

**THE INFLUENCE OF INTEREST IN TEACHING PROFESSION, TEACHER'S
ATTITUDE, AND IMPLEMENTATION OF STUDENT TEACHING INTERNSHIP
(*PRAKTIK LAPANGAN TERBIMBING/PLT*) TOWARD THE READINESS TO
TEACH OF ACCOUNTING EDUCATION STUDENTS FACULTY OF
ECONOMICS YOGYAKARTA STATE UNIVERSITY 2014**

UNDERGRADUATE THESIS

This undergraduate thesis is submitted in partial to fulfillment of the requirements
to obtain the degree of Bachelor of Education in Faculty of Economics
Yogyakarta State University



By :
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**ACCOUNTING EDUCATION DEPARTMENT
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY
2018**

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Had been approved and validated on March 29th, 2018
To be defended in the front of Board of Examiners
Accounting Education Study Program
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VALIDATION




The undergraduate thesis entitled:

THE INFLUENCE OF INTEREST IN TEACHING PROFESSION, TEACHER'S ATTITUDE, AND IMPLEMENTATION OF STUDENT TEACHING INTERNSHIP (PRAKTIK LAPANGAN TERBIMBING/PLT) TOWARD THE READINESS TO TEACH OF ACCOUNTING EDUCATION STUDENTS FACULTY OF ECONOMICS YOGYAKARTA STATE UNIVERSITY 2014

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DECLARATION OF AUTHENTICITY

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TOWARD THE READINESS TO TEACH OF
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Hereby I declare that this undergraduate thesis is my own original work. According to my knowledge, there is no work or opinion written or published by others, except as reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, April 2nd, 2018

Author,



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MOTTO AND DEDICATION

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“So, verily, with every difficulty, there is relief”

(QS. Ash-Sarh: 5)

“Education is the most powerful weapon which you can use to change the world”

(Nelson Mandela)

DEDICATION

In the name of God, Allah SWT, the Most Gracious, Most Merciful.

Prayers and greetings is always devoted to the great prophet Rasulullah SAW.

I sincerely dedicated this undergraduate thesis to:

My Mother, Mrs. Wunarsih and My Father, Mr. Saripudin, for the loves, supports and prayers that have been given to me.

My Sisters (Madila Rizkyana, Dinarrisky Ruwahusholikha) and My Brother (Rizky Agung Wibawa), who always make me keep spirit and become my mood booster.

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THE INFLUENCE OF INTEREST IN TEACHING PROFESSION, TEACHER'S ATTITUDE, AND IMPLEMENTATION OF STUDENT TEACHING INTERNSHIP (PRAKTIK LAPANGAN TERBIMBING/PLT) TOWARD THE READINESS TO TEACH OF ACCOUNTING EDUCATION STUDENTS FACULTY OF ECONOMICS YOGYAKARTA STATE UNIVERSITY 2014

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ABSTRACT

This study aimed to know: (1) the influence of Interest in Teaching Profession toward the Readiness to Teach of Accounting Education Students of FE UNY 2014, (2) the influence of Teacher's Attitude toward the Readiness to Teach of Accounting Education Students of FE UNY 2014, (3) the influence of Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach of Accounting Education Students of FE UNY 2014, (4) the influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously toward the Readiness to Teach of Accounting Education Students of FE UNY 2014.

This research was a population research, the subject was 94 Accounting Education Students of FE UNY 2014. The data was collected by questionnaire. Prerequisite analysis test consist of linearity test, heteroscedasticity test, and multicollinearity test. Hypothesis test consisted of simple regression, multiple regression, relative contribution and effective contribution.

The results showed that there were (1) positive and significant influence of Interest in Teaching Profession toward the Readiness to Teach of Accounting Education Students 2014, indicated by $r_{x1y} = 0,748$; $r^2_{x1y} = 0,560$; and $t_{count} = 10,826$. (2) positive and significant influence of Teacher's Attitude toward the Readiness to Teach of Accounting Education Students 2014, indicated by $r_{x2y} = 0,727$; $r^2_{x2y} = 0,528$; and $t_{count} = 10,146$. (3) positive and significant influence of Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach of Accounting Education Students 2014, indicated by $r_{x3y} = 0,619$; $r^2_{x3y} = 0,383$; and $t_{count} = 7,550$. (4) positive and significant influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously toward the Readiness to Teach of Accounting Education Students 2014, indicated by $R_{y(1,2,3)} = 0,818$; $R^2_{y(1,2,3)} = 0,669$; and $F_{count} = 60,573$. The relative contribution of Interest in Teaching Profession is 32,86%, Teacher's Attitude was 32,42% and Implementation of PLT was 34,71%. The total of effective contribution was 66,90%.

Keyword: Readiness to Teach, Interest in Teaching Profession, Teacher's Attitude, Student Teaching Internship

**PENGARUH MINAT PROFESI GURU, SIKAP KEGURUAN, DAN
PELAKSANAAN PRAKTIK LAPANGAN TERBIMBING (PLT) TERHADAP
KESIAPAN MENGAJAR MAHASISWA PENDIDIKAN AKUNTANSI
FAKULTAS EKONOMI UNIVERSITAS NEGERI YOGYAKARTA
ANGKATAN 2014**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui (1) pengaruh Minat Profesi Guru terhadap Kesiapan Mengajar Mahasiswa Pendidikan Akuntansi Angkatan 2014 FE UNY, (2) pengaruh Sikap Keguruan terhadap Kesiapan Mengajar Mahasiswa Pendidikan Akuntansi Angkatan 2014 FE UNY, (3) pengaruh Pelaksanaan Praktik Lapangan Terbimbing (PLT) terhadap Kesiapan Mengajar Mahasiswa Pendidikan Akuntansi Angkatan 2014 FE UNY, (4) pengaruh Minat Profesi Guru, Sikap Keguruan, dan Pelaksanaan Praktik Lapangan Terbimbing (PLT) secara bersama-sama terhadap Kesiapan Mengajar Mahasiswa Pendidikan Akuntansi Angkatan 2014 FE UNY.

Penelitian ini merupakan penelitian populasi dengan subjek seluruh mahasiswa Pendidikan Akuntansi Angkatan 2014 FE UNY yang berjumlah 94 orang. Teknik pengumpulan data dilakukan dengan metode angket/kuesioner. Uji prasyarat analisis terdiri dari uji linearitas, uji heterokedastisitas, dan uji multikolinearitas. Uji hipotesis terdiri dari regresi sederhana, regresi ganda, sumbangan relatif, dan sumbangan efektif.

Hasil penelitian menunjukkan bahwa terdapat (1) pengaruh positif dan signifikan Minat Profesi Guru terhadap Kesiapan Mengajar Mahasiswa Pendidikan Akuntansi Angkatan 2014 FE UNY ditunjukkan dengan $r_{x1y}=0,748$; $r^2_{x1y}=0,560$; dan $t_{hitung}=10,826$. (2) pengaruh positif dan signifikan Sikap Keguruan terhadap Kesiapan Mengajar Mahasiswa Pendidikan Akuntansi Angkatan 2014 FE UNY ditunjukkan dengan $r_{x2y}=0,727$; $r^2_{x2y}=0,528$; dan $t_{hitung}=10,146$. (3) pengaruh positif dan signifikan Pelaksanaan Praktik Lapangan Terbimbing (PLT) terhadap Kesiapan Mengajar Mahasiswa Pendidikan Akuntansi Angkatan 2014 FE UNY ditunjukkan dengan $r_{x3y}=0,619$; $r^2_{x3y}=0,383$; dan $t_{hitung}=7,550$. (4) pengaruh positif dan signifikan Minat Profesi Guru, Sikap Keguruan, dan Pelaksanaan Praktik Lapangan Terbimbing (PLT) bersama-sama terhadap Kesiapan Mengajar Mahasiswa Pendidikan Akuntansi Angkatan 2014 FE UNY ditunjukkan dengan $R_{y(1,2,3)}=0,818$; $R^2_{y(1,2)}=0,669$; dan $F_{hitung}=60,573$. Sumbangan Relatif dari variabel Minat Profesi Guru 32,86%, Sikap Keguruan 32,42%, dan Pelaksanaan PLT 34,71%. Total Sumbangan Efektif yaitu 66,90%.

Kata Kunci: *Minat Profesi Guru, Sikap Keguruan, Praktik Lapangan Terbimbing, Kesiapan Mengajar.*

FOREWORDS

First of all, I would like to thank Allah SWT for all the blesses, mercy, and guidance, this Undergraduate Thesis entitled “The Influence of Interest in Teaching Profession, Teacher’s Attitude, and Implementation of Student Teaching Internship (*Praktik Lapangan Terbimbing*/PLT) toward the Readiness to Teach of Accounting Education Students Faculty of Economics Yogyakarta State University 2014” can be finished. On this occasion with great humility, I would like to kindly thank all people below who have given me helps and guidance so that this undergraduate thesis can be finished.

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Hopefully, the kindness of all parties will be recorded as a goodness and will be easier in facing all of the business. I am aware if this undergraduate thesis still have many mistakes. Therefore, I hope the readers can provide suggestion for the improvement of this research. Finally, I hope this thesis will be useful for many parties.

Yogyakarta, March 8th, 2018

Author,

A handwritten signature in black ink, consisting of stylized, overlapping loops and lines, representing the name Rizkyani Maulidina Putri.

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TABLE OF CONTENT

	Page
UNDERGRADUATE THESIS	i
APPROVAL PAGE	ii
VALIDATION	iii
DECLARATION OF AUTHENTICITY	iv
MOTTO AND DEDICATION	v
ABSTRACT	vi
<i>ABSTRAK</i>	vii
FOREWORDS	viii
TABLE OF CONTENT	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
A. Problem Background	1
B. Problem Identification	9
C. Problem Limitation	10
D. Problem Formulation	11
E. Research Objectives	12
F. Research Benefits	12
1. Theoretical Benefits	12
2. Practical Benefits	13
CHAPTER II LITERATURE REVIEW	14
A. Theoretical Review	14
1. Readiness to Teach	14
2. Interest in Teaching Profession	23
3. Teacher's Attitude	27
4. Implementation of Student Teaching Internship (PLT)	33
B. Relevant Research	43
C. Research Framework	47
D. Research Paradigm	50
E. Research Hypothesis	51
CHAPTER III RESEARCH METHODS	53
A. Research Design	53

B. Place and Time of Research	53
C. Research Subject.....	54
D. Research Variable	55
E. Variable Operational Definition	55
F. Data Collection Technique	57
G. Research Instrument	57
H. Instrument Trial Test	60
1. Instrument Validity Test	61
2. Instrument Reliability Test	63
I. Data Analysis Technique.....	64
1. Descriptive Statistics.....	64
2. Prerequisites Analysis Test	66
a. Linearity test.....	66
b. Multicollinearity Test.....	66
c. Heteroscedasticity Test	67
3. Hypothesis Test.....	68
a. Simple Regression Analysis.....	68
b. Multiple Regression Analysis	70
4. Relative Contribution and Effective Contribution.....	71
CHAPTER IV RESEARCH RESULTS AND DISCUSSION	73
A. Research Results	73
1. General Data Descriptions	73
2. Specific Data Descriptions.....	76
3. Prerequisites Test Analysis	82
4. Research Hypothesis Test.....	85
5. Relative Contribution and Effective Contribution.....	93
B. Discussion.....	94
C. Research Limitations	103
CHAPTER V CONCLUSION AND SUGGESTION	104
A. Conclusion	104
B. Implication.....	105
C. Suggestion	107
REFERENCES.....	110
APPENDICES	113

LIST OF TABLES

Table	Page
1. Preliminary Survey Results.....	8
2. Number of Accounting Education Students of FE UNY 2014.....	54
3. Alternative Answers Score Questionnaire.....	58
4. Instrument Grids of Readiness to Teach.....	59
5. Instrument Grids of Interest in Teaching Profession.....	59
6. Instrument Grids of Teacher's Attitude.....	60
7. Instrument Grids of Implementation of PLT.....	60
8. Instrument Validity Test Results.....	62
9. Interpretation of Correlation Coefficient.....	63
10. Instrument Reliability Test Results.....	64
11. Frequency Distribution of Readiness to Teach.....	77
12. Category Identification of Readiness to Teach.....	77
13. Frequency Distribution of Interest in Teaching Profession.....	78
14. Category Identification of Interest in Teaching Profession.....	79
15. Frequency Distribution of Teacher's Attitude.....	80
16. Category Identification of Teacher's Attitude.....	80
17. Frequency Distribution of Implementation of PLT.....	81
18. Category Identification of Implementation of PLT.....	82
19. Linearity Test Results.....	83
20. Multicollinearity Test Results.....	85
21. First Hypothesis Test Results.....	86
22. Second Hypothesis Test Results.....	87
23. Third Hypothesis Test Results.....	89
24. Fourth Hypothesis Test Results.....	91
25. Result of Relative Contribution and Effective Contribution.....	93

LIST OF FIGURES

Figure	Page
1. Research Paradigm.....	51
2. Heteroscedasticity Test Output	84
3. Research Paradigm with Determination Value	94

LIST OF APPENDICES

Appendix	Page
1. Research Trial Test Questionnaire	114
2. Research Trial Test Data	114
3. Validity Test and Reliability Test Results	114
4. Research Questionnaire.....	114
5. Research Data.....	114
6. Descriptive Statistics	114
7. Prerequisite Analysis Test.....	114
8. Data Analysis Test	114
9. Calculation of Relative Contribution and Effective Contribution	114

CHAPTER I

INTRODUCTION

A. Problem Background

Development of human resources is essential in supporting national development, one of which can be done through education. Education plays a very important role in the intellectual life of the nation and as an effort to develop the potential of human beings. Therefore, education can create skilled, potential and qualified human resources. In terms of achieving these objectives, it is necessary to improve and refine the national education system oriented on improving educational outcomes.

According to the Law Number 20 Year 2003 on National Education System:

“Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara”.

Based on such understanding, students can develop their potential through education, so that one day can be useful in society and they can contribute to the advancement of the nation. In line with this, in the Law Number 20 Year 2003 also stated that:

“Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa”.

National education brings great hope to the success of Indonesia's national development by creating qualified and competent human resources in

order to compete in the era of globalization. Recognizing the importance of education, every country is always trying to improve the quality of its education. Improving the quality of education is the basis of the creation of quality human resources. However, the quality of education in Indonesia is still relatively low compared to other countries in the world.

Based on data from The Learning Curve (2014: 9), an institution which released the data on education quality rankings around the world, Indonesia ranked last out of 40 countries that recorded in 2014. In 2015, based on the global education rankings by the Organization for Economic Co-operation and Development (OECD), Indonesia occupies the position of 69 out of the 76 countries which recorded (Coughlan, 2015). Supported also by the research conducted by the 101 East (2013), a news program on TV stations in Arabic which highlights the issues faced by the Asia-Pacific region, entitled “101 East investigates why Indonesia’s education system is one of the worst in the world” mentioned that teachers in Indonesia who have met the minimum qualification to teach properly are only 51%. This show that the quality of education in Indonesia still must be improved, both the system implementation and the development.

The quality of educators is the determinant of the success of education development. Teachers as one element of educators are professionals who in charge of planning and implementing the learning process, assessing the learning outcomes, coaching and training. This means that a professional teacher should have the competence to educate, teach, guide, train, develop

and manage learning, also develop themselves into a professional personnel. Hamalik (2011: 39) said that “Teachers will be able to carry out the responsibilities if they have the necessary competence”. The competence is the capability or competence of teachers in knowledge, skills and experience that can be applied properly and full responsibility for teaching. There are 4 teacher competencies that should be mastered by a teacher, namely professional competence, pedagogic competence, social competence, and personality competence.

Research conducted by Rohman (2016) to the certified accounting teacher at SMK Grobogan indicated that the professional competence of teachers have not been maximized. In an effort to overcome this problem and realize the professional teachers can be started from the most basic step, there is the need for training and education for prospective educators to understand how the nature of the educational profession along with other matters related in it. This is in accordance with Pahrudin (2015) who stated that educators have a significant and important role in the advancement of educational development that supports national development. One of the keys to success that can be done to support the development of education is to prepare and create a professional and responsible educators for implementing learning as efforts to establish a quality human resources.

Before teachers are teaching, they should have the mature readiness to teach. In general, the readiness is a person’s willingness to do something. According to Slameto (2015: 113), readiness is the overall condition of person

that make them ready to respond or answer a certain way to a situation. Readiness to teach is a situation in which a person is ready to become a teacher, ready to teach or educate, and able to fulfill the requirements of being a teacher or educator. The readiness must be owned by every prospective teacher, because the readiness to teach is one of the important capital to become a teacher.

One of the factors that influence the success in mastering and developing the readiness to teach is to foster an interest in the teaching profession or the desire to become a teacher. Interest is a permanent tendency to notice and remember some activities that someone is interested, being noticed continuously accompanied by pleasure (Slameto, 2015: 57). Interest in the teaching profession will arise because of the suitability between the teaching profession with person's circumstances, then they give great attention to the teaching profession and will arise feelings of attraction to understand and learn about the teaching profession. Furthermore, they will conduct activities to foster and improve the basic teaching skills of teachers toward competence expected.

Another factor that can also affect the readiness to teach in addition to growing interest in the teaching profession, namely the establishment of teacher's attitude. Teacher's attitude is an attitude which shows that a person has the knowledge and behaviors that reflect the personality of a professional teacher. This is related to how the patterns of teacher behavior to understand, appreciate, and practice the attitude of ability and professional attitude

(Soetjipto, 2009: 43). Prospective teachers must first be able to understand the attitude of teacher, so they will grow motivation to apply and develop it.

The application of teacher's attitude can be seen from ethics, style of speech, behavior, and actions of prospective teachers in front of students and society. According to Soetjipto (2009: 54), the formation of a good attitude will not appear suddenly, but must be nurtured since prospective teachers began their education in teacher education institutions. The guidance must support the establishment of educational student, as prospective teacher, in readiness to be a teacher and readiness to teach.

Yogyakarta State University (UNY) is one of the universities that strives to create a generation of qualified educators and play role in generating prospective teachers who are competent. The realization of these efforts is UNY has prepared various courses related to education to bridge the prospective teachers in channeling their interest to become a teacher, one of them is Accounting Education Study Program at Faculty of Economics. The vision of Accounting Education Study Program is creating professional human resources in the field of education. It is also said that the profile of the main graduates of Accounting Education Study Program is Accounting Educators for SMK/MAK (Takarina, 2014: 249). In other word, this study program has a goal to prepare the students to become qualified teacher candidates.

One of the UNY's programs that support the existense of educational study programs and also to create professional educators are Micro Teaching (Internship II) and Student Teaching Internship (*Magang III Terintegrasi*

dengan Mata Kuliah Praktik Lapangan Terbimbing/PLT). Micro Teaching and PLT are compulsory practice courses that must be enrolled and must be passed for all of undergraduate students of education, with the weight of 3 credits (*sks*).

Micro Teaching (Internship II) is a practical course that must be taken by the students as a condition to be able to enroll Student Teaching Internship (*Praktik Lapangan Terbimbing/PLT*). In micro teaching, the students will be given the knowledge, skills, and opportunities to develop their teaching ability by teaching practice properly in front of their friends. The implementation of micro teaching is the students will conduct teaching and learning activities in a small scope. This activity is conducted with the number of participants who only ranged from 8 to 10 people, limited classroom, teaching time is only about 10-15 minutes, focusing only on certain teaching skills, the very simple material, and guided by one lecturer. With the existence of micro teaching, students can prepare themselves and develop their basic skills of teaching as a first step to preparing to teach directly in school.

After taking the micro teaching, students will enroll the student teaching internship (*Praktik Lapangan Terbimbing/PLT*) in the next semester. The implementation of PLT in Accounting Education Study Program is the students are given the opportunity to go directly to the school and teaching subjects related to their field at the school for 2 months. Thus, within a period of two months, the students of Accounting Education were considered to be a teacher in front of students at the school where they practice. This activity

supports the students to apply all the knowledge, skills, and abilities that have been acquired during the lecture progresses. PLT is expected to provide a learning experience for students, especially in terms of teaching experience, expanding knowledge, training and developing the required competencies in their field, improving skills and ability to solve problems (PP PPL & PKL, 2017: 1). With the program of PLT, students as prospective teachers are expected to be better prepared to carry out the learning activities in the classroom, later when they became a teacher.

In this study, Accounting Education Students of FE UNY 2014 is the target of research. The results of the preliminary survey in the form of questionnaire distributed by researcher to 60 Accounting Education students of FE UNY 2014, showed that 42,4% of students were ready to teach, 47,5% of students hesitate in the readiness of teaching, and 10,2% of the students said that they were not ready to teach. This unpreparedness was influenced by various factors, such as the lack of reflection on teacher's attitude, lack of knowledge about teaching profession, lack of good planning of teaching and learning activities, and still experiencing difficulties during the implementation of student teaching internship (*Praktik Lapangan Terbimbing/PLT*). In fact, the results of the preliminary survey also showed that 25 out of 60 students were not interested in becoming a teacher for various reasons, such as not having competence as a teacher, they were doubt because they still have to take *Pendidikan Profesi Guru (PPG)*, have no passion on the teaching profession, that teachers have a heavy burden due to

complicated administrative processes, and have another ambitions and desires.

The following data present the preliminary survey results:

Table 1. Preliminary Survey Results of Accounting Education Students of FE UNY 2014

Statements	Student's Answer		
	Agree	Doubtful	Disagree
Understanding the importance of teacher's attitude	88,1%	10,2%	1,7%
Have reflected teacher's attitude well	39%	49,2%	11,9%
Mastering knowledge about teaching profession	52,5%	42,4%	5,1%
Can plan the learning activities well	64,4%	33,9%	1,7%
Ready to teach	42,4%	47,5%	10,2%
Ready to enroll PLT after passing Micro Teaching	84,7%	11,9%	3,4%

The results of the preliminary survey also showed that 84,7% of students feel better prepared to follow PLT after they followed Micro Teaching. However, the fact that students still faced some problems on the implementation of PLT such as difficulty in delivering lesson materials, difficulty in managing the classroom situation, difficulty in preparing lesson plans (RPP), and difficulty in determining teaching method that were appropriate to student characteristics. These difficulties were caused by a lack of skills to speak in front of the class so that affect the delivery of lesson material was not maximal, lack of skills to manage the class, lack of understanding of teaching methods, and the characteristics of students who were different so difficult to use appropriate teaching methods. On the other hand, this was not in line with the score obtained by the students in the course of Micro Teaching.

According to the data about the score of Micro Teaching course of 60 Accounting Education students of FE UNY 2014 in 6th semester, 49 students got A score, 10 students got A-, and 1 student got B+. It showed that 60 students got the score equal to or more than B+ and classified as good score. By getting good score, students should be said to have readiness to teach properly. However, in reality the students still feel not ready to teach properly. This become a problem because in reality, good scores were not followed by readiness to teach properly. Thus, students' teaching skills still need to be improved and developed.

Based on the problem background above, the researcher is interested to know how the influence of the interest to be a teacher, the understanding and application of teacher's attitude, and the implementation of student teaching internship (*Praktik Lapangan Terbimbing/PLT*) toward the readiness to teach of Accounting Education Students of FE UNY 2014. Therefore, the researcher conduct a research entitled "The Influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (*Praktik Lapangan Terbimbing/PLT*) toward the Readiness to Teach of Accounting Education Students Faculty of Economics Yogyakarta State University 2014".

B. Problem Identification

Based on the problem background described above, we can identify the problems that exist, namely:

1. The quality of education in Indonesia is still relatively low compared to the other countries in the world.
2. The readiness to teach of Accounting Education Students of FE UNY 2014 still tends to be low.
3. There were Accounting Education Students of FE UNY 2014 who were not interested to become a teacher.
4. Lack of understanding and implementation of the teacher's attitude of Accounting Education Students of FE UNY 2014.
5. The good scores obtained by Accounting Education Students of FE UNY 2014 in the course of micro teaching were not followed by the readiness to teach properly.

