

The Role of *Asistensi Mengajar*, TPACK, and Student Interest in Supporting Career Readiness within Educational Transformation

Nadya Shabirra Putri¹, Ika Zutiasari^{2*}, Wening Patmi Rahayu³, Dede Rusmana⁴
Faculty of Economics and Business, State University of Malang, Indonesia

Corresponding Author: Ika Zutiasari ika.zutiasari.fe@um.ac.id

ARTICLE INFO

Keywords: Teaching Assistance, TPACK, Interest in Teaching, Career Readiness

Received : 16, August

Revised : 30, August

Accepted: 27, September

©2025 Putri, Zutiasari, Rahayu, Rusmana: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Higher education is essential to prepare future educators who are qualified and able to face the demands of a changing educational landscape. In this study, the impact of “Asistensi Mengajar”, mastery of Technological Pedagogical Content Knowledge (TPACK), and interest in teaching on career readiness of education students will be analyzed directly and indirectly through the mediating function of teacher interest. This study employed a quantitative explanatory approach, with a sample of 105 Business Education students from the 2021 intake at the State University of Malang and the University of Surabaya. Data were collected using a questionnaire and analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The results showed that career readiness was strongly influenced by the “Asistensi Mengajar” and TPACK expertise, and that the relationship between them and students' interest in teaching was significantly mediated. The results of this study highlight the fact that intrinsic drive and enthusiasm for the teaching profession, in addition to experience and technical skills, determine students' career readiness. The implications of this research call for strengthening the integration of field practice, TPACK competency development, and approaches that foster professional interest in teacher education.

INTRODUCTION

In an increasingly dynamic era, the job market has undergone significant changes, both in terms of skills requirements, organizational expectations, and evolving work patterns. In this context, performance is a crucial indicator reflecting an individual's ability to meet job demands. Sedarmayanti, (2010) revealed that performance includes a number of factors, including ability, communication, initiative, punctuality, and quality of work. However, the phenomenon of *job mismatch* can be a significant obstacle to achieving optimal performance. A mismatch between the job being undertaken and the individual's skills, education, or interests often results in a decrease in the quality of work and productivity.

The phenomenon of *Job mismatch* occurs when the level of education of workers is not in accordance with the needs of the job. Among them are due to *overeducation*, *undereducation*, or even education that is appropriate. The conditions faced by business education and business education students at these two state universities have received appropriate education, but there is still an unpreparedness for a career as a teacher. This opinion is strengthened by the following data.



Figure 1. Initial Data of the Research
Source of researcher data, 2025.



Figure 2. Preliminary data of the study
Source of researcher data, 2025.

The graph above is the answer to 2 questions from the *pre-analysis* conducted by the author to 46 students of Business Education Unesa and Commerce Education at the State University of Malang. If the *mean* of these 2 questions is taken, as many as 25% of students answered doubts about their career readiness to become teachers. This unpreparedness will later threaten prospective workers, both those with low and higher education, because each can experience a mismatch between education and the job obtained (Veselinović

et al., 2020). The phenomenon of *job mismatch* occurs due to 3 main factors, (1) Lack of practical skills training, (2) Lack of understanding of one's own abilities and interests, (3) Lack of awareness and career readiness (Veselinović et al., 2020).

Slameto (2003:113) stated that readiness is a comprehensive condition of a person to respond to a certain situation, which is influenced by three main factors: (1) Learning and information skills; (2) Desires, reasons, and goals; and (3) Physical, mental, and emotional conditions. Career readiness itself reflects the competencies needed to enter the world of work or further study, including the ability to adapt quickly without long adjustments, so that it becomes an important capital for individuals before entering the industrial world (Mohamad & Ayu, 2020; Aprilita & Trisnawati, 2022). In the world of education, career readiness also concerns the competence to teach professionally without a long adaptation process.

The International Labour Organization (ILO) classifies job incompatibility into two, namely the mismatch between the demand and supply of skills and the mismatch between the education possessed and the job needs (Shahidan & Ismail, 2021). This mismatch limits the development of skills, so that individuals are not prepared for future job demands (Veselinović et al., 2020). In the context of prospective teachers, career readiness is influenced by career decisions and learning experiences during teacher education, which form competencies as provisions to face the world of work (Nurussyifa & Listiadi, 2021; Julia et al., 2020). Good teacher competence is very important for career readiness (Berliana & Endang, 2021), but in reality, many Business Education students choose this major as a backup option, parental encouragement, or no interest in becoming a teacher, as per interviews with UNESA and UM students of the 2021 batch.

LITERATURE REVIEW

Social Learning Theory of Career Decision Making (SLTCDM)

According to the *social learning theory of career decision making* (SLTCDM) developed by Krumboltz, job readiness is influenced by an individual's career decisions formed from four main factors: (1) genetic factors; (2) the environment; (3) learning experience; and (4) task comprehension (Krumboltz et al., 1976; in Berliana & Endang, 2021). Learning experiences play an important role in shaping an individual's interests, abilities, and values, which ultimately influences career readiness. Through this experience, the competencies needed to improve the quality of educators can be mastered by prospective educators (Julia et al., 2020). The career readiness of education students can be built through various strategies, one of which is through education, training, and teaching practice experience (Aprilita & Trisnawati, 2022). This readiness includes mental readiness and knowledge gained before entering class (Oktiani, 2017).

Based on the SLTCDM theory, learning experiences have a significant influence on career readiness (Yunus et al., 2024). "Asistensi Mengajar" provides direct teaching experience that positively impacts the career readiness of education students (Rwanda & Genjik, 2023). This program improves pedagogical competence, communication skills, and adaptation in the school environment (Yada et al., 2024). Other research also confirms that practical

experience through Teaching Assistantships supports students' readiness to become teachers (Yulianto & Khafid, 2016).

H1: The Influence of "Asistensi Mengajar"s on Career Readiness as a Teacher

Some previous studies have focused more on the study of TPACK in the field of science (Başaran, 2020; Chai, 2019; Iswadi et al., 2020; Setiawan et al., 2019), while TPACK's studies in the field of social humanities (soshum) are still limited (Berliana & Endang, 2021). The use of technology is not only important for science teachers, but also important for all teachers in various fields, including social science, to support learning processes that are adaptive to the times (Eutsler, 2021). Students who master TPACK are proven to have a higher readiness to become teachers in the digital era (Berliana & Endang, 2021). This mastery makes it easier for students to face modern learning challenges (Zulhazlinda et al., 2023). Riri & Delfi (2022) also emphasized that TPACK has a direct contribution to teachers' readiness to implement technology-based learning.

