

## The Effect of Introduction School Fields and Interest on Students' Readiness to Become Teachers

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### Abstract

This study aimed to determine the effect of Introduction Field Schools (PLP) and interest in students' readiness to become teachers. Readiness to become a teacher is a readiness that exists in individuals who already have knowledge and skills in the teaching profession so that they can carry out their duties and obligations as a teacher. Initial observations show that the readiness of FEB Unesa Education Study Program students to become teachers still needs to improve. In this study, students of the Faculty of Economics and Business, Surabaya State University, class of 2019, were used as subjects of four study programs: the Economics Education Study Program, Office Administration Education, and Accounting and Commerce Education. The type of research used is descriptive quantitative. Data collection techniques using a questionnaire. The analytical method used is instrument testing using validity and reliability tests and hypothesis testing using multiple linear regression. The results showed that simultaneously the independent variables were: (1) PLP had a positive and significant effect on student readiness to become teachers; (2) Interest had a positive and significant effect on student readiness to become teachers; (3) PLP and interest had a positive and significant effect on student readiness to become teachers.

### How to Cite

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## INTRODUCTION

In Indonesia, education has the goal of developing the potential that exists in students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, creative, independent, and become citizens of a democratic and responsible state (Haggins, 2020). In general, education is a conscious effort made by individuals to form a better person. Education can be carried out through several activities such as teaching, guidance, training, and even research. Wibowo (2015) argues that education is a process that a nation goes through to prepare the younger generation to live life and fulfill their life goals effectively and efficiently. According to UNESCO (2015) (United Nations Educational, Scientific and Cultural Organization), education is "an essential human right, enabling individuals to build a decent quality of life, enhancing individual abilities to think critically and creatively, and contributing to development." . an inclusive and sustainable society." Education plays a vital role in the lives of individuals as it contributes to enhancing their social, economic, and environmental conditions. By providing quality education to every member of a community, we can foster the development of valuable resources that will positively influence the advancement of that community (Sofiarani et. all., 2019).

Education is crucial in forming a quality young generation. Education provides knowledge that covers various aspects, including cognitive, affective, psychomotor, and pedagogic aspects. According to Article I of the National Education System Law no. 20 of 2003, education is an endeavor made by people deliberately and deliberately to create a learning environment and learning process that aims to make students more actively develop their potential to gain spiritual strength, self-control, religion, personality, intelligence, morals, and skills needed in himself, society, nation, and state.

One of the determining factors for suc-

cess in education is the role of a professional educator or teacher. Law No. 14 of 2005 defines teachers as educators having the primary responsibility for instructing, training, leading, educating, assessing, and grading pupils. In the education system, the teacher is the primary, first, and foremost thing that must be considered because the teacher is the component that most determines the education system as a whole. Additionally, educators play a significant role in developing the procedures and results of high-quality learning.

To carry out their duties properly, teachers must have special requirements, one of which is competence. Competence is a collection of abilities, knowledge, and skills that must be owned in tasks or jobs to be better and more effective. Teacher competence includes planning and carrying out effective learning, managing classes well, applying appropriate evaluation strategies, and communicating well with school members, students, parents, and colleagues. A teacher must possess four competencies by Law No. 14 of 2005 Chapter IV Article 10, paragraph 1: pedagogic competence, personality competence, social competence, and professional competence. Learning that effectiveness must be balanced with teacher skills when teaching in class, increasingly professional teachers in teaching the more effective and efficient implementation of learning. With these skills, the teacher's teaching skills will encourage motivation and results end of student learning. Therefore, every teacher should master will teaching skills first in order to achieve teaching abilities so that can easily influence students to carry out learning (Prihandini & Farida Panduwinata, 2022).

The role of the teacher is very important in the process of critical thinking, to support this process the teacher expected to have a good and appropriate way of teaching. So that student mastery can be achieved on the competencies set during the learning process takes place. In this situation teacher not only being a source of information but the teacher also has a role as a motivator, so as to develop students' interest in searching for information indepen-

dently (Rachmawati & Rosy, 2021). Along with the development of an increasingly advanced era, a teacher is required to be more capable of developing students' abilities independently, and teachers are also required to be more in preparing interesting learning strategies by utilizing technology in their learning. Its implementation is by creating interactive learning methods using unique media to optimize teaching and learning activities. However, in reality, there are still many teachers who still use conventional methods for their learning. The conventional method is separate from existing technology, so the teacher only uses the lecture and question and answer method, making it difficult for students to understand the lesson. In addition, many teachers need to meet the requirements and competency standards as professional teachers. In the XIII TING forum, Nunuk Suryani, Secretary of the Ministry of Education and Culture General Directorate of Teachers and Education Personnel (GTK) stated, "Teacher competence still needs to be improved." This is said because the average teacher competency score is 50.64 points which indicate that teacher quality is still relatively low. After all, UKG results are still far from the required score (Setiawan & Pradewo, 2021).

