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How is the Readiness of Students to Become Teachers in the Industrial Revolution Era 4.0?

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Abstract: This research intends to examine how students are prepared to become teachers in the industrial revolution 4.0 age in order to carry out teaching professionally and competently and produce the next generation of exceptional instructors. The methodology for this study is a quantitative survey model with 261 samples of students who have participated in teaching practice program activities and 755 populations. Furthermore, the data were analyzed using exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modeling (SEM). The research's first key result is that colleges have a crucial role to play in preparing teacher candidates for the industrial revolution 4.0 by enhancing education quality, distributing education fairly, and extending access via relevance. Second, by putting the study's theory to the test, students' perceptions of the teaching profession are improved. It may be inferred that students are more prepared to become teachers if learning techniques and models are combined in accordance with current trends in technology and society.

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Introduction

The Industrial Revolution 4.0 has begun, and as a result of the world's rapid development, technology has taken over as the cornerstone of people's everyday existence lives. (Henning Kagermann, Wolf-Dieter Lukas, 2011). Phase 4.0 of the Industrial Revolution was characterized by the expanding use of technology in education. (Kemeristekdikti, 2018). Given the significance of teaching duties, teachers must be capable of (Afrianto, 2018). Because they are the most important contributor to the achievement of high-quality educational procedures and results, teachers undergoing training in the Industrial Revolution 4.0 age must be competitive (Mulyasa, 2009). They must be prepared to handle this rapidly evolving technological world as the educational ages in different nations advance (Cordes, F., & Stacey, 2017).

Through the Making Indonesia 4.0 initiative, Indonesia is also implementing industry 4.0. One of the sectors that must be ready for Making Indonesia 4.0, according to the Republic of Indonesia's Minister of Industry, is education (Hartarto, 2018). Without capable and experienced educators, it will be impossible to achieve high-quality education. Teachers play a crucial role in education since they are responsible for planning lessons, developing students' abilities, and fostering their potential in order to produce great human resources. (Lase, 2019). When assessing a prospective teacher's readiness to become a teacher in the age of industrial revolution 4.0, it is also essential to consider how students view the teaching

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profession, their experience in teaching practice programs, and their locus of control in order for them to compete in that market. Due to this, future educators in the era of Industrial Revolution 4.0 must be trained properly. (Liao et al., 2018).

However, students still have weak opinions of the teaching profession, and these opinions vary from student to student. (Bergmark et al., 2018). Even though they have studied for six semesters, many students still have little interest in becoming teachers once they graduate from college. Gaining knowledge of professional teacher education through field trips and observations up until the final semester while watching the ongoing experience of the educational practice program, which was implemented in three places in the Jambi Province in January 2020. The diverse perspectives of students enrolled in vocational training reflect this. One person's impression of what distinguishes others from them and stigma in many contexts. (Davis & Jones, 2014). From a psychological perspective, it is also evident that aspiring teachers have varying opinions regarding specific teaching professions. He cannot work as a teacher because of this, among other things. (Mulyana, 2016).

The locus of control also determines the investigation of readiness to become a teacher in the 4.0 industrial revolution era. Prospective teachers are required not to stutter about various cultures and be able to solve problems around them, in increasing self-competence to meet the qualifications of future teachers who are competent and professional in their field (Ahluwalia, 2017). Students are prepared to become competent and professional teachers via practical school studies. In order to prepare students for becoming teachers, future educators are required to incorporate a number of pedagogical abilities into their school's practical classroom practice program (Yuniasari & Djazari, 2017). The implication of this is that the readiness of students to become teachers in the Industrial Revolution 4.0 era has not been evaluated in terms of their readiness to teach in front of a mirror, their readiness to master the subject matter (a variety of references, methods, models, and learning media), their readiness to create learning tools, or their readiness to track technological advancement over time.

