The Relationship Between Practical Experience in Teaching Skills and Self-Confidence in Becoming a Culinary Teacher

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Article Info	Abstract
	This study aims to examine the correlation between Teaching Skills Practice (PKM) experience and self-confidence in becoming a culinary teacher. The research was conducted from May to December 2025 with a population consisting of students from the 2020 and 2021 cohorts of the Culinary Education Study Program at Universitas Negeri Jakarta. The study employed a quantitative method with a correlational approach. The sampling technique used was purposive sampling, involving a total of 89 respondents. The data were analyzed using descriptive analysis, product moment correlation, the coefficient of determination, and significance testing. The findings indicate that the correlation between teaching skills practice experience and self-confidence falls into the moderate category. The Pearson correlation analysis shows a correlation value of 0.540, with an F-statistic of 35.7, which is greater than the critical value of 3.96. This result suggests a positive and moderately strong significant relationship between teaching skills practice experience and self-confidence. Furthermore, teaching skills practice experience contributes 29.1% to students' self-confidence in becoming culinary teachers

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1. INTRODUCTION

Education is a fundamental human need and a means of improving the quality of human resources (HR) to support the nation's progress. In Indonesia, the implementation of education is stipulated in Law Number 20 of 2003, which affirms that education is an effort carried out with full awareness and direction to create learning conditions and a learning process that provide space for each individual to play an active role in optimizing their potential. To achieve quality education, the role of a teacher is required, capable of directing and guiding the course of education. Teachers hold a very crucial position because they contribute to the success of the learning process at every level and educational unit. (Amiro, 2017).

Jakarta State University (UNJ) is a university known for producing qualified and competent teachers. The university offers numerous study programs with educational backgrounds, one of which is the undergraduate program in Culinary Arts Education. The Academic Guidelines of the Faculty of Engineering, Universitas Negeri Jakarta (2021), states that the objective of the Culinary Arts Education Study Program (UNJ) is to advance the quality of teaching and educational resources in the Culinary Arts field, supporting academic activities. To achieve this goal, Universitas Negeri Jakarta has developed a training program aimed at preparing students for direct fieldwork as educators. One such program is the Teaching Skills Practice (PKM).

Based on the CPM Guidebook (2024) Teaching Skills Practice (PKM) is a mandatory course for students in the education program at the Teacher Training Institute (LPTK). PKM takes place in schools for one semester (4 months), with the aim of strengthening academic skills in both education and subject areas. Furthermore, the Teaching Skills Practice program is designed to provide students with hands-on experience in fulfilling the role of a real teacher and to enhance their academic competence.

This Teaching Skills Practice (PKM) activity is important and mandatory for education students. However, not all students are mentally prepared for the PKM, especially when it comes to building self-confidence as prospective teachers. Self-confidence is a crucial factor in individual development, both in terms of language skills, self-development in higher education, and in preparing oneself as a prospective teacher. (Lestari et al., 2021).

Furthermore, a teacher's or prospective teacher's self-confidence can be reflected in their daily attitudes and behavior. This statement aligns with Fatimah's statement that self-confidence is understood as an attitude that enables individuals to enhance positive perceptions of themselves, their environment, and the situations they face. (Widyana & Sarwono, 2023) So, being positive is the initial capital that every individual needs to have because it is closely related to self-confidence.

For aspiring culinary teachers, self-confidence is crucial because this profession requires not only mastering and conveying teaching theory but also mastering demonstration skills, which will be demonstrated directly to students. Based on this description, this study was conducted to analyze the extent to which teaching skills practice experience is related to self-confidence in becoming a culinary teacher

2. RESEARCH METHODS

This study used a quantitative method with a correlational research design to determine the relationship between Teaching Skills Practice (PKM) experience and self-confidence to become a culinary teacher. This study was conducted on undergraduate students of the Culinary Arts Education Study Program, Faculty of Engineering, Jakarta State University who had participated in the Teaching Skills Practice activity. This study aimed to analyze the extent to which Teaching Skills Practice experience is related to self-confidence to become a culinary teacher.

