

TEACHING READINESS OF OFFICE ADMINISTRATION EDUCATION STUDENTS: THE IMPACT OF MICROTEACHING AND INTEREST IN TEACHING

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ABSTRACT

This study aims to investigate the effect of Microteaching Learning and Interest in Becoming a Teacher on Teaching Readiness in Office Administration Education Students at Universitas Negeri Jakarta. By using quantitative approach where surveys are the method that helps this research. All active students from the Office Administration Education study program at Universitas Negeri Jakarta, totaling 173 students, were involved in the survey process. For sampling, this study applied proportionate stratified random sampling with a margin of error of 5%, so that 121 students were generated as the sample size for this study. SmartPLS version 4.0 is the software that helps the process of research data analysis techniques. As a result, the researcher found that, (1) Microteaching learning positively affects student teaching readiness, (2) Interest in Becoming a Teacher positively affects student teaching readiness significantly, and (3) Microteaching Learning and Interest in Becoming a Teacher simultaneously have a positive effect on student teaching readiness significantly.

Keywords: Microteaching learning, Interest in Becoming a teacher, Students' teaching readiness

ABSTRAK

Penelitian ini bertujuan dalam menginvestigasi pengaruh Pembelajaran Microteaching dan Minat Menjadi Guru terhadap Kesiapan Mengajar pada Mahasiswa Pendidikan Administrasi Perkantoran Universitas Negeri Jakarta. Dengan menggunakan pendekatan kuantitatif yang mana survei menjadi metode yang membantu penelitian ini. Dilibatkan seluruh mahasiswa aktif dari Program studi Pendidikan Administrasi Perkantoran Universitas Negeri Jakarta yang berjumlah 173 mahasiswa dalam proses survei. Untuk pengambilan sampel, penelitian ini mengaplikasikan proportionate stratified random sampling dengan margin of error sebesar 5%, sehingga sebanyak 121 mahasiswa dihasilkan sebagai jumlah sampel untuk penelitian ini. Adapun SmartPLS versi 4.0 yang menjadi perangkat lunak yang membantu proses teknik analisis data penelitian. Sebagai hasilnya, peneliti menemukan bahwa, (1) Pembelajaran Microteaching secara positif berpengaruh terhadap Kesiapan Mengajar mahasiswa, (2) Minat Menjadi Guru secara positif berpengaruh terhadap Kesiapan Mengajar mahasiswa secara signifikan, dan (3) Pembelajaran Microteaching dan Minat Menjadi Guru secara simultan telah positif berpengaruh terhadap Kesiapan Mengajar mahasiswa secara signifikan.

Kata kunci: Pembelajaran microteaching, Minat menjadi guru, Kesiapan mengajar mahasiswa

INTRODUCTION

Education has a crucial role in the formation and development of human potential and creates the foundation for the country's social and economic progress. Education is not just about knowledge; it is also about building character, skills and moral values that support the development of each person and society. Therefore, education is one of the efforts to improve and mature one's thinking in behavior and responsibility. Therefore, quality resources are needed which are expected to support the success or failure of this improvement and maturation. One of them is the role of a teacher.

Seeing the competencies that must be mastered by teachers in carrying out learning, the university must prepare Education Study Program students well since they are in lectures and provide opportunities for students to take courses that apply *microteaching* and Teaching Skills Practice (PKM) in schools. Both of these are courses that must be taken by education students (Meha & Bullu, 2021). Based on data explained in databoks.katadata.co.id, in the odd semester of the academic year (FY) 2023/2024, there were 3.36 million teachers in Indonesia. Of this number, the majority of teachers teach at the Elementary School level, which is 1.47 million people or accounts for 43.89%. Meanwhile, there are 324.6 thousand teachers at Vocational High Schools. However, by 2024, it is said that Indonesia will experience a shortage of 1.3 million teachers due to the large number of teachers who will retire. In addition, there is a declining interest in becoming a teacher in the younger generation.

Table 1. Pre-Research on Teaching Readiness in College Students

No	Question Item	Alternative Answer					Frequency
		1	2	3	4	5	
1.	With the knowledge and skills I gained during the <i>microteaching</i> course, I feel very prepared to teach.	1	1	4	9	15	30
2.	By having a sense of interest in becoming a teacher, I feel very prepared to teach.	1	1	4	16	8	30

The pre-survey results as seen in Table 1, shows that 24 out of 30 students agree that having high knowledge, skills, and interests make them feel very ready to teach. However, in reality, based on brief interviews conducted by researchers, there are still a small number of students who think that *microteaching* learning has not been able to have a significant impact on improving their teaching readiness, either because of the mismatch between theory and practice or because of other reasons. A significant proportion of students exhibit a lack of interest in pursuing a career in teaching. This may be attributed to a multitude of external and internal factors. For instance, students may lack the requisite mental preparedness for the role of a teacher, feel unable to effectively organize a classroom, or perceive themselves to lack the talent required for the profession. These factors collectively contribute to a reduced interest in pursuing a career in teaching.