The examination site also impacted those looking to become teachers during the Fourth Industrial Revolution. Future educators must be able to teach across cultures, refrain from stuttering, handle obstacles, and be self-sufficient to meet the qualifications for candidates for competent and professional instructors in their particular subjects. (Ahluwalia, 2017). To obtain credentials, globalization skills, future strategy skills, and consulting skills, future instructors must be prepared for the Industrial Revolution 4.0 era and possess strong self-discipline (Joneta et al., 2016). Prospective teachers' self-control needs to be improved in order to handle any situation, place, or condition, especially as they prepare to become competent and professional instructors (Ulin & Oktarina, 2014). Especially the Covid19 scenario that is now occurring in Indonesia and other nations. In the period of the Industrial Revolution 4.0, there are two external factors that influence motivation to become a teacher. There are indicators for intrinsic and mediating factors.

One of the factors in developing potential teacher candidates for Indonesia's future generations is how people view the teaching profession (Uzer, 2005). His participation in school-based classroom practice programs establishes him as a credible prospective educator who is getting ready to become a teacher (input) (Bukaliya Rupande, 2013). Numerous evaluations of the literature on literacy have emphasized that classroom experiences, practice programs, and students' cognitive factors are factors that operate as mediators affecting inputs and results. The control's placement is determined by this variable. The internal and external oversight bodies are the oversight bodies used in this study. One of his personality traits, which he defines as whether or not a person believes he can control his fate via occurrences,

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is a potential teacher. His life's events are in his hands (Ivancevich M.Joha, 2014). This is because teacher credentials are a problem that current advances frequently face. Because the position of control also supports the notion that potential instructors still feel qualified, competent, and prepared to work as teachers in a professional capacity (Kreitner, Robert dan Kinicki, 2003).

The importance of trainees in education cannot be overstated because learning in the Fourth Industrial Revolution requires having or wanting to become a teacher. (Klaus Schwab, 2016). Technology is advancing at a rapid pace, and those who do not keep up will be left behind. As a result, it will be challenging and tough for apprentices in every country if they are not prepared for the Industrial Revolution 4.0 age (Wena, 2011). In order to become proficient and professional instructors in their respective disciplines in any setting, including the Covid-19 pandemic and the Industrial Revolution 4.0 age, future educators will thereby increase their professionalism and competency. I suppose. We shall have no choice but to get ready for the Industrial Revolution 4.0 period since the function of the teacher will be so crucial in the future (Klaus Schwab, 2016).

Education is the cornerstone of the Fourth Industrial Revolution. To keep up with the rapid growth of science and technology, the desire to become a teacher must grow. Future educators must be capable of preparing for the Industrial Revolution 4.0 age in order to prevent the teacher's job from shifting as it should. In the period of the Fourth Industrial Revolution, apprentice instructors are crucial to the educational system. He stated that a teacher needed to accomplish two crucial things in order to get ready to teach in the Industrial Revolution 4.0 era. 1) training future educators to address challenges that do not yet exist; and 2) preparing future educators to use and make use of technology and information that is periodically evolving (Huseno, 2018). Being a teacher in the Fourth Industrial Revolution period is not an easy job. Future educators must create learning approaches that meet students' developmental needs and have an influence on students' attitudes, personalities, and production in order to prepare their pupils for the approaching industrial revolution (Budiman & Apriani, 2019).

Students' impressions of the teaching profession, their experiences with teaching practice programs, their locus of control, and their preparation to enter the teaching profession in the period of the Industrial Revolution 4.0 are all investigated through applied research. There are three contributions made by this study variable, including: 1). By highlighting the mediating variables of the role of locus of control and the influence between students' perceptions of the teaching profession and experience of teaching practice programs, which did not exist in previous studies, this article can help students better understand what it means to be prepared to become teachers in the industrial revolution era 4.0. The focus of prospective teachers in Jambi Province, Indonesia, is distinctive because this nation is a densely populated country with a variety of distinctive characters, diverse languages, and diverse cultures in facing the era of the industrial revolution 4.0, so we researchers are very interested in looking at educational practices. 2) Obtaining more learning media references by combining learning methods and models in accordance with technological advancements and the needs of students. 3) In order to achieve smart education, campuses and schools should improve educational quality, fairness, and access by making it relevant to the aspirations of prospective teachers throughout the fourth industrial revolution.

