

INFLUENCE *MICRO TEACHING* AND *PLP II* ON INTEREST IN BECOMING A TEACHER STUDENTS OF ACCOUNTING EDUCATION MUHAMMADIYAH UNIVERSITY SURAKARTA

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Keyword

micro teaching, PLP II, interest in becoming a teacher

Abstract

The purpose of this study was to determine: (1) the effect of micro teaching on the interest in becoming a teacher, (2) the effect of the introduction of the school field II (PLP II) on the interest in becoming a teacher, (3) the effect of micro teaching and the introduction of the school field II (PLP II) on the interest in becoming a teacher for Accounting Education students at the Muhammadiyah University of Surakarta. This research was conducted at the Muhammadiyah University of Surakarta which is located at Jl. A. Yani Tromol Post 1, Pabelan, Kartasura, Surakarta. This research method uses quantitative methods with a survey design. The population in this study were all 148 students of the Accounting Education Study Program class of 2019 Muhammadiyah University of Surakarta. The sample is 108 students with simple random sampling technique. The data collection technique uses a questionnaire with the help of Google form. The data analysis technique used is multiple linear regression, t test, F test, test the coefficient of determination, effective contribution (SE) and relative contribution (SR). The results of this study indicate that: 1) Micro teaching has a positive and significant effect on the interest in becoming a teacher. This can be seen from the calculation results which show that $2.343 > 1.659$ and a significance value < 0.05 , namely 0.008; 2) The introduction of schooling field II (PLP II) has a positive and significant effect on the interest in becoming a teacher. This can be seen from the calculation results which show that $2.594 > 1.659$ and a significance value < 0.05 , namely 0.001; 3) Micro teaching and introduction to the field of schooling II (PLP II) simultaneously influence the interest in becoming a teacher. This can be seen from the calculation results which show that $10.473 > 3.08$ and a significance value < 0.05 , which is 0.000.

INTRODUCTION

Education is a teaching and learning process that is carried out continuously to improve one's competence (Harsono, 2019). Therefore, education is an important requirement to produce human resources with character and quality. According to The National Education System Law (2003) aims to develop skills and shape the character of students so that they become qualified. Kumar & Wiseman (2021) the quality of education is determined by various factors, including learner motivation, environmental factors (including resources, facilities, and teachers who are trained and qualified), suitability of content or curriculum, teaching styles that suit the needs of various students, and the interrelated processes and outcomes. According to Ulfatun (2021) teachers are believed to play a key role in determining the quality

of education. In the world of education learning activities are the most basic activities of the entire educational process, and one of the main components is the teacher.

According to Yang & Kaiser (2022) professional teachers must include competence in cognitive, perception, interpretation, and decision-making aspects. In line with Ulfatun's opinion (2021) a good teacher includes aspects of personality, qualifications, abilities and competencies. Based on Permendikti (2017) the main task of a teacher is as an educator, teacher, mentor, director, trainer, assessor, and evaluating students to educate the nation's life. Students who choose to study in the field of educational studies are of course taught about the responsibilities and duties of being an educator or by taking teaching practice courses, namely micro teaching and the introduction of schooling field II (PLP II). After taking courses micro teaching and PLP II are expected to increase interest in Bachelor of Accounting Education students at the Teaching and Education Faculty of Muhammadiyah University of Surakarta to become professional teachers.

According to Amalia & Pramusinto (2020) interest is not possessed by someone since he was born into the world, but interest arises when someone gains experience in his life. Yuniasari & Djazari (2017) define interest in becoming a teacher, namely a person's desire to become a professional teacher by taking an education in accordance with the provisions to become a teacher. Based on research that was conducted by Haryawan et al. (2019) there are 2 factors that influence student interest in becoming an educator or teacher, namely internal factors or factors from within the student and external factors or factors from outside the student's self. Internal factors consist of students' understanding of an educator or teacher seen from student experience while at school, experience in lectures, experience when carrying out PLP activities at school partners, and the surrounding community. While external factors or factors from outside the student's self consist of family environmental factors and community environmental factors. Based on the results of interviews with several 2019 Accounting Education students, it can be concluded that not all 2019 Accounting Education students have a high interest in becoming teachers when they graduate later. This is because when they took the university entrance examination they chose the education major which was their second choice, there were also those who chose the education major because of their parents' choice.

