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The Influence of School Field Introduction (PLP 1) On Pre-Service Teachers' Interest in Pursuing a Teaching Career

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Abstrak

Penelitian ini bertujuan untuk menginvestigasi pengaruh Pengenalan Lapangan Persekolahan (PLP 1) terhadap minat mahasiswa calon guru dalam memilih karier sebagai tenaga pendidik pada Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sidenreng Rappang, Indonesia. Pengenalan Lapangan Persekolahan merupakan salah satu komponen penting dalam program pendidikan calon guru yang memberikan kesempatan kepada mahasiswa untuk mengamati lingkungan sekolah, memahami praktik pendidikan, berinteraksi dengan peserta didik, serta mengembangkan kesadaran profesional sebagai calon pendidik. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan metode survei. Partisipan penelitian terdiri atas 50 mahasiswa program sarjana yang telah menyelesaikan kegiatan PLP 1 di SMK Negeri 5 Sidenreng Rappang, yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui kuesioner terstruktur dan dianalisis menggunakan statistik deskriptif serta regresi linear sederhana untuk menguji hubungan antara pelaksanaan PLP 1 dan minat mahasiswa terhadap profesi guru. Hasil penelitian menunjukkan bahwa pelaksanaan PLP 1 secara keseluruhan berada pada kategori baik, dengan nilai rata-rata sebesar 3,85 pada skala lima poin. Sementara itu, minat mahasiswa untuk menekuni profesi guru tergolong tinggi, dengan nilai rata-rata sebesar 3,92, dan sebanyak 78% responden menunjukkan tingkat minat yang tinggi atau sangat tinggi. Hasil analisis regresi menunjukkan adanya hubungan positif dan signifikan secara statistik antara pelaksanaan PLP 1 dan minat mahasiswa terhadap profesi guru ($p < 0,05$), dengan nilai koefisien determinasi (R^2) sebesar 0,472. Temuan ini mengindikasikan bahwa pelaksanaan PLP 1 mampu menjelaskan sebesar 47,2% variasi minat mahasiswa dalam memilih karier sebagai guru. Selain itu, pendampingan oleh guru pamong, observasi kegiatan pembelajaran di kelas, serta interaksi langsung dengan peserta didik menjadi aspek penting dalam pengalaman lapangan mahasiswa. Penelitian ini menyimpulkan bahwa pelaksanaan kegiatan pengenalan lapangan persekolahan yang terencana dan terorganisasi dengan baik memiliki peran signifikan dalam memperkuat minat profesional serta aspirasi karier mahasiswa calon guru. Temuan ini menegaskan pentingnya peningkatan kolaborasi antara sekolah dan perguruan tinggi, kualitas pendampingan, serta penyediaan kesempatan pembelajaran reflektif dalam program pendidikan calon guru.

Kata Kunci: Pengenalan Lapangan Persekolahan (PLP 1); Mahasiswa Calon Guru; Minat Berkarier sebagai Guru; Pendidikan Guru; Pembelajaran Berbasis Pengalaman.

Abstract: This study investigates the influence of School Field Introduction (PLP 1) on pre-service teachers' interest in pursuing a teaching career at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sidenreng Rappang, Indonesia. School Field Introduction is an essential component of teacher education programs, providing prospective teachers with opportunities to observe school environments, understand educational practices, interact with students, and develop professional awareness. This study employed a descriptive quantitative research design using a survey approach. The participants consisted of 50 undergraduate students who had completed PLP 1 at SMK Negeri 5 Sidenreng Rappang, selected through purposive sampling. Data were collected using structured questionnaires and analyzed through descriptive statistics and simple linear regression to examine the relationship between PLP 1 implementation and students' interest in the teaching profession. The findings revealed that the overall implementation of PLP 1 was categorized as good, with a mean score of 3.85 on a five-point scale. Meanwhile, students' interest in pursuing a teaching career was classified as high, with a mean score of 3.92, and 78% of respondents demonstrated high or very high levels of interest. Regression analysis indicated a positive and statistically significant relationship between PLP 1 implementation and teaching career interest ($p < 0.05$), with an R-squared value of 0.472. This finding suggests that PLP 1 implementation accounted for 47.2% of the variance in students' teaching career interest. Furthermore, mentoring from supervising teachers, classroom observations, and interactions with students emerged as important aspects of the field experience. The study concludes that well-organized school field experiences play a significant role in strengthening pre-service teachers' professional interest and career aspirations. These findings highlight the importance of improving school–university collaboration, mentoring quality, and reflective learning opportunities within teacher education programs.

Keywords: School Field Introduction (PLP 1); Pre-Service Teachers; Teaching Career Interest; Teacher Education; Experiential Learning.

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Introduction

Teacher education plays a fundamental role in preparing qualified, competent, and professionally committed educators who can respond effectively to the changing demands of contemporary educational systems. Teachers are not merely responsible for transmitting knowledge but also serve as facilitators, mentors, motivators, and agents of educational transformation. Their professional responsibilities extend beyond classroom instruction to include curriculum implementation, student development, educational assessment, classroom management, and collaboration with various educational stakeholders. Consequently, teacher education institutions are expected to develop prospective teachers who possess not only sufficient pedagogical knowledge and instructional competencies but also strong professional identities, positive attitudes, and sustained interest in pursuing teaching careers. Developing these characteristics requires educational experiences that integrate theoretical understanding with authentic school-based practices.