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Research Method

This study uses a quantitative explanation method with seven hypotheses. Quantitative research techniques, which are positivist-based, are used to examine certain populations or groups (Straits, 2006). This study using a survey method, which collects information from a sample of individuals through their responses to questions (Check, J. W., & Schutt, 2011). This survey's questionnaire has a number of indicators, structured statements that respondents must reply to in order to get certain information, and data processing.

This study employed a population sampling approach (Creswell, 2011). The choice also included the sample in the overall population (Neuman, n.d.). The group chosen for this study consisted of students who participated in activities in a program for hands-on learning. There were 755 students involved in direct educational experience activities throughout its three sites in Jambi. Teacher Training College, Jambi University (UNJA), and Batang Hari Jambi University (UNBARI) (STKIP Banco). When choosing the sample for this study using the Slovin method, researchers often employ the 5% margin of error. This is supposed to be the population as a whole (Kriyantono, 2010). In this study, a sample of 261 participants was used. Each characteristic was measured in this study among participants in the Jambi economic education program using a questionnaire. We employ a Likert scale that has been established and arranged in accordance with the researcher's instructions (Kriyantono, 2010). A 5-point Likert scale, from strongly disagree (1) to agree (5) strongly, was used to evaluate each measure. 261 potential teachers participating in educational experience programs received questionnaires.

The following indicators will be used in this poll to gauge how students see the teaching profession: 1) Students' opinions of teachers' credentials, expertise, and accreditation 2) How students view teachers' rights 3) How students see the obligations of teachers 4) Through more than 16 statement points, student impressions of teacher instruction and growth, as reported by Uzer (2005), Nana Sudjana (2009), and others. Meanwhile, the following indicators are used to gauge the educational practice program experience variable. Orientation of the Apprentice and Participation of the Apprentice ("Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen," 2005), (Uzer, 2005) and (Nana Sudjana, 2009). 16 statements total from (*Peraturan Rektor Universitas Negeri Malang Nomor 24 Tahun 2020*, n.d.). (Bukaliya Rupande, 2013), (Suharsini Arikunto, 2013), and (Yanto, H., Mula, J. M., & Kavanagh, 2011). Additionally, the indicators for comprehending the control process include 16 item statements for both internal and external aspects (Ghufron & Risnawita, 2017). The following metrics assess students' awareness of teaching careers in the 4.0 Industrial Revolution. According to (Huseno, 2018), teaching skills are followed by professional skills, globalization skills, future strategic skills, and advising skills (up to 18 statement items). every assertional item. Likert scale responses for the intrinsic and extrinsic factors ranged from 1 to 5, with 5 being the strongest agreement. In order to establish a hands-on educational experience program for business educators in the Indonesian province of Jambi, questionnaires were sent to 261 potential instructors.

Data analysis activities are carried out after the necessary research data has been collected; this study uses descriptive statistical analysis, namely processing data in the form of numbers and not generally applicable. (Sugiyono, 2017). A questionnaire-based method of data collection was used, and the instruments were delivered online using a Google form that could be accessed from a smartphone or computer. We use PLS-SEM to analyze data, and we test in two steps. Measurement model evaluation (inner model) and measurement model evaluation (inner model). The assessment of the measurement model is a measurement model

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that specifies how the manifest or observational variables correspond to the latent variables being measured (external model). On the other hand, the evaluation of the measurement model demonstrates an assessment of the strength between latent variables and constructs (internal model) (Latan, 2015).