Seeing the critical role of a teacher, it is an obligation for an educational institution, education office, and education service providers, namely tertiary institutions, to improve teacher quality. Therefore, prospective teachers must be prepared carefully. Readiness is when an individual does something with his willingness. As defined by Slameto (2013), readiness is an overall condition that an individual possesses that makes him or her ready to offer a reaction or answer, especially in a specific situation. Competence is one of the readiness that a prospective teacher must own.

Surabaya State University is a tertiary institution that continually strives to produce qualified and competent teacher candidates. In this case, Unesa also prepares its students to become future educators. For this reason, students in educational study programs must

prepare themselves as teachers. Several factors can influence this readiness. Factors that influence the readiness of a teacher include three aspects, namely physiological factors, psychological factors, and experience factors (Sholekah et al., 2021). Physiological factors are factors related to the individual's physical condition. Psychological factors are related to the psychological state of the individual, which can be in the form of motivation, intelligence, interests, attitudes, and others.

To create professional teacher candidates, Surabaya State University held an Introduction to Schooling Fields (PLP) for students of education study programs. The Unesa PLP-MBKM guidebook states that PLP is a stage for preparing prospective professional teachers at the Bachelor of Education level by giving assignments to students to implement learning outcomes carried out during lectures. Implementation is done by observing learning in schools, training in developing learning tools, and practicing the ability to educate directly in the school environment. Therefore, students who score high on PLP can be said to be ready to become professional teachers. However, a high score does not guarantee the student's readiness to become a teacher. Apart from PLP, another thing that needs to be considered to be ready to become a teacher is interest in the teaching profession. Before students have the readiness to become professional teachers, these students must also develop their interest in the teaching profession.

Interest is a feeling of liking or being happy about something inside a person without the influence of other people, and this was conveyed by Slameto (2013). Interest will grow by itself in the individual without the help or influence of others. When connected with an interest in becoming a teacher, of course, someone interested in becoming a teacher will be happier with the work done by a teacher without anyone influencing him. That person will constantly improve his quality to become a professional teacher candidate. However, in reality, it is different from expectations; some students choose an educational study program

based on the influence of friends, suggestions from parents, or even just choosing without knowing that they will eventually graduate as teachers.

Initial observations made, there were 50 education study program students at FEB Surabaya State University class of 2019; it was found that 28% of the 50 students who entered the Education Study Program did not know they would be directed as educators/teachers. In addition, 56% are interested in something other than becoming a teacher after graduating from university. This is because most students do not have aspirations to become a teacher, do not know that the study program chosen will help them become a teacher, are not accepted into their dream major, and some even reveal that they are in the wrong major.

Are you interested in becoming a teacher after graduating from college?



**Figure 1.** Student Interest in Becoming a Teacher

Source: Processed data, 2023

In the observation data, the researchers also found that 42% of the 50 students who had carried out the Introduction to Schooling Field (PLP) were not ready to become a teacher. This contrasts the purpose of Introduction to Schooling Fields (PLP), a forum for preparing students to become prospective professional teachers.

With the understanding and skills in the field of education that you have now, are you ready to become a teacher?



**Figure 2.** Readiness of Students to Become Teachers

Source: Processed data, 2023

Students who are not ready to become teachers reveal that they have no interest in education, do not have sufficient educational insight, do not have aspirations since childhood, are pressured by their parents to pursue other careers, and so on. Not all students studying in educational study programs are interested and ready to become teachers.

The findings of Aditya Yulianto and Muhammad Khafid's (2016) study on the Influence of Field Experience Practice (PPL), Interest in Becoming a Teacher, and Learning Achievement on Student Readiness to Become Professional Teachers demonstrate that PPL and interest in becoming a teacher have a significant impact on students' readiness to become professional teachers. Meanwhile, Fauzi et al., (2022) investigated how PLK affected Padang State University's automotive engineering education students' readiness to become professional teachers. The findings of this study suggest a favorable relationship between PLK and preparation to become a teacher. As a result, students are more prepared to perform their tasks as professional instructors the longer they complete the PLK.

