

## DOES SCHOOL FIELD INTRODUCTION INFLUENCE INTEREST IN BECOMING AN ECONOMICS TEACHER?

### APAKAH PENGENALAN LAPANGAN PERSEKOLAHAN MEMPENGARUHI MINAT MENJADI GURU EKONOMI?

Received: 15/11/2025; Revised: 01/01/2026; Accepted: 11/01/2026; Published: 12/01/2026

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#### ABSTRACT

The purpose of the school field introduction (PLP) is to train skilled educators. PLP activities are designed to increase interest in education and knowledge about the teaching profession, even though not all students want to become teachers. The purpose of this study is to determine how school field introduction affects the enthusiasm of seventh-semester Economics Education students at Pamulang University in teaching economics. This study uses quantitative and associative research methodologies. The research sample consisted of one hundred students who had participated in the PLP. Data were collected through observation and questionnaires. The research instruments were tested for validity and reliability. Simple linear regression was used to analyse the data. According to the research findings, the desire of Pamulang University Economics Education Bachelor's degree students to become economics teachers is influenced by their field introduction. The inclusion of the school field had an impact on interest in becoming an economics teacher, as indicated by the estimated  $t$  value  $> t$  table ( $9,189 > 1,984$ ) and significance  $< 0.05$  ( $0.000 < 0.05$ ), after which  $H_0$  was discarded.

**Keywords:** internships, interests, school field introduction, PLP, teachers

#### ABSTRAK

*Tujuan dari pengenalan lapangan sekolah (PLP) adalah untuk melatih pendidik yang terampil. Kegiatan PLP dirancang untuk meningkatkan minat dalam pendidikan dan pengetahuan tentang profesi mengajar, meskipun tidak semua mahasiswa ingin menjadi guru. Tujuan penelitian ini adalah untuk mengetahui bagaimana pengenalan lapangan sekolah memengaruhi antusiasme mahasiswa Pendidikan Ekonomi semester tujuh Universitas Pamulang dalam mengajar ekonomi. Penelitian ini menggunakan metodologi penelitian kuantitatif dan asosiasi. Sampel penelitian terdiri dari seratus mahasiswa yang telah mengikuti PLP. Data dikumpulkan melalui observasi dan kuesioner. Instrumen penelitian telah dilakukan pengujian validitas dan reliabilitas. Regresi linier sederhana digunakan untuk menganalisis data. Menurut temuan penelitian, keinginan mahasiswa Pendidikan Ekonomi Universitas Pamulang untuk menjadi guru ekonomi dipengaruhi oleh pengenalan mereka terhadap lingkungan sekolah. Penerapan pengenalan lapangan sekolah berdampak pada minat menjadi guru ekonomi, sebagaimana ditunjukkan oleh nilai  $t$  perkiraan  $>$  nilai  $t$  tabel ( $9,189 > 1,984$ ) dan signifikansi  $< 0,05$  ( $0,000 < 0,05$ ), setelah itu hipotesis nol ( $H_0$ ) ditolak.*

**Kata kunci:** magang, minat, pengenalan lapangan persekolahan, PLP, guru

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How to cite: Sholeh, B., Rusmaini., & Holisoh, A. (2026). Does School Field Introduction Influence Interest In Becoming An Economics Teacher?. *Jurnal Cahaya Pendidikan*, 11(2), 135–142  
<https://doi.org/10.33373/chypen.v11i2.8573>

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## INTRODUCTION

The quality of a nation's human resources supports its progress. One way to develop quality human resources is through quality education. Teachers are the government's executives in relation to education policy (Tuasikal et al., 2021). Education in the 21st century emphasises the importance of professional teachers, aiming to produce better-quality education and outstanding students (Eliza et al., 2022). Improving teacher professionalism requires attention and holistic solutions from the government, educational institutions, and society (Wijaya, 2023). Teachers are professional educators as regulated by Law Number 14 concerning teachers and lecturers. The Minister of Research, Technology, and Higher Education's Regulation Number 55 of 2017 was subsequently modified by the Minister of Education, Culture, Research, and Technology's Regulation Number 56 of 2022. stipulates that field practice for undergraduate students is conducted under the course name "School field introduction (PLP)". The Teacher Professional Education (PPG) program uses the course name "Field Experience Practice" (PPL).