C. Problem Limitation

The condition of Indonesian teachers who lack of competence and quality greatly affect the quality of education in Indonesia. In terms of solving this problem and realizing a professional teacher, it should be done from the basic problem. Prospective teachers, in this case are educational students, should pay more attention to be able to have a mature readiness to teach. The factors that affect the readiness to teach of the students are very complex, one of the most suspected factor is the interest of educational students to the teaching profession. In addition, the teacher's attitude that is reflected by the students and the implementation of student teaching internship (PLT) also have an important role. If the educational students have no interest in the teaching profession and can not reflect the teacher's attitude well, then they

will have difficulty in the readiness to teach. So does the implementation of PLT that can affect the readiness of students to teach.

Based on this explanation, the researcher limit the problem in order to make this research more deeply conducted and focused. This study focused on three suspected factors that most affect toward the low of readiness to teach of Accounting Education Students of FE UNY 2014, there are the interest of the teaching profession, teacher's attitude, and implementation of student teaching internship (PLT).

D. Problem Formulation

Based on the problem limitation that have been mentioned above, then the problem formulation in this research are as follows:

1. How is the influence of Interest in Teaching Profession toward the Readiness to Teach of Accounting Education Students of FE UNY 2014?
2. How is the influence of Teacher's Attitude toward the Readiness to Teach of Accounting Education Students of FE UNY 2014?
3. How is the influence of Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach of Accounting Education Students of FE UNY 2014?
4. How is the influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously toward the Readiness to Teach of Accounting Education Students of FE UNY 2014?

E. Research Objectives

Based on the formulation of the problem above, the purposes of this research are to know:

1. The influence of Interest in Teaching Profession toward the Readiness to Teach of Accounting Education Students of FE UNY 2014.
2. The influence of Teacher's Attitude toward the Readiness to Teach of Accounting Education Students of FE UNY 2014.
3. The influence of Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach of Accounting Education Students of FE UNY 2014.
4. The influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously toward the Readiness to Teach of Accounting Education Students of FE UNY 2014.

F. Research Benefits

The results of this research are expected to provide the following benefits.

1. Theoretical Benefits

The results of this study can provide information on the influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach; can increase knowledge and insight; also can be used as a reference for similar research in the future.

2. Practical Benefits

a. For the University

The results of this study can be used as additional reading materials in the field of education and can be used as consideration to maximize the potential of students to be prospective teachers who have professional values, attitudes, knowledges and skills.

b. For Lecturers

The results of this study can provide advices and benefits, especially in improving the process of preparing educational students in order to become professional teachers with a good readiness to teach.

c. For Educational Students

The results of this study can motivate students to improve their readiness to teach, so that one day they can become professional teacher.

d. For Researcher

The results of this study useful in adding insight and experience in research, also as a mean of development of thinking and application of knowledge that has been learned in college.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Readiness to Teach

a. Definition of the Readiness to Teach

Generally, the readiness is a person's willingness to do something. According to Slameto (2015: 113), readiness is the overall condition of person who made them ready to respond or answer in a certain way to a situation. In this case, what is meant by the condition of a person or individual is include three aspects, the first aspect includes the physical, mental, and emotional condition; the second aspect includes the needs, motivations, and goals; and the third aspect includes the skills, knowledge, and other understanding that have been studied.

Jamies Drever in Slameto (2015: 59) also stated that "Readiness is preparedness to respond or react". Readiness is the preparedness to give response or reaction, where the preparedness arise in a person and also related to maturity, because maturity means readiness to implement the skills. Meanwhile, Hamalik (2015: 94) stated that the readiness is the level or state that must be achieved in the process of individual development in various levels of mental, physical, social, and emotional growth. Based on opinion above, the preparation can be interpreted as a condition of a person who already

has the maturity and ability both mentally, physically, socially, and emotionally and be able to execute a skill.

Sardiman (2011: 181) said that “The readiness of teachers which is manifested in the form of performance, is not merely an outward appearance, but also on matters of mental attitude, thus indicating personality of the teachers themselves, also their appearance in front of the class on the teaching time”. Teaching by Hamalik (2015: 48) is an effort to organize the environment thus creating learning conditions for students. Meanwhile, Sardiman (2011: 52) defined teaching as teacher’s effort to deliver and impart knowledge to the students. Therefore, it can be concluded that the readiness of teaching is a condition of someone who has had the maturity and ability both mentally, physically, socially, and emotionally to create learning conditions, also deliver and impart knowledge to students.

b. Factors Affecting the Readiness to Teach

Readiness to teach owned by prospective teachers is not only determined by the ability to master their field. There are also other factors that affect the readiness of teaching, as explained by Slameto (2015: 113) that adjusting someone’s readiness condition includes at least three aspects, namely:

- 1) Physical, mental, and emotional condition.
- 2) Needs, motives, and goals.
- 3) Skills, knowledge, and other understanding that have been studied.

These three aspects will affect a person's readiness to do something. In the physical condition, what is meant are temporary physical conditions (fatigue, state, sensory organs, etc.) and permanent physical condition (disability). Mental condition involves intelligence, while the emotional condition is related to the motive and will affect the readiness to do something, which in this case is the readiness to teach. Moreover, Dewa Ketut (in Jiwong, 2013: 11) revealed the factors that influence the readiness, as follows:

1) Self Factors

a) The Ability of Intelligence (*kemampuan intelegensi*)

People who have a higher intelligence capabilities would be quicker to solve the same problems as compared to those who have a lower level of intelligence. This ability plays an important role as a consideration of whether the individual has the readiness to enter into a job.

b) Talent (*bakat*).

Talent is a condition, individual quality that allows people to develop themselves in the future.

c) Interest (*minat*).

Interest is a mental device which consists of combination, fusion and blending of feelings, expectations, prejudices, anxiety, fear, and other tendencies to be directing an individual to a particular choice. Interest has a great effect

in achieving readiness and job achievement, and the selection of a position or career.

d) Motivation (*motivasi*).

Motivation is the energy change in a person who is characterized by the emergence of feelings and reactions to achieve the goal.

e) Attitude (*sikap*)

Attitude is a readiness of a person to act in a certain way against certain things. The positive attitude on the teaching profession will affect individual's readiness to perform work related to the teaching profession.

f) Personality (*kepribadian*)

Someone's personality has a role that influence the determination of the direction selection position and readiness for someone to do a job.

g) Value (*nilai*)

The value held by individuals influenced the work of their disposition and accomplishments in the job, resulting in their readiness to work.

h) Hobby (*hobi*)

Hobbies are activities carried out by individuals, because it is their favorite or pleasure.

i) Achievement (*prestasi*)

Mastery of the material subject in education is being occupied by individuals affect the readiness to do a job.

j) Skill (*keterampilan*)

Skills are the proficiency of doing things.

k) The Using of Freetime (*penggunaan waktu senggang*)

The activities carried out by students outside of school hours on campus used to support their hobby or for recreation.

l) Knowledge of the Job Market (*pengetahuan tentang dunia kerja*)

The temporary knowledge possessed by students, including the working world, requirements, qualifications, structural positions, promotions, salaries, rights and obligations, etc.

m) Work Experience (*pengalaman kerja*)

Students' experience on the course on campus or off campus that can be obtained from the practicum, internship, or work practice. In this case, the experience of student teaching internship (PLT) can affect the readiness of students to teach.

n) Capabilities and Limitations of Physical and Visible Appearance (*kemampuan dan keterbatasan fisik serta penampilan lahiriah*)

Physical ability, for example stocky, tall and handsome; physical limitations, for example underweight and short; visible appearance for example unethical and rude appearance.

o) Personal Problems and Limitations (*masalah dan keterbatasan pribadi*)

Personal problems are problems that arise and contradictory within the individual, while the personal limitations, for example selfish, unable to control themself, etc.

2) Social Factors, which include guidance from parents, peers circumstances, surrounding community circumstances, and others.

c. The Importance of Readiness to Teach

Readiness of teaching is very important to be owned by students as prospective teacher, because in performing their duties, the teachers have a very important role as well. The role of teachers according to Sukmadinata (2009: 251), as follows:

1) Teacher as Personal

Teachers are human beings who have personality as an individual. Teacher's personal is a unity between personal characteristics, and their role as educator, teacher, and mentor.

2) Teacher as Educator and Teacher

Teacher as educator have a duty to help the children mature psychologically, socially, and morally, while the teacher as a teacher assigned to help the development of intellectual, affective, and psychomotor, through imparting knowledge, problem solving, affective and skills exercises.

3) Teacher as Mentor

Teacher as mentor assigned to help children overcome the difficulties or obstacles encountered in their development.

From the description above, it can be concluded that the readiness of teaching is very important to be owned by all prospective teachers, because there is an important role in carrying out their duties such as the role of the teacher as a person, teacher as an educator and teacher, and also teacher as a mentor. Therefore, the readiness of teaching owned by prospective teachers is expected to be useful to achieve national education goals, later when they become a teacher.

d. Indicators of Readiness to Teach

Students as a prospective teacher must have the competence to educate, teach, guide, train, develop and manage learning, also develop

themselves into a professional personnel. Competence in this case is the ability or capability of teachers in knowledge, skills, and behavior that should be owned, experienced, and mastered by the teacher in carrying out the teaching task. In Law Number 14 Year 2005 on Teachers and Lecturers and Government Regulation Number 19 Year 2005 on National Education Standards, explained that there are four (4) competencies that must be mastered by teachers are as follows:

- 1) Pedagogic competence, is the ability to manage the learning of learners that includes an understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize their potential.
- 2) Personal competence, is the ability of a stable personality, noble character, wise, authoritative, and being a role model of learners.
- 3) Professional competence, is the ability of mastering learning materials widely and deeply that enable to guide learners to meet the established competency standards.
- 4) Social competence, is the teacher's ability to communicate and interact effectively and efficiently with learners, other teachers, parents/guardians of the students and the surrounding community.

Teaching Readiness' indicators used in this study refers to the four main competencies that must be mastered by teachers who have been described above. The fourth main competencies described in more detail in the form of core competencies as follows:

- 1) Pedagogic Competence
 - a) Mastering the characteristics of learners in terms of physical, moral, social, cultural, emotional, and intellectual.
 - b) Mastering the learning theory and principles of learning.

- c) Developing a curriculum related to the development of teaching.
 - d) Conducting educational development.
 - e) Utilizing information and communication technology.
 - f) Facilitating the development of potential learners to actualize their various potentials.
 - g) Communicating effectively, empathetically, and politely.
 - h) Conducting assessment and evaluation of learning processes and outcomes.
 - i) Utilizing the result of assessment and evaluation for the learning purposes.
 - j) Doing reflective action to improve the quality of learning.
- 2) Personal Competence
- a) Acting in accordance with the norms of religion, law, social, and national culture of Indonesia.
 - b) Presenting themselves as an honest, noble, and role models for students and the society.
 - c) Presenting themselves as a steady, stable, mature, wise, and authoritative person.
 - d) Showing the work ethic, high responsibility, a sense of pride to be a teacher, and self-confidence.
 - e) Upholding the code of ethics of the teaching profession.

- 3) Social Competence
 - a) Being inclusive, acting objectively, and non-discriminatory.
 - b) Communicating effectively, empathetically, and politely.
 - c) Adaptable in place of duty.
 - d) Communicating with the community's profession and other professions orally and in writing or other forms.
- 4) Professional Competence
 - a) Mastering the materials, structures, concepts, and scientific mindsets that support of teaching subjects.
 - b) Mastering the standards of competence and the basic competence of the subjects/fields of teaching
 - c) Developing creative learning materials
 - d) Developing professionalism in a sustainable manner by taking reflective action.
 - e) Utilizing information and communication technologies to communicate and develop themselves

2. Interest in Teaching Profession

a. Definition of Interest in Teaching Profession

Interests are motivational factors that affect someone's willingness to perform or specify an option. According to Slameto (2015: 57), interest is the tendency remains to notice some activity that interested, being noticed constantly, and accompanied by a sense of fun. The existence of interest make a person has an encouragement and

curiosity about something. This is in line with the opinion of Djaali (2012: 120) stated that interest is curiosity, learn, admire or have something. Someone who has a high interest towards something will try to find out and make it happen as the real action of desire.

Generally, teachers defined as person who work teaching. According to Sardiman (2011: 125), the teacher is one of the human component in the learning process. Teachers have the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Thus, interest in the teaching profession can be defined as persons' sense of interest in the teaching profession and teaching activities, so they put more attention to the teaching profession. Educational students who have a high interest in the teaching profession would try to reach a desire to become a teacher and encouraged to find out about teacher competence that must be mastered, then practice to develop these competencies in them. Their interest in the teaching profession will also make students intent on studying the theories of teacher and then they will be ready to perform duties as a teacher.

b. Factors Affecting Interest in Teaching Profession

Students' interest in the teaching profession is not formed by itself, but there are many factors that affect the formation of interest. Based on the results of research conducted by Anis Ardyani and Lyna

Latifah (2014), there are 7 factors that affect the interest of students to become teachers. These factors are as follows:

- 1) Students' perceptions about the teaching profession, including the competencies required of teachers and the teaching profession from a society perspective.
- 2) The welfare of teachers, which is associated with the financial or teacher salaries.
- 3) Learning achievement. Students who have a desire to become teachers will get a good grade point average (GPA), because motivated to develop competencies in order to achieve optimal results.
- 4) Experience teaching practice (PPL), an important element that can affect or reinforce the interest of students to become teachers.
- 5) Hang out friends, including peers, older friends, and younger friends. Intensity meet with friends and the topic of conversation that leads to the teaching profession can increase student's interest in becoming a teacher.
- 6) Family environment, including the attention of parents who give positive support to the students to become teachers.
- 7) Personality, which was formed through persistence, patience, and discipline.

c. Indicators of Interest in Teaching Profession

Interest by Ahmadi (2009: 148) is a mental attitude of people including the three functions of the soul (cognition, conation, and emotional), which is fixed on something and in that connection elements of strong feelings. Therefore, it can be said that interest has three (3) elements in it, the element of cognition, emotion, and conation.

Here are the explanation of these three elements, according to Ardyani (2014: 2).

- 1) The element of cognition (introduction), which means that interest is preceded by knowledge and information about a particular object.
- 2) The elements of emotions (feeling), which occurs due to the involvement of a person in the specific participation or experience.
- 3) The elements of conation (will), is a continuation of the emotional element that is going to do and pursue the activities related to their interests continuously.

These three elements are realized in the form of the ability and desire to perform an activity, in this case the activities related to the interest to become a teacher, therefore the indicators of Interest in Teaching Profession used in this study refers to the third elements of interest.

- 1) Having knowledge and concern about the teaching profession, which include teachers' code of ethics knowledge, curiosity on matters relating to the teaching profession, and to prepare themselves in touch with the task of teaching.
- 2) Feeling happy and interested in the teaching profession, which include the desire to become a teacher, an interest in matters related to the teaching profession, and pleased to demonstrate the teachers teach.
- 3) Motivation and encouragement for become a teacher, which include aspires to be a teacher, enrolled in the department of

education, encouragement from the family, and the desire to follow the Professional Teacher Education (PPG).

3. Teacher's Attitude

a. Definition of Teacher's Attitude

According to Sarwono (2012: 201), attitude is a term describing someone's feelings in the form of pleasure (positive attitude), not happy (negativity), or feeling mediocre (neutral stance) of a person against an object, event, situation, people, or group. Meanwhile, Walgito (2003: 106) stated that attitude contains factors of feeling and motivation. This means that the attitude of an object will always followed by a certain feeling that may be positive but can also be highly negative impact on the object. Attitude also contains motivation, this means that the attitude has the impetus for individual to behave in particular to the object faces. Therefore, teacher's attitude is an attitude which shows that a person has the knowledge and behaviors that reflect the personality of a professional teacher. This is related to how the behavior patterns of teachers to understand, appreciate, and practice their professional attitude.

In connection with the educational students as prospective teachers, need to foster positive feeling and motivation to develop a potential behavior as prospective teachers, especially regarding attitudes and ethics teaching based on normative and moral society. In relation to this, students have been equipped with the various science

of education as a basic knowledge of teacher professional attitude, and given the opportunity to teaching practice directly, so the students can apply and develop the teacher's attitude they have been learned in the college. Therefore, students can achieve the basic competencies that must be owned by professional teacher candidates.

b. Factors Affecting Teacher's Attitude Formation

Formation of teacher's attitude on student self does not happen by itself. That attitude arise because certain processes, through continuous social contact between individual with other individuals, also social groups around. Abu Ahmadi (2002: 171) stated that there are two main factors that influence the formation and the change of attitudes, are as follows:

1) Internal factors, are personal factors in the human person itself.

These factors form are selectivity or someone's power select to receive and process the influences that come from outside. The choice of the outside influences that are usually adjusted to the motives and attitudes in human beings, especially about their interest of attention.

2) External factors, are factors that come from outside of the human person which usually occur because of the social interaction with others.

In line with this, Sarwono (2012: 205) also pointed out the factors that influence the formation of attitude are as follows:

- 1) Internal factors, the factors contained in the person concerned, such as selection factors. This selection is determined by motives and tendencies in that person.
- 2) External factors, the factors that are beyond, include:
 - a) Nature of the object, the attitude itself, good, or bad, etc.
 - b) Authority.
 - c) The properties of people or groups who support the attitude.
 - d) The communication media used in conveying the attitude.
 - e) The situation at the moment the attitudes formed.

Based on multiple expert opinion above, it can be concluded that the formation of a person's attitude does not occur suddenly, but through a long process and influenced by factors originating from within someone's own (internal), also factors from outside (external). Similarly, the establishment of teacher's attitude on student's self can happen through a long process such as a training and development of professional teachers. Danim (2015: 94) argued about the types of training activities and development of profession and career of teachers, as follows:

- 1) Education and Training
 - a) In-house training (IHT), the training implemented internally in the working group of teachers, schools, or other place designated for training.

- b) The internship program, the training within the workplace or the relevant industry in order to improve the professional competence of teachers.
 - c) Tiered and specialized training, conducted in training institutions which are authorized, where the programs are arranged gradually from the basic, intermediate, advanced, and high stage. The stage of training is determined by the level of difficulty and types of competence.
 - d) A short course in college or other educational institution.
 - e) Internal coaching in schools, conducted by the principal and the teachers who have the authority to coach.
 - f) Further education, can be implemented with learning projects both domestically and abroad for excellent teachers.
- 2) Non-education and Training
- a) Discussion about the problems of education, held periodically with the topic of discussion in accordance with the problems experienced in school.
 - b) Seminars and coaching scientific publications.
 - c) Workshop, carried out for products that are useful for learning activities, improving the competence and career development of the teachers.

d) Research, writing books/materials, manufacture instructional media, and making technology work/artwork.

Coaching and development of the professionalism of teachers for educational students can be done by following the educational courses, both in theory and in practice. The educational course in theory such as the ethics of teaching profession intended for students know and understand the skills that must be possessed by the teacher, while the educational course in practice done through Micro Teaching and Student Teaching Internship (PLT) aims to provide supplies to students in the form of teaching experience directly, where students can practice and behave as a real teacher. Therefore, the students who have been through, understand, and developed teacher training courses well, in themselves will arise the motivation to grow and develop an attitude of teacher, either through ethics, style of speech, behaviour, and action.

c. Indicators of Teacher's Attitude

Ahmadi (2002: 162) argued that every attitude has three aspects, namely as follows:

- 1) Cognitive aspects, that is associated with symptoms of knowing mind. This means in the form of processing, experiences, beliefs and expectations of individuals about a particular object or group of objects.
- 2) Affective aspects, in the form of process that involves certain feelings such as fear, jealousy, sympathy, antipathy, and the others addressed to specific objects.
- 3) Conative aspects, in the form of tendency process to do something, such as a tendency to give aid, abstain, etc.

This is in line with the opinion from Syah (2013: 230) who stated that in carrying out their professional authority, teachers are required to have various psychological competencies, which includes:

- 1) Cognitive components (*kecakapan ranah cipta*), the ability relating to knowledge and skills, both the knowledge of education/teaching and the knowledge of the subject material that will be taught.
- 2) Affective components (*kecakapan ranah rasa*), the ability including the whole phenomenon of the feelings and emotions associated with the teaching profession.
- 3) Psychomotor components (*kecakapan ranah karsa*), the ability including all physical skills or proficiency which associated with the task of teachers as a teacher.

Based on the explanation above, it can be concluded that ability and behavior that needs to be owned by teachers include three (3) components, which are components of cognitive, affective, and psychomotor. Similarly with the students as prospective teachers, are expected to master the three components so that one day they would become a professional teacher who can perform educational tasks optimally. Therefore, the indicators of Teacher's Attitude used in this study refers to those three components described above. In more detail, the explanation of indicators for the Teacher's Attitude are as follows:

- 1) Cognitive components, including an understanding of the knowledge of teacher's attitudes, abilities of teaching, development insights about teacher's attitudes, beliefs to become professional teachers, and the ability to evaluate themselves.

- 2) Affective components, including the self-concept, perceptions of a teacher, self confidence and acceptance of self and others.
- 3) Psychomotor components, including the general physical skills embodied in the general physical motion and action, also special physical prowess in the form of verbal skills and action.

4. Implementation of Student Teaching Internship (PLT)

a. Definition of Student Teaching Internship (PLT)

Student Teaching Internship (PLT) is a practical course that implemented within the framework of society service, in addition this program also as the sharpness of the grinding process of the students' ability that will be applied to society as a whole. PLT serve as a real experience for students in an effort to prepare all their own potential before plunging directly into parts of society including educational institutions such as schools and other educational institutions.

Student Teaching Internship (PLT) is a program which the implementation activities and timing adjusted to the school calendar. PLT program in the school environment is educational students' event in real contribution in order to improve and develop the full potential of the school. Students armed with knowledge that has been acquired in accordance with the field of study, are expected to contribute something important in school while carrying out PLT program. Therefore, the students are expected to actualize their academic

potential, power, and skills in order to increase the potential of the school.

Student Teaching Internship (PLT) held by the Yogyakarta State University is one of the facilities that are used as a teaching practice for educational students. In field practice, students are expected to apply the theories of teaching that has been given on the college. The expected result of PLT is to provide a learning experience for students, especially in terms of teaching experience, expanding knowledge, training and developing competencies required in their field, improving skills, self-reliance, responsibility, and ability to solve problems, so that students are ready for became a teacher after graduating from the University.

b. Objectives and Benefits of Student Teaching Internship (PLT)

In the implementation of PLT, the objectives is to see, observe, teaching practice, and developing teaching competence of students as prospective teacher or educational staff. Implementation of PLT has activities related to learning and activities that support the learning process. PLT destination in more detail as follows:

- 1) Providing experience to students in the field of learning in school or service in institutions, in order to train and develop the competencies of teacher or educator.

- 2) Providing opportunities for students to know, learn, and live the problems of schools, clubs or institutions concerned with the process of learning/service.
- 3) Improving students' ability to apply knowledge and skills that have been mastered in an interdisciplinary manner into teaching in schools, or service in the institution.

In addition, PLT also provides benefits for the parties involved in the implementation.

- 1) PLT Benefits for Educational Students
 - a) Gaining knowledge about education and learning process in schools or the relevant organization.
 - b) Gaining experience on how to think and work in an interdisciplinary manner, so they can understand the relation of knowledge gained in college.
 - c) Gaining experience and skills to carry out learning in schools, clubs, or organizations.
- 2) PLT Benefits for Schools or Other Educational Institutions
 - a) Getting the opportunity to participate in preparing the prospective educator/professional educational staff.
 - b) Acquiring science and technology in the learning process.
 - c) Improving the partnership between UNY with schools/other educational institutions.

- d) Improving social relations in the environment around the school/other educational institutions.
- 3) PLT Benefits for Yogyakarta State University
- a) Obtaining feedback from schools/institutions for curriculum development, also science and technology in accordance with the needs of schools/educational institutions.
 - b) Obtaining a variety of learning resources and finding a variety of problems for the development of innovation and quality of education.
 - c) Intertwined better cooperation with schools, local authorities, and related institutes for the development of the implementation of *Tri Dharma* University.

c. Student Teaching Internship (PLT) Competency Standards

PLT competency standards defined by reference to requirement of teachers' four competencies, both in the learning context and in the context of the teacher's life as a member of society. Four competencies of the teachers are pedagogic competence, personal competence, professional competence, and social competence. Those competencies are formulated in accordance with the mandate of Teachers and Lecturers Law Number 14 Year 2005 on National Education Standards.

