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THE INFLUENCE OF THE PERCEPTION OF THE TEACHER PROFESSION AND THE EXPERIENCE OF SCHOOL FIELD INVESTIGATION (PLP) II ON INTEREST IN BECOME A TEACHER AMONG OFFICE ADMINISTRATION EDUCATION STUDENTS

Siti Nia Ramadhani[1], Ellys Siregar[2]
Pendidikan Administrasi Perkantoran, Fakultas Ekonomi dan Bisnis, UNIMED
[2]Pendidikan Administrasi Perkantoran, Fakultas Ekonomi dan Bisnis, UNIMED
Corresponden E-mail: sitinia.ramadhani@mhs.unimed.ac.id

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ABSTRACK

This study aims to determine the influence of perceptions of the teaching profession and school field experience (PLP) II on the interest in becoming a teacher among office administration education student of the 2022 cohort. This study uses a quatitative approach with an expost facto method. The study population consists of 64 students, and the entire population was selected as the sample using total sampling. Data collection utilized a questionnaire, while data analysis employed multiple linear regression analysis, partial hypothesis testing (t-test), simultaneous hypothesis testing (f-test), and the coefficient of determination test. The result of the multiple linear regression analysis yielded the equation Y=-45,526+1,077X1+ 0,629X2. The t-test result showed that the effect of teacher's professional perception on the interest in becoming a teacher yielded a t-tab value < t-tcalc (1,999<4,689) with a significance level of 0,000<0,05. Additionally, the t-test result of the effect of school field experience (PLP) II on the interest in becoming a teacher yielded a value of t-tab < t-tcalc (1,999<2,528) with a significance level of 0,000<0,05. Simultaneously, the f-test results showed fcalc > ftab (35,695 > 3,15) with a significance level (sig) of 0,000 < 0,05. For the coefficient of determination test, the R-squared value was 0,539 or 53,9%, while the remaining 46,1% is explained by other variables outside the scope of this study. The results of the study indicate that perceptions of the teaching profession and school field experience (PLP) II have a positive and simultaneous effect on the interest in becoming a teacher among students in the office administration education program, class of 2022, FEB UNIMED.

Kata Kunci:
Persepsi Profesi Guru, Pengalaman Pengenalan Lapangan Persekolahan (PLP) II, Minat Untuk Menjadi Guru

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh persepsi profesi guru dan pengalaman pengenalan lapangan persekolahan (PLP) II terhadap minat untuk menjadi guru pada mahasiswa pendidikan administrasi perkantoran Angkatan 2022. Penelitian ini menggunakan pendekatan kuantitatif dengan metode expost facto. Populasi penelitian ini berjumlah 64 mahasiswa dan seluruh dari jumlah populasi dijadikan sampel dengan menggunakan teknik total sampling. Pengumpulan data menggunakan instrument (angket) sedangkan analisis data menggunakan teknik analisis regresi linear berganda, pengujian hipotesis parsial (Uji t), Uji hipotesis secara simultan (Uji F) dan uji koefisien determinasi. Dari hasil analisis regresi linear berganda diperoleh nilai Y= -45,526+1,077X1+ 0,629X2. Hasil uji t menunjukkan penerapan Persepsi Profesi Guru terhadap minat untuk menjadi guru memperoleh nilai ttabel<thitung (1,999 < 4,698) dengan nilai sig 0,000< 0,05 dan hasil uji t pengalaman pengenalan lapangan persekolahan (PLP) II terhadap minat untuk menjadi guru memperoleh nilai ttabel<thitung (1,999 < 2,528) dengan nilai sig 0,000< 0,05. Secara simultan dipoleh hasil uji f yaitu Fhitung>Ftabel (35,695>3,15) dengan

nilai sig (0,000 < 0.05) dan untuk uji koefisien determinasi memperoleh nilai R Square 0,539 atau 53,9% sedangkan sisanya sebesar 46,1% dijelaskan oleh variabel lain diluar penelitian ini. Hasil penelitian menunjukan bahwa persepsi profesi guru dan pengalaman pengenalan lapangan persekolahan (PLP) II berpengaruh positif dan secara simultan terhadap minat untuk menjadi guru pada mahasiswa prodi pendidikan administrasi perkantoran Angkatan 2022 FEB UNIMED.