H2: The Effect of TPACK Mastery on Career Readiness as a Teacher

One of the most important elements that encourages someone to participate in an activity is interest (Agusti, 2020). When a person sees the quality or meaning of a situation related to their own needs and wants, they develop an interest (Alifah & Agatha, 2023). In addition to providing teaching experience, the "Asistensi Mengajar" increases students' desire to become teachers. Students who feel the role of teachers directly tend to have higher interest and confidence in the profession (Zulfa & Syamwil, 2023). This experience shaped students' positive perceptions of the world of education and encouraged them to choose a career as educators (Sulmi, 2023).

H3: The Influence of "Asistensi Mengajar"s on Interest in Becoming a Teacher

Öztürk et al. (2024) in their research stated that students who have mastered TPACK tend to show a high level of confidence and stronger motivation in carrying out the role of prospective educators. This is due to their ability to effectively integrate technology into the learning process, making them better prepared to face the challenges of the modern classroom that is full of digital demands. Students who master TPACK feel able to manage the learning process innovatively and respond to student needs, so that their confidence in teaching increases significantly. Meanwhile, findings from Sarwa et al. (2020) reveal that mastery of TPACK not only increases students' readiness to teach, but also contributes greatly to their interest in the teaching profession, especially in the context of education in the digital era.

H4: The Influence of TPACK Mastery on Interest in Becoming a Teacher

Bintan and Margunani (2018) in their research revealed that there is an influence on the career readiness of students in undergoing the teaching profession through their interest in becoming a teacher. Similar findings were also conveyed by Alifah and Agatha (2023) who revealed that students who are

interested in becoming teachers show a stronger readiness to face the dynamics and complexity of the teaching profession. Furthermore, the results of the research of Fauzi et al. (2023) reinforce previous findings by stating that the desire or interest in teaching is one of the main elements that greatly affect students' readiness to enter the world of work as educators.

H5: The Influence of Interest in Becoming a Teacher on Career Readiness as a Teacher

Fauzi et al. (2023) in their research revealed that interest in becoming a teacher plays a mediating variable that bridges the influence of teaching experience on students' readiness to undergo the teaching profession. The "Asistensi Mengajar", as a tangible form of teaching experience during the study period, is able to increase students' interest in the teaching profession, which in turn has a positive impact on their readiness to enter the world of work as educators professional. This shows that direct involvement in teaching activities not only enriches pedagogic skills, but also strengthens commitment and interest in the world of education. This is strengthened by research by Sulmi (2023) who states that students who participate in "Asistensi Mengajar"s and feel suitable for the dynamics of the teaching profession tend to have higher career readiness. Thus, interest in becoming a teacher can play an important role as a mediator in explaining how the teaching experience through the MBKM "Asistensi Mengajar" can contribute to a career to become a professional teacher substantially.

H6: Interest in Becoming a Teacher as a Mediator between Teaching Assistance and Career Readiness

Renovaka et al. (2023) in their research stated that interest in becoming a teacher has an important role in strengthening the influence of technological skills on students' readiness to teach. In this case, mastery of technology not only has a direct impact on readiness, but is also influenced by how much students are interested in the teaching profession itself. When students have a high interest in becoming teachers, their technological skills will be easier to integrate into the learning process, thus encouraging them to feel more prepared and confident to carry out the role of educators. Furthermore, the mastery of TPACK is one of the crucial aspects that supports the increase in interest. When students feel able to integrate technology with pedagogical approaches and content understanding effectively, they will feel more confident to enter the increasingly digital and dynamic world of education.

H7: Interest in Becoming a Teacher as a Mediator between TPACK Mastery and Career Readiness

METHODOLOGY

The relationship between the variables in this study is determined through quantitative methods in the type of explanatory research. The population in this study is students from S1 Business Education, State University of Malang, class 2021 and 143 students of S1 Business Education at the University of Surabaya

class of 2021. This study uses a sample selection technique in the form of *Probability Sampling* with a *Propotional Random Sampling*. The determination of the number of samples in this study was carried out using the Slovin formula, with an error rate of 5%, so that a total sample of 105 students was obtained.

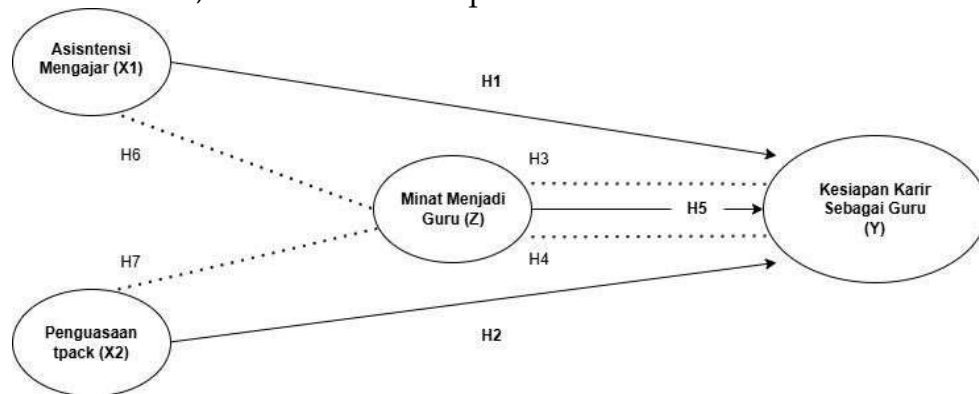


Figure 3. Research framework
Source: Researcher (2025)

This study uses questionnaires and observations as data collection instruments. The questionnaire form in this study is a *google form* that is distributed to students and uses a likert scale measuring tool of 1-5 and a multiple-choice question form. Descriptive statistical analysis and inferential analysis are the data analysis methods used in this study. The inferential analysis in this study is in the form of a *Partial Least Square-Structural Equation Model* (PLS-SEM) with the help of *SmartPLS 4.0* software.