Results and Discussion

Students' readiness to become economic teachers in the industrial revolution era 4.0 is the goal of this study. Because education is very closely related to the 4.0 industrial revolution, which is used to support the learning process, patterns of thinking, and developing creative ideas for prospective teachers in the Covid 19 situation with the times and the limitless technological advances we feel today. To create the next generation of the nation who are superior, compete, and be ready to become economic teachers in the industrial revolution era 4.0 competent and professional in their fields. In this study, a structural equation model (SEM) was used to test the hypothesis using SmartPLS 3.29. The survey schematic model test findings are shown in more detail in Figure 2 below:

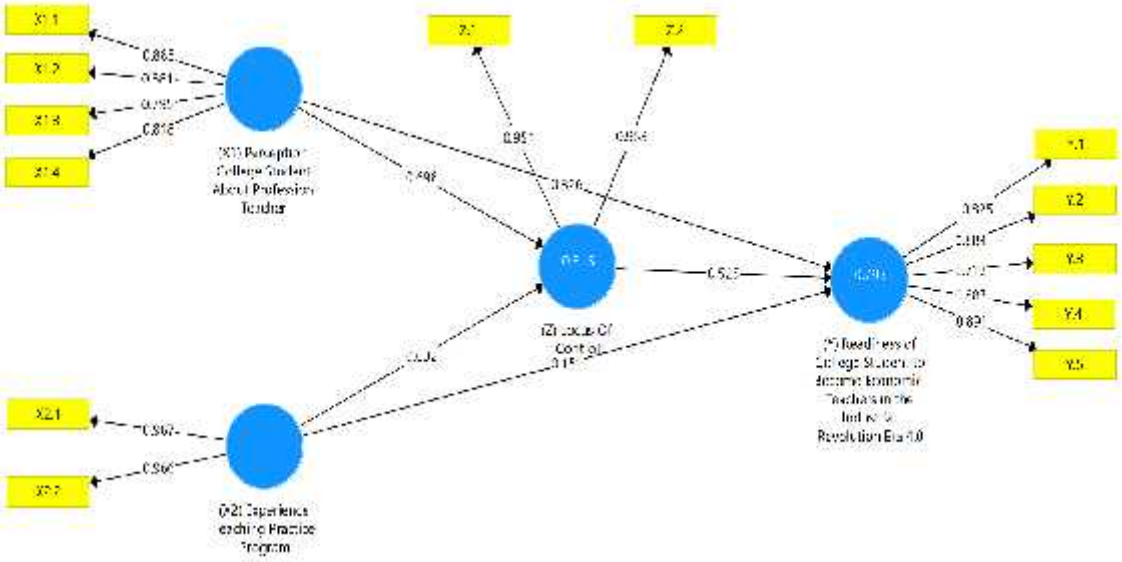

Figure 2. Results of the Structural Equation Research Model

A structural model of the effects of the seven investigated hypotheses is shown in Figure 2. As seen in Figure 2 above, students' opinions on the teaching profession and their involvement in teaching practice programs have an impact on how well-prepared they are to teach economics in the period of Industrial Revolution 4.0. We also demonstrate the validity of all indicators by precise measurement of all extrinsic and internal factors. The following table shows the outcomes of our study's variable hand stressor test.

Table 1: Results of Loading Factor Testing for Research Variable Indicators

Code	Indicator	Loadings
Student Perception About The Teacher Profession		
X1.1	Student perceptions about teacher qualifications, competencies and certification	0.885
X1.2	Students' perceptions of teacher rights	0.881
X1.3	Students' perceptions of teacher obligations	0.795
X1.4	Student perceptions about teacher coaching and development	0.818
Experience Teaching Practice Program		
X2.1	Intership orientation	0.967

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X2.2	Intership engagement	0.966
Locus of Control		
Z.1	Internal factors	0.951
Z.2	External factors	0.953
Readiness of College Student to Become Teachers in the Industrial Revolution Era 4.0		
Y.1	Educational competence	0.825
Y.2	Competence for technological commercialization	0.884
Y.3	Competence of globalization	0.713
Y.4	Competence in the future strategis	0.887
Y.5	Counselor competence	0.891

