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# **The Influence of Material Mastery on Pre-service Teachers' Teaching Readiness in Teaching Assistance of Freedom to Learn-Independent Campus Program**

**Riki Maryo<sup>1</sup>, Achmadi<sup>2</sup>, Muhammad Basri<sup>3</sup>**  
*Universitas Tanjungpura<sup>1,2,3</sup>*  
*Indonesia*  
[rickymaryo06@gmail.com](mailto:rickymaryo06@gmail.com)

## **Abstract**

**This study aimed to analyze the effect of material mastery on the pre-service teachers' teaching readiness of Freedom to Learn-Independent Campus (MBKM) in teaching assistance of the economic education study program at Universitas Tanjungpura. The background of this study was many pre-service teachers in economics education study programs still experience unpreparedness in carrying out learning activities in class while participating in teaching assistance. This study used a quantitative approach with a causal method. The study population consisted of 90 pre-service teachers with a sample of 50 pre-service teachers and used a simple random sampling technique. The results showed that material mastery did not affect the readiness to teach in the teaching assistance of the MBKM program in the economics education study program, with a significance value of  $0.587 > 0.05$ . Based on the results of this study, it can be concluded that mastery of the material does not affect the readiness to teach for pre-service teachers in teaching assistance of the MBKM program.**

**Keywords: Material Mastery, Teaching Readiness, MBKM Teaching Assistance**

## **INTRODUCTION**

Education is a real and directed effort made by an individual to develop his potential, and education is also a means used by humans to develop their abilities to become people with good knowledge and attitudes. Education is closely related to learning activities, and learning is a form of activity that contains instructional components consisting of people, science, teaching materials/resources, tools/media, techniques, and the environment.

Learning is an activity designed by educators to direct and bring pre-service teachers into a certain situation that can foster the desire to learn in pre-service teachers. Putrayasa (2013) argues that "learning is the support of an educator to pre-service teachers who aim to carry out the process of acquiring knowledge, skills, and behavior, and shaping the character of pre-service teachers" (Sari et al, 2022).

Learning is communication between pre-service teachers and educators, with learning materials, methods, and the learning environment. The interaction between educators and pre-service teachers characterizes the learning process. This interaction originates from educators' and pre-service

teachers' learning activities through a planned learning stage, including lesson plans, learning implementation, and learning assessment. Hanafy (2014) states that "the occurrence of a form of communication between educators and pre-service teachers in learning activities indicates that the learning activities have been carried out properly and directed as expected" (Pane & Dasopang, 2017, p.338).

Universitas Tanjungpura always strives to carry out a quality education process to equip every student with good abilities, expertise, and self-readiness as a form of the provision before entering the world of work. This effort is taken by implementing the Merdeka Learning Campus Merdeka (MBKM) program, one of which is Teaching Assistance (AM) in collaboration with Formal Education institutions. The activities contained in the teaching assistance of MBKM program consist of teaching activities that aim to assist educators in carrying out learning which includes teaching in class, preparing learning tools, and carrying out learning evaluation activities and non-teaching activities are divided into two types, namely administrative assistance activities and technology adaptation activities.

For a pre-service teacher, teaching assistance in MBKM program activities are very useful in providing teaching experience as a provision before entering the world of work or provision to becoming a real educator. In addition, teaching assistance activities are also an opportunity that prospective educators can utilize in shaping self-readiness and teaching skills, and this is because, in its implementation, teaching assistance activities include teaching activities, preparing learning tools and carrying out learning evaluations, which are very useful in increasing knowledge and teaching experience for prospective educators who will later become educators.

Before participating in teaching assistance activities, pre-service teachers are trained and equipped with basic teaching knowledge and skills through micro-teaching courses and matriculation activities, which aim to prepare pre-service teachers for teaching assistance activities. In addition, debriefings, such as micro-teaching and matriculation, also aim to provide knowledge and build confidence and self-readiness pre-service teachers own in learning activities. It is because, in micro-teaching and matriculation, pre-service teachers are taught and trained on implementing learning activities and what is needed in them, such as ways to master learning materials and compile learning tools to use media and tools to support learning activities in the classroom.

