

**THE EFFECT OF MICROTEACHING QUALITY AND GUIDED FIELD  
PRACTICE (PLT) ON READINESS TO BECOME A PROFESSIONAL  
TEACHER OF THE ACCOUNTING EDUCATION STUDENT  
STATE UNIVERSITY OF YOGYAKARTA CLASS OF 2015**

**UNDERGRADUATE THESIS**

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



By:

NABILA SOFIARANI

15803241041

**ACCOUNTING EDUCATION STUDY PROGRAM  
ACCOUNTING EDUCATION DEPARTMENT  
FACULTY OF ECONOMICS  
STATE UNIVERSITY OF YOGYAKARTA  
2019**

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**By:**

**NABILA SOFIARANI  
15803241041**

Had been approved and validated on April 16<sup>th</sup> 2019

To be defended in front of the Board of Examiners  
Accounting Education Study Program  
Accounting Education Department Faculty of Economic  
State University of Yogyakarta

Supervisor,



**Arief Zuliyanto Susilo S.E., M.Sc**

NIP. 19820706 201504 1 001

## VALIDATION

This undergraduated thesis entitled:


### THE EFFECT OF MICROTEACHING QUALITY AND GUIDED FIELD PRACTICE (PLT) ON READINESS TO BECOME A PROFESSIONAL TEACHER OF THE ACCOUNTING EDUCATION STUDENT STATE UNIVERSITY OF YOGYAKARTA CLASS OF 2015

By:

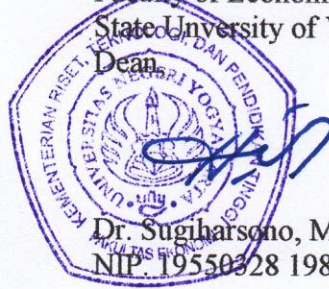
NABILA SOFIARANI  
15803241041

Had been defended in front of the Board of Examiners on April 30<sup>th</sup> 2019  
and had been successfully passed..

#### BOARD OF EXAMINERS

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Yogyakarta, May 22<sup>nd</sup> 2019  
Faculty of Economics  
State University of Yogyakarta  
Dean



Dr. Sugiharsono, M.Si  
NIP. 19550328 198303 1 002

## DECLARATION OF AUTHENTICITY

Signed below:

Name : Nabila Sofiarani  
NIM : 15803241041  
Study Program : Accounting Education  
Faculty : Economics  
Undergraduated thesis title : THE EFFECT OF MICROTEACHING  
QUALITY AND GUIDED FIELD  
PRACTICE (PLT) ON READINESS TO  
BECOME A PROFESSIONAL TEACHER  
OF THE ACCOUNTING EDUCATION  
STUDENT STATE UNIVERSITY OF  
YOGYAKARTA CLASS OF 2015

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 other, except as a reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, April 16<sup>th</sup> 2019

Author,



Nabila Sofiarani  
NIM. 15803241041

## **MOTTO**

“God does not burden someone but according to his abilities”.

(Q.S Al-Baqarah: 286)

“Keep Inspiring and Be the Best Version of Yourself. ”

(Author)

## **DEDICATION**

With the mercy of Allah SWT, the author dedicates this simple research to:

1. My beloved parents, Mom and Dad, Mr. Setyadi Rahman and Mrs. Siti Muthmainah, who always give me the best support, always accompanied me in each situation with all the love, power, and prayers that were always offered.
2. My sisters, Zulfa Muthi'atillah and Nirmala Fauzia, who always provide support in completing this work and thanks for being my greatest and inspiring sister.

**THE EFFECT OF MICROTEACHING QUALITY AND GUIDED FIELD PRACTICE (PLT) ON READINESS TO BECOME A PROFESSIONAL TEACHER OF THE ACCOUNTING EDUCATION STUDENT STATE UNIVERSITY OF YOGYAKARTA CLASS OF 2015**

By:  
Nabila Sofiarani  
15803241041

**ABSTRACT**

This research aims to determine whether there is an effect of the Microteaching Quality and Guided Field Practice (PLT) on Readiness to Become a Professional Teacher of Accounting Education Student State University of Yogyakarta class of 2015.

This research uses a quantitative approach with the respondents in the study that are entirely derived from the Accounting Education Student State University of Yogyakarta class of 2015 amounted to 63 students. Data collection techniques using a questionnaire. The prerequisite analysis test includes normality test, linearity test, multicollinearity test, and heteroskedastisity test. The data analysis technique uses multiple regression analysis.

The results showed: 1) There was no significant effect of Microteaching Quality on Readiness to Become a Professional Teacher with a  $t_{hitung} = -0.317$  and a significance value of 0.752. 2) There was a positive and significant effect of Guided Field Practice (PLT) on Readiness to Become a Professional Teacher with a value of  $t_{hitung} = 3.963$  and a significance value of 0,000. The magnitude of the determination coefficient ( $R^2$ ) is 0.208 or 20.8%. These results identify that readiness to Become a professional teacher can be explained by the variable of Microteaching Quality and Guided Field Practice on 20.8%, while the remaining 79.2% is explained by other variables that not examined.

Keywords: Microteaching, Guided Field Practice, Readiness to Become a Professional Teacher

**PENGARUH KUALITAS MICROTEACHING DAN PRAKTIK LAPANGAN  
TERBIMBING (PLT) TERHADAP KESIAPAN MENJADI GURU  
PROFESIONAL MAHASISWA PENDIDIKAN AKUNTANSI ANGKATAN  
2015 UNIVERSITAS NEGERI YOGYAKARTA**

Oleh:  
Nabila Sofiarani  
15803241041

**ABSTRAK**

*Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh Kualitas Microteaching dan Praktik Lapangan Terbimbing (PLT) terhadap Kesiapan menjadi Guru Profesional Mahasiswa Pendidikan Akuntansi Angkatan 2015 Universitas Negeri Yogyakarta.*

*Penelitian ini menggunakan pendekatan kuantitatif dengan responden dalam penelitian yang seluruhnya berasal dari mahasiswa Pendidikan Akuntansi angkatan 2015 Universitas Negeri Yogyakarta berjumlah 63 mahasiswa. Teknik pengumpulan data menggunakan angket atau kuesioner. Uji prasayarat analisis meliputi uji normalitas, uji linearitas, uji multikolinearitas, dan uji heteroskedastisitas. Teknik analisis data menggunakan analisis regresi berganda.*

*Hasil penelitian menunjukkan: 1) Tidak terdapat pengaruh yang signifikan Kualitas Microteaching terhadap Kesiapan menjadi Guru Profesional dengan nilai  $t_{hitung} = -0,317$  dan nilai signifikansi 0,752. 2) Terdapat pengaruh positif dan signifikan Praktik Lapangan Terbimbing (PLT) terhadap Kesiapan menjadi Guru Profesional dengan nilai  $t_{hitung} = 3,963$  dan nilai signifikansi 0,000. Besarnya koefisien determinasi ( $R^2$ ) sebesar 0,208 atau 20,8%. Hasil ini mengidentifikasi bahwa kesiapan menjadi guru profesional dapat dijelaskan oleh Variable Kualitas Microteaching dan Praktik Lapangan Terbimbing sebesar 20,8%, sedangkan sisanya sebesar 79,2% dijelaskan oleh Variable lain yang tidak diteliti.*

*Kata kunci: Microteaching, Praktik Lapangan Terbimbing, Kesiapan menjadi Guru Profesional*

## FOREWORD

All thanks are offered to Allah SWT for all the abundance of His mercy and guidance, so that the writer can complete this Undergraduate Thesis entitled " The Effect of Microteaching Quality and Guided Field Practice (PLT) on Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta Class of 2015".

I would like to kindly thanks all people below who have given me helps and guidance so that this report can be smoothly finished.

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Hopefully all their good deeds are recorded and accepted as the best practice by Allah SWT. Hopefully this undergraduate thesis will be useful for other parties.

Yogyakarta, April 16<sup>th</sup> 2019

Author,



Nabila Sofiarani  
NIM. 15803241041

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# CHAPTER I

## INTRODUCTION

### A. Problem Background

Education is an essential element in human life because education will improve the standard of human life in terms of social, economic, and environmental. The quality education in every community will be also created the quality resources that can give an impact on the progress of a community.

The condition of education in Indonesia is currently in an emergency, including violations of Human Rights, a poor ranking of Indonesian education, corruption cases against the education budget, and an education system that has not gone well (Komnas HAM RI, 2018). The Indonesian education system that has not run optimally can be caused by three things, namely a non-conducive school environment, an education curriculum that burdens students, and a low level of educators quality as the main factor. One way to overcome the problem of education in Indonesia that needs to be given more attention is to improve the quality of educators or teachers. Hasmiana Hasan (2015) in her research on the obstacles faced by teachers in the teaching and learning process of mathematics at SDN Gani, Aceh Besar District, said:

The effort to improve human resources can be seen from the government's desire to improve and fulfill the tools in the components related to educational institutions, one of which is the teacher. Education can be said to be successful or of high quality, if

the knowledge, attitudes, and skills possessed by the teachers are useful for the development of further education.

The teacher is one of the educational staff responsible for the implementation and success of the learning process. The government has made various efforts in supporting the improvement of the quality of teachers in the field of education, including by giving direction and upgrading to teaching staff to be more professional in empowering their students so that they can carry out their obligations properly (Hasmiana Hasan, 2015).

Quality education will not materialize without professional teachers. In Government Regulation, No. 74 of 2008 concerning Teachers, said that teachers must have academic qualifications, competencies, educator certificates, physically and mentally healthy, and the ability to realize national education goals. Teachers as educators are required to be professionals and must have existing competencies. The competencies that must be possessed by professional teachers are listed in the Republic of Indonesia's Minister of National Education Regulation No. 16 of 2007 concerning Standards for Teacher Qualifications and Competencies, including pedagogical competencies, personality competencies, social competencies, and professional competencies. With the fulfillment of these four competencies, a teacher will be able to improve his ability to educate so that he can anticipate various changes and developments in the times, and be able to design and implement teaching and learning activities that refer to excellent teaching and learning processes (Agus Suharno, 2008).

The reality in the field shows that not a few teachers do not have adequate competence. Not a few teachers are caught up in the misconception of teaching where teaching is merely an activity to convey material and knowledge without regard to the psychological conditions of their students, and not a few teachers take shortcuts by not making plans for implementing learning for various reasons. This has an impact on the inhibition of the development of students in teaching and learning activities (Suharsimi Arikunto, 2008).

Under Law No. 14 of 2005 concerning Teachers and Lecturers stated that the Educational Personnel Education Institution is a university that is given the task by the government to organize teacher procurement programs in early childhood education in formal education, primary education, and/or secondary education, and to organize and develop education and non-education sciences. In line with this, State University of Yogyakarta is a college that educates young educators who have prepared various scholarly study programs to bridge students in channeling their interests into a teacher. One of the educational study programs available at State University of Yogyakarta is the Accounting Education Study Program at the Faculty of Economics (FE) which is intended for students who have an interest in becoming an accounting teacher/lecturer. The Accounting Education Study Program is in charge of preparing prospective accounting teachers by educating and training them in becoming an educator in the future.

As a support for the existence of the Education Study Program as well as creating professional educators, State University of Yogyakarta has provided facilities and a real understanding of competencies to become professional teachers. The competence to become a professional teacher is summarized in the required compulsory subjects including Learning Strategy, Learning Media and Information Technology, Learning Assessment, Microteaching, and Guided Field Practice (PLT).

Microteaching is one of the essential subjects for education students who focus on providing direction related to strengthening student competencies as qualified teacher candidates so that in the next stage students will be prepared to carry out the guided field practice (PLT) well and maximally. The reality in the field shows that with the Microteaching method carried out by making students/peers as students and relatively short implementation time, the purpose of Microteaching as one of the subjects in forming quality teachers for students becomes less than the maximum results. Microteaching lacks understanding of the competencies that students must possess when implementing PLT, so it is assumed that the effect of the results of Microteaching learning on students in obtaining competence as professional teachers has not been fulfilled. This is reinforced by the results of a survey in the field that not a few students still find it challenging to prepare and carry out learning during the Microteaching course. When the implementation of the Guided Field Practice (PLT) took place, there were still students who found it difficult to

manage classes or provide subject matter. The obstacles experienced by these students have an impact on practical learning situations that cannot be achieved or not even as planned in the learning program plan (RPP) they have made.

Difficulties faced by students during the implementation of Microteaching and Guided Field Practices (PLT) activities, one of which can be caused by lack of interest and readiness to become a professional teacher. Based on the survey conducted by researchers to 63 students of the 2015 Accounting Force Education Faculty of State University of Yogyakarta, there were only 24 students (38,10%) who were interested and had work plans as accounting teachers after graduating S1 Accounting while the remaining 39 students (61,90%) were do not plan to work as accounting teachers but work as practitioners of accountants, entrepreneurs, and others. It proves that the readiness of students to become professional teachers is not optimal because most students have future goals and choose jobs that are not following with their fields.

Based on the background of the problem the researcher was interested in researching with the title **"The Effect of Microteaching Quality and Guided Field Practice (PLT) on Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta Class of 2015"**.

## **B. Problem Identification**

Based on the background of the problem above, problems that can arise can be identified, including:

1. Not a few teachers still do not meet the requirements and competency standards as professional workers as prescribed.
2. The use of peers as students is less effective and does not reflect the real conditions.
3. Limited instructional training capacity and little time allocation when Microteaching practices take place, making students less explored learning activities to completion.
4. Mental readiness to teach students in carrying out Microteaching practices and PLT programs are still immature and maximal.
5. There are Accounting Education Study Program students who are not interested in working as accounting teachers/lecturers.

## **C. Problem Restriction**

Given the breadth of the problems, based on the background and identification of the problems above, this study focused on the Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta class of 2015. In order to be thoroughly discussed and get results that are as expected, two factors that influence Readiness to Become Professional Teachers are selected, namely Microteaching Quality and Guided Field Practice (PLT).

#### **D. Problem Formulation**

Based on the identification and limitation of the above problems, the problem can be formulated as follows:

1. How is the influence of Microteaching Quality on Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta class of 2015?
2. How does the influence of Guided Field Practice (PLT) on Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta class of 2015?