In this study, the selection of PLP variables (Professional Education and Training) and interest as a measure of student readiness to become teachers has a fundamental reason. The PLP program prepares prospective teachers with the knowledge, skills and attitudes needed in teaching, while providing an overview of their readiness to face the demands and challenges of being a teacher. Through courses relevant to teaching, classroom management, and student evaluation, the measurement of PLP variables can provide information about students' knowledge and skills in the teaching context. On the other hand, measuring students' interest in the teaching profession is important because strong interest and motivation in the educational field can encourage further learning and help to become effective teachers. Combining the variables of PLP and interest in measuring students' readiness to become teachers enables a comprehensive understanding of their abilities and motivations, and helps design appropriate

educational programs and provide the support needed to meet educational challenges.

Based on the elaboration of previous research, no research examines the effect of Introduction to Schooling Fields (PLP) and interest in the readiness of students to become teachers in four study programs at once. So that the novelty in this research lies in the research object, namely students of the Economics Education Study Program, Office Administration Education Study Program, Accounting Education Study Program, and Commerce Education Study Program, Faculty of Economics and Business, Surabaya State University class of 2019. Therefore, researchers are interested in researching student readiness.

## METHODS

This study belongs to the explanatory research type that aims to explain the causal relationship between variables through hypothesis testing (Solimun et al., 2019). The approach used is quantitative, which means that all information or data will be embodied in numbers and uses statistical analysis. The population in this study were students of the education study program at FEB Unesa class of 2019, namely Office Administration Education Study Program, Economic Education Study Program, Accounting Education Study Program, and Commerce Education Study Program totaling 215 students. This study used a proportional random sampling technique, and sample calculations used the Slovin formula to obtain a sample of 140 students, with the proportion of each study program being 35 students of the Economics Education study program, 36 students of the Office Administration Education study program, 37 students of Accounting Education study program, and 32 students Commerce Education study program. The data collection technique uses a questionnaire or questionnaire equipped with alternative answers on a 1-5 Likert scale. In this study, the dependent variable (Y)

is the readiness of students to become teachers, while the independent variable (X) is a PLP (X1) and interest in becoming a teacher (X2).

In this study, the variable Introduction Schooling Field (PLP) is measured by indicators: preparation of the teaching and learning process; teaching practice; composing and developing student evaluation tools; implementing learning innovations; learning teacher administration; and implementation of activities in school both inside and outside the classroom. Variable interest in becoming a teacher is measured through indicators: pleasure towards teacher profession; interest in the profession Teacher; curiosity about the teaching profession; an effort to become a teacher; and confidence in the teaching profession. And the student readiness variable to become a teacher is measured using the following indicators: mastery of teacher competence which includes pedagogic competence, social competence, personality competence, competency professionalism, academic qualifications, skills, and the desire to achieve educational goals.

Data analysis techniques used in research this is using descriptive statistical analysis, test prerequisite analysis, and hypothesis testing. The method used to analyze the data is research instrument trials in the form of validity and reliability tests, descriptive analysis, classical assumption tests including normality tests, multicollinearity tests, heteroscedasticity tests, and multiple regression analysis and determining the coefficient of determination. In analyzing the data, researchers used the SPSS 25 program.

## RESULTS AND DISCUSSION

This study used descriptive statistical analysis to describe the mean, maximum, lowest value, and standard deviation. The indicators used in measuring student readiness to become teachers in this study are (1) Competence (including pedagogic, interpersonal,

social, and professional competence); (2) Academic qualifications; (3) Skills; and (4) Desire to realize educational goals. The findings of the descriptive statistical test can be seen in the Table 1.

**Table 1.** Descriptive Analysis of Student Readiness to Become Teachers (Y)

	N	Min	Max	Mean	Std. Deviation
Readiness	140	36	105	87.85	10.998
Valid N (listwise)	140				

Source: Processed data, 2023

Table 1 explains that the statistical average value obtained is 87.85. Based on the results of the descriptive analysis that measures the readiness of students to become teachers, from 140 respondents to 21 statement items with an average of 87.85, it can be explained that most of the readiness of students to become teachers is included in the high category.

The indicators used to measure the Introduction to Schooling Field (PLP) variable are (1) Preparation of the teaching and learning process; (2) Teaching practice; (3) Developing and developing student evaluation tools; (4) Implementing learning innovations; (5) Studying teacher administration; (6) Activities in outside class. The results of the descriptive analysis can be seen in Table 2.

