

The Influence of the Introduction to School Field (PLP) II Course and Self-Efficacy on the Interest in Becoming a Teacher among Office Administration Education Students at Medan State University

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Abstract

This study aims to analyze the influence of the School Field Introduction Program (PLP) II and self-efficacy on the interest in becoming a teacher among students of the Office Administration Education Study Program, Stambuk 2021, Faculty of Economics, State University of Medan. The background of this study is based on the phenomenon of low interest of education students to become teachers, which is influenced by internal factors such as self-efficacy and external factors such as PLP experience. The research method used is quantitative with data collection through questionnaires to 44 students. The results of the pre-study showed that most students preferred other professions to becoming teachers, and low levels of self-efficacy also influenced this interest. This study is expected to provide theoretical and practical contributions in efforts to increase students' interest in pursuing a career as a teacher by strengthening PLP experience and self-efficacy.

Keywords: Interest in becoming a teacher, Self-efficacy, PLP II, Students, Office administration education.

INTRODUCTION

Education is a conscious and planned process that aims to guide individuals in developing their physical and mental potential, so that they are able to reach maturity, have relevant skills, and contribute positively to community life (Hidayat *et al.*, 2019). Through education, a person not only gains knowledge, but also moral values, social skills, and critical thinking skills needed to face life's challenges. Quality education will produce human resources with character, resilience, and the ability to compete globally. In this context, education plays an important role in preparing the younger generation as the nation's successors who are adaptive to the development of the times and technological advances. The quality of education is greatly influenced by the role of teachers as a key element in the learning process. Teachers are not only responsible for transferring knowledge, but also shaping the character and competence of students. Therefore, efforts to improve the quality of teachers are a crucial aspect in the development of national education (Darman, 2017). The process of forming professional teachers requires thorough preparation, both in terms of

knowledge, skills, and attitudes. The Teacher Training Institution (LPTK) and the education office have a strategic role in preparing prospective teachers to be able to carry out their profession optimally and responsibly (Mahardika *et al.*, 2019). Interest in becoming a teacher is one of the important factors that influence students' readiness to pursue the education profession. This interest is influenced by various internal and external factors, such as understanding the teaching profession, family environment, teaching ability, information on the world of work, academic achievement, personality, and field practice experience (Anis & Lyna, 2019; Ahmad, 2020). However, the phenomenon of low interest in education students to become teachers is still often found. The results of pre-research on Office Administration Education students at Medan State University showed that only 25% of students were interested in becoming teachers, while most chose other professions.

One of the efforts to increase students' interest and readiness to become teachers is through the School Field Introduction Program (PLP). This program provides students with direct experience in carrying out teacher duties

at school, so that it can strengthen their motivation and competence (Maryati & Mudrikah, 2024; Sholekah et al., 2021). However, several studies have shown mixed results regarding the effect of PLP on interest in becoming a teacher (Wahyu, 2019). In addition, the factor of self-efficacy or belief in one's own abilities also plays an important role in determining students' interest in pursuing a career as a teacher (Shofiah & Raudatussalamah, 2018; Wahab, 2015). Based on this description, this study aims to analyze the effect of the School Field Introduction Program (PLP) II and self-efficacy on interest in becoming teachers in students of the Office Administration Education Study Program, Stambuk 2021, Faculty of Economics, State University of Medan. The problems identified in this study include: Low interest of education students in choosing the teaching profession, with the majority preferring other professions. Lack of student self-efficacy towards teaching skills, which has an impact on low motivation to become a teacher. Low mastery of basic competencies as a teacher in the implementation of PLP II. Low interest in becoming a teacher among Office Administration Education students of Stambuk 2021, State University of Medan.