#### **E. Research Objectives**

Based on the description above, it can be concluded that the objectives of this research are:

1. To examine the effect of Microteaching Quality on Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta class of 2015.
2. To examine the effect of Guided Field Practice (PLT) on Readiness to Become Professional Teacher of the Accounting Education Student State University of Yogyakarta class of 2015.

#### **F. Research Benefits**

The holding of this research is expected to provide the following benefits:

1. Theoretical benefits

The results of this research is to provide theoretical benefits for lecturers and students so that the world of education will be better.

2. Practical Benefits

a. For Accounting Education Study Programs

The results of this study are expected to provide positive benefits and input as consideration for the Accounting Education Study Program to be able to maximize the potential of students in producing prospective teachers who have professional, attitudes, knowledge, and skills values.

b. For students

This research is expected to motivate students to improve their Readiness to Become Teachers who have professional, attitudes, knowledge, and skills values. Another benefit is that this research can be a reference material for students researching in the same field in the future.

c. For researchers

This research is useful in adding experience and becoming a means to pay more attention to and improve technical capabilities in conducting research. Another benefit obtained by researchers is that this research is very beneficial as an ingredient for applying various kinds of knowledge that have been obtained during lectures.

## **CHAPTER II**

### **LITERATUR REVIEW**

#### **A. Theoretical Review**

##### **1. Overview of Readiness to Become a Professional Teacher**

###### **a. Understanding of Professional Teachers**

In the Large Indonesian Language Dictionary (2005), a teacher is a person whose job (livelihood, profession) is teaching. According to Law No. 14 of 2005 concerning Teachers stated that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal channels of primary and secondary education. While Zakiyah D. in the book Latifah Husein (2017) argues that teachers are professional educators because implicitly he has volunteered to accept and assume part of the responsibility of education which is borne on the shoulders of parents.

As stated in the Teacher and Lecturer Law No. 15 of 2005 states that professionals are work or activities carried out by a person and become a source of income for life that requires expertise, expertise, or skills that meet specific quality standards or norms and require professional education. The professional word refers to two things, namely: first, a person who holds a professional title and does work autonomously and he devotes

himself to service users along with responsibility for his professional abilities. Second, the performance of someone in doing work by their profession.

From the above understanding, it can be concluded that professional teachers are well-educated and well-trained people and have rich experience in their fields. Professional teachers will be reflected in the implementation of service assignments that are characterized by expertise in both material and methods that are demonstrated through their responsibilities in carrying out all their services (Latifah Husein, 2017).

#### **b. Professional Teacher Competence**

The teacher is an essential component of the learning process so the teacher must have the quality, method or method of teaching, mastery and management of material, appearance and personality. A professional teacher must have competence in carrying out his duties obtained through professional education. Competence is a set of knowledge, skills, and behaviors that are owned lived and mastered by the teacher.

Mulyasa (2011) explains that the competencies that must be possessed by a teacher include four aspects as follows:

##### **1) Pedagogic Competence**

Pedagogic competencies in the National Education Standards listed in Article 28 paragraph (3) point a, suggest

that pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize various potentials they have.

2) Personality Competence

Personality competencies in the National Education Standards listed in Article 28 paragraph (3) point b, suggest a solid, stable, mature, wise and authoritative personality, being an example for students and noble character.

3) Professional Competence

Professional competencies in the National Education Standards listed in Article 28 paragraph (3) point c, suggest that what is meant by professional competence is the broad and profound mastery of learning material that enables students to meet competency standards set out in the National Education Standards.

4) Social Competence

Social competency in the National Education Standards, explanation of Article 28 paragraph (3) point d suggests that what is meant by social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents / guardians students, and the surrounding community.

### **c. Readiness to Become a Professional Teacher**

Dalyono (2009) states that readiness is a sufficient ability, both physical and mental. Physical readiness means enough energy and good health, while mental readiness means having enough interest and motivation to carry out activities. While according to Jamies Drever in Slameto (2013), revealed that readiness is a willingness to respond or react. Furthermore Slameto (2013) suggested that willingness arises from within a person and also relates to maturity, because maturity means readiness to carry out skills. Thus, readiness can be concluded as a willingness and sufficient ability both physically and mentally in doing something skillfully.

A teacher must have adequate abilities and meet the requirements of being a teacher in order to carry out their duties properly. Sardiman (2014) mentions the requirements for being a teacher, which are as follows.

#### 1) Administrative requirements

These administrative requirements include: questions about citizenship (Indonesian citizens), age (at least 18 years), good behavior, submitting an application.

#### 2) Technical requirements

In this technical requirement there is a formal one, which must be certified by teacher education. This has the connotation that someone who has a teacher's education

diploma is considered capable of teaching. Then the other conditions are mastering teaching methods and techniques, skill in designing teaching programs and having the motivation and aspirations to advance education / teaching.

### 3) Psychic requirements

Related to the psychological requirements group, among others: healthy spiritually, mature in thinking and acting, able to control emotions, be patient, friendly and polite, have leadership, consequently and dare to be responsible, dare to sacrifice and have a spirit of service. In addition, teachers are also required to be pragmatic and realistic, but also have fundamental and philosophical views. Teachers must also adhere to the prevailing norms and values and have a spirit of development. This is the importance that the teacher must have a call of conscience to serve for the students.

### 4) Physical requirements

These physical requirements include: having a healthy body, not having a physical disability that might interfere with his work, have no symptoms of an infectious disease. In physical requirements this also concerns neatness and cleanliness, including how to dress. Because after all the teacher will always be seen/observed and even assessed by the students/students.

Thus, it can be concluded that Readiness to Become a Professional Teacher is sufficient willingness and ability both physically and mentally in carrying out the main tasks as a professional teacher which includes educating, teaching, guiding, directing, training, evaluating, and evaluating students and fulfilling requirements to become a teacher and master professional teacher competencies which include pedagogical competence, personality competence, professional competence, and social competence.

**d. Indicator of Readiness to Become a Professional Teacher**

In carrying out its duties, a teacher must have readiness. A teacher's readiness can be measured by the competencies he has. In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, there are four competencies that must be possessed by teachers, namely as follows:

- 1) Pedagogic competence is the ability to manage learners' learning.
- 2) Personality competency is a strong personality ability, noble, wise and authoritative, and an example of students.
- 3) Professional competence is the ability to master learning material widely and deeply.
- 4) Social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents or guardians of students, and the surrounding community.

Teacher competency is an indicator of the variable Readiness to Become a Professional Teacher and the reference in preparing

research questionnaires uses essential indicators of teacher competence according to Kunandar (2011), namely as follows:

- 1) Understanding students by utilizing the principles of cognitive development; understanding students by utilizing the principles of personality; and identifying the initial learning provision of students referring to Pedagogical Competence.
- 2) Understanding the educational foundation; apply learning and learning theory; determine learning strategies based on student characteristics, competencies to be achieved, and teaching material; and compile a learning plan based on the chosen strategy referring to the Pedagogical Competence.
- 3) Designing and carrying out continuous evaluation of processes and learning outcomes with various methods; analyze the results of evaluation of processes and learning outcomes to determine the level of mastery learning (master learning); and utilizing the results of learning assessment to improve the quality of learning programs in general refer to Pedagogical Competencies.
- 4) Facilitating students to develop various academic potentials and facilitate students to develop various non-academic potentials referring to Pedagogical Competencies.
- 5) Acting in accordance with legal norms; acting in accordance with social norms; proud as a teacher; and have consistency in

acting in accordance with the norm referring to Personality Competence.

- 6) Showing independence in acting as an educator and having a work ethic as a teacher referring to Personality Competence.
- 7) Showing actions based on the benefits of students, schools, and the community; and shows openness in thinking and acting referring to Personality Competence.
- 8) Acting in accordance with religious norms (faith, piety, honesty, sincerity, helpfulness) and having behaviors emulated by students refer to Personality Competence.
- 9) Understanding teaching materials that are in the school curriculum; understand the structure, concepts, and scientific methods that overshadow or coherent with teaching material; understanding the relationship of concepts between related subjects; and applying scientific concepts in everyday life refers to Professional Competence.
- 10) Mastering the steps of critical research and study to deepen the knowledge or material in the field of study refers to Professional Competence.
- 11) Communicate effectively with students referring to Social Competence.
- 12) Communicate and interact effectively with fellow educators and education staff referring to Social Competence.

13) Communicate and interact effectively with parents or guardians of students and surrounding communities referring to Social Competence.

**e. Factors that influence Readiness to Become a Professional Teacher**

Dalyono (2009) suggests several factors that together form readiness, namely:

- 1) equipment and physiological growth, which are related to growth and development in human beings such as the body in general, sensory devices, and intellectual capacity.
- 2) motivation concerning the needs, interests and goals of individuals to maintain and develop themselves. Motivation relates to the system of human needs and environmental stresses.

According to Soemanto (2006) the environment or culture can form readiness. Child development depends on the influence of the environment and culture, in addition to the growth of physical patterns. Environmental stimulation and individual mental barriers can affect the mental development, needs, interests, goals, feelings, and character of the individual which ultimately is the most important contributor to the formation of readiness (readiness). Slameto (2013) mentions the principles of readiness, namely as follows.

- 1) All aspects of development interact (influence each other influences).
- 2) Physical and spiritual maturity is necessary to benefit from experience.
- 3) Experiences have a positive influence on readiness.
- 4) Basic readiness for certain activities is formed in a certain period during the development period.

While the principles for the development of readiness (readiness) according to Soemanto (2006), namely:

- 1) All aspects of growth interact and together form readiness;
- 2) One's experience influences an individual's physiological growth;
- 3) Experience has a cumulative effect in the development of individual personality functions, both physical and spiritual; and
- 4) If the readiness to carry out certain activities is formed in a person, then certain moments in a person's life is a formative period for his personal development.

From a number of opinions that have been presented, the author draws the conclusion that the factors that influence the Readiness to Become Professional Teachers can be grouped into internal factors and external factors. Internal factors include interest, motivation, intellectual capacity, knowledge, and skills. External factors include the influence of various environments, and experiences gained from various activities to support the formation of Readiness to Become Professional Teachers, such as Guided Field Practice (PLT).

## **2. Overview of the Microteaching Quality**

### **a. Definition of Microteaching**

The term Microteaching is two separate words that have each meaning, namely micro and teaching. Micro means small, limited, narrow, while teaching means teaching. Allen and Ryan in the book Zainal Asril (2010) said,

Micro learning is a understated teaching model with a number of participants ranging from 5 to 10 people, the classrooms are limited, the implementation time ranges from 10 to 5 minutes, focused on certain teaching skills, and the subject matter is simplified.

While according to Mc. Laughlin and Moulton define that Microteaching is a basic teaching practice method of teaching by simplifying the teaching process so that teachers or prospective teachers can master one by one basic teaching skills (Zainal Asril, 2010). This is similar to what was conveyed by Moerdiyanto (2005) that Microteaching is a form of a simplified learning process by training the components of teaching basic competencies.

From the description above it can be concluded that Microteaching is a teaching practice activity with a narrow scale in which all aspects in it have been simplified, including time, focus of teaching materials, and the number of students who come from other students or peers and only use a few certain basic teaching skills. Microteaching activities can be used as teaching training methods for prospective teachers with the aim of training and improving their teaching skills so that the weaknesses and strengths possessed by prospective teachers can be identified accurately.

Thus, prospective teachers will be ready to go directly to the field or in the real class.

**b. Characteristics of Microteaching**

Microteaching is a small scale learning with its distinctive characteristics, namely all aspects or components in it have been simplified. Helmiati (2013) explains that in addition to simplifying the number of participants, time allocation, and teaching materials in micro-learning, prospective teachers as students will learn how to do learning before their friends so that friends who Become students can observe and assess teaching styles and skills the basis of the learning done by the practitioner. Micro learning can also be said as actual learning because the practitioner must make a learning plan, carry out learning according to the learning plan that has been made, manage the class, and prepare other learning tools that can support the learning process.

**c. Purpose of Microteaching**

In general the purpose of Microteaching is as one of the supporting field experiences for prospective teachers by using certain teaching skills in front of other students or peers. Thus prospective teachers can prepare themselves in the face of various possible classroom situations that will occur and have mental readiness as a provision to teach in the real class.

According to Moerdiyanto (2005) the purpose of micro learning in particular is to establish and improve personality competencies, social competencies, and basic competencies in limited and integrated teaching. Whereas Dwigt Allen in J.J. Hasibuan and Moedjiono (2010) stated the objectives of Microteaching are:

- 1) For prospective teacher students
  - a) Give a real teaching experience and practice a number of basic teaching skills separately.
  - b) Prospective teachers can develop their teaching skills before they enter the real class.
  - c) Providing the possibility for prospective teachers to get various conditions of students.
- 2) For teachers
  - a) Provide refresher in education programs.
  - b) The teacher gets individual teaching experience for the development of his profession.
  - c) Develop an open attitude for the teacher towards renewal that takes place in the educational institution.

From the two theories described above, it can be concluded that the purpose of micro-learning is to equip prospective teachers with the basic skills of teaching, designing learning and forming competencies that must be possessed by a qualified teacher both in terms of pedagogical competence, professional competence, personality competence, and social competence. It is expected that with this provision, prospective teachers will be able to teach well and have readiness and self-confidence when dealing with various characteristics of students in the actual class.

#### **d. Benefits of Microteaching**

According to Oemar Hamalik quoted by Ninik Srijani that Microteaching exercises are very useful and can determine the success or failure of the prospective teacher and his position as a teacher later. With the training program through Microteaching, teacher performance is better and teaching skills are higher because with this training can provide feedback as an improvement in subsequent performances. There are several benefits obtained when students are given the provision of knowledge through micro-learning (J.J Hasibuan and Moedjiono, 2010) including:

- 1) Generating, developing, and fostering the specific skills of prospective teachers in teaching.
- 2) Controlled essential teaching skills can be trained.
- 3) Fast and precise feedback can be obtained immediately.
- 4) Exercise enables mastery of the components of teaching skills better.
- 5) In training situations, prospective teachers or teachers can focus specifically on the objective skill component.
- 6) Demand the development of systematic and objective observation patterns.
- 7) Enhancing the efficiency and effectiveness of school usage practices in relatively short teaching practice times.

