PENGARUH KEMAMPUAN BAHASA INGGRIS, KEMAMPUAN TEKNOLOGI INFORMASI DAN PRAKTIK KEPENDIDIKAN (PK) TERHADAP KESIAPAN MENJADI GURU AKUNTANSI PADA MAHASISWA PENDIDIKAN AKUNTANSI UNIVERSITAS NEGERI YOGYAKARTA

THE EFFECT OF ENGLISH ABILITY, INFORMATION TECHNOLOGY ABILITY, AND EDUCATIONAL PRACTICES (PK) ON READINESS TO BE ACCOUNTING TEACHER IN ACCOUNTING EDUCATION STUDENT OF UNIVERSITAS NEGERI YOGYAKARTA

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Abstrak: Pengaruh Kemampuan Bahasa Inggris, Kemampuan Teknologi Informasi dan Praktik Kependidikan (PK) terhadap Kesiapan Menjadi Guru Akuntansi. Tujuan penelitian ini adalah untuk mengetahui pengaruh dari kemampuan bahasa Inggris, kemampuan teknologi informasi dan Praktik Kependidikan (PK) terhadap kesiapan menjadi guru akuntansi pada mahasiswa pendidikan akuntansi Universitas Negeri Yogyakarta. Penelitian ini merupakan penelitian assosiatif komparatif. Teknik pengambilan sampel menggunakan metode *purposive sampling.* Populasi terdiri dari 146 mahasiswa pendidikan akuntansi. Pengumpulan data menggunakan kuesioner *online* dan nilai mata kuliah yang relevan. Analisis data menggunakan teknik analisis deskriptif kuantitiatif. Hasil akhir penelitian menunjukkan bahwa: (1) kemampuan bahasa Inggris berpengaruh positif terhadap kesiapan menjadi guru akuntansi, hal ini dibuktikan dengan hasil uji statistik berupa t-hitung 3.878 koefisien regresi 0.283 dan nilai signifikansi 0.000<0,05; (2) kemampuan teknologi informasi berpengaruh positif terhadap kesiapan menjadi guru akuntansi, hal ini dibuktikan dengan t-hitung 4.132 koefisien regresi 0.303 dan nilai signifikansi 0.000<0,05; dan (3) Praktik Kependidikan (PK) berpengaruh positif terhadap kesiapan menjadi guru akuntansi, hal ini dibuktikan dengan t-hitung 3.127, koefisien regresi 0.242 dan nilai signifikansi 0.002<0,05.

Kata kunci: Kemampuan Bahasa Inggris, Kemampuan Teknologi Informasi, Praktik Kependidikan (PK), Kesiapan Menjadi Guru Akuntansi

Abstract: The Effect of English Ability, Information Technology Ability, and Educational Practices (PK) on Readiness to be Accounting Teacher. *The purpose of this study is to investigate the effect of English ability, information technology ability, and Educational Practices (PK) on readiness to be accounting teacher in accounting education student of Universitas Negeri Yogyakarta. This research is comparative associative research. The sampling technique was using the purposive sampling method. The sample of this research consisted of 146 accounting education students. Data were collected using an online questionnaire and the relevant courses' score. Data analysis performed using quantitative descriptive analysis techniques. The results show that: (1) English ability has a positive effect on readiness to be accounting teacher, it is supported by statistical tests in the form of t-count 3.878, regression coefficients of 0.283 and a significance value of 0.000 <0.05; (2) Information technology ability has a positive effect on readiness to be accounting teacher, as shown by t-count 4.132, regression coefficient of 0.303 and a significance value of 0.000 <0.05; and (3) Educational Practices (PK) have a positive effect on readiness to be accounting teacheras shown by t-count 3.127, regression coefficients of 0.242 and a significance value of 0.002 <0.05.*

***Keywords**: English Ability, Information Technology Ability, Educational Practices (PK), Readiness to be Accounting Teacher*

INTRODUCTION

In the 21st century, teachers face the demands of professional teacher quality, so teachers must continuously improve their competencies. According to Slameto (2010: 113), readiness is the overall condition of a person that makes him ready to give reactions or answers in a certain way, including several aspects, namely physical, mental, emotional, motivation, goals, skills, and knowledge. Ariakunto (2001: 54) readiness is competence so that someone who has competence means having sufficient readiness to do something.

