.491, which exceeded the *t*-table value of 1.661, with a significance value of 0.000 (< 0.05). Accordingly, H2 was accepted, indicating that student self-efficacy also had a positive and significant effect on Teaching Readiness (Y).

Simultaneous Significance Test (*F*-Test)

Table 8. F-test Results

	F	Sig.
Regression	61.939	.000[b]

Based on the *F*-test results, the calculated *F*-value was 61.939. Since the *F*-calculated value (61.939) exceeded the *F*-table value (3.08) and the significance value (0.000) was less than 0.05, H3 was accepted. This indicated that Microteaching (X1) and Student Self-Efficacy (X2) simultaneously had a positive and significant effect on Teaching Readiness (Y).

Determination Coefficient Test

Table 9. Determination Coefficient Test Results

R	R-squared
0.753	0.567

Table 10 presented the multiple correlation coefficient (R) is 0.753, indicating a strong and positive relationship between microteaching and student self-efficacy with teaching readiness. This suggested that the better the microteaching experience and the higher the student self-efficacy, the greater the likelihood of teaching readiness. Meanwhile, the coefficient of determination (R-squared) of 0.567 indicated that 56.7% of the variation in teaching readiness was explained by the combined effect of microteaching and student self-efficacy. The remaining 43.3% was attributed to factors outside the variables examined in this study.

Discussion

The Effect of Microteaching on Teaching Readiness

The findings of this study were consistent with those of Altuk (2018), who reported that the better the implementation and students' experience in microteaching, the higher their readiness to assume the role of professional teachers. This readiness was reflected in their ability to plan lessons, deliver instruction, manage classrooms, and engage in reflective practice. Although Altuk's study involved students from the Business Education Department at the Federal College of Education, Abeokuta, the results yielded similar conclusions, indicating that microteaching played a crucial role in preparing pre-service teachers.

The results also align with Oguntunde (2019), who emphasized that microteaching broadens prospective teachers' understanding of the realities of the teaching profession. Through simulated teaching situations, students are confronted with the authentic dynamics and challenges of the classroom, such as classroom management, diverse student characteristics, time constraints, and performance pressure. This exposure not only fosters technical readiness but also mental and professional readiness, positioning microteaching as an initial adaptation process to the teaching profession.

Furthermore, this research supports Achuonye (2017), who argues that microteaching provides opportunities for prospective teachers to overcome personal barriers, including nervousness, anxiety of public speaking, low confidence, and communication difficulties. Repetitive exercises accompanied by constructive feedback allow students to evaluate and improve their teaching performance, thereby increasing their readiness to handle more complex teaching situations.

For students in the Economics Education program, microteaching serves as a vital bridge between pedagogical theory and classroom practice. Students who are fully engaged in microteaching tend to be better prepared to design lesson plans, select appropriate teaching methods and materials, and adapt

their teaching strategies to suit their students' characteristics. This demonstrates that microteaching not only enhances technical teaching skills but also strengthens professional attitudes and psychological readiness.

This study evaluates the implementation of microteaching using four main indicators: Pedagogical Content Knowledge (PCK), impact on experience, impact on performance, and impact on professional awareness. The PCK indicator reflects students' ability to integrate their mastery of economic content with appropriate pedagogical strategies. The findings indicate that microteaching enhances students' ability to present economic concepts systematically and contextually. The impact on experience indicator highlights the value of authentic teaching practice in shaping mental and professional readiness. The impact on performance indicator shows improvements in public speaking skills, structured classroom management, and confidence during teaching. Finally, the impact on professional awareness indicator emphasizes the development of responsibility, discipline, and ethical commitment through reflection and feedback.

Overall, based on these four indicators, microteaching provides a positive contribution in improving teacher readiness among students of Economic Education. This strengthens not only technical competence but also experiential learning, performance quality, and professional awareness as prospective educators.

The Effect of Students Self-Efficacy on Teaching Readiness

Acceptance of the second hypothesis is consistent with research conducted by Sonmark et al. (2017), which revealed that students' self-efficacy has a positive and significant influence on teaching readiness. The findings of this study indicate that students with higher levels of self-efficacy demonstrate greater readiness to undertake the roles and responsibilities of prospective teachers. Students' self-efficacy functions as an internal psychological factor that affects how individuals assess their abilities to carry out teaching tasks, manage the classroom, and overcome challenges that arise during the learning process. Although Sonmark et al. (2017) studied prospective teachers enrolled in the Teacher Professional Education Program, the results showed a similar pattern to those found in this study.

Previous research has also explored self-efficacy in various contexts. Morrell and Carroll (2023) examined self-efficacy in inclusive teaching practices and found that it is a strong predictor of teaching effectiveness. Tan and Amrhein (2019) also reported that teacher self-efficacy contributes to confidence in implementing inclusive strategies. Ah et al. (2021) further support the importance of self-efficacy in inclusive educational environments. In other contexts, Permana et al. (2016) found that self-efficacy plays

a role in mastering computational skills. Leyser et al. (2021) highlighted the contribution of self-efficacy in managing resources and the work environment. Despite these findings, research specifically focusing on prospective teachers, especially education students, in examining the relationship between student self-efficacy and teaching readiness remains limited.