While according to Ni Nyoman, et al., The importance of Microteaching for prospective teachers is an arena where there are several benefits obtained after participating in Microteaching learning, namely prospective student teachers can:

- 1) Learn and assimilate new teaching skills under controlled conditions.
- 2) Mastering a number of skills to teach.
- 3) Gaining confidence in teaching by developing and mastering important teaching skills.

- 4) Reaching certain competencies.
- 5) Showing real teaching situations to develop skills.
- 6) Getting more knowledge about the art of teaching.
- 7) Learning takes into account differences in individual learning needs.

From the theory's explanation regarding the benefits of Microteaching above, it can be concluded that if prospective student students take part in Microteaching activities, the benefits to be obtained are that students are able to master teaching skills, master several components of a teacher's competence, and have confidence in teaching. From this Microteaching activity students will also get an overview of the actual teaching situation so that the knowledge and preparation for teaching in the real class will be more mature.

#### **e. Implementation of Microteaching**

The implementation of Microteaching learning is generally found in the 6th or 7th semester. Every student with an education department is required to attend this course with a minimum B + value as a graduation requirement to get an education degree. During the implementation of Microteaching learning, there are stages or procedures performed (Ni Nyoman, et al, 2017) including the following:

##### **1) Planning**

This stage is the preparation stage which is usually carried out outside of school hours. At this stage students must plan in

the form of a Learning Implementation Plan (RPP) for each basic skill that they want to practice by discussing it with the supervisor first.

2) Practice teaching (Teaching Practice)

This stage is the stage where prospective teacher students begin to practice their basic teaching skills in the classroom. Each student acts as teacher and student alternately during the practice period.

3) Feedback

In this session, students gave mutual evaluation and input to the teaching practices they had done. Feedback or feedback is very important in micro learning practices so that prospective teacher students know their strengths and weaknesses so that the next meeting can take place better.

4) Re-planning

After a variety of inputs are given, students re-plan by considering the input obtained. Therefore, prospective teacher students must make improvements so that the RPP is made better.

5) Re-Teaching Practice

This stage is tentative, meaning that it does not have to be there. If prospective teacher students need basic improvements, then they must practice teaching again to see if

they are able to improve their quality after the inputs are given. But if during the previous practice the quality of their teaching was good, then this stage did not need to be done again.

#### 6) Re-Feedback

This session is a continuation of the re-teaching practice session. But if a re-teaching practice session is not carried out then this session will not occur. Just as the practice of basic teaching skills is carried out, the teaching session will always be followed by giving input to find out whether the teaching practice done is good or not.

### **3. Overview of Guided Field Practices (PLT)**

#### **a. Definition of Guided Field Practice (PLT)**

In the UNY PLT Handbook (2017), the new term is called Integrated Internship III with a Guided Field Practice Course (PLT) in lieu of the term Field Experience Practice (PPL) that was used in previous years. In essence the understanding of both is the same both Field Experience Practices (PPL) and Guided Field Practices (PLT) where both are a series of activities programmed by the Teacher Training Education Institution. These activities include seeing, observing, teaching practice and training outside of teaching with the aim of supporting the development of teaching competencies in educational students as prospective teachers or education staff.

The Guided Field Practice (PLT) activity is expected to provide learning experiences for students, especially in terms of teaching experience, broaden horizons, training and develop competencies needed in their fields, improve skills, independence, responsibility, and ability to solve problems. This statement is in accordance with the mandate contained in Government Regulation No. 19 of 2005 concerning National Education Standards especially in Chapter V Article 26 Paragraph 4 which reads,

The graduate competency standard at the tertiary level aims to prepare students to Become noble members of society, possess knowledge, skills, independence, and attitudes to find, develop, and apply science, technology, and art, which are beneficial to humanity.

Meanwhile, according to Oemar Hamalik (2009), states that,

Field Experience Practice (PPL) is an arena for forming and fostering various competencies required to have a job as a teacher or other work in an educational institution. The goal to be achieved from this activity is the personality of prospective educators who have a set of knowledge, value and attitude skills, as well as behavioral patterns needed for their profession and competent and appropriate to use them in the implementation of education and teaching, both at school and outside school.

Based on the description, it can be concluded that the Guided Field Practice (PLT) is a series of activities programmed by LPTK for students as a place to form and foster various competencies to Become qualified and professional teachers or education staff. The following are the objectives, benefits, implementation and

competency standards of Guided Field Practices (PLT) according to the UNY PLT Guidelines Development Team (2017).

### **1) Purpose and Benefits of Guided Field Practice (PLT)**

The aim of the Guided Field Practice (PLT) is to provide experience and opportunities to students to improve teacher competency by applying knowledge and skills that have been mastered into the real learning process. While the benefits of implementing a Guided Field Practice (PLT) for prospective teacher students are able to obtain additional knowledge and experience related to various problems that exist in the implementation of learning.

### **2) Implementation of Guided Field Practices (PLT)**

In implementing a Guided Field Practice (PLT) program, students must strive to:

- a) Complete the program on time.
- b) Collaborating with colleagues, exploring and developing the potential of the target audience to overcome problems.
- c) Record all activities into a diary (matrix).
- d) Carry out teaching practices at least 8 times.
- e) Consult with the counselor.
- f) Consider wisely if in the process of implementing the program there is a request from the supervising teacher or field supervisor.
- g) Replace activities that have been programmed if there are other activities that come unexpected (incidental) that are timed together with programmed activities. If this happens, students need to report in writing.
- h) Reflect on the performance that has been done.
- i) In implementing PLT courses, each student must make and fill in all formats that have been carefully, precisely and objectively determined.

### **3) Guided Field Practice Competency Standards (PLT)**

Integrated Internship III competency standards with PLT courses are formulated by referring to the demands of four teacher competencies both in the learning context and in the context of the teacher's life as a member of the community. The four teacher competencies in question are pedagogic competence, personality competence, professional competence, and social competence. These competencies are formulated in accordance with the mandate of the Teacher and Lecturer Law No. 14 of 2005 Chapter IV Article 10.

Integrated Internship III with this PLT course has four competency standards, namely:

- a) Understanding the characteristics of students.
- b) Mastering the field of study.
- c) Mastering educational learning methodologies.
- d) Having a personality as a teacher

#### **b. Guided Field Practice Indicator (PLT)**

According to Zainal Asril (2010), the activities carried out by students in the Guided Field Practice (PLT) program are as follows:

- 1) Teaching, including making learning plans, teaching according to schedule, assisting students with assignments, making / choosing teaching aids, and evaluating learning outcomes.
- 2) Non Teaching, including assignments:

- a) Administration, which includes helping the administration of the school, making teaching schedules and non-teaching, notifying when leaving school, getting to know extracurricular activities, forming field coordinators for each school, helping organize school rooms, helping to Become school pickets, and becoming ceremonial leaders at school if necessary;
- b) Socialization, which is related to the rules of clothing and the appearance of good and right teachers, adhering to all applicable regulations in the school, establishing good cooperation with all elements in the school; and
- c) Personalization, which is discipline while in the school of practice, has leadership, is honest, has a sense of responsibility, looks good, obeys worship, and maintains relationships with colleagues.

Based on this theory, the Guided Field Practice (PLT) indicator used by researchers in this study (Triana Yuniasari, 2017) is as follows:

1) Learning preparation

Before carrying out learning, students must prepare for learning in advance. The preparation includes making a Learning Implementation Plan (RPP), consulting the RPP and subject matter to the tutor teacher, mastering teaching

materials well, mastering the learning methodology that will be used, preparing appropriate learning media, and mastering communication techniques well. In addition, students must also prepare their physical condition which is healthy and neat.

## 2) Practice teaching

The practice of teaching students in class includes some basic teaching skills. According to Sumawa (2006), the components of basic teaching skills include:

- a) Skill of opening and closing
- b) Explaining skills
- c) Asking skills
- d) Strengthening skills
- e) Skills using learning media
- f) Skills to guide small group discussions
- g) Classroom management skills
- h) Variation skills
- i) Individual and small group teaching skills

## 3) Compile and develop learning media

The use of interesting learning media in class needs to be done by students so that students do not feel bored. Innovation is also needed in order to develop existing learning media to then be adapted to the learning methods used, such as

powerpoint, video, monopoly, and other media related to subject matter.

4) Compile and develop evaluation tools

Evaluation of learning outcomes aims to determine the completeness of students in mastering certain basic competencies and measuring the success of students. If the majority of students have not reached the completeness criteria, it is necessary to re-examine the causes and then do remedial activities for unfinished students and enrichment activities for students who have completed. If all students have mastered a basic competency then the lesson can be continued with the next basic competencies. Evaluation of learning outcomes can be done using test instruments and non-test items, namely as follows:

- a) Quiz
- b) Oral questions
- c) Daily tests
- d) Deuteronomy block
- e) Individual tasks
- f) Group assignments

5) Non-teaching activities

In implementing Field Experience Practices (PPL) in schools, students do not only carry out teaching activities, but

also non-teaching activities. The non-teaching activities referred to in this study include the following:

- a) Helping the implementation of the school administration
- b) Making teaching agenda and non-teaching
- c) Get to know extracurricular activities
- d) Help organize the school room
- e) Helping to Become school pickets

## **B. Relevant Researches**

1. Hanipah (2018) in his research entitled, "The Effect of Microteaching Learning on the Basic Skills of Teaching of the Students in Social Sciences Education at the 2014 Syarif Hidayatullah Jakarta UIN". The results of the study show that there is an influence between Microteaching learning on the basic skills of student teaching at 0.945.

The research conducted by Hanipah with this study has the same equation, namely using the independent variable Microteaching learning. The difference lies in the dependent variable, in the Hanipah study the dependent variable studied was Basic Teaching Skills while in this study the dependent variable studied was Readiness to Become a Professional Teacher.

2. Wi Indah Subkhiyatin Najjah (2014) in his research entitled, "The Effect of Microteaching Value on Teaching Ability Student in the Field Experience Program (PPL) of Tadris Biologi Study Program Faculty of Science Tarbiyah IAIN Walisongo Semarang". The results of the study

show that there is no positive correlation between Microteaching Value on Teaching Ability Student in the Field Experience Program (PPL).

The research conducted by Wi Indah Subkhiyatin Najjah with this research has an equation on one of the independent variables, namely Microteaching. The difference lies in the other dependent variable that Teaching Ability Student in the Field Experience Program (PPL) is used in Wi Indah Subkhiyatin Najjah's research.

3. Yurike Praptiana (2017) in his research entitled, "The Effect of Field Experience Practices (PPL), Interests and Learning Achievements on Readiness to Become Student Professional Teachers of the Faculty of Economics of the 2013 State University of Yogyakarta". The results of the study showed the influence of the Practice of Field Experience, Interests, and Learning Achievements on Readiness to Become Professional Teachers in Students of the Faculty of Economics.

The research conducted by Yurike Praptiana with this study has the same equation, which is to examine the readiness of students to Become professional teachers and to use the independent variable Guided Field Practice (PLT). The difference lies in the other independent variables, in the other independent variables Yurike Praptiana's research namely Learning Interest and Achievement while in this study the other independent variables studied were Microteaching Quality. The next difference lies in the research subject and the time of the research.

4. Maya (2016) in his research entitled, "The Influence of Microteaching Courses and Field Experience Programs on Readiness to Become Teachers of 2012 Commerce Administration Education Medan State University". The results of the study indicate that the Microteaching Courses and Field Experience Programs have a positive influence on Readiness to Become Teachers at Commerce Education Students.

The research conducted by Maya with this study has the same equation, which is to examine the readiness of students to Become teachers by using the Microteaching and Guided Field Practice variables as independent variables chosen for research. The next difference lies in the research subject and the time of the research.

### **C. Thinking Framework**

Microteaching is one of the compulsory graduation courses that must be followed by education majors in all faculties at State University of Yogyakarta. Microteaching is carried out in semester 6 as a provision to teach when following the Guided Field Practice (PLT) in the following semester. PLT activities are carried out in every school that has collaborated with State University of Yogyakarta where students are sent to the school as a practitioner for approximately 2 months.

In principle, Microteaching and Guided Field Practice (PLT) learning is an alternative preparation system offered in conducting training for educational students to get the quality teacher title. In its implementation,

this learning system always prioritizes student competencies that must be fulfilled in order to get the ideal quality of the teacher.

The author assumes that when Microteaching learning can be carried out maximally and with high quality it will also have a maximum impact on the quality of student competencies when carrying out the guided field practice (PLT) activities. It is hoped that with the competency of qualified students, Accounting Education students will have Readiness to Become Professional Teachers after graduating from State University of Yogyakarta. The quality of professional teachers expected by students in this study is aimed at the ability of students to understand the four main competencies of a professional teacher, including pedagogic competence, professional competence, personality competency, and social competence.

#### **D. Research Paradigm**

Based on the above frame of mind, a research paradigm can be drawn from the influence of the independent variables namely Microteaching Quality and Guided Field Practice (PLT) on the dependent variable namely Readiness to Become a 2015 Class Accounting Professional Student Teacher State University of Yogyakarta. The research paradigm is illustrated in Figure 2.1.

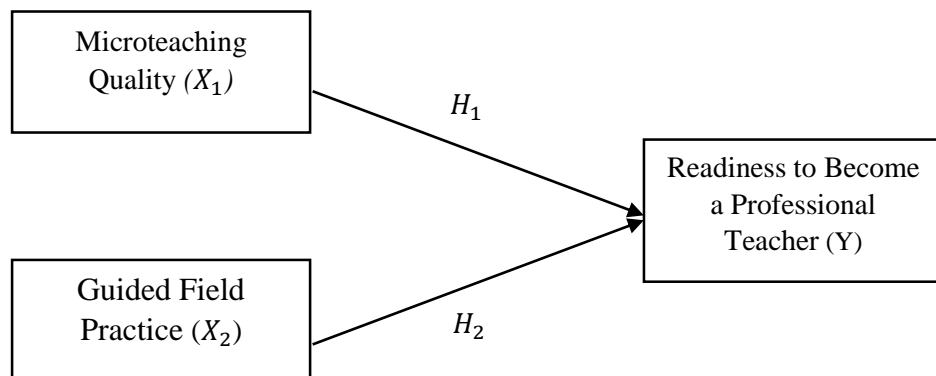


Figure 2 1. Research Paradigm

Information:

—→ : Partial influence of independent variables Quality of Microteaching and Guided Field Practice (PLT) on the dependent variable namely Readiness to Become a Professional Teacher.