RESEARCH RESULT

Results of Descriptive Analysis of Research Variables

The description of the variables in the study is the mean of the respondents' statements in the questionnaire. The mean value is used to see the tendency of the level of perception or attitude of respondents towards each variable. The results of the descriptive analysis of the "Asistensi Mengajar" variable (X1) show that most respondents gave positive answers. The item "I prepared the lesson plan according to the curriculum" obtained the highest score with a mean of 4.14 which was included in the category (Excellent), followed by "Conducted evaluation after learning" with an average of 4.08 (Good). Understanding of the components of the lesson plan and the variation of learning methods are included in the category (Good) with a mean of 3.66 and 3.55. However, items related to teaching confidence showed the lowest score, namely 3.22 (Quite Good), indicating that there are still doubts from some respondents when teaching in class. Overall, the program is considered to be running well, although improvements in confidence are still needed.

The results of the descriptive analysis of the TPACK variable (X2) showed that most of the items in the measured variable were in the good category. The item "Logical arrangement of material" obtained the excellent category and had the highest score of 4.03. This reflects a good ability to design learning. However, some aspects still need attention, such as "Confident in overcoming technology problems" gets a low average score of 3.41 and "Ability to operate productivity

software" has an average score of 3.4, which falls into the category (Pretty Good). Overall, respondents showed a positive attitude towards the use of technology in learning, although there are several aspects that need to be improved.

The results of the descriptive analysis on the teaching interest variable (Z) showed a positive trend. The item "Happy to learn new evaluation techniques" received the highest score of 4.32, followed by the item "Interested in trying new teaching methods" with an average score of 4.04, both in the Excellent category. Meanwhile, the item "Actively seeking information on curriculum changes" obtained an average score of 3.65 and the item "Satisfied with seeing the progress of student learning" with a mean value of 3.66 indicating that the score was in the good category. Overall, respondents showed a high interest in developing teaching skills, although there is still room for improvement in the broader aspects of pedagogical engagement.

The average results of responses to the variable of career readiness to become a teacher (Y) showed that most respondents felt quite prepared to face the role of educator. The item "Mastering the material and explaining systematically" received a score of 4.01, and "Providing quality learning in extracurricular activities" of 4.08, both in the Very Good category. However, some aspects showed lower scores, such as "Language adjustment while teaching" 3.33 and "Ability to manage students and learning environment" 3.34, which are still in the category, Quite Good. Overall, respondents' career readiness was relatively good, although reinforcement in classroom management and communication skills was still needed.

Outer Model Analysis Results

Validity Test

Based on the results of the validity test, all indicators in this research model show good convergent validity results, indicated by the loading factor value which mostly exceeds 0.7. This is in accordance with the criteria set by Hair et al. (2019) and Willy Abdillah (2015), which states that the value of the loading factor > 0.5 can be considered valid, and > 0.7 indicates a very strong indicator in reflecting constructs. The test was carried out through an external loading analysis using SmartPLS, which showed that indicators in the TPACK variable, interest in becoming a teacher, and career readiness were consistently highly correlated with their respective constructs. For example, the TPACK variable shows a high validity value on all indicators, indicate that aspects of technology, pedagogy, and content are successfully measured appropriately. Similarly, indicators on the variables of interest in becoming a teacher and career readiness reflect strong consistency with the construct, with the highest loading factor value reaching 0.842.

In addition to convergent validity, the results of the discriminant validity test through cross-loading analysis also show that all constructs in the model have good discriminatory power. The correlation of each indicator with its own construct is strongest when compared to other constructs, which means that each construct is able to clearly distinguish itself from other constructs in the model. These results indicate that the instrument used is not only able to measure the

constructs accurately, but also has the ability to differentiate between constructs validly. Thus, the measurement model in this study can be said to have adequate validity, both convergent and discriminatory, making it suitable for use in further analysis of the relationship between Teaching Assistance, TPACK, interest in becoming a teacher, and career readiness.

Reliability Test

Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE) values were used to test reliability in this study. All variables were above 0.90, indicating reliability, as they were ≥ 0.70 . Furthermore, the AVE values for all constructs also exceeded 0.50, indicating convergent validity, where the indicators accurately reflected the constructs being measured. (Hair et al., 2019). Thus, this research instrument is declared reliable and valid.

Table 1. Reliability test results

Variabel	Cronbach' Alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Assistance Program Teach	0,975	0,976	0,977	0,637
TPACK	0,968	0,968	0,971	0,648
Interest in Becoming a Teacher	0,958	0,959	0,963	0,650
Career Readiness	0,934	0,936	0,944	0,630

Source: SmartPLS data processing (2025)

Results of Inner Model Analysis

Coefficient of Determination (R^2)

The results of the analysis in this study showed an R-Square value of 0.733 for the Career Readiness variable and 0.718 for Interest in Becoming a teacher, that means that the "Asistensi Mengajar" and TPACK Mastery, both directly and through Interest in Becoming a teacher as an intervening variable, is able to explain most of the variations in students' career readiness to become teachers.

Predictive Relevance (Q^2)

The results of the analysis of the Predictive Relevance (Q^2) value show that the variables in this study have a Q^2 value > 0 which indicates that the research model has predictive relevance according to the criteria (Hair et al., 2019). "Teaching Assistance" (X1) obtained a Q^2 value of 0.482 (medium category), TPACK (X2) and career readiness (Y) of 0.599 (high category), and interest in becoming a teacher (Z) of 0.532 (high category). These findings indicate that the model can predict endogenous variables with adequate accuracy, thus strengthening the role of each construct in explaining students' career readiness to become teachers in the PLS-SEM approach.

Path Coefficient

Based on the results of the *path coefficient* analysis, all variables in the model show a positive relationship with each other. Teaching assistance (X1) has the greatest influence on interest in becoming a teacher (Z) with a coefficient value of 0.583, which indicates that this program contributes strongly in increasing students' interest in becoming teachers. In addition, teaching assistance also has a direct influence on career readiness (Y) with a coefficient value of 0.366, which shows that this program not only increases interest, but also directly encourages students' readiness to face the world of work as educators.

