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### THE INFLUENCE OF PRACTICE FIELD EXPERIENCE (PPL) AND INTEREST IN BECOMING A TEACHER ON TEACHER READINESS IN STUDENTS OF MUHAMMADIYAH UNIVERSITY PROF. Dr. HAMKA

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#### Abstract

This study aims to determine the effect of Field Experience Practice (PPL) and interest in becoming a teacher on readiness to become a teacher for students of the 2017 English Education Study Program, Muhammadiyah University Prof. Dr. Hamka. This research was conducted for 4 months starting from September 2021 to December 2021. The method used in this research is a survey method. The respondent selection technique used Proportional Stratified Random Sampling so that a sample of 147 respondents was obtained from students of the 2017 English Education Study Program, Universitas Muhammadiyah Prof. Dr. Hamka. Data collection was carried out through distributing questionnaires using a Likert scale and also using secondary data in the form of student PPL results. Based on the results of the research conducted, it was found that Field Experience Practice (PPL) had a positive and significant effect on Readiness to Become a Teacher. Interest in becoming a teacher has a positive and significant effect on readiness to become a teacher. In accordance with the research hypothesis.

#### Abstract

The purpose of this study was to determine the effect of Teaching Skills Practice (PKM) and interest in becoming a teacher on the readiness to become a teacher in students UHAMKA English Language Education Study Program 2017. The research method used is a survey method with a descriptive approach, the population used is students UHAMKA English Language Education Study Program 2017 with a sample of 100 people. The analysis technique used in this study uses SEM (Structural Equation Modeling) which is operated using SmartPLS 3.0 for hypothesis testing. The analysis technique using SmartPLS is divided into 3 testing stages, namely: Outer Model analysis, Inner Model analysis, and hypothesis testing. Based on the results of the research conducted, it was found that Field Experience Practice (PPL) had a positive and significant effect on Teacher Readiness. Interest in Becoming a Teacher has a positive and significant effect on Readiness to Be a Teacher. In accordance with the research hypothesis.

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## PRELIMINARY

To achieve quality education cannot escape the role of a teacher. The quality of education depends on the success of a teacher in educating students. Teachers as educators are believed to be the party responsible for the learning process of students at school and their existence is very crucial in producing competent students. It is the duty of a teacher to provide knowledge according to his abilities. The task of educating teachers is related to the transformation of values and personal formation, while the task of teaching is related to the transformation of knowledge and skills to students (Chomaidi & Salamah, 2018). The role of the teacher is not limited to the transfer of knowledge, the teacher must also set an example by being an exemplary figure for his students. Therefore it is important for teachers to always prepare quality in educating students.

Quoted from kemendikbud.go.id UNESCO stated that the current training, recruitment, retention, status and performance of teachers did not meet the standards. Based on data from the Pension Projection of Teachers and Education Personnel from Basic Data Education (Dapodik) fulfilling the needs of teachers has not been optimal in filling the vacancies due to an increase in the number of retired teachers and education personnel. Can be seen in the following table.

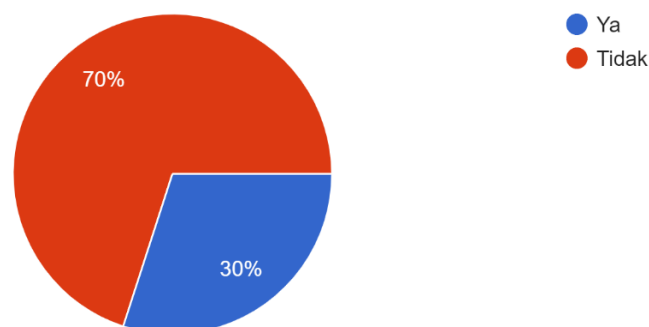
TAHUN 2021	39,064
TAHUN 2022	46,867
TAHUN 2023	64,773
TAHUN 2024	77,535
TAHUN 2025	88,296
JUMLAH KESELURUHAN	316,535

Catatan: pengecekan berdasarkan Tanggal Lahir GTK.

**Figure 1 number of retired teachers and education personnel**

Source: Basic Education Data (Dapodik)

Therefore, researchers conducted pre-research on 30 respondents student of English education study program class of 2017 Muhammadiyah University Prof. Dr. Hamka who have taken PPL courses. This pre-research is to find out how big the percentage of readiness to become a teacher is student of English education study program class of 2017 Muhammadiyah University Prof. Dr. Hamka. Based on the pre-research that the researchers have done, the results show that readiness to become a teacher student of English education study program class of 2017 Muhammadiyah University Prof. Dr. Hamka relatively low.