Student Teaching Internship (PLT) course has four (4) points competency standards, namely:

- 1) Understanding the characteristics of learners,
- 2) Mastering the field of study,
- 3) Mastering the learning methodology,
- 4) Having a personality as a teacher.

Those competency standards provide information about the competencies that must be mastered by educational students, measured, and tested so that it can be used to determine a student's success in taking PLT program with the weight of 3 credits.

d. Implementation of Student Teaching Internship (PLT)

Implementation of PLT has several stages and each stage has a series of activities that must be followed by every student. The stages of PLT are as follows:

1) Preparation (Pre-PLT)

Starting in 6th semester, when the students attend the Micro Teaching, the compulsory subjects with the weight of 2 credits that must be taken before students follow PLT program. In the implementation of this micro teaching, educational students are trained skills in organizing the learning process in the classroom. The activities which divides the students into small groups each group contain 8 to 10 students, the teaching practice time only between 10-15 minutes, and supervised by a lecturer as a supervisor. Activities in teaching practice during micro teaching include:

- a) Practice preparing learning tools (RPP) and instructional media.

- b) Establish and improve the basic competencies of teaching.
- c) Practice opening and closing the lesson.
- d) Practice teaching methods that are considered in accordance with the material presented.
- e) Practice delivering various lesson materials.
- f) Technique to ask the students.
- g) Practice using learning media in accordance with the lesson materials.

Other than that, while the implementation of micro teaching, students already have to go to school/other relevant institutions to carry out several activities, among others are:

- a) Socialization and coordination.
- b) Observation of learning process and managerial activities, learning tools, annual program, semester program, learning media, laboratories, and others.
- c) Identification and inventory the problems.
- d) Determination of the work program and activities for PLT.
- e) Discussions with a supervising teacher and lecturer associated with PLT program.

2) Debriefing of PLT (*Pembekalan*)

PLT briefing were provided to equip the students before carrying out teaching practice in school. The material obtained from the briefing are as follows:

- a) Development of teacher and educational staff competencies.
- b) School society empowerment through the PLT.
- c) PLT implementation mechanism.
- d) The problems in the implementation, from the nature of academic, administrative, until technically.

3) Drafting of Program (*Rancangan*)

The results of Pre-PLT activities and debriefing of PLT (observation and orientation), then used to drafting PLT program.

The programs were selected based on the following considerations:

- a) The problems of schools/other educational institutions and its potential.
- b) Referring to the school/other relevant institutions programs.
- c) The students ability in the terms of funding and ideas.
- d) Necessary co-factors (facilities and infrastructure)
- e) The availability of funds and time.
- f) Sustainability of the program.

4) Implementation of PLT Program

Activities undertaken during the implementation of PLT consists of two activities, teaching and non-teaching activities.

Teaching activities include:

- a) Preparation of learning implementation plan (RPP) and learning materials

- b) Creating of learning media
- c) Consultation with the supervising teacher
- d) Teaching practice in classroom
- e) The evaluation of learning.

In other hand, non-teaching activities include:

- a) Preparation of the matrix of PLT program, guidance with supervising lecturer (DPL) PLT and coordination with the coordinator of the PLT
- b) Learn or participate completing teacher's administrations
- c) Other non-teaching programs customized with the school program/other relevant institutions.

Moreover, in implementing PLT program students should strive for:

- a) Timely completion of the program;
- b) Collaborate with peers, explore and develop the potential of the target audience to overcome the problems;
- c) Record all activity in PLT diary;
- d) Implement the teaching practice at least 8 times;
- e) Consult with the supervisor;
- f) Consider wisely if in the process of implementing PLT there are a requests from supervising teacher/lecturer;
- g) Replace the activities that have been programmed if there are other activities that come unexpectedly (incidental)

which coincided with activities that have been programmed.

- h) Do reflection on the performance have been made.
- i) In the implementation of PLT student must create and fill a predetermined format with precise, accurate, and objective.

e. Indicators for Implementation of Student Teaching Internship (PLT)

The existence of PLT program, is expected to enhance the competencies and professionalism of the students as prospective teachers. Students must have a strong desire and high discipline, and also the attention and supervision from the lecturer and supervising teacher to become a professional teacher candidates. Experience gained in PLT program may be the provision of students in teaching skills, working knowledge, and working attitude.

Based on the description about the theory of student teaching internship (PLT), a series of activities during the implementation of the PLT includes two activities, namely teaching and non-teaching activities. In its assessment, there are four (4) competency standards that must be mastered by students, namely understanding the characteristics of learners, mastering the field of study, mastering the learning methodology, and having a teacher personality. Therefore, the indicators for Implementation of Student Teaching Internship (PLT),

which is used by researcher, were selected based on the activities of teaching, non-teaching, and PLT competency standards are as follows:

1) Learning Preparation

Before performing the learning activities in the classroom, students of PLT should conduct lesson preparation, such as relearn the lesson material, arrange lesson plans (RPP), setting up a model of learning, consultation with a supervising teacher, preparing learning media, and also create the tools and techniques of evaluation of learning will be used.

2) Teaching Practice

When carrying out teaching practice, students are not only delivering the material, but also pay attention to the condition of the learners. In addition to delivering the material, the student should be able to provide apperception in early learning, paying attention to learning time (on time), can develop learning media, using various teaching methods, manage the class well, and gives the written test for the evaluation of the material presented.

3) Have Personality as a Teacher

As a candidate for a good teacher, students are required to have a personality as a teacher. It can be seen through the students' ability to adapt to the school environment, can work well with other PLT students and all of the school society, able to assess the

performance of themselves, and can develop their teaching abilities.

4) Studying Teacher Administrations

As a supporter for the teaching skills possessed, PLT student should understand about teacher administrations. This is used because every teacher should make administrations to support their teaching activities. Teacher administrations includes several things, including the teaching agenda, item analysis of test questions, lattice test questions, etc.

B. Relevant Research

1. Research conducted by Yurike Praptiana (2017), entitled “*Pengaruh Praktik Pengalaman Lapangan (PPL), Minat, dan Prestasi Belajar terhadap Kesiapan Menjadi Guru Profesional Mahasiswa Fakultas Ekonomi Angkatan 2013 Universitas Negeri Yogyakarta*”. The similarities with this research are the same of variables, namely Teaching Practicum (PPL) and Interest as independent variables, and also Readiness to be a Teacher as the dependent variable. The results showed that there is a significant positive influence of teaching practicum toward the readiness to be a teacher and there is a significant positive effect of the interest toward the readiness to be a teacher. The differences with this research is the variable Learning Achievement as independent variables, the relevant research subjects are 72 Faculty of Economics students class of year 2013 UNY, the sampling technique using proportional random sampling, and

the data collection technique using in relevant research are not only a questionnaire, but also documentation.

2. Research conducted by Nurul Mabitatul Muzdolifah (2014) entitled "*Pengaruh Lingkungan Keluarga dan Sikap Keguruan terhadap Kesiapan menjadi Guru pada Mahasiswa Pendidikan Akuntansi Angkatan 2011 Fakultas Ekonomi UNY*". The similarities with this research are the same variables, namely Teacher's Attitude as the independent variable and Readiness to be Teacher as the dependent variable. The results showed that there is a significant positive influence of the teacher's attitude toward the readiness to be a teacher. The differences with this research are the use of family environment as independent variable and the relevant research subjects are 127 students of Accounting Education 2011 FE UNY.
3. Research conducted by Aditya Yulianto and Muhammad Khafid (2016) published on Economic Education Analysis Journal UNNES Volume 5 Number 1 Year 2016, entitled "*Pengaruh Praktik Pengalaman Lapangan (PPL), Minat Menjadi Guru, dan Prestasi Belajar terhadap Kesiapan Mahasiswa Menjadi Guru yang Profesional*". The similarities with this research are the use of variables Teaching Practicum (PPL) and Interests Being a Teacher as the independent variables, and Readiness Being a Teacher as the dependent variable. The results showed that PPL contributed to the readiness of students become professional teachers separately influence as 15,44% and teacher interest have the positive influence as 22,37% toward the readiness of students to become

professional teachers. The differences with this research are the use of Learning Achievement as an independent variable, the relevant research subjects are 122 Economic Education students class of year 2011 FE UNNES who are determined by using proportional random sampling, and using documentation as data collection techniques.

4. Research conducted by Anis Ardyani and Lyna Latifah (2014), published on Economic Education UNNES Analysis Journal Volume 3 Number 1 Year 2014, entitled “*Analisis Faktor-faktor yang Memengaruhi Minat Mahasiswa menjadi Guru pada Mahasiswa Prodi Pendidikan Akuntansi Angkatan 2010 Universitas Negeri Semarang*”. The similarities with this research are the discussion of Students Interest to be a Teacher and using Teaching Practicum (PPL) experience as one of independent variables. The results showed that there are seven factors that most affect the interest of students to be a teacher. There are students’ perception about the teaching profession, teachers’ welfare, learning achievement, PPL experience, associate friends, family environment, and personality. The difference with this research is the use of factors which affect the interest to be a teacher as dependent variable, while researcher used an interest to be a teacher as independent variable. In addition, the relevant research using different independent variables, namely the student’s perception of the teaching profession, teachers’ welfare, learning achievement, associate friends, family environment, and personality. Another differences are the subject of relevant research are student of Accounting Education 2010 FE

UNNES totaled 82 students were determined by proportional random sampling technique, using methods of documentation as data collection techniques, and data analysis techniques used are factor analysis and descriptive analysis of the percentage.

5. Research conducted by Alifia Liza Nawarti (2014) entitled “*Pengaruh Minat Profesi Guru dan Sikap Keguruan terhadap Kesiapan Mengajar Mahasiswa Pendidikan Administrasi Perkantoran Angkatan 2010 Fakultas Ekonomi UNY*”. The similarities with this research are the use of the same variables, namely Interest in Teaching Profession and Teacher’s Attitude as independent variables, and Readiness to Teach as the dependent variable. The results showed that there are positive influence of interest in teaching profession and teacher’s attitude partially toward the readiness to teach. The difference with this research is the subject are students of Office Administration Education 2010 FE UNY totaled 85 students.
6. Research conducted by Zulaikha Mohamed, Martin Valcke, and Bram De Wever (2016), published in *Journal of Education for Teaching International Research and Pedagogy 2016*, entitled “Are they ready to teach? Student teachers’ readiness for the job with reference to teacher competence frameworks”. The results of relevant research identified the critical areas to be developed in these prospective teachers before they can actually become ready for the job as a teacher. Readiness of prospective teachers affected by four characteristics of teacher education, namely the

application of teacher competences in day-to-day teaching in initial teacher education, the integration of teacher competences in the curricula of teaching programmes, the exercise of teacher competences through practicum at schools, and the model of teacher competences. This research is relevant to research conducted by researcher because it identify the factors affecting the readiness of prospective teachers to do their job.

C. Research Framework

1. The Influence of Interest in Teaching profession toward the Readiness of Students to Teach

Interest in teaching profession is a motive that encourages students to have an interest and desire to know, learn, and prove further and direct their choice to teach or become a teacher. Students who have interest in teaching profession will be encouraged to learn and understand about how to be a professional teacher. They will try to get information about the skills and competence of the teaching profession along with the efforts to improve their skills.

Students who have an interest in teaching profession will be serious in studying the theories of teacher and make an effort as well as possible in order to be a competent teacher. In the end, students will be prepared to perform duties as a professional teacher. The higher of the Interest in Teaching Profession owned by the students, they will be better prepared to teach or be a teacher.

2. The Influence of Teacher's Attitude toward the Readiness of Students to Teach

Teacher's attitude is a person's knowledge, skills, behavior or ethics that reflects the personality of a professional teacher who leads to personality competence and social competence, and also ability to develop themselves and be responsible for the tasks obtained. Teacher's attitude is formed through a long learning process, including through educational courses, both theoretical and practical. Students who take educational study program should form the students who have a teacher's attitude.

Students who already have a teacher's attitude and can apply it well, would be the capital in the readiness to teach later when they became a teacher. Therefore, the higher of the understanding and implementing the teacher's attitude in student's daily life, it will support a good mastery of the teacher's personality, so they will be better prepared to teach or become a teacher.

3. The Influence of Implementation of Student Teaching Internship (*Praktik Lapangan Terbimbing/PLT*) toward the Readiness of Students to Teach

The main objective of the implementation of Student Teaching Internship (PLT) is to see, observe, teaching practice and develop the competence of students to teach as prospective teacher/educator or educational staff. In this program, students are equipped with various teaching knowledge as a basis for teaching practice. They also learn about how to be a professional teacher, both in theory and in practice.

PLT program is aimed at providing students with a real experience of classroom learning activities. Students are expected to be able to apply the educational theory obtained in college and develop their teaching skills. With the provision of skills and experience gained from the implementation of PLT, students will be more understand about the learning process in the classroom, so they will be more ready to carry out the learning activities as a teacher.

4. The Influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) toward the Readiness of Students to Teach

The readiness to perform in the classroom as a teacher is not embedded by itself in all of Accounting Education Students of FE UNY 2014. The preparation has formed because of the factors that affect the thinking, abilities, and skills of the students.

Educational students who have an interest in teaching profession, will tend to try to find out about how to become a professional teacher, Furthermore, they will conduct activities related to growing and improving the basic teaching skills toward the expected competence of teachers. One of them is applying professional teacher attitudes, which are attitudes that reflect professional teacher's personality that leads to personal competence and social competence, and also the ability to develop themselves and take responsibility for the tasks obtained.

Students who are interested in becoming a teacher and want to understand the teacher's attitude well will do a supportive effort to become professional teacher, one of them is taking student teaching internship (PLT). In the implementation of PLT, students are given the provisions of the basic skills of teaching, planning in teaching and learning activities, and also teaching experience. Students are also given the opportunity to practice their teaching skills directly in the classroom and can actually feel being a teacher, so they have more readiness in teaching.

With the growing interest in self-students to the teaching profession, supported by the good application of teacher's attitude, and the provision of basic teaching skills and abilities acquired during the implementation of PLT, it will improve the readiness of students to teach as a teacher.

D. Research Paradigm

Research paradigm is a simple groove that describe pattern of research variables or work procedures for researcher to solve the research problem. Based on the thinking framework, the relationship between the independent variables (Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT)) with the dependent variable (Readiness to Teach) in this study can be seen in the research paradigm as shown below.

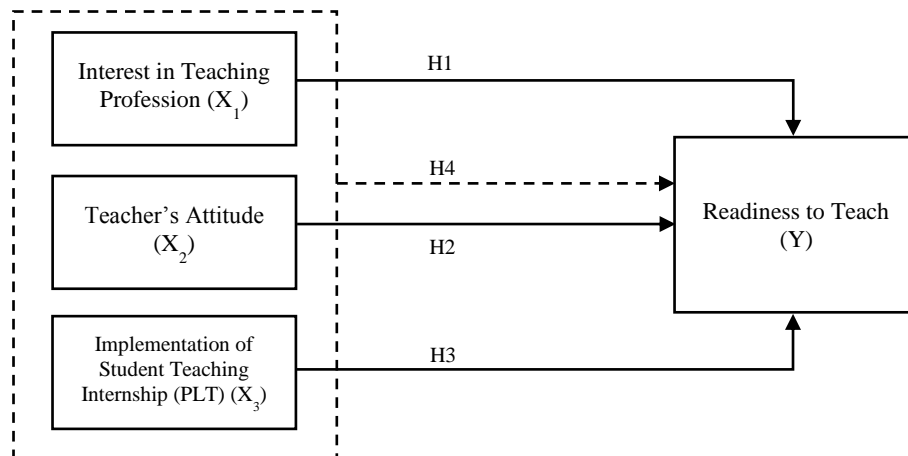


Figure 1. Research Paradigm

Information

- : The partial influence of independent variables Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach.
- - - → : The simultaneously influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach.
- H1 : Hypothesis 1
- H2 : Hypothesis 2
- H3 : Hypothesis 3
- H4 : Hypothesis 4

E. Research Hypothesis

Based on the formulation of the problem, the theory review, the research framework and relevant research above, it can be arranged the research hypothesis as follows:

1. There is a positive and significant influence of Interest in Teaching Profession toward the Readiness to Teach of Accounting Education Students of FE UNY 2014.

2. There is a positive and significant influence of Teacher's Attitude toward the Readiness to Teach of Accounting Education Students of FE UNY 2014.
3. There is a positive and significant influence of Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach of Accounting Education Students of FE UNY 2014.
4. There is a positive and significant influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously toward the Readiness to Teach of Accounting Education Students of FE UNY 2014.

CHAPTER III

RESEARCH METHODS

A. Research Design

This type of research is an ex-post facto research or comparative causal research, because this research only revealed the data of events that have been going on and have been there on the respondents without giving any treatments or manipulation of the variables studied. Ex-post facto research is research in which the independent variables have occurred when researcher began with the observation of the dependent variable in the study. In this research, the relationship between independent variables and dependent variable is already happening naturally, and researcher with these settings wants to track back if it is possible what is the cause factors.

The approach used in this research is a quantitative approach, then analyzed descriptively quantitative. Thus, this study intended to obtain all information or data of the numbers, and the results of the analysis explained in the short narrative but informative and also in the form of statistics.

B. Place and Time of Research

The research was conducted at the Faculty of Economics UNY, especially in Accounting Education Study Program from December 2017 until March 2018 starting from preparing research instruments, data collection, data analysis, and preparation of research report.

C. Research Subject

The research subject or respondents are asked to provide information about facts or opinion. The subjects in this research are students of Accounting Education of FE UNY 2014. The selection of Accounting Education students as research subject because the researcher wanted to know the level of readiness to teach along with affected factors on the students who took the same major with the researcher, namely Accounting Education Department. In addition, class of year 2014 are chosen because they meet the specified criteria, have taken the course of student teaching internship (*Praktik Lapangan Terbimbing/PLT*).

Accounting Education Students of FE UNY 2014 who have taken the student teaching internship (PLT) amounted to 94 students spread in two classes, with the following details.

Table 2. Number of Accounting Education Students of FE UNY 2014

No.	Class	Amount
1	Regular class	75
2	Excellent class	19
Total		94

Based on the table, it can be explained that the research subject in this research were calculated from the students of regular class amounted to 75 students and 19 students from the excellent class. Thus, the total subjects in this study are 94 students of Accounting Education of FE UNY 2014.

According to Arikunto (2010: 95), if the number of subject members in the population are only between 100 to 150 people, and in data collection technique using questionnaire, it will be better if the subject of that number is

taken entirely. Based on this opinion, 94 Accounting Education Students of FE UNY 2014 who have enrolled Student Teaching Internship (PLT) become the respondents in this research, because the subject number is less than 100. Therefore, this research is a population research.

D. Research Variable

1. Independent Variables

The independent variables are variables that influence, which are the cause of the change or the incidence of the dependent variable. In this study, the independent variables are Interest in Teaching Profession (X_1), Teacher's Attitude (X_2), and Implementation of Student Teaching Internship (PLT) (X_3).

2. Dependent Variable

The dependent variable is an influenced variable, or which becomes the result of the independent variables. In this study, the dependent variable is Readiness to Teach (Y)

E. Variable Operational Definition

1. Readiness to Teach

Student's readiness to teach is a condition in which students have a mature ability to prepare and manage the teaching and learning process, also to perform the role as a teacher with all the risks in accordance with the objectives that will be achieved. The readiness of students to teach is measured by using questionnaire based on the respondents' opinions to the

aspects of professional competence, pedagogic competence, social competence, and personal competence.

2. Interest in Teaching Profession

Interest in teaching profession is a motive that encourages students to have an interest and a desire to know, study, and prove further and direct their choice to teach or become a teacher. Interest in teaching profession is measured by using questionnaire based on the respondents' opinions to the the aspects of knowledge and information about the teaching profession, feel happy and interested in the teaching profession, have more attention to the teaching profession, and a willingness and desire to become a teacher.

3. Teacher's Attitude

Teacher's attitude is a person's knowledge, skills, behavior or ethics that reflects the personality of a professional teacher who leads to personality competence and social competence, and also ability to develop themselves and be responsible for the tasks obtained. Teacher's attitude is measured by using questionnaire based on the respondents' opinions to the the aspects of knowledge of teacher's attitude, awareness of forming teacher's attitude, the ability to develop themselves and be responsible for the task, and also understanding, application, and actualization of the four teacher's competencies.

4. Implementation of Student Teaching Internship (PLT)

Student Teaching Internship (*Praktik Lapangan Terbimbing/PLT*) is a program that aimed to see, observe, teaching practice, and developing the teaching competence of students as prospective teacher or educational staff. PLT implementation is measured by using questionnaire based on the respondents' opinions to the aspects of preparing the learning activities, teaching practice, have a personality as a teacher, and studying teacher administration.

F. Data Collection Technique

Data collection technique used in this research is the questionnaire method. Questionnaire is a number of questions or written statements used to obtain information from respondents in terms of a report about their personality or things that they knew. This method is done by spreading the questionnaires to the respondents directly to collect data on Interest in Teaching Profession, Teacher's Attitude, Implementation of Student Teaching Internship (PLT), and Readiness to Teach.

G. Research Instrument

The research instrument is a tool or facility used by researcher to collect data, so the job is easier and the results are better, complete, systematic, and easy to be processed. The instrument used in this study is a questionnaire to obtain data on Interest in Teaching Profession, Teacher's Attitude, Implementation of Student Teaching Internship (PLT), and Readiness to Teach. Questionnaire used is a closed questionnaire, the

questionnaire has been equipped with alternative answers so that the respondents can simply select one of the answers that have been provided.

The development of this instrument is based on a theoretical framework that has been drawn up, further developed in the indicator. The indicators are then presented in the form of statements. Questionnaire measurement using Likert scale which is modified into four (4) alternative answers to determine the score of the instrument and avoid hesitant answers from respondents, and also as quantitative analysis purposes. Respondents gave a tick (√) in the column that has been provided. Score each alternative answers given by the respondents to the positive statements (+) and negative statements (-) are as follows:

Table 3. Alternative Answer Score Questionnaire

Alternative Answers		Scores for Statement	
		Positive	Negative
Strongly Agree (SS)	Always (SL)	4	1
Agree (S)	Often (SR)	3	2
Disagree (TS)	Rarely (JR)	2	3
Strongly Disagree (STS)	Never (TP)	1	4

Based on the operational definition of each variable, the following is presented instrument grids used to measure the variable studied.

1. The instrument grids for the variable Readiness to Teach

Tabel 4. Instrument Grids of Readiness to Teach

Variable	Indicator	Item Number	Amount	Data Source
Readiness to Teach	1. Professional competence	1, 2, 3, 4*, 15, 16	6	Students
	2. Pedagogic competence	5, 6*, 7, 8, 9, 10, 17, 18*, 19	9	
	3. Social competence	11*, 12, 20, 21*, 22, 23	6	
	4. Personality competence	13, 14*, 24, 25, 26*, 27	6	
Total			27	

The items marked with an asterisk (*) are negative statements.

2. The instrument grids for the variable Interest in Teaching Profession

Table 5. Instrument Grids of Interest in Teaching Profession

Variable	Indicator	Item Number	Amount	Data Source
Interest in Teaching Profession	1. Have knowledge and concern about the teaching profession	1, 2*, 7, 8, 9, 10	6	Students
	2. Feeling happy and interested to the teaching profession	3, 11, 12*, 13, 14, 15*	6	
	3. Motivation and encouragement to be a teacher	4*, 5, 6, 16*, 17*, 18*	6	
Total			18	

The items marked with an asterisk (*) are negative statements.

3. The instrument grids for the variable Teacher's Attitude

Table 6. Instrument Grids of Teacher's Attitude

Variable	Indicator	Item Number	Amount	Data Source
Teacher's Attitude	1. Cognitive components	1, 2, 5, 6*, 7*, 8	6	Students
	2. Affective components	3, 4*, 9, 10, 11, 12*	6	
	3. Conative components	13, 14*, 15, 16, 17*, 18	6	
Total			18	

The items marked with an asterisk (*) are negative statements.