Meanwhile, TPACK (X2) showed an effect on interest in becoming a teacher by 0.362 and on career readiness by 0.317. This indicates that mastery of technology, pedagogics, and content also contributes as one of the important supports to encourage students' interest and readiness to become a teacher. Furthermore, interest in becoming a teacher (Z) also contributes to career readiness (Y) with a coefficient of 0.278, which shows a significant role as an intervening variable in strengthening the influence of previous variables on students' career readiness.

Hypothesis Test

Based on the results of the hypothesis test using PLS-SEM, all variables related to this research model were declared relevant, the statement was supported by data processing results showing a *p-value* of < 0.05 and a *t*-statistical value of > 1.96 . The "Asistensi Mengajar" has the strongest influence on interest in becoming a teacher (original sample = 0.585; $t = 5.806$; $p = 0.000$), as well as a significant effect on Career Readiness (coefficient = 0.312; $t = 5.945$; $p = 0.000$), showing the importance of the role of this program in preparing for careers and encouraging student motivation to become teachers.

Table 2. Hypothesis test results

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STD EV)	T- Statistic	p- Values
Interest in Becoming a Teacher for Readiness Career	0.290	0.290	0.100	2.889	0.004
"Asistensi Mengajar" Career Readiness	0.357	0.349	0.083	4.305	0.000
Assistance Program Teaching Against Interest in Becoming a teacher	0.585	0.571	0.101	5.806	0.000
TPACK Against Career Readiness	0.359	0.369	0.113	3.172	0.002
TPACK Against Interest in Becoming a Teacher	0.359	0.369	0.113	3.172	0.002

Source: SmartPLS data processing (2025)

Mastery of TPACK also has a significant influence on Career Readiness (coefficient = 0.312; $t = 5.945$; $p = 0.000$) and on Interest in Becoming a teacher (coefficient = 0.359; $t = 3.172$; $p = 0.002$), which indicates that the integration of technology, pedagogical, and content skills contributes directly to increasing

student readiness and interest. In addition, Interest in Becoming a teacher was shown to significantly affect Career Readiness (coefficient = 0.290; $t = 2.889$; $p = 0.004$), as well as being a mediating variable that strengthened the relationship between TPACK mastery and career readiness. Thus, all paths in the model show significant influence and reinforce each other in shaping students' career readiness to become professional teachers.

Mediation Test

Table 3. Results of the mediation test

Variabel	Original Sample (O)	Sample Mean (M)	Standard deviation (STDEV)	T- Statistic	P-Values
H6	0,169	0,168	0,069	2,455	0,014
H7	0,104	0,105	0,048	2,153	0,032

Source: SmartPLS data processing (2025)

The indirect effect of the “Asistensi Mengajar” on Career Readiness through Interest in Becoming a teacher has a coefficient of 0.169, t-statistic of 2.455, and p-value of 0.014, while the indirect effect of TPACK through Interest in Becoming a teacher is 0.104, t-statistic is 2.153, and p-value is 0.032. All scores were above the significance threshold ($t > 1.96$; $p < 0.05$), which confirms that Interest in Becoming a teacher significantly bridges the influence of the two independent variables on students' career readiness to become professional teachers.

DISCUSSION

The Effect of Assistance Programs on Career Readiness

The “Asistensi Mengajar” is one of the real implementations of the Independent Learning Independent Campus (MBKM) policy which provides opportunities for students to participate directly in the world of education. In this program, students not only gain practical experience, but also enrich the various professional skills needed as aspiring educators. Active involvement in the learning process helps students to better understand the challenges and dynamics in the world of work more clearly, thus gradually building their career readiness. In addition to providing field experience, the “Asistensi Mengajar” also builds soft skills that are crucial in the world of education such as communication, empathy, and time management. Research by Setiawan et al. (2023) shows that students who participate in assistance programs tend to be more prepared psychosocially and academically when entering the world of work as teachers.

Student participation in various activities at school, such as academic aspects, technology adoption, administration, and non-academic activities relevant to the curriculum, becomes an effective learning vehicle. Direct experience in managing learning and applying educational technology is considered to make a significant contribution to improving students' abilities. This is in line with the theory of Student Involvement by Astin which emphasizes the importance of student participation in the learning environment as a factor that affects learning outcomes, and is consistent with the theory of SLTC

which highlights the role of learning experience in shaping confidence and career readiness.

Various studies also support these findings. Rwanda et al. (2023) underline the significant impact of teaching assistance activities on student career maturity. Sopiatusza'rah et al. (2024) show that student participation in teaching assistance can improve academic competence and personality aspects. In addition, research by Respita and Gumanti (2024) revealed that experience in teaching assistance not only has a direct effect on readiness to become a teacher, but is also influenced by mediating factors such as interest in becoming a teacher. This emphasizes the importance of the “Asistensi Mengajar” as an innovative strategy in learning that has a positive impact on student career development in the field of education.

The Effect of TPACK on Career Readiness

TPACK not only increases teaching readiness but also supports teachers' adaptability in facing changes in curriculum or online methods. This is supported by Musa et al. (2022) who affirm that teachers with mastery of TPACK are able to develop interesting and meaningful hybrid learning.

In this modern world of education, a competent teacher candidate needs to master TPACK (Technological Pedagogical and Content Knowledge). This is an essential ability that equips education students to be ready to become professional educators. The integration between technology, teaching methods, and subject matter is the key to the success of meaningful and effective learning. Students who are proficient in TPACK are believed to be better able to answer today's educational challenges and create a relevant learning atmosphere for students.

TPACK itself consists of seven important elements that are interrelated and complementary. These seven elements reflect students' expertise in designing learning that not only focuses on the material or how it is delivered, but also makes smart use of technology. Students' strong self-confidence in pedagogical knowledge and pedagogical technology indicates adaptation to a learning model that combines teaching methods and technology. This marks a paradigm shift in teacher education, where the ability to manage technology-based learning is increasingly emphasized.

This is in line with various researches that prove the positive impact of TPACK mastery on students' teaching readiness and careers. For example, Fahira and Putra (2024) highlight the important role of TPACK in blended learning, while Arya Chandra Wiguna and Sardin (2024) underline its influence on the professional readiness of economics teachers. In addition, research by Silvester et al. (2024) confirms that TPACK directly affects teachers' readiness for online learning. These findings support the theories of TPACK and SLTCDM, which emphasize the importance of learning experiences in shaping competence and career readiness. Therefore, TPACK is not just a necessity, but a strategic foundation in preparing students to face the challenges of the teaching profession in this digital era.