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1. INTRODUCTION

Profession being a teacher has role important in enlightening life nation. Law Number 14 of 2005 concerning Teachers and Lecturers explains that teachers must own competence pedagogical, social, professional, and good personality. In addition, based on data from the Central Statistics Agency (2023), Indonesia needs more from 1 million new teachers For replace power educators at school. Teachers do not only on duty convey material learning, but also plays a role in form character, values, and competence participant educate to be able adapt with current development (Hartatik, 2020).

In context education high, student prepared as the expected professional teacher candidates own interest and commitment strong to profession teaching. However the reality in the field, no all student education own strong interest For become a teacher. Phenomenon this also happens to students education Administration Office specifically class of 2022 at Medan State University. Although student the be in the environment power education, Some students more want to working in non- educational fields such as in the field administration, company private or agency government (Sudjatmoko et al., 2018). This is identify existence gap between objective education teaching and orientation career students. Based on results study (Tondang et al., 2024) show that in students Medan State University Education find that some students Not yet make teaching profession as choice career main, although has go through education in study programs education. In line with results research conducted by (Simanullang et al., 2025) show that there is trend student especially in the department education consider career outside midwife education. This research confirm that perception student to perception teaching profession and experience practice field acquired during the study period play a role in form interest career student after graduation (Sutarsih & Misbah, 2021).

Table 1. Results of Pre-study of Interest for Becoming a Teacher, 2026

No.	Statement	Presentation	
		Agree	Don't agree
	I feel like when imagine self I Work as a teacher	40.5%	59.2%
	I feel proud If later can profession as a teacher	43.2%	56.8%
	I am interested in For choose teaching profession as future jobs	35.1%	64.9%
	I am interested in For become a teacher because salary received in accordance with burden work given	34.2%	67.6%
	I often look for information about teaching profession or world of education	35.1%	64.9%
6.	I noticed various information about opportunity career as a teacher	43.2%	56.8%
7.	I am active follow related activities with activity teach or education	40.5%	59.5%
8.	I'm trying develop ability teach as preparation become a teacher	35.1%	64.9%
Total		38.36%	61.83%

Based on results pre - research conducted by researchers find that Still Lots students of the Administrative Education Study Program The 2022 Class of Medan State University Offices are still feel Not yet own interest For become a teacher. This is can seen from the average percentage answer, which is where The answer was No as much as 61.83% while answer Agree as much as 38.36%. This is show that part big respondents Not yet feel own interest For become a teacher. Therefore that, can concluded results from pre-research said, shows that interest student For being a teacher still classified as low so that need done study more carry on For study factors that can influence it (Arifah, 2018).

One of suspected factors influence interest student For being a teacher is perception teaching profession. In the Journal (Cahya et al., 2024) explain that according to Sugihartono (2013:8) perception is a process for translate or interpret incoming stimuli in tool senses. Based on study (Usman & Effendy, 2022) show that perception to the teaching profession includes Lots very aspects, such as satisfaction work, reward financial challenges jobs and prospects career. Students who have perception positive to teaching profession, namely see it as a satisfying, useful and promising profession, tends to have more interest big For pursue field But, on the other hand, the perception negative to teaching profession can obstruct interest student For become a teacher. Factors like lack of award social to teaching profession, its height burden work, or perception that the

teacher does not get proper reward can form student hesitant For chase career become a teacher, especially in the field of Administrative Education Office.

Besides perception teaching profession, other potential factors influence interest For become a teacher to students is introduction field schooling (PLP) II. In research (Damayanti et al., 2022) explained that PLP II experience is one of them factor in self students who can grow his interest become a teacher. PLP II is sharpening activities skills and abilities possessed student to be implemented in a institution education with students, teachers, and various parties at school and also add experience student For play a role as a teacher before jump in the world of work.

Interest in becoming a teacher still become focus study education in Indonesia, because interest public to the teaching profession is not only show increase but also experienced decline. Currently, there is decline interest from circles generation young, no only abroad but also in Indonesia (Hamid et al., 2023).