4. The instrument grids for the variable Implementation of Student Teaching Internship (*Praktik Lapangan Terbimbing/PLT*)

Table 7. Instrument Grids of Implementation of Student Teaching Internship (PLT)

Variable	Indicator	Item Number	Amount	Data Source
Implementation of Student Teaching Internship (PLT)	1. Preparation of learning activities	6, 7, 8*, 9, 10, 11	6	Students
	2. Teaching practice	12, 13*, 14, 15*, 16*, 17	6	
	3. Have a personality as a teacher	1, 2*, 3, 18*, 19	5	
	4. Studying teacher administrations	4, 5*, 20, 21, 22, 23	6	
Total			23	

The items marked with an asterisk (*) are negative statements.

H. Instrument Trial Test

Before the research instruments are used in research, the instruments must be tested first. It is intended to determine the level of validity and reliability of the instruments, so that it can be known these instruments are feasible or not to be used in data collection.

Instrument trial test was done to 32 respondents from Economic Education Students of FE UNY 2014 consisting of excellent class and regular class randomly. Economic Education Students of FE UNY 2014 have been selected as the subjects of trial test because their characteristics similar to the Accounting Education Students of FE UNY 2014, which have taken educational courses, such as Ethics of Teaching Profession and Student Teaching Internship (PLT), which are primary consideration in determine the subjects of instrument test.

1. Instrument Validity Test

Validity test used to obtain the level of validity of an instrument. Validity relates to the extent to which a measuring instrument is capable to measure exactly what it should be measured. The validity of the test used Product Moment Correlation formula of Karl Pearson. The formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Information :

- r_{xy} = correlation coefficient between variables X and Y
- N = number of respondents
- $\sum XY$ = total multiple of X and Y
- $\sum X$ = total score of items
- $\sum Y$ = total score of total items
- $\sum X^2$ = the sum of squares of items
- $\sum Y^2$ = total score of the squares of items

(Arikunto, 2010: 213)

The result value of r_{xy} atau r_{count} that have been found is then compared with the value of r_{table} to determine the valid and invalid items. If r_{count} more than r_{table} with a significance level of 5%, then that item is valid.

Conversely, if known that r_{count} less than r_{table} , that item is invalid. These items are analyzed with a data processing program.

Based on the validity test results, it could be seen that the trial questionnaires tested to 32 Economics Education Students of FE UNY 2014 for the variable Readiness to Teach consists of 27 items statement, 7 items declared invalid; for the variable Interest in Teaching Profession consists of 18 items statement, 4 items declared invalid; for the variable Teacher's Attitude consists of 18 items statement, 1 item declared invalid; and for the variable Implementation of Student Teaching Internship (PLT) consists of 24 items statement, 7 items declared invalid. The instrument validity test results were summarized in the table as follows:

Tabel 8. Instrument Validity Test Results

Variables	Initial total of items	Total of invalid items	Invalid items number	Total of valid items
Readiness to Teach (Y)	27	7	4, 6, 12, 13, 14, 18, 21	20
Interest in Teaching Profession (X_1)	18	4	1, 2, 4, 16	14
Teacher's Attitude (X_2)	18	1	3	17
Implementation of Student Teaching Internship (PLT) (X_3)	24	7	6, 9, 10, 16, 17, 20, 23	17
Total	80	19		68

Source: Primary Data Processed

Invalid items had been removed because the valid items according to the researcher were still enough to represent each indicator to be measured, so the instruments were still feasible to use.

2. Instrument Reliability Test

Reliability test is intended to test and determine the degree of regularity of a measuring instrument. Reliability refers to a sense of the instrument that an instrument is reasonably believed to be used as a data collection tool because the instrument is already good. Reliability test in this research using Cronbach Alpha formula, as follows:

$$r_{11} = \left(\frac{k}{(k-1)} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

Information :

r_{11} = the reliability

k = number of point statement or questions

$\sum \sigma_t^2$ = number of variants score of each item

σ_t^2 = total variance

(Arikunto, 2010: 239)

In this study, the categories used to interpret the reability test are as follows:

Table 9. Interpretation of Correlation Coefficient

Coefficient Interval	Relationship Level
0,000 – 0,199	Very Low
0,200 – 0,399	Low
0,400 – 0,599	Medium
0,600 – 0,799	Strong
0,800 – 1,000	Very Strong

Source: Sugiyono (2010: 231)

The instruments are said to be reliable if the result of Cronbach Alpha coefficient is 0,600 or more. Conversely, if the result of Cronbach Alpha coefficient is less than 0,600 then the instrument is declared unreliable. Reliability test results showed that the instrument of Readiness to Teach, Interest in Teaching Profession, Teacher's Attitude, and

Implementation of Student Teaching Internship (PLT) could be said to be reliable. The results could be seen in the following table:

Tabel 10. Instrument Reliability Test Results

No	Variable of Instrument	Alpha Cronbach Coefficient	Reliability Level
1.	Readiness to Teach (Y)	0,853	Very Strong
2.	Interest in Teaching Profession (X ₁)	0,885	Very Strong
3.	Teacher's Attitude (X ₂)	0,877	Very Strong
4.	Implementation of PLT (X ₃)	0,831	Very Strong

Source: Primary Data Processed

I. Data Analysis Technique

1. Descriptive Statistics

Descriptive statistics in this research is used to find the value of the data descriptive statistics of each variable (independent variables and dependent variable). Descriptive statistics include Mean, Median, Mode and standard deviation (SD), Frequency Distribution Table, and Table of Variable Tendencies of each variable.

a. Mean, Median, Mode, and Standard Deviation

Mean value is calculated from the sum of all values in the data divided by the number of data. Median is the middle value of the sequence of data that has been ranked from the smallest to the greatest or the otherwise. Mode is the value of the most common data or the value data with the largest frequency, while Standard Deviation is the best deployment measure because it can be used to compare a set of data with others.

The determination of Mean, Median, Mode, and Standard Deviation was done by a data processing program.

b. Frequency Distribution Table

1) Determining the number of interval class

To determine the length of the interval, use the Sturges Rule formula, as follows:

$$k = 1 + 3,3 \log n$$

Information :

k = number of data classes

n = number of observation data

log = logarithm

(Sugiyono, 2010: 35)

2) Calculating the class range

To calculate the range of data, use the following formula.

$$\text{Class range} = \text{maximum score} - \text{minimum score}$$

3) Determining the class length

To determine the length of the class, use the following formula.

$$\text{Class length} = \frac{\text{Class range}}{\text{Number of interval class}}$$

4) Tendency Table

The next description defines the categorization score obtained by each variable. From these scores, then divided into three categories, based on ideal term by using Mean ideal (Mi) and Standard Deviation ideal (SDi). The formula are as follows:

$$Mi = \frac{1}{2} (\text{maximum score} + \text{minimum score})$$

$$SDi = \frac{1}{6} (\text{maximum score} - \text{minimum score})$$

Data of research variables are categorized by the following rules:

- a) Very high category = above $(Mi + 1,5SD)$ until $(Mi + 3SD)$
- b) High category = above (Mi) until $(Mi + 1,5SD)$
- c) Medium category = above $(Mi - 1,5SD)$ until (Mi)
- d) Low category = $(Mi - 3SD)$ until $(Mi - 1,5SD)$

(Wagiran, 2013: 337)

2. Prerequisites Analysis Test

a. Linearity test

Linearity test is intended to determine whether the independent variables and the dependent variable have a linear relationship or not. The relationship between independent variables and the dependent variable linear can be said to be influential if the increase of the independent variable score followed by the increase of the dependent variable. To know that, three variables must be tested by F test at a significance level of 5%. The formula used is:

$$F_{reg} = \frac{RK_{reg}}{RK_{res}}$$

Information :

F_{reg} = the price of the number F for the regression line

RK_{reg} = the square of the regression line average

RK_{res} = the square of the residue average

(Hadi, 2004: 13)

Linearity test criteria is if the value of $F_{count} < F_{table}$ or $Sig. > 0.05$, then the relationship of independent variables (X) and dependent variable (Y) is expressed linearly.

b. Multicollinearity Test

Multicollinearity test used to determine whether it occurs between independent variables to each other or not. The statistical

technique used for multicollinearity test is the correlation formula of Pearson Product Moment.

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Information :

r_{xy} = correlation coefficient between variables X and Y

N = number of respondents

$\sum XY$ = total multiple of X and Y

$\sum X$ = total score of items

$\sum Y$ = total score of total items

$\sum X^2$ = the sum of squares of items

$\sum Y^2$ = total score of the squares of items

(Arikunto, 2010: 213)

Multicollinearity occurs when the correlation between the independent variables is more than 0,800. In addition, in the column of collinearity statistic output in a data processing program must shows the value of tolerance under 0,10 and VIF (Variance Inflation Factor) higher than 10.

c. Heteroscedasticity Test

Heteroscedasticity test aims to determine if a model free from the problem of or not. In order to detect the presence or absence of heteroscedasticity can be seen whether or not a specific pattern on the scatterplot graph between SRESID and ZPRED. Basis analysis:

- 1) If there are certain patterns, such as dots that no specific form regular patterns (wavy, widened, and then narrowed), then identifies heteroscedasticity has occurred.
- 2) If there is no clear pattern, the points spread above and below the number 0 on the Y axis, then there is no heteroscedasticity.

3. Hypothesis Test

Hypothesis test is done by using formula of simple regression analysis and multiple regression analysis. Simple regression analysis is to know the influence of each independent variable to dependent variable, while multiple regression analysis used to determine the influence of independent variables simultaneously to dependent variable.

a. Simple Regression Analysis

This analysis is used to know the influence of Interest in Teaching Profession toward the Readiness to Teach (hypothesis 1), the influence of Teacher's Attitude toward the Readiness to Teach (hypothesis 2), and the influence of Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach (hypothesis 3). The steps are as follows:

1) Creating a simple linear regression line.

$$Y = aX + K$$

Information:

X = independent variables (Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT))

Y = dependent variable (the Readiness to Teach)

a = coefficient of regression

K = constant number

(Hadi, 2004: 1)

- 2) Looking for a simple correlation coefficient between X_1 with Y, X_2 with Y, and X_3 with Y. Using the following formula:

$$r_{xy} = \frac{xy}{(\sum x^2)(\sum y^2)}$$

Information:

r_{xy} = correlation coefficient between variables X and Y

xy = The number of items between variable X and Y

$\sum X^2$ = total squares of X score

$\sum Y^2$ = total squares of Y score

(Hadi, 2004: 4)

- 3) Finding the coefficient of determination (r^2).

$$r^2(x_1y) = \frac{\alpha_1 \sum x_1 y}{\sum y^2}$$

$$r^2(x_2y) = \frac{\alpha_2 \sum x_2 y}{\sum y^2}$$

$$r^2(x_3y) = \frac{\alpha_3 \sum x_3 y}{\sum y^2}$$

Information:

$r^2(x_1y)$ = the coefficient of determination between X_1 and Y

$r^2(x_2y)$ = the coefficient of determination between X_2 and Y

$r^2(x_3y)$ = the coefficient of determination between X_3 and Y

α_1 = prediction coefficient X_1 (Interest in Teaching Profession)

α_2 = prediction coefficient X_2 (Teacher's Attitude)

α_3 = prediction coefficient X_3 (Implementation of PLT)

$\sum x_1y$ = the number of products between X_1 with Y

$\sum x_2y$ = the number of products between X_2 with Y

$\sum x_3y$ = the number of products between X_3 with Y

(Hadi, 2004: 22)

- 4) Significance Testing with t Formula.

The t formula is used to know the constant significance of each independent variable that affects the dependent variable. The t formula is calculated using the formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Information:

t = calculated t value

r = correlation coefficient

n = count case

r^2 = square of correlation coefficient

(Sugiyono, 2010: 230)

The conclusions can be drawn by comparing t_{count} with t_{table} at significance level of 0,005 or 5%. If t_{count} is equal to or more than t_{table} , then the influence of independent variables on the dependent variable is significant. Conversely, if t_{count} is less than t_{table} , then the influence of independent variables toward the dependent variable is not significant.

b. Multiple Regression Analysis

This analysis is used to know the correlation of independent variables (X_1 , X_2 , and X_3) simultaneously toward the dependent variable (Y). In other words, this analysis is used to test the fourth hypothesis, there is the influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. The steps are as follows:

1) Creating a regression equation with three predictors.

$$Y = a_1 X_1 + a_2 X_2 + a_3 X_3 + k$$

Information:

Y = the Readiness to Teach

k = constant number

a_1, a_2, a_3 = coefficient of predictor 1, predictor 2, predictor 3.

X_1 = Interest in Teaching Profession

X_2 = Teacher's Attitude

X_2 = Implementation of Student Teaching Internship (PLT)

(Hadi, 2004: 28)

- 2) Finding the coefficient of determination (R^2) between the independent variables (X_1 , X_2 , and X_3) and the dependent variable (Y). The formula is as follows;

$$R_y^2(1,2,3) = \frac{\alpha_1 \sum x_1 y + \alpha_2 \sum x_2 y + \alpha_3 \sum x_3 y}{\sum y^2}$$

Information:

$R_y^2(1,2,3)$ = coefficient of determination between Y with X_1 , X_2 , and X_3

α_1 = prediction coefficient X_1 (Interest in Teaching Profession)

α_2 = prediction coefficient X_2 (Teacher's Attitude)

α_3 = prediction coefficient X_3 (Implementation of PLT)

$\sum x_1 y$ = the number of products between X_1 with Y

$\sum x_2 y$ = the number of products between X_2 with Y

$\sum x_3 y$ = the number of products between X_3 with Y

$\sum y^2$ = the number of squares of criteria

(Hadi, 2004: 29)

- 3) Multiple regression test the significance of the F test

$$F_{\text{reg}} = \frac{R^2(N - m - 1)}{m(1 - R^2)}$$

Information:

F_{reg} = F price of regression line

R = correlation coefficient between criterium and predictor

N = case count

m = predictor count

(Hadi, 2004: 23)

After the calculation was obtained, then F_{count} was compared with F_{table} with a significance level of 5%. If F_{count} was equal to or more than F_{table} , then the hypothesis is accepted. Conversely, if F_{count} is less than F_{table} , then the hypothesis is rejected.

4. Relative Contribution and Effective Contribution

a. Relative Contribution

The relative contribution is the percentage comparison is given by one independent variable to the dependent variable, with the other

independent variables. This relative contribution is used to show how the contribution of each predictor relative to the criteria for prediction purposes. The formula is as follows:

$$SR\% = \frac{\alpha \sum XY}{JK_{reg}} \times 100\%$$

Information:

SR% = relative contribution from a predictor
 α = prediction coefficient
 $\sum XY$ = the number of products between X with Y
 JK_{reg} = the number of squares of regression

(Hadi, 2004: 37)

b. Effective Contribution

Effective contribution is contribution calculated predictors of overall effectiveness of regression called effective contribution regression. Effective contribution is used to determine the effective contribution of each predictor on the criterion while considering the other variables that are not studied.

The formula for calculate effective contribution is as follows:

$$SE\% = SR\% \times R^2$$

Information:

SE% = effective contribution of a predictor
 SR% = relative contribution from a predictor
 R^2 = coefficient of determination

(Hadi, 2004: 39)

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Results

1. General Data Descriptions

The establishment history of Faculty of Economics Yogyakarta State University (FE UNY) cannot be separated from the establishment history of Yogyakarta State University (UNY). Before becoming UNY, the name of this university was *Institut Keguruan dan Ilmu Pendidikan* (IKIP) Yogyakarta. IKIP Yogyakarta as one of *Lembaga Pendidikan Tenaga Kependidikan* (LPTK) was established on May 22, 1963 based on *Keputusan Menteri Perguruan Tinggi dan Ilmu Pengetahuan* (PTIP) Number 55 Year 1963. One of the faculty is *Fakultas Keguruan Pengetahuan Sosial* (FKPS) which was inaugurated by the minister of PTIP on May 21, 1964. This decision was strengthened by Presidential Decree Number 268 Year 1965 on September 14, 1965.

In order to strengthen the function of teacher training in the field of Social Sciences, rector of IKIP Yogyakarta issued a decree Number 05 Year 1965 which contains the change of name *Fakultas Keguruan Pengetahuan Sosial* (FKPS) became *Fakultas Keguruan Ilmu Sosial* (FKIS). In order to emphasize the educational characteristics, then based on Presidential Decree Number 54 Year 1982 on September 7, 1982 about the organizational structure of IKIP Yogyakarta, FKIS turned into *Fakultas Pendidikan Ilmu Pengetahuan Sosial* (FPIPS).

In line with the development of Science, Technology and Arts (IPTEKS) and also the demands of the working world, IKIP Yogyakarta was developed into Yogyakarta State University (UNY) based on Presidential Decree Number 93 Year 1999 on August 4, 1999. This was followed by the change of faculty name in UNY, FPIPS turned into *Fakultas Ilmu Sosial* (FIS), which was authorized by Decree of the Minister of Education and Culture Number 274/0/1999 about Organization and Work Procedure of UNY. With the change of name, FIS was authorized to organize study programs in the field of teaching and non-teaching.

The efforts of changes and development continuously done to meet the demands of society. Therefore, it was proposed to change the name of FIS into *Fakultas Ilmu Sosial dan Ekonomi* (FISE). Based on the National Education Minister Regulation Number 12 Year 2006 about the Amendment of the Decree of the Minister of Education and Culture Number 274/0/1999 about Organization and Work Procedure of UNY, FIS turned into *Fakultas Ilmu Sosial dan Ekonomi* (FISE).

In order to meet the demands of the working world, FISE also developed into two faculties: Faculty of Social Science (FIS) and Faculty of Economics (FE) based on National Education Minister Regulation Number 23 Year 2011 about Organization and Work Procedure UNY on June 22, 2011. Thus, the date of June 22, 2011 was set as the date of birth of Faculty of Economics Yogyakarta State University.

Vision Education Study Program Accounting

In 2019 create a piety human resources, independent, professional in the field of accounting education and populist economic minded, entrepreneurial spirit, noble personality, responsive to every social change and the quality demands of a globalized world.

Mission Education Study Program Accounting

- a. Conducting education, research, and community service in order to establish reliable professionals in the field of Accounting Education.
- b. Developing an education system capable to equip graduates with expertise in the field of Accounting Education adaptive to the changes and the advancement of knowledge and technology, and responsive in responding to the challenges and problems that occur in the environment in accordance with their expertise.
- c. Building an academic culture that encourage graduates' conscience.
- d. Establishing institutional systems and levels which support the functions of Accounting Education Study Program.

The graduate profile Accounting Education Program (S1) FE UNY are as follows:

- a. Main graduate profile: Accounting Teacher for SMK/MAK
- b. Other graduate profile:
 - 1) Economics Teacher for SMA/MA
 - 2) Entrepreneurship Teacher for SMA/MA/SMK/MAK
 - 3) Accounting Staff

2. Specific Data Descriptions

The results of the research used for data analysis were the data of research variables consist of Readiness to teach (Y), Interest in Teaching Profession (X_1), Teacher's Attitude (X_2), and Implementation of Student Teaching Internship (PLT) (X_3). This section presents the data description of each variable based on data obtained from the field. The data description from each variable included value of mean, median, mode, and standard deviation (SD) which used to describe and test the effect of independent variables (X) to the dependent variable (Y). In addition, will be presented the frequency distribution table of each variable and followed by determining the tendency of each variable. Subjects in this study are students of Accounting Education of FE UNY 2014 with the number of 94 students. Data description of each variable could be seen in detail in the following description:

a. Variable of Readiness to Teach

Readiness to Teach variable data obtained from the questionnaire consisting of 20 items statement. The questionnaire was prepared using the modified Likert scale consisting of four alternative answers which were given the maximum score was 4 and the minimum score was 1, so obtained the highest score ideal was 80 and the lowest score ideal was 20. Based on data analysis of Readiness to Teach variable by using a data processing program, then could be obtained the highest score was 73 and the lowest score was 31; with

the value of Mean (M) was 55,56; Median (Me) was 55,50; Mode (Mo) was 51; and Standard Deviation (SD) was 7,219. The detailed data and steps to constructed the frequency distribution table of Readiness to Teach could be found in Appendix 5. The frequency distribution table of Readiness to Teach variable was as follows:

Table 11. Frequency Distribution of Readiness to Teach

No.	Interval	Frequency (F)	F (%)
1.	31-36	1	1,06
2.	37-42	3	3,19
3.	43-48	8	8,51
4.	49-54	29	30,85
5.	55-60	33	35,11
6.	61-66	13	13,83
7.	67-72	6	6,38
8.	73-78	1	1,06
	Total	94	100,00

Source: Primary Data Processed

Based on the calculation in Appendix 5, the categories of tendency of Readiness to Teach variable could be seen from the following table:

Table 12. Category Identification of Readiness to Teach

No.	Interval	Frequency	%	Category
1.	66-110	8	8,51	Very ready
2.	51-65	70	74,47	Ready
3.	36-50	15	15,96	Less ready
4.	20-35	1	1,06	Not ready
	Total	94	100,00	

Source: Primary Data Processed

Based on the table above, the frequency of Readiness to Teach in very ready category was 8 (8,51%), ready category was 70 (74,47%), less ready category was 15 (15,96%) and not ready category

was 1 (1,06%). The data indicated that the trend of Readiness to Teach variable centered in ready category.

b. Variable of Interest in Teaching Profession

Interest in Teaching Profession variable data obtained from the questionnaire consisting of 14 items statement. The questionnaire was prepared using the modified Likert scale consisting of four alternative answers which were given the maximum score was 4 and the minimum score was 1, so obtained the highest score ideal was 56 and the lowest score ideal was 14. Based on data analysis of Interest in Teaching Profession variable by using a data processing program, then could be obtained the highest score was 55 and the lowest score was 15; with the value of Mean (M) was 35,67; Median (Me) was 36,00; Mode (Mo) was 32; and Standard Deviation (SD) was 7,811. The detailed data and steps to constructed the frequency distribution table of Interest in Teaching Profession could be found in Appendix 5. The frequency distribution table of Interest in Teaching Profession variable was as follows:

Table 13. Frequency Distribution of Interest in Teaching Profession

No.	Interval	Frequency (F)	F (%)
1.	15-20	4	4,26
2.	21-26	5	5,32
3.	27-32	23	24,47
4.	33-38	33	35,11
5.	39-44	18	19,15
6.	45-50	7	7,45
7.	51-56	4	4,26
	Total	94	100,00

Source: Primary Data Processed

Based on the calculation in Appendix 5, the categories of tendency of Interest in Teaching Profession variable could be seen from the following table:

Table 14. Category Identification of Interest in Teaching Profession

No.	Interval	Frequency	Percentage	Category
1.	51-56	4	4,26	Very interested
2.	36-50	46	48,94	Interested
3.	26-35	36	38,30	Less interested
4.	14-25	8	8,51	Not interested
	Total	94	100,00	

Source: Primary Data Processed

Based on the table above, the frequency of Interest in Teaching Profession in very interested category was 4 (4,26%), interested category was 46 (48,94%), less interest category was 36 (38,30%) and not interested category was 8 (8,51%). The data indicate that the trend of Interest in Teaching Profession variable centered in interested category.

c. Variable of Teacher's Attitude

Teacher's Attitude variable data obtained from the questionnaire consisting of 17 items statement. The questionnaire was prepared using the modified Likert scale consisting of four alternative answers which were given the maximum score was 4 and the minimum score was 1, so obtained the highest score ideal was 68 and the lowest score was 17. Based on data analysis of Teacher's Attitude variable using a data processing program, then could be obtained the highest score was 68 and the lowest score was 28; with the value of Mean (M) was 48,15; Median (Me) was 48,00; Mode (Mo) was 49;

and Standard Deviation (SD) was 6,789. The detailed data and steps to constructed the frequency distribution table of Teacher's Attitude could be found in Appendix 5. The frequency distribution table of Teacher's Attitude was as follows:

Table 15. Frequency Distribution of Teacher's Attitude

No.	Interval	Frequency (F)	F (%)
1.	28-33	2	2,13
2.	34-39	5	5,32
3.	40-45	23	24,47
4.	46-51	41	43,62
5.	52-57	17	18,09
6.	58-63	3	3,19
7.	64-69	3	3,19
	Total	94	100,00

Source: Primary Data Processed

Based on the calculation in Appendix 5, the categories of tendency of Teacher's Attitude variable tendency could be seen from the following table:

Table 16. Category Identification of Teacher's Attitude

No.	Interval	Frequency	Percentage	Category
1.	56-68	11	11,70	Very good
2.	44-55	63	67,02	Good
3.	31-43	18	19,15	Less good
4.	17-30	2	2,13	Not good
	Total	94	100,00	

Source: Primary Data Processed

Based on the table above, the frequency of Teacher's Attitude in very good category was 11 (11,70%), good category was 63 (67,02%), less good category was 18 (19,15%) and not good category was 2 (2,13%). The data indicated that the trend of Teacher's Attitude variable centered in good category.

d. Variable of Implementation of Student Teaching Internship (PLT)

Implementation of Student Teaching Internship (PLT) variable data obtained from the questionnaire consisting of 17 items statement. The questionnaire was prepared using the modified Likert scale consisting of four alternative answers which were given the maximum score was 4 and the minimum score was 1, so obtained the highest score ideal was 68 and the lowest score was 17. Based on data analysis of implementation of PLT variable by using a data processing program, then could be obtained the highest score was 68 and the lowest score was 30; with the value of Mean (M) was 54,17; Median (Me) was 54,00; Mode (Mo) was 54; and Standard Deviation (SD) was 6,605. The detailed data and steps to constructed the frequency distribution table of Implementation of PLT could be found in Appendix 5. The frequency distribution table of Implementation of PLT variable was as follows:

Table 17. Frequency Distribution of Implementation of PLT

No.	Interval	Frequency (F)	F (%)
1.	30-34	1	1,06
2.	35-39	0	0,00
3.	40-44	4	4,26
4.	45-49	17	18,09
5.	50-54	26	27,66
6.	55-59	25	26,60
7.	60-64	16	17,02
8.	65-70	5	5,32
	Total	94	100,00

Source: Primary Data Processed

Based on the calculation in Appendix 5, the categories of tendency of Implementation of PLT variable could be seen from the following table:

Table 18. Category Identification of Implementation of PLT

No.	Interval	Frequency	Percentage	Category
1.	56-68	40	42,55	Very good
2.	44-55	50	53,19	Good
3.	31-43	3	3,19	Less good
4.	17-30	1	1,06	Not good
	Total	94	100,00	

Source: Primary Data Processed

Based on the table above, the frequency of Implementation of PLT in very good category was 40 (42,55%), good category was 50 (53,19%), less good category was 3 (3,19%) and not good category was 1 (1,06%). The data indicated that the trend of Implementation of PLT variable centered in good category.