**Figure 2. Percentage of Readiness to Become a Teacher in Students of the 2017 English**

## Education Study Program at UHAMKA University

Source: Results of a survey of English Education Study Program Students Batch 2017 UHAMKA

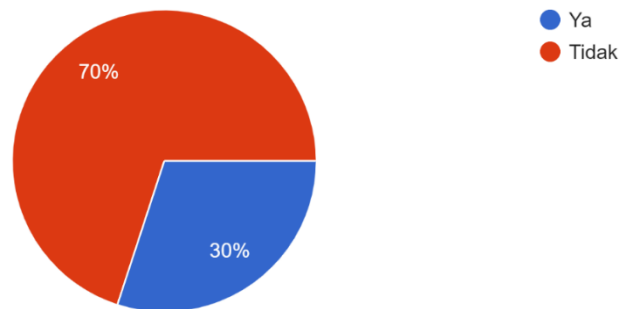
Based on the data in the diagram it can be seen that the number of students who are ready to become teachers is only 30% of the total respondents. The following is the result of the PKM assessment from students of the English Education Study Program class of 2017 at UHAMKA University.

**Table 1.1 Average PKM Value of English Education Study Program Students class of 2017 UHAMKA**

No.	Class	Average
1.	A	86.5
2.	B	86.9
3.	C	86.5
4.	D	85,3

Source: Administration of FKIP UHAMKA

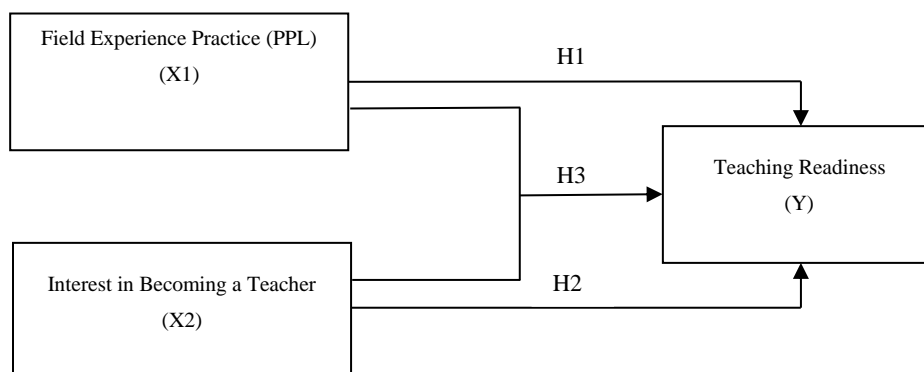
From the table it can be seen that the results of the 2017 UHAMKA University Student PKM assessment were very satisfying. However, this is not in line with their interest in becoming teachers. This is because the interest in becoming a teacher for English Education Study Program Students class of 2017 at UHAMKA University is low, as evidenced by the survey results below.



**Image 1.1 Percentage of Interest in Becoming a Teacher in English Education Study Program Students Class of 2017 UHAMKA University**

Source: Results of a survey of English Education Study Program Students Batch 2017 UHAMKA  
 Based on the data in the diagram, it can be said that students' interest in becoming teachers is low because it is only 30% of the total number of respondents. Interest in becoming a teacher is one of the determining factors for someone's readiness to become a teacher. Because interest is one of the psychological aspects that becomes a driving force for someone to be able to meet their needs (Wildan et al., 2016). Supported by someone's interest will be more prepared to become a teacher.

Therefore, the researcher formulated the hypothesis in this study, namely:



## Figure 4 Research Hypothesis

### THEORETICAL BASIS

#### 1. Readiness to Become a Teacher

Readiness is the overall condition of a person who makes him ready to respond or answer in a certain way to a situation, condition or situation of a person including physical, mental, emotional conditions, needs, motivations, goals, skills, knowledge and other understandings that have been learned.(Yulianto & Khafid, 2016). In addition, according(Murtiningsih & Sohidin, 2014)Readiness to become a teacher can be measured through:

1. Physical Conditions, including the physical endurance of an educator
2. Professional competence, including the ability of teachers in learning broadly and deeply. This aspect relates to the basic competence of teachers
3. Personality competence and social competence, including work attitudes, interests, having strong personality skills, noble character and authority as well as the teacher's ability to communicate with others.
4. Psychomotor aspects, including student skills in carrying out their duties and obligations to manage learning programs. This aspect is related to the teacher's basic competence, namely pedagogical competence.