### E. Research Hypotheses

Based on the problem formulation, literature review, relevant studies, and the framework of the above, the hypotheses that can be presented in this study are as follows:

1. Hanipah (2018) in his research found that Microteaching learning carried out by IPS Education students at UIN Syarif Hidayatullah Jakarta had a positive influence on the basic skills of teaching students where students became well-versed and could practice well the basic skills in teaching. In contrast to the research of Amin Fadly Kudairi (2015) who found the results of the study that the pretext of Microteaching learning did not have an effect on the teaching ability of student PPLs in the Education of Business Administration at the Economics Faculty of Universitas Negeri Medan.

Based on the results of the above research, the researchers assume that when students have practiced teaching through the practice of Microteaching, students will be able to understand and have the ability to master basic teaching skills. With basic teaching skills that have been mastered, the performance of students in teaching will also increase so that students will have the Readiness to Become Professional Teachers.

Thus, the researcher compiled the first hypotheses in this study as follows:

$H_1$ : "There is a positive and significant influence on the Quality of Microteaching on Readiness to Become a 2015 Accounting Education Professional Student of State University of Yogyakarta".

2. The research conducted by Yurike Praptiana (2017) found results that the Field Experience Practice activities carried out by students of the 2013 YEAR Economic Education had a positive impact on students so they had the Readiness to Become Professional Teachers after graduating from State University of Yogyakarta.

Based on the results of the above research, the researcher assumes that when a student has conducted a guided field practice (PLT), he will get a variety of experiences, insights, and knowledge related to the learning process in the real class. A student who has implemented the PLT program properly and maximally is proven by fulfilling the indicators of PLT implementation, so students will have the Readiness to Become Professional Teachers.

Thus, the researcher compiled the second hypotheses in this study as follows:

$H_2$ : "There is a positive and significant effect of Guided Field Practice (PLT) on Readiness to Become a 2015 Accounting Education Student Professional Teacher State University of Yogyakarta".

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Type of Research**

This research is a study using a quantitative approach, meaning that all information or data is realized in numbers and analysis based on statistical analysis (Suharsimi, 2013). Quantitative research is used when researchers want to know the relationship between two or more variables that are the object of research and are generally used to test or support a hypotheses .

#### **B. Place and Time of Research**

This research was conducted in the Accounting Education Study Program at the Faculty of Economics State University of Yogyakarta. The time of the study was conducted in January 2019 until February 2019.

#### **C. Population**

According to Suharsimi (2013) population is the whole subject used in the study. The population in this study is Students of Accounting Education Study Program Economics Faculty State University of Yogyakarta class of 2015 which are active in the 7<sup>th</sup> Semester or December 2018 with the provision that they have passed the Microteaching course and have taken the Guided Field Practice. The population in this study consisted of 2 classes totaling 63 students with details as shown in table 3.1.

If the number of members of the subject in the population is less than 100 people, and in the data collection the researcher uses a questionnaire,

the number should be taken entirely (Suharsimi, 2013). Therefore, this study is a population research.

Table 3. 1. Research subject

<b>Class</b>	<b>Number of Students</b>
A	40 Students
Excellent	23 Students
<b>Total</b>	<b>63 Students</b>

Source: Primary data that has been processed

#### **D. Research Variables**

The research variable is the object of research or something that is the focus of attention in a study (Suharsimi, 2013). In this study there are two variables that will be examined, namely:

1. Dependent variable (dependent variable), which is a variable that is affected or which Becomes a result because of the existence of independent variables. In this study, the dependent variable is Readiness to Become a Professional Teacher stated in Y.
2. Independent variable, which is a variable that affects or Becomes the cause of change or the emergence of a dependent variable. There are two independent variables in this study, namely the Quality of Microteaching stated in  $X_1$ , and Guided Field Practices expressed in  $X_2$ .

#### **E. Variable Operational Definitions**

In research, it is necessary to provide a limitation of understanding, so that the variables in this study can be clearly understood as described in table 3.2.

Table 3. 2. Operational Definition of Variables

Variable	Definition	Indicator
Readiness to Become a Professional Teacher (Y)	Sufficient willingness and ability both physically and mentally in carrying out the main tasks as a professional teacher which includes educating, teaching, guiding, directing, training, evaluating, and evaluating students and fulfilling the requirements of being a teacher and mastering professional teacher competencies which include pedagogical competence, personality competency, professional competence, and social competence.	<ol style="list-style-type: none"> <li>1. Pedagogic Competence</li> <li>2. Personality Competence</li> <li>3. Professional Competence</li> <li>4. Social Competence</li> </ol>
Micro Teaching Quality ( $X_1$ )	The form of a simplified learning process in terms of aspects of teaching competence, managing time, mastery of material, and management of students with learning methods on the basis of performance techniques done by training the basic competency components of teaching so that later will have readiness confidence in teaching in the real classroom (Moerdiyanto, 2005)	<ol style="list-style-type: none"> <li>1. Objectives of Microteaching</li> <li>2. Benefits of Microteaching</li> <li>3. Implementation of Microteaching</li> </ol>
Guided Field Practices (PLT) ( $X_2$ )	A series of activities programmed by LPTK for students as a place to form and foster various competencies to Become teachers or education staff. In this PLT students are sent directly to school in the teaching and learning process to apply basic skills and abilities that have been obtained during Microteaching (PLT UNY Guidebook, 2017)	<ol style="list-style-type: none"> <li>1. Learning preparation</li> <li>2. Teaching practice</li> <li>3. Compile and develop learning media</li> <li>4. Compile and develop evaluation tools</li> <li>5. Non teaching activities</li> </ol>

## **F. Data Collection Techniques**

Data collection techniques are intended to facilitate researchers in collecting data or seeking information. In this study data collection techniques used a questionnaires.

Questionnaire is a technique of data collection conducted by giving a set of questions or written statements to the respondent to answer (Sugiyono, 2015). This method is used to obtain data on Readiness to Become Professional Teachers, Quality of Microteaching, and Guided Field Practices (PLT) in 2015 Accounting Education Students of State University of Yogyakarta. The type of questionnaire in this study was a closed questionnaire so that to answer the questionnaire, respondents simply put a check (√) on the answer column that is available according to the subject's situation.

## **G. Research Instruments**

The research instrument is one aspect that plays a role in fluency and success in a study. The research instrument according to Sugiyono (2015) is a tool used to measure natural and social phenomena observed. The research instrument can also be said as a tool that is used by researchers to assist in their research so that the research Becomes systematic and facilitated by it (Suharsimi, 2013). The instruments used in obtaining data on Readiness to Become Professional Teachers, Quality of Microteaching, and Guided Field Practices (PLT) in this study were questionnaire sheets.

In this study, scoring was made using a Likert scale. There are four alternative answers given to respondents, namely Sangat Setuju (SS), Setuju (S), Disuju (TS), and Strongly Disagree (STS). The statements used as instruments are positive and negative statements that are arranged randomly with scoring guidelines as shown in table 3.3.

Table 3. 3. Scoring Guidelines

Alternative Answer	Score of each Statement	
	Positive	Negative
Strongly Agree (SS)	4	1
Agree (S)	3	2
Disagree (TS)	2	3
Strongly Disagree (STS)	1	4

Questionnaires are arranged based on instrument grids that refer to the indicators of each variable. The table 3.4 to table 3.6 describes the lattice of instruments made in this study, including the variables Readiness to Become Professional Teachers, Quality of Microteaching, and Guided Field Practice (PLT).

Table 3. 4. Grid of Readiness Instruments into Professional Teachers

Variable	Indicator	No. Item	Total
Readiness to Become a Professional Teacher	1. Pedagogical Competence	1, 2*, 3, 4, 5	5
	2. Personality Competence	6, 7, 8, 9, 10*	5
	3. Professional Competence	11, 12*, 13*, 14	4
	4. Social Competence	15, 16, 17, 18*	4
Total			18

\*) item negative statement

Source: Triana Yuniasari. 2017

Table 3. 5. Grid of Microteaching Quality Instruments

Variable	Indicator	No. Item	Total
Micro Teaching Quality	1. Purpose of Micro Teaching	1, 2, 3	3
	2. Benefits of Micro Teaching	4*, 5, 6*, 7, 8, 9, 10, 11, 12	9
	3. Implementation of Micro Teaching	13, 14, 15, 16*	4
Total			16

\*) item negative statement

Source: Hanipah. 2018

Table 3. 6. Grid of Guided Field Practice Instruments (PLT)

Variable	Indicator	No. Item	Total
Guided Field Practice (PLT)	1. Learning Preparation	1, 2, 3, 4	4
	2. Teaching Practice	5*, 6, 7*, 8, 9*, 10	6
	3. Compile and develop learning media	11*, 12, 13	3
	4. Compile and develop evaluation tools	14, 15, 16	3
	5. Non-teaching activities	17*, 18, 19*, 20	4
Total			20

\*) item negative statement

Source: Triana Yuniasari. 2017

## H. Validity and Reliability of Instruments

Before the instrument is used for research, the instrument must be tested first. The purpose of the trial of this instrument is to determine the level of validity and reliability of the instruments to be used. Suharsimi (2013)

revealed that there are two basic prerequisites that must be fulfilled by researchers for their research instruments, namely validity and reliability. The instrument trials in this study will be conducted outside the research population, namely the students of the Economic Education Study Program of the Faculty of Economics, State University of Yogyakarta, 2015. The trial was conducted once in 30 students of the 2015 Economic Education Force who have taken Microteaching and practice courses Guided Field (PLT). The number of respondents 30 people is considered to have fulfilled the requirements for the instrument trial (Sugiyono, 2015).

The selection of the test subjects using the 2015 Economy Education Student is based on the fact that the Economics Education Study Program students have similarities with the Accounting Education Study Program students, both of which are educational Study Programs which have relatively the same subjects. Students of the Accounting Education program and students of the Economic Education Study Program are required to take Microteaching courses and attend a Guided Field Practice (PLT) as a graduation requirement.

#### 1. Test the Validity of Instruments

Validity Test is used to measure the level of validity of an instrument. According to Suharsimi (2013), an instrument is said to be valid if the instrument used can measure what is desired. In research, in order to obtain valid data, the instruments used must also be valid.

To test the validity of the item, the Product Moment correlation technique from Karl Pearson was used. The Product Moment correlation 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

N = number of subjects

$\sum x$  = number of variable scores Microteaching Quality and Experience of Guided Lapnagan Practice (PLT)

$\sum y$  = number of variable scores Readiness to Become a Professional Teacher

$\sum xy$  = number of multiplication between variable scores Quality of Microteaching and Experience of Guided Lapnagan Practice (PLT) with variable Readiness to Become a Professional Teacher

$\sum x^2$  = sum of squares from the variable Quality of Microteaching and Experience of Guided Lapnagan Practice (PLT)

$\sum y^2$  = number of squares from the Readiness variable to Become a Professional Teacher.

(Suharsimi, 2013)

After  $r_{count}$  was found then it was consulted with  $r_{table}$  at a significance level of 5% that is equal to 0.361 to find out which items are valid and invalid. If  $r_{count}$  is equal to or greater than  $r_{table}$  with a significance level of 5%, then the items of the instrument are valid. Conversely, if it is known that  $r_{count}$  is smaller than  $r_{table}$ , the items of the instrument are invalid (Sugiyono, 2015). The items used in data collection are valid items.

Calculation of validity test is done with the help of an application program for processing statistical data, namely SPSS Statistics 25. with the following results:

a. The Readiness variable Becomes a Professional Teacher

Based on the indicators of the Readiness variable to Become a Professional Teacher which numbered 18 items of statements, the results obtained were 17 valid statement items and 1 invalid statement. The summary of the results of the validity test on the Readiness to Become Professional Teachers variables is shown in table 3.7.

Table 3. 7. Summary of Test Validity Results of Readiness Variables to Become Professional Teachers

Variable	Amount of Item	Desc.	No. Declared Item	Statement
Readiness to Become Professional Teachers	17	Valid	-	-
	1	Invalid	2	Saya tidak perlu mengajar sesuai dengan rencana pembelajaran yang saya buat, sebab rencana pembelajaran tersebut hanyalah formalitas saja.

Source: Primary data that has been processed

b. The variable of Microteaching Quality

Based on the indicators of the Quality Microteaching variable totaling 16 items of statements, the results show that all statement items are declared valid. A summary of the results of the validity test on the Microteaching Quality variable is shown in table 3.8.

c. The variable of Guide Field Practice

Based on the indicators of the Guided Field Practice (PLT) variable which numbered 20 items, the results showed that there

were 18 valid statement items and 2 invalid statements with statement numbers namely numbers 7 and 20. Summary of validity test results on the Field Practice variable Guided (PLT) listed in table 3.9.

Table 3. 8. Summary of Test Results for Validity of Variable Quality of Microteaching

Variable	Amount of Item	Desc.	No. Declared Item	Statement
Microteaching Quality	16	Valid	-	-

Source: Primary data that has been processed

Table 3. 9. Summary of Test Validity Results of Variable Guided Field Practice (PLT)

Variable	Amount of Item	Desc.	No. Declared Item	Statement
Guided Field Practice (PLT)	18	Valid	-	-
	2	Invalid	7	Saya terlebih dahulu menunjuk salah satu peserta didik untuk menjawab pertanyaan yang akan saya ajukan.
			20	Selama melaksanakan Praktik Lapangan Terbimbing (PLT), saya membantu inventarisasi perpustakaan sekolah.