3. Prerequisites Test Analysis

a. Linearity test

Linearity test was used to determine whether each independent variable (X) had a linear relationship or not with the dependent variable (Y), if it had no linear relationship, the regression analysis could not be continued. The linearity test criteria is if on the deviation from linear value of $F_{count} < F_{table}$ or $Sig. > 0,05$, then the relationship of independent variables (X) and dependent variable (Y) is expressed linearly. The linearity test results of this research had been summarized in the following table:

Table 19. Linearity Test Results

No.	Variable		F _{count}	F _{table}	Conclusion
	Independent	Dependent			
1.	X ₁	Y	1,019	2,710	linear
2.	X ₂	Y	0,895	2,710	linear
3.	X ₃	Y	1,322	2,710	linear

Source: Primary Data Processed

The table above showed that F_{count} of each variable was smaller than F_{table} with a significance level of 5%. Thus, it could be concluded that all the independent variables (Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT)) had a linear relationship with the dependent variable (Readiness to Teach), so that multiple regression analysis could be done.

b. Heteroscedasticity Test

Heteroscedasticity test were performed to determined whether a model was free from the problem heteroscedasticity or not. How to detect the presence or absence of heteroscedasticity can be done by looking at whether there is a certain pattern on the Scatterplot graph between SRESID and ZPRED. Heteroscedasticity test of this research could be analyzed by looking at the following output:

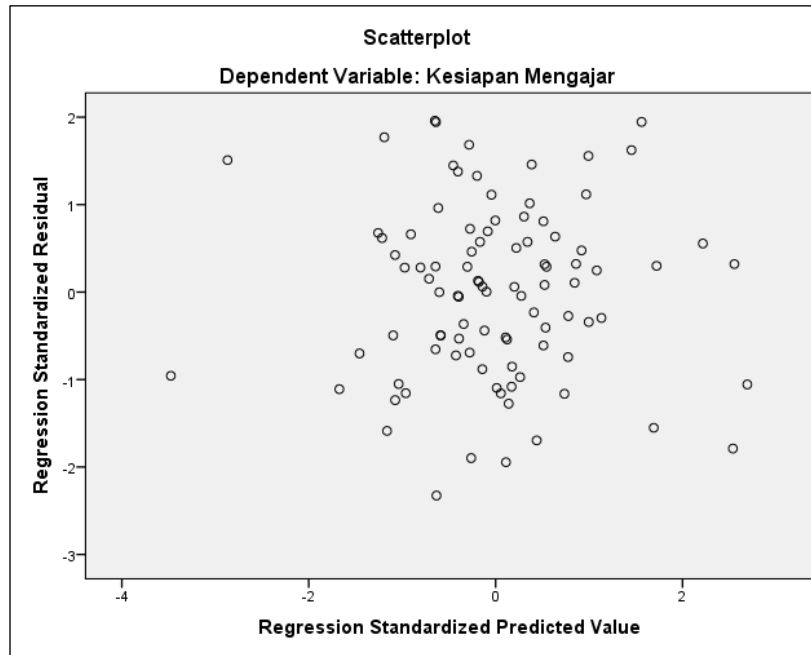


Figure 2. Heteroscedasticity Test Output

The figure above showed that there was no clear pattern, then it could be concluded that there was no heteroscedasticity.

c. Multicollinearity Test

Multicollinearity test is also one of the requirements to do the multiple regression analysis. Multiple regression cannot be done if there is multicollinearity between independent variables. Multicollinearity test had done by using correlation analysis of independent variables. Multicollinearity occurs when the correlation between the independent variables more than 0,800. In addition, if the collinearity statistical output shows the value of tolerance is below 0,10 and VIF (Variance Inflation Factor) is above 10, it also indicate the occurrence of multicollinearity. Multicollinearity test results of this research could be seen from the following table:

Table 20. Multicollinearity Test Results

Variable	Collinearity Statistics		Conclusion
	Tolerance	VIF	
X ₁	0,448	2,235	There was no multicollinearity
X ₂	0,401	2,496	
X ₃	0,658	1.521	

Source: Primary Data Processed

Based on the multicollinearity test results above, it could be seen that the value of VIF $X_1 = 0,448$; VIF $X_2 = 0,401$; and VIF $X_3 = 0,658$. Because VIF was less than 10 and all independent variables tolerance value was above 0,100, it could be concluded that there was no multicollinearity among the independent variables, so the multiple regression analysis could be continued.

4. Research Hypothesis Test

Hypothesis test in this research was done by using simple regression analysis for the first, second, and third hypothesis, while the fourth hypothesis was done by using multiple regression analysis techniques. The results of this hypothesis test were as follows:

a. First Hypothesis Test

The first hypothesis tested in this research said that there was a significant and positive influence Interest in Teaching Profession toward Readiness to Teach of Accounting Education Student FE UNY 2014. This test was using simple regression analysis. The summary results of the first hypothesis test could be seen in the following table:

Table 21. First Hypothesis Test Results

Model*	Coefficient	r_{x_1y}	$r^2_{x_1y}$	t_{count}	t_{tabel}	Sig	Ref
(Constant)	30,889						Positive and Significant
X_1	0,692	0,748	0,560	10,826	1,987	0,000	

Source: Primary Data Processed

1) Simple Linear Regression Equation

According to the table above, the regression line could be expressed as follows:

$$Y = 0,692 X_1 + 30.889$$

The equation showed the positive value of regression coefficient was 0,692, which meant if the value of Interest in Teaching Profession (X_1) increased by one unit, it would be followed by an increase in the value of Readiness to Teach (Y) equal to 0,692 units.

2) Correlation Coefficient (r) and Determination Coefficient (r^2)

Based on the test results, it could be seen the correlation coefficient (r_{x_1y}) = 0,748 with Sig. 0,000 < 0,05, which meant that the Interest in Teaching Profession had a positive effect toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. In addition, it could also be known the value of the determination coefficient ($r^2_{x_1y}$) = 0,560, which meant Interest in Teaching Profession was able to affect 56% of the Readiness to Teach, and there were still 44% factors or other possible variables that might affect the Readiness to Teach.

3) Significance Testing with t Formula

The test results showed that on the significance level of 5%, the value of $t_{\text{count}} = 10,826$ was greater than $t_{\text{table}} = 1,987$ so the first hypothesis which said “There is positive and significant effect Interest in Teaching Profession toward Readiness to Teach of Accounting Education Students of FE UNY 2014” was acceptable. The higher the interest of students to the teaching profession, the higher the readiness to teach Accounting Education students of FE UNY 2014.

b. Second Hypothesis Test

The second hypothesis tested in this research said that there was a significant and positive influence Interest in Teaching Profession toward Readiness to Teach of Accounting Education Student of FE UNY 2014. The test was using simple regression analysis. The summary results of the second hypothesis test could be seen in the following table:

Table 22. Second Hypothesis Test Results

Model*	Coefficient	r_{x_2y}	$r^2_{x_2y}$	t_{count}	t_{table}	Sig	Ref
(Constant)	18,355						Positive and Significant
X_2	0,773	0,727	0,528	10,146	1,987	0,000	

Source: Primary Data Processed

1) Simple Linear Regression Equation

According to the table above, the regression line could be expressed as follows:

$$Y = 0,773 X_2 + 18,355$$

The equation showed the positive value of regression coefficient is 0,773, which meant if the value of Teacher's Attitude (X_2) increased by one unit, it would be followed by an increase in the value of Readiness to Teach (Y) equal to 0,773 units.

2) Correlation Coefficient (r) and Determination Coefficient (r^2)

Based on the test results, it could be seen the correlation coefficient (r_{x_2y}) = 0,727 with Sig. 0,000 < 0,05, which meant that Teacher's Attitude had a positive effect toward Readiness to Teach of Accounting Education Students of FE UNY 2014. In addition, it could also be known the value of the determination coefficient ($r^2_{x_2y}$) = 0,528, which meant Teacher's Attitude was able to affect 52,8% of Readiness to Teach, and there are still 47,2% factors or other possible variables that might affect the Readiness to Teach.

4) Significance Testing with t Formula

The test results showed that on the significance level of 5%, the value of $t_{count} = 10,146$ was greater than $t_{table} = 1,987$, so the second hypothesis which said "There is positive and significant effect Teacher's Attitude toward Readiness to Teach of Accounting Education Students of FE UNY 2014" was acceptable. The better implementation of teacher's attitude done by the students, the better the readiness to teach Accounting Education students of FE UNY 2014.

c. Third Hypothesis Test

The third hypothesis tested in this research said that there was a significant and positive influence Implementation of Student Teaching Internship (PLT) toward Readiness to Teach of Accounting Education Student of FE UNY 2014. The test was using simple regression analysis. The summary results of the third hypothesis test could be seen in the following table:

Table 23. Third Hypothesis Test Results

Model*	Coefficient	r_{x_3y}	$r^2_{x_3y}$	t_{count}	t_{table}	Sig	Ref
(Constant)	18,941						Positive and Significant
X ₃	0,676	0,619	0,383	7,550	1,987	0,000	

Source: Primary Data Processed

1) Simple Linear Regression Equation

According to the table above, the regression line could be expressed as follows:

$$Y = 0,676 X_3 + 18,941$$

The equation showed the positive value of regression coefficient is 0,676, which meant if the value of the Implementation of PLT (X₃) increased by one unit, it would be followed by an increase in the value of Readiness to Teach (Y) equal to 0,676 units.

2) Correlation Coefficient (r) and Determination Coefficient (r²)

Based on the test results, it could be seen the correlation coefficient (r_{x_3y}) = 0,619 with Sig. 0,000 < 0,05, which meant that the Implementation of PLT had a positive effect toward Readiness

to Teach of Accounting Education Students of FE UNY 2014. In addition, it could also be known the value of the determination coefficient (r^2_{x3y}) = 0,383, which meant implementation of PLT was able to affect 38,3% of Readiness to Teach, and there were still 61,7% factors or other possible variables that might affect the Readiness to Teach.

5) Significance Testing with t Formula

The test results showed that on the significance level of 5%, the value of $t_{count} = 7,550$ was greater than $t_{table} = 1,987$, so the third hypothesis which said “There is positive and significant effect Implementation of Student Teaching Internship (PLT) toward Readiness to Teach of Accounting Education Students of FE UNY 2014” was acceptable. The better implementation of Student Teaching Internship (PLT) done by the students, the better the readiness to teach Accounting Education students of FE UNY 2014.

d. Fourth Hypothesis Test

The fourth hypothesis tested in this research said that there was a significant and positive influence Interest in Teaching Profession, Teacher’s Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously toward Readiness to Teach of Accounting Education Students of FE UNY 2014. The test was using

multiple regression analysis. The summary results of the fourth hypothesis test could be seen in the following table:

Table 24. Fourth Hypothesis Test Results

Model*	Coefficient	$R_y (1,2)$	$R^2_y (1,2)$	F_{count}	F_{table}	Sig	Ref
(Constant)	12,879						
X_1	0,391						Positive and Significant
X_2	0,288	0,818	0,669	60,573	2,710	0,000	
X_3	0,275						

Source: Primary Data Processed

1) Regression Equation with Three Predictors

According to the table above, the regression line could be expressed as follows:

$$Y = 0,391 X_1 + 0,288 X_2 + 0,275 X_3 + 12.879$$

The equation showed that X_1 coefficient value is 0,391 which meant if the value of Interest in Teaching Profession (X_1) increased by one unit, it would be followed by an increase in the value of Readiness to Teach (Y) equal to 0,391 units, with the assumption X_2 and X_3 remain. X_2 coefficient value was 0,288, which meant if the value of the Teacher's Attitude (X_2) increased by one unit, it would be followed by an increase in the value of Readiness to Teach (Y) equal to 0,288 units, with the assumption X_1 and X_3 remain. While the X_3 coefficient value was 0,275, which meant if the value of the Implementation of PLT (X_3) increased by one unit, it would be followed by an increase in the value of Readiness to Teach (Y) equal to 0,275 units, with the assumption X_1 and X_2 remain.

2) Correlation Coefficient (R_y) and Determination Coefficient (R^2_y)

Based on the test results, it could be seen the correlation coefficient ($R_{y(1,2,3)} = 0,818$ with Sig. $0,000 < 0,05$, which meant that Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously had positive effect toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. In addition, it could be known the value of the determination coefficient ($R^2_{y(1,2,3)} = 0,669$, which meant Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously able to affect 66,9% of the Readiness to Teach and there were still 33,1% factors or other possible variables that might affect the Readiness to Teach.

6) Significance Testing with F Formula

The test results showed that on the significance level of 5%, the value of $F_{count} = 60,573$ was greater than $F_{table} = 2,710$, so the fourth hypothesis which said "There is a positive and significant influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously toward the Readiness to Teach of Accounting Education Students of FE UNY 2014" was acceptable.

5. Relative Contribution and Effective Contribution

Based on the results of multiple regression analysis, it could be seen the value of Relative Contribution and Effective Contribution of each independent variable (Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT)) toward the dependent variable (Readiness to Teach). The value of the relative contribution and effective contribution could be seen in the following table.

Table 25. Calculation Result of Relative Contribution and Effective Contribution

No.	Variables	Contribution	
		Relative (%)	Effective (%)
1.	Interest in Teaching Profession (X_1)	32,86	21,99
2.	Teacher Attitudes (X_2)	32,42	21,69
3.	Implementation of PLT (X_3)	34,71	23,22
	Total	100,00	66,90

Source: Primary Data Processed

Based on the analysis results in the table above, it could be seen that the relative contribution of Interest in Teaching Profession was 32,86%, Teacher's Attitude was 32,42% and Implementation of Student Teaching Internship (PLT) was 34,71%. The effective contribution of Interest in Teaching Profession was 21,99%, Teacher's Attitude was 21,69% and Implementation of Student Teaching Internship (PLT) was 23,22%. The total of effective contribution was 66,90%, which meant that Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously provided 66,90% of effective contribution toward the Readiness to Teach, while 33,10% were given by other variables which were not mentioned in this research.

B. Discussion

This research aimed to determine the influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. The research results could be seen in the following figure.

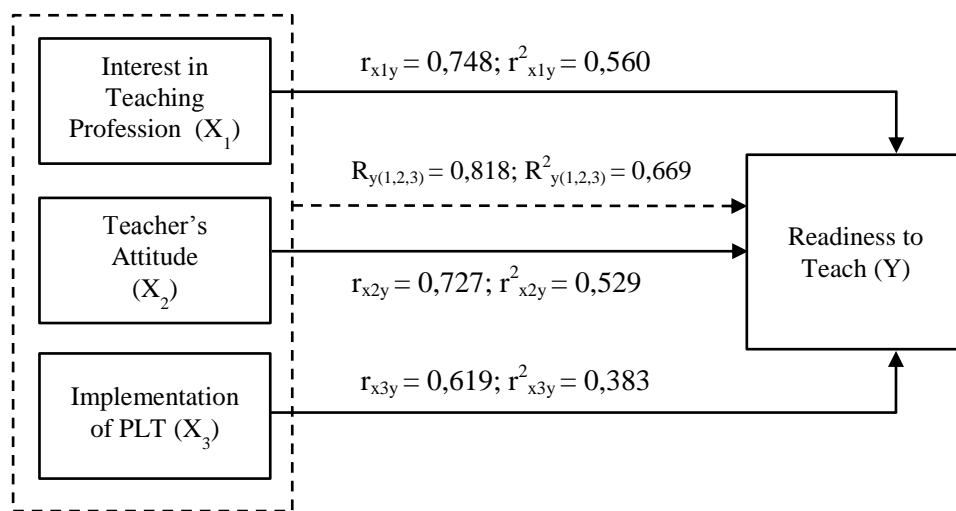


Figure 3. Research Paradigm with Determination Value

Information

- : The partial influence of independent variables Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach.
- : The simultaneously influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach.

Based on the summary figure of the research results above, could be explained as follows:

1. The Influence of Interest in Teaching Profession toward Readiness to Teach of Accounting Education Students of FE UNY 2014

The indicators included in variable of Interest in Teaching Profession consist of the application and student's understanding of the four competencies that must be mastered by teacher, namely pedagogic competence, personal competence, social competence, and professional competence. Based on the description of research data, it could be seen that Interest in Teaching Profession was on the trend of interested category with frequency of 46 students (48,94%). This indicated that most of Accounting Education students of FE UNY 2014 were interested in the teaching profession.

Based on the analysis results using simple regression, the correlation coefficient (r_{x1y}) was 0,748 and the determination coefficient (r^2_{x1y}) was 0,560. The value of t_{count} was 10,826 and t_{table} at significance level of 5% was 1,987. This showed that $t_{count} > t_{table}$, so it could be concluded that there was a positive and significant influence of Interest in Teaching Profession toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. The research results had a positive and significant effect because both variables had the direct influence, in which the higher the Interest in Teaching Profession owned by a student, the student's Readiness to Teach would also be higher.

These research results supported by theoretical review and relevant research result. Based on the theory advanced by Dewa Ketut (in Jiwong, 2013: 11), readiness is influenced by factors derived from the individual, one of the factors which have a great effect is interest. Student with high interest in teaching profession would try to achieve the desire to become a teacher and encouraged to find out about teacher competence that must be mastered and then practiced to master it, so they would be ready to perform duties as a teacher. This was consistent with the previous research conducted by Liza Alifia Nawarti (2014) entitled “*Pengaruh Minat Profesi Guru dan Sikap Keguruan terhadap Kesiapan Mengajar Mahasiswa Pendidikan Administrasi Perkantoran Angkatan 2010 Fakultas Ekonomi UNY*”. The results showed that: Interest in Teaching Profession have a positive effect toward the students’ Readiness to Teach, indicated by the values of r_{x1y} is 0,595 and r^2_{x1y} is 0,345. In addition, the result of t_{count} (6.747) > t_{table} (1,988) at the significance level of 5%.

Based on the research results and the opinions above, it could be concluded that Interest in Teaching Profession encouraged an interest or desire to know, learn, and prove more and also directed the choice to pursue the profession as a teacher. Students who had high interest in teaching profession would be encouraged to understand, learn, and comprehend about how to be a professional teacher. Students would try to get information about the skills and competencies of the teaching profession accompanied by efforts to improve the their skill. Thus, the

higher the interest of students in teaching profession, readiness to teach of students would also be higher.

2. The Influence of Teacher's Attitude toward Readiness to Teach of Accounting Education Students of FE UNY 2014

The indicators included in Teacher's Attitude variable consist of skill components that must be possessed by students as prospective teachers, namely cognitive component, affective component, and psychomotor component. Based on the description of research data, it could be seen that the Teacher's Attitude was on the trend of good category with frequency of 63 students (67,02%). This indicated that most of Accounting Education Students of FE UNY 2014 already had teacher's attitude and applied it properly.

Based on the analysis results using simple regression, the correlation coefficient (r_{x_2y}) was 0,727 and the determination coefficient ($r^2_{x_2y}$) was 0,528. The value of t_{count} was 10,146 and t_{table} at significance level of 5% was 1,987. This showed that $t_{count} > t_{table}$, so it could be concluded that there was a positive and significant influence of Teacher's Attitude toward the Readiness to Teach of Accounting Education Student of FE UNY 2014. The research results had a positive and significant effect because both variables had the direct influence, in which the higher the Teacher's Attitude, then the Readiness to Teach of students would also be higher. If students had a high teacher's attitude and implemented it properly, the readiness to teach would be maximal.

This research results were consistent with the previous research conducted by Nurul Mabitatul Mudzolifah (2014) entitled “*Pengaruh Lingkungan Keluarga dan Sikap Keguruan terhadap Kesiapan menjadi Guru pada Mahasiswa Pendidikan Akuntansi Angkatan 2011 Fakultas Ekonomi UNY*”. The results showed that: Teacher’s Attitude had a positive and significant effect toward the Readiness to Teach of the students, indicated by r_{x_2y} value was 0,404, $r^2_{x_2y}$ was 0,164, and the value of t_{count} (4.925) > t_{table} (1,660) at the significance level of 5%. In addition, this research also consistent with the theory according to Dewi Ketut (in Jiwong, 2013), that attitude is one of the factors that affects readiness. Students who had teacher’s attitude and applied it properly, would also have good readiness to teach.

Based on the research results and the opinions above, it could be concluded that Teacher’s Attitude is the knowledge and behavior of someone who reflects the personality of a professional teacher. Teacher’s attitude should be owned by every prospective teachers, so it could help in the readiness to teach. Therefore, the better the understanding and application of teacher’s attitude on the self of students, the readiness to teach would also be better.

3. The Influence of Implementation of Student Teaching Internship (PLT) toward Readiness to Teach of Accounting Education Students of FE UNY 2014

The indicators included in the Implementation of Student Teaching Internship (*Praktik Lapangan Terbimbing/PLT*) consist of the teaching activities, non-teaching activities, and implementation of PLT competency standards, the lesson preparation, teaching practice, have a personality as a teacher, and studying the teacher administrations. Based on the description of research data, it could be seen that the Implementation of PLT was on the trend of good category with frequency of 50 students (53.19%). This indicated that most of Accounting Education students of FE UNY 2014 already implemented PLT properly.