Thus(Yulianto & Khafid, 2016)states that the readiness to become a professional teacher is marked by the presence of:

- a) pedagogic competence
- b) Personal competence
- c) Social Competence
- d) Professional competence.

From the explanation of the experts above, it can be concluded that readiness to become a teacher is the condition of a person who is able to carry out his obligations as a teacher because he has met the competency criteria which include pedagogic, personality, social, and professional competence. So the indicators used in this study include:

1. Pedagogic Competence
2. Personality Competence
3. Social Competence
4. Professional Competence

#### 2. Field Experience Practice (PPL)

Field Experience Practice (PPL) is a program that requires the ability to apply and integrate all previous learning experiences into a training program in the form of performance in all matters related to the teaching profession, both teaching activities and other teacher duties(Ariani et al., 2016). As for according(Baharuddin & Palerangi, 2020)Field Experience Practice is a program in facilitating students to gain experience, knowledge, and better skills in teaching as well as getting provisions on how to become a good teacher in theory and practice with various teacher training sciences as a basis for training teacher skills and also learn how to apply knowledge what he had studied at the university and developed his teacher attitude at school. Accordingly according to(Prastyono & Susanto, 2016)PKM aims to prepare students supported by teaching practice so that they have skills as prospective teachers both in terms of theory through educational courses and productive courses.

PKM activities cover three aspects, namely teaching skills, professional knowledge, and work attitudes(Yulianto & Khafid, 2016). Then the statement is clarified by(Fanani, 2016)that PKM activities include: teaching practice, administrative practice, guidance practice, and counseling as well as co-curricular or extra-curricular activities that apply in schools or training places. As well(Ningsih et al., 2017)which stated that student activities during PKM were not only in the form of teaching assignments in class, but students were also required to carry out teacher duties outside of teaching, such as carrying out class administration activities, school

administration and personnel administration, participating in extracurriculars and other school activities. From the theory of these experts, it can be concluded that Teaching Skills Practice (PKM) is a program intended for students in the field of education as a means of channeling the knowledge they have learned to prepare students to become prospective professional teachers who are able to educate according to the professional competence of teachers.

### 3. Interest in Becoming a Teacher

Interest is a feeling of liking and feeling attracted to something or activity without anyone ordering or forcing it and tends to give greater attention to that thing or activity.(Slameto, 2010). Goes along with it(Yuniasari & Djazari, 2017)states that the interest in becoming a teacher is a person's tendency to like and pay great attention to the teaching profession so that in the end they are interested in working to become teachers. In addition to interest and liking, interest in becoming a teacher can be seen from a student's attention to the teaching profession.

Likewise the criteria of interest in the teaching profession according to Crow and Crow(Kholifah & Hadi, 2017)including:

- a) Attention to the teaching profession
- b) Willingness to work as a teacher
- c) The need/motive to have a teaching profession.

Interest in becoming a teacher can be said to be a situation where someone will give a form and more attention to the teaching profession(Valentin et al., 2019). So the indicators used in this study include:

- 1) Like
- 2) Interested
- 3) Attention

## **METHOD**

In this study the research method used by researchers is a quantitative research method with survey data collection techniques. The sample used in this study was 147student of English education study program class of 2017 Muhammadiyah University Prof. Dr. Hamka. In this study, it will be explained about the influence between the independent variables, namely PPL and Interest in Becoming a Teacher on the dependent variable, namely Readiness to Become a Teacher.The research method used in this study is a survey method with a quantitative approach. The data used are primary and secondary data. Primary data was obtained from the results of the questionnaire while secondary data was obtained from the results of the student Teaching Skills Practice (PKM) assessment. Survey Research asks several respondents about their beliefs, opinions, characteristics, and behaviors that have occurred or are currently occurring(Susila et al., 2019). Quantitative research is research that is structured and quantifies data to be interpreted in general(Anshori & Iswati, 2019). In a quantitative approach all information or data is embodied in numbers and the analysis is based on statistical analysis(Yuniasari & Djazari, 2017).

## **POPULATION AND SAMPLE**

### **Population**

The population used in this study were students of the Faculty of Teaching and Education Class of 2017 at UHAMKA University, namely 1,182 students. With an affordable population of 2017 English Education Study Program students who have participated in Teaching Skills Practices, a total of 147 students.