Source: Primary data that has been processed

## 2. Test the Reliability of Instruments

Instrument reliability test was used to determine reliability in research data collection. An instrument is said to be reliable if the instrument when used to measure the same symptoms at different times

will show consistent results. The testing criteria of the Reliability Test according to Suharsimi (2013) are using the Cronbach Alpha technique with the following formula:

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

Information:

$r_{11}$  : instrument reliability  
 $k$  : the number of questions or questions  
 $\sum \sigma_b^2$  : number of item variants  
 $\sigma_t^2$  : total variance

The instrument is said to be reliable if it has an alpha coefficient equal to or more than 0.600 (Sunyoto, 2011). Conversely, if the reliability is less than 0.600 then the instrument is not reliable. The calculation of reliability test was carried out with the help of the SPSS Statistics 25 program. From the test the reliability test results were obtained as described in table 3.10.

Based on table 3.10 it is concluded that the instrument for all variables has an alpha coefficient of more than 0.600. Thus the instrument on each variable can be stated reliably to be used in this study.

## **I. Data Analysis Techniques**

### **1. Descriptive Analysis**

The data obtained is presented in the form of a description of the data from each independent and bound variable. Analysis of the data included the presentation of the Mean, Median, Mode, Standard

Deviation, maximum value, minimum value, frequency distribution table, histogram, table of tendencies for each research variable, and pie chart.

Table 3. 10. Instrument Reliability Test Results

<b>Variable</b>	<b>Coefficient Alpha Cronbach</b>	<b>N of Items</b>	<b>Description</b>
Readiness to Become a Professional Teacher	0.883	17	Reliable
Microteaching Quality ( $X_1$ )	0.866	16	Reliable
Guided Field Practice (PLT) ( $X_2$ )	0.850	18	Reliable

Source: Primary data that has been processed

- a. Mean, Median, Mode, and Standard Deviation, Maximum Value, Minimum Value

Mean or average value is the total number divided by the number of individuals in the group. Median is the middle value of the data group that has been arranged in the order from the smallest to the largest, or vice versa. The Median divides the values from the data group into two parts, which is half located above the median and half located below the median. Mode is a variable value that has the most frequency in distribution or value that often appears in a group. The standard deviation is a measure of data distribution. The maximum value is the biggest score obtained from the data and the minimum value is the smallest score obtained from the data (Sugiyono, 2012).

b. Frequency Distribution Table

1) Calculate the number of interval classes

Determine the number of interval classes used by the Sturges formula, namely:

$$K = 1 + 3.3 \log n$$

Information:

k = Number of interval classes  
n = number of respondents  
log = logarithm

(Sugiyono, 2012)

2) Determine the range of data

To determine the class range, use the following formula:

$$R = (x_t - x_r) + 1$$

Information:

R = range  
 $x_t$  = the largest data in a group  
 $x_r$  = the smallest data in a group

(Sugiyono, 2012)

3) Determine class length

To determine the class length, use the following formula:

$$\text{Panjang kelas} = \frac{\text{class range}}{\text{number of class intervals}}$$

(Sugiyono, 2012)

4) Make a histogram

Histograms are made based on frequency data that has been displayed in the frequency distribution table.

c. Variable Tendency Table

1) Arrange variable trend tables

The next description is to categorize the scores of each variable. The scores are then grouped into three categories, namely high, medium, and low. This categorization is based on the ideal Mean ( $M_i$ ) and ideal Deviation Standard ( $SD_i$ ) obtained. The formula used to measure the ideal Mean ( $M_i$ ) and the ideal Deviation Standard ( $SD_i$ ) is as follows:

$$M_i = \frac{1}{2} (\text{highest score} + \text{lowest score})$$

$$SD_i = \frac{1}{6} (\text{highest score} - \text{lowest score})$$

The determination of the score category refers to Sudjiono (2014) as follows:

- a) High category or good if the respondent has a score of  $x \geq (M_i + 1SD_i)$ .
- b) Medium or sufficient category if the respondent has a score  $(M_i - 1SD_i) \leq x < (M_i + 1SD_i)$ .
- c) Low or not good category if the respondent has an  $x$  score  $< (M_i - 1SD_i)$ .

## 2) Make a pie chart

Pie chart are created based on trend data that has been displayed in the variable tendency table.

## 2. Prerequisite Test for Analysis

Before the data is analyzed, it is necessary to test the requirements for analysis first, namely:

### a. Normality test

Normality test aims to find out data from each variable with normal distribution or not. The Normality Test is also used to test whether in the regression model the disturbance or residual variable has a normal distribution. To test it, it was carried out by the non parametric statistical test Kolmogorov Smirnov through the SPSS Statistics 25.0 computer application program. The variable is said to be normal if the value of Kolmogorov Smirnov and Unstandardized Residual Asymp. Sig (2-tailed) > 0.05 and vice versa.

**b. Linearity Test**

Linearity test is used to determine whether or not there is a linear relationship between independent variables and dependent variables. To find out the relationship of linearity in this study used the F test at a significance level of 5% using the following formula:

$$F_{count} = \frac{S_{TC}^2}{S_G^2}$$

Information:

$S_{TC}^2$  = middle square of tuna is suitable

$S_G^2$  = square of error

(Sugiyono, 2012)

Next,  $F_{count}$  is consulted with table at the 5% significance level. If  $F_{count}$  is equal to or smaller than  $F_{table}$ , there is a linear relationship between the independent variable and the dependent variable. Conversely, if  $F_{count}$  is greater than  $F_{table}$ , the relationship between the independent variable and the dependent

variable is not linear. In addition, testing linearity can also be done by comparing the value of Significance (Sig.) With 0.05. If the value is Deviation from Linearity Sig. > 0.05, it can be concluded that there is a significant linear relationship between the independent variable and the dependent variable.

**c. Multicollinearity Test**

Multicollinearity test is used to find out whether there is a high correlation between independent variables in the regression model. The multicollinearity assumption states that independent variables must be free from high correlations between independent variables. If there is a high correlation between the independent variables, then the relationship between the independent variable and the dependent variable Becomes disturbed. To test it, statistical tests were performed using the SPSS Statistics 25.0 computer application program.

The basis of decision making in this multicollinearity test is to look at the value of Tolerance and VIF (Variance Inflation Factor) in the output table of the "Coefficients" section of "Collinearity Statistics". If the Tolerance value is greater than 0.10 then it means that the variable does not occur multicollinearity in the regression model. If the VIF value is smaller than 10.00, it means that the variable does not occur multicollinearity in the regression model. Data analysis can be continued if there is no multicollinearity.

#### **d. Heteroscedasticity Test**

A good regression model must have homoskedasticity and not have heteroscedasticity. The method used is the Spearman Rank Test. In this test which needs to be interpreted is the part of the coefficient between the independent variable and the absolute residual. If the value is Sig. (2-tailed) greater than 0.05, it can be concluded that there is no problem of heteroscedasticity.

### **3. Test the Hypotheses**

Hypotheses testing in this study uses regression analysis to test the effect of several independent variables on the dependent variable. If the independent variable is tested more than one variable, then the regression equation used is multiple linear regression equation (multiple regression). The steps that must be taken are as follows:

- a. Finding the Correlation Coefficient (R) and Determinant Coefficient ( $R^2$ )
- b. Making Regression Line Equations Two Predictors

$$\text{Formula: } Y = \alpha + b_1X_1 + b_2X_2$$

Information:

Y = dependent variable

$\alpha$  = constant number

b = number direction or regression coefficient

X = subject to an independent variable that has a certain value

- c. Partial Test (t Test)

Testing the significance with the t test is a hypotheses testing that will be used to determine the effect of partial independent

variables on the dependent variable. According to Sugiyono (2012), the formula used is as follows:

$$t_i = \frac{b_i}{SE b_i}$$

Information:

$t_i$  =  $t_{count}$

$b_i$  = Regression Coefficient

SE = Standard Regression Error

It can be concluded that if  $t_{count}$  is equal to or greater  $t_{table}$  at the significance level of 5%, the effect of the independent variable on the dependent variable is significant. Conversely, if  $t_{count}$  is smaller than  $t_{table}$  at significance level of 5%, then the independent variable on the dependent variable is not significant.

## CHAPTER IV

### RESULT OF RESEARCH AND DISCUSSION

In this chapter are presented along with the discussion of research results. Results of the study included a description of the place of research, data description, test the prerequisite analysis, hypotheses testing, research and discussion of the limitations of the study.

#### A. Description of Research Results

##### 1. Description of General Data

State University of Yogyakarta (UNY) is one of the formal educational institutions based in Colombo Road No.1 Yogyakarta. State University of Yogyakarta has a vision in 2025 Becomes a world-class educational University based on devotion, independence, and scholarship. To realize this vision, State University of Yogyakarta has a mission to educate the Indonesian community by:

- a. Organizing academic, professionals, and vocational education in the fields of education and non-education fields to produce superior human beings who prioritize devotion, independence, and scholarship.
- b. Conducts research activities to discover, develop, and disseminate science, technology, art and/or sports, which benefit individuals and society, and support regional and national development, and contribute to solving global problems.

- c. Organizing community service and empowerment activities that encourage the development of human, community and natural potential to realize community welfare.
- d. Organizing good university governance, clean and accountable in the implementation of the autonomy of the College.

State University of Yogyakarta has several educational and non-educational study programs. One of the educational study programs at the State University of Yogyakarta is the Accounting Education Study Program at the Faculty of Economics (FE). This Accounting Education Study Program has a vision that is the formation of devoted human resources to God Almighty, superior, and professional in accounting education, has high flexibility, independent, competitive, national personality, noble character, entrepreneurial spirit, democratic and responsive to social change and global guidance.

Students graduating from the Accounting Education Study Program, are expected to have the abilities and skills as follows:

- a. Become a professional education staff and/or academic who has mastered accounting and technology.
- b. Having the attitude and ability of education, professional, and/or academic personnel to develop accounting and technology through research activities for the sake of education and teaching and/or for the benefit of developing accounting science itself.

- c. Able to encourage the improvement of the ability of education, professional, and/or academic personnel, to forecast and devote the knowledge of accounting and skills to people's lives, both in education and teaching as well as in social fields.

## **2. Description of Special Data**

Data from the results of the research consisted of two independent variables, namely the Quality of Microteaching ( $X_1$ ) and Guided Field Practice (PLT) ( $X_2$ ) and the dependent variable is Readiness to Become a Professional Teacher (Y). In this section, a description of the data from each variable will be presented based on data obtained in the field. The population of the study was the Accounting Education Students at the State University of Yogyakarta class of 2015 which was still active per semester 7 or December 2018. Other requirements that must be met by the population were students who had passed the Microteaching subject and participated in the Guided Field Practice (PLT). With these conditions, the population contained in this study amounted to 63 students.

The description of the data presented is processed data seen from the Mean, Median, Mode, Standard Deviation, maximum value, and minimum value. In addition, a frequency distribution table, histogram, trend table and a pie chart of each variable are also presented. Data description of each variable in detail can be seen from the following description.

**a. Readiness to Become a Professional Teacher**

The variable data of Readiness to Become a Professional Teacher was obtained through a questionnaire consisting of 17 item statements and filled by 63 of Accounting Education Students class of 2015 who were the subjects of this research. There are 4 alternative answers with the highest score is 4 and the lowest score is 1, so that the ideal highest score is 68 and the lowest ideal score is 17. Based on the data obtained and processed with the help of an SPSS 25.0 statistical data processing application program, Readiness to Becomes a Professional Teacher have a maximum value of 65 and a minimum value of 46; the Mean is 56.30; Median is 56; Mode is 56; and the Standard Deviation is 5.104. To compile the frequency distribution of Readiness to Become a Professional Teacher, the following steps are taken:

- 1) Determine the number of interval classes

$$\begin{aligned} \text{Number of interval classes (K)} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 63 \\ &= 6.960 \text{ rounded to } 7 \end{aligned}$$

- 2) Calculate class ranges

$$\begin{aligned} \text{Class range (R)} &= \text{highest score} - \text{lowest score} \\ &= 65 - 46 \\ &= 19 \end{aligned}$$

- 3) Calculate class length

$$\begin{aligned} \text{Class length} &= \frac{\text{class range}}{\text{number of interval classes}} \\ &= 19/7 \\ &= 2,714 \text{ rounded to } 3 \end{aligned}$$

The results of the calculation of frequency distribution on the Readiness to Become a Professional Teacher variable can be seen as in table 4.1.

Table 4. 1. Variable Frequency Distribution of Readiness to Become a Professional Teacher

No.	Interval	F	%
1.	46-48	3	4,76%
2.	49-51	11	17,46%
3.	52-54	9	14,29%
4.	55-57	15	23,81%
5.	58-60	8	12,70%
6.	61-63	9	14,29%
7.	64-66	8	12,70%
<b>Total</b>		<b>63</b>	<b>100%</b>

Source: Primary data that has been processed

4) Make a histogram

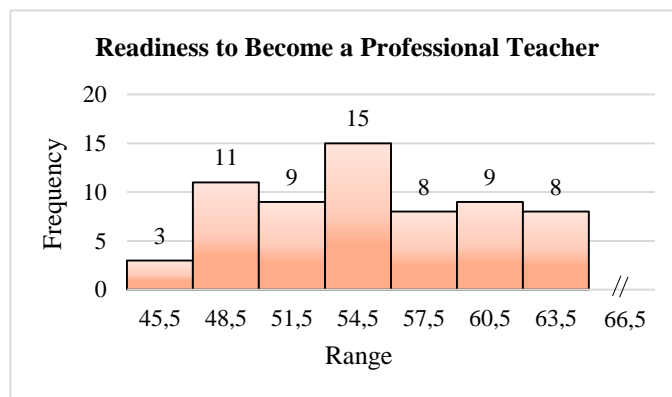


Figure 4. 1. Histogram of Frequency Distribution of Readiness to Become a Professional Teacher

Categorizing variables of Readiness to Become a Professional

Teacher uses ideal score criteria. The calculation are as follows:

High group :  $x \geq (Mi + 1SDi)$ .