This study produced a model for preparing to teach economics in the period of Industrial Revolution 4.0 using SEM-PLS to meet convergent validity. If the load factor number is > 0.700, then all indications are genuine (Chin, 2010). On the other side, a set of metrics may be used to evaluate consistency in replies to particular claims supplied to respondents in order to assess dependability. Alpha Cronbach, a measure of structural dependability, may be used to observe consistency. If a constructor variable's Cronbach alpha value is greater than or equal to 0.50, it is regarded as dependable (Hair, 2011).The reliability and validity findings from the 261 respondents who were considered to match the following pre-established criteria are listed below:

Table 2: Reliability And Validity Test Result

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Exracted (AVE)
X1	0.866	0.871	0.909	0.715
X2	0.929	0.929	0.966	0.934
Z	0.896	0.901	0.924	0.710
Y	0.897	0.897	0.951	0.907

Reliability tests on 261 teacher candidates who had participated in a teaching apprenticeship program and who were based on Table 2 above indicated that the variables were deemed trustworthy and complied with the standards. What it demonstrates is visible. Each variable has a Cronbach alpha value of at least 0.70 and a composite confidence value over 0.70, we discover. Average Extraction Variance (AVE), which measures the range and diversity of manifest variables that a latent constituent may support, is a numerical number. In this investigation, the average sampling variance (AVE) value was more than 0, suggesting a true or reliable convergence validity metric (Henseler, Ringle, 2009).

For each verified and highly valued external and intrinsic variable, the study has the choice of measuring indicators. Additionally, the size of the R-squared values produced may be used to gauge the model's viability. R-Squared is a metric for evaluating the accuracy of the regression line equation of the applied model (Chin, 2010). Finding the R-squared value can help determine if a latent variable's influence is substantial or not. This is especially true for intrinsic latent variables. The results of the R-squared computations are displayed in Table 3.

Table 3: R2 Calculation Output

	R Square	R Square Adjust
Z	0.795	0.792
Y	0.516	0.512

We determine the R-squared location for the control values to be 0.795 based on Table 3 above. This shows that the model in this study is considered "strong" since the R-squared

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value is more than 0.70. In the era of Industrial Revolution 4.0, a student's willingness to become a business instructor is measured by their R-Square score. Given that the R-squared value is more than 0.50 and may be regarded as a predictive connection, it can be said that the model in this study is "moderate." PLS-SEM is used for additional variable analysis. By computing the values of the route coefficients, this analysis seeks to ascertain the impact between the observed variables.

We first used the bootstrap approach for resampling before examining the impact of each intrinsic and exogenous variable. Data on the impact of each intermediate variable are obtained as follows to assess the importance among the seven hypothetical factors based on the finished bootstrapping results:

Table 4: Results of Hypothesis Test Calculation

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (IOS / STDEVI)	P Values
X1 - > Z	0.326	0.324	0.071	4.573	0.000
X1 - > Y	0.696	0.699	0.050	13.848	0.000
X2 - > Z	0.151	0.150	0.049	3.055	0.002
X2 - > Y	0.032	0.033	0.062	0.520	0.603
Z - > Y	0.525	0.526	0.065	8.074	0.000
X1 - > Z - > Y	0.366	0.368	0.057	6.471	0.000
X2 - > Z - > Y	0.017	0.017	0.033	0.512	0.609

Seven hypotheses about direct and indirect effects between variables were obtained based on the test results. Therefore, we can conclude that a path coefficient value greater than 1.96 is valid with significance < 0.05 (Latan, 2015). From the data collection results in Table 4, we can see that the significance of the effects between constructs is:

As a result of the first hypothesis (H1), student views of the teaching profession have a favorable and substantial impact on the control trajectory. This occurs as a result of the habits and enabling variables that students have towards effective instruction. When the control sites are effectively supported, students can influence developments because of the interplay between how students perceive the teaching profession. According to earlier research (McCready et al., 2017), and (Aldalalah & Gasaymeh, 2020). Students' self-control is correlated with how well their conceptions of their place of control and the teaching profession interact with one another. impact capability.