Based on the analysis results using simple regression, the correlation coefficient (r_{x_3y}) was 0,619 and the determination coefficient ($r^2_{x_3y}$) was 0,383. The value of t_{count} was 7,550 and t_{table} at significance level of 5% was 1.987. This shows that $t_{count} > t_{table}$, so it could be concluded that there was a positive and significant influence of Implementation of PLT toward the Readiness to Teach of Accounting Education Student of FE UNY 2014. The research results had a positive and significant effect because both variables had the direct influence, in which the higher the Implementation of PLT, then the Readiness to Teach of students would also be higher. If students implement PLT well, it would give a boost to the maximum of the students' Readiness to Teach.

These research results supported by theoretical review and relevant research result. Student Teaching Internship (PLT) aimed to provide a learning experience for students, especially in terms of teaching experience (PP PPL and PKL, 2017: 1). Therefore, PLT included into one of the factors that affect the readiness to teach of students, because with adequated teaching experience, students would be more prepared to teach. This was in line with the previous research conducted by Yurike Praptiana (2017) entitled “*Pengaruh Praktik Pengalaman Lapangan (PPL), Minat, dan Prestasi Belajar terhadap Kesiapan Menjadi Guru Profesional Mahasiswa Fakultas Ekonomi Angkatan 2013 Universitas Negeri Yogyakarta*”. The results showed that: Teaching Experience (PPL) had a positive effect toward the Readiness to be Teacher, which was shown by the value of regression coefficient was 0,299, t_{count} was 6,258 at the significance level of 5% with the significance value $< 0,05$.

Based on the research results and the opinion above, it could be concluded that Implementation of Student Teaching Internship (PLT) encouraged students to be able to apply the theory of education obtained in college and developed their teaching skills. With the provision of skills and experience from the Implementation of PLT, students were expected to better understand the process of learning activities in the classroom, so they would be ready to implement the learning activities as a teacher. Therefore, the better implementation of PLT, would be followed by the better the readiness to teach of the students.

4. The Influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) toward Readiness to Teach of Accounting Education Students of FE UNY 2014

The analysis results using multiple regression showed that the correlation coefficient ($R_{y(1,2,3)}$) was 0,818 and the determination coefficient ($R^2_{y(1,2,3)}$) was 0,669. After the F test, obtained F_{count} was 60,573 and F_{table} at the significance level of 5% was 2,710. This showed that $F_{count} > F_{table}$, so it could be concluded that there was a positive and significant influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of PLT simultaneously toward the Readiness to Teach of Accounting Education Student of FE UNY 2014.

The value of Relative Contribution from Interest in Teaching Profession was 32,86%, Teacher's Attitude was 32,42%, and Implementation of PLT was 34,71%, total relative contribution was 100%. The value of Effective Contribution from Interest in Teaching Profession was 21,99%, Teacher's Attitude was 21,69%, and Implementation of PLT was 23,22%. Total effective contribution from three independent variables was equal to 66,90%. This meant that Interest in Teaching Profession, Teacher's Attitude, and Implementation of PLT were able to affect 66,90% of the Readiness to Teach, while the remaining 33,10% were given by other variables which were not examined in this research.

This research supported the research results conducted by Zulaikha Mohamed, Martin Valcke, and Bram De Wever, entitled “Are they ready to teach? Student teachers’ readiness for the job with reference to teacher competence frameworks”. The results showed that there were four characteristics on teacher education programs that influenced to ensure that prospective teachers had mastered the competencies and ready to do their job, 1) prospective teachers must be taught explicitly about teacher competence that must be mastered, 2) teacher competence should be embedded throughout the curriculum, 3) teacher competence should be trained in practical experience, and 4) teacher competence should be modeled. Among these four characteristics, there was a practical experience which was the most influential factor on the readiness of prospective teachers to do their job, in this case was the readiness to teach.

Interest in the teaching profession, Teacher’s Attitude, and Implementation of Student Teaching Internship (PLT) were important factors in achieving readiness to teach of the students. High interest in teaching profession with the good application of teacher’s attitude and implementation of teaching practice (PLT) well, it would improve the readiness to teach. Therefore, it could be said that the higher the Interest in Teaching Profession, the better understanding and application of Teacher’s Attitude, and the better Implementation of PLT, the student’s Readiness to Teach would also be higher and better.

C. Research Limitations

This research has been conducted and carried out in accordance with scientific procedures, but still has limitations, among others:

1. Researcher realized that factors affecting Readiness to Teach were numerous, while this research only used three variables, namely Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (*Praktik Lapangan Terbimbing/PLT*). Although the independent variables and the dependent variable had an influence, but the value of effective contribution that could be provided only 66,90% and the remaining 33,10% were given by other variables not examined in this research.
2. The use of questionnaires as data collection techniques, although it was assumed that the respondents (students) could provide answers in accordance with their actual conditions, but in fact it was still difficult to control because it was impossible for researcher to monitor all respondents one by one when filling the questionnaire.
3. The research subject was only Accounting Education Students FE UNY 2014, so that the generalization of research results was only valid in Accounting Education Students FE UNY 2014.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion that have been described previously, the conclusions are as follows:

1. There was a positive and significant influence of Interest in Teaching Profession toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. It could be shown by the correlation coefficient (r_{x_1y}) was 0,748 and the determination coefficient ($r^2_{x_1y}$) was 0,560, the regression equation was $Y=0,692X_1 + 30.889$ and the value of $t_{count} = 10,826$ was greater than $t_{table} = 1,987$ at the significance level of 5%.
2. There was a positive and significant influence of Teacher's Attitude toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. It could be shown by the correlation coefficient (r_{x_2y}) was 0,727 and the determination coefficient ($r^2_{x_2y}$) was 0,528, the regression equation was $Y=0,773X_2 + 18,355$ and the value of $t_{count} = 10,146$ was greater than $t_{table} = 1,987$ at the significance level of 5%.
3. There was a positive and significant influence of Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. It could be shown by the correlation coefficient (r_{x_3y}) was 0,619 and the determination coefficient ($r^2_{x_3y}$) was 0,383, the regression equation was $Y=0,676X_3 +$

18.941 and the value of $t_{\text{count}} = 7,550$ was greater than $t_{\text{table}} = 1,987$ at the significance level of 5%.

4. There was a positive and significant influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. It could be shown by the correlation coefficient ($R_{y(1,2,3)}$) was 0,818 and the determination coefficient ($R^2_{y(1,2,3)}$) was 0,669, the regression equation was $Y = 0,391 X_1 + 0,288 X_2 + 0,275 X_3 + 12.879$ and the value of $F_{\text{count}} = 60,573$ was greater than $F_{\text{table}} = 2,710$ at the significance level of 5%. The Implementation of Student Teaching Internship (PLT) provided most relative contribution (34,71%) compared with Interest in Teaching Profession (32,86%) and Teacher's Attitude (32,42%). Therefore, Implementation of PLT should be given more attention because had a greater influence toward the Readiness to Teach of Accounting Education Students of FE UNY 2014.

B. Implication

Based on the discussion and the conclusions drawn in this research, the implications can be presented as follows:

1. This research already tested that there was a positive and significant influence of Interest in Teaching Profession toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. This showed that if students had high interest in the teaching profession, students would be

serious in studying the theories of teacher and made the best efforts in order to become competent teacher. Therefore, students would be better prepared in carrying out duties as a teacher.

2. This research already tested that there was a positive and significant influence of Teacher's Attitude toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. This showed that the understanding and the good application of teacher's attitudes would be the capital in readiness to teach of the students later when they become teachers. Therefore, the higher the understanding and application of teacher's attitude in the students' daily life, would support the good mastery of teacher's personality, so the students would be better prepared to carry out their duties as a teacher.
3. This research already tested that there was a positive and significant influence of Implementation of Student Teaching Internship (PLT) toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. This showed that Implementation of PLT was intended to provide experience to students about the learning process in the classroom in real time, so that could be a provision for students to be better prepared to teach. With the provision of skills and experience gained from Implementation of PLT, students would better understand the learning process in the classroom, and be better prepared to carry out the learning activities as a teacher.

4. This research already tested that there was a positive and significant influence of Interest in Teaching Profession, Teacher's Attitude, and Implementation of Student Teaching Internship (PLT) simultaneously toward the Readiness to Teach of Accounting Education Students of FE UNY 2014. This showed that the higher interest of students to teaching profession, accompanied by good application of teacher's attitude and the implementation of PLT, the readiness of student to teach would also be higher and better.

C. Suggestion

Based on the results of the discussion and conclusions described above, it can be given suggestions as follows:

1. For Educational Students
 - a. In terms of interest in teaching profession, students should be taking the time to attend seminars related to the teaching profession. By following these seminars, it is expected to improve students' understanding of the teaching profession, so the interest in teaching profession can grows in self of the students.
 - b. In terms of teacher's attitude, the student should be more diligent to learn and expand the knowledge about teacher's attitude, and also have confidence will become professional teachers. It is expected that students will better understand the attitudes of teacher and can implement it properly.

- c. In terms of implementation of Student Teaching Internship (PLT), the student should be trying to develop their teaching skills. This can be done when doing a presentation on college, by teaching as if a teacher who is teaching their students. Therefore, the students will develop their teaching skills and also be able to apply the knowledge about teacher that have been gained in collage.
- d. In terms of readiness to teach, students should be better train ability to communicate in a foreign language, because it is not only useful to be a teacher but can provide great benefits for the students themself. In addition, students are encouraged to keep up-to-date with the latest information about the applicable curriculum, so they can follow and implement it into the learning process. Therefore, it is expected that the students of education will be better prepared to perform duties as a teacher.

2. For the University

According to research results, implementation of PLT is the most influence variable toward the readiness to teach. Implementation of PLT that conducted by University for 2 months is considered less effective for students to apply their knowledges that have been obtained in college. It should be better if the time of implementation of PLT will be extended. Therefore, students will be better trained and able to improve their teaching skill properly.

3. For Lecturers

Lecturers should help the educational students to improve their interest in teaching profession and teacher's attitude. This can be done by giving motivation about teaching profession, ask the students to find out more about teacher's attitude and implement it in their daily life. It is expected that the students' interest in teaching profession and application of teacher's attitude will increase.

4. For Researchers

This research provides information that Interest in Teaching Profession contributes 21,99%, Teacher's Attitude contributes 21,69%, and Implementation of Student Teaching Internship (PLT) contributes 23,22% toward the Readiness to Teach. This indicate that Interest in Teaching Profession, Teacher's Attitude, and Implementation of PLT simultaneously contribute 66,90% toward the Readiness to Teach, while there are still 33.10% influenced by factors or other variables not examined in this research. Therefore, it is expected in further research can be examined other factors that influence the readiness to teach of students in a wider scope.

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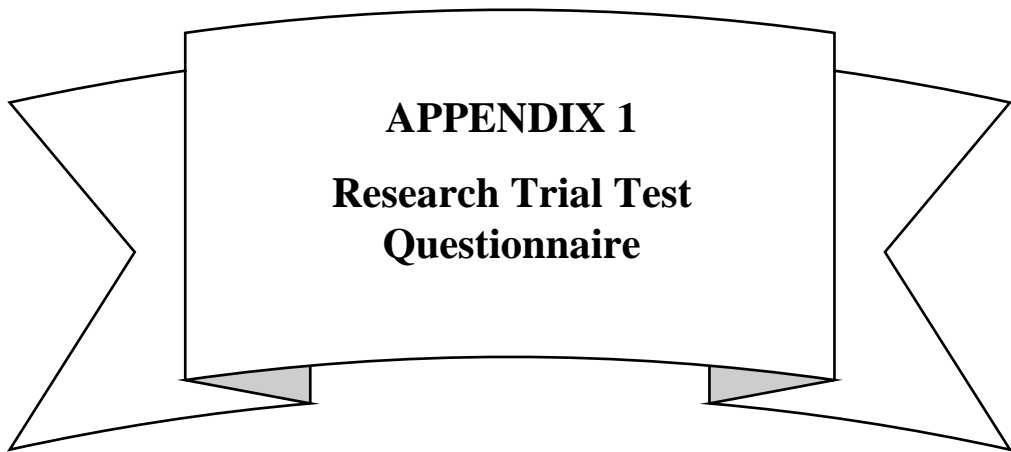
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APPENDICES



APPENDIX 1
Research Trial Test
Questionnaire

ANGKET UJI COBA PENELITIAN

Nama :

Kelas :

No HP :

Teman-teman Mahasiswa Program Studi Pendidikan Ekonomi Angkatan 2014 Fakultas Ekonomi Universitas Negeri Yogyakarta yang saya banggakan, penyebaran angket ini bertujuan untuk memperoleh data tentang “**Pengaruh Minat Profesi Guru, Sikap Keguruan, dan Pelaksanaan Praktik Lapangan Terbimbing (PLT) terhadap Kesiapan Mengajar Mahasiswa**”. Data tersebut selanjutnya akan digunakan sebagai bahan untuk penulisan tugas akhir. Saya mohon kesediaan teman-teman untuk memberikan jawaban sesuai dengan kondisi yang teman-teman rasakan, bukan kondisi yang teman-teman harapkan.

Pengisian angket ini tidak mempengaruhi nilai pada mata kuliah apapun, namun akan sangat bermanfaat bagi saya selaku peneliti sebagai bahan penulisan tugas akhir. Sebagai peneliti, saya akan menjaga kerahasiaan tentang identitas diri teman-teman. Atas perhatian dan kesediaan teman-teman dalam pengisian angket ini, saya mengucapkan terima kasih.

Petunjuk Pengisian Angket :

Berikanlah jawaban atas pernyataan dibawah ini dengan memberikan tanda *checklist* (✓) pada alternatif pilihan jawaban yang telah tersedia, di mana :

SS	: Sangat Setuju	SL	: Selalu
S	: Setuju	SR	: Sering
TS	: Tidak Setuju	JR	: Jarang
STS	: Sangat Tidak Setuju	TP	: Tidak Pernah

Yogyakarta, Februari 2018

Peneliti,

Rizkyani Maulidina Putri

NIM. 14803244001

KESIAPAN MENGAJAR MAHASISWA

No	Pernyataan nomor 1-14	Alternatif Jawaban			
		SS	S	TS	STS
1.	Saya memahami semua materi akuntansi				
2.	Saya menguasai pengetahuan tentang keguruan				
3.	Saya memiliki keterampilan dalam berkomunikasi dengan bahasa asing				
4.	Saya sudah puas dengan pengetahuan saya tentang keguruan				
5.	Saya memahami berbagai teori belajar terkait akuntansi				
6.	Menurut saya, potensi yang dimiliki semua orang adalah sama				
7.	Saya yakin dapat menguasai karakteristik peserta didik dari aspek fisik				
8.	Saya yakin dapat menguasai karakteristik peserta didik dari aspek intelektual				
9.	Saya yakin dapat menguasai karakteristik peserta didik dari aspek sosial-emosional				
10.	Saya yakin dapat menguasai karakteristik peserta didik dari aspek spiritual				
11.	Menurut saya, seorang guru tidak perlu berinteraksi langsung dengan orang tua peserta didik				
12.	Komunikasi merupakan cara untuk menjalin hubungan sosial				
13.	Saya akan sangat bangga dengan profesi yang akan saya jalani				
14.	Ketika saya menjadi guru nanti, seluruh peserta didik harus patuh dengan semua aturan saya				
No	Pernyataan nomor 15-27	Alternatif Jawaban			
		SL	SR	JR	TP
15.	Saya meng- <i>update</i> pengetahuan mengenai akuntansi				
16.	Saya belajar untuk menambah wawasan tentang profesi guru				
17.	Saya mencari informasi terbaru mengenai kurikulum yang berlaku				
18.	Saya kesulitan dalam penggunaan media pembelajaran terkait akuntansi				
19.	Ketika presentasi, saya dapat mengatur suasana kelas agar semua memperhatikan				

20.	Saya berorganisasi agar dapat berkomunikasi dengan orang lain				
21.	Saya membedakan teman berdasarkan sosial ekonominya				
22.	Saya berkomunikasi dengan semua orang di mana saja				
23.	Saya cepat akrab dengan orang yang baru dikenal				
24.	Saya percaya diri saat melakukan apapun				
25.	Saya menerapkan kode etik guru di keseharian saya				
26.	Saya tidak percaya diri ketika berbicara di depan orang banyak				
27.	Saya mengemukakan pendapat saya saat berdiskusi				

MINAT PROFESI GURU

No	Pernyataan nomor 1-6	Alternatif Jawaban			
		SS	S	TS	STS
1.	Guru memiliki kode etik sebagai pedoman dalam melaksanakan tugasnya				
2.	Guru mempunyai tanggungjawab moral yang ringan				
3.	Saya tertarik dengan dunia pendidikan, oleh karena itu saya ingin menjadi guru				
4.	Saya kuliah di jurusan kependidikan karena saya hanya ingin kuliah di perguruan tinggi				
5.	Saya memilih Pendidikan Akuntansi karena saya ingin menjadi guru				
6.	Saya bercita-cita menjadi guru sejak kecil				
No	Pernyataan nomor 7-18	Alternatif Jawaban			
		SL	SR	JR	TP
7.	Saya mencari informasi mengenai profesi guru di berbagai media				
8.	Saya menyempatkan diri untuk mengikuti seminar-seminar yang berkaitan dengan profesi guru				
9.	Saya bertanya kepada orang yang saya anggap mengetahui tentang profesi guru				
10.	Saya mempersiapkan diri dengan maksimal sebagai bekal mengajar				
11.	Saya senang berinteraksi dengan para siswa dan guru di sekolah				
12.	Saya mengantuk ketika mengikuti kuliah kependidikan di kelas				
13.	Saya memperhatikan cara guru/dosen mengajar				
14.	Ketika presentasi, saya memperagakan seolah-olah menjadi guru yang sedang mengajar				
15.	Profesi guru terkesan monoton dan membosankan				
16.	Saya ingin menjadi guru karena dorongan dan perintah dari orang tua				
17.	Saya ragu akan menjadi guru setelah lulus kuliah				
18.	Saya ragu untuk mengikuti Pendidikan Profesi Guru setelah lulus kuliah				

SIKAP KEGURUAN

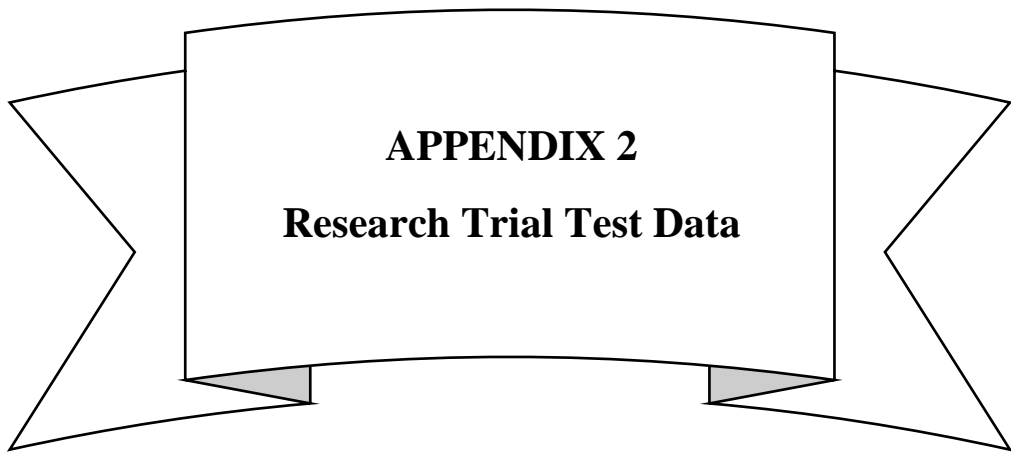
No	Pernyataan nomor 1-4	Alternatif Jawaban			
		SS	S	TS	STS
1.	Saya memahami pengetahuan mengenai sikap keguruan dengan baik				
2.	Saya memiliki kemampuan mengajar yang baik				
3.	Guru dapat menciptakan suasana nyaman dalam lingkungan pembelajaran				
4.	Saya senang mempelajari hal-hal baru				
No	Pernyataan nomor 5-18	Alternatif Jawaban			
		SL	SR	JR	TP
5.	Saya meningkatkan pemahaman mengenai sikap keguruan yang saya miliki				
6.	Saya malas belajar dan memperluas wawasan mengenai sikap keguruan				
7.	Saya ragu akan menjadi guru yang profesional				
8.	Saya mengevaluasi diri saya agar menjadi lebih baik				
9.	Saya menjaga sikap agar dapat menjadi contoh yang baik bagi orang lain				
10.	Saya mengajarkan nilai-nilai moral kepada orang lain				
11.	Saya suka berbagi ilmu dengan orang lain				
12.	Saya malu untuk mempraktikkan keterampilan mengajar				
13.	Saya berpakaian rapi, bersih dan sopan di manapun saya berada				
14.	Saya suka berperilaku sekehendak saya daripada mengikuti aturan				
15.	Saya disiplin dalam melakukan semua kegiatan				
16.	Saya bertutur kata yang baik kepada semua orang termasuk orang yang tidak saya senangi				
17.	Saya malas ketika disuruh mengajar di depan kelas				
18.	Saya menerapkan pendidikan karakter di keseharian saya				

PELAKSANAAN PRAKTIK LAPANGAN TERBIMBING (PLT)

No	Pernyataan nomor 1-5	Alternatif Jawaban			
		SS	S	TS	STS
1.	Saya mampu beradaptasi dengan lingkungan, khususnya lingkungan intern sekolah				
2.	Saya kesulitan dalam bekerjasama dengan mahasiswa PLT lain				
3.	Saya dapat bekerjasama dengan pihak sekolah				
4.	Saya mampu menilai kinerja saya dalam mendidik/mengajar peserta didik				
5.	Menurut saya, mahasiswa PLT harus mengetahui administrasi-administrasi guru				
6.	Administrasi-administrasi yang dibebankan membuat guru kesulitan dalam membagi waktu				
No	Pernyataan nomor 6-23	Alternatif Jawaban			
		SL	SR	JR	TP
7.	Saya mempelajari kembali materi yang akan saya sampaikan pada peserta didik				
8.	Saya menyusun Rencana Pelaksanaan Pembelajaran (RPP) sebelum mengajar				
9.	Saya menyiapkan model pembelajaran yang sama pada tiap materi				
10.	Sebelum menyampaikan materi di kelas, saya mengkonsultasikan bahan ajar dengan guru pembimbing				
11.	Saya menyiapkan media pembelajaran setiap sebelum mengajar				
12.	Sebelum praktik mengajar, saya membuat alat dan teknik evaluasi sesuai dengan indikator pencapaian kompetensi				
13.	Saya memberikan apersepsi di awal pembelajaran untuk mengaitkan antara materi yang akan disampaikan dengan kehidupan sehari-hari				
14.	Saya terlambat masuk ke kelas ketika praktik mengajar				
15.	Saya mengembangkan media pembelajaran dengan inovasi saya sendiri pada materi tertentu				
16.	Saya mengajar dengan metode ceramah tanpa menggunakan media pembelajaran				

17.	Saya kesulitan mengelola kondisi belajar yang optimal dalam kegiatan belajar mengajar				
18.	Saya memberi tes tertulis kepada peserta didik sebelum pelajaran diakhiri				
19.	Saya terlambat ketika mengikuti upacara bendera di sekolah				
20.	Saya berusaha mengembangkan kemampuan mengajar saya				
21.	Saya membuat agenda mengajar selama melaksanakan praktik mengajar di kelas				
22.	Saya tidak membuat analisis butir soal ulangan harian				
23.	Saya membuat kisi-kisi terlebih dahulu sebelum membuat soal ulangan harian				
24.	Saya mempelajari administrasi-administrasi guru ketika tidak ada praktik mengajar				