Medium group :  $(Mi - 1SDi) \leq x < (Mi + 1SDi)$

Low group :  $x < (Mi - 1SDi)$

The ideal Mean (Mi) and ideal Deviation Standard (SDi) values are:

$$\begin{aligned}
Mi &= 1/2 (\text{highest score} + \text{lowest score}) \\
&= 1/2 (65 + 46) \\
&= 1/2 (111) \\
&= 55.5 \text{ rounded to } 56
\end{aligned}$$

$$\begin{aligned}
SDi &= 1/6 (\text{highest score} - \text{lowest score}) \\
&= 1/6 (65 - 46) \\
&= 1/6 (19) \\
&= 3.2 \text{ rounded to } 3
\end{aligned}$$

$$\begin{aligned}
1SDi &= 1 (3) \\
&= 3
\end{aligned}$$

Three categories of trends in the variable of Readiness to Become Professional Teachers if described in the data are as follows:

$$\begin{aligned}
\text{High category} &= x \geq (Mi + 1SDi) \\
&= x \geq (56 + 3) \\
&= x \geq 59
\end{aligned}$$

$$\begin{aligned}
\text{Medium category} &= (Mi - 1SDi) \leq x < (Mi + 1SDi) \\
&= (56 - 3) \leq x < (56 + 3) \\
&= 53 \leq x < 59
\end{aligned}$$

$$\begin{aligned}
\text{Low category} &= x < (Mi - 1SDi) \\
&= x < (56,5 - 3,5) \\
&= x < 53
\end{aligned}$$

Based on the calculation and categorization of the tendency of the Readiness to Become a Professional Teacher variable, it can be concluded that the distribution category of Readiness to Become Professional Teachers are as shown in table 4.2. As in figure 4.2. explain the results of the trend distribution of the Readiness to Become a Professional Teacher variable in the form of a pie chart.

Table 4. 2. Distribution Category of Trends in Readiness to Become Professional Teachers

No.	Interval Classes	Score Ranges	F	%	Category
1.	$x \geq 59$	$> 58$	20	31,7%	Hgh
2.	$53 \leq x < 59$	53 – 58	25	39,7%	Medium
3.	$x < 53$	$< 53$	18	28,6%	Low
Total			63	100%	

Source: Primary data that has been processed

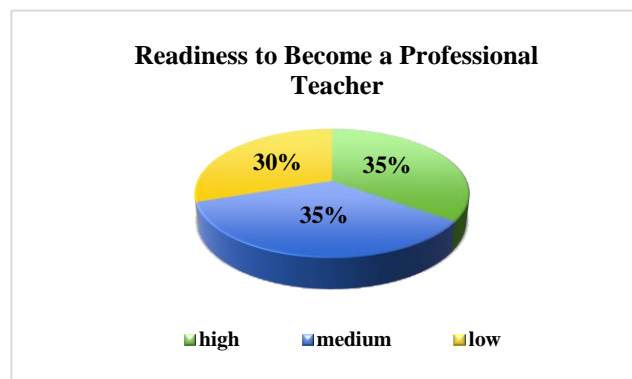


Figure 4. 2. Circle Diagram Variables of Readiness to Become Professional Teachers

Based on table 4.2 and the pie chart in Figure 4.2, the frequency of Readiness to become a Professional Teachers variables in the high category was 20 students (31.7%), the frequency of Readiness to become a Professional Teachers variables in the medium category was 25 students (39.7%), the frequency of Readiness to become a Professional Teachers variables in the low category is 18 students (28.6%). So it can be concluded that the tendency of the Readiness to Become a Professional Teacher variable is in the medium category as many as 25 students (39.7%).

## b. Microteaching Quality

The variable data of Microteaching Quality is obtained through a questionnaire consisting of 16 item statements and statements and filled by 63 of Accounting Education Students class of 2015 who were the subjects of this research. There are 4 alternative answers with the highest score is 4 and the lowest score is 1, so that the ideal highest score is 64 and the lowest ideal score is 16. Based on the data obtained and processed with the help of an SPSS 25.0 statistical data processing program, Microteaching Quality variable has a maximum value of 62 and a minimum value of 44; the Mean is 52.44; Median of 52; Mode is 54 and the Standard Deviation is 4.895. To compile the frequency distribution of Microteaching Quality variable, the following steps are taken:

- 1) Determine the number of interval classes

$$\begin{aligned}\text{Number of interval classes (K)} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 63 \\ &= 6.960 \text{ rounded to } 7\end{aligned}$$

- 2) Calculate class ranges

$$\begin{aligned}\text{Class range (R)} &= \text{highest score} - \text{lowest score} \\ &= 62 - 44 \\ &= 18\end{aligned}$$

- 3) Calculate class length

$$\begin{aligned}\text{Class length} &= (\text{class range}) / (\text{number of interval classes}) \\ &= 18/7 \\ &= 2,586 \text{ rounded to } 3\end{aligned}$$

The results of the calculation of frequency distribution in the variable of Microteaching Quality can be seen as in table 4.3.

4) Make a histogram

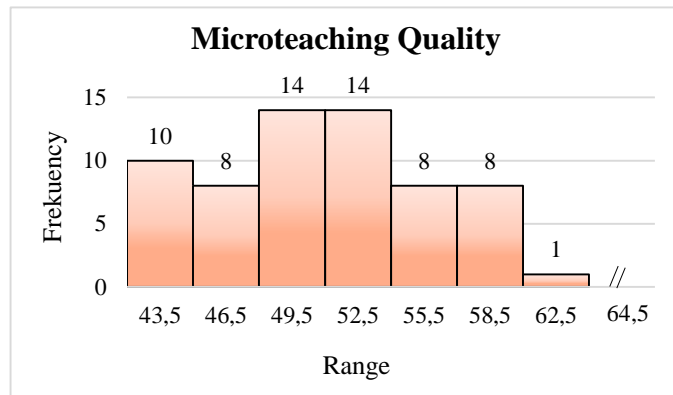


Figure 4. 3. Histogram of Frequency Distribution of Microteaching Quality

Table 4. 3. Variable Frequency Distribution of Quality Microteaching

No.	Interval	F	%
1.	44-46	10	15,87%
2.	47-49	8	12,70%
3.	50-52	14	22,22%
4.	53-55	14	22,22%
5.	56-58	8	12,70%
6.	59-61	8	12,70%
7.	62-64	1	1.59%
<b>Total</b>		<b>63</b>	<b>100%</b>

Source: Primary data that has been processed

The categorization of the Quality Microteaching variable uses the ideal score criteria. The calculation is as follows:

High group :  $x \geq (Mi + 1SDi)$ .

Medium group :  $(Mi - 1SDi) \leq x < (Mi + 1SDi)$

Low group :  $x < (Mi - 1SDi)$

The ideal Mean (Mi) and ideal Deviation Standard (SDi) values are:

$$\begin{aligned}
 Mi &= 1/2 (\text{highest score} + \text{lowest score}) \\
 &= 1/2 (62 + 44) \\
 &= 1/2 (106) \\
 &= 53
 \end{aligned}$$

$$SDi = 1/6 (\text{highest score} - \text{lowest score})$$

$$\begin{aligned}
&= 1/6 (62-44) \\
&= 1/6 (18) \\
&= 3
\end{aligned}$$

$$\begin{aligned}
1SD_i &= 1 (3) \\
&= 3
\end{aligned}$$

Three categories of trends in the Microteaching Quality variable if described in the data are as follows:

$$\begin{aligned}
\text{High category} &= x \geq (M_i + 1SD_i) \\
&= x \geq (53 + 3) \\
&= x \geq 56
\end{aligned}$$

$$\begin{aligned}
\text{Medium category} &= (M_i - 1SD_i) \leq x < (M_i + 1SD_i) \\
&= (53 - 3) \leq x < (53 + 3) \\
&= 50 \leq x < 56
\end{aligned}$$

$$\begin{aligned}
\text{Low category} &= x < (M_i - 1SD_i) \\
&= x < (53 - 3) \\
&= x < 50
\end{aligned}$$

Based on the calculation and categorization of trends in the Microteaching Quality variable, it can be concluded that the distribution of the trend categories of Microteaching Quality is as shown in table 4.4. As on figure 4.4. explain the results of the trend distribution of Microteaching Quality variables in the form of pie charts.

Based on table 4.4 and the pie chart on Figure 4.4, the frequency of the Microteaching Quality variable in the high category was 17 students (27%), the frequency of Microteaching Quality variables in the medium category was 28 students (44%), the frequency of the

Microteaching Quality variable in the low category 18 students (29%). So it can be concluded that the tendency of the Microteaching Quality variable is in the medium category as many as 28 students (44%).

Table 4. 4. Distribution Category of Trends in Microteaching Quality

No.	Interval Classes	Score Ranges	F	%	Category
1.	$x \geq 56$	$> 55$	17	27%	High
2.	$50 \leq x < 56$	50 – 55	28	44%	Medium
3.	$x < 50$	$< 50$	18	29%	Low
Total			63	100%	

Source: Primary data that has been processed

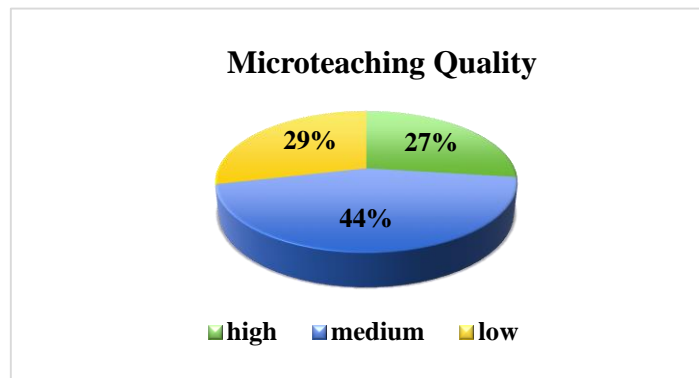


Figure 4. 4. Circle Diagram Variables of Microteaching Quality

### c. Guided Field Practice (PLT)

The variable data of Guided Field Practice (PLT) was obtained through a questionnaire consisting of 18 item statements and filled by 63 of Accounting Education students class of 2015 who were the subjects of the study. There are 4 alternative answers with the highest score is 4 and the lowest score is 1, so that the ideal highest score is 72 and the lowest lowest score is 18. Based on the data obtained and processed with the help of an SPSS 25.0 statistical data processing

application program, Guided Field Practice variable (PLT) has a maximum value of 68 and a minimum value of 49; the Mean is 58.75; the Median is 59; the Mode is 60; and the Standard Deviation is 5.588. To compile the frequency distribution of Guided Field Practice (PLT), the following steps are taken:

- 1) Determine the number of interval classes

$$\begin{aligned} \text{Number of interval classes (K)} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 63 \\ &= 6.960 \text{ rounded to } 7 \end{aligned}$$

- 2) Calculate class ranges

$$\begin{aligned} \text{Class range (R)} &= \text{highest score} - \text{lowest score} \\ &= 68 - 49 \\ &= 19 \end{aligned}$$

- 3) Calculate class length

$$\begin{aligned} \text{Class length} &= (\text{class range}) / (\text{number of interval classes}) \\ &= 19/7 \\ &= 2,714 \text{ rounded to } 3 \end{aligned}$$

The results of the calculation of frequency distribution in the variable of Guided Field Practice (PLT) can be seen as in table 4.5.

Table 4. 5. Variable Frequency Distribution of Guided Field Practice (PLT)

<b>No.</b>	<b>Interval</b>	<b>F</b>	<b>%</b>
1.	49-51	9	14,29%
2.	52-54	7	11,11%
3.	55-57	10	15,87%
4.	58-60	15	23,81%
5.	61-63	9	14,29%
6.	64-66	6	9,52%
7.	67-69	7	11,11%
<b>Total</b>		<b>63</b>	<b>100%</b>

Source: Primary data that has been processed

4) Make a histogram

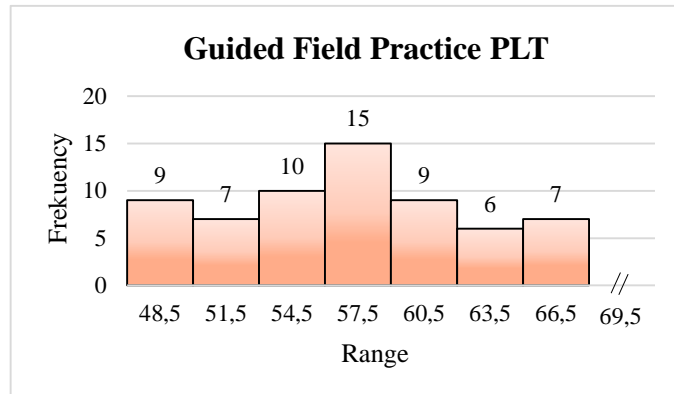


Figure 4. 5. Histogram of Frequency Distribution of Guided Field Practice (PLT)

Categorizing the Guided Field Practice (PLT) using ideal score criteria. The calculation are as follows:

- High group :  $x \geq (Mi + 1SDi)$ .
- Medium group :  $(Mi - 1SDi) \leq x < (Mi + 1SDi)$
- Low group :  $x < (Mi - 1SDi)$

The ideal Mean (Mi) and ideal Deviation Standard (SDi) values are:

$$\begin{aligned}
 Mi &= 1/2 (\text{highest score} + \text{lowest score}) \\
 &= 1/2 (68 + 49) \\
 &= 1/2 (117) \\
 &= 58.5 \text{ rounded to } 59
 \end{aligned}$$

$$\begin{aligned}
 SDi &= 1/6 (\text{highest score} - \text{lowest score}) \\
 &= 1/6 (68 - 49) \\
 &= 1/6 (19) \\
 &= 3.16 \text{ rounded to } 3
 \end{aligned}$$

$$\begin{aligned}
 1SDi &= 1 (3) \\
 &= 3
 \end{aligned}$$

Three categories of trends in the guided field practice variable (PLT) if described in the data are as follows:

$$\begin{aligned} \text{High category} &= x \geq (Mi + 1SDi) \\ &= x \geq (59 + 3) \\ &= x \geq 62 \end{aligned}$$

$$\begin{aligned} \text{Medium category} &= (Mi - 1SDi) \leq x < (Mi + 1SDi) \\ &= (59 - 3) \leq x < (59 + 3) \\ &= 56 \leq x < 62 \end{aligned}$$

$$\begin{aligned} \text{Low category} &= x < (Mi - 1SDi) \\ &= x < (59 - 3) \\ &= x < 56 \end{aligned}$$

Based on the calculation and categorization of trends of the Guided Field Practice (PLT) variable, it can be concluded that the distribution of the Guided Field Practice (PLT) category is as shown in table 4.6. As on figure 4.6. explain the results of the distribution of trends in the guided field practice (PLT) in the form of a pie chart.