The Accounting Education Study Program at the Muhammadiyah University of Surakarta has the goal of producing professional and competent teachers. Therefore Accounting Education Muhammadiyah University of Surakarta compiled a curriculum regarding subjects micro teaching and PLP II for Accounting Education students at the Muhammadiyah University of Surakarta. Subject micro teaching and PLP II is thought to be an internal factor, namely in the form of experience that influences interest in becoming a teacher in Accounting Education students at the Muhammadiyah University of Surakarta. According to Nurmasiyah (2021) if there are no courses micro teaching students will experience some difficulties when carrying out PLP II activities, such as difficulties in compiling teaching materials or materials and a lack of mastery of teaching skills. According to Ryan and Deviney in Majoni (2017) the main goal micro teaching namely providing opportunities to teach real classes, simplifying classroom teaching by reducing time, number of students, amount of material provided, techniques, methods and syllabus interpretation as well as developing the skills of prospective teachers in the learning process. With courses micro teaching This is expected so that the preparation of students to become teachers is truly mature. On course variables micro teaching this is available Gap research conducted by previous researchers. Previous research conducted by Karyantini & Rochmawati (2021) proved that courses micro teaching effect on the interest variable to become a teacher. However, in contrast to the research conducted by Abdillah & Rochmawati (2022) that courses micro teaching does not affect the interest variable to become a teacher.

Almost all students take the course micro teaching understand the material provided and get good grades and pass, but these grades do not necessarily foster students' interest in becoming teachers. After the student is declared to have passed the course micro teaching, then students carry out PLP II activities. PLP II activities are activities held on campus but carried out off campus in the form of teaching practice activities, research on education, and management of education at partner schools. According to Hadisi & Muragmi (2020) through PLP II activities students can train their ability to implement theories and knowledge and skills regarding duties and responsibilities as teachers that have been obtained in lectures. With this PLP II activity, it is hoped that students will understand the real conditions of how to become a teacher and provide experience for students to become a teacher before they enter the world of work. Most students carry out PLP II activities to the fullest and gain experience which strongly encourages students to foster interest as teachers but there are also students who are not interested in becoming teachers after carrying out PLP II because these students do not understand the importance of experience when carrying out PLP II activities to become a teacher.

PLP II variables are supported Gap research by previous research. Research conducted by Rahmadiyah et al. (2020) stated that PLP has a significant effect on the variable interest in becoming a teacher. However, in contrast to research that was conducted by Alifia & Hardini (2022) it proved that partially PLP II did not have a significant effect on the interest variable to become a teacher. Because there is no alignment in previous research with the real situation in the field, the researcher will prove again about the influence of the course micro teaching and PLP II regarding the interest in becoming a teacher in Accounting Education students class of 2019 Muhammadiyah University Surakarta. From the background that the researcher has described, the researcher has an interest in conducting research with the title "Influence Micro Teaching And PLP II Concerning the Interest in Becoming a Teacher for Accounting Education Students at the Muhammadiyah University of Surakarta"

METHOD

This study uses quantitative research with a survey design. This research was conducted at the Muhammadiyah University of Surakarta which is located at Jl. A. Yani Tromol Post 1, Pabelan, Kartasura, Surakarta. The independent variable in this study is micro teaching and introduction to schooling field II (PLP II), while the dependent variable is interest in becoming a teacher. The population in this study were students of the Accounting Education Study Program Class of 2019 at the Muhammadiyah University of Surakarta who had taken the course micro teaching and PLP II with a total of 148 students. The sample in this study were 108 students. Sampling technique using simple random sampling. The data collection technique used in this study was distributing questionnaires using google form. Instrument trials use validity and reliability tests. Then the results of data collection were tested using analysis prerequisite tests consisting of normality tests, multicollinearity tests, heteroscedasticity tests, autocorrelation tests, and linearity tests. Data analysis techniques used multiple linear regression analysis, t test, F test, coefficient of determination test, effective contribution (SE), and relative contribution (SR).