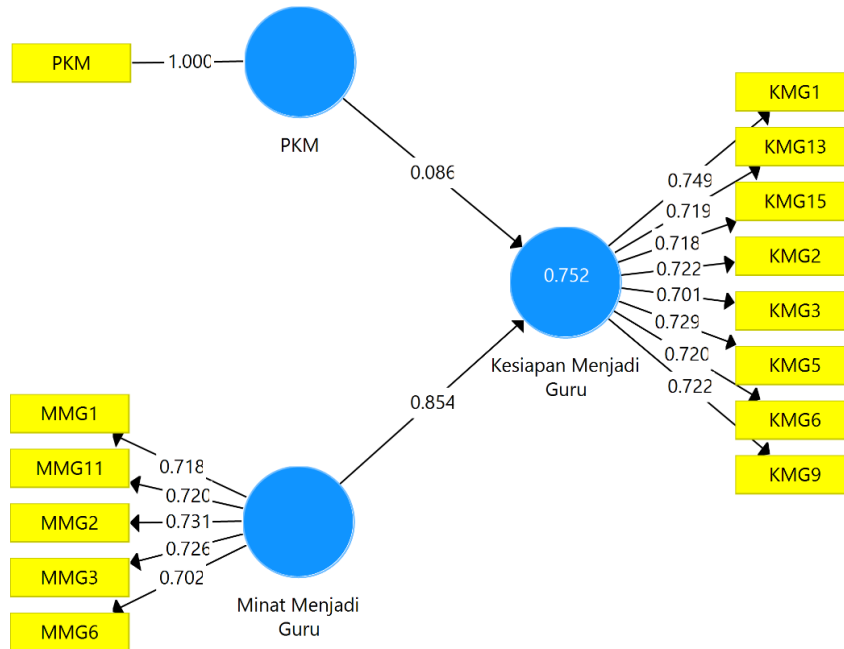
### **Sample**

The sampling technique used in this study is non-probability sampling, namely a sampling technique that does not provide equal opportunities for each element or member of the population to be selected as a sample.(Sugiyono, 2018). The type of non-probability sampling used is purposive sampling technique. The main feature of purposive sampling is when the sample members are specifically selected based on the research objectives(Hardani, 2020). The sample criteria in this study were students who had attended Teaching Skills Practices. The sample criteria in this study were students who had attended Teaching Skills Practices.

Thus, to strengthen the results of the researchers' calculations referring to the tables of Isaac and Michael with an error rate of 5%, the number of samples taken in this study were 100 respondents.

## RESEARCH RESULTS AND DISCUSSION

### Outer Model Analysis



**Figure 5 Outer Loadings**

### Convergent Validity

**Table 1 Outer Loading Factor**

	Readiness to Become a Teacher (Y)	Interest in Becoming a Teacher (X2)	PKM (X1)
KMG1	0.749		
KMG2	0.722		
KMG3	0.701		
KMG5	0.729		
KMG6	0.720		
KMG9	0.722		
KMG13	0.719		
KMG15	0.718		
MMG1		0.718	
MMG2		0.731	
MMG3		0.726	
MMG6		0.702	
MMG11		0.720	
PKM			1,000

Source: Data processed by researchers

Based on the table above, it shows that the loading factor value for each item measured meets the validity requirements by obtaining a value of  $> 0.7$ . So it can be concluded that all variables in

this study have been constructed with valid measurement items.

### *Composite Reliability*

**Table 2***Composite Reliability*

<b>Variable</b>	<b>Composite Reliability</b>
Readiness to Become a Teacher (Y)	<b>0.870</b>
Teaching Skills Practice (X1)	<b>0.767</b>
Interest in Becoming a Teacher (X2)	<b>1,000</b>

Source: Data processed by researchers

Based on the table, the composite reliability value for the Readiness to Be a Teacher variable is 0.870. The value of the Interest in Becoming a Teacher variable 1. The PKM variable has a composite reliability value of 0.767. So that it can be concluded from the results of the composite reliability values of all variables in this study that have fulfilled the requirements with a value of > 0.6 and it can be said that the items measuring this variable have high consistency and accuracy.