**Table 2.** Descriptive Analysis of Introduction School Field (PLP) (X<sub>1</sub>)

	N	Min	Max	Mean	Std. Deviation
PLP	140	24	105	88.49	11.976
Valid N (listwise)	140				

Source: Processed data, 2023

Table 2 above shows that PLP education study program students in the FEB Unesa class of 2019 have the highest score of 105 and the lowest score of 24, with an average score

of 88.49. The average score of 88.49 explains that the 2019 PLP students of the education study program at FEB Unesa are in the excellent category.

In measuring interest in becoming a teacher, several indicators are used, including (1) Knowledge of the teaching profession; (2) Enjoyment of the teaching profession; (3) Interest in the teaching profession; (4) Attention to the teaching profession, 5) Desire to become a teacher; (6) Efforts to become a teacher; (7) Belief in the teaching profession. The results obtained in the descriptive analysis can be seen in the Table 3.

**Table 3.** Descriptive Analysis of Interest in Becoming a Teacher (X<sub>2</sub>)

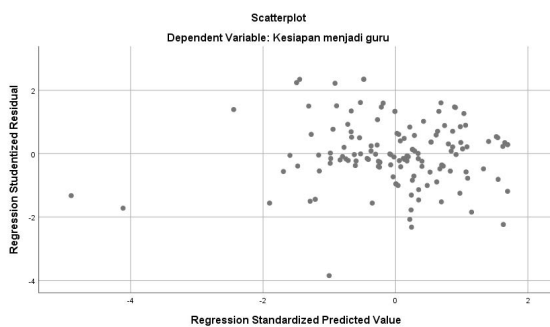
	N	Min	Max	Mean	Std. Deviation
Interest	140	43	100	76.05	13.646
Valid N (listwise)	140				

Source: Processed data, 2023

Table 3 shows that the interest in being a student teacher in the FEB Unesa class of 2019 education study program has a maximum score of 100 and the lowest score of 43, with an average score of 76.05. The average score of 76.05 explains why students in the education studies program at FEB Unesa in the class of 2019 are very interested in becoming teachers.

Before conducting data analysis, the analysis prerequisites were tested first. In this study, the prerequisites tested were normality, multicollinearity, and heteroscedasticity. In the prerequisite analysis test, the researcher used the help of the SPSS 25 program. The normality test used the Kolmogorov-Smirnov test with a significance level of 5% or 0.05 to test normality. The normality test found that the significance value was  $0.257 > 0.05$ , which means that the data is normally distributed and meets the assumptions of normality. The results of the multicollinearity test obtained

a tolerance value for each variable of  $0.809 \geq 0.1$  and a VIF value of  $1.237 < 10$ . This indicates no significant correlation between the independent variables, so the model does not experience multicollinearity and can be continued to hypothesis testing. The results of the heteroscedasticity test used the scatterplot graphic method to determine whether there was a heteroscedasticity problem in the data obtained.



**Figure 2.** Heteroscedasticity Test Results  
Source: Processed data, 2023

The scatterplot graphic image above demonstrates that the data utilized in this study has no discernible pattern, and the dots tend to spread above and below the Y-axis value of 0. So, the data in this study did not occur heteroscedasticity.

Hypothesis testing was carried out using the multiple regression analysis formulae because, in this study, there were two independent variables, namely PLP and interest in becoming a teacher, and one dependent variable,

namely readiness to become a teacher. There are partial tests (t-tests), simultaneous testing (F tests), determination tests (R<sup>2</sup>), and multiple linear regression tests in the hypothesis test. The t-test assesses the magnitude of each independent variable's significant effect on the dependent variable. Partial test result can be seen in the Table 4.

The hypotheses tested in this t-test are the first and second hypotheses.

(1) The Effect of Introduction School Fields (PLP) on Students' Readiness to Become Teachers. Based on testing the data on the partial test (t-test) in Table 4 above, the value of tcount on the School Field Introduction (PLP) variable is 13.830 while the price of ttable at a significance level of 5% is 1.656. In comparison, the significance value obtained is 0.000. The test results show that tcount > ttable ( $13.830 > 1.656$ ) with a significance of 0.000 less than 0.05, indicating that there is a significant and positive influence between School Field Introduction (PLP) on students' readiness to become teachers. It can be concluded that H1 is accepted, so it can be explained that the PLP variable (X1) significantly influences student readiness to become teachers (Y).