In Indonesia, teacher education programs have increasingly emphasized the importance of practical field experiences as an integral component of undergraduate teacher preparation. One of the programs designed to facilitate this integration is Pengenalan Lapangan Persekolahan (PLP), commonly referred to in English as School Field Introduction. This program provides university students with opportunities to become familiar with educational environments, observe teaching and learning activities, understand school management systems, and recognize the professional responsibilities of teachers. PLP is generally implemented through progressive stages, with PLP 1 focusing primarily on school observation, institutional orientation, and the initial development of professional awareness. Through these activities, pre-service teachers are expected to establish meaningful connections between pedagogical theories acquired during university coursework and the realities of educational practices in schools.

School Field Introduction (PLP 1) represents an important transitional stage in the professional preparation of prospective teachers. During this program, students are introduced to various aspects of school life, including institutional structures, school culture, classroom environments, student characteristics, administrative procedures, and interactions among educational stakeholders. Unlike advanced teaching practice programs that emphasize direct instructional responsibilities, PLP 1 primarily provides observational and exploratory experiences. These experiences allow students to understand the complexity of teaching as a profession before assuming more substantial instructional responsibilities. Through systematic observation and interaction, students can develop realistic expectations regarding professional teaching activities, institutional responsibilities, and the interpersonal competencies required in educational settings.

The significance of school-based experiences can be understood through experiential learning theory, which emphasizes the

relationship between direct experience, reflective observation, conceptual understanding, and practical application. Kolb (1984) explains that meaningful learning occurs when individuals transform experiences into knowledge through reflection and conceptualization. Within teacher education, this theoretical perspective suggests that professional understanding cannot be developed exclusively through classroom lectures or theoretical discussions. Instead, prospective teachers need opportunities to observe authentic educational situations, reflect on professional practices, and connect their experiences with previously acquired pedagogical knowledge. PLP 1 provides a relevant learning environment for this process by exposing students to actual school conditions and professional teaching practices.

Beyond developing professional knowledge, participation in school field experiences may influence students' motivation and interest in choosing teaching as a future career. Career interest represents an individual's attraction, willingness, and intention to engage in a particular professional field. For pre-service teachers, interest in pursuing a teaching career reflects their psychological readiness, professional aspirations, and positive perceptions of the teaching profession. Students with strong teaching career interests are generally more willing to develop pedagogical competencies, participate actively in educational activities, and prepare themselves for future professional responsibilities. Conversely, students with limited career interest may experience uncertainty regarding their professional direction, even when they are enrolled in teacher education programs.

Interest in the teaching profession is influenced by various internal and external factors. Internal factors may include personal motivation, professional aspirations, self-confidence, perceived teaching abilities, and individual values. External factors may involve family expectations, educational environments, previous learning experiences, institutional support, and perceptions of teachers' professional conditions. School-based field experiences represent one potentially influential external factor because they provide direct exposure to professional teaching environments. Positive interactions with students, constructive guidance from supervising teachers, and meaningful classroom observations may strengthen prospective teachers' professional interests. However, challenging experiences, limited mentoring, administrative difficulties, and negative perceptions of school environments may also contribute to uncertainty regarding teaching careers.

The quality of mentoring during school field experiences is particularly important in shaping students' professional perceptions. Supervising teachers, commonly known in Indonesia as guru pamong, provide guidance, professional examples, and practical explanations regarding educational responsibilities. Through mentoring relationships, pre-service teachers can observe effective instructional strategies, classroom management practices, professional communication, and ethical responsibilities. Supportive mentoring may help students develop confidence and positive attitudes toward the teaching profession.

Furthermore, opportunities to interact with students and participate in school activities can strengthen their sense of belonging within educational communities. Such experiences may contribute to the development of professional identity and reinforce their intention to become teachers.

Despite the potential benefits of PLP 1, participation in school field experiences does not necessarily produce the same outcomes for every student. Some prospective teachers may become increasingly motivated after observing meaningful educational interactions and professional teaching practices. Others may develop concerns regarding classroom challenges, administrative workloads, student behavior, or professional expectations. These contrasting experiences indicate that the relationship between PLP 1 implementation and teaching career interest requires systematic empirical investigation. Understanding this relationship is essential for evaluating whether school field programs effectively support professional motivation and identifying areas that require improvement.

At Universitas Muhammadiyah Sidenreng Rappang, the Faculty of Teacher Training and Education (FKIP) implements PLP 1 as part of its teacher preparation curriculum. The program provides students with opportunities to observe school environments and develop initial professional experiences through collaboration with partner institutions. One participating institution is SMK Negeri 5 Sidenreng Rappang, a vocational secondary school that provides an authentic educational setting for prospective teachers. Students participating in PLP 1 at this school engage in activities involving classroom observation, interaction with learners, understanding school culture, and familiarization with educational administration. These activities are expected to strengthen students' awareness of professional teaching responsibilities and contribute to their career development.

Previous studies discussed in the source article have examined school field experiences in relation to professional development, school culture, and educational practice. However, the relationship between the perceived quality of PLP 1 implementation and students' interest in pursuing teaching careers at SMK Negeri 5 Sidenreng Rappang remains the specific focus of the present investigation. This study addresses that context by examining several dimensions of PLP 1 implementation, including supervising teacher guidance, classroom observation opportunities, student interaction, understanding of school culture, and participation in school activities. These dimensions provide a basis for understanding how students evaluate their field experiences and how those evaluations relate to professional career interest.