The Influence of “Asistensi Mengajar”s on Interest in Becoming a Teacher

Experiencing real teaching activities firsthand, providing in-depth knowledge that cannot be obtained through theoretical learning alone. The study of Yusof & Hassan (2023) shows that positive field experiences have a great effect on increasing students' professional interests.

The “Asistensi Mengajar” as part of the Independent Learning Independent Campus policy provides a valuable opportunity for education students to experience firsthand teaching experience in the field. This experience covers various important aspects such as interaction with students, the use of technology in learning, and classroom management. Although the influence of this program on the interest in becoming a teacher is not direct, the involvement of students in these activities makes a significant positive contribution to increasing their interest in pursuing the teaching profession. By being actively involved, students begin to understand the reality of the teaching profession that they previously only studied theoretically.

Involvement in this program allows students to build a deeper understanding of the roles and responsibilities of teachers, resulting in a stronger sense of interest in the profession. The interest that grows from this hands-on experience reflects that the learning process does not only occur in the lecture classroom, but also in a real environment where students actively interact with the world of education. This experience provides space for students to reflect on their readiness, foster confidence, and bring out intrinsic motivation in choosing a career as an educator.

Research by Azwar et al. (2024) states that Teaching Assistance activities are able to create an interactive learning environment and support students' interest in the world of education. In addition, this teaching experience motivates them to consider a career in education more seriously, as they gain a clearer picture of the duties and challenges of being a teacher. Nevertheless, this indirect influence still shows that the “Asistensi Mengajar” has a great impact in preparing prospective teachers, although it does not directly change their interests, but through the experience provided, increases their awareness and interest in the teaching profession.

The Influence of TPACK on Interest in Becoming a Teacher

In-depth knowledge of technology and how to integrate it in learning turned out to be a trigger for students' enthusiasm for teaching. A study by Kim & Park (2021) revealed that students with mastery of TPACK feel more confident and develop a higher interest in the teaching profession. TPACK, which integrates knowledge of technology, pedagogy, and content, provides the skills that aspiring teachers desperately need to face the demands of education in the 21st century. Mastery of TPACK enables students to be more effective in designing, implementing, and evaluating learning that suits students' needs in a more modern and technology-based context.

Research conducted by Zulhazlinda et al. (2023) shows that the better a student's TPACK mastery, the greater their interest in a career as a teacher, even though the influence is indirect. This can be explained by the fact that students

who master TPACK feel more prepared and confident in using technology in learning, which can improve their teaching experience. In addition, they can also see the relevance of education to the increasingly rapid development of technology, which makes the teaching profession even more attractive in their eyes. Therefore, although the influence of TPACK on the interest in becoming a teacher is not direct, but indirectly, the mastery of TPACK strengthens students' motivation to become teachers by providing them with the skills needed in the modern world of education.

The Influence of Interest in Becoming a Teacher on Career Readiness to Become a Teacher

Interest in becoming a teacher is strongly correlated with self-efficacy and career expectations. Students who have been interested in becoming teachers since the beginning have a more stable psychological readiness and commitment. Studies by Nuraini et al. (2022) show that interest has a great influence on shaping readiness to face educational dynamics. Interest in becoming a teacher is an internal factor that plays an important role in shaping the career readiness of education students. The high interest in the teaching profession encourages students to be more serious and focus on undergoing the educational process, both academically and in the field. The growing interest in the world of education makes students more motivated to explore their abilities, expand their experience, and build commitment to the profession they will be involved in. In this context, interest is not just an emotional attraction, but also reflects psychological readiness to take on the challenge of being an educator.

In this study, interest in becoming a teacher is measured through three main dimensions, namely subject interest, didactic interest, and educational interest. These three indicators provide a comprehensive picture of students' affective motivation towards the teaching profession. In particular, the dominance of didactic interest indicators indicates that students really like the interaction process and teaching activities. This is a positive indicator because teaching activities are at the core of a teacher's role. Students who like this activity are more open to the learning process, competency development, and readiness to face the complex dynamics of the education profession.

These findings are in line with the Social Learning Theory of Career Decision Making (SLTCDM) theory developed by Krumboltz, where interests are understood as the result of learning experiences that then shape a person's career orientation. In this context, students who have been exposed to positive experiences in the world of education will develop a greater interest in the teaching profession. Several studies also reinforce this, such as studies by Alifah & Agatha (2023), Filhuda et al. (2024), and Masrotin & Wahjudi (2021), all of which emphasize that interest in becoming a teacher has a significant influence on teaching readiness and even mediates the relationship between external factors and career readiness. Therefore, growing and strengthening students' interest in the teaching profession is a strategic step that must be taken by higher education institutions to produce prospective educators who are ready and committed.

Interest in Becoming a Teacher as a Mediation of the Influence of “Asistensi Mengajar”s on Career Readiness

The results of the mediation corroborated that active involvement in Teaching Assistance contributes to the formation of interest that impacts readiness. According to Harahap & Susanti (2023), this involvement gives rise to a positive perception of the reality of the teaching profession which encourages mental and emotional readiness.

The results of the mediation analysis showed that the “Asistensi Mengajar” not only had a direct impact on students' career readiness, but also had an indirect influence through increasing interest in becoming a teacher. This means that the experience gained by students while participating in this program has the potential to foster interest in the educator profession, which further strengthens their readiness to pursue a career in education. This reflects that the “Asistensi Mengajar” functions as a learning bridge that provides concrete experiences, as well as gradually builds students' motivation and career orientation.

The idea of Teaching Assistance in this study covers various forms of student involvement in the school environment, ranging from academic activities, the use of technology in learning, to administrative and non-academic roles. Between these aspects, involvement in academic activities and technological adaptation are the dominant points that are felt most meaningful by students. This shows that direct experience in teaching and using educational technology contributes greatly to students' understanding of the world of work as teachers, as well as forming a positive perception of the profession.