### *Cronbach's Alpha*

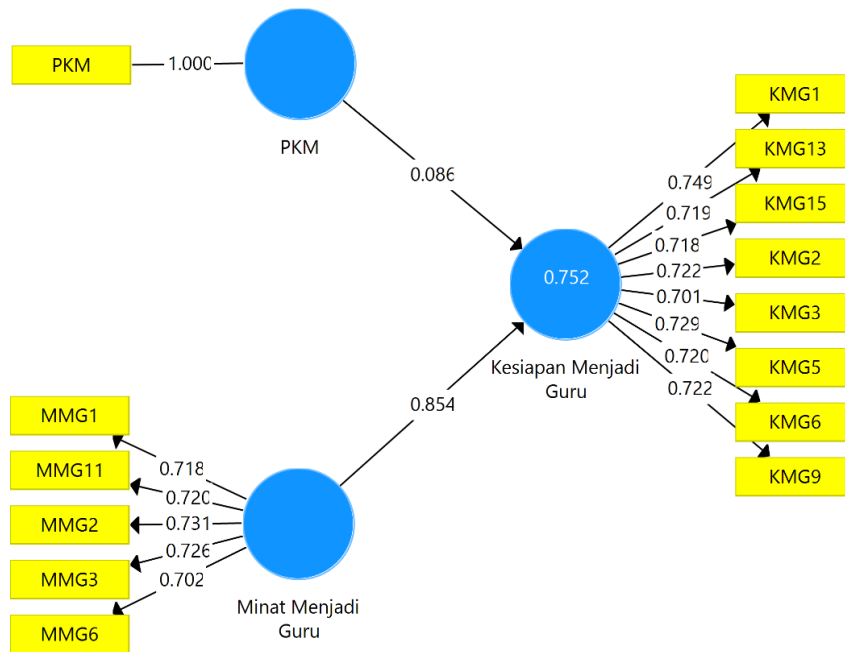
**Table 3***Cronbach's Alpha*

<b>Variable</b>	<b>Composite Reliability</b>
<b>Readiness to Become a Teacher</b>	<b>0.897</b>
<b>Interest in Becoming a Teacher</b>	<b>0.843</b>
<b>PKM</b>	<b>1,000</b>

Source: Data processed by researchers

Based on the table above, the value of Cronbach's Alpha on Readiness to Become a Teacher is 0.897. The value of the Interest in Becoming a Teacher variable is 0.843. In the PKM variable, the Cronbach's Alpha value is 1. So it can be concluded from the results of the Cronbach's Alpha value, all variables in this study have fulfilled the requirements with a value of > 0.7 and it can be said that the items measuring this variable are reliable, have high consistency and accuracy.

### **Inner Model Analysis**



**Figure 6 Inner Model**

**R-Square (R<sup>2</sup>)**

**Table 4 R-Square (R<sup>2</sup>)**

	R Square
<b>Readiness to Become a Teacher</b>	0.752

Source: Data processed by researchers

The table shows that the Readiness to Become a Teacher variable has an R-Square<sup>2</sup> (R<sup>2</sup>) value of 0.752 > 0.75 or 75.2%, which means the construct ability of the PPL variable and interest in becoming a teacher in explaining readiness to become a strong teacher.

**F-Square (f<sup>2</sup>)**

**Table 5 F-Square (f<sup>2</sup>)**

	Readiness to Become a Teacher	Interest in Becoming a Teacher	PKM
<b>Readiness to Become a Teacher</b>			
<b>Interest in Becoming a Teacher</b>	2,912		
<b>PKM</b>	0.029		

Source: Data processed by researchers

Based on the table above, the results of the F test show that the influence between PPL and readiness to become a teacher is 0.029, where the influence between the two variables is small, while the effect of interest in becoming a teacher and readiness to become a teacher is 2.912, which means that the influence between the two variables is strong.

**Variance Inflation Factor (VIF)**

**Table 6 Variance Inflation Factor (VIF)**



	VIF
KMG1	1,889
KMG13	1,821
KMG15	2,524
KMG2	2,618
KMG3	1,747
KMG5	2,605
KMG6	1,670
KMG9	2,716
MMG1	1,401
MMG11	1,436
MMG2	1,476
MMG3	1,410
MMG6	1,343
PKM	1,000

Source: Data processed by researchers

Based on the table above, it is known that the VIF value of the variable interest in entrepreneurship, motivation and attitude is  $<5.00$ , so it can be concluded that the variables used in this study have no multicollinearity problems.

### Hypothesis testing Path Coefficient

Table 7 Variance Inflation Factor (VIF)

	Original Sample (O)	Sample Means (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Interest in Becoming a Teacher -> Readiness to Be a Teacher	0.811	0.821	0.047	17,168	0.000
PKM -> Readiness to Become a Teacher	0.117	0.109	0.059	1,988	0.037

Source: Data processed by researchers

#### H1: PPL has a positive and significant impact on readiness to become a teacher

The first hypothesis aims to examine the effect of PKM on readiness to become a teacher. Based on the results of the Path Coefficient calculation in the table above, it can be seen that the Original Sample is 0.117, T-Statistic  $1,988 > 1.96$  and P Values  $0.037 < 0.05$ . Thus it can be concluded that the PKM variable has a positive and significant effect on readiness to become a teacher.