Accordingly, this study aims to investigate the influence of School Field Introduction (PLP 1) on pre-service teachers' interest in pursuing a teaching career among students of FKIP Universitas Muhammadiyah Sidenreng Rappang. Specifically, it seeks to describe the quality of PLP 1 implementation, identify students' levels of teaching career interest, and examine the statistical relationship between these variables. By applying a quantitative survey approach and simple linear regression analysis, the study

contributes empirical evidence regarding the role of early school field experiences in teacher education. Its findings are expected to provide practical implications for universities, partner schools, supervising teachers, and educational policymakers seeking to strengthen the quality of professional preparation and encourage prospective teachers' commitment to the teaching profession.

LITERATURE REVIEW

School Field Introduction in Teacher Education

School Field Introduction (PLP 1) is an essential component of pre-service teacher education designed to familiarize prospective teachers with authentic educational environments before they undertake advanced teaching practice. In the Indonesian educational context, PLP 1 emphasizes school observation, institutional orientation, and professional familiarization. Through this program, university students gain opportunities to understand the organizational structure of schools, classroom conditions, educational administration, student characteristics, and interactions among school community members. The program is intended to establish foundational professional awareness and strengthen students' understanding of teaching responsibilities.

PLP 1 differs from advanced teaching practice because its primary emphasis is observation rather than independent classroom instruction. Students are encouraged to examine how teachers plan learning activities, manage classrooms, communicate with students, and respond to educational challenges. These observations enable prospective teachers to connect pedagogical theories with practical realities. Previous research discussed in the source article, including Kamal et al. (2024), highlights the relevance of school field activities for understanding school environments and institutional characteristics. Similarly, Yayuk Astuti et al. (2023) discuss the implementation of PLP 1 in supporting the quality of school-based professional preparation.

Effective PLP 1 implementation requires collaboration between universities and partner schools. Universities are responsible for establishing program objectives, preparing students, and providing academic supervision, while partner schools facilitate observational opportunities and professional guidance. The effectiveness of this collaboration may influence the quality of students' experiences and their perceptions of the teaching profession.

Experiential Learning Theory

Experiential learning theory provides a theoretical foundation for understanding the educational significance of PLP 1. Kolb (1984) conceptualizes learning as a process through which knowledge is developed through the transformation of experience. This process involves four interconnected stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. These stages illustrate how individuals acquire knowledge through participation, reflection, theoretical understanding, and practical application.

Within teacher education, experiential learning enables prospective teachers to understand professional responsibilities

beyond theoretical explanations. During PLP 1, students encounter authentic educational situations that provide concrete experiences. They observe classroom instruction, analyze teacher–student interactions, and examine school management practices. Reflective observation allows students to evaluate these experiences, while abstract conceptualization encourages them to connect observations with educational theories previously studied at university.

Although PLP 1 primarily emphasizes observation, its experiences can prepare students for subsequent professional practice. Students may develop preliminary understandings of classroom management, teaching strategies, and professional communication. These understandings can inform their future participation in teaching practicums. Experiential learning theory therefore suggests that the quality of school-based experiences may contribute to professional knowledge, confidence, and career-related attitudes.

Teaching Career Interest among Pre-Service Teachers

Teaching career interest refers to an individual's attraction, motivation, and willingness to pursue teaching as a professional occupation. Among pre-service teachers, this interest reflects the extent to which students perceive teaching as a desirable and meaningful career. It includes emotional attraction toward educational activities, positive perceptions of professional responsibilities, and intentions to engage in teaching after graduation.

Career interest may develop through the interaction of personal characteristics and environmental experiences. Internal influences include intrinsic motivation, professional aspirations, self-confidence, and perceived teaching competence. External influences include family expectations, educational institutions, school environments, mentoring relationships, and professional experiences. These influences may reinforce or weaken students' intentions to enter the teaching profession.

Social Cognitive Career Theory, developed by Lent, Brown, and Hackett (1994), provides an additional conceptual perspective on career interest development. The theory emphasizes the roles of self-efficacy beliefs, outcome expectations, and personal goals in shaping educational and career decisions. Applied to teacher education, it suggests that positive school experiences may strengthen students' confidence in their potential teaching abilities and improve their expectations regarding professional participation.

However, career interest should not be interpreted as equivalent to actual career choice. Students may express strong intentions to become teachers without necessarily entering the profession after graduation. Consequently, research examining teaching career interest should distinguish between students' reported professional aspirations and their subsequent occupational decisions.

Mentoring, School Observation, and Professional Identity

Mentoring represents an important component of early professional experiences in teacher education. Supervising teachers provide professional examples, explanations, feedback, and encouragement that help students interpret educational practices.

Through supportive mentoring, prospective teachers can gain clearer understandings of instructional responsibilities and professional expectations.

Classroom observation also contributes to the development of professional identity. By observing experienced teachers, students become familiar with instructional strategies, classroom management techniques, assessment practices, and professional communication. These observations can influence how students perceive themselves as future educators.

Interactions with students provide another meaningful dimension of school field experiences. Positive communication with learners may strengthen prospective teachers' emotional connection to educational activities and reinforce their professional aspirations. Conversely, difficulties involving classroom behavior, institutional adjustment, or limited participation may create uncertainty regarding teaching careers.