Readiness to be a teacher is when someone is ready to be a teacher who can meet educators' requirements. This readiness must be owned by every individual who will later become an educator because readiness to be a teacher is the main asset. It is obligatory to have competence in the teaching profession if a teacher is said to be ready. The competencies that Teacher and Lecturer must master are listed in the Teacher and Lecturer Law No. 14 of 2005-chapter IV Article 10, namely pedagogical competence, personality competence, social competence, and professional competence.

Many factors affect Readiness to Become an Accounting Teacher, which includes internal and external factors. Internal factors include interest in becoming a teacher, motivation, intellectual capacity, knowledge, and skills. While external factors include information about the world of work, the influence of various environments (Family Environment, school environment, and peer environment), as well as experiences gained from various activities that support the formation of readiness to become an Accounting teacher, such as Educational Practices (PK).

Wachid (2013) states that job readiness can be achieved through education and experience. Education is an activity carried out by students by the credits taken in their respective fields of expertise. At the same time, one of the incidents is learned by students during the activity process Educational Practices (PK). Through this educational and experiential process, it is hoped that it can produce.

Besides being a teacher, a teacher or prospective teacher must also have other special ability, especially in English and Information Technology ability. Alwasilah (2001) states that English should be part of the curriculum because it supports the development of the Indonesian generation. The National Education System Law (2003:

15) says that foreign languages can be used as instruction in specific academic units to support students' foreign language skills.

On the other hand, information technology in the current era of globalization significantly influences education. One learning model that can increase students' motivation to learn is by utilizing technology through e-learning. Given that e-learning is a relatively new learning model in Indonesia, few have implemented it, apart from requiring expensive infrastructure support (Yaniawati, 2007).

Researchers conducted an unstructured survey of 22 Accounting Education Students Universitas Negeri Yogyakarta (UNY) who had taken courses English Classroom, Digital Simulation, Computer Accounting, and had implemented Educational Practices (PK). Based on English ability, 8 respondents answered "Ready" to be a teacher, while 14 respondents answered, "Not ready". Not readiness was happening because English is rarely used for everyday language speakers. Even though some lecturers have used English to deliver lectures, they are still not ready to become teachers. Next on information technology ability, 14 respondents answered "Ready", and 8 respondents answered "Not ready" to be teachers. Not readiness was happening because students are accustomed to using software to support learning, but some students have not learned the features used because manual lab work is often used. Finally, based on Educational Practices (PK) , 15 respondents answered "Ready", and 7 respondents "Not Ready" to be a teacher. Not readiness was happening because PK is still considered unable to make students ready to be teachers due to the short PK time and the Covid-19 pandemic conditions, which require students to do PK online in 2020.

Based on this background, the researcher will conduct research entitled "The Effect of English Ability, Information Technology Ability, and Educational Practices (PK) on Readiness to be Accounting Teacher in Accounting Education Student of Universitas Negeri Yogyakarta".

The objectives to be achieved through this research are to know the effect of English ability, Information Technology ability, and Educational Practices (PK) on readiness to be a teacher in Accounting Education students at Universitas Negeri Yogyakarta.

RESEARCH METHODOLOGY

Research Design

This research is a comparative associative study, which aims to determine the effect of the independent variables, namely English Language Ability (X1),

Information Technology Ability (X2), and Educational Practices (PK) (X3) on the dependent variable, namely Readiness to Become Accounting Teacher (Y). This research uses a quantitative approach, where all information or data is manifested in numbers and the analysis is based on statistical analysis.

Place and Time of Research

This research was conducted in the Accounting Education Study Program, Faculty of Economics, UNY from December 2020 to March 2021.

Population and Sample Research

The population in this study was all Accounting Education students at UNY. In this study, the sampling technique used was the Non-Probability Sampling technique, and the method used was purposive sampling. Therefore, the chosen sample is purposely determined based on specific criteria that the researcher has decided to obtain a representative sample. The criteria used in sampling are as follows:

a. Respondents have already taken (*English ClassII/ English Classroom*).
b. Respondents have already received Digital Simulation and Computer Accounting courses.
c. Respondents have followed Educational Practices (PK).