These findings are in line with Astin's theory of Student Engagement, which emphasizes that active student involvement in a real learning environment will improve learning outcomes, including in the context of career readiness. In addition, Krumboltz's Social Learning Theory of Career Decision Making (SLTCDM) also supports that meaningful learning experiences can shape an individual's interests, beliefs, and readiness to choose and pursue a particular career. Previous studies have also strengthened these results, as presented by Itriani (2025), Jasin (2021), and Eka et al. (2024), which highlight the significant influence of “Asistensi Mengajar”s on student competence, career maturity, and readiness to become teachers. As such, the program has proven to provide dual benefits, both in terms of practical skills and the formation of a strong career orientation.

Interest in Becoming a Teacher as a Mediation of the Influence of TPACK Mastery on Career Readiness

The ability in TPACK not only improves technical skills, but also encourages students' confidence to make the teaching profession the first choice. A study from Tran et al. (2024) confirms that students who are confident in TPACK's abilities tend to be more motivated and ready for a career as teachers.

Mastery of TPACK (*Technological Pedagogical and Content Knowledge*) is one of the important competencies in preparing education students to face the challenges of the modern world of education. TPACK not only serves as a

framework for designing technology-based learning, but also as a foundation that shapes students' overall career readiness. The ability to integrate aspects of technology, pedagogy, and content provides significant added value for prospective teachers in carrying out their professional duties in the era of digital transformation.

The findings in this study show that mastery of TPACK not only has a direct impact on career readiness, but also has an indirect influence through increasing interest in becoming a teacher. This indicates that students who feel competent in managing TPACK-based learning will be more interested in the teaching profession. This interest ultimately triggers their psychological and professional readiness to pursue a career path in education. The dimensions of TPACK, which include the integration of technology, pedagogic, and content, are the aspects that are most beneficial, as they represent practical skills in dealing with the actual learning context.

These results are in line with Krumboltz's *Social Learning Theory of Career Decision Making* (SLTCDM), which states that interest and career readiness are formed from meaningful learning experiences. Previous studies have also strengthened this relationship. Sopwani (2024) found that TPACK mastery plays a major role in shaping teachers' professional readiness, while Shafira & Minsih (2022) show that students with high TPACK levels have better readiness in managing blended learning. These findings confirm that TPACK is not only a conceptual framework, but also an important indicator in preparing teachers who are adaptive, professional, and have a high interest in the world of education.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that the career readiness of prospective educator students is significantly influenced by involvement in the “Asistensi Mengajar” and the level of mastery of TPACK. In addition to direct influence, interest in becoming a teacher has also been shown to be a strong mediating variable in strengthening the relationship between these two factors and career readiness. This means that students who have experience in teaching practice and master the integration of technology in learning, tend to have a higher interest in the teaching profession, which in turn increases their readiness to enter the world of work as professional educators.

The implications of these results suggest that programs such as MBKM Teaching Assistance need to be maintained and expanded, and the integration of TPACK should be an essential part of the teacher education curriculum. Learning strategies that can foster professional interest in the teaching profession are also very important, because career readiness is influenced not only by technical ability, but also by affective factors and motivation. Therefore, the formation of student career readiness should be carried out holistically, including aspects of competence, experience, and personal interest in the world of education.

ADVANCED RESEARCH

Future research should expand the scope of analysis by employing longitudinal and mixed-method approaches to capture the dynamic development of career readiness among prospective teachers, particularly in relation to Teaching Assistance, TPACK mastery, and professional interest. Comparative studies across different majors, institutions, and cultural settings would also enrich the understanding of whether the mediating role of teaching interest operates consistently or varies depending on contextual influences. Furthermore, integrating advanced analytical tools such as multi-group analysis in PLS-SEM or artificial intelligence-driven predictive model could enhance the robustness of findings and provide more nuanced recommendations for curriculum development in teacher education programs.

REFERENCES

- Abebaw, A. A., & Temesgen, M. K. (2023). *The Effect of Process and Context Factors on Teachers' Readiness for Change In West Gojam Zone Secondary Schools of Ethiopia*. <https://doi.org/10.1177/08920206231181546>
- Akbar, A. (2021). The Importance of Teacher Pedagogic Competence. *Journal of Teacher Education*, 2(1), 23–30.
- Alifah, C., & Agatha, M. W. S. (2023). *The Influence of Interest in Becoming a Teacher and the School Field Introduction Program (PLP) on the Readiness to Become a Teacher at Bhinneka Pgri Tulungagung. From the 2*, 2147–2163.
- Aprilita, A., & Trisnawati, N. (2022). The Effect of Self-Efficacy, Emotional Intelligence and School Field Introduction Experience (PLP) on Career Readiness to Become a teacher. *Educative: Journal of Educational Sciences*, 4(4), 5494–5502.
- Ari, S., & Anisa, Y. (2020). The Influence of Personality Competence on the Work Motivation of Early Childhood Education Teachers. *Journal of Early Childhood Education*, 3(2), 12– 18.
- Arya Chandra Wiguna1, N. B., & Sardin. (2024). The Relationship of Teachers' Mastery of Technological Pedagogical Content Knowledge (Tpack) to Teachers' Motivation in the Use of Technology in Learning in Elementary Schools. *University of Muhammadiyah Surakarta*, 116–127. <https://doi.org/10.23917/Blbs.V6i2.7853>
- Azwar, R., Setyowati, D., Mualim, I., & Sartika, I. (2024). The Role of Teaching Assistance in Improving the Quality of Learning in the Era of Independent Campus. *Journal of Unusida*, 1(1), 25–31.
- Bahri, M. A., & Tri, K. (2024). The Influence of Teaching Assistance, Self-Efficacy and Perception of the Teacher's Profession on Interest in Becoming a teacher. *Live And Applied Science*, 4(1).
- Berliana, U. M., & Endang, S. (2021). The Effect of Technological Pedagogical Content Knowledge (Tpack) Ability on Teacher Readiness. *Indonesian Journal of Accounting Education*, 19(2), 99–115.
- Bintan, R., & Margunani. (2018). The Influence of Interest in Becoming a Teacher, Mastery of Mkdk, and PPL on Students' Readiness to Become Teachers. *Economic Academic Analysis Journal*, 7(1), 59–74.