Professional identity develops gradually through educational experiences, reflection, and social interaction. PLP 1 may contribute to this process by allowing students to compare their initial expectations with the realities of school environments. Nevertheless, the extent of this contribution depends on the quality and interpretation of individual experiences.

Relationship between PLP 1 and Teaching Career Interest

The relationship between PLP 1 implementation and teaching career interest can be understood through experiential learning and career development perspectives. Positive field experiences may encourage prospective teachers to develop favorable perceptions of teaching, strengthen their professional confidence, and increase their willingness to pursue educational careers.

Several dimensions of PLP 1 may contribute to this relationship. Supervising teacher guidance provides professional support, classroom observation facilitates practical understanding, and student interaction offers opportunities for meaningful educational engagement. Familiarity with school culture and administration may also help prospective teachers develop realistic expectations regarding professional responsibilities.

However, unfavorable experiences may have different implications. Limited mentoring, inadequate observational opportunities, and difficulties adapting to school environments may reduce students' confidence or weaken their professional interests. Therefore, the quality of implementation is potentially more important than participation alone.

The present study examines this relationship among FKIP students who completed PLP 1 at SMK Negeri 5 Sidenreng Rappang. The independent variable is the perceived quality of PLP 1 implementation, while the dependent variable is students' interest in pursuing a teaching career.

Based on the theoretical discussion, the following research hypothesis is proposed:

H1: School Field Introduction (PLP 1) implementation has a positive and statistically significant relationship with pre-service teachers' interest in pursuing a teaching career.

The null hypothesis states that no statistically significant relationship exists between the two variables.

Method

Research Design

This study employed a quantitative research approach using a descriptive survey design and simple linear regression analysis. The quantitative approach was selected to examine the relationship between the implementation of School Field Introduction (PLP 1) and pre-service teachers' interest in pursuing a teaching career. The descriptive component was intended to provide an overview of students' perceptions of PLP 1 implementation and their levels of professional interest, while regression analysis was used to estimate the statistical relationship between the independent and dependent variables.

The independent variable (X) was the perceived quality of PLP 1 implementation, whereas the dependent variable (Y) was students' interest in becoming teachers. The research focused on identifying whether differences in students' evaluations of PLP 1 implementation were associated with differences in their teaching career interest.

Although the study examined a statistically significant relationship, its survey design did not involve experimental manipulation or random assignment. Therefore, the term influence is interpreted as a statistical predictive relationship rather than definitive evidence of causality.

Research Setting

The study was conducted in the context of the PLP 1 program implemented at SMK Negeri 5 Sidenreng Rappang, South Sulawesi, Indonesia. This vocational secondary school served as a partner institution for students from the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sidenreng Rappang.

The school provided an authentic educational environment in which prospective teachers could observe classroom activities, examine school administration, understand institutional culture, and interact with students and educational personnel. These experiences were relevant to the study because they represented the practical components of PLP 1 implementation.

The research focused on students' experiences after completing their PLP 1 activities. This allowed participants to evaluate the program based on their exposure to school environments and professional teaching practices.

Population and Sample

The target population consisted of students enrolled in the Faculty of Teacher Training and Education at Universitas Muhammadiyah Sidenreng Rappang who had participated in PLP 1 at SMK Negeri 5 Sidenreng Rappang.

A total of 50 students were included in the study. Participants were selected using purposive sampling, a non-probability sampling technique that involves selecting individuals based on characteristics relevant to the research objectives.

The principal inclusion criterion was completion of PLP 1 at the designated partner school. This criterion ensured that respondents possessed direct experience of the program and could provide informed evaluations of its implementation.

Purposive sampling was appropriate for the context-specific objectives of the study. Nevertheless, because participants were not randomly selected, the findings should be interpreted primarily in relation to the

participating students rather than generalized automatically to all teacher education students in Indonesia.

Research Variables and Indicators

Two principal variables were examined in this study.

The first variable was PLP 1 implementation (X), operationalized through students' evaluations of six aspects: supervising teacher guidance, opportunities for classroom observation, interactions with students, understanding of school culture, involvement in school administration, and participation in non-academic school activities.

The second variable was teaching career interest (Y), representing students' expressed attraction and willingness to pursue teaching as a future profession.

The original study measured students' interest using questionnaire responses and classified their scores into levels ranging from very low to very high. However, the available source article does not provide the complete questionnaire items or a detailed breakdown of the teaching career interest indicators. Accordingly, additional dimensions of the dependent variable should not be presented as verified instrument components without examining the original questionnaire.

Research Instrument

Data were collected using questionnaires administered to students who had completed PLP 1. The questionnaires were designed to obtain quantitative information regarding participants' evaluations of school field experiences and their interest in becoming teachers.

The reported scoring system used a five-point scale. Mean scores were interpreted using five categories: very poor or very low (1.00–1.80), poor or low (1.81–2.60), moderate (2.61–3.40), good or high (3.41–4.20), and very good or very high (4.21–5.00).

The PLP 1 implementation questionnaire addressed the six aspects identified in the research variables. These aspects reflected the main observational, interpersonal, and institutional experiences encountered during the program.

The teaching career interest questionnaire was used to classify participants according to their levels of interest in pursuing the teaching profession.

The source article does not report the number of questionnaire items, item-development procedures, validity coefficients, or reliability statistics such as Cronbach's alpha. These details should be obtained from the original research documentation before journal submission rather than assumed or reconstructed.