However Thus, the results study about influence Introduction Field Schooling (PLP) II towards interest become a teacher yet show full results consistent. Research conducted by (Taufiqurrohmah & Wulandari, 2025) show that PLP II experience does not always give influence direct to interest student For become a teacher. The influence of PLP II on interest It really depends on how student interpret PLP II experience undertaken as well as perception they to teaching profession. This is indicates that PLP II experience does not can stand Alone in form interest somebody For become a teacher, but need existence support from internal factors of students, in particular positive perception to profession teaching.

Difference results study the show existence gap study in study interest For become a teacher. In one side, a number of study put forward that PLP II's experience has an impact significant to interest being a teacher, while on the other hand there are research that shows that the influence of PLP II is No directly and can also be influenced by factors others. In addition, research that examines in a way simultaneous connection between perception profession teachers and experience Introduction Field Schooling (PLP) II towards interest become a teacher, especially for students of the Administrative Education Study Program Office Class of 2022, State University of Medan, still relatively limited. Therefore that, is necessary study more further integrating second variables the in one research model For get description more empirical comprehensive (Laily & Sunaryanto, 2022).

Based on background behind the above problems, researchers evaluate that need action carry on For do study with objective For see to what extent is the perception teaching profession and experience introduction field schooling (PLP) II provides influence to interest For become a teacher to students. Therefore that, researcher give study This with title **"** Influence Perception Teaching Profession and Experience Introduction Field Schooling (PLP) II on Interests for Becoming a Teacher for Administrative Education Students Medan State University Office ”

2. METHOD

This research implemented at the Faculty Economics and Business, State University of Medan, specifically in the Administration Education Study Program Office, located at Jalan William Iskandar, Pasar V, sub-district Percut Sei Tuan, Deli Serdang Regency, Medan City, North Sumatra.

This research use approach quantitative with method study ExPost Facto. The ExPost Facto method is research that aims For know connection cause and effect from variables studied, where variables free has happen before study conducted and researchers No give treat or data manipulation against variables (Sugiyono, 2020).

In research this, Perception Teaching Profession (X1) and Experience Introduction Field Schooling (PLP) II (X2) is variables freedom that students have before study done, while the interest in Becoming a Teacher (Y) is variables bound (Hermawan et al., 2021). Researchers only reveal and analyze Influence Perception Teaching Profession and Experience Introduction Field Schooling (PLP) II towards interest For become a teacher based on the data obtained from respondents without give treatment certain (Aayn & Listiadi, 2022).

Population is all over the object that becomes target study or observation and have the same properties. The sample is part from population taken For made object observation directly and made base taking conclusion. In other words, the population is overall the object being studied, whereas sample is the part taken from population. In research This its population is all over student education administration Office of Class A and B of 2022, Medan State University (Ibrahim, 2014).

The sample is part from population study or example from overall population research (Walgito, 2010). The sample is part or representative of the population being studied. Can seen from table on where it happened population in the study This is students of the Administrative Education study program Office with amount student active as many as 64 students, this This in accordance with opinion from Arikunto, where If amount subject study not enough out of 100, then more Good taken all as sample (Total Sampling) (Usman & Effendy, 2022).

Variables research in essence is all something that has a shape What only those determined by the researcher For studied so that obtained information about matter said, then withdrawn in conclusion.

As for the variables in study This in the form of variables free and variable tied.

a. Variables free, is variables that influence. In this case This is Perception Teaching Profession (X1) and Experience Introduction Field Schooling (X2).
b. Variables bound, is influenced variables. In this case This is Interest For Becoming a Teacher (Y).

According to book guidelines writing thesis explained that, Definition Operational is correct statement about How variables conceptual changed become variables measurable (Simanullang et al., 2025). Is there any or not existence influence between perception teaching profession and experience introduction field schooling (PLP) II towards interest For become a teacher with use analysis SPSS for Windows regression analysis multiple linear regression used by researchers, if researchers intend to know How condition (rise and fall) of the dependent variable. Analysis multiple linear

regression will done when amount variables at least two independents (Silalahi & Nura, 2025).

Based on in study here, there is two independent variable (variable free) namely Perception Teaching Profession (X1) and Experience Introduction Field Schooling (PLP) II (X2) and dependent variable (variable bound) namely Interest in Become a Teacher (Y), so that in study This use analysis multiple linear regression.