Learning activities can never be separated from the role and duties of an educator, and educators play a role in helping and guiding pre-service teachers in directing their learning activities to achieve the expected learning objectives. As a determining factor in achieving learning objectives, an educator must be ready to teach or organize learning activities. This readiness can be seen in how an educator prepares the things needed in carrying out learning activities, such as physical and mental readiness, readiness in preparing learning tools to be used, and readiness in mastering the learning material to be delivered to pre-service teachers. The teaching readiness of an educator plays an important role in directing learning activities to be effective and enjoyable for pre-service teachers, and this is because the teaching readiness possessed by an educator can make the educator become confident and independent in designing the planned learning methods or steps.

Teaching readiness owned by an educator is an important element in the learning process. However, the facts in the field show that there are still many educators who do not have a quality of good teaching skills and competencies, which impacts the teaching readiness of an educator and the quality of learning carried out. Teaching unpreparedness not only occurs to educators in schools. Teaching unpreparedness also occurs in Economics Education Study Program where pre-service teachers participate in teaching assistance of MBKM program. Teaching unpreparedness experienced by an educator can be influenced by many factors, such as the low quality of teaching skills competencies possessed by an educator, the lack of mastery of learning materials owned by educators, the incomplete learning tools used in learning activities, and other factors, causing the educator to find it difficult to carry out quality learning activities.

Although before participating in teaching assistance activities, pre-service teachers in the economics education study program had been trained and equipped with knowledge related to the learning process and matters supporting learning activities through micro-teaching and matriculation. most of the pre-service teachers in the economics education study program still experienced problems

in learning activities, including unpreparedness in teaching or in carrying out learning activities. One of the causes of teaching unpreparedness that occurs to most pre-service teachers of the economics education study program who take part in teaching assistance activities is the lack of mastery of learning materials owned by pre-service teachers and the lack of student knowledge in compiling learning tools and the lack of student ability to manage learning activities. It is as stated by Dhonal & Abdullah (2019), who suggest that teaching unpreparedness experienced by pre-service teachers is caused by a lack of preparation in teaching which includes a lack of mastery of learning materials, mastery of teaching skills, and ability to manage classes.

## **METHOD**

This research is a type of causal research with a quantitative approach. This type of causal research aims to study the effect or cause-and-effect relationship between research variables (Ibrahim et al., 2018). At the same time, the quantitative research approach focuses on investigative activities that are empirical and systematic through the process of statistical analysis and processing of numerical data (Basias & Pollalis, 2018). In addition, a quantitative approach can provide many conveniences in a study, such as the ease of measuring research data accurately, can improve the results of the strength of research data analysis, and broadening the research perspective (Brown, 2015).

The population of this study amounted to 90 pre-service teachers of the Economics Education Study Program consisting of the 2019 and 2020 batches who were participating in teaching assistance of MBKM program, and the research sample amounted to 50 pre-service teachers who were taken using a simple random sampling technique (Pandey & Pandey, 2021).

This study used two different kinds of instruments, namely, knowledge test sheets and questionnaires. The knowledge test sheet contains evaluation questions regarding student mastery of the material by adopting teacher professional education knowledge test questions and questionnaires intended to obtain data from the teaching readiness variable.

The research data were analyzed using descriptive statistical analysis and inferential statistical analysis. Descriptive statistical data analysis refers to the classification and interpretation guidelines table of research data proposed by Wati & Darmawati (2022) and Riduwan (in Kartika et al., 2022), while inferential statistical data analysis consists of three types of data analysis, namely, classical assumption test, multiple linear regression analysis, and research hypothesis testing.

*Table 1. Guidelines for Classification and Interpretation of knowledge test results*

<b>No</b>	<b>Interval</b>	<b>Criteria</b>
1	0 – 15	Very Bad
2	16 - 25	Bad
3	26 – 35	Very Poor
4	36 – 45	Poor
5	46 – 55	Almost Fair
6	56 – 65	Fair
7	66 – 75	More than Fair
8	76 – 85	Good
9	86 – 95	Very Good
10	96 – 100	Excellent

(Wati & Darmawati, 2022)

*Table 2. Guidelines for classification and interpretation of questionnaire scores*

No	Percentage	Criteria
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Medium
4	61% - 80%	High
5	81% - 100%	Very High

Riduwan (in Kartika et al, 2022)

## RESULTS AND DISCUSSIONS

### *Material Mastery*

The following is the data on the results of the knowledge test of pre-service teachers in teaching assistance of MBKM program.