Problem Limitation This study is limited to: Interest in becoming a teacher among students of the Office Administration Education Study Program, Stambuk 2021, State University of Medan. Experience of PLP II of students of the Office Administration Education Study Program, Stambuk 2021, State University of Medan. Self-efficacy of students of the Office Administration Education Study Program, Stambuk 2021, State University of Medan. **Problem Formulation.** The formulation of the problem in this study is: Is there an influence of PLP II on the interest in becoming a teacher among students of the Office Administration Education Study Program, Stambuk 2021, Faculty of Economics, State University of Medan? Is there an influence of self-efficacy

on the interest in becoming a teacher among students of the Office Administration Education Study Program, Stambuk 2021, Faculty of Economics, State University of Medan? Is there an influence of PLP II and self-efficacy simultaneously on the interest in becoming a teacher among students of the Office Administration Education Study Program, Stambuk 2021, Faculty of Economics, State University of Medan? **Research Objectives.** This study aims to: Determine the influence of PLP II on the interest in becoming a teacher among students of the Office Administration Education Study Program, Stambuk 2021, Faculty of Economics, State University of Medan. To find out the effect of self-efficacy on the interest in becoming a teacher in the 2021 Stambuk Office Administration Education students, Faculty of Economics, State University of Medan. To find out the effect of PLP II and self-efficacy simultaneously on the interest in becoming a teacher in the 2021 Stambuk Office Administration Education students, Faculty of Economics, State University of Medan. **Benefits of the Research.** This research is expected to provide the following benefits: **Theoretical Benefits.** Enriching insight and knowledge related to the effect of PLP II and self-efficacy on the interest in becoming a teacher. To be an additional reference for other researchers and comparative material for similar research in the future. **Practical Benefits.** For students, the results of the study can be used as consideration and motivation for a career as a teacher. For universities, research findings can be input in efforts to increase the interest of education students in pursuing a career as a teacher. For researchers, this research can broaden insight and experience regarding the effect of PLP II and self-efficacy on the interest in becoming a teacher.

RESEARCH METHOD

This research was conducted at the Faculty of Economics, State University of

Medan, in the even semester of the 2024/2025 academic year. The type of research used is *ex post facto* with a quantitative approach. *Ex post facto* research aims to analyze the causal relationship between independent variables and dependent variables based on data from events that have occurred, without direct intervention from the researcher. In addition, this research is causal comparative, which focuses on identifying and explaining the causal relationship between the variables studied. Data are collected in the form of numbers and analyzed statistically to obtain objective conclusions. The research population was all students of the Office Administration Education Study Program, class of 2021, Faculty of Economics, State University of Medan, who were chosen because they were relevant to the focus of the research and the potential data that could be obtained.

RESULTS AND DISCUSSION

Description of Research Results

This study was conducted on students of the Office Administration Education Study Program, Stambuk 2021, Faculty of Economics, State University of Medan with a total of 88 respondents (total sampling). The study aims to analyze the influence of the Introduction to School Field (PLP) II Course and Self-Efficacy on Interest in Becoming a Teacher. The research instrument is a questionnaire that has been validated and tested for reliability before use.

Instrument Validity and Reliability Test

The results of the validity test showed that out of 15 PLP II questionnaire items, 14 items were valid; out of 16 Self-Efficacy questionnaire items, 15 items were valid; and out of 17 Interest in Becoming a Teacher questionnaire items, 15 items were valid. The reliability test using Cronbach's Alpha showed values of 0.942 (PLP II), 0.946 (Self-Efficacy), and 0.885 (Interest in Becoming a Teacher), all above the minimum limit of 0.361, so the instrument was declared reliable.

Research Data Description

Descriptive analysis shows the average score of the PLP II variable is 3.04 ("Good" category), Self-Efficacy 3.04 ("Good"), and Interest in Becoming a teacher 3.03 ("Good"). The assessment category based on the Likert scale interval and ideal score shows that the majority of respondents are in the "Good" to "Very Good" category for the three variables.

- **PLP II:** 54.54% of students are in the "Very Good" category, 13.65% "Good", 6.81% "Quite Good", 25% "Not Good".
- **Self Efficacy:** 51.13% "Very Good", 17.05% "Good", 4.55% "Quite Good", 27.27% "Not Good".
- **Interested in becoming a teacher:** 50% "Very Good", 18.18% "Good", 17.05% "Quite Good", 14.77% "Not Good".