- Devi Jatmika, L. (2015). An overview of career maturity in Devi final year students. *PSIBERNETICS*, 8(2), 185–203.
- Dewi, W. K., & Pahlevi, T. (2023). Technological Pedagogical and Content Knowledge (TPACK) Investigation on the Readiness to Become a Teacher of Office Administration Education Students. *Educational: Journal of Educational Sciences*, 5(2), 1424–1439.
- Eka, D., Ariyani, P., & Kurniawan, R. Y. (2024). Analysis of factors that affect the readiness of prospective teacher students to become professional educators. *Educative: Journal of Educational Sciences*, 6(5), 6197–6206.
- Fahira, P., & Putra, A. (2024). Profile of Technological, Pedagogical, and Content Knowledge (Tpack) Achievement for Second Year Students. *Journal of Innovative Mathematics Learning*, 7(5), 913–932. <https://doi.org/10.22460/jpmi.V7i5.24035>
- Fauzi, A., Sadiyah, A., & Afriza, E. F. (2023). Interest as a mediator the influence of teaching skills and self-efficacy on teacher readiness. *Journal of Electrical Engineering Education*, 7(2), 26075–26086.
- Filhuda, C., Sawiji, H., & Ningrum, S. (2024). The Influence of Interest in Becoming a Teacher and the Attitude of Teacher Professionals on the Teaching Readiness of Office Administration Education Students. *JIKAP (Journal of Information and Communication of Office Administration)*, 8(3), 259. <https://doi.org/10.20961/jikap.V8i3.76473>
- Gunawan, K. S. (2023). Pengukuran Quality of Service and Facilities Terhadap Customer Satisfaction G-tech: *Jurnal Teknologi Terapan Mining Company*, 7(3), 1026–1036.
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When To Use and How to Report The Results Of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Indah, L. (2017). Increasing the career maturity of adolescents through life skills-based career guidance. *GUSJIGANG Counseling Journal*, 3(1), 17–27.
- Irwan, & Adam, K. (2020). Partial Least Square (Pls) Method and its Application. *Technoscience*, 9(1), 53–68.
- Itriani, L. A. (2025). The Effect of the Implementation of the “Asistensi Mengajar” on the Development of Soft Skills of PPKN Students at the University of Mataram. *Scientific Journal of Educational Vehicles*, 11, 1–23.
- Jasin, H. A. (2021). Improving Student Personality Competencies through the Integration of Character Education in English Learning in Semester II Students of the English Education Study Program for the 2021 Academic Year. *Scientific Journal of English Language Education Study Program*, 10(1), 28–35.
- Karen Hapuk, M. S., Suwatno, S., & Machmud, A. (2020). Self-efficacy and motivation: as a mediator of the influence of entrepreneurship education on entrepreneurial interest. *Journal of Economic Education Research*, 5(2), 59–69. <https://doi.org/10.21067/jrpe.V5i2.4577>
- Khaerunnas, H., & Rafsanjani, M. A. (2021). The Influence of School Field Introduction (PLP), Teaching Interest, and Learning Achievement on Teacher Readiness for Economic Education Students. 3(6), 3946–3953.

- Kusni, I., Sih Darmi, A., Fery, R., & Perdana, T. A. (2022). Curriculum Digital Model for the MBKM Program Towards Generation Z's Job Readiness to Face the Industrial Era. *Journal of Business and Economics*, 29(2), 180–196.
- Mahmud, M. (2018). *Impact Of Economic Education Student Field Experience Practices on Competency Readiness to Become Professional Teachers in Indonesia*. 3(9), 110–116.
- Masrotin, M., & Wahjudi, E. (2021). The role of self-efficacy in mediating the influence of school field introduction (PLP) and teacher perception on interest in becoming an accounting teacher. *Journal of Accounting Education (JPAK)*, 9(2), 178–189. <https://doi.org/10.26740/Jpak.V9n2.P178-189>
- Mekar, A. D., & Kab, T. (2023). Teachers' efforts to increase students' interest in learning at MIS SKB 3 Ministers. *Inara Journal*, 4(April), 34–38.
- Mohamad, M., & Ayu, L. (2020). Building the Job Readiness of Prospective Workers. *Journal Literaology*, 4(1), 111–117.
- Mohamed, Z., Valcke, M., & Wever, B. De. (2017). Are They Ready to teach? Student Teachers' Readiness for The Job with Reference to Teacher Competence Frameworks. *Journal Of Education for Teaching*, 43(2), 151–170. <https://doi.org/10.1080/02607476.2016.1257509>
- Moses, I., Berry, A., Saab, N., & Admiraal, W. (2017). Who Wants to Become a teacher? Typology Of Student-teachers' Commitment to Teaching. *Journal Of Education for Teaching*, 43(2), 1–14. <https://doi.org/10.1080/02607476.2017.1296562>
- Öztürk, M., Mihci, P., & Gökhan, T. (2024). Exploring The Relationship Between Pre- Service Teachers' TPACK And Blended Teaching Readiness Levels: A Path Analysis. *Education And Information Technologies*, 29, 7321–7340.
- Renovaka, H., Devi, P., Kurniawan, R. Y., Zuber, M., & Abd, B. (2023). Self-Efficacy, Teaching Practice, And Teacher Readiness: Mediating Role Teacher Interest. *International Journal Of Emerging Research and Review*, 1(3), 1–20.
- Respita, R., & Gumanti, D. (2024). The effectiveness of the “Asistensi Mengajar” in the readiness to become a teacher for FKIP students of Ekaksiti University. *Indo-Mathedu Intellectuals*, 5(6), 8258–8264.
- Riri, S., & Delfi, E. (2022). Factors Affecting Teachers' Readiness for Online Learning in Early Childhood Education: Technological Pedagogical and Content Knowledge (Tpack). *Journal of Islamic Education Thought and Research in Early Childhood*, 4(2), 82–93.
- Riyah, S. (2024). Analysis of Teachers' Social Competence on Students' Interest in Learning in PAI Subjects at SMP Dinda Hafidzah Islamic School Marindal. *Scientific Journal of Islamic Religious Education Students [JIMPAI]*, 4(1), 28–39.
- Rwanda, P., Genjik, B., Rwanda University of Tanjungpura, P., Hadari Nawawi, J., & Laut, B. (2023). *The Effect of Teaching Assistance Activities on the Career Maturity Level of Economics Education Students of FKIP Untan*. 12, 3180–3189. <https://doi.org/10.26418/Jppk.V12i12.71564>
- Rwanda Patricia, Genjik Bambang, W. (2023). *The Effect of Teaching Assistance Activities on the Career Maturity Level of Economics Education Students of FKIP Untan*. 12, 2715–2723. <https://doi.org/10.26418/Jppk.V12i12.71564>