(2) The Effect of Interest in Becoming a Teacher on Student Readiness to Become a Teacher. Based on the partial test (t test) results in Table 4, the tcount on the variable interest in becoming a teacher is 4.678, and the ttable price at the 5% significant level is 1.656. In

**Table 4.** Partial Test Result

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Std. Coeff	T	Sig.
Model		B	Std. Error	Beta		
	(Constant)	15.397	4.257		3.617	.000
1	PLP	.652	.047	.710	13.830	.000
	Interest	.194	.041	.240	4.678	.000

a. Dependent Variable: Readiness

Source: Processed data, 2023

comparison, the significance value obtained is 0.000. The test results show that  $t_{count} > t_{table}$  ( $4.678 > 1.656$ ) with a significance of 0.000 less than 0.05, indicating a significant and positive influence between interest in becoming a teacher and student readiness to become a teacher. It can be concluded that H2 is accepted, so it can be explained that the interest variable to become a teacher (X2) significantly influences student readiness to become teachers (Y).

The F test is used to carry out significant tests to determine whether the variables of Introduction to Schooling Fields (PLP) and Interest in Becoming a Teacher significantly influence student readiness to become teachers. In this test, the hypothesis is that there is a positive influence between Introduction to Schooling Fields (PLP) and interest in becoming a teacher on student readiness to become teachers.

Table 5 shows that the F value is 149.423, and the significance is  $0.000 < 0.005$ , which means that the variable Introduction to the Schooling Field and interest in becoming a teacher simultaneously influence the readiness of students to become teachers so that H3 can be accepted.

The coefficient of determination measures the percentage of influence of the indepen-

dent variables X1 and X2 on variable Y. Based on the Table 6, it shows that the contribution value or R square value for the PLP variable (X1) and interest (X2) to the student readiness variable to become a teacher (Y) is 0.681 or 68.1%. The value of R square shows that PLP and interest (X1 and X2) affect student readiness to become teachers (Y) by 68.1%. While the remaining  $0.319 = 31.9\%$  readiness to become a teacher is influenced by other variables not examined in this study.

Multiple linear regression tests were used to analyze the linear relationship between PLP variables and interest with the variable readiness of students to become teachers.

Based on the results of multiple linear tests in Table 7, the following equation can be obtained:

$$Y = 15,397 + 0,652 X1 + 0,194 X2 + e$$

However:

Y : Readiness of students to become teachers

$\alpha$  : constant value

X1 : PLP

X2 : Interest

B1 : Slope associated with the variable PLP

B2 : Slope associated with the variable interest

e : error or other influencing factors Y

**Table 5.** Simultaneous Test Results (Test F)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	11528.736	2	5764.368	149.423	.000 <sup>b</sup>
1 Residual	5285.114	137	38.577		
Total	16813.850	139			

Source: Processed data, 2023

**Table 6.** Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.828 <sup>a</sup>	.686	.681	6.211

a. Predictors: (Constant), MINAT, PLP

Source: Processed data, 2023



**Table 7.** Multiple Linear Regression Test Results

Model	Unstandardized Coeff		Std Coef	t	Sig.
	B	Std. Error	Beta		
(Constant)	15.397	4.257		3.617	.000
1 PLP	.652	.047	.710	13.830	.000
Interest	.194	.041	.240	4.678	.000

Source: Processed data, 2023

The constant value ( $\alpha$ ) is 15.397, which means that if the PLP variables (X1) and interest (X2) are equal to zero, then the magnitude of student readiness to become teachers is 15.397. The regression coefficient value of the PLP variable (X1) is 0.652, which means that if PLP (X1) is increased, it will increase students' readiness to become teachers (Y) by 0.652. A positive value means that the more students experience PLP activities, the more prepared students are to become good teacher candidates. The regression coefficient value of the interest variable (X2) is 0.194, which means that if PLP (X2) is increased, it will increase students' readiness to become teachers (Y) by 0.194. A positive value means that the more students have a profound interest in the teaching profession, the more they will prepare themselves well to become good teacher candidates. Based on Table 7, PLP is a variable that must be considered to prepare students to become teachers. This is because the PLP variable has the highest coefficient value compared to the other variables, which equals 0.652. Based on the explanation, it can be concluded that PLP and interest influence student readiness to become teachers.

#### **The Effect of Introduction School Fields (PLP) on Student Readiness to Become Teachers**

The results of the hypothesis test show that the PLP variable has a positive and significant effect on the readiness of students to become teachers; this shows that the hypothesis in this study is acceptable. The results of the hypothesis also show that the more te-

aching practice students get in the Introduction to Schooling Field (PLP), the higher the readiness of students to become professional teacher candidates.