RESULTS

a. Description of Research Data

The description of the variables used in this research is the independent variable, namely the *micro teaching* (X_1), PLP II (X_2), and the dependent variable is interest in becoming a teacher (Y). The following presents a description of the data for each variable:

Table 1 Description of Variable Data

	Interested in becoming a teacher	<i>Micro Teaching</i>	PLP II
Mean	41,26	64,11	66,93
Std. Deviation	6,934	7,048	7,952
Variance	48,082	49,570	63,228
Minimum	20	43	48
Maximum	55	75	80
Sum	4456	6924	7228

Source: primary processing data, 2023

The results of the analysis of table 1 show that the variable interest in becoming a teacher was obtained using the questionnaire method which was categorized. The categorization is into 5 categories, namely: strongly agree, agree, disagree, disagree, and strongly disagree. Based on the data above, it can be seen that the maximum value is 55 and the minimum value is 20, and the average value or Mean (M) is 41.26. Meanwhile, the standard deviation shows that the size of the spread of the variable interest in becoming a teacher is 6.934 and the variance is 48.082. Where the standard deviation is smaller than the average value, which means that the data deviation is very small.

The results of the analysis show that variable micro teaching obtained using the questionnaire method made categorization. The categorization is into 5 categories, namely: strongly agree, agree, disagree, disagree, and strongly disagree. Based on the data above, it can be seen that the maximum value is 75 and the minimum value is 43, and the average value or Mean (M) is 64.11. While the standard deviation shows that the size of the spread of the course variables micro teaching of 7.048 and a variance of 49.570. Where the standard deviation is smaller than the average value, which means that the data deviation is very small.

The results of the analysis showed that the PLP II variable was obtained using the questionnaire method which was categorized. The categorization is into 5 categories, namely: strongly agree, agree, disagree, disagree, and strongly disagree. Based on the data above, it can be seen that the maximum value is 80 and the minimum value is 48, and the average value or Mean (M) is 66.93. While the standard deviation shows that the size of the spread of the PLP II variable is 7.952 and the variance is 63.228. Where the standard deviation is smaller than the average value, which means that the data deviation is very small.

b. Results of Data Analysis

Data Prerequisite Test

The prerequisite test on the normality test, obtained a significance result of 0.200 meaning > 0.05 . So it can be concluded that the data in the study are normally distributed. In the multicollinearity test, the value is obtained tolerance variable micro teaching and PLP II of 0.370 or > 0.10 and a variable VIF value micro teaching and PLP II of 2.706 or < 10.00 . Thus it can be concluded that the data in this study did not occur multicollinearity. In the variable heteroscedasticity test micro teaching obtain a significance value of 0.065 and the PLP II variable obtains a significance value of 0.748, it can be concluded that the significance value is > 0.05 , then there is no heteroscedasticity. Furthermore, the autocorrelation test obtained results of $1.724 < 1.949 < 2.276$ or $du < d < 4-du$. From these results it can be concluded that the data in this study did not have autocorrelation. And the last prerequisite test is linearity, on variables micro teaching significance value is obtained deviation from linearity obtained by 0.840 which means > 0.05 . In the PLP II variable, a significance value is obtained deviation from linearity obtained by 0.759 which means > 0.05 . So it can be concluded that between the micro teaching and PLP II variables there is a linear relationship to the interest in becoming a teacher.