The Economics Education study program at Pamulang University is under the auspices of the Faculty of Teacher Training and Education (FKIP), which prepares graduates to become prospective economics teachers who possess competence in the field of teaching, equipping them to become professional economics teachers. Students in Semester VII are sent to partner schools for internship activities, also known as school field introductions. The PLP activity is a preparatory activity for becoming a professional teacher at the undergraduate level. The objectives of the PLP, according to the PLP Guidelines of the Faculty of Teacher Training and Education, Pamulang University, include students being able to conduct observations in academic and non-academic environments, being able to design learning tools, being able to implement guided learning, and conducting evaluations and reflections on the learning carried out. Understanding the concepts and perspectives of prospective teachers about teaching internships can be a foundation for understanding their new experiences (Rogayan Jr & Reusia, 2021). When prospective teacher students are required to do teaching internships, they gain professional experience that will be an asset when they return to teaching after graduation (Auni et al., 2022). The internship environment, mentor guidance, assessment, and feelings during the teaching internship can influence the professional identity of prospective teachers (Cai et al., 2022). Internships provide aspiring instructors the chance to put their newly acquired information into practice while also enhancing their teaching abilities and personal growth (Al Mardhiyyah, 2019). One essential component of teacher education is teaching internships (Michos et al., 2022).

The internship program (PLP) provides valuable and challenging experiences for prospective Bachelor's degree students, providing a platform for self-actualization, applying theories learned in class directly in the field (at the school where they are doing their internship). During the internship, students, as prospective educators, can hone their teaching skills, adapt to various student characteristics, and face a variety of diverse situations at the school where they are doing their PLP (Ghufron, 2024). The PLP program is based on the idea that for professional teachers to understand the context of real-world learning and classroom management fully, they must possess both theoretical knowledge and practical school experience (Sahira & Herianto, 2023). PLP activities are highly beneficial for education students because, through PLP, students can directly experience objects in the school environment that they will later encounter as educators (Maulana, 2024). In addition to providing direct experience for students, PLP also prepares them to become competent and professional prospective teachers. (Hasanah et al., 2024). PLP is the right first step in preparing prospective educators who are competent, creative, and ready to face challenges in schools (Putri, 2025). During the PLP internship, students interact not only with pupils and teachers but also with administrative staff and parents at the school, thereby applying their social skills as teachers.

School field introduction (PLP) will foster understanding of the teaching profession and promote interest in the teaching field. Still, not all students are interested in becoming teachers. Interest is the primary key that drives someone to fulfill their desires (Wahjudi, 2021). Likewise, there is interest in becoming a student teacher after carrying out PLP activities. Based on the observations made, there are several students who still lack understanding of teaching competencies, there are intern students who lack discipline in the school field introduction program activities, and the findings of graduate

tracking indicate that a number of graduates are not interested in teaching. This indicates that pupils are still not very interested in becoming teachers. Given these issues and occurrences, a more thorough investigation of how the introduction to the school environment affects students' enthusiasm in teaching at Pamulang University's Economics Education program is required. The desire to become a teacher is driven by a strong interest, one of which is influenced by School field introduction (Rahmawati, 2023). High interest leads to perseverance, tenacity, ability, and persistence in achieving goals (Majidah & Susilo, 2024). As in a teaching career, if students are interested in becoming teachers, they will be more enthusiastic and continue to strive to improve the quality of their education (Sholichah & Pahlevi, 2021). Interest in becoming a teacher is an important internal factor for an individual, as it reflects their motivation and enjoyment of the teaching profession (Kumala & Patrikha, 2024)

Although several previous studies have examined the influence School field introduction (PLP), most of them are related to readiness to become a teacher (Aayn & Listiadi, 2022; Cahyaningsih et al., 2024; Gani et al., 2024; Nisa, 2024; Umaroh & Bahtiar, 2022). Research from PLP on interest in teaching economics is currently lacking. The purpose of this study is to determine the effect of school field introductions on the interest of Pamulang University economics education students in becoming economics teachers. The implications of this study form the basis for the Pamulang University Economics Education Study Programme to improve the implementation of PPL and the means of creating the identity of prospective professional economics teachers to increase the number of students pursuing a career as economics teachers, and for students to provide direct experience in developing an interest in becoming prospective economics teachers.

## **MATERIAL AND METHODS**

This study utilised a quantitative approach. The quantitative approach involved collecting measurable data, processing it numerically, and analyzing it using descriptive statistics and hypothesis testing. The research methodology used association to measure the relationship between variable X and variable Y. Variable X in this study was familiarity with the school environment. In contrast, variable Y was interested in becoming an economics teacher.

The population of this study consisted of 137 seventh-semester Bachelor's degree students in Economic Education from the 2025/2026 academic year who participated in the school field introduction program. The sample calculation using the Kreji table was based on 100 students. Simple random sampling was used as the sampling technique, primarily due to the use of drawing lots and the homogeneous nature of the sample. The instruments used to collect data in this study were questionnaires and observations. A 5-point Likert scale was used to determine respondents' responses to the variables studied. The questionnaire used in this study was closed-ended, designed to be easy to measure and analyse statistically. The questionnaire's validity was assessed using the Pearson product-moment correlation, and its reliability was assessed using Cronbach's alpha in SPSS 15.0. Observations were conducted to gather information when researchers went into the field to observe students' classroom practices in the application of learning.