Table 4. 6. Distribution of Categories of Trends in Guided Field Practice (PLT)

No.	Kelas Interval	Rentang Skor	F	%	Kategori
1.	$x \geq 62$	$> 61$	22	34,92%	High
2.	$56 \leq x < 62$	$56 - 61$	22	34,92%	Medium
3.	$x < 56$	$< 56$	19	30,16%	Low
Total			63	100%	

Source: Primary data that has been processed

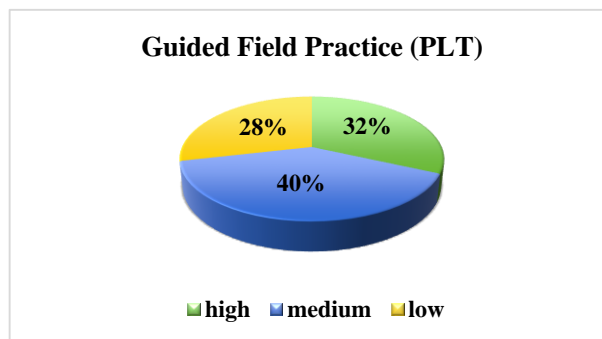


Figure 4. 6. Circle Diagram Variables of Guided Field Practice (PLT)

Based on table 4.6 and the pie chart on Figure 4.6, the frequency of the Guided Field Practice (PLT) variable in the high category was 22 students (34.92%), the frequency of the Guided Field Practice (PLT) variable was 22 students (34.92% ), the frequency of the Guided Field Practice (PLT) variable in the low category was 19 students (30.16%). So it can be concluded that the tendency of the Guided Field Practice (PLT) variable is in a balanced position between the high category with the medium category with each category consisting of 22 students (34.92%).

### **3. Test of Prerequisite for Analysis**

#### **a. Normality test**

Normality test aims to find out data from each variable with normal distribution or not. In this analysis requires distribution to be normal with the criteria of significance value greater than 0.05. The results of the normality test for each variable are presented in table 4.7. The Normality Test results in table 4.7 show that all research variables have a significance value greater than 0.05 in ( $\text{sig} > 0.05$ ). Thus, it can be concluded that all research data are normally distributed.

#### **b. Linearity Test**

The purpose of the Linearity Test is to find out the relationship between the independent variable and the dependent variable is linear or not, if it is not linear then the regression analysis cannot be

continued. The linearity testing criteria is if the price of  $F_{count}$  is equal to or smaller than  $F_{table}$  ( $F_{count} < F_{table}$ ) at the significance level of 5%. The results of the calculation of linearity test using SPSS Statistic 25.0 computer program assistance can be seen as in table 4.8.

Table 4. 7. Normality Test Results

No	Nama Variable	Asymp. Sig	Ket.
1.	Readiness to Become a Profesional Teacher (Y)	0,052	Normal
2.	<i>Microteaching</i> Quality ( $X_1$ )	0,200	Normal
3.	Guided Field Practice (PLT)( $X_2$ )	0,200	Normal

Source: Primary data that has been processed

Table 4. 8. Linearity Test Results

No.	Variable		df	$F_{hitung}$	$F_{tabel}$	Nilai Sig.	Ket.
	Bebas	Terikat					
1.	$X_1$	Y	17; 44	1,535	1,86	0,127	Linear
2.	$X_2$	Y	16; 45	0,809	1,87	0,668	Linear

Source: Primary data that has been processed

The Linearity Test results for variables  $X_1$  with Y in table 4.8 indicate that the value of  $F_{count}$  is 1.535 and the value of  $F_{table}$  is 1.86 with a significance value of 0.127. These results indicate that the value of  $F_{count} < F_{table}$  ( $1.535 < 1.86$ ) and significance is greater than 0.05 ( $0.127 > 0.05$ ) which means that the relationship between  $X_1$  and Y is linear.

The results of the linearity test for variables  $X_2$  with Y in table 4.8 indicate that the value of  $F_{count}$  is 0.809 and the value of  $F_{table}$  is 1.85 with a significance value of 0.668. These results indicate that the value

of  $F_{count} < F_{table}$  ( $0.809 < 1.87$ ) and significance is greater than 0.05 ( $0.668 > 0.05$ ) which means that the relationship between  $X_2$  and Y is linear.

**c. Uji Multicollinearity**

Multicollinearity test is conducted to determine whether there is a high correlation between independent variables in the regression model. The relationship between independent variables on the dependent variable will be disrupted if there is a high correlation between the independent variables. This results in the regression model obtained being invalid. After calculating with the SPSS Statistics 25.0 computer program, the results of the multicollinearity test are presented in table 4.9.

Table 4. 9. Multicollinearity Test Results

<b>Variable</b>	<b>Tolerance</b>	<b>VIF</b>	<b>Ket.</b>
<i>Microteaching</i> Quality ( $X_1$ )	0,975	1,026	There is no multicollinearity
Guided Field Practice (PLT) ( $X_2$ )	0,975	1,026	There is no multicollinearity

Source: Primary data that has been processed

Based on table 4.9, it can be seen that the Tolerance value for *Microteaching* Quality ( $X_1$ ) and Guided Field Practice (PLT) ( $X_2$ ) variables is 0.975 or greater than 0.10. Meanwhile, the VIF value for *Microteaching* Quality ( $X_1$ ) and Guided Field Practice (PLT) ( $X_2$ ) is equal to 1.026 or less than 10.00. Referring to the basis of decision making in the multicollinearity test, it can be concluded that there are no symptoms of multicollinearity in the regression model in this study.

#### d. Heteroscedasticity Test

A good regression model must have homoskedasticity and not have heteroscedasticity. The method used is the Spearman Rank Test. The test results can be seen in table 4.10.

From table 4.10 it can be seen that in the column the significance value (Sig.) shows the number  $> 0.05$ . Thus it can be concluded that in this study there was no problem of heteroscedasticity.

Table 4. 10. Heteroscedasticity Test Results

No.	Variable	Nilai Sig. (2 tailed)	Kesimpulan
1.	Microteaching Quality ( $X_1$ )	0,887	There is no heteroskedastisitas
2.	Guided Field Practice (PLT) ( $X_2$ )	0,605	There is no heteroskedastisitas

Source: Primary data that has been processed

#### B. Testing of Research Hypotheses

The technique used to test the hypotheses in this study is to use multiple regression analysis techniques with the help of the SPSS Statistics 25.0 application program. The summary of the results of hypotheses testing in this study can be seen in table 4.11.

Table 4. 11. Result of Hypotheses Testing

Variable	Koefisien Regresi	t	Sig.
Microteaching Quality	-0,038	-0,317	0,752
Guided Field Practice (PLT)	0,421	3,963	0,000
Konstanta	33,583		
$R^2$	0,208		
$R$	0,457		

Source: Primary data that has been processed

### **1. Finding the Correlation Coefficient (R) and Determination Coefficient ( $R^2$ )**

The results of multiple regression analysis show the correlation coefficient (R) is 0,457 and the coefficient of determination ( $R^2$ ) is 0.208. This value indicated that 20.8% of readiness to Become a Professional Teacher is influenced by the Microteaching Quality and Guided Field Practice (PLT). While the remaining 79.2% is influenced by other variables that not examined in this study.

### **2. Equation of the Double Regression Line**

$$Y = 33,583 - 0,038X_1 + 0,421X_2$$

### **3. Partial Test (t test)**

T test is a test to show the effect of individual independent variables on the dependent variable. This is intended to find out how far the influence of one independent variable in explaining the dependent variable. To show the influence of individual independent variables on the dependent variable can also be seen in the significance value.

#### **a. First hypotheses**

The first hypotheses tested in this study states that there is a positive and significant influence on the Microteaching Quality on Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta class of 2015. Based on the results of partial calculations, the influence of Microteaching Quality on Readiness to Become a Professional

Teacher obtained a regression coefficient of -0.038. In addition, the calculation results show a value of  $t_{count}$  of -0.317 with a significance value of 0.752. With the results of research that shows that the regression coefficient of the Microteaching Quality variable has a negative value direction and a significance value  $> 0.05$ , then the first hypotheses that reads "There is a positive and significant effect of the Microteaching Quality on Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta class of 2015" was rejected.

**b. Second Hypotheses**

The second hypotheses tested in this study states that there is a positive and significant effect of Guided Field Practice (PLT) on Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta class of 2015. Based on the results of partial calculations, the effect of Guided Field Practice (PLT) on Readiness to Become a Professional Teacher obtained a regression coefficient of 0.421. In addition, the calculation results show a  $t_{count}$  value of 0.461 with a significance value of 0,000. With the results of the study showing that the regression coefficient of the Guided Field Practice (PLT) has a positive value direction and a significance value of  $< 0.05$ , the the second hypotheses that reads "There is a positive and significant influence of Guided Field Practice (PLT) on Readiness to Become a Professional Teacher of the

Accounting Education Student State University of Yogyakarta class of 2015" was accepted.

### C. Discussion

This study aims to determine the effect of Microteaching Quality and Guided Field Practices (PLT) on Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta class of 2015. The results of this research can be seen in Figure 4.7 regarding the research paradigm with regression coefficient values.

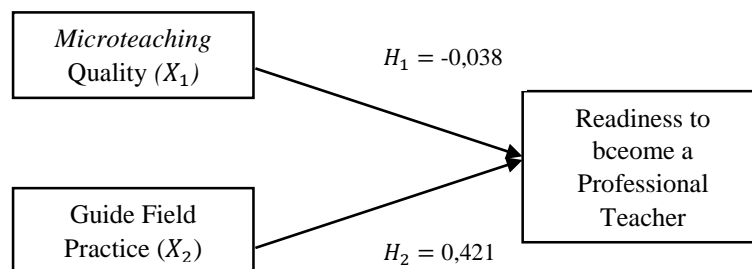


Figure 4. 7. Research Paradigm with Regression Coefficient Value

Based on Figure 4.7, the summary of the study results can be explained as follows:

#### 1. The Effect of Microteaching Quality on Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta Class of 2015

Based on the results of partial calculations, the effect of Microteaching Quality on Readiness to Become a Professional Teacher obtained a regression coefficient of -0.038. In addition, it is known that  $t_{count}$  is -0.317 with a significance value of 0.752. With the regression coefficient that has a negative value direction and a significance value of  $> 5\%$ , even

though it uses 10% significance, it can be concluded that Readiness to Become a Professional Teacher of the Accounting Education Student State University of Yogyakarta class of 2015 is not effected by Microteaching Quality.

The results of the initial survey indicated that the entire study population, namely the Accounting Education Student State University of Yogyakarta class of 2015, amounting to 63 students, has passed the Microteaching subject. The terms pass on Microteaching subject is rated at least B + score and these score become a requirement in following the Guided Field Practice (PLT) on the next semester. The details of the Microteaching subject score at the Accounting Education Student State University of Yogyakarta class of 2015 are as shown in table 4.12.

Table 4. 12. Score Details of Microteaching Subject

No.	Value	Amount of Students	Percentage
1.	A	55	87%
2.	A-	5	8%
3.	B	2	3%
4.	B+	1	2%
<b>Total</b>		<b>63</b>	<b>100%</b>

Source: Primary data that has been processed

From the details of the value of the Microteaching subject described in table 4.12, it can be seen that all students have passed the Microteaching subject with 87% of them having very satisfying grades. The survey results on the value of Microteaching subject are contrary to the results of the first hypotheses research in this study. Although students have complete grades

in the Microteaching subject, this does not have a significant effect on the Readiness of students to Become a Professional Teacher.

The results of this study are in line with the research conducted by Wi Indah (2014) which shows that there is no positive relationship between the value of Micro Teaching to the teaching ability of Field Experience Practices (PPL). Based on the study results, it was concluded that not all students who have good microteaching score are also good at teaching. This is because any other factors that influence the students ability to teach both internally and externally, namely from personality, family, environment, and so on. The reason that Wi Indah (2014) research can supports this study is because the authors assumed that when students have the ability to teach, students will also have the Readiness to Become Professional Teachers. This is similar to what expressed by Dalyono (2009) and Slameto (2013) in the studies of the above theory, that readiness can be summed up as a willingness and sufficient ability both physically and mentally in doing something skillfully.

According to Kartono (1991) in Sausan's research (2017) states that the work readiness factor is by internal factors and external factors. Internal factors include intelligence, skills, talents, abilities and interests, motivation, health, psychological needs, personality, ideals, future goals and motive in work while external factors include the home environment, the workplace environment, job security, the opportunity to get progress, co-workers, relationship with the leader and salaries. Factors that influence

work readiness, one of which is interests and future goals. If someone already has an interest and future goals, he already has a view of his future and he will prepare himself to realize that goals.

Thus, the results of Microteaching learning does not have a significant effect on the students Readiness to Become Professional Teachers. It because there are only 24 students from 63 total populations who have interest and work plan to become a teacher. Even from 55 students with very satisfying score on microteaching, only 22 students of them had work plans to become teachers, besides of them are want to become accounting practitioners, entrepreneurs, and so on. This is because there are other variables not examined in this study that effect the Readiness to Become Professional Teachers, namely interests and future goals, so that students' interests and future goals besides being a teacher can change students' perceptions of their Readiness to Become a Professional Teacher.

## **2. The Effect of Guided Field Practices (PLT) on Readiness to Become Professional Teacher of the Accounting Education Student State University of Yogyakarta Class of 2015**

Based on the results of partial calculations, the effect of Guided Field Practice (PLT) on Readiness to Become a Professional Teacher obtained a regression coefficient of 0.421. In addition, the calculation results show a  $t_{count}$  value of 0.461 with a significance value of 0,000. With the results of the study showing that the regression coefficient of the Guided Field Practice (PLT) has a positive value direction and significance value  $< 0.05$ ,

it can be concluded that the Guided Field Practice (PLT) has an effect on Readiness to Become Professional Teachers of the Accounting Education Student State University of Yogyakarta class of 2015. The better of the Guided Field Practice (PLT) quality, the better it will be also the readiness of students to Become a Professional Teacher.