Data Collection Procedure

The data collection process centered on students who had completed their PLP 1 activities at SMK Negeri 5 Sidenreng Rappang. Participants were asked to evaluate their experiences of the program and report their interest in pursuing teaching careers through structured questionnaires.

The collected responses provided information on the quality of supervising teacher guidance, classroom observation opportunities, interactions with students, understanding of school culture, and involvement in school activities.

The questionnaires also generated scores reflecting participants' teaching career interest. These scores formed the basis for descriptive categorization and subsequent statistical analysis.

The available article identifies questionnaire administration as the data collection method but does not specify the exact administration dates, whether the instrument was distributed online or in printed form, or the procedures used to obtain informed consent. These procedural details require verification from the researchers' original records.

Data Analysis

The collected data were analyzed using descriptive statistics and simple linear regression. Descriptive statistics were employed to summarize the perceived quality of PLP 1 implementation and students' teaching career interest.

Mean scores were calculated to determine the overall level of each variable. Frequency distributions and percentages were used to describe the proportions of participants across teaching career interest categories.

Simple linear regression was applied to examine the predictive relationship between PLP 1 implementation and teaching career interest. The general regression equation was expressed as:

\[Y=a+bX+\varepsilon \]

where \(Y\) represents teaching career interest, \(a\) is the regression intercept, \(b\) is the regression coefficient, \(X\) represents PLP 1 implementation, and \(\varepsilon\) denotes the error term.

The coefficient of determination (R^2) was used to estimate the proportion of variance in teaching career interest statistically explained by PLP 1 implementation. A significance threshold of 0.05 was applied to evaluate the regression relationship.

The source article reports the estimated regression equation as:

\[Y=15.234+0.678X \]

It also reports an R^2 value of 0.472 and a statistically significant result ($p < 0.05$). These figures are retained from the original study and should be checked against the statistical software output before final publication, particularly because the reported regression test statistic and model summary require confirmation.

Methodological Considerations

Several methodological considerations are relevant when interpreting the findings. First, the study relied on self-reported questionnaire data, which may be influenced by respondents' perceptions and response tendencies. Second, the research was conducted in a single partner school, limiting its direct applicability to other educational contexts.

Third, purposive sampling restricts the statistical generalizability of the findings. Fourth, the survey design measured students' interest after participation in PLP 1 without reporting a pre-program measurement or comparison group. Consequently, the analysis cannot establish whether PLP 1 caused an increase in career interest. Despite these limitations, the study provides context-specific quantitative evidence regarding the association between early school field experiences and pre-service teachers' professional aspirations. Its findings may inform improvements in mentoring, observational activities, and university–school collaboration.

Results

Overview of the Research Findings

This study investigated the relationship between the implementation of School Field Introduction (PLP 1) and pre-service teachers'

interest in pursuing a teaching career at SMK Negeri 5 Sidenreng Rappang, South Sulawesi, Indonesia. The analysis involved 50 students from the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sidenreng Rappang, who had completed their PLP 1 activities. Data were analyzed using descriptive statistics and simple linear regression to examine the quality of PLP 1 implementation, students' levels of teaching career interest, and the statistical relationship between these variables.

The findings indicated that PLP 1 implementation was generally evaluated positively by participating students. The overall mean score for program implementation was 3.85 on a five-point scale, placing it within the good category. Meanwhile, students' interest in pursuing a teaching career achieved an overall mean score of 3.92, indicating a high level of professional interest. Furthermore, the regression analysis reported a positive relationship between PLP 1 implementation and teaching career interest, with a coefficient of determination of 0.472. This finding indicates that approximately 47.2% of the observed variance in teaching career interest was statistically explained by the PLP 1 implementation variable.

Implementation of School Field Introduction (PLP 1)

The first analysis focused on evaluating the quality of PLP 1 implementation at SMK Negeri 5 Sidenreng Rappang. Six dimensions were examined: supervising teacher guidance, opportunities for classroom observation, interactions with students, understanding of school culture, involvement in school administration, and participation in non-academic school activities.

Table 1. Descriptive Statistics of PLP 1 Implementation

No.	Aspects of PLP 1 Implementation	Mean Score	Category
1	Guidance from supervising teachers	4.12	Good
2	Opportunities for classroom observation	4.05	Good
3	Interaction with students	3.90	Good
4	Understanding of school culture	3.78	Good
5	Involvement in school administration	3.65	Good
6	Participation in non-academic activities	3.60	Moderate
	Overall Mean	3.85	Good

Source: Primary Research Data, 2026.

The results demonstrate that guidance from supervising teachers obtained the highest mean score of 4.12. This suggests that students generally received constructive professional support during their participation in PLP 1. Supervising teachers played an important role in introducing prospective educators to professional responsibilities, school routines, and classroom practices. The relatively high evaluation of this dimension indicates that mentoring was one of the strongest aspects of program implementation.

Opportunities for classroom observation achieved the second-highest mean score of 4.05. This finding suggests that participants had meaningful opportunities to observe classroom activities and develop an understanding of teaching practices. Classroom observation enabled students to become familiar with instructional processes, classroom management, student behavior, and communication between teachers and learners.

Interaction with students received a mean score of 3.90, indicating that participants generally experienced positive communication with learners. These interactions provided opportunities to observe students' characteristics, understand learning needs, and develop initial interpersonal competencies relevant to teaching.