The introduction to the school environment refers to the Field Introduction Programme Guide for the Bachelor of Education Programme, which consists of direct observation of school culture, observation of organisational structure and work procedures at school, observation of formal ceremonial activities at school, curricular, co-curricular and extra-curricular activities, and positive practices and habits at school, development of learning tools, use of learning strategies and media, classroom management, and implementation of assessment systems. Indicators of interest in becoming a teacher in the form of cognition, emotion, and conation.

Each variable's state is ascertained by descriptive analysis, which displays the variable's minimum, maximum, and standard deviation. Descriptive statistics present the variables studied in a clearer, more easily understandable manner. Data from respondents' questionnaires are then tabulated descriptively. In order to ascertain the percentage of effect of the variables examined in this study, the research data was analyzed using simple linear regression and the coefficient of determination. Additionally, the normality and linearity tests were used to assess the requirements for hypothesis

testing. To ensure if the dependent variable in a regression model has a normal distribution, the normality test is utilized. analysis data to test normality and linearity using SPSS version 15.0. Normal regression models are the best kind. The regression model's linearity is assessed using the linearity test. A linear regression model is an excellent regression model.

## RESULT AND DISCUSSION

This study employs independent factors, such as school field introduction (X), and dependent variables, such as motivation in teaching (Y). Descriptive analysis is used in this study. The mean, maximum, minimum, and standard deviation for each of the study variables interest in becoming a teacher (Y) and familiarity with the school environment (X) were calculated as descriptive statistical measures to give a broad picture of the data. Table 1 displays the descriptive statistical results.

Table 1. Descriptive statistical test results

	N	Minimum	Maximum	Mean	Std. Deviation
School field introduction (PLP)	100	106	160	138,79	14,78
Interest in becoming a teacher	100	21	35	30,72	3,60
Valid N (listwise)	100				

Source: Primary data processing, 2025

According to the responses, Table 1, School field introduction, the familiarity with the Introduction (X) variable has a minimum value of 106 and a maximum of 160, as determined by descriptive statistics in SPSS. The standard deviation was 14.78, indicating that the data dispersion for the school field recognition variable is 14.78 out of 100 respondents, while the mean was 138.79. An average value greater than the standard deviation indicates low data deviation, meaning that the values are more evenly distributed. The variable measuring interest in teaching ranges from 21 to 35. The standard deviation was 3.60, indicating that the spread of data for the variable of interest in becoming a teacher was 3.60 out of 100 respondents, with a mean of 30.72. An average value greater than the standard deviation indicates that the data are less variable, meaning the values are more evenly distributed.

Table 2. Frequency distribution of variables School field introduction

No	Interval	Frequency	Percentage (%)
1	106-112	3	3
2	113-119	6	6
3	120-126	13	13
4	127-133	23	23
5	134-140	7	7
6	141-147	15	15
7	148-154	12	12
8	155-161	21	21
		100	

Source: Primary data processing, 2025

Table 2 shows that the highest frequency in the School field introduction variable was in the 127-133 interval, accounting for 23%. Table 3 shows that the highest frequency for the variable of interest in becoming a teacher was in the interval 27 to 28, with 30 occurrences, accounting for 30 percent.

**Table 3. Distribution of Interest in Becoming a Teacher**

No	Interval	Frequency	Percentage (%)
1	21-22	2	2
2	23-24	2	2
3	24-26	5	5
4	27-28	30	30
5	29-30	12	12
6	31-32	9	9
7	33-34	12	12
8	35-36	28	28
		100	

Source: Primary data processing, 2025

Hypothesis testing using simple linear regression with prerequisite tests of normality and linearity. The normality and linearity tests are prerequisites for the application of basic linear regression analysis in this instance. To find out if the data is regularly distributed, the normality test is utilized. If the significance value is less than 0.05, the data is classified as abnormal; if it is larger than 0.05, the data is deemed normal. Kolmogorov-Smirnov normality test using Monte Carlo. The Monte Carlo test yielded a significance level larger than 0.05 in order to satisfy the traditional assumption of the normalcy test. Based on Table 4 of the normality test results, as indicated by the Sig (2-tailed) value of 0.307, which is larger than 0.05 based on the Monte Carlo test findings. To determine whether the data are linearly related, a linearity test was conducted. Based on the data in Table 5, the deviation from linearity (sign = 0.209) exceeded 0.05, indicating a significant deviation. It was determined that there is a linear relationship between interest in becoming a teacher and the likelihood of actually becoming one.