For students in the Economics Education program, students' self-efficacy plays an important role in shaping teaching readiness. Students face complex academic and practical demands, including lesson planning, delivering abstract economic concepts, and managing classes with diverse student characteristics. Students who have high self-efficacy tend to believe that they can successfully perform these tasks. This belief fosters confidence, encourages experimentation with various teaching strategies, and supports reflective practices aimed at improving teaching quality.

Conversely, students with low self-efficacy are more likely to experience anxiety, self-doubt, and uncertainty when facing teaching challenges. This can undermine their readiness to become teachers, both mentally and professionally. Therefore, self-efficacy can be considered a key determinant of how well students are prepared to apply the competencies they have acquired during their academic training.

This study examines students' self-efficacy among Economics Education students based on four main indicators: student engagement, learning strategies, classroom management, and student achievement. The student engagement indicator reflects students' confidence in actively involving learners during instruction. The learning strategies indicator represents their belief in selecting and applying appropriate teaching methods for economic content. The classroom management indicator shows confidence in maintaining a conducive learning environment and handling class dynamics effectively. Finally, the student achievement indicator reflects students' belief that their learning efforts can positively influence learning outcomes. Overall, the research results show that the level of students' self-efficacy among Economics Education students supports their readiness to teach, because it strengthens confidence, responsibility, and commitment to achieving educational goals.

The Effect of Microteaching and Students Self-Efficacy on Teaching Readiness

The results of this study indicated that microteaching and students' self-efficacy simultaneously had a positive effect on teaching readiness among students of the Economics Education program. These findings showed that the more optimal students' experience in microteaching activities and the higher their level of self-efficacy, the better their readiness to carry out the roles and responsibilities of prospective teachers. The regression equation ($\gamma = \alpha + 0.592X1 + 0.207X2 + e$) shows that both independent variables have positive regression coefficients, meaning that an increase in students'

microteaching experience or self-efficacy, with other variables held constant, results in an increase in teaching readiness.

Microteaching provides practical and contextual learning experiences that allow students to develop teaching skills, understand classroom dynamics, and build professional awareness as educators. At the same time, self-efficacy serves as an internal psychological resource that shapes students' confidence in their ability to carry out educational tasks. Strong confidence encourages self-assurance, perseverance, and resilience in facing teaching challenges. The combination of adequate microteaching experience and high student self-efficacy creates a complementary effect in strengthening pedagogical, professional, and personal readiness to enter the teaching profession.

These findings are consistent with research conducted by Putri, Eryanto, and Rachmadania (2024) which found that microteaching and students' self-efficacy simultaneously have a significant influence on teaching readiness among education students. Their study showed that teaching experience gained through microteaching, when supported by strong self-confidence, optimally enhances pedagogical, mental, and professional readiness. Although their research focused on Office Administration Education students, the results align with this study in highlighting the importance of the synergy between teaching practice and self-efficacy.

This research is also in line with Krumboltz's Social Learning Theory of Career Decision Making (SLTCDM), which emphasizes that career readiness is influenced by learning experiences and cognitive factors. Microteaching can be seen as an instrumental learning experience that provides direct exposure to teaching tasks and professional responsibilities. Furthermore, these findings support Bandura's self-efficacy theory, which states that an individual's belief in their abilities affects their mindset, motivation, and behavior when facing tasks. Students with high self-efficacy tend to approach teaching responsibilities with greater confidence, perseverance, and commitment.

The synergy between microteaching and students' self-efficacy demonstrates how experiential learning and an internal belief system interact in shaping teaching readiness. In the context of Economics Education students, this combination strengthens pedagogical competence, psychological preparedness, and professional commitment. Overall, teaching readiness can be understood as the result of continuous learning experiences reinforced by strong student self-efficacy, integrating Krumboltz's perspective in explaining professional preparation.

Conclusion

It was concluded that: (1) microteaching had a positive effect on teaching readiness; (2) students' self-efficacy had a positive effect on teaching readiness; and (3) microteaching and students' self-efficacy simultaneously had a positive effect on teaching readiness in Economic Education students. The results of this study strengthen the Social Learning Theory of Career Decision Making that individual career readiness is formed through the accumulation of structured and continuous learning experiences "microteaching" and student self-confidence that grows through the learning process. The consequences of this study have an impact on Teacher Training and Education Institutions to optimize microteaching programs with teaching skills practices that are integrated with technology and the substance of economics lessons. Furthermore, students are expected to increase their self-confidence by adapting their learning strategies and fully engaging in both theoretical and practical pedagogical learning. Ultimately, students are prepared to teach, supported by their microteaching skills and self-efficacy.

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