The data collection technique in this study used a survey method with a questionnaire as the instrument. The questionnaire was used to measure students' experience in Teaching Skills Practice and their level of confidence as prospective culinary teachers. The instrument was developed using a Likert scale and distributed to respondents through social media. *Google form*. The sampling technique uses the technique *purposive sampling*, with the respondent criteria being Culinary Arts Education students who have carried out full Teaching Skills Practice activities.

Before being used in data collection, research instruments are first tested through validity and reliability tests. Validity tests aim to determine the instrument's accuracy in measuring research variables, while reliability tests determine its consistency. An instrument is considered suitable for use if it meets both validity and reliability criteria.

3. DATA ANALYSIS

This study involved two main variables: teaching skills practice experience and self-confidence in becoming culinary teachers among students in the Culinary Arts Education Study Program at Jakarta State University. Data collection was conducted using a Likert-scale questionnaire distributed to students who had completed the teaching skills practice. The data obtained were then analyzed descriptively to describe the condition of each variable.

Below, it is known that as many as 83 respondents (93%) have personal experience of teaching skills practice in the good category, 6 respondents (7%) have experience in the fairly good category.

Furthermore, it is known that as many as 68 respondents (76.40%) have self-confidence in the good category, 20 respondents (22.47%) have self-confidence in the fairly good category, and there is 1 respondent (1.13%) who has less good self-confidence. Both analyses of each variable show that Culinary Arts Education students have personal experience after carrying out Teaching Skills Practice with good self-confidence. The following are the results of the two data:

Table 1: Interval of Teaching Skills Practice Experience Indicators

No.	Range of values (%)	Criteria	Frequency	Percentage
1.	75% - 100%	Good	83	93%
2.	50% - 74%	Pretty good	6	7%
3.	δ 55%	Not Good	0	0%
	Total		89	100%

Table 2 Self-Confidence Indicator Intervals

No.	Range of values (%)	Criteria	Frequency	Percentage
1.	75% - 100%	Good	68	76.40%
2.	50% - 74%	Pretty good	20	22.47%
3.	δ 55%	Not Good	1	1.13%
	Total		89	100%

4. RESULTS AND DISCUSSION

4.1. Research Results

This study used linear regression analysis to analyze the relationship between the variables of Teaching Skills Practice experience and self-confidence in becoming a culinary teacher and to test the research hypotheses. Prior to the main analysis, a series of prerequisite tests were conducted as follows.

1. Normality Test

Table 3 Normality Test

Variables	D_{count}	D_{table}	Results	Information
CPM Experience	0,081	0,144	$D_{The} < D_t$	Normal
Self-Confidence	0,0941	0,144	$D_{The} < D_t$	Normal

The results of the study with a significance level of 0.05 show that the normality test on variables x and y produces $D_{count} < D_{table}$ which means the data is normally distributed.

2. Linearity Test

Table 4 Linearity Test

Variable Relationship		Mark Data	Information	Mark Significance	Interpretation
Practical Experience Skills Teaching (PKM) * Self-Confidence	*Linearity*	0,000	<		There is a relationship linear
	Deviation from Linearity	0,068	>	0,05	

The results of the study with a significance level of 0.05 show that the significance value of the component *Linearity* of 0.000 < 0.05, so the linear relationship between the two variables is declared significant. The significance value at *Deviation from Linearity* also showed a result of 0.068, which is greater than 0.05, so it can be concluded that there is no deviation from linearity.

Therefore, the relationship between the two variables is stated to be linear, so simple linear regression analysis is appropriate.

3. Simple Regression Test

Table 5: Simple Regression Test

Model		B	Std. Error	Beta	t	Say.
1	(Constant)	31.557	6.950		4.541	.000
	Teaching Skills Practical Experience	.457	.076	.540	5.977	.000

The regression results of the teaching skills practice experience variable (X) have a value of 0.457 with a value of p= 0.00000004877, which is well below the significance limit of 0.05. This indicates that practical teaching skills experience has a positive and significant influence on self-confidence to become a culinary teacher (Y). In other words, the more practical teaching experience a student has, the higher their level of self-confidence.

4. Correlation Coefficient Test

Table 6 Correlation Coefficient Test

		Teaching Skills Practical Experience	Self-Confidence
Teaching Skills Practical Experience	Pearson Correlation	1	.540[**]
	Sig. (2-tailed)		,000
	N	89	89
Self-Confidence	Pearson Correlation	.540[**]	1
	Sig. (2-tailed)	,000	
	N	89	89

Correlation calculation results *Product Moment* shows a coefficient value = 0.540, so there is a positive correlation between practical experience of teaching skills (X) and self-confidence (Y) which is included in the moderate or fairly strong correlation category.

5. Coefficient of Determination Test

Table 7: Test of Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540[a]	,291	,283	5,834

Based on the calculation of the correlation coefficient, the r value$_s$= 0.291 which shows that 29.1% of the variation in variable Y can be explained by the analyzed variable X, while other variations can be influenced by other factors that are not the topic of this study.

6. Significance Test

Table 8 Significance Test

Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	1216.107	1	1216.107	35.726	.000[b]
	Residual	2961.488	87	34.040		
	Total	4177.596	88			

Based on the results of calculations using the F test using a 95% confidence level, it was obtained f_{count}= 35.7 and f_{table} = 3,96 (α = 0,05; df_1 = k = 1; df_2= 87). So this test is stated to have a significant value.

4.2.Discussion

Based on the results of the descriptive analysis of the teaching skills practice experience variable, 83 respondents (93%) were in the good category with a value range of 75%–100%, and there were 6 respondents (7%) who were in the fairly good category with a range of 56%–74%. These findings indicate that students generally have well-developed teaching skills and that the teaching skills practice process has had a positive impact on improving students' pedagogy.

In the self-confidence variable for becoming a culinary teacher, 68 students (76.40%) were in the good category, while 20 respondents (22.47%) were classified as quite good, and only 1 respondent (1.13%) was in the poor category. These data illustrate that although most students have good self-confidence, the proportion is not as high as the results for the teaching skills practice variable. The presence of a group of students with moderate to low levels of self-confidence indicates that some students are not fully confident in their abilities, especially in facing teaching situations that require courage, assertiveness, and self-control.

Based on the results of the hypothesis testing conducted in this study, the findings showed that the correlation coefficient between teaching skills practice experience and self-confidence was 0.540, which is included in the positive correlation coefficient with a fairly strong category. Furthermore, the results of this study indicate that teaching skills practice contributed 29.1% to the correlation between experience and self-confidence to become a culinary teacher in the coefficient of determination test. Thus, the higher the level of self-confidence, the greater the student's readiness to carry out teaching activities.

The percentage of 29.1% also shows that there is still room to increase self-confidence to become a culinary teacher during the teaching skills practice which can be done through microteaching training, mastery of both theoretical and practical materials, industrial practice experience, and support from supervising lecturers or mentor teachers so that it can increase students' self-confidence to become culinary teachers after carrying out teaching skills practice.

5. CONCLUSIONS

Based on the results of this study, it was found that practical teaching skills experience has a positive relationship with self-confidence in becoming culinary teachers. Practical teaching skills experience plays a role in shaping students' self-confidence as prospective culinary teachers. Partially, practical teaching skills experience has a positive impact on the development of students' self-confidence as prospective culinary teachers. The process of practicing teaching skills has provided students with real-life experience in carrying out their role as teachers, thus helping them understand the dynamics of learning and develop a professional attitude in teaching activities.

Furthermore, students' self-confidence as prospective culinary teachers is reflected in their ability to manage the classroom, interact with students, and make decisions during the learning process. Students with high self-confidence tend to demonstrate more optimal teaching performance and approach various learning situations with a more positive attitude. Overall, practical teaching skills experience contributes significantly to building students' confidence to become culinary teachers. The results of this study indicate that practical teaching skills experience and self-confidence are interrelated factors in preparing students as prospective teachers. Therefore, strengthening practical teaching skills experience and support from supervisors and mentor teachers are crucial in supporting students' readiness to become culinary teachers.

6. ACKNOWLEDGMENTS

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