Classical Assumption Test

- **Normality:** Data is normally distributed (Sig. Kolmogorov-Smirnov = 0.200 > 0.05).
- **Linearity:** The relationship between PLP II and Self-Efficacy towards Interest in Becoming a Teacher is linear (Sig. deviation from linearity > 0.05).
- **Multicollinearity:** No symptoms of multicollinearity were found (Tolerance > 0.10 and VIF < 10).

Multiple Linear Regression Analysis

The regression equation obtained:

$$Y = 1.586 + 0.515X_1 + 0.483X_2 + e$$

- X_1 : PLP II
- X_2 : Self-Efficacy
- Y : Interest in Becoming a Teacher

Hypothesis Testing

- **t-Test (Partial):**
 - PLP II has a positive and significant effect on Interest in Becoming a Teacher ($t = 3.556$; Sig. = 0.001 < 0.05).
 - Self-efficacy has a positive and significant effect on Interest in Becoming a Teacher ($t = 3.683$; Sig. = 0.000 < 0.05).
- **F Test (Simultaneous):**
 - PLP II and Self-Efficacy together have a significant influence on

Interest in Becoming a Teacher ($F = 157.369$; $\text{Sig.} = 0.000 < 0.05$).

- **Coefficient of Determination (R^2):**

- The R^2 value is 0.781, meaning that 78.1% of the variation in Interest in Becoming a Teacher is explained by PLP II and Self-Efficacy, the remaining 21.9% by other factors.

DISCUSSION

The results of the study indicate that PLP II and Self-Efficacy have a positive and significant influence on Interest in Becoming a teacher. Direct experience through PLP II strengthens pedagogical competence and students' interest in becoming teachers. High self-efficacy also encourages students' confidence and motivation in choosing the teaching profession. This finding is in line with the theory and results of previous studies that emphasize the importance of practical experience and self-confidence in shaping career interests as educators. PLP II and Self-Efficacy have been proven to have a partial and simultaneous positive and significant effect on Interest in Becoming a Teacher in Office Administration Education students, Stambuk 2021, Faculty of Economics, UNIMED. The practical implication is that optimizing the implementation of PLP II and strengthening students' self-efficacy need to be a concern in efforts to increase students' interest in becoming teachers.

CONCLUSION

Based on the results of testing, discussion and data analysis that show the hypothesis of the given problem, the conclusions that can be put forward in the research and the results obtained in this study are: The variable of the Introduction to School Field (PLP) II course (X_1) on the Interest in Becoming a Teacher for Office Administration Education students in the 2021 Stambuk. Based on the calculation results obtained $t_{count} > t_{table}$ where $3.556 > 1.662$ with a significant level with a significant value of $0.001 < 0.05$.

The Self-Efficacy variable (X_2) has a positive and significant effect on the Interest in Becoming a Teacher for Office Administration Education students of Stambuk 2021. Based on the calculation results obtained $t_{count} > t_{table}$ where $3.683 > 1.662$ with a significant value of $0.000 < 0.05$. Based on the results of the study and conclusions of the study conducted by the State University of Medan, the Office Administration Education Study Program, Stambuk 2021, it can be given Based on the results of the descriptions and findings collected, suggestions can be obtained. For Students. Office Administration Education students, especially those who have chosen the education path, are expected to have a consistent attitude and high commitment to the teaching profession that they will undertake after graduating. The implementation of the Introduction to School Field (PLP) II course needs to be utilized optimally as a medium for forming character and pedagogical abilities in the field. Students also need to increase their creativity, self-confidence, and sincerity in participating in every teaching practice activity so that they can feel the dynamics of the world of education firsthand. It is important for students to understand and recognize their potential from an early age, have a picture of their future career, and build confidence that the teaching profession is a noble job and can provide decent welfare. The interest in becoming a teacher should not only grow out of compulsion, but should truly come from internal motivation from the start of choosing an education study program.

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