Researchers made updates to this study with the aim of completing the gaps in previous research, namely in research conducted by Cahayani (2021) studies, using the variable Introduction to the School Environment (PLP) as an independent variable along with *Microteaching*, while in this study using interest in becoming a teacher as an independent variable along with *Microteaching*. Then, in the previous study, the characteristics of the respondents used were students of the Economic Education Study Program at FKIP Mahadewa University Indonesia, while in this study the characteristics of the respondents used were students of the Office Administration Education Study Program at State University Jakarta.

Furthermore, previous research conducted by Mukholidah and Puspasari (2023) shows that *Microteaching* have an effect on teaching readiness for introduction to school field for Office Administration Education Study Program Students. In this study, researchers made an

update by adding the variable of interest in becoming a teacher as an independent variable. This study aims to investigate the effect of Microteaching Learning and Interest in Becoming a Teacher on Teaching Readiness in Office Administration Education Students at Universitas Negeri Jakarta.

LITERATURE REVIEW

Teaching Readiness

Teaching readiness is defined as one of the skills that a teacher must have. The expertise in question is in the form of attitudes, skills and knowledge. In this context, attitude refers to teachers assisting students with their learning and fostering positive relationships with their peers. Skills are proven by the teacher's ability to master the subject matter and apply effective teaching approaches that facilitate student learning. Finally, knowledge refers to the teacher's understanding of learning theories and human behavior, both of which are required for effective teaching (Wardhani, 2020). In line with that Adri et al., (2020) also defines teaching readiness is a state of preparedness in which an individual is able to respond or answer in a specific manner when engaged in the act of teaching. It is very important for a teacher to have such readiness which can help them fulfill their responsibilities as educators well and smoothly.

According to Fitriani (2019), a person must be mentally, physically, socially, and emotionally ready when it comes about readiness. Furthermore, according to Qasim (2016) a condition that must be prepared by every educator before carrying out teaching and learning interactions with students inside and outside the classroom. Students' readiness to teach can increase or decrease their readiness to become teachers. This happens if the experiences students have during learning are interesting and memorable, their interest in becoming a teacher is likely to be high. Conversely, if the experience is less interesting, their interest in becoming a teacher is likely to be low (Cahayani, 2021). Then Azizah and Rahmi (2019) stated that readiness is a state that an individual must attain during the developmental process before moving on to the various stages of mental, social, physical, and emotional development. If someone has reached the above state in himself, it can be said that the person is ready, and his readiness is shown when he is doing an activity.

Microteaching Learning

Microteaching learning is a teaching practice organized during offline and online lectures to improve the teaching readiness of education students. Microteaching learning makes students equipped with good teaching knowledge and skills (Afiva & Yushita, 2022). Then Setiawan and Mulyati (2018) stated that microteaching learning is an educational course with a practical approach carried out by students majoring in education in semester 6 to prepare themselves for Teaching Skills Practice in foster schools according to their respective majors. In line with that, Cahayani (2021) states a method of training teachers' teaching skills on a limited or small scale, allowing them to develop and refine their techniques in a more focused and intensive manner is called microteaching. Then, Setiawan & Mulyati (2018) stated that microteaching learning is a lesson to train students' readiness or hone their teaching skills as prospective teachers. It is anticipated that participation in microteaching will result in students being prepared to teach and facilitate effective learning.

Mc.Knight in Cahayani (2021) argues that a performance training strategy that isolates the constituent pieces of a technical process, in order to trainees can learn each constituent individually in a simplified teaching environment is called Microteaching. From those statements, it can be concluded that microteaching learning is a reduced learning model or also called real teaching. Then Azizah and Rahmi (2019) stated that microteaching is teaching formulated as small-scale teaching designed to develop students' skills in teaching. This small-

scale teaching aims to provide real teaching experience to students majoring in education and as a forum for developing their teaching readiness.