3. RESULT AND DISCUSSION

Description of Research Results

This research use three variables main, namely Perception Teaching Profession (X1), Experience Introduction Field Schooling (PLP) II (X2) and Interests for Become a Teacher (Y). Data is collected through distribution questionnaire via Google Form to students of the Administrative Education Study Program Office Faculty Economics and Business, State University of Medan, Class of 2022 as respondents study (Taufiqurrohmah & Wulandari, 2025).

Research Instrument Testing

Before instrument This spread to respondents, as stage beginning moreover formerly will feasibility test was carried out instrument. This is aim For knowing the level of validity and reliability instrument research. Number statement in study this is on the variable Perception Teacher Profession (X1) with 16 statement items, 17 statement items For variables Experience Introduction Field Schooling (X2) and 16 statement items For Interest Variable For Become a Teacher (Y). Feasibility test This given to 30 students as sample that is study program students education economics Class of 2022 who have the same criteria with respondents original study This. Validity test use *Product Moment* and reliability testing use *Cronbach* Alpha Testing instrument This done using SPSS 26 with provision processing the data that is If $r_{count} \geq r_{table}$ (two- tailed test) side with sig.0.05) then instrument or statement item correlated significant to total score (valid) and if $r_{count} \leq r_{table}$ (test two side with sig. 0.05) then the instrument or statement item No correlated to total score (invalid).

Based on instrument reliability test results table for variables Perception Teaching Profession (X1) shows that obtained mark *Cronbach's alpha* of 0.835. value This including in category high. With thus, the statement For instrument Perception The teaching profession can stated *reliable* (Ardila & Putra, 2024).

Testing the validity and reliability of research instruments This using Product Moment and Conbach Alpha, with provision that something grains statement said to be valid in the interval 95% confidence (a=0.05) if $r_{count} \geq r_{table.}$ As for the number grains statements used for validity and reliability testing questionnaire Experience Introduction Field Schooling (PLP) II is as many as 17 grains. Based on table 4.3 can seen that all over statement in the instrument that has been tested obtains mark $r_{count} \geq r_{table}$ so that can stated statements on the instrument that have been made by valid and reliable researchers used For collect research data. Furthermore, so that the instruments used can stated worthy, then need reliability testing was carried out. The following is results of the reliability test of the variable instrument Experience Introduction Field Schooling

(PLP) II.Based on instrument reliability test results table for variables Experience Introduction Field Schooling (PLP) II (X2) shows that obtained mark *Cronbach's alpha* of 0.885. value This including in category high. With thus, the statement For instrument Experience Introduction Field Schooling (PLP) II can stated *reliable* (Cahya et al., 2024).

Testing validity of the Interest Instrument Becoming a Teacher (Y) is done with using product moment, the conditions is If $r_{count} \geq r_{table}$ at the level significance (a=0.05) with (n=30).

Description Research Variables

After the research instrument through validity and reliability so stage furthermore is provide instruments to subject study For get response and for Data analysis and hypothesis testing were carried out. However, before do data analysis then researchers will serve distribution of respondent data obtained based on each variable.

Classical Assumption Test

Normality Test

Normality test that is For determine is the research data normally distributed or no. Data distributed in the sample considered ideal. For can see normal distribution of data can seen through P-plot graph, namely the data points will spread approaching the diagonal line and following it the trend of the normal line (Azalia et al., 2023). Based on normality test results using the One-Sample Kolmogorov-Smirnov Test, it is known that the number of data (N) is as many as 64 with mark Asymp. Sig. (2-tailed) is 0.200. This value more big from level significance of 0.05 is used in study this. thing This means residual data in the regression model normally distributed. With thus, it can concluded that the data used in study This has fulfil assumptions normality (Annur & Trisnawati, 2023).

Linearity Test

Linearity test used For know whether there is a linear relationship between independent variables with dependent variable. In research this, linearity test done between variables Perception Teacher Profession (X1) towards Interest in Becoming a Teacher (Y), as well as variables Experience Introduction Field Schooling (PLP) II (X2) towards Interest in Becoming a Teacher (Y). Testing This done use IBM SPSS 26 assistance through the test for Linearity at level significance 5% (0.05).