**Table 4. Normality Test Results**

N	Monte Carlo Sig. (2-tailed)	Description
100	0.307	Normally distributed data

Source: Primary data processing, 2025

**Table 5. Linearity test results**

	Sum of squares	df	Mean Square	F	Sign
Deviation from linearity	297.312	37	8.035	1.259	0.209

Further processing was then carried out utilizing a basic linear regression analysis. To determine if familiarity with the school field effects interest in becoming an economics teacher, a simple linear regression analysis was used, as shown in Table 6.

**Table 6. Results of simple linear regression analysis**

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1	(Constant) 7.755	2.513		3.086	0.003
	School field introduction 0.165	0.18	0.680	9.189	0.000

a. Dependent Variable: Interest in becoming a teacher

Source: Primary data processing, 2025

The regression equation is expressed as  $Y = 7.755 + 0.165$ , as Table 6 indicates that the constant value (a) is 7.755 and the interest value of becoming a teacher is 0.165. This equation may be seen as a constant of 7.755, which indicates that the School field introduction variable consistently has a value of 7.755. With a regression coefficient of 0.165 for variable X, interest in teaching

economics rises by 0.165 for every 1% increase in the introduction to the subject. Given that the regression coefficient is positive, it may be concluded that variable X is moving in a positive manner toward variable Y. The school field School field introduction (X) had an impact on the interest in becoming an economics teacher (Y), according to the significant value drawn from the Coefficients table, which came out to be 0.000. To find out if the addition of the school field variable affected interest in teaching economics, the t-test was employed. The inclusion of the school field had an impact on interest in becoming an economics teacher, as indicated by the estimated t value  $> t$  table ( $9.189 > 1.984$ ) and significance  $< 0.05$  ( $0.000 < 0.05$ ), after which  $H_0$  was discarded.

Table 7 shows a coefficient of determination of 0.463. It may be inferred that familiarity with the School field introduction (X) has a 46.3% impact on interest in teaching economics (Y), with characteristics not included in this study accounting for the remaining 53.7%. The results of earlier studies showing that PLP influences interest in teaching support this conclusion (Maharani & Pitaloka, 2025; Natasha et al., 2025; N. D. Putri & Hestiningrum, 2025; Roganda & Segara, 2024; Tuadingo et al., 2025)

Table 7. Coefficient of Determination

Model	Model Summary				
	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.680 <sup>a</sup>	0.463	0.457	2.647	

a. Predictors : (Constant), School field introduction

Source : Primary data processing, 2025

Based on the above description, the School field introduction influences interest in becoming an economics teacher. This is due to direct experience of the teaching profession and carrying out tasks as a teacher at school. Interest in the teaching profession arises from a love for the profession and positive experiences, thereby fostering a desire to become a teacher through knowledge and information gained. When Bachelor's degree students in Economic Education are in the school environment, they feel a pleasant atmosphere, a sense of family is built between the student interns and the teachers, students, and direct attention and guidance from the supervising teacher during the PLP activities, thus fostering interest in becoming a teacher. PLP activities can foster student interns' commitment to their teaching duties during their time at school and their interest in becoming an economics teacher. During the PLP, Bachelor's degree students in Economic Education not only learn about the administration of teacher preparation for teaching, but also undertake guided teaching practice so that students gain real-world experience by applying theory in the classroom and learning directly with teachers at school. During the PLP activities carried out at partner schools, students conduct academic and non-academic observations, assist supervising teachers in teaching (teaching assistance), and undertake guided learning practices. Thus, during the PLP activities, students gain direct knowledge and practice regarding the duties and responsibilities of teachers. Prospective teachers must take part in teaching practice where they teach at a school (Auni et al., 2022). The process of learning while practicing and evaluating is very similar in the implementation of teaching internships (Tuasikal et al., 2021). The internship program can benefit aspiring teachers by helping them better understand students' strengths and weaknesses, the curriculum and syllabus, instructional media, and teaching strategies to enhance the learning process (Manasikana & Hartono, 2021). A classroom internship can give aspiring educators a chance to experience teaching in a controlled, immersed, prolonged, monitored, and encouraging setting (Purba et al., 2025).

## CONCLUSION

The results of the discussion indicate that the School field introduction influences the interest of Bachelor's degree students in Economic Education at Pamulang University in becoming economics teachers. According to this study, children who participate in more school field experiences tend to be

more interested in becoming teachers. This research can provide input for the undergraduate programme of the Economics Education Study Programme at Pamulang University in its efforts to foster students' interest in becoming economics teachers

Only the PLP's desire to be a teacher was investigated in this study. Future studies can concentrate on a more thorough examination in connection with additional elements, including peer group, familial environment, and self-efficacy.

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