The results of this study were supported by the opinion of Indahwati et al., (2022), which revealed that PLP prepares professional teachers at the Bachelor of Education Program level by assigning students to apply their learning outcomes through observation of the learning process, development of training instruments for learning, and teaching practice. PLP aims to develop student competence to become excellent prospective educators. In this activity, students will be prepared to become good teachers theoretically and practically. They will learn various basic concepts in teacher training, complemented by a series of skills training, and learn how to apply the knowledge they have acquired at the university and develop their teacher attitude at school. With the experience of Introduction to Schooling Field (PLP) provided, students will be ready to carry out professional and administrative activities as a teacher.

In this study, the highest indicator obtained in the School Field Introduction (PLP) variable is found in the teaching practice indicator, with an average score of 4.4, falling into the category of excellent. This indicates that students perform teaching practices in partner schools effectively during the PLP, as students in the Education Study Program at FEB Unesa, batch of 2019, are well-prepared to become teachers during their academic years. However, the lowest indicator in the PLP variable is found in the out-of-class activities

indicator, with an average score of 3.9, falling into the category of good. This suggests that being a teacher requires participation in activities outside the classroom, such as student activities and school events. However, within the context of the PLP activities, education students are only required to observe, practice teaching, and assist in school activities. In this regard, item number 18 has the lowest score. This aligns with the definition and purpose of PLP stated in the UNESA MBKM PLP guideline book, which aims to sharpen the abilities of education students to become professional teachers. Therefore, it is understandable that students do not allocate time to inventory books in the library during their free time, as this task is not part of a teacher's responsibilities, as there are personnel assigned to carry out that task.

When associated with the readiness to become a teacher variable, the PLP activities greatly assist students in preparing themselves and gaining a deeper understanding of the teaching profession. As students in the Education Study Program, they have a greater opportunity to pursue a career as a teacher. This is because, fundamentally, education students will obtain a Bachelor of Education degree (B.Ed.), and if they truly aspire to become teachers, they can continue their education in a professional school.

The results of this study are also in line with research conducted by Sabriena Laura Aayn and Agung Listiadi (2022). The research resulted in a positive and significant relationship between the Introduction to the Schooling Field (PLP) and the readiness of students to become teachers.

Based on data analysis that was carried out on all samples in this study, namely students of educational study programs at FEB Unesa class of 2019, it was found that there was a positive influence between School Field Introduction (PLP) on student readiness to become teachers. This means that students who have adequately implemented the Introduction to Schooling Field (PLP) will have better readiness to become professional teachers.

Several previous studies that support this research have positively and significantly influenced Introduction to Schooling Field (PLP) on student readiness to become teachers. Research by Ainun Aprilita and Novi Trisnawati (2022) states that PLP positively influences career readiness to become a teacher. Research by Wati et al., (2022) found that PPL positively and significantly influences readiness to become a teacher. Research by M. Fatma and M. Mukhlis (2021) found that a good PLP program can improve teacher readiness and performance.

From the research results and opinions above, the researcher concludes that the Introduction to Schooling Field (PLP) has a positive and significant influence on student readiness to become teachers. The results of the research analysis show that there is a direct relationship between PLP and student readiness to become teachers. To implement PLP in schools, students must teach like professional teachers by applying the knowledge and teaching skills they have learned while in college. Through the experience gained through PLP, students can gain experience and deepen their understanding of how to become a natural teacher and develop their teaching skills to increase their readiness to become teachers. Thus, the more experience gained through PLP, the higher the readiness of students to become teachers.

### **The Effect of Interest on Student Readiness to Become Teachers**

The results of the hypothesis test show that there is a positive and significant influence between the interest in becoming a teacher on the readiness of students to become teachers; this positive effect means that the higher the interest in becoming a teacher, the higher the readiness of students to become teachers, and vice versa, so the hypothesis can be accepted.

The results of this study are supported by the opinions of Suyatno & Ma'arif (2019), who argue that interest is an essential factor influencing readiness to become a professional teacher. He says a strong interest in educa-

tion can motivate teacher candidates to learn and develop professionally to prepare them well for complex and demanding teacher assignments. Slameto (2013) explains that interest is a feeling of pleasure and interest in a thing or activity without pressure, marked by paying intense attention to that thing or activity. A strong interest in education determines a student's readiness to become a teacher. Students interested in and motivated to become teachers will be serious about learning and developing their skills so that they are well-prepared to tackle the complex task of being a teacher. Therefore, an interest in becoming a teacher supported by the abilities and skills will increase student readiness to become a teacher.