Based on the results of the linearity test in the ANOVA table 4.12, obtained mark significance on the *Linearity line* by 0,000 which is more small from level significance 0.05. Next mark significance on *the Deviation From Linearity line* of 0.105 which is also more big from 0.05. Can concluded that this is show there is a linear relationship between variables Perception Teaching Profession towards Interest in Becoming a Teacher (Gorard et al., 2022).

Based on the results of the linearity test in the ANOVA table 4.13, obtained mark significance on the *Linearity line* by 0,000 which is more small from level significance of 0.05. This is show that there is linear relationship between variables PLP II Experience on Interest for Becoming a Teacher. Next mark significance on *the Deviation From Linearity line* by 0.130 which is more big of 0.05. This is show there is linear relationship

between variables PLP II Experience on Interest for Become a teacher, then can concluded that there is connection between PLP II Experience on Interest for Being a teacher is linear.

Research Data Analysis

Calculation Multiple Linear Regression

The purpose of this is to analysis regression multiple This For see influence between variables independent of variables dependent. To see results testing analysis multiple linear regression using SPSS 26 can seen in the table following This :

Table 2. Analysis Results Multiple Linear Regression

Coefficients [a]					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	-45,526	11,551		-3,941	.000
Perception Teaching Profession	1,077	.229	.524	4,698	.000
PLP II Experience	.629	.249	.282	2,528	.014

a. Dependent Variable: Interest in Becoming a Teacher

From the results analysis multiple linear regression the show that the equation model multiple linear regression in research This is as following :

$$Y = a + B_1X_1 + B_2X_2 + e$$

Then, Y= -45.526 + 1.077 (X1) + 0.629 (X2)

Information :

Y: Variable dependent (Interest in Becoming a Teacher)

X1: Independent variable (Perception) Teaching Profession)

X2: Independent variable (PLP II Experience)

B1B2: Coefficient regression of each variable

α: Constant

e : Error

Based on table 4.14 results analysis multiple linear regression show that variables Perception Teaching Profession and PLP II Experience have influence significance of 0.000 for each Perception Teaching Profession and 0.014 for PLP II experience, both of which be under limit of 0.05 so that its influence considered significant in a way statistics. Magnitude standardized beta coefficient of each variable namely 0.524 and 0.282 indicate that Perception The teaching profession has contribution the biggest in influence interest in Being a Teacher compared with PLP II Experience. Constant of -45.526 indicates Interest Value For Becoming a Teacher when the independent variable is zero (Janah & Dwijayanti, 2024).

With thus, it can concluded that second the independent variable in a way simultaneous play a role important and have correlation positive to readiness Work in the regression model This.

Hypothesis Testing

Hypothesis Testing In a way Partial (t-test)

Hypothesis testing is carried out in a way partial (t-test) with objective For see and know influence Perception Teacher Profession (X1) towards Interest in Becoming a Teacher (Y) and seeing influence PLP II (X2) Experience regarding Interest in Becoming a Teacher (Y) partial. Testing hypothesis partial this is also done For test hypothesis First in study this is what it says that there is influence positive and significant between Perception Teaching Profession Towards Interest in Becoming a Teacher for Administrative Education students Office 2022 Faculty Economics and Business, State University of Medan.

For look for mark from t_{table} used formula (dk) = n – k where n = 64 and k = 3 so that dk = 64 – 3 = 61 at level α = 5% so that found results t_{table} of 1,999. For results testing hypothesis in a way partial (t-test) can seen in the table under This :

Table 3. Hypothesis Results In a way Partial (t-test)

Coefficients [a]					
Model	Unstandardized Coefficients		tandardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	-45,526	11,551		-3,941	.000
Perception Teaching Profession	1,077	.229	.524	4,698	.000
PLP II Experience	.629	.249	.282	2,528	.014
a. Dependent Variable: Interest in Becoming a Teacher					

Based on table above, the results of the hypothesis test in a way partial (t-test) shows that variables Perception The teaching profession has mark t_{count} of 4.698 with a significance level of of 0.000. Because the value significance more small from 0.05 (0.000 ≤ 0.05), then can it is concluded that 1.999 < 4.698 Perception The teaching profession is influential significant towards Interest For Becoming a Teacher. Next, Variables PLP II's experience has mark t_{count} amounting to 2,528 with level significant of 0.014. This value is also higher small of 0.05 (0.014 < 0.05), so can concluded that 1,999 < 2,528 that PLP II's experience was influential significant towards Interest For Becoming a Teacher (Meiriza et al., 2025).