*Table 3. Knowledge test results (mastery of the material)*

No	Interval	Frequency	Percentage (%)
1	20 – 30	3	6
2	31 – 41	8	16
3	42 – 52	14	28
4	53 – 63	17	34
5	64 – 74	7	14
6	75 – 85	0	0
7	86 – 96	1	2
Total		50	100

Based on Table 3 of the results of the mastery of material knowledge test given to 50 pre-service teachers in teaching assistance of MBKM program, three pre-service teachers get the lowest score, namely with a score range of 20 - 30, then the highest score is only obtained by one student with a score range of 86 - 96. In comparison, the frequency or number of pre-service teachers who obtained the highest score was 53 - 63, namely 17 pre-service teachers.

Referring to Table 1 of the guidelines for the classification of knowledge test scores, the level of mastery of the material possessed by pre-service teachers in teaching assistance of MBKM program is classified as sufficient. It is indicated by the frequency or the highest number of scores in the 53-63 score range obtained by 17 pre-service teachers or 34%, besides that most of the pre-service teachers in teaching assistance of MBKM program obtained knowledge test results that were classified as sufficient, namely from the score range of 20-63 obtained by 42 pre-service teachers. From the results of the above interpretation, it can be concluded that the mastery of material possessed by pre-service teachers in teaching assistance of MBKM program is classified as sufficient.

### *Teaching Readiness*

Data from the results of the questionnaire distributed to pre-service teachers in teaching assistance of MBKM program can be seen in the following table.

*Table 4. Results of the questionnaire teaching readiness*

No	Indicator	Total Score	Ideal Score	Score Index (%)	Category
1	Professional Knowledge	926	1250	74,08	High
2	Professional Practice	1821	2500	72,84	High
3	Professional Engagement	2085	2750	75,81	High
4	Self-Management	1274	1500	84,93	Very High
Total		6106	8000	76,32	High

Based on Table 4 of the results of the teaching readiness questionnaire, it can be interpreted that the professional knowledge indicator scored 74.08% and included a high category, the professional practice indicator scored 72.84% and included a high category, the professional involvement indicator scored 75.81% and included a high category, and the self-management indicator scored

84.93% and included a very high category. Table 4 indicates that the total score of the teaching readiness questionnaire is 76.32% and is classified as a high category. It means that the level of teaching readiness possessed by pre-service teachers of the Economic Education Study Program is positive and high, with a score of 76.32%.

*The Effect of Material Mastery on Teaching Readiness of Pre-service Teachers in Teaching Assistance of MBKM Program*

Mastery of learning material is an important and absolute component that must be mastered and understood by an educator in carrying out learning activities, mastery of the material itself includes the skills possessed by an educator in understanding and conveying knowledge to pre-service teachers to provide new knowledge and/or to assist pre-service teachers in understanding and developing the knowledge they have gained. Mastery of learning materials by an educator can include his knowledge and understanding of the main material and supporting material, which aims to increase his knowledge and insight into understanding the subject matter of learning.

Mastery of learning materials can also be defined as the ability possessed by an educator to communicate or convey learning materials that he knows clearly and purposefully according to the topic or subject matter of learning activities. In addition, mastery of learning materials by an educator is also defined as his ability to connect learning materials with contextual examples found in everyday life.

Mastery can also mean understanding and mastering something thoroughly per the field of expertise favored. A person's self-owned quality is reflected in how well mastery and understanding he has in a field that is being pursued. The same thing also applies to an educator, where an educator must master learning material well before carrying out learning activities. The quality of mastery of a learning material owned by an educator can be seen from how he understands, explains, connects, and directs the learning material he delivers with contextual examples found in everyday life.

Mastery of learning materials owned by an educator can show the quality of self and the quality of his professional competence, and this is because a professional educator is an educator who can master the learning material or material to be delivered, can master learning strategies and is able to understand the character of pre-service teachers (Sukmawati, 2019). The quality of mastery of learning material possessed by an educator is a reflection or symbol of the quality of professional competence possessed by the educator, and this shows that the better the mastery of learning material mastered by an educator, the better the quality of self or professional competence he has.

Mastery of learning material is a must that must be fulfilled by an educator when carrying out learning activities, and this is because mastery of learning material reflects the quality of professional competence possessed by an educator. Mastery of learning materials is crucial in delivering quality and memorable learning activities for pre-service teachers. If an educator does not master the learning material that he will convey to pre-service teachers, then the educator will have difficulty properly directing and managing learning activities.