In the interest variable, the highest average score is obtained in the indicator of interest in the teaching profession, with an average score of 4.3. This indicates that students in the Education Study Program at FEB Unesa, batch of 2019, have a high interest in the teaching profession. As the primary focus of education students is to become teachers, this explains why they show a greater interest in teaching as a career path after graduating from college. However, in the indicator of desire to become a teacher within the interest variable, the lowest average score of 3.4 is obtained. This may be due to a less positive perception of the teaching profession among students. They may perceive teaching as unappealing, with a heavy workload, or facing complex challenges and issues. These findings align with the research conducted by Sabriena and Agung (2022), which demonstrates that perceptions of the teaching profession significantly influence the desire to pursue teaching as a career.

When related to the readiness to become a teacher variable, interest plays a crucial role in determining students' readiness. Strong interest enhances students' preparedness in preparing themselves to become teachers. As students in the Education Study Program, they have the option to pursue a career in education or in other fields unrelated

to education. However, it is important to note that the level of interest and desire to become a teacher can vary among education students. Some students may maintain a high level of interest and desire to become teachers, while others may have a less positive perception of the teaching profession.

The findings of this study are consistent with those of Ida (2019) research, which found a positive relationship between the interest and readiness of prospective teachers to face future educational challenges. This study also explains that interest is very influential in determining the readiness of prospective teachers. A strong interest in education can motivate prospective teachers to learn and develop professionally and help them adjust to educational challenges and developments. This can prepare them well for complex and demanding teacher assignments.

Some of the findings from prior studies corroborating this research have a favorable and significant impact on students' desire to become teachers. Dian Mega Septianti, Sri Zulaihati, and Achmad Fauzi (2022) discovered that the desire to become a teacher has a favorable and substantial influence on preparation to become a teacher. According to Harisma Khaerunnas and Mohammad Arief Rafsanjani's (2021) research, student preparation to become an instructor is positively and significantly influenced by the motivation to be a teacher. In a study conducted by Z. K. Prasetyo and A. Setiawan (2019) research, there is a positive and substantial association between the desire to become a teacher and the preparedness to become a teacher. The higher the student's desire to become a teacher, the more prepared they will be to carry out their responsibilities. In conclusion, interest in becoming a teacher can be an essential factor in determining the readiness of prospective teachers, so more attention is needed to develop education.

Based on the research results and opinions, the researchers concluded that there is a positive and significant influence between the interest in becoming a teacher and the rea-

diness to become a teacher. The results showed that the greater the students' interest in becoming teachers, the more prepared they were to face complex teacher assignments. Students' interest in education may not initially exist. However, after attending lectures and learning about the teaching profession, their interest in becoming a teacher grows, and they are better prepared to teach after graduating from college. Thus, the higher the students' interest in becoming teachers, the higher their readiness.

### **The Effect of Introduction School Fields and Interest on Student Readiness to Become Teachers**

The results of the hypothesis test shows that there is a positive influence of School Field Introduction (PLP) and interest in the readiness of students to become teachers, which means that the more experience the School Field Introduction is obtained and the higher the interest in becoming a teacher, the higher the readiness of students to become professional teacher candidates. The significance test also shows that PLP and interest significantly affect student readiness to become teachers. In conclusion, there is a positive and significant influence of PLP and interest in the readiness of students to become teachers so that the hypothesis can be accepted. The determination test on the PLP variable and interest was obtained at 0.681 or 68.1%; this could mean that readiness to become a teacher was influenced by the PLP variable and interest by 68.1%, and the remaining 31.9% was influenced by other variables not examined in this study.

This study's results align with research conducted by Z.K. Prasetyo and A. Setiawan (2019), whose research stated that internal and external factors, including interest and PLP, influence readiness to become a teacher. Internal factors such as abilities, attitudes, and motivation, as well as external factors such as practicum experience, lecturer support, and the surrounding environment, also influence the readiness of prospective teachers to teach. To increase readiness to become a teacher, integrated efforts from various internal and ex-

ternal parties are needed, as well as adequate support according to the needs of prospective teachers.

Some of the results of previous studies that support this research have a positive and significant influence between PLP and interest in student readiness to become teachers. Research by Ira Wati et al. (2022) shows that the interest in becoming a teacher and PPL simultaneously positively and significantly influence the readiness to teach prospective teachers. Research by Sholihah et al., (2015) found that teaching practice and interest in the teaching profession positively and significantly affected future teacher readiness in teaching, measured through indicators such as teaching skills, attitudes, and knowledge. This suggests that practical experience and a strong interest in the teaching profession are significant in preparing prospective teachers to become more prepared in teaching.