~ Terima kasih~



APPENDIX 2
Research Trial Test Data

No	READINESS TO TEACH																										Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		27
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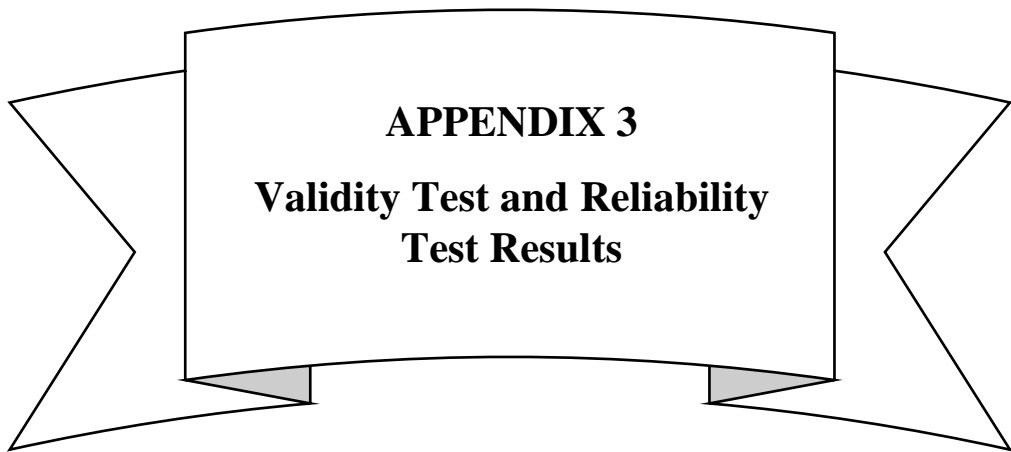
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INTEREST IN TEACHING PROFESSION																			
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No	TEACHER'S ATTITUDE																		Total
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IMPLEMENTATION OF STUDENT TEACHING INTERNSHIP (PLT)																										
No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total	
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8	3	3	3	3	3	2	4	4	3	2	3	3	4	4	3	3	3	2	3	3	3	1	2	2	69	
9	4	4	4	4	4	3	4	4	3	4	3	3	2	4	4	3	3	2	3	4	4	1	3	2	79	
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11	3	3	3	3	4	2	4	2	3	3	3	2	3	4	3	3	2	2	4	2	2	2	3	2	67	
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30	3	1	3	3	3	2	3	4	4	2	2	2	4	3	3	2	2	1	4	3	4	4	4	1	67
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32	3	2	3	4	4	2	3	4	3	4	4	3	4	4	4	4	1	2	4	4	4	2	3	4	79
	103	94	99	100	105	75	114	112	86	104	108	103	106	109	91	108	87	82	112	101	99	54	105	89	



APPENDIX 3
Validity Test and Reliability
Test Results

INSTRUMENT VALIDITY TEST

1. Readiness to Teach

Item	r count	r table	N	Interpretation
readiness1	,513**	0,349	32	Valid
readiness2	,613**	0,349	32	Valid
readiness3	,411*	0,349	32	Valid
readiness4	-,143	0,349	32	Invalid
readiness5	,351*	0,349	32	Valid
readiness6	,010	0,349	32	Invalid
readiness7	,581**	0,349	32	Valid
readiness8	,364*	0,349	32	Valid
readiness9	,500**	0,349	32	Valid
readiness10	,511**	0,349	32	Valid
readiness11	,531**	0,349	32	Valid
readiness12	-,005	0,349	32	Invalid
readiness13	,142	0,349	32	Invalid
readiness14	-,075	0,349	32	Invalid
readiness15	,502**	0,349	32	Valid
readiness16	,416*	0,349	32	Valid
readiness17	,596**	0,349	32	Valid
readiness18	,161	0,349	32	Invalid
readiness19	,551**	0,349	32	Valid
readiness20	,453**	0,349	32	Valid
readiness21	,016	0,349	32	Invalid
readiness22	,354*	0,349	32	Valid
readiness23	,484**	0,349	32	Valid
readiness24	,799**	0,349	32	Valid
readiness25	,420*	0,349	32	Valid
readiness26	,378*	0,349	32	Valid
readiness27	,517**	0,349	32	Valid

2. Interest in Teaching Profession

Item	r count	r table	N	Interpretation
interest1	,101	0,349	32	Invalid
interest2	-,029	0,349	32	Invalid
interest3	,589 ^{**}	0,349	32	Valid
interest4	-,052	0,349	32	Invalid
interest5	,669 ^{**}	0,349	32	Valid
interest6	,555 ^{**}	0,349	32	Valid
interest7	,690 ^{**}	0,349	32	Valid
interest8	,659 ^{**}	0,349	32	Valid
interest9	,474 ^{**}	0,349	32	Valid
interest10	,659 ^{**}	0,349	32	Valid
interest11	,679 ^{**}	0,349	32	Valid
interest12	,476 ^{**}	0,349	32	Valid
interest13	,451 ^{**}	0,349	32	Valid
interest14	,620 ^{**}	0,349	32	Valid
interest15	,547 ^{**}	0,349	32	Valid
interest16	,195	0,349	32	Invalid
interest17	,646 ^{**}	0,349	32	Valid
interest18	,785 ^{**}	0,349	32	Valid

3. Teacher's Attitude

Item	r count	r table	N	Interpretation
attitude1	,479 ^{**}	0,349	32	Valid
attitude2	,525 ^{**}	0,349	32	Valid
attitude3	,223	0,349	32	Invalid
attitude4	,463 ^{**}	0,349	32	Valid
attitude5	,619 ^{**}	0,349	32	Valid
attitude6	,638 ^{**}	0,349	32	Valid
attitude7	,609 ^{**}	0,349	32	Valid
attitude8	,501	0,349	32	Valid
attitude9	,527 ^{**}	0,349	32	Valid
attitude10	,748 ^{**}	0,349	32	Valid
attitude11	,647 ^{**}	0,349	32	Valid
attitude12	,669 ^{**}	0,349	32	Valid
attitude13	,519 ^{**}	0,349	32	Valid
attitude14	,406 [*]	0,349	32	Valid
attitude15	,470 ^{**}	0,349	32	Valid
attitude16	,684 ^{**}	0,349	32	Valid
attitude17	,737 ^{**}	0,349	32	Valid
attitude18	,668 ^{**}	0,349	32	Valid

4. Implementation of Student Teaching Internship (PLT)

Item	r count	r table	N	Interpretation
plt1	,519**	0,349	32	Valid
plt2	,425*	0,349	32	Valid
plt3	,511**	0,349	32	Valid
plt4	,577**	0,349	32	Valid
plt5	,214	0,349	32	Invalid
plt6	,440*	0,349	32	Valid
plt7	,437*	0,349	32	Valid
plt8	,320	0,349	32	Invalid
plt9	,074	0,349	32	Invalid
plt10	,661**	0,349	32	Valid
plt11	,647**	0,349	32	Valid
plt12	,662**	0,349	32	Valid
plt13	,498**	0,349	32	Valid
plt14	,501**	0,349	32	Valid
plt15	,343	0,349	32	Invalid
plt16	,301	0,349	32	Invalid
plt17	,398*	0,349	32	Valid
plt18	,408*	0,349	32	Valid
plt19	-,037	0,349	32	Invalid
plt20	,493**	0,349	32	Valid
plt21	,380*	0,349	32	Valid
plt22	-,334	0,349	32	Invalid
plt23	,549**	0,349	32	Valid
plt24	,449*	0,349	32	Valid

RELIABILITY TEST

1. Readiness to Teach

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded ^a	0	0,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,853	20

2. Interest in Teaching Profession

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded ^a	0	0,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,885	14

3. Teacher's Attitude

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded ^a	0	0,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,877	17

4. Implementation of Student Teaching Internship (PLT)

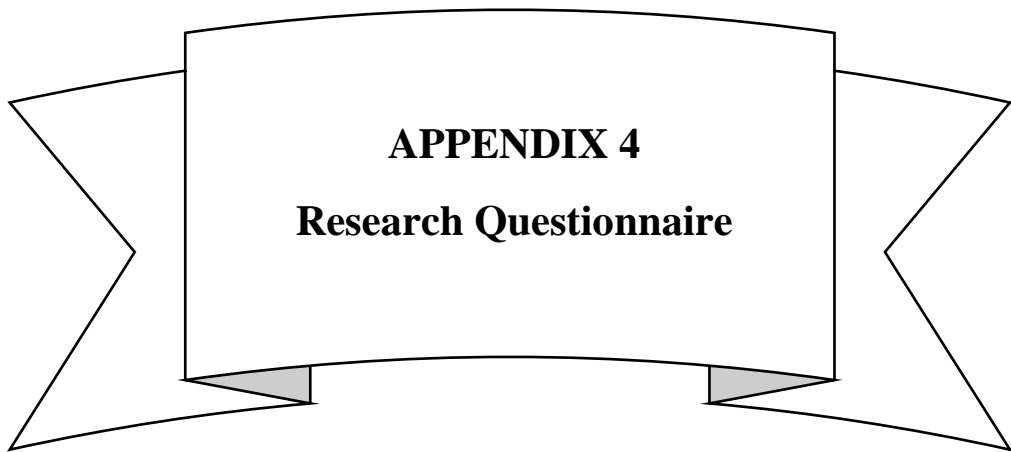
Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded ^a	0	0,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,831	17



APPENDIX 4
Research Questionnaire

ANGKET PENELITIAN

Nama :
Kelas :
No HP :

Teman-teman Mahasiswa Program Studi Pendidikan Akuntansi Angkatan 2014 Fakultas Ekonomi Universitas Negeri Yogyakarta yang saya banggakan, penyebaran angket ini bertujuan untuk memperoleh data tentang “**Pengaruh Minat Profesi Guru, Sikap Keguruan, dan Pelaksanaan Praktik Lapangan Terbimbing (PLT) terhadap Kesiapan Mengajar Mahasiswa**”. Data tersebut selanjutnya akan digunakan sebagai bahan untuk penulisan tugas akhir. Saya mohon kesediaan teman-teman untuk memberikan jawaban sesuai dengan kondisi yang teman-teman rasakan, bukan kondisi yang teman-teman harapkan.

Pengisian angket ini tidak mempengaruhi nilai pada mata kuliah apapun, namun akan sangat bermanfaat bagi saya selaku peneliti sebagai bahan penulisan tugas akhir. Sebagai peneliti, saya akan menjaga kerahasiaan tentang identitas diri teman-teman. Atas perhatian dan kesediaan teman-teman dalam pengisian angket ini, saya mengucapkan terima kasih.

Petunjuk Pengisian Angket :

Berikanlah jawaban atas pernyataan dibawah ini dengan memberikan tanda *checklist* (✓) pada alternatif pilihan jawaban yang telah tersedia, di mana :

SS	: Sangat Setuju	SL	: Selalu
S	: Setuju	SR	: Sering
TS	: Tidak Setuju	JR	: Jarang
STS	: Sangat Tidak Setuju	TP	: Tidak Pernah

Yogyakarta, Februari 2018
Peneliti,

Rizkyani Maulidina Putri
NIM. 14803244001

KESIAPAN MENGAJAR MAHASISWA

No	Pernyataan nomor 1-14	Alternatif Jawaban			
		SS	S	TS	STS
1.	Saya memahami semua materi akuntansi				
2.	Saya menguasai pengetahuan tentang keguruan				
3.	Saya memiliki keterampilan dalam berkomunikasi dengan bahasa asing				
4.	Saya memahami berbagai teori belajar terkait akuntansi				
5.	Saya yakin dapat menguasai karakteristik peserta didik dari aspek fisik				
6.	Saya yakin dapat menguasai karakteristik peserta didik dari aspek intelektual				
7.	Saya yakin dapat menguasai karakteristik peserta didik dari aspek sosial-emosional				
8.	Saya yakin dapat menguasai karakteristik peserta didik dari aspek spiritual				
9.	Menurut saya, seorang guru tidak perlu berinteraksi langsung dengan orang tua peserta didik				
No	Pernyataan nomor 15-27	Alternatif Jawaban			
		SL	SR	JR	TP
10.	Saya meng- <i>update</i> pengetahuan mengenai akuntansi				
11.	Saya belajar untuk menambah wawasan tentang profesi guru				
12.	Saya mencari informasi terbaru mengenai kurikulum yang berlaku				
13.	Ketika presentasi, saya dapat mengatur suasana kelas agar semua memperhatikan				
14.	Saya berorganisasi agar dapat berkomunikasi dengan orang lain				
15.	Saya berkomunikasi dengan semua orang di mana saja				
16.	Saya cepat akrab dengan orang yang baru dikenal				
17.	Saya percaya diri saat melakukan apapun				
18.	Saya menerapkan kode etik guru di keseharian saya				
19.	Saya tidak percaya diri ketika berbicara di depan orang banyak				
20.	Saya mengemukakan pendapat saya saat berdiskusi				

MINAT PROFESI GURU

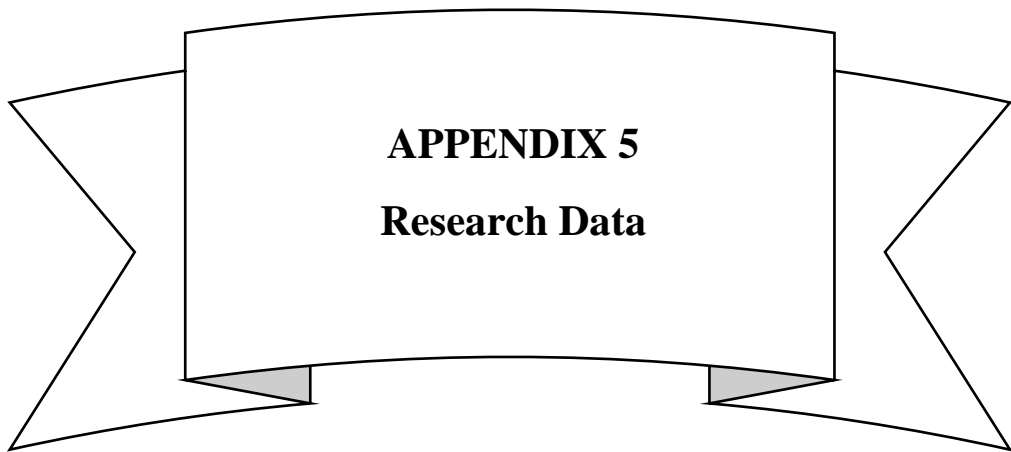
No	Pernyataan nomor 1-6	Alternatif Jawaban			
		SS	S	TS	STS
1.	Saya tertarik dengan dunia pendidikan, oleh karena itu saya ingin menjadi guru				
2.	Saya memilih Pendidikan Akuntansi karena saya ingin menjadi guru				
3.	Saya bercita-cita menjadi guru sejak kecil				
No	Pernyataan nomor 7-18	Alternatif Jawaban			
		SL	SR	JR	TP
4.	Saya mencari informasi mengenai profesi guru di berbagai media				
5.	Saya menyempatkan diri untuk mengikuti seminar-seminar yang berkaitan dengan profesi guru				
6.	Saya bertanya kepada orang yang saya anggap mengetahui tentang profesi guru				
7.	Saya mempersiapkan diri dengan maksimal sebagai bekal mengajar				
8.	Saya senang berinteraksi dengan para siswa dan guru di sekolah				
9.	Saya mengantuk ketika mengikuti kuliah kependidikan di kelas				
10.	Saya memperhatikan cara guru/dosen mengajar				
11.	Ketika presentasi, saya memperagakan seolah-olah menjadi guru yang sedang mengajar				
12.	Profesi guru terkesan monoton dan membosankan				
13.	Saya ragu akan menjadi guru setelah lulus kuliah				
14.	Saya ragu untuk mengikuti Pendidikan Profesi Guru setelah lulus kuliah				

SIKAP KEGURUAN

No	Pernyataan nomor 1-4	Alternatif Jawaban			
		SS	S	TS	STS
1.	Saya memahami pengetahuan mengenai sikap keguruan dengan baik				
2.	Saya memiliki kemampuan mengajar yang baik				
3.	Saya senang mempelajari hal-hal baru				
No	Pernyataan nomor 5-18	Alternatif Jawaban			
		SL	SR	JR	TP
4.	Saya meningkatkan pemahaman mengenai sikap keguruan yang saya miliki				
5.	Saya malas belajar dan memperluas wawasan mengenai sikap keguruan				
6.	Saya ragu akan menjadi guru yang profesional				
7.	Saya mengevaluasi diri saya agar menjadi lebih baik				
8.	Saya menjaga sikap agar dapat menjadi contoh yang baik bagi orang lain				
9.	Saya mengajarkan nilai-nilai moral kepada orang lain				
10.	Saya suka berbagi ilmu dengan orang lain				
11.	Saya malu untuk mempraktikkan keterampilan mengajar				
12.	Saya berpakaian rapi, bersih dan sopan di manapun saya berada				
13.	Saya lebih suka berperilaku sekehendak saya daripada mengikuti aturan				
14.	Saya disiplin dalam melakukan semua kegiatan				
15.	Saya bertutur kata yang baik kepada semua orang termasuk orang yang tidak saya senangi				
16.	Saya malas ketika disuruh mengajar di depan kelas				
17.	Saya menerapkan pendidikan karakter di keseharian saya				

PELAKSANAAN PRAKTIK LAPANGAN TERBIMBING (PLT)

No	Pernyataan nomor 1-5	Alternatif Jawaban			
		SS	S	TS	STS
1.	Saya mampu beradaptasi dengan lingkungan, khususnya lingkungan intern sekolah				
2.	Saya kesulitan dalam bekerjasama dengan mahasiswa PLT lain				
3.	Saya dapat bekerjasama dengan pihak sekolah				
4.	Saya mampu menilai kinerja saya dalam mendidik/mengajar peserta didik				
5.	Menurut saya, mahasiswa PLT harus mengetahui administrasi-administrasi guru				
No	Pernyataan nomor 6-23	Alternatif Jawaban			
		SL	SR	JR	TP
6.	Saya mempelajari kembali materi yang akan saya sampaikan pada peserta didik				
7.	Saya menyusun Rencana Pelaksanaan Pembelajaran (RPP) sebelum mengajar				
8.	Saya menyiapkan media pembelajaran setiap sebelum mengajar				
9.	Sebelum praktik mengajar, saya membuat alat dan teknik evaluasi sesuai dengan indikator pencapaian kompetensi				
10.	Saya memberikan apersepsi di awal pembelajaran untuk mengaitkan antara materi yang akan disampaikan dengan kehidupan sehari-hari				
11.	Saya terlambat masuk ke kelas ketika praktik mengajar				
12.	Saya kesulitan mengelola kondisi belajar yang optimal dalam kegiatan belajar mengajar				
13.	Saya memberi tes tertulis kepada peserta didik sebelum pelajaran diakhiri				
14.	Saya berusaha mengembangkan kemampuan mengajar saya				
15.	Saya membuat agenda mengajar selama melaksanakan praktik mengajar di kelas				
16.	Saya membuat kisi-kisi terlebih dahulu sebelum membuat soal ulangan harian				
17.	Saya mempelajari administrasi-administrasi guru ketika tidak ada praktik mengajar				



APPENDIX 5
Research Data

READINESS TO TEACH																					
No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	3	3	3	3	3	3	4	3	4	3	4	4	4	2	4	3	3	3	4	4	67
2	3	3	3	3	3	3	3	3	4	3	3	2	3	3	3	3	3	3	3	3	60
3	3	2	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	2	2	2	54
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6	2	3	2	3	3	3	3	3	3	3	3	4	3	3	3	4	3	3	2	3	59
7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
8	2	2	2	2	3	2	3	2	4	2	2	3	3	4	4	4	3	3	3	3	56
9	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	4	4	60
10	2	2	3	2	2	2	3	2	3	2	2	2	1	1	2	2	2	2	2	2	41
11	2	2	2	2	3	2	2	2	3	1	2	2	2	2	2	2	2	2	2	3	42
12	3	3	3	3	4	3	4	3	4	4	3	4	4	4	4	4	4	4	4	4	73
13	2	2	3	3	3	3	3	3	2	3	3	2	2	3	3	4	3	3	3	3	56
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23	2	3	2	2	4	2	4	3	3	2	2	2	1	4	3	3	2	2	2	3	51
24	3	3	2	3	3	3	3	3	4	3	3	2	3	4	4	3	2	2	3	3	59
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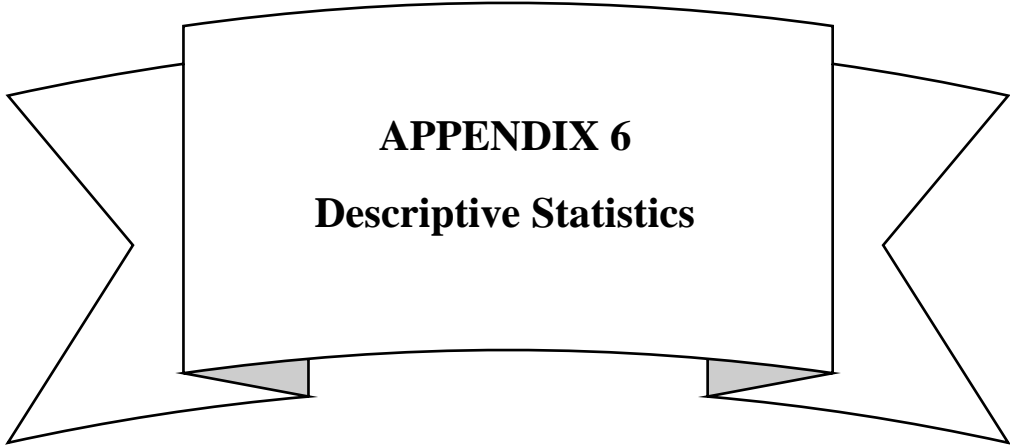
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46	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
47	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	50

48	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	50
49	3	3	4	3	4	2	4	4	3	3	3	4	3	3	3	3	4	56
50	3	2	3	3	2	2	3	3	3	3	2	3	2	2	2	2	42	
51	3	3	3	3	3	1	3	3	4	4	2	3	2	3	3	2	48	
52	2	2	3	2	2	2	3	3	2	3	2	2	2	3	3	3	41	
53	2	3	4	3	2	1	4	3	3	4	4	3	2	2	3	3	49	
54	2	2	3	3	3	2	3	3	3	3	2	2	3	3	2	2	44	
55	3	3	3	3	2	2	3	3	3	3	2	3	2	2	3	3	46	
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57	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	48	
58	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51	
59	2	2	3	2	2	2	2	3	2	2	2	2	2	2	3	2	38	
60	3	3	4	3	3	4	3	3	3	3	3	4	3	3	3	3	54	
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65	3	3	3	2	3	3	2	2	2	2	3	2	3	2	2	3	42	
66	2	2	3	2	3	2	4	3	2	3	3	4	4	3	3	3	49	
67	3	3	3	3	2	1	4	4	2	4	3	4	3	2	4	3	50	
68	3	1	3	3	2	2	3	3	3	3	2	3	2	3	3	2	44	
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72	4	3	4	4	4	4	4	4	4	4	3	4	4	3	4	4	65	
73	3	3	4	2	3	3	4	3	3	3	4	3	4	3	4	4	57	
74	3	2	3	2	3	3	2	2	2	2	3	2	3	2	2	3	41	
75	3	3	3	2	3	3	2	2	2	2	3	2	3	2	2	3	42	
76	3	2	4	4	1	1	4	4	4	4	1	4	1	4	4	1	50	
77	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51	
78	3	3	3	2	3	3	2	2	2	2	3	2	3	2	2	3	42	
79	3	3	3	2	3	3	2	2	2	2	3	2	3	2	2	3	42	
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81	2	2	3	2	3	3	2	2	2	2	3	2	3	2	2	3	40	
82	3	3	3	3	2	2	3	3	3	3	2	3	2	3	3	2	46	
83	2	3	3	2	3	3	3	3	2	3	3	3	4	3	3	3	49	
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85	3	3	4	3	2	2	3	3	3	3	2	3	2	3	3	2	47	
86	3	2	3	3	2	2	3	3	3	3	2	3	2	3	3	2	45	
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88	3	3	4	3	2	2	3	3	3	3	2	3	2	3	3	2	47	
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90	3	4	3	3	2	2	3	3	3	3	2	3	2	3	3	2	47	
91	3	4	4	4	3	4	3	4	3	4	4	4	4	3	3	3	60	
92	3	2	3	2	2	2	3	3	3	3	2	4	4	3	3	2	48	
93	2	3	3	2	2	2	3	3	3	4	3	3	3	3	3	1	46	
94	3	3	3	2	3	2	3	3	3	3	3	4	3	3	3	4	51	
	257	255	301	251	244	232	292	281	265	290	257	281	260	260	278	260	262	