An educator is required to master learning materials when carrying out learning activities, and this is because learning materials are an important element in learning activities. Mastery of learning materials by educators can be interpreted as the ability to explain or deliver learning materials clearly and in accordance with the topic or subject matter of learning activities and be able to connect learning materials with learning topics or with contextual examples found in everyday life. Mastery of learning materials owned by an educator includes mastery of the subject matter of learning and mastery of supporting materials.

Based on the above definition, it can be concluded that mastery of the material is an ability possessed by an educator to convey learning material that has previously been studied, both the main material and supporting learning material, and the ability to connect learning material with contextual examples found in everyday life.

In the world of education, the quality of self-possession by an educator is an important element that needs to be considered, and this is because educators have an important role in bringing and improving the quality of education in a much better direction than before.

As prospective educators, pre-service teachers are required to be able to master learning materials as well as possible, both in the scientific field being pursued and in other scientific fields,



to be able to organize learning activities effectively, be able to provide new knowledge to pre-service teachers and be able to help pre-service teachers develop knowledge that has been obtained and can provide improvements and changes in the quality of learning for the better.

As a prospective educator, mastering learning materials in the scientific field is a must that must be fulfilled, and this is because a prospective educator student is required to have professional abilities, namely the ability to master the learning material that is pursued thoroughly (Umaroh & Bahtiar, 2022). In addition, the professional ability possessed by an educator or prospective educator can be seen from the mastery of the material/science being pursued, which includes mastery of teaching materials, learning methods, and understanding the characteristics of pre-service teachers (Sukmawati, 2019). In this context, the mastery of the material in question is not only as simple as mastering learning material but also mastering material in a broader sense, such as mastering the applicable curriculum, mastering the concepts of the scientific field being pursued, having extensive knowledge and insight into relevant teaching materials to understanding current educational problems (Sukmawati, 2019). By mastering these things, an educator or prospective educator is expected to be able to provide encouragement and change in the world of education.

The results of this study indicate the sig value of material mastery on teaching readiness is  $0.505 > 0.05$ . Based on this significance value, it is concluded that material mastery does not influence teaching readiness. The results of this study contradict the opinion of Dhonal and Abdullah (2019) that mastery of the material is one of the factors that influence the teaching readiness of an educator. From the results of the research that has been obtained, it is known that the factors that cause the lack of effect of mastery of material on teaching readiness in this study can be influenced by the low level of mastery of material possessed by pre-service teachers. There are weaknesses or errors in the research instruments used so that the research sample does not understand or has difficulty answering the questions contained in the research instrument. In addition, other factors that cause material mastery to not affect teaching readiness are such as lack of mastery of the material by pre-service teachers, lack of student ability to communicate so that it is difficult to explain the material properly, and the low level of reading interest possessed by pre-service teachers so that pre-service teachers have difficulty in developing learning materials that are in accordance with developments in everyday life (Umaroh & Bahtiar, 2022).

The results of this study are in line with research conducted by Umaroh & Bahtiar (2022), where the results of the study state that mastery of accounting material does not affect readiness to become an accounting teacher, with a significance value of  $0.763 > 0.05$ .

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The research data shows that the level of mastery of the material possessed by MBKM Teaching Assistance pre-service teachers of the Economic Education Study Program is still classified as sufficient or low, with the average acquisition of the most scores in the range of scores 20 - 63 obtained by 42 pre-service teachers or 84%. In comparison, the level of teaching readiness possessed by pre-service teachers in teaching assistance of MBKM program in Economic Education Study Program is classified as positive and high, with a questionnaire score of 76.32%.

Based on the research data, the results concluded that there was no influence between mastery of material and teaching readiness of pre-service teachers in teaching assistance of MBKM program with a significance value of  $0.505 > 0.05$ . It is influenced by several factors, such as the low level of mastery of the material possessed by pre-service teachers, the inaccuracy of the research instruments used, there are weaknesses and errors in the research instruments used, and the high standard of difficulty of the knowledge test questions used so that the research sample has difficulty in solving the questions of the knowledge test given.

### **Suggestion**

Based on the results of the study, the researcher suggested the following:

1. For pre-service teachers of the Economics Education Study Program, it is expected that they can add and improve their mastery of material and teaching readiness to a better level.

2. For future researchers, it is recommended to use research instruments and test questions that are different from this study in terms of the accuracy of the research instruments and the difficulty level of the test questions used. Then the researcher also recommends that future researchers first examine or add other research variables and indicators other than those discussed in this study to see further what variables and indicators affect student teaching readiness.

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