

## ABSTRAK

### HUBUNGAN NILAI PRAKTIK PENGENALAN LAPANGAN PERSEKOLAHAN (PLP), MINAT MENJADI GURU, DAN *SELF EFFICACY* DENGAN KESIAPAN MAHASISWA MENJADI GURU

Athanasia Vania Nugroho  
Universitas Sanata Dharma  
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Penelitian ini bertujuan untuk mengetahui: 1) hubungan positif nilai praktik Pengenalan Lapangan Persekolahan (PLP) dengan kesiapan mahasiswa menjadi guru; 2) hubungan positif minat menjadi guru dengan kesiapan mahasiswa menjadi guru; 3) hubungan positif *self-efficacy* dengan kesiapan mahasiswa menjadi guru. Pendekatan penelitian adalah kuantitatif dan jenis penelitian adalah penelitian korelasional. Penelitian dilaksanakan pada bulan Februari sampai dengan Mei 2026. Populasi penelitian sebanyak 649 mahasiswa peserta PLP-Pengelolaan Pembelajaran periode Januari sampai dengan Februari 2025 dan periode Juli sampai dengan Agustus 2025. Jumlah sampel penelitian sebanyak 248 mahasiswa. Teknik penarikan sampel adalah *simple random sampling* dengan memperhatikan pengambilan sampel secara proporsional pada setiap program studi. Teknik pengumpulan data menggunakan dokumentasi dan kuesioner. Teknik analisis data adalah statistik deskriptif dan korelasi *Kendall Tau*.

Hasil penelitian menunjukkan bahwa: 1) terdapat hubungan positif nilai praktik PLP dengan kesiapan mahasiswa menjadi guru (*correlation coefficient* = 0,098; *sig. (1-tailed)* = 0,029); 2) terdapat hubungan positif minat menjadi guru dengan kesiapan mahasiswa menjadi guru (*correlation coefficient* = 0,519; *sig. (1-tailed)* = 0,000); 3) terdapat hubungan positif *self-efficacy* dengan kesiapan mahasiswa menjadi guru (*correlation coefficient* = 0,623; *sig. (1-tailed)* = 0,000).

**Kata kunci:** Praktik Pengenalan Lapangan Persekolahan (PLP), minat menjadi guru, *self efficacy*, kesiapan menjadi guru.

**ABSTRACT**

**THE RELATIONSHIP BETWEEN THE SCORES OF SCHOOL FIELD EXPERIENCE (SFE), INTEREST IN BECOMING A TEACHER, AND SELF-EFFICACY WITH STUDENTS' READINESS TO BECOME TEACHERS**

Athanasia Vania Nugroho  
Sanata Dharma University  
2026

*This study aims to determine: 1) the positive relationship between the scores on the School Field Experience (SFE) course and students' readiness to become teachers; 2) the positive relationship between the interest in becoming a teacher and students' readiness to become teachers; 3) the positive relationship between self-efficacy and students' readiness to become teachers. The research approach is quantitative, and the study design is correlational. The research was conducted from February to May 2026. The research population consisted of 649 students participating in the SFE-Learning Management program during the January to February 2025 period and the July to August 2025 period. The research sample consisted of 248 students. The sampling technique simple random sampling by taking into account proportional sampling in each study program. Data collection techniques included documentation and questionnaires. Data analysis techniques were descriptive statistics and Kendall's Tau correlation.*

*The research results indicate that: 1) there is a positive correlation between SFE practice scores and students' readiness to become teachers (correlation coefficient = 0.098; sig. (1-tailed) = 0.029); 2) there is a positive relationship between interest in becoming a teacher and students' readiness to become teachers (correlation coefficient = 0.519; sig. (one-tailed) = 0.000); 3) there is a positive relationship between self-efficacy and students' readiness to become teachers (correlation coefficient = 0.623; sig. (one-tailed) = 0.000).*

**Keywords:** *School field experience, the interest in becoming a teacher, self-efficacy, students' readiness to become teachers.*