Furthermore, the second hypothesis (H 2), student perceptions of the teaching profession have a positive and significant effect on readiness to become an economics teacher in the industrial revolution era 4.0. During their education on campus, prospective teachers construct an understanding of the qualifications and competencies of teachers needed in the world of education, especially in schools. Students' opinions of teaching as a noble vocation are influenced by this knowledge. Good recognition demonstrates that their credentials and abilities are likewise strong. Students believe they possess the skills and credentials necessary to become teachers. In the period of Industrial Revolution 4.0, they put more of an emphasis on developing their teaching abilities in economics. Results from earlier investigations (Wingkel, W.S. & Hastuti, 2010), (Straková, 2015), (Suprihatiningrum, 2013), and (Dost et al., 2017). We think that students who train to become teachers reach their full potential from

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the beginning, are able to endure and adapt as instructors, and have a solid grasp of the teaching field.

The educational apprenticeship experience has a good and significant impact on the control trajectory, according to the third hypothesis (H3). This pattern demonstrates that students have a great experience and a wide range of control in educational practice programs. The results of the field research demonstrate that aspiring economics instructors have a very self-aware attitude about coordination. I've received time management training so that I can be accountable for my tasks and obligations. Participating in practical classroom experience program activities helps aspiring business instructors develop their interpersonal abilities and communicate with mentors, tutors, and coworkers. Peers, tutors, teachers, and supervisors all have a good sense of control, which makes it easier for students to participate in the actual classroom experience. This study shows that aspiring business instructors may successfully complete classroom practice program tasks in schools by working both individually and in teams. On the basis of earlier research (Basak & Ghosh, 2011), (Rinn et al., 2014), and (Labaree, 2000). Activities for educational practice programs in schools are restricted to in-class learning. However, if you put this exercise into practice, you will gain a lot since it will serve as a preventative step on your journey to being a true teacher. Of course, the interaction between potential instructors and different campuses and schools helps make the program for educational hands-on experience successful. Both regular school operations and extracurricular events keep the diverse information that aspiring teachers learn on campus up to date. The positive significance of the experience obtained through experiential activities in educational practice reflects the widely held belief that certain abilities must be had by aspiring teachers in order for them to be prepared to become effective educators.

The fourth hypothesis (H4) states that the teaching practice program's experience has no appreciable impact on one's preparation to become a teacher. Our findings fail in this study; the results show that the direct interaction of prospective economics teachers at school is less than optimal in implementing their competences. Here are some of the things we've learned in the field: In order to execute learning at school, prospective instructors 1) fail to share academic knowledge with peers and 2) students fail to comprehend their demands by not being proactive in learning about innovations in the field of education. The advantage for students at school is that aspiring instructors may include the realities and standards they wish to set at school in the post-industrial period. 3) The era of the industrial revolution 4.0, which has many challenges, should make teacher competences mandatory for prospective economics teachers to master so that they can be developed through the competencies needed in the era of industrial revolution 4.0 so that they are not left behind by the progress of the times along with today's rapid technological developments. This was supported by the findings of other investigations (Margaret et al., 2010), (Levin & He, 2008), and (Adu-Yeboah & Kwaah, 2018). He said that in order to improve the preparation of prospective teachers to become teachers and ensure that they are prepared to be competent and professional instructors, it is necessary to look for qualifications that are near to student requirements.

The fifth hypothesis (H5) states that the position of the control has a favorable and substantial impact on students' performance. Consequently, the combination of internal variables for aspiring economics instructors affects their capacity to teach economics in the period of the Fourth Industrial Revolution. This is what researchers found in the field; it can be seen that the stronger the internal factors that make prospective economics teachers more able to control their teacher competences to devote to their areas of expertise so that they are more prepared to become true economics teachers in the era of the industrial revolution 4.0.

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In line with earlier research (Zaidi & Mohsin, 2013), (Kusuma, A. H. P., Rina., & Syam, 2018), and (Ulin & Oktarina, 2014). Student motivation to become teachers is also influenced by the ability to manage oneself on factors internally in peer competition, demonstrating the ability to demonstrate various educational competencies that must be devoted to the experience of educational practice programs conducted in schools to prepare them.