The results of this study are supported by the opinion of the drafting team of the UNY PLT guidebook (2017) which revealed that the PLT program is a program that aims to develop teaching competencies in educational students as prospective teachers/educators or education personnel. While Slameto (2010) states that the experience gained by humans has a positive influence on readiness. In this study, the readiness of that statement is the readiness to Become a professional teacher. The most concrete experience gained by educational students is the Guided Field Practice (PLT). Therefore, due to the lack of practical experience in the form of a Guided Field Practices (PLT), the students will be ready to implement learning activities in the classroom as a professional teacher.

The results of this study are also in line with the research conducted by Yurike Praptiana (2017) with the results of research that showed a positive effect of Field Experience Program (PPL) on student Readiness to Become Professional Teachers. This is evidenced by the highest frequency with 27 students (37.5%) able to carry out pre-learning well. In addition, Maya's research (2016) also supports the results of this study by showing that the Field Experience Program (PPL) has an effect on Readiness to be Teachers

to students with results  $t_{count} > t_{table}$  ( $8,392 > 1,664$ ) and significance values ( $0,000 < 0,05$ ).

#### **D. Research Limitations**

The instrument used to obtain data on Microteaching Quality, Guided Field Practice (PLT), and Readiness to Become a Professional Teacher in this study is to use a questionnaire. Therefore the answers from respondents are less able to represent the real condition.

In this study, researchers only examined two factors, namely Microteaching Quality and Guided Field Practice (PLT), so that in this study only can provide information about how much influence these two factors have on Readiness to Become a Professional Teacher. Although when analyze data it was found that there were other new variables coming in that interfered with the research data, namely interests and future goals.

The results of this study cannot be generalized to other places, although sometimes they can show the same results. However, this study only applies to the context of this study, namely for the Accounting Education Student Economics Faculty State University of Yogyakarta class of 2015.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the data obtained from the results of the analysis conducted, conclusions can be taken that consist of:

1. Readiness to Become Professional Teacher on Accounting Education Students at the State University of Yogyakarta class of 2015 is not affected by the Quality of Microteaching that students have taken during college.
2. Guided Field Practices (PLT) which students take after passing the Microteaching have an influence on the Readiness to Become Professional Teachers on Accounting Education Students at the State University of Yogyakarta class of 2015.

#### B. Suggestions

Based on the results of research and discussion that have been described, the researcher can provide suggestions as follows:

1. For Students
  - a. Based on the data obtained from filling out the questionnaire of Readiness to Become Professional Teacher, it is known that the statement of number 13 (I mastered the steps of research and critical studies to deepen my knowledge of material accounting lesson) has the lowest answer score. Therefore, in this case, students should study more about the kinds of literature that

relating to research, education, and accounting material, so that students will have the knowledge and insights relating to a wider world of accounting education.

- b. Based on the data obtained from filling out the questionnaire of Guided Field Practice (PLT), it is known that there are two statements that have the lowest score of answers including, first, number 12 (I developed learning media with my own innovation on certain material). In this case, students should enriching themselves with creative ideas and innovative learning media development to support teaching and learning activities in a better direction. Second, number 15 (I provide enrichment to students who have met the criteria set out in the evaluation). In this case, the students who have met the criteria that have been set should be given the enrichment, so that students will be able to keep the trained competencies to the material taught.

## 2. For Educational Institutions

Based on data obtained from filling out the questionnaire of Microteaching Quality, it is known that the statement of number 3 (During Microteaching practice, I get an overview of the various conditions of the learners that will come) has the lowest answer score. As explained in the previous discussion, that for students may be this Microteaching learning model is less able to reflect the real teaching and learning conditions. This may be caused by the typical

characteristics of Microteaching where all aspects or components in it include the number of participants, time allocation, and teaching materials that has been simplified, and the students as learners in Microteaching. Therefore, microteaching learning must be carried out more optimally and it is necessary to make improvements so that students can do the Guided Field Practice maximally until they have the Readiness to Become Professional Teacher.

### 3. For Further Research

This study provides information that the Quality of Microteaching do not effect significantly to the Readiness to Become Professional Teacher, whereas the Guided Field Practice (PLT) gives significant influence towards Readiness to Become a Professional Teacher. The effective contributions given by the two independent variables are 20.8%. This shows that Readiness to Become Professional Teacher is not only effected by two variables only, namely the Microteaching Quality or Guided Field Practice (PLT). There are still 79.2% of other variables that effect the Readiness to Become Professional Teachers which are not examined in this study. Thus, expected in the next research could examine other factors that can affect Readiness to Become Professional Teachers.

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## **APPENDICES**

**APPENDIX 1**  
**QUESTIONNAIRE OF INSTRUMENT TEST**

**KUESIONER INSTRUMEN PENELITIAN SEBELUM VALIDASI**  
**PENGARUH KUALITAS *MICRO TEACHING* DAN PENGALAMAN PRAKTIK**  
**LAPANGAN TERBIMBING (PLT) TERHADAP KESIAPAN MENJADI GURU**  
**PROFESIONAL MAHASISWA PENDIDIKAN AKUNTANSI ANGKATAN 2015**  
**UNIVERSITAS NEGERI YOGYAKARTA**

Kepada Yth. Mahasiswa/i  
Pendidikan Ekonomi  
Universitas Negeri Yogyakarta

Assalamu'alaikum Wr. Wb.

Bersama ini saya Nabila Sofiarani, mahasiswi Program Studi Pendidikan Akuntansi Universitas Negeri Yogyakarta sedang mengadakan penelitian guna menyusun tugas akhir berupa skripsi dengan judul “Pengaruh Kualitas *Micro teaching* dan Pengalaman Praktik Lapangan Terbimbing (PLT) terhadap Kesiapan menjadi Guru Profesional Mahasiswa Pendidikan Akuntansi Angkatan 2015 Universitas Negeri Yogyakarta”.

Untuk itu saya mohon bantuan dan kesediaan teman-teman mahasiswa/i Program Studi Pendidikan Ekonomi untuk mengisi kuesioner ini guna keperluan uji coba instrumen pada penelitian saya. Data yang teman-teman berikan Insya Allah akan terjaga kerahasiaannya sehingga diharapkan mengisi kuesioner ini sesuai dengan kondisi yang sebenar-benarnya.

Peneliti mohon maaf apabila ada yang tidak berkenan atas kehadiran kuesioner ini. Atas perhatian dan kerjasamanya peneliti mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Yogyakarta, Februari 2019

Peneliti,

Nabila Sofiarani

## IDENTITAS RESPONDEN

Nama :

NIM :

## PETUNJUK PENGISIAN ANGKET:

1. Isilah identitas anda terlebih dahulu secara lengkap dan benar.
2. Bacalah dengan seksama butir pernyataan yang tersedia.
3. Berilah tanda *checklist* (√) pada salah satu bobot nilai alternatif jawaban sesuai dengan keadaan yang Saudara/i alami.
4. Tidak diperkenankan memberikan lebih dari satu jawaban pada setiap pernyataan yang diajukan.
5. Keterangan pilihan jawaban

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

## Kesiapan menjadi Guru Profesional

No.	Pernyataan	SS	S	TS	STS
1.	Sebelum mengajar saya akan menyusun perangkat pembelajaran, sesuai dengan petunjuk teknis penyusunan perangkat pembelajaran yang ada.				
2.	Saya tidak perlu mengajar sesuai dengan rencana pembelajaran yang saya buat, sebab rencana pembelajaran tersebut hanyalah formalitas saja.				
3.	Saya akan berusaha mengenal kemampuan awal peserta didik agar dapat mengelola proses belajar mengajar dengan baik.				
4.	Saya akan memberikan kesempatan kepada peserta didik agar berani mengutarakan kesulitannya dalam belajar akuntansi sehingga saya bisa membantunya.				
5.	Saya akan mengadakan evaluasi tentang materi akuntansi yang baru selesai disampaikan.				
6.	Saya akan bertanggung jawab sepenuhnya terhadap tugas sebagai guru akuntansi yang telah diberikan kepada saya.				
7.	Saya memahami aturan hukum yang menaungi profesi guru.				
8.	Saya akan melaksanakan hak dan kewajiban saya sebagai guru dengan sebaik-baiknya.				
9.	Saya akan berusaha bersikap sopan, ramah, dan hormat kepada semua warga sekolah tempat saya mengajar.				

10.	Saya tidak perlu melakukan evaluasi terhadap kinerja saya sebagai seorang guru, sebab menurut saya tidak penting mengevaluasi diri sendiri.				
11.	Saya akan berusaha untuk menguasai materi pelajaran sebelum saya mengajar.				
12.	Saya tidak perlu mengaitkan materi pelajaran dengan kehidupan sehari-hari.				
13.	Saya tidak perlu mengaitkan materi pelajaran akuntansi dengan mata pelajaran lain yang masih satu bidang.				
14.	Saya menguasai langkah-langkah penelitian dan kajian kritis untuk memperdalam pengetahuan saya tentang materi pelajaran akuntansi.				
15.	Saya akan menjalin hubungan yang harmonis, baik kepada siswa, warga sekolah, maupun orang tua peserta didik.				
16.	Saya akan berusaha menyesuaikan diri dengan lingkungan tempat saya bekerja.				
17.	Saya akan menyampaikan informasi tentang perkembangan pembelajaran akuntansi peserta didik kepada orang tua.				
18.	Sebagai seorang guru, saya tidak perlu menjalin hubungan baik dengan masyarakat luar, sebab sebagian besar masyarakat luar tidak tahu bahwa saya seorang guru.				

### **Kualitas *Micro teaching***

<b>No.</b>	<b>Pernyataan</b>	<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
1.	Pembelajaran <i>micro teaching</i> telah memberi saya pengalaman mengajar yang nyata.				
2.	Pembelajaran <i>micro teaching</i> mengembangkan keterampilan mengajar mahasiswa sebelum terjun ke kelas yang sebenarnya.				
3.	Pada saat praktik mengajar <i>micro teaching</i> , saya mendapatkan gambaran bermacam-macam kondisi peserta didik yang akan datang.				
4.	Kompetensi dasar mengajar saya menurun setelah mengikuti mata kuliah <i>micro teaching</i> .				
5.	Saya dapat menguasai seTotal keterampilan mengajar setelah mengikuti mata kuliah <i>micro teaching</i> .				
6.	Saya menjadi tidak percaya diri dalam mengajar setelah mengikuti mata kuliah <i>micro teaching</i> .				
7.	Saya mendapatkan pengetahuan yang lebih tentang seni mengajar dari pembelajaran <i>micro teaching</i> .				
8.	Saya mendapatkan balikan ( <i>feed-back</i> ) yang cepat dan tepat setelah melakukan praktik mengajar <i>micro teaching</i> .				

9.	Pembelajaran <i>micro teaching</i> dapat melatih kemampuan saya dalam memperhatikan perbedaan kebutuhan peserta didik yang akan datang				
10.	Saya mampu mendemonstrasikan keterampilan yang saya miliki di dalam kelas <i>micro teaching</i> .				
11.	Keterampilan mengajar yang penting dapat dilatihkan secara terkontrol saat mengikuti mata kuliah <i>micro teaching</i> .				
12.	Menurut saya pelaksanaan mata kuliah <i>micro teaching</i> sudah efektif untuk menjadi bekal mengajar mahasiswa.				
13.	Sebelum mengajar dalam mata kuliah <i>micro teaching</i> saya terlebih dahulu menyusun RPP.				
14.	Saya selalu memperbaiki RPP dan cara mengajar saya agar pada praktik mengajar selanjutnya dapat terlaksana dengan lebih baik.				
15.	Setiap mengajar, saya membutuhkan alat media untuk pembelajaran.				
16.	Saya mengabaikan balikan ( <i>feedback</i> ) atau masukan dari teman-teman terkait praktik mengajar yang telah saya lakukan.				

### Pengalaman Praktik Lapangan Terbimbing (PLT)

No.	Pernyataan	SS	S	TS	STS
1.	Saya menyusun silabus dan RPP dengan baik sebelum melaksanakan pembelajaran di kelas.				
2.	Saya melaksanakan pembelajaran di kelas sesuai dengan silabus dan RPP yang telah saya buat.				
3.	Sebelum saya menyampaikan materi pelajaran di kelas, saya mengonsultasikan bahan ajar dengan guru pembimbing terlebih dahulu.				
4.	Saya mempelajari materi pembelajaran yang akan saya sampaikan kepada peserta didik				
5.	Saya tidak pernah membuka pelajaran dengan berdoa bersama-sama.				
6.	Saya memberikan contoh-contoh secara nyata dan jelas dalam penyampaian materi sesuai daya tangkap peserta didik terhadap materi yang dipelajari.				
7.	Saya terlebih dahulu menunjuk salah satu peserta didik untuk menjawab pertanyaan yang akan saya ajukan.				
8.	Saya memberikan pujian bila peserta didik mampu menjawab suatu pertanyaan dengan benar dan tepat.				
9.	Saya hanya menggunakan metode ceramah dalam penyampaian materi pembelajaran.				

10.	Saya mengakhiri pelajaran dengan memberikan kesimpulan tentang materi yang telah dipelajari.				
11.	Saya merasa belum mampu menggunakan media pembelajaran selain buku.				
12.	Saya menggunakan berbagai macam media pembelajaran sesuai dengan materi yang saya sampaikan.				
13.	Saya mengembangkan media pembelajaran dengan inovasi saya sendiri pada materi tertentu.				
14.	Saya memberikan tes lisan atau tertulis kepada peserta didik sebelum pelajaran diakhiri.				
15.	Saya memberikan remedial kepada peserta didik yang belum memenuhi kriteria yang telah ditetapkan dalam evaluasi.				
16.	Saya memberikan pengayaan kepada peserta didik yang telah memenuhi kriteria yang telah ditetapkan dalam evaluasi.				
17.	Selama melaksanakan Praktik Lapangan Terbimbing (PLT), saya tidak pernah membuat agenda mengajar.				
18.	Selama melaksanakan Praktik Lapangan Terbimbing (PLT), saya melaksanakan piket guru.				
19.	Selama melaksanakan Praktik Lapangan