With thus, in a way partial variables Perception Teacher Profession and PLP II Experience Influence positive as well as significant towards Interest For Becoming a Teacher, where variables variables Perception The teaching profession provides more influence dominant compared to PLP II Experience.

Discussion of Research Results

Influence Perception Teaching Profession (X1) Towards Interest in Becoming a Teacher (Y)

Based on results testing that has been researchers get from proof empirical, obtained equality regression Y = -45.526 + 1.077X1 + 0.629X2, which shows that variables Perception Teaching Profession (X1), Experience Introduction Field Schooling (PLP) II (X2) has an influence positive towards Interest For Becoming a Teacher (Y). Partial test (t-test) shows that both X1 and X2 have significant influence against Y, while the simultaneous test (f test) confirms that second variables together influential significant towards Interest For Becoming a Teacher. In addition, the value coefficient determination (R^2) of 0.539 or 53.9% that variation interest For become a teacher for students in the Administrative Education study program Office can explained by perception teaching profession and PLP II experience, while the remaining 46.1% is influenced by other factors that are not entered in study This (Negrín-Medina et al., 2022).

Research result This show that view student about the teaching profession has significant influence to interest student For become a teacher. Students who have corner positive outlook related teaching profession then tend own desire choose teaching profession as career that will chosen in the future front. View the can in the form of view about importance role of teacher, teacher's duties, responsibilities answer a teacher and How the actual teaching profession in the world of education (Pauwels et al., 2022).

Statement This in line with theory that states that perception is the process of organizing and interpreting stimuli received by a person so that become something meaningful for himself (Walgito, 2010) . In the research this, students who can give good assessment to teaching profession then will more pushed For show interest to career For become a teacher. The more positive view student to teaching profession, increasingly big interest too student For become a teacher (Rokhma & Surjanti, 2025).

Based on research supported by theory interest expressed by (Slameto, 2010) who explains that interest can appear from interest and attention to object or activity certain. With Thus, students who have view positive about teaching profession, then will appear interest For delve into or choose For become a teacher in the future. Even study (Tondang et al., 2024) also confirms this that perception about influential teaching profession positive and significant to interest student For become a teacher. Therefore that, can concluded that view about the teaching profession is one of the factors that can increase interest student For become a teacher.

Influence Experience Introduction Field Persek

Influence Experience Introduction Field Schooling (PLP) II (X2) Regarding Interest in Becoming a Teacher (Y)

Based on results testing that has been obtained from proof Empirically, the experience of PLP II also proves own influence positive to interest For become a teacher. Partial test (t-test) shows mark t_{count} amounting to 2,528 with significance 0.014 (≤0.05), with coefficient regression of 0.629. The results of the study This show that experience gained student during PLP II activities have role important in increase experience directly in the environment schools, which include observation learning, practice

teaching, managing class and interaction with student and teachers inside environment school. Experience This give broad insight about teaching profession, so that can push student For own interest become a teacher (Syahputri et al., 2023).

This matter in line with theory that states about *Learning By Doing,* which explains that experience direct is the most important part in the learning process. Through experience real everyone can study and develop skills as well as interest in himself (Dewey, 1938) . In research This is the experience gained student during do PLP II activities support they For recognize condition actually from teaching profession so that can strengthen interest they For become a teacher (Sholichah & Pahlevi, 2021).

Research result This in line with research conducted by (Silalahi & Nura, 2025) which shows that PLP II experience provides impact positive and significant to interest somebody For become a teacher. (Tondang et al., 2024) also explains that experience practice field in the world of education influence interest student For become a teacher. Therefore that, can concluded that PLP II experience is one of the factor in increase interest student For become a teacher, because student get experience direct related with duties and responsibilities answer as a teacher in the neighborhood school.