Retrieved from Sitompul et al., (2023) suggested that microteaching represents an educational model designed for teachers in training or for those aspiring to become educators. It is an instructional approach that seeks to facilitate the acquisition of fundamental teaching competencies through a straightforward teaching methodology. While Alifia and Hardini (2022) defines microteaching as learning in theory and practice that teaches how to teach correctly according to the applicable curriculum. And Novianti and Khaulah (2022) defines microteaching as a theoretical program that incorporates all courses completed by students into a preparation program for mastering specific teacher abilities.

Interest in Become a Teacher

According to Fajar (2022) interest is important so that an activity can be successfully carried out. From a psychological aspect, interest not only shapes a person's behavior but also stimulates a person to carry out activities, thus causing a person to pay attention and participate in activities voluntarily. Interest is very important for one's progress and success because it is one of the psychological factors possessed. In line with that, Khaerunnas and Rafsanjani (2021) define interest as a positive and voluntary emotional state of being interested in a thing or activity. Meanwhile, Rahmadiyahani et al., (2016) states that interest is an impulse that a person has in the form of attention to an object such as work, lessons, objects and people.

According to Wahyudi and Syah (2019) interest is a tendency and high enthusiasm or great desire for something. Alifia and Hardini (2022) defines interest in being an educator is a person's endeavor to become a professional teacher by taking education in accordance with the requirements to become a teacher. Meanwhile, Korompot et al., (2020) defines interest as the ability to focus attention fully on a situation that adjusts talent and environment. In other words, Interest is a trait of someone in the shape of a specific talent contained within that person, whose tendency is very high towards something. This is including the desire to become a teacher. As a result, in this investigation, researchers developed a hypothesis, which is:

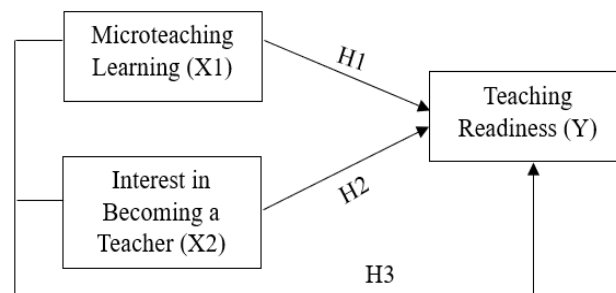


Figure 1. Research Hypothesis

METHOD

Quantitative approach as the research method and collecting data through survey method is applied in this study. The main data used in the study is the result of obtaining a questionnaire that will be distributed by researchers using Google Forms and then processing the data using SmartPLS software. Active students in the Office Administration Education program became the population of the study with a total of 173 students. In determining the sample to be used by researchers, researchers use a confidence level of 95% and the error rate which is 5% from the Slovin formula. The minimum sample size in this study was determined to be 121 students. In this study, the scale used is a Likert scale of 1-6.

The instrument used for microteaching learning variables includes indicators: (1) microteaching objectives, (2) microteaching benefits, and (3) microteaching implementation (Sofiarani, 2019). Furthermore, the variable instrument of interest in becoming a teacher in this study includes indicators: (1) cognition (recognize), (2) emotion (feeling), and (3) conation (action) (Fajar, 2022). Then the teaching readiness instrument in this study includes indicators: (1) pedagogical competence, (2) personality competence, (3) social competence, and (4) professional competence (Sofiarani, 2019). In this study, two stages of data analysis will be carried out, the first stage is the outer model measurement test and the second stage is the inner model structural test. The outer model measurement test is carried out to test the reliability and construct validity of each indicator. While the inner model structural test is carried out to see the strong, weak, or even zero influence between variables using the t test calculation.

RESULTS AND DISCUSSION

Outer model analysis will output a reliability value that serves to determine the relationship between variables in a study. The data that the researchers used used research model instruments whose values were valid and met the outer model score requirements of > 0.7. The results of the outer model measurement model analysis, can be seen in Table 2. Through the results of the outer model test in Table 2, it can be seen that all indicators for each variable, both the independent variable X (Microteaching Learning and Interest in Becoming a Teacher) and the dependent variable Y (Teaching Readiness) have a score of > 0.7. So the researcher can say that all constructs in this research are valid because they meet the requirements for a loading factor value above 0.7.

Table 2. Loading Factor and Cronbach's Alpha

	Loading Factor	Cronbach's Alpha
Microteaching (X1)	0.761 – 0.906	0.968
Interest in Becoming a Teacher (X2)	0.737 – 0.865	0.955
Teaching Readiness (Y)	0.743 – 0.920	0.975

As illustrated in the *Cronbach's alpha* (Table 2), all variables in this study exhibit a *Cronbach's alpha* value above 0.7. This indicates, with a high degree of confidence, the researchers may state that there is a reliable of all variables in this study. As illustrated in the Table 3, of AVE test results, the AVE value for each variable is as follows: Microteaching Learning (0.730), Interest in Becoming a Teacher (0.741), and Teaching Readiness (0.630). These values indicate that all AVE values are greater than 0.5, thereby confirming the validity of all constructs within this research variable. The data presented in the Table 3, also indicates that all variables meet the *composite reliability* requirements, with all variable scores exceeding 0.7.