Based on the regression equation, it was also found that the two variables indicated a positive relationship between PLP and interest in becoming a teacher on the readiness of Education Study Program students to become prospective teachers. These results indicate that the higher the interest in becoming a teacher and the more experience PLP has, the higher the readiness of students to become prospective teachers.

To enhance students' interest and readiness to become teachers, several steps can be taken, considering the lowest average total scores from the PLP and interest variables. Firstly, it is crucial to provide comprehensive education and information about the teaching profession, including its duties, responsibilities, benefits, and career potentials. This will help students gain a deeper understanding of what it entails to be a teacher and provide a clear picture of the opportunities available. Additionally, practical experiences are highly valuable. Students need to be given opportunities to engage in firsthand experiences within educational environments, such as through teaching internship programs, classroom observations, or voluntary activities in schools.

By actively participating in the learning process and observing experienced teachers, they will gain a more realistic understanding of the challenges and rewards associated with the teaching profession. This is achieved through the implementation of PLP by students.

Furthermore, it is important to introduce inspiring role models, such as successful and influential teachers, to students. Through encounters with them, students can listen to their experiences, gain inspiration, and witness tangible examples of success in the teaching profession. This can help ignite higher motivation and interest in the field. Providing support and mentorship is also crucial in enhancing students' interest and readiness to become teachers. Through focused coaching, training, and mentoring activities, students can develop the skills and competencies required in the teaching profession. Ongoing support is also necessary, including through personal development programs, educational resources, and discussion forums that allow students to share their experiences and challenges.

Moreover, it is important to clarify the values and positive impact that can be generated through the teaching profession. Students need to be informed and encouraged to reflect on the crucial role teachers play in shaping the future of young generations and making meaningful contributions to society. Highlighting the satisfaction and personal achievements attainable through teaching can also help ignite students' interest and readiness. Lastly, it is essential to provide room for students to explore and develop their interests and readiness independently. Encouraging their involvement in extracurricular activities, volunteer programs, or educational projects can help strengthen their interest and readiness to become teachers. By implementing these steps, it is hoped that students' interest and readiness to become teachers can be enhanced. Continuous support, inspiration, practical experiences, and development opportunities are crucial to help them gain a comprehensive understanding of the teaching profession, appreciate its posi-

ve values, and feel prepared and motivated to pursue a career as teachers.

## CONCLUSION

Introduction to School Fields (PLP) is crucial in preparing students to become teachers. This is because PLP provides direct experience and allows students to get to know the environment and activities at school. This study proved that there was a positive and significant influence between PLP and student readiness to become teachers. By doing PLP, students can better understand the needs and challenges faced in education. In addition, PLP can also help students to develop teaching skills and adapt to the school environment. Thus, students become more prepared and confident to become professional and competent teachers.

Interest is also an essential factor in the readiness of students to become teachers. This study shows a positive and significant influence between students' interest and readiness to become teachers. By having high interest, students tend to be more enthusiastic and diligent in pursuing a teaching career. In addition, interest can also help students understand their needs and expectations better so that they can provide better learning.

PLP and interest also positively and significantly impact student readiness to become teachers. This shows that the effect of PLP is more significant than interest, but both play an essential role in preparing students to become teachers. The results of this study can be used as a reference in developing programs that can increase students' readiness to become teachers by paying attention to PLP factors and shared interests. Therefore, universities and other educational institutions must pay attention to these two factors in improving the quality of teacher education in Indonesia. Thus, it is hoped that a generation of teachers will be born who are better prepared and able to provide quality education for Indonesian children.

The study identified certain limitations regarding the variables that impact readiness

to become a teacher, specifically the PLP variables and interests, as well as the research subjects being limited to the 2019 class of the Education Student Study Program at FEB Unesa. Consequently, it can be inferred that the variables of PLP and interest significantly influence student readiness to become a teacher. This is attributed to the fact that the education study program specifically prepares and directs students to become educators. The research findings indicate that the introduction of school field (PLP) and interest have a substantial influence on students' readiness to become teachers, as evidenced by a coefficient of determination of 68.1%. However, it is important to acknowledge that there may be other factors, not investigated in this study, that contribute to students' readiness to become teachers, accounting for 39.1%. Therefore, further research should explore these factors to gain a more comprehensive understanding of students' readiness to pursue careers as teachers.

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