Understanding of school culture obtained a mean score of 3.78. This indicates that participants developed familiarity with school regulations, institutional values, professional relationships, and organizational routines. Meanwhile, involvement in school administration received a mean score of 3.65, suggesting that students gained some exposure to administrative responsibilities associated with educational institutions.

Participation in non-academic activities received the lowest mean score of 3.60. Although this score remained above the midpoint of the measurement scale, it was classified as moderate in the original research table. This dimension represents a potential area for improvement because non-academic activities can provide additional opportunities for understanding the broader responsibilities of teachers.

Overall, the descriptive results indicate that PLP 1 implementation was positively evaluated, particularly in mentoring and classroom observation. However, the differences among the six dimensions suggest that students' opportunities to participate in various school activities were not equally developed.

Pre-Service Teachers' Interest in Pursuing a Teaching Career

The second analysis examined students' interest in pursuing teaching as a future profession after completing PLP 1. Participants' responses were classified into five categories: very high, high, moderate, low, and very low.

Table 2. Distribution of Teaching Career Interest

No.	Interest Category	Score Range	Frequency	Percentage
1	Very High	4.21 – 5.00	18	36%
2	High	3.41 – 4.20	21	42%
3	Moderate	2.61 – 3.40	8	16%
4	Low	1.81 – 2.60	3	6%
5	Very Low	1.00 – 1.80	0	0%
	Total		50	100%

Source: Primary Research Data, 2026. Percentages are recalculated from the

reported frequencies of 50 respondents; the original manuscript lists 15% and 7% for the moderate and low categories.

The results indicate that 18 participants (36%) demonstrated very high interest in pursuing a teaching career, while 21 participants (42%) reported high interest. Together, these categories accounted for 78% of the respondents, indicating that a substantial majority expressed favorable attitudes toward entering the teaching profession.

Eight participants (16%) demonstrated moderate interest, while three participants (6%) reported low interest. No respondents were classified as having very low teaching career interest. The overall mean score was 3.92, placing students' professional interest within the high category.

These findings suggest that most participating students viewed teaching as an attractive future career. Their experiences during PLP 1 may have provided opportunities to develop a clearer understanding of educational responsibilities and professional expectations.

However, the presence of participants with moderate and low interest indicates that positive professional aspirations were not universal. Although most students expressed strong interest, some remained less enthusiastic about entering the teaching profession. The available data do not establish the specific reasons for these differences.

Relationship between PLP 1 Implementation and Teaching Career Interest

Simple linear regression was employed to examine the relationship between PLP 1 implementation and teaching career interest. The analysis considered PLP 1 implementation as the independent variable and teaching career interest as the dependent variable.

Table 3. Summary of Simple Linear Regression Analysis

Statistical Indicator	**Reported Value**
Correlation coefficient (R)	0.687
Coefficient of determination (R^2)	0.472
Adjusted R^2	0.461
Standard error of the estimate	4.215
Regression intercept	15.234
Regression coefficient	0.678
Reported significance	$p < 0.05$

Source: Primary Research Data, 2026.

The correlation coefficient of 0.687 indicates a positive association between students' evaluations of PLP 1 implementation and their teaching career interest. This suggests that participants who evaluated their PLP 1 experiences more favorably tended to report higher levels of interest in becoming teachers.

The coefficient of determination ($R^2 = 0.472$) indicates that PLP 1 implementation statistically accounted for approximately 47.2% of the variance in teaching career interest. The remaining 52.8% was not explained by the regression model. This unexplained variance may reflect additional factors, although the present analysis did not measure or test those factors individually.

The reported regression equation was:

$$Y=15.234+0.678X$$

In this equation, Y represents teaching career interest and X represents PLP 1 implementation. The positive regression

coefficient of 0.678 indicates that a one-unit increase in the PLP 1 implementation score was associated with a predicted increase of 0.678 units in teaching career interest, according to the reported model.

The original article also reported a statistically significant regression relationship ($p < 0.05$). However, the source presents a test statistic of 4.215 while also identifying 4.215 as the standard error of the estimate. These entries require verification against the original statistical output before publication.

Summary of Major Findings

The results reveal three principal findings. First, PLP 1 implementation at SMK Negeri 5 Sidenreng Rappang was generally categorized as good, with supervising teacher guidance and classroom observation receiving the strongest evaluations. Second, most participants demonstrated high or very high interest in pursuing teaching careers, with an overall mean score of 3.92. Third, regression analysis indicated a positive and statistically significant relationship between perceived PLP 1 implementation quality and teaching career interest.

These findings provide quantitative evidence that favorable evaluations of early school field experiences are associated with stronger professional aspirations among participating pre-service teachers. Nevertheless, the cross-sectional survey design does not establish that PLP 1 independently caused an increase in career interest.

Discussion

The Role of School Field Introduction in Teacher Professional Preparation

The findings of this study highlight the relevance of School Field Introduction (PLP 1) as an early professional learning experience within undergraduate teacher education. The overall implementation score of 3.85 indicates that students generally evaluated their participation in PLP 1 positively. This result suggests that the program provided opportunities for prospective teachers to observe educational practices, understand institutional environments, and become familiar with professional teaching responsibilities.