Hypothesis testing

In this study there are hypotheses that are tested for truth. The following is an explanation of the results of the research hypothesis test, which can be seen in table 2 below:

Table 2. Hypothesis Test Results

Variable	Regression Coefficient	t_{count}	Say.
(Constant)	15,212		
<i>Micro Teaching</i>	0,194	2,343	0,008
PLP II	0,204	2,594	0,001
F_{count}	10,473		0,000
R^2	0,164		

Source: primary processed data, 2023

From table 2 above, it is known that the hypothesis test shows that:

- H_1 accepted and H_0 rejected for value t_{count} obtained by 2.343 with a significance value of 0.008. Thus indicating that the significance value is less than 0.05 ($0.008 < 0.05$) and t_{count} greater than t_{table} ($2.343 > 1.659$). So it can be concluded that the research hypothesis is accepted and H_1 reads, "There is Influence Micro Teaching Against the Interest of Becoming a Teacher of Accounting Education Students Muhammadiyah Surakarta university."
- H_2 accepted and H_0 rejected for value t_{count} obtained by 2.594 with a significance value of 0.001. Thus that the significance value is less than 0.05 ($0.001 < 0.05$) and t_{count} greater than t_{table} ($2.594 > 1.659$). So it can be concluded that the research hypothesis is accepted and H_2 reads, "There is an influence of PLP II on interest in becoming a teacher Accounting Education Student at Muhammadiyah University of Surakarta."
- H_3 accepted and H_0 rejected for value F_{count} obtained by 10.473 with a significance value of 0.000. Thus that the significance value is less than 0.05 ($0.000 < 0.05$) and F_{count} greater than F_{table} ($10.473 > 3.08$). So it can be concluded that the research hypothesis is accepted and H_3 reads, "There is Influence Micro Teaching and PLP II Concerning Interest in Becoming a Teacher for Accounting Education Students Muhammadiyah Surakarta university."

Based on the table above it is also known that the coefficient of determination (R^2) of 0.164 or the same with 16,4%. This shows that 16,4% of the variable interest in becoming a teacher can be explained by variations of the independent variable, namely micro teaching and PLP II, while the rest is influenced by other variables not examined in this study. With relative contribution (SR) for variables micro teaching obtained by 45.1% and PLP II gave a relative contribution of 54.9% towards the interest in becoming a teacher. As well as the effective contribution (SE) for variables micro teaching obtained by 7.4% and the PLP II variable made an effective contribution of 9% to the interest in becoming a teacher.

DISCUSSION

The results of research data processing obtained multiple linear regression equations, namely $Y = 15.212 + 0.194X_1 + 0.204X_2$. From the multiple linear regression equation it can be seen that the regression coefficient of each independent variable is positive, then it can be concluded that the variable micro teaching and PLP II together have a significant influence on the interest in becoming a teacher for accounting education students at the Muhammadiyah University of Surakarta.

a. Influence Micro Teaching Against the Interest of Becoming a Teacher

Based on the results of the analysis it can be seen that micro teaching influence on interest in becoming a teacher. This is in accordance with the first hypothesis, namely, "There is a positive and significant influence micro teaching on the interest in becoming a teacher for accounting education students at the Muhammadiyah University of Surakarta", so the first hypothesis is proven. Subject micro teaching taken by students will result in an increase in interest in becoming a teacher, if students are serious when taking courses micro teaching.

However, interest in becoming a teacher will decrease if students are not serious when taking courses micro teaching.

According to research results from Karyantini & Rochmawati (2021) prove that learning outcomes micro teaching affect interest in becoming a teacher. This can be seen from the path coefficient value which is positive, which is equal to 0.618 $P_{value} < 0.001$. Where $P_{value} < 0.05$ then it can be stated as significant. So that H_1 accepted and H_0 rejected. So it can be concluded that the learning outcomes micro teaching the better, it will foster students' interest in becoming teachers. Conversely, if the learning outcomes micro teaching low, the interest in becoming a teacher to students will decrease.