Based on these criteria, the sample in the study consisted of Accounting Education Students UNY 2016 and 2017. So, this sample is 146 students.

Operational Variable

a. Readiness to be Accounting Teacher (Y), accounting teachers must meet the requirements to be teachers and master teacher competencies, including pedagogical competence, personality competence, professional competence, and social competence.
b. English Ability (X_1), the measurement indicators used are reading, speaking, listening, and writing skills related to accounting education.
c. Information Technology Ability (X_2), measurement indicators used are the ability that students can process material, information, and data into digital media using applications computers, or communication devices, accounting data, analyze and enter data and create financial reports through a computerized system.
d. Educational Practices (PK) (X_3), the measurement indicator used is the competence to be a teacher or academic staff.

Data Collection Techniques and Instruments

a. Data Collection Techniques

In this study, the primary data comes from course grades and a questionnaire filled out by the Accounting Education Students at UNY.

b. Research Instruments

In this study, the scoring was made using a stratified scale. There are four alternative answers given to respondents, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The statement used as an instrument is in the form of positive and negative questions arranged randomly. In addition, in this study, the scoring of course scores was carried out using the Final Score and Final Conversion Score Conversion. Following are the assessment guidelines:

Table 1. Final Score and Conversion Final Score of Conversion

Final Score	**Conversion**	
Scale 100	**Grade**	**Grade Point**
86-100	A	4,00
81-85	A-	3,67
76-80	B+	3,33
71-75	B	3,00
66-65	B-	2,67
61-65	C+	2,33
56-60	C	2,00
41-55	D	1,00
0-40	E	0,00

Source: http://bakk.uny.ac.id/

Instrument Validity and Reliability

a. Validity Test

Based on the test validity, the processed Pearson Product Moment method shows that the 18 statement items in the Readiness to be Accounting Teacher questionnaire are declared valid.

b. Reliability Test

The Cronbach's coefficient value was obtained based on the reliability test results in the Readiness to be Accounting Teacher questionnaire. Alpha of 0.922 from the number of items = 18, while the range of reliability coefficients between $0.80 \leq r \leq 1.00$ has a very high interpretation (Sundayana, 2015: 70). Thus, it can be concluded that 18 statement items are declared reliable, or it can also be said that this instrument has high reliability.

Data Analysis Techniques

a. Descriptive Statistical Analysis

Descriptive analysis is the statistic used to analyze data by describing or describing data that has been used. Collected as is without intending to make general conclusions or generalizations (Sugiyono, 2015).

b. Testing Prerequisite Analysis

Linear regression analysis is an analysis to determine the relationship between the independent variable and the dependent variable using linear equations (Priyatno, 2010). Multiple linear regression analysis, that is, if you use more than one independent variable. Multiple linear requirements or what is called the classic assumption test are

carried out first to avoid measurements that can be avoided in terms of multiple linear regression equations, including: linearity test, multicollinearity test, and heteroscedasticity test.

c. Hypothesis Testing

In this study, hypothesis testing used multiple linear regression. According to Sugiyono (2005) multiple regression analysis is used to predict how the state of the dependent variable as a predictor factor is manipulated. This model is used to determine the magnitude of Y and X.

d. Relative Contributions and Effective Contributions

Relative contribution is the ratio of the relativity given by the independent variable to the dependent variable with other independent variables. Effective contribution is the percentage comparison of the effectiveness given by one independent variable to one dependent variable with other independent variables whether it consists of or not.

RESEARCH RESULTS AND DISCUSSION

Descriptive Statistical Analysis Results

a. Readiness to be Accounting Teacher

Variable Readiness to be Accounting Teacher was measured using a questionnaire consisting of 18 question items. This assessment uses a Likert scale model with four alternative answers, where obtained the highest score is 72 from the highest possible score of (4 x 18) = 72, and the lowest score is 18 as big as the lowest possible score (1 x 18) = 18 From this score, then analyzed using a data processing program, the mean obtained is 61.7534; Median of 61; Mode is 54, and Standard Deviation is 6.55645. The number of classes Interval is 8, data ranges is 22 and the class length is 3. The data from the calculation results can be made about the frequency distribution as follows:

Table 2. Frequency Distribution of Readiness to be Accounting Teacher

No	Interval	Frekuensi	%
1.	50-52	6	4%
2.	53-55	31	21%
3	56-58	17	12%
4	59-61	21	14%
5	62-64	15	10%
6	65-67	17	12%
7	68-70	22	15%
8	71-73	17	12%
	Total	146	100%

Source: Primary Data 2021

Categorization of the tendency of the Readiness to be Accounting Teacher variable can be categorized into high, medium, and low. High group if X≥54, medium group if 36≤x<54, and low group if X<36. Based on the data on Readiness to be Accounting Teacher, the following trend categories can be made:

Table 3. Category Tendency Readiness to be Accounting Teacher

No	Interval Class	F	%	Cate-gory
1.	X ≥ 54	140	96%	High
2.	36 ≤ X < 54	6	4%	Medium
3.	X < 36	-	-	Low
Total		146	100%	

Source : Primary Data 2021

Based on the table above, it can be seen that Readiness to be Accounting Teacher, most Accounting Education students FE UNY (96%) are in the High category.

b. English Ability

English Ability Variable measured using a score of English Classroom/ English 2 from 146 people. From this score, then analyzed using a data processing program, the mean is 85.1027; The median is 85; Mode is 85, and Standard Deviation is 9.09546. The number of classes Interval is 8, data ranges is 31 and the class length is 4. The data from the calculation results can be made about the frequency distribution as follows:

Table 4. Frequency Distribution of English Ability

No	Interval	Frequency	%
1.	69-72	13	9%
2.	73-76	20	14%
3.	77-80	20	14%
4.	81-84	17	12%
5.	85-88	20	14%
6.	89-92	15	10%
7.	93-96	20	14%
8.	97-100	21	14%
Total		146	100%

Source: Primary Data 2021

Categorization of the tendency of the English ability variable can be categorized into high, medium, and low. High group if X≥90, medium group if 80≤x<90, and low group if X<80. Based on the data on English ability, the following trend categories can be made:

Table 5. English Ability Tendency Categories

No	Interval Class	F	%	Cate-gory
1.	X ≥ 90	56	38%	High
2.	80≤ X < 90	57	39%	Medium
3.	X < 80	33	23%	Low
Total		146	100%	

Source: Primary Data, 2021

Based on the table above, it can be seen that the majority of students in Accounting Education FE UNY (39%) are in the Medium category.

c. Information Technology Ability

Variable Information Technology ability measured using digital simulation score and accounting computers scores from 146 people. From these scores then analyzed using a data processing program, the mean obtained is 85.6575; The median is 88; Mode is 89, and Standard Deviation is 9.36718. The number of classes Interval is 8, data ranges is 31 and the class length is 4. The data from the calculation results can be made about the frequency distribution as follows:

Table 6. Frequency Distribution of Information Technology Ability

No	Interval	Frequency	%
1.	69-72	19	13%
2.	73-76	15	10%
3.	77-80	12	8%
4.	81-84	18	12%
5.	85-88	14	10%
6.	89-92	25	17%
7.	93-96	23	16%
8.	97-100	20	14%
Total		146	100%

Source: Primary Data 2021

Categorization of the tendency of the Information Technology ability variable can be categorized into high, medium, and low. High group if X≥90, medium group if 80≤x<90, and low group if X<80. Based on the data on Information Technology ability, the following trend categories can be made:

Table 7. Category Tendency of Information Technology Ability

No	Interval Class	F	%	Cate-gory
1.	X ≥ 90	68	47%	High
2.	80≤ X<90	44	30%	Medium
3.	X < 80	34	23%	Low
Total		146	100%	

Source: Primary Data, 2021

Based on the table above, it can be seen that the majority of Information Technology Ability students of Accounting Education (47%) are in the High category.

d. Educational Practices (PK)

Variable Educational Practices (PK) measured using Educational Practices (PK) scores from 146 people. From this score, then analyzed using a data processing program, the mean obtained is 89.2055; Median of 91; Mode is 96, and Standard Deviation is 8.18992. The number of classes Interval is 8, data ranges is 31 and the class length is 4. The data from the calculation results can be made about the frequency distribution as follows:

Table 8. Frequency Distribution of Educational Practices (PK)

No	Interval	Frequency	%
1.	69-72	6	4%
2.	73-76	7	5%
3.	77-80	8	5%
4.	81-84	18	12%
5.	85-88	27	18%
6.	89-92	23	16%
7.	93-96	27	18%
8.	97-100	30	21%
Total		146	100%

Source: Primary Data 2021

Categorization of the tendency of the Educational Practices (PK) variable can be categorized into high, medium, and low. High group if X≥90, medium group if 80≤x<90, and low group if X<80. Based on the data on Educational Practices (PK), the following trend categories can be made:

Table 9. Category Tendency in Educational Practices (PK)

No	Interval Class	F	%	Cate-gory
1.	X≥ 90	80	55%	Very Good
2.	80≤X<90	53	36%	Good
3.	X<80	13	9%	Poor
Total		146	100%	

Source: Primary Data,2021

Based on the table above, most Educational Practices (PK) students of Accounting Education UNY X ≥ 90 are in the Very Good category.

Prerequisite Analysis Test

a. Linearity Test

Table 11. Results Linearity Test

Variable	Sig	Specification
$X_1 \rightarrow Y$	0.238	Linear
$X_2 \rightarrow Y$	0.232	Linear
$X_3 \rightarrow Y$	0.657	Linear

Source: Processed data, 2021

Based on table 10, all variables are declared linear.

b. Multicollinearity Test

Table 12. Results of Multicollinearity Test

Varia-bles	Toler-ance	VIF	Conclusion
X_1	0.888	1.126	There is no multicol-linerarity
X_2	0.886	1.135	
X_3	0.790	1.266	

Source: Processed data, 2021

Based on the multicollinearity test results above, it can be concluded that each variable has a tolerance value> 0.1 and a VIF value <10, so it can be concluded that multicollinearity does not occur.

c. Heteroscedasticity Test

Table 13. Results Test Heteroscedasticity

Variable	Sig.	Conclusion
X_1	0.754	No heteros-cedasticity
X_2	0.605	
X_3	0.740	

Source: Processed data, 2021

The results of the heteroscedasticity test show that all variables do not have a heteroscedasticity problem because the significance probability is above the 5% confidence level.

Hypothesis Testing

The data analysis used to test the hypothesis in this study is multiple regression analysis. The results of data processing are obtained as follows:

Table 14. Results of Multiple Linear Regression Analysis

Vari able	Consta nt	Coeffi cient	t count	Sig
X_1	10.570	0.283	3.878	0.000
X_2		0.303	4.132	0.000
X_3		0.242	3.127	0.002

Source: Processed data, 2021

a. Multiple Regression Line Equation

Based on the calculation results, the multiple linear regression equation is obtained as follows:

Y = 10.570+0.283X1+0.303X2+0.242X3

The multiple linear regression equation above can be explained as follows:

1) Readiness to be accounting teacher as Y. A constant value of 10.570 explains that if each independent variable (X1, X2, and X3 = 0), the prediction of readiness to be accounting teacher is 10.570.
2) The coefficient of English Ability (X1) is 0.283, which explains that English ability can positively predict Readiness to be accounting teacher (Y), or it can be said that if English ability (X1) increase by 1 point, the Readiness to be accounting teacher will increase by 0.283.
3) The coefficient of Information technology ability (X2) of 0.303 indicates the ability of information technology can predict readiness to be accounting teacher (Y) positively, or it can be said that if information technology ability (X2) increases by 1 point, readiness to be accounting teacher will increase by 0.303.
4) The coefficient of Educational Practices (PK) (X3) of 0.242 indicates that Educational Practices (PK) can predict the Readiness to be accounting teacher (Y) positively, or it can be said that if Educational Practices (PK) (X3) increases by 1 point, then Readiness to be accounting teacher will increase by 0.242.

The simple linear regression line on this hypothesis leads to positive, and this is because the variables X_1, X_2, X_3, and Y form a unidirectional regression line.

b. The T-Test

Table 15. Table Results of T-Test

No	Variable	Sig	T	Beta
1.	X_1	0.000	3.878	0.283
2.	X_2	0.000	4.132	0.303
3.	X_3	0.002	3.127	0.242

Source: Processed data, 2021

The explanation of the t-test results for each of the independent variables is as follows:

1) The effect of English ability on readiness to be accounting teacher.