- Saputra, A. R. (2018). The effect of compensation and organizational performance on employee performance is mediated by work motivation. *Thesis*, 1(1), 87–88.
- Sarwa, Simaremare, A., Novi, I. H., & Mintoro, P. (2020). Teacher Readiness in Accommodating the TPACK Framework to Meet Teacher Competence The 21st Century Teacher Readiness in Accommodating the TPACK Framework to Meet Teacher Competence The 21st Century. *Journal Of Physics: Conference Series*, 1511. <https://doi.org/10.1088/1742-6596/1511/1/012041>
- Shafira, D. A., & Minsih, M. (2022). Blended Learning with TPACK's limited face-to-face learning design in elementary schools. *Journal of Basicedu*, 6(3), 4622–4628. <https://doi.org/10.31004/basicedu.v6i3.2914>
- Shahidan, A., & Ismail, R. (2021). A Critical Review of The Literature on The Concept of. 3(1), 33–41.
- Silvester, S., Sumarni, M., & Saputro, T. (2024). The Effect of Technological Pedagogical Content Knowledge (TPACK) Competency on Teachers' Skills in Implementing Digital-Based Learning. *Journal Of Education Research*, 5, 4958–4965. <https://doi.org/10.37985/jer.v5i4.1697>
- Sopandi, A. (2019). Personality to Teacher Performance. *Scientific Journal ff Reflection: Economics, Accounting, Management and Business*, 2(2), 121–130.
- Sopiatuzza'rah, Nurhidayati, R., & Arifin, R. D. S. L. (2024). The Role of Teaching Assistant Students in Intracurricular Activities in Biology Subjects at SMA 1 Narmada. *Journal of Master of Science Education Service*, 7(1). <https://doi.org/10.29303/jpmpt.v7i1.7439>
- Sopwani, V. A. (2024). The Influence of Technological Pedagogical Content Knowledge and Emotional Intelligence on Teacher Readiness. *NUSRA: Journal of Research and Education*, 5(3), 1–23.
- Sugiyono. (2015). *Educational Research Methods*.
- Sugiyono. (2020). *Quantitative, Qualitative and R&D Research Methods*. Alfabeta.
- Sukmawati, R., Mathematics, P., & Tangerang, U. M. (2019). Student Readiness Analysis Become a professional teacher candidate based on educator competency standards. *Journal of Analysis*, 5(1), 95–102.
- Susanto, R. (2021). Mapping pedagogic competencies in the relationship between the dimensions of pedagogic knowledge and the profile of initial characteristics. *JPEI (Indonesian Journal of Education Research)*, 7(1), 164–171.
- Taura, S., Imam, R., & Tata, S. (2024). Evaluation of the Impact of the Outstanding Student Program (MBKM) on Student Careers. *Scientific Journal of Science and Technology*, 2, 1–5.
- Teemu, V., Erkko, S., Jari, K., Sini, K., Matthew, C. L., & Kati, M. S. (2017). TPACK Updated to Measure Pre-Service Teachers' Twenty-First Century Skills. *Australasian Journal of Educational Technology*, 33(3), 15–31.
- Triana, Y., & Djazari, M. (2017). Readiness to become an accounting teacher for the class of 2013 accounting education students Fe UNY. *Journal of Indonesian Accounting Education*, XV (2).
- Umar, M. S. (2021). The Effect of Mastering Pedagogical Competence on The Prospective Elementary School Teachers Teaching Readiness. *Al Ibtida: Jurnal Pendidikan Guru MI*, 8(1), 80–92.

- Veselinović, L., Mangafić, J., & Turulja, L. (2020). The Effect Of Education-Job Mismatch on Net Income: Evidence from a Developing Country. *Economic Research Research*, 33(1), 2648–2669. <https://doi.org/10.1080/1331677X.2020.1723427>
- Voithofer, R., Nelson, M. J., Han, G., Caines, A., & Nelson, M. J. (2019). Factors That Influence TPACK Adoption by Teacher Educators in the US. *Educational Technology Research and Development*, 67(6), 1427–1453. <https://doi.org/10.1007/S11423-019-09652-9>
- Willy Abdillah, J. H. (2015). *Partial Least Square (PLS): Alternative Structural Equation Modeling (SEM) in Business Research* / Willy Abdillah, Jogiyo Hartono; Editor: Dwi Prabantini (Ed. 1). Andi.
- Yada, K. M., Hartanti, O. F., Mumtahana, L., Lamongan, U. I., History, A., & Teaching, A. (2024). The Mbkm “Asistensi Mengajar” is an effort to improve the competence of students at Lamongan Islamic University. *Journal of Islamic Education, Islamic Religious Education Study Program, Islamic Religious Education Study Program, Lamongan Islamic University*, 8(1), 246–256.
- Yulianto, A., & Khafid, M. (2016). The Influence of Field Experience Practice (PPL), Interest in Becoming a teacher, and Learning Achievement on Students' Readiness to Become Professional Teachers. *Economic Education Analysis Journal*. <http://journal.unnes.ac.id/sju/index.php/eea>, 5 (1), 100–114.
- Yunus, N. M., Zainudin, Z. N., Mohamad, Y., Norhayati, W., Othman, W., Engku, E. M., & Anuar, M. (2024). Understanding Career Decision-Making: Influencing Factors and Application of Krumboltz' S Social Learning Theory. *International Journal of Academic Research in Business & Social Science*, 14(7), 36–51. <https://doi.org/10.6007/IJARBS/V14-I7/21562>
- Zulfa, F., & Syamwil. (2023). The Influence of Interest in Becoming a Teacher, Field Practice, and Academic Achievement on the Teaching Readiness of Economic Education Students FEB UNP. *Journal of Tambusai Education*, 7(1), 24269–24282.
- Zulhazlinda, W., Noviani, L., & Sangka, K. B. (2023). The Influence of Tpack on the Readiness to Become a Professional Teacher in Economic Education Students in Central Java. *Journal of Economic Education*, 11(3).