Table 3. Average Variance Extracted (AVE) and Composite Reliability

	Composite Reliability	Average Variance Extracted (AVE)
Microteaching (X1)	0.972	0.730
Interest in Becoming a Teacher (X2)	0.962	0.741
Teaching Readiness (Y)	0.978	0.630

In the Table 4 shows that the R² value for variable Teaching Readiness is 0.318. This demonstrates that variables X1 Microteaching Learning and Interest in Becoming a Teacher have a 31.8% influence on variable Teaching Readiness. Table 5, illustrates that the influence of variable construct Microteaching Learning on variable construct Teaching Readiness is 0.144, indicating that the two variables have a average association. On the other side, the effect

of variable Interest in Becoming a Teacher on the construct of variable Teaching Readiness is 0.200, showing that the two components have a average relationship.

Table 4. R-Square

	<i>R-Square</i>	<i>R-Square Adjusted</i>	Information
Teaching Readiness (Y)	0.318	0.306	Moderate

Table 5. F-Square

	Microteaching Learning (X1)	Interest in Becoming a Teacher (X2)	Teaching Readiness (Y)
<i>Microteaching</i> (X1)			0.144
Interest in Becoming a Teacher (X2)			0.200
Teaching Readiness (Y)			

Table 6. Hypothesis Test with Bootstrapping

	<i>Original Sample (O)</i>	<i>Sampel Mean (M)</i>	<i>Standard Deviation (STDEV)</i>	<i>T-Statistics (O/STDEV)</i>	<i>P-Values</i>
Microteaching Learning > Teaching Readiness	0.325	0.327	0.120	2.704	0.007
Interest in Becoming a Teacher > Teaching Readiness	0.383	0.389	0.102	3.749	0.000

Based on the analysis of *path coefficients* in the *bootstrapping* hypothesis test in Table 6, an *Original Sample* value of 0.325 has been obtained for the Microteaching Learning variable (X1) on Teaching Readiness (Y). The *T-Statistics* value of 2.704 (greater than 1.96) and the P-Value of 0.007 (less than 0.05) indicate that the results are significant. As a result, the researcher may infer that hypothesis H1, which indicates that *Microteaching Learning* has a good affect on *Teaching Readiness* of Office Administration Education Study Program Students at Universitas Negeri Jakarta, is correct.

The calculation of *path coefficients* in the *bootstrapping* hypothesis test in Table 6, revealed that the *Original Sample* value of 0.383 was obtained from the Interest in Becoming a Teacher (X2) variable on Teaching Readiness (Y). Furthermore, the *T-Statistics* value demonstrated a value greater than 1.96, with a *P-Value* of 0.000 < 0.05. As a result, the findings confirm H2, which suggests that the variable Interest in Becoming a Teacher has a positive effect on the Teaching Readiness of Office Administration Education Study Program Students at the Universitas Negeri Jakarta.

The results of the *bootstrapping* hypothesis test, as presented in the calculation of *path coefficients*, align with expectations. They indicate that the Microteaching Learning variable (X1) and the Interest in Becoming a Teacher variable (X2) have a positive effect on Teaching Readiness (Y) of Office Administration Education Study Program Students at State University Jakarta. On the other hand, the F-square calculation yielded a value of 0.144 for the impact of the Microteaching Learning variable (X1) on Teaching Readiness (Y) and a value of 0.200 for the effect of the Interest in Becoming a Teacher variable (X2) on Teaching Readiness (Y). In short, the Microteaching Learning variable (X1) and Interest in Becoming a Teacher (X2) exert a average influence on the Teaching Readiness variable (Y) of Office Administration Education Study Program students at Universitas Negeri Jakarta.