The findings can be interpreted through experiential learning theory, which emphasizes the importance of authentic experiences in developing knowledge and professional understanding. Kolb (1984) argues that learning occurs through a process involving concrete experience, reflection, conceptualization, and experimentation. Within the context of PLP 1, school observation represents an opportunity for concrete experience, while students' interpretations of classroom activities may support reflective learning.

The program allows students to encounter educational situations that are difficult to understand fully through theoretical instruction alone. For example, classroom observation provides opportunities to examine how teachers respond to differences in student behavior, organize instructional activities, and maintain productive learning environments. Such experiences may help prospective teachers develop more realistic understandings of educational practice.

However, the positive overall evaluation should not be interpreted as evidence that all aspects of the program were equally effective. Differences among implementation dimensions indicate that some learning

opportunities were more strongly developed than others. Therefore, evaluating individual program components is essential for identifying specific strengths and areas requiring institutional improvement.

Supervising Teacher Guidance and Professional Development

One of the most notable findings was the high evaluation of supervising teacher guidance, which achieved the highest mean score of 4.12. This result suggests that mentoring was perceived as a particularly positive component of PLP 1 implementation.

Supervising teachers provide an important connection between university-based teacher preparation and professional practice in schools. Through observation and interaction with experienced educators, prospective teachers can become familiar with instructional responsibilities, professional communication, classroom management, and educational decision-making.

Supportive mentoring may also contribute to students' professional confidence. When supervising teachers explain educational practices, respond to questions, and provide constructive guidance, students may develop clearer understandings of what is expected of them as future educators.

From the perspective of Social Cognitive Career Theory, mentoring experiences may be relevant to the development of career-related self-efficacy and outcome expectations (Lent et al., 1994). Students who encounter encouraging professional examples may develop more favorable expectations regarding their ability to participate successfully in teaching.

Nevertheless, the present study did not separately test the relationship between mentoring scores and career interest. Therefore, supervising teacher guidance can be identified as the highest-rated implementation component, but it cannot be statistically established as the strongest individual predictor of teaching career interest from the available analysis.

This distinction is important because descriptive evaluations and predictive relationships represent different types of evidence. Future research could examine the independent contribution of mentoring through multiple regression or other appropriate analytical techniques.

Classroom Observation and the Development of Teaching Career Interest

Classroom observation received the second-highest mean score of 4.05, indicating that students generally valued their opportunities to observe teaching and learning activities.

Classroom observation is especially relevant during the early stages of teacher preparation because it provides prospective teachers with opportunities to understand professional practice before assuming independent instructional responsibilities. Through observation, students can examine lesson delivery, instructional strategies, teacher–student communication, and classroom organization.

These experiences may contribute to the development of realistic professional expectations. Students who previously understood teaching primarily through their experiences as learners are introduced to the broader responsibilities involved in planning, facilitating, and evaluating instruction.

The findings are consistent with the conceptual emphasis of experiential learning, which recognizes observation and reflection

as important processes in knowledge development. PLP 1 provides opportunities for students to compare educational theories learned at university with actual instructional situations.

However, the study did not directly measure changes in pedagogical knowledge or instructional competence. Consequently, classroom observation should be interpreted as a positively evaluated learning opportunity rather than as demonstrated evidence of improved teaching performance.

The educational value of observation may be strengthened through structured observation guides, reflective journals, and discussions with supervising teachers. These activities could help students move beyond simply describing classroom events toward critically examining the educational principles underlying professional practices.

Interaction with Students and Professional Identity Formation

Interaction with students achieved a mean score of 3.90, indicating that participants generally reported positive experiences communicating with learners during PLP 1.

Teacher–student interaction is an essential aspect of educational practice because teaching involves not only instructional knowledge but also communication, empathy, responsiveness, and interpersonal understanding. Exposure to these interactions may help prospective teachers recognize the social and emotional dimensions of teaching.

Professional identity formation is particularly relevant in this context. Becoming a teacher involves developing a sense of belonging to the teaching profession and understanding the values, responsibilities, and expectations associated with educational work.

Through interactions with students, prospective teachers may begin to imagine themselves occupying professional teaching roles. Positive educational encounters can potentially strengthen this identification, while challenging experiences may prompt reflection on the demands of teaching.

The study's overall findings are compatible with this interpretation, given that most participants expressed high teaching career interest. However, the research did not directly measure professional identity or examine whether student interaction independently predicted career interest.

Accordingly, the proposed relationship between interaction and professional identity should be regarded as a theoretical interpretation that warrants further empirical investigation.

School Culture, Administrative Responsibilities, and Non-Academic Activities

The findings also revealed differences in students' evaluations of school culture, administrative involvement, and non-academic activities. Understanding school culture received a mean score of 3.78, while administrative involvement and participation in non-academic activities received scores of 3.65 and 3.60, respectively.

These results suggest that participants had opportunities to become familiar with institutional environments, although some aspects of school participation were less strongly represented.

Understanding school culture is important because educational practice is shaped by organizational values, professional relationships, institutional regulations, and established routines. Prospective teachers

need to recognize that instructional activities occur within broader institutional and social environments.

Similarly, exposure to school administration can help students appreciate the responsibilities associated with educational documentation, institutional coordination, and professional accountability. These responsibilities are relevant to teachers' work but may receive less attention in university-based theoretical instruction.

Participation in non-academic activities received the lowest evaluation among the six implementation dimensions. This finding suggests an opportunity to strengthen student involvement in broader school experiences, including extracurricular programs and other appropriate institutional activities.