The sixth hypothesis (H 6) also states that, through the locus of manipulation, student views of coaching vocations have a positive and significant influence on preparedness to work as financial instructors in the creation of the 4.0 economic revolution. The 4.0 economic revolution generation's preparedness of students to become instructors finds positive values in: 1) Using knowledge of techniques and models, potential instructors and students are engaged with one another so that coaching and learning about how to cooperate with the same aim, 2) Prospective economics teachers are more selective in developing various learning media through various references to learning sources in the industrial revolution 4.0 era. It can be seen in this study that students are active and creative towards engaging learning media from various learning sources that can foster motivation and interest in students wanting to learn so that the atmosphere of learning becomes more conducive, and 3) Regarding locus of control, prospective economics teachers can understand student characteristics, know, distinguish, and solve problems related to learning at school, so that the role of schools and campuses is to realize innovative education through improving the quality of education, equity in education, and expanding access through relevance in realizing prospective economic teachers in the industrial revolution era 4.0. In line with the results of previous studies, emphasized (Batubara, 2017), (Adams, 2001), (Buluş, 2011), (Feist, J., & Feist, 2016), (Wuryaningsih & Kuswati, 2013), and (Lowes & Lin, 2015). Potential instructors are prepared to pursue coaching employment based on the depth of experience and information they have attained. The fact that students have positive perceptions of coaching careers and that locus of manipulation for aspiring instructors is also very effective in influencing how notes about coaching careers are translated in their minds leads one to the conclusion that both factors can increase student readiness to become a real instructor who is capable and expert in line with his expertise.

The experience of teaching practice programs has no appreciable impact on preparation to become an economics teacher through the locus of control, according to the seventh hypothesis (H7). According to the study's findings, locus of control, external factors, and social and environmental factors had no bearing on future economics teachers' assessments of what factors supported their decision to become teachers, so prospective teachers were unaffected because of the profession, an economist. Teachers participate in activities through field practice programs. On one of the three campuses in Jambi Province that researchers studied, it was observed that several future economics teachers were less prepared to instruct in actual classes for the first time. This was because they had only previously practiced in on-campus micro-teaching classes and were, it was revealed, unaccustomed to instructing in front of a class and students. Additionally, according to the study's findings, some aspiring economics instructors are unable to regulate their behavior in reinforcement, which demonstrates how much they think they are in charge and how prepared they are to teach economics in the age of the fourth industrial revolution. However, this problem can be overcome by always wanting to learn. Also, improved his teaching skills. Consistent with research findings (Rosmiati, 2016) (Wollman-Bonilla et al., 2008) and (Lowes & Lin, 2015). Those who have experience in teaching practice programs and those who are inadequate. Future direction and aspirations. To become a natural teacher.

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The research's ramifications are crucial so that tertiary institutions can in the future offer insight into how students see the teaching profession and practicum experiences in classrooms. Nevertheless, in every school-based instructional program as well. It should be mentioned that students' impressions of the teaching profession must be well-formed since they participate in educational study programs on campus. This will boost students' total confidence and help them stay up with all technological advancements made throughout the industrial revolution era 4.0. A student with a broad base of knowledge will be better equipped to become a qualified and experienced teacher.

Conclusion

The results of this study confirmed that five hypotheses were accepted, and two hypotheses were not accepted. Overall, out of the seven hypotheses in this study, the competence of prospective teacher students in the 4.0 industrial revolution era had to be further improved according to technological developments. The qualification and competency standards that teachers must have served as guidelines for students as prospective teachers to maximize their potential. Students must follow the era of disruption and take advantage of technology to ease the duties of being a teacher in the era of the industrial revolution 4.0.

Recommendation

Universities must raise the caliber of their graduates in order to produce teachers who are excellent, professional, and skilled in the use of student technology. To raise the standard of 4.0, the government's job is to assess the purchase of educational media and upgrade facilities and infrastructure. In their capacity as facilitators and assessors, lecturers should offer additional resources such as media, models, and approaches to help future teachers develop their skills.

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