Based on the results of the research it can be seen that the course micro teaching have an influence on interest in becoming a teacher. Courses micro teaching This course aims to provide experience for students to practice good teaching skills in lectures. With courses micro teaching, students feel how to become a real teacher after graduating from college later. If the student is serious when following the course micro teaching then the interest of students to become teachers will be higher. Subject micro teaching not only provide teaching experience to students, but also train students to make correct learning plans, choose and develop learning media, choose the right learning strategy for students. So after students have completed the course micro teaching Students will be better prepared to become teachers after graduating from college.

b. The Influence of PLP II on Interest in Becoming a Teacher

Based on the results of the analysis, it can be seen that PLP II has an effect on the interest in becoming a teacher. This is in accordance with the second hypothesis, namely. "There is a positive and significant influence of PLP II on the interest in becoming a teacher for accounting education students at Muhammadiyah University of Surakarta", so the second hypothesis is proven. PLP II carried out by students will result in an increase in interest in becoming a teacher, if students are serious about implementing PLP II. However, interest in becoming a teacher will decrease if students are not serious when implementing PLP II at partner schools.

According to research results from Simamora et al. (2018) proved that the practice of field experience has an effect on interest in becoming a teacher. This can be seen from the t test that has been done, namely t_{count} more than t_{table} ($6.958 > 2.000$) means H_0 rejected and H_a accepted, it can be concluded that the practice of field experience has a positive and significant effect on the interest in becoming a teacher.

Based on the results of the research, it can be seen that PLP II plays an important role in fostering students' interest in becoming teachers. PLP II helps students to be able to manage the class well when teaching and learning activities take place. When students are able to make a conducive class and can control students, then it will grow the student's interest in becoming a teacher. Although before the PLP II activities, students were not interested in becoming teachers, but after implementing the PLP II activities, students were able to learn and jump directly in, which made students interested in becoming a teacher even higher. If students carry out PLP II activities diligently, then it can increase students' interest in becoming a teacher, because during PLP II students jump directly into teaching and learning activities in the class, if students can manage the class, then the students are capable and interested in becoming teacher.

c. Influence of Micro Teaching and PLP II Regarding Interest in Becoming a Teacher

Based on the results of the analysis it can be seen that micro teaching and PLP II influences the interest in becoming a teacher. This is in accordance with the third hypothesis, namely "There is a positive and significant influence simultaneously between micro teaching and PLP II on the interest in becoming a teacher for accounting education students at Muhammadiyah University, Surakarta, so that the third hypothesis is proven.

According to research results from Sari et al. (2017) proved that there is an influence between learning micro teaching and the field experience program (PPL) influences interest in

becoming a teacher in the economics education study program at Sebelas Maret University. This can be seen from the F test that has been carried out namely F_{count} more than F_{table} ($5.736 > 3.14$) with a value of $p = 0.05$, then H_0 rejected and accepted, meaning that there is a positive and significant influence simultaneously between learning micro teaching and PPL on interest in becoming a teacher.

Based on the results of multiple linear regression tests, it shows that the coefficient of determination (R^2) obtained a value of 0.164. This value means that the contribution is made by the variable micro teaching and PLP II on interest in becoming a teacher in accounting education students Muhammadiyah University of Surakarta by 16,4% while the rest is influenced by other variables not examined in this study.

CONCLUSION

Based on the analysis results show that micro teaching positive and significant effect on interest in becoming a teacher. This proves that the first hypothesis states that there is influence micro teaching interest in becoming a teacher. Meanwhile, PLP II has a positive and significant effect on the interest in becoming a teacher. This proves that the second hypothesis states that there is an effect of PLP II on the interest in becoming a teacher. While influence micro teaching and PLP II jointly influence the interest in becoming a teacher. From these results indicate that the third hypothesis states there is influence micro teaching and PLP II on interest in becoming a teacher. This proves that the combination of variables tends to increase micro teaching and PLP II will be followed by an increase in interest in becoming a teacher. This research is expected to be a self-evaluation and input material for students to take micro-teaching courses and carry out PLP II seriously so that students get useful experience and can increase their interest in becoming teachers. The results of this study also found that PLP II had a more dominant impact on students' interest in becoming teachers. The limitations of this study are only in variables micro teaching, PLP II, and interest in becoming a teacher. The researcher suggests that other researchers examine other factors that influence students' interest in becoming teachers that have not been discussed in this study and expand the research location.

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