   From the results of the t-test on the English ability, the variable obtained a significant level of 0.000 <0.05, with the t value of 3.878 and the regression coefficient having a positive value of 0.283. Based on these results, the first hypothesis, which states "English ability on readiness to be accounting teacher in UNY Accounting Education Students," is accepted.

2) The effect of information technology ability on readiness to be accounting teacher.

   The results of the t-test on the variable of information technology

ability obtained a significant level of 0.000 <0.05, the t value of 4.132, and the regression coefficient having a positive value of 0.303. Based on these results, the first hypothesis states, "Information technology ability on readiness to be accounting teacher in UNY Accounting Education Students " is accepted.

3) The effect of Educational Practices (PK) on readiness to be accounting teacher.

The results of the t-test on the variable of Educational Practices (PK) obtained a significant level of 0.002 <0.05, with the t value of 3.127 and the regression coefficient having a positive value of 0.242. Based on these results, the first hypothesis, which states "Educational Practices (PK) on the readiness to be accounting teacher in UNY Accounting Education Students " is accepted.

c. The coefficient of determination (R2)

Table 16. Coefficient of Determination (R2)

Coefficient of Determination		
R	**Adjusted R Square**	**Error**
0.572	0.312	3.53538
English Language Proficiency, Information Technology Ability and Educational Practices (PK)		

Source: Processed data, 2021

The results of the R2 test in this study obtained a value of 0.312. This shows that variations in the Readiness to become an accounting teacher are influenced by English Language Ability, Information Technology Ability, and Educational Practices (PK) by 31,2% with error 3.53538. In comparison, the remaining 68,8% is influenced by other factors not included in the study.

d. Relative Contribution and Effective Contribution

Table 17. The Result of Relative Contribution and Effective Contribution

Varia-bles	**SE**	**SR**
X_1	10,4%	32%
X_2	11,8%	36%
X_3	10,5%	32%
Total	32,7%	100%

Source: Processed Data, 2021

The results above show the size of the contribution of each independent variable. The English Ability variable had an effective contribution of 10,4%, the Information Technology Ability variable had an effective contribution of 11,8%, and Educational Practices (PK) had an effective contribution of 10,5%. In addition to knowing the magnitude of the effective contribution for each variable, the table above also shows the magnitude of the relative contribution for each of the independent variables.

The variable of English ability has a relative contribution of 32%. Information technology ability has a relative contribution of 36%, and Educational Practices (PK) has a relative contribution of 32%. Thus it can be concluded that the Information technology ability variable is the dominant factor affecting the Readiness to be Accounting Teacher with an effective contribution of 11,8%. The total effective contribution is 32,7%, which means that together the variables of English ability, information technology ability, and Educational Practices (PK) can affect the Readiness to be Accounting Teacher by 32,7% with error 3,53538 while 67,38% Readiness to be Accounting Teacher is effect by other factors.

From the results of this study, it can be seen that English ability, information technology ability and Educational Practices (PK) have a positive effect on the Readiness to be Accounting Teachers in Accounting Education students at UNY. The higher the English ability, information technology ability and Educational Practices (PK), the higher the readiness to be accounting teacher. English language ability, information technology ability, and Educational Practices (PK) will foster high motivation and good perceptions in students of the world of education so that hopes to enter the real world of education and the level of readiness to be accounting teachers will be better.

CONCLUSION

a. English ability affects the readiness to be accounting teacher for Accounting Education students at UNY. The higher the student's English ability, the higher the Readiness to be a student accounting teacher so that the student's mastery of English needs to be improved.
b. Information technology ability affects Readiness to be accounting teacher for Accounting Education students at UNY. The higher the student's information technology ability, the higher the readiness to be a student accounting teacher so that the student's mastery of information technology needs to be optimized.
c. Educational Practices (PK) affects Readiness to be accounting teacher in Accounting Education students at UNY. The better the student's Educational Practices (PK), the higher the Readiness to become an accounting teacher. The Educational Practices (PK) program must be used optimally to become a teacher.

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