Influence Perception teaching profession (X1) and experience Introduction Field Schooling (PLP) II (X2) Regarding Interest in Becoming a Teacher (Y)

Based on results testing that has been obtained from book empirical, concluded that simultaneous test results to see that Perception Teaching Profession and Experience Introduction Field Schooling (PLP) II in general together give influence positive and significant to interest For become a teacher. This is proven with mark F_{count} 35.695 with significance of 0.000 (≤ 0.05), which means second variables contribute in a way simultaneous in increase interest student For become a teacher. R value ^{2} of 0.539 also shows that combination second factor This capable explain interest For become a teacher (Trisnaeni et al., 2023). This result in line with theory that explains that interest influenced by internal and external factors (Slameto, 2010) . Perception to the teaching profession is internal factors come from from evaluation as well as view student about profession this, whereas PLP II experience is factor externally acquired from experience direct students in the environment education. Second factor the each other support in form interest student For profession as a teacher (Widyaningrum & Suratno, 2022).

This matter supported by research conducted by (Tondang et al., 2024) Minat Menjadi Guru : Persepsi Profesi Guru Dan Pengalaman (PLP) Interest In Becoming A Teacher : Perceptions Of The Teaching Profession And (Plp) which states that perception teaching profession and PLP II experience have influence significant in a way simultaneous to interest For become a teacher. (Ardila & Putra, 2024) also shows that perception about teaching profession and PLP II experience in general simultaneous give impact positive to interest For become a teacher for students in the Administrative Education Study Program Office Class of 2022 (Tondang et al., 2024a). Therefore that, can concluded that perception about teaching profession and PLP II experience are driving factors interest student For become a teacher. With thus, the more positive perception student to teaching profession and increasingly Good experience gained

student during do PLP II activities, then the more high interest too student For become a teacher (Medan, 2025).

4. CONCLUSION

Based on results and Discussion study about influence perception teaching profession and experience Introduction Field Schooling (PLP) II towards interest For become a teacher for students in the Administrative Education Study Program Office Class of 2022 Faculty Economics and Business, State University of Medan, then can concluded as following :

1. Perception influential teaching profession positive and significant to interest For become a teacher for students in the Administrative Education Study Program Office Class of 2022. This is show that the more Good view student to teaching profession, both from aspect not quite enough answer, value to profession, as well as prospects career, then the more high interest student For more pursue teaching profession as choice future career.
2. Experience Introduction Field Schooling (PLP) II is influential positive and significant to interest For become a teacher for students in the Administrative Education Study Program Office Class of 2022. Experience practice field acquired student during implementing PLP II provides real understanding about duties and responsibilities answer a teacher, so that capable grow interest student to teaching profession.
3. Perception teaching profession and experience Introduction Field Schooling (PLP) II in general simultaneous influential positive and significant to interest For become a teacher for students in the Administrative Education Study Program Office Class of 2022. Second variables the in a way together give contribution by 53.9% of interest student For become a teacher, while the rest 46.1 % is influenced by other factors that are not investigated in study this, like support family, economy, motivation self or environment social, and efficacy self.

Suggestion

Based on results research that has been done, then the suggestions that can be writer give is as following :

1. For Students of the Administrative Education Study Program Office

Student expected capable build positive perception to teaching profession with understand that the teaching profession is not only as work, but also as professions that have role important in form source Power humans. In addition, students expected can utilise experience during PLP II activities as means For develop competence teaching and growing readiness in choose teaching profession.

Administrative Education Study Program Office

Study program expected can maintain as well as optimize implementation supporting activities formation perception positive student towards teaching profession. besides that, it is necessary done evaluation in a way periodically to experience student during follow PLP II activities so that their implementation the more effective in grow interest student For become a teacher.

3.For Parties Campus and Management PLP Activities

Party campus expected can strengthen synergy between learning theory in lectures with experience practice in schools, so that student No only understand teaching profession in general conceptual, but also has greater readiness ripe For undergo profession the after graduating from studies.

4. For Researchers Furthermore

Researchers furthermore recommended For develop studies that add other variables that have not been investigated like support family, economy, motivation self or environment social, and efficacy self, so that can provide a better picture wide about factors that influence interest student For become a teacher.

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