IMPLEMENTATION OF STUDENT TEACHING INTERNSHIP (PLT)																		
No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	68
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75	3	4	3	3	4	3	3	3	3	3	4	1	3	2	3	4	3	52
76	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	66
77	3	3	3	3	4	3	4	4	3	3	3	4	2	2	3	3	3	53
78	3	4	4	3	4	4	4	4	4	3	3	4	3	2	4	4	4	61
79	4	4	4	3	4	4	4	3	4	4	3	3	3	2	3	4	4	60
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81	3	3	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	48
82	3	4	3	3	4	4	4	3	4	3	3	3	3	3	4	4	2	57
83	3	3	3	3	3	3	4	4	3	2	3	2	3	2	3	3	3	50
84	4	4	4	4	3	4	1	4	2	4	3	4	2	3	2	2	1	51
85	4	3	3	3	4	4	4	4	4	4	3	4	3	3	4	4	4	62
86	3	3	3	3	4	4	4	3	3	3	4	3	2	3	3	1	1	50
87	3	3	3	3	3	3	3	3	2	4	4	2	2	2	1	3	2	46
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92	3	3	3	3	3	4	3	4	3	3	4	2	3	1	1	3	3	49
93	3	3	3	3	3	3	3	4	3	2	4	3	2	2	2	1	1	45
94	3	3	3	3	4	4	4	4	4	4	4	2	2	1	3	3	3	54
	302	302	305	289	328	335	336	336	301	315	332	261	248	236	288	294	284	



APPENDIX 6
Descriptive Statistics

Statistics					
		Readiness to Teach	Interest in Teaching Profession	Teacher's Attitude	PLT
N	Valid	94	94	94	94
	Missing	0	0	0	0
Mean		55,56	35,67	48,15	54,17
Median		55,50	36,00	48,00	54,00
Mode		51	32	49	54
Std. Deviation		7,219	7,811	6,789	6,605
Minimum		31	15	28	30
Maximum		73	55	68	68
Sum		5223	3353	4526	5092

1. Readiness to Teach

a. Compose frequency distribution table of Readiness to Teach. The steps are as follows:

1) Calculating the number of interval class

$$\begin{aligned} \text{Interval class (k)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 94 \\ &= 7,511 \text{ rounded up to } 8 \end{aligned}$$

2) Calculating the class range

$$\begin{aligned} \text{Class Range (R)} &= (\text{maximum score} - \text{minimum score}) + 1 \\ &= (73 - 31) + 1 \\ &= 43 \end{aligned}$$

3) Calculating the class length

$$\begin{aligned} \text{Class length (P)} &= \text{class range} : \text{interval class} \\ &= 43 : 8 \\ &= 5,375 \text{ rounded up to } 6 \end{aligned}$$

4) Frequency distribution table

No.	Interval	Frequency (F)	F (%)
1.	31-36	1	1,06
2.	37-42	3	3,19
3.	43-48	8	8,51
4.	49-54	29	30,85
5.	55-60	33	35,11
6.	61-66	13	13,83
7.	67-72	6	6,38
8.	73-78	1	1,06
	Total	94	100,00

b. Tendency Table

$$\text{Highest score ideal} = 20 \times 4 = 80$$

$$\text{Lowest score ideal} = 20 \times 1 = 20$$

The calculations are as follows:

1) Mean ideal

$$\begin{aligned} Mi &= (\text{highest score ideal} + \text{lowest score ideal}) / 2 \\ &= (80 + 20) / 2 \\ &= 50 \end{aligned}$$

2) Standard Deviation ideal

$$\begin{aligned} SDi &= (\text{highest score ideal} - \text{lowest score ideal}) / 6 \\ &= (80 - 20) / 6 \\ &= 10 \end{aligned}$$

Based on the calculations above, the categorization of Readiness to Teach by using four categories are as follows:

No.	Interval	Frequency	Percentage	Category
1.	66-110	8	8,51	Very ready
2.	51-65	70	74,47	Ready
3.	36-50	15	15,96	Less ready
4.	20-35	1	1,06	Not ready
	Total	94	100,00	

2. Interest in Teaching Profession

a. Compose frequency distribution table of Readiness to Teach. The steps are as follows:

1) Calculating the number of interval class

$$\begin{aligned} \text{Interval class (k)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 94 \\ &= 7,511 \text{ rounded up to } 8 \end{aligned}$$

2) Calculating the class range

$$\begin{aligned} \text{Class Range (R)} &= (\text{maximum score} - \text{minimum score}) + 1 \\ &= (55 - 15) + 1 \\ &= 41 \end{aligned}$$

3) Calculating the class length

$$\begin{aligned} \text{Class length (P)} &= \text{class range} : \text{interval class} \\ &= 41 : 8 \\ &= 5,125 \text{ rounded up to } 6 \end{aligned}$$

4) Frequency distribution table

No.	Interval	Frequency (F)	F (%)
1.	15-20	4	4,26
2.	21-26	5	5,32
3.	27-32	23	24,47
4.	33-38	33	35,11
5.	39-44	18	19,15
6.	45-50	7	7,45
7.	51-56	4	4,26
	Total	94	100,00

b. Tendency Table

$$\begin{aligned} \text{Highest score ideal} &= 14 \times 4 = 56 \\ \text{Lowest score ideal} &= 14 \times 1 = 14 \end{aligned}$$

The calculations are as follows:

1) Mean ideal

$$\begin{aligned} M_i &= (\text{highest score ideal} + \text{lowest score ideal}) / 2 \\ &= (56 + 14) / 2 \\ &= 35 \end{aligned}$$

2) Standard Deviation ideal

$$\begin{aligned} SD_i &= (\text{highest score ideal} - \text{lowest score ideal}) / 6 \\ &= (56 - 14) / 6 \\ &= 7 \end{aligned}$$

Based on the calculations above, the categorization of Interest in Teaching Profession by using four categories are as follows:

No.	Interval	Frequency	Percentage	Category
1.	51-56	4	4,26	Very interested
2.	36-50	46	48,94	Interested
3.	26-35	36	38,30	Less interested
4.	14-25	8	8,51	Not interested
	Total	94	100,00	

3. Teacher's Attitude

a. Compose frequency distribution table of Readiness to Teach. The steps are as follows:

1) Calculating the number of interval class

$$\begin{aligned} \text{Interval class (k)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 94 \\ &= 7,511 \text{ rounded up to } 8 \end{aligned}$$

2) Calculating the class range

$$\begin{aligned} \text{Class Range (R)} &= (\text{maximum score} - \text{minimum score}) + 1 \\ &= (68 - 28) + 1 = 41 \end{aligned}$$

3) Calculating the class length

$$\begin{aligned} \text{Class length (P)} &= \text{class range} : \text{interval class} \\ &= 41 : 8 \\ &= 5,125 \text{ rounded up to } 6 \end{aligned}$$

4) Frequency distribution table

No.	Interval	Frequency (F)	F (%)
1.	28-33	2	2,13
2.	34-39	5	5,32
3.	40-45	23	24,47
4.	46-51	41	43,62
5.	52-57	17	18,09
6.	58-63	3	3,19
7.	64-69	3	3,19
	Total	94	100,00

b. Tendency Table

$$\text{Highest score ideal} = 17 \times 4 = 68$$

$$\text{Lowest score ideal} = 17 \times 1 = 17$$

The calculations are as follows:

1) Mean ideal

$$\begin{aligned} M_i &= (\text{highest score ideal} + \text{lowest score ideal}) / 2 \\ &= (68 + 17) / 2 \\ &= 42,5 \end{aligned}$$

2) Standard Deviation ideal

$$\begin{aligned} S D_i &= (\text{highest score ideal} - \text{lowest score ideal}) / 6 \\ &= (68 - 17) / 6 \\ &= 8,5 \end{aligned}$$

Based on the calculations above, the categorization of Readiness to Teach by using four categories are as follows:

No.	Interval	Frequency	Percentage	Category
1.	56-68	11	11,70	Very good
2.	44-55	63	67,02	Good
3.	31-43	18	19,15	Less good
4.	17-30	2	2,13	Not good
	Total	94	100,00	

4. Implementation of Student Teaching Internship (PLT)

a. Compose frequency distribution table of Readiness to Teach. The steps are as follows:

1) Calculating the number of interval class

$$\begin{aligned} \text{Interval class (k)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 94 \\ &= 7,511 \text{ rounded up to } 8 \end{aligned}$$

2) Calculating the class range

$$\begin{aligned} \text{Class Range (R)} &= (\text{maximum score} - \text{minimum score}) + 1 \\ &= (68 - 30) + 1 \\ &= 39 \end{aligned}$$

3) Calculating the class length

$$\begin{aligned} \text{Class length (P)} &= \text{class range} : \text{interval class} \\ &= 39 : 8 \\ &= 4,875 \text{ rounded up to } 5 \end{aligned}$$

4) Frequency distribution table

No.	Interval	Frequency (F)	F (%)
1.	30-34	1	1,06
2.	35-39	0	0,00
3.	40-44	4	4,26
4.	45-49	17	18,09
5.	50-54	26	27,66
6.	55-59	25	26,60
7.	60-64	16	17,02
8.	65-70	5	5,32
	Total	94	100,00

b. Tendency Table

$$\text{Highest score ideal} = 17 \times 4 = 68$$

$$\text{Lowest score ideal} = 17 \times 1 = 17$$

The calculations are as follows:

1) Mean ideal

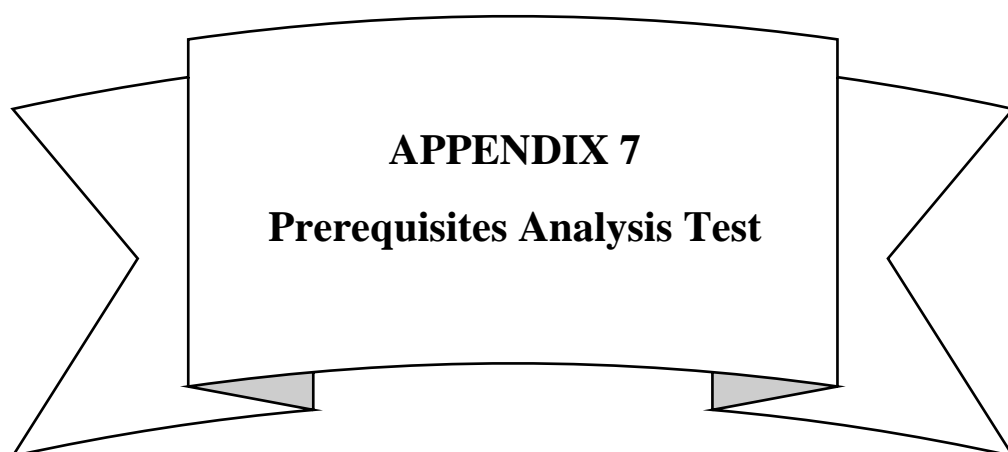
$$\begin{aligned} \text{Mi} &= (\text{highest score ideal} + \text{lowest score ideal}) / 2 \\ &= (68 + 17) / 2 \\ &= 42,5 \end{aligned}$$

2) Standard Deviation ideal

$$\begin{aligned} \text{SDi} &= (\text{highest score ideal} - \text{lowest score ideal}) / 6 \\ &= (68 - 17) / 6 \\ &= 8,5 \end{aligned}$$

Based on the calculations above, the categorization of Readiness to Teach by using four categories are as follows:

No.	Interval	Frequency	Percentage	Category
1.	56-68	40	42,55	Sangat baik
2.	44-55	50	53,19	Baik
3.	31-43	3	3,19	Kurang baik
4.	17-30	1	1,06	Tidak baik
	Total	94	100,00	



APPENDIX 7
Prerequisites Analysis Test

LINEARITY TEST

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Readiness to Teach* Interest in Teaching Profession	Between Groups	(Combined)	3442,823	32	107,588	4,673	,000
		Linearity	2715,417	1	2715,417	117,953	,000
		Deviation from Linearity	727,407	31	23,465	1,019	,462
	Within Groups		1404,294	61	23,021		
	Total		4847,117	93			

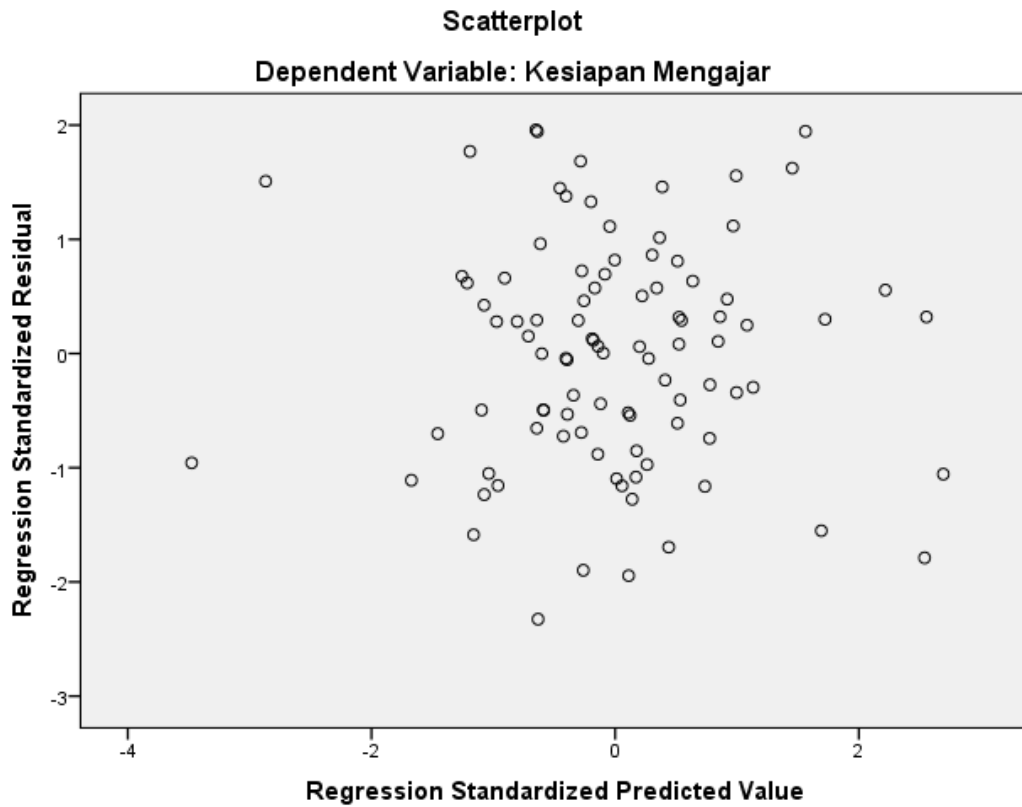
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Readiness to Teach * Teacher's Attitude	Between Groups	(Combined)	3155,837	27	116,883	4,561	,000
		Linearity	2559,558	1	2559,558	99,883	,000
		Deviation from Linearity	596,278	26	22,934	0,895	,613
	Within Groups		1691,281	66	25,625		
	Total		4847,117	93			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Readiness to Teach * Implementation of PLT	Between Groups	(Combined)	2879,024	27	106,631	3,576	,000
		Linearity	1854,429	1	1854,429	62,188	,000
		Deviation from Linearity	1024,595	26	39,407	1,322	,181
	Within Groups		1968,093	66	29,820		
	Total		4847,117	93			

HETEROSCEDASTICITY TEST

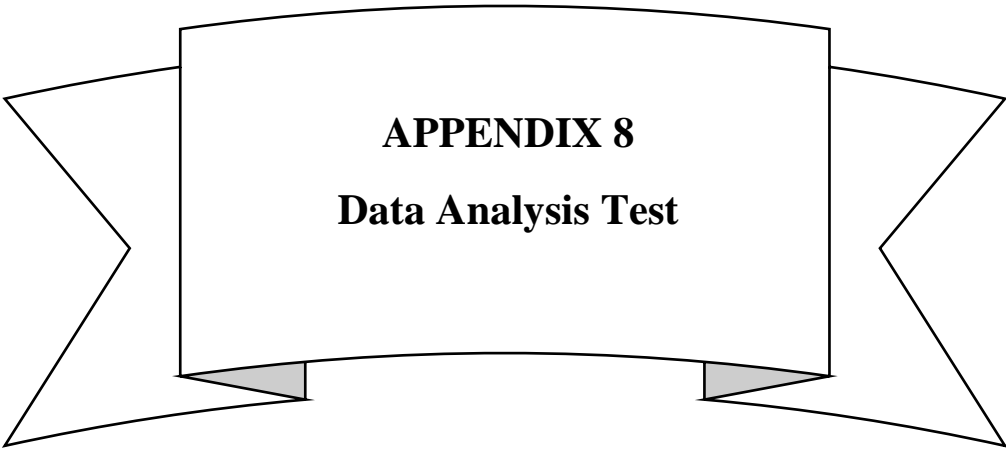


MULTICOLLINEARITY TEST

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	12,879	3,909		3,295	,001		
Interest in Teaching Profession	,391	,084	,423	4,666	,000	,448	2,235
Teacher's Attitude	,288	,102	,270	2,822	,006	,401	2,496
Implementation of PLT	,275	,082	,251	3,360	,001	,658	1,521

a. Dependent Variable: Readiness to Teach



APPENDIX 8
Data Analysis Test

SIMPLE REGRESSION TEST RESULTS
(HYPOTHESIS 1)

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Interest in Teaching Profession ^b		Enter

a. Dependent Variable: Readiness to Teach

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,748 ^a	,560	,555	4,81359

a. Predictors: (Constant), Interest in Teaching Profession

ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2715,417	1	2715,417	117,192	,000 ^b
	Residual	2131,700	92	23,171		
	Total	4847,117	93			

a. Dependent Variable: Readiness to Teach

b. Predictors: (Constant), Interest in Teaching Profession

Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30,889	2,333		13,242	,000
	Interest in Teaching Profession	,692	,064	,748	10,826	,000

a. Dependent Variable: Readiness to Teach

SIMPLE REGRESSION TEST RESULTS
(HYPOTHESIS 2)

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Teacher's Attitude ^b	.	Enter

a. Dependent Variable: Readiness to Teach

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,727 ^a	,528	,523	4,98646

a. Predictors: (Constant), Teacher's Attitude

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2559,558	1	2559,558	102,939	,000 ^b
	Residual	2287,559	92	24,865		
	Total	4847,117	93			

a. Dependent Variable: Readiness to Teach

b. Predictors: (Constant), Teacher's Attitude

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,355	3,703		4,956	,000
	Teacher's Attitude	,773	,076	,727	10,146	,000

a. Dependent Variable: Readiness to Teach

SIMPLE REGRESSION TEST RESULTS
(HYPOTHESIS 3)

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Implementation of PLT ^b	.	Enter

a. Dependent Variable: Readiness to Teach

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,619 ^a	,383	,376	5,70344

a. Predictors: (Constant), Implementation of PLT

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1854,429	1	1854,429	57,008	,000 ^b
	Residual	2992,688	92	32,529		
	Total	4847,117	93			

a. Dependent Variable: Readiness to Teach

b. Predictors: (Constant), Implementation of PLT

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,941	4,886		3,877	,000
	Implementation of PLT	,676	,090	,619	7,550	,000

a. Dependent Variable: Readiness to Teach

SIMPLE REGRESSION TEST RESULTS
(HYPOTHESIS 4)

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Implementation of PLT, Interest in Teaching Profession, Teacher's Attitude ^b		Enter

a. Dependent Variable: Readiness to Teach

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,818 ^a	,669	,658	4,22359

a. Predictors: (Constant), Implementation of PLT, Interest in Teaching Profession, Teacher's Attitude

b. Dependent Variable: Readiness to Teach

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3241,634	3	1080,545	60,573	,000 ^b
	Residual	1605,483	90	17,839		
	Total	4847,117	93			

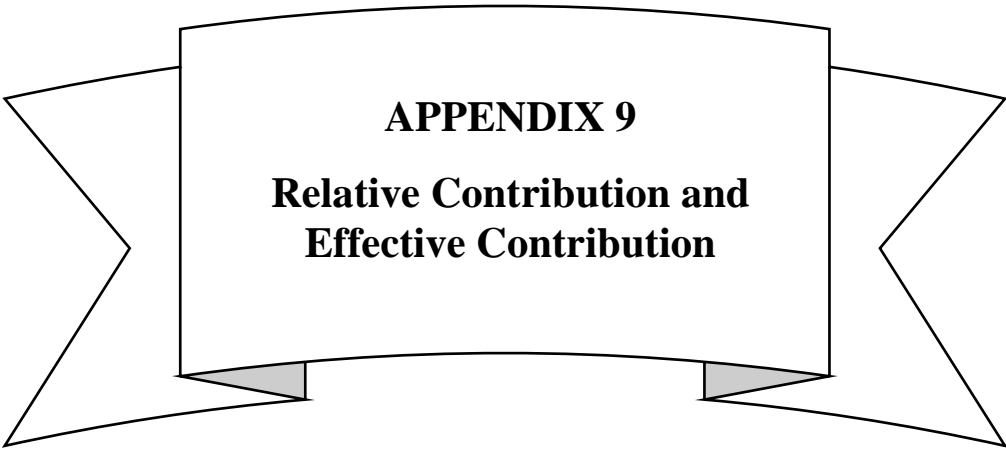
a. Dependent Variable: Readiness to Teach

b. Predictors: (Constant), Implementation of PLT, Interest in Teaching Profession, Teacher's Attitude

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12,879	3,909		3,295	,001		
	Interest in Teaching Profession	,391	,084	,423	4,666	,000	,448	2,235
	Teacher's Attitude	,288	,102	,270	2,822	,006	,401	2,496
	Implementation of PLT	,275	,082	,251	3,360	,001	,658	1,521

a. Dependent Variable: Readiness to Teach



APPENDIX 9
Relative Contribution and
Effective Contribution

Calculation of Relative Contribution and Effective Contribution

$\Sigma X_1 Y = 190.231$ $\Sigma X_2 Y = 254.794$ $\Sigma X_3 Y = 285.674$ $R^2_{y(1,2,3)} = 0,669$ $a_1 = 0,391$ $a_2 = 0,288$ $a_3 = 0,275$	$JK_{reg} = a_1 \Sigma X_1 Y + a_2 \Sigma X_2 Y + a_3 \Sigma X_3 Y$ $= 0,391 (190.231) + 0,288$ $(254.794) + 0,275 (285.674)$ $= 74.380,32 + 73.380,67 +$ $78.560,35$ $= 226.321,34$
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A. Relative Contribution

$$SR\% = \frac{a \Sigma XY}{JK_{reg}} \times 100\%$$

1. Calculating SR% X₁

$$\begin{aligned} SR\% X_1 &= \frac{74.380,32}{226.321,34} \times 100\% \\ &= 0,3286492 \\ &= \mathbf{32,86\%} \end{aligned}$$

3. Calculating SR% X₃

$$\begin{aligned} SR\% X_3 &= \frac{78.560,35}{226.321,34} \times 100\% \\ &= 0,3471186 \\ &= \mathbf{34,71\%} \end{aligned}$$

2. Calculating SR% X₂

$$\begin{aligned} SR\% X_2 &= \frac{73.380,67}{226.321,34} \times 100\% \\ &= 0,3242322 \\ &= \mathbf{32,42\%} \end{aligned}$$

B. Effective Contribution

$$SE\% = SR\% \times R^2$$

1. Calculating SE% X₁

$$\begin{aligned} SE\% X_1 &= 32,86\% \times 0,669 \\ &= 0,2198663 \\ &= \mathbf{21,99\%} \end{aligned}$$

3. Calculating SE% X₃

$$\begin{aligned} SE\% X_3 &= 34,71\% \times 0,669 \\ &= 0,2322224 \\ &= \mathbf{23,22\%} \end{aligned}$$

2. Calculating SE% X₂

$$\begin{aligned} SE\% X_2 &= 32,42\% \times 0,669 \\ &= 0,2169114 \\ &= \mathbf{21,69\%} \end{aligned}$$