Discussion

Through the results of the calculation of path coefficients in the bootstrapping hypothesis test table, an Original Sample value of 0.325 is obtained from the Microteaching

Learning variable (X1) on Teaching Readiness (Y). Then for the T-Statistics value shows a number of $2.704 > 1.96$ and also obtained a P-Value of $0.007 < 0.05$. So that researchers can conclude that H1 which states that the Microteaching Learning variable has a positive effect on the Teaching Readiness of Office Administration Education Study Program Students at Universitas Negeri Jakarta. This is in accordance with research conducted by Galangrendika et al., (2020) conducted at the Mechanical Engineering Study Program, State University of Malang, which shows that the microteaching learning variable shows a significance value of $(0.000 < 0.05)$ and a $t_{count} > t_{table}$ value ($4.559 > 1.668$) which means that there is a positive and significant influence between the microteaching learning variable on teaching readiness. The higher or better the understanding and implementation of microteaching learning of a student, the higher or better the readiness to prepare to enter the world of educational work (Enama, 2021). Likewise, if the lower the understanding and implementation of microteaching learning of a student, the readiness to prepare to enter the world of educational work is lower or it can be said that it is not ready.

Then the results of the calculation of path coefficients in the bootstrapping hypothesis test table, an Original Sample value of 0.383 was obtained from the Interest in Becoming a Teacher (X2) variable on Teaching Readiness (Y). Then for the T-Statistics value shows a number of $3.749 > 1.96$ and also obtained a P-Value of $0.000 < 0.05$. So that the researchers can conclude that H2 which states that the variable Interest in Becoming a Teacher has a positive effect on Teaching Readiness of Office Administration Education Study Program Students at Universitas Negeri Jakarta. This is in accordance with research conducted by Afiva and Yushita (2022) found that the results of calculations on primary data obtained through distributing research questionnaires show that interest in becoming a teacher has a positive effect on teaching readiness. This is evidenced by the results of the t test obtained a t_{count} value of $2.181 > t_{table}$ of 1.984. Then the correlation coefficient (r) value is 0.307, sig value. $0,032 < 0,050$.

Through the results of the calculation of path coefficients in the bootstrapping hypothesis testing table, it is obtained quite satisfactory results that the Microteaching Learning variable (X1) and the Interest in Becoming a Teacher variable (X2) simultaneously have a positive effect on Teaching Readiness (Y) of Office Administration Education Study Program Students at Universitas Negeri Jakarta. Through the F-Square calculation, a score of 0.144 was obtained from the effect of the Microteaching Learning variable (X1) on Teaching Readiness (Y) and a score of 0.200 from the effect of the Interest in Becoming a Teacher variable (X2) on Teaching Readiness (Y). So that researchers can conclude that the Microteaching Learning variable (X1) and Interest in Becoming a Teacher (X2) have a moderate influence on the Teaching Readiness variable (Y) of Office Administration Education Study Program Students at Universitas Negeri Jakarta.

These results are in line with research conducted by Wati and Darmawati (2022) found that there is a significant influence between the mastery of material in microteaching lectures on the readiness to take part in the PPLK educational field experience program for students, seen from t_{count} (9.27) greater than t_{table} (1.67). This means that the mastery of microteaching lecture material has an influence on the readiness of students to follow the PPLK educational field experience program. The higher the percentage of mastery of the material, the higher the readiness of students to take part in the PPLK educational field experience program (Chotivachira, 2023).

CONCLUSION AND RECOMMENDATION

Conclusion

The analysis's result indicate several points including: (1) Between Microteaching Learning and Interest in Becoming a Teacher on Teaching Readiness of Students of Office Administration Education Study Program, Universitas Negeri Jakarta, there is a positive

relationship. This indicates that effective microteaching learning can improve students' readiness to teach. In other words, the better the quality of microteaching learning received by students, the more prepared they are to teach in real life. Conversely, if the quality of microteaching learning is not good, their readiness to teach will tend to be lower. (2) There is a high interest in becoming a teacher that also contributes positively to teaching readiness. Students with high interest are more prepared than those with low interest. This can also be said to have a positive relationship in the opposite case. (3) The combination of microteaching learning and interest to become a teacher shows that the better these two factors are for the readiness of teaching of students in the Office Administration Education Study Program at the Universitas Negeri Jakarta, the higher the students' teaching readiness.

Recommendation

This research was conducted only within the Office Administration Education Study Program at Universitas Negeri Jakarta so that the results of this study may not be fully relevant when applied in other study programs, faculties, universities or institutions. This can happen because the characteristics of the research subjects certainly vary depending on the location and time of the research. Among the many variables or other factors that can affect the teaching readiness variable, in this study researchers only used two independent variables while at the same time there are still many other factors that can also affect teaching readiness. Future research should be undertaken with a broader scope so that the outcomes of future research can represent many study programs, faculties, universities or other institutions and can examine more problems and solutions obtained. Then the researcher recommends looking for other variables that can be influenced by teaching readiness, in order to enhance the scope and depth of the new research.

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