Such participation could provide a more comprehensive understanding of the teaching profession. However, the original study did not establish why this dimension received a comparatively lower score, so explanations involving scheduling, institutional restrictions, or limited opportunities would require additional evidence.

PLP 1 Implementation and Teaching Career Interest

The regression findings indicated a positive association between PLP 1 implementation and teaching career interest, with an R^2 value of 0.472. This suggests that students' evaluations of PLP 1 implementation explained a substantial proportion of the observed variation in their professional interest scores.

This relationship is consistent with theoretical perspectives emphasizing the relevance of learning experiences in career development. Social Cognitive Career Theory proposes that career interests are shaped partly through learning experiences that influence individuals' beliefs about their capabilities and anticipated professional outcomes.

In the context of teacher education, favorable school field experiences may contribute to more positive expectations regarding teaching careers. Students who receive constructive guidance, observe meaningful instructional activities, and develop familiarity with school environments may view the teaching profession more favorably.

The finding that 78% of respondents reported high or very high teaching career interest provides additional descriptive context. However, this proportion represents students' reported interest after participation rather than a measured increase from a pre-program baseline.

The study therefore supports the conclusion that positive evaluations of PLP 1 are associated with stronger teaching career interest. It does not establish that the program caused the observed interest levels or that students' aspirations increased as a direct consequence of participation.

This limitation is particularly important because students may have entered PLP 1 with different levels of professional motivation. Those who were already highly interested in teaching may also have evaluated their field experiences more positively.

Implications for Teacher Education Programs

The findings offer several practical implications for universities and partner schools involved in teacher preparation.

First, the strong evaluation of supervising teacher guidance indicates the importance of

maintaining supportive mentoring arrangements. Universities and partner schools may benefit from developing clearer mentoring expectations, strengthening communication, and providing opportunities for structured feedback.

Second, classroom observation should remain a central component of PLP 1. Structured observation activities could help students connect theoretical knowledge with actual teaching practices and develop more informed professional perspectives.

Third, greater attention may be directed toward school administration and non-academic participation. Broadening students' exposure to appropriate institutional activities could strengthen their understanding of the diverse responsibilities associated with teaching.

Finally, teacher education institutions should recognize that students' professional interests may differ despite participation in similar programs. Reflective discussions and career guidance could provide opportunities for students to examine their experiences, clarify professional expectations, and make informed career decisions.

Research Limitations and Future Directions

Several limitations should be considered when interpreting the findings. The study involved only 50 participants from one partner school, which restricts generalizability. Furthermore, purposive sampling and self-reported questionnaires may introduce selection and response biases.

The use of simple linear regression provides evidence of association but does not establish causality. The absence of pre-test measurements or a comparison group prevents direct assessment of changes in teaching career interest attributable to PLP 1. Additionally, the original article does not report detailed instrument validation, reliability coefficients, or regression diagnostic tests. These omissions limit the extent to which measurement quality and statistical assumptions can be independently evaluated.

Future studies could employ longitudinal designs to examine changes in career interest before and after field experiences. Research involving multiple schools and universities would also help determine whether similar relationships occur across different educational contexts.

Qualitative interviews could provide deeper insights into how students interpret mentoring, classroom observation, school culture, and professional challenges. Combining quantitative and qualitative approaches may offer a more comprehensive understanding of how early school field experiences relate to the development of teaching career aspirations.

Conclusion

This study examined the influence of School Field Introduction (PLP 1) on pre-service teachers' interest in pursuing a teaching career among students of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sidenreng Rappang, who completed their field experiences at SMK Negeri 5 Sidenreng Rappang. The findings demonstrated that PLP 1 implementation was generally categorized as good, with an overall mean score of 3.85, while students' teaching career interest was classified as high, with a mean score of 3.92. A substantial majority of

participants (78%) reported high or very high levels of interest in entering the teaching profession. Among the evaluated components, supervising teacher guidance and classroom observation received the highest scores, indicating that these aspects were positively perceived by participating students. Furthermore, simple linear regression indicated a positive and statistically significant relationship between PLP 1 implementation and teaching career interest, with an R^2 value of 0.472. This suggests that perceived PLP 1 implementation quality explained approximately 47.2% of the observed variance in students' teaching career interest. These findings support the importance of early school field experiences in teacher education, while recognizing that the research design does not establish a causal effect.

The findings have practical implications for strengthening school-based teacher preparation programs through improved mentoring, structured classroom observation, reflective learning activities, and broader participation in school environments. Universities and partner schools should continue developing collaborative approaches that provide prospective teachers with meaningful opportunities to understand professional responsibilities and evaluate their career aspirations. Particular attention should be directed toward improving students' involvement in administrative and non-academic school activities, which received comparatively lower evaluations. Future research should incorporate larger and more diverse samples, longitudinal measurements, and mixed-methods approaches to investigate changes in teaching career interest and identify additional factors associated with professional commitment. By strengthening the quality and relevance of School Field Introduction programs, teacher education institutions may better support prospective teachers in developing informed career aspirations, professional awareness, and readiness for subsequent teaching practice.

Editorial note: The results and discussion are based on the uploaded article, with expanded academic interpretation. Before submission, verify the original regression output, questionnaire validity and reliability, and the inconsistency in the source's reported percentages. No additional empirical findings have been invented.

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