#### H2: Interest in Becoming a Teacher Has a Positive and Significant Influence on the Readiness to Become a Teacher

The second hypothesis aims to examine the effect of motivation on entrepreneurial interest. Based on the results of the Path Coefficient calculation in the table above, it can be seen that the Original Sample was 0.811, the T-Statistic was  $17.168 > 1.96$  and the P Values were  $0.000 < 0.05$ . Thus it can be concluded that the variable interest in becoming a teacher has a positive and significant effect on readiness to become a teacher.

### H3: PKM and the Interest to Be a Teacher Have a Positive and Significant Influence on the Readiness to Become a Teacher

The third hypothesis aims to examine the effect of PKM and interest in becoming a teacher together on readiness to become a teacher. To determine the effect between variables can be seen in the value of F or Fcount. According to (Ghozali & Latan, 2015) The F statistical test or simultaneous test basically shows whether all the independent variables or independent variables included in the model have a joint effect on the dependent (bound) variable. If  $F_{count} > F_{table}$ , then PKM and interest in becoming a teacher affect readiness to become a teacher. Conversely, if  $F_{count} < F_{table}$ , then PKM and interest in becoming a teacher have no effect on readiness to become a teacher.

The calculated F value can be obtained by calculating the formula, so that the calculation of the F value is as follows:

$$F \text{ Count} = \frac{R^2 (n-k-1)}{(1-R^2)k}$$

$$F \text{ Count} = \frac{R^2 (n-k-1)}{(1-R^2)k}$$

$$F \text{ Count} = \frac{0,752 (100-2-1)}{(1-0,752) 2}$$

$$F \text{ Count} = \frac{75,2}{0,496}$$

$$F \text{ Count} = 151.61$$

Meanwhile, the F table value is obtained through the following formula:

$$DF1 = k-1 = 2-1 = 1$$

$$DF2 = 100-2-1 = 100$$

Then the obtained F table value of 3.94

Then the calculated F result is  $151.61 > F \text{ table } 3.94$  (which is obtained from the attached table). Therefore it can be concluded that PKM and interest in becoming a teacher simultaneously influence the readiness to become a teacher.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

Based on the results of the research and discussion that has been carried out by researchers regarding the influence of PKM and interest in becoming a teacher on readiness to become a teacher, the following conclusions can be drawn:

1. Based on the results of the Path Coefficient calculation in the table above, it can be seen that the Original Sample was 0.117, the T-Statistic was  $1.998 > 1.96$  and the P Values were  $0.037 < 0.05$ . Thus it can be concluded that the PKM variable has a positive and significant effect on readiness to become a teacher. The results of this study indicate that the better the practice of field experience, the better the readiness to become a teacher and conversely, the worse the practice of field experience, the worse the readiness to become a student teacher.
2. Based on the results of the Path Coefficient calculation in the table above, it can be seen that the Original Sample was 0.811, the T-Statistic was  $17.168 > 1.96$  and the P Values were  $0.000 < 0.05$ . When students' interest in the teaching profession is high, their readiness to become educators will also increase. Thus it can be concluded that the variable interest in becoming a teacher has a positive and significant effect on readiness to become a teacher.
3. Based on this research the calculated F result is  $151.61 > F \text{ table } 3.94$  (which is obtained from the attached table). This shows that there is the influence of practice, field experience and interests become a teacher of readiness of students to become teachers professional, that the better the practice of field experience as well the higher the interest in becoming a teacher and achievement the higher the readiness for become a professional teacher. Therefore it can be concluded that PKM and interest in becoming a teacher simultaneously influence the readiness to become a teacher.

### Suggestion

Based on the conclusions above, the researcher provides suggestions to be used as good input for the future, as follows:

1. This study uses the Outer Model and Inner Model analysis techniques using Smart PLS. Therefore, if other researchers are interested in conducting similar research, they can use other analytical

- techniques to be able to compare research results and serve as a reference. For example, using SPSS, Amos, and other data processing tools.
2. Objects in research can be replaced with educational students from various disciplines, so that the input obtained will be different. In addition, the sectors and characteristics of the respondents used are also different.
  3. If the research wants to be updated, it is better for future researchers to change or replace variables according to the times to get the latest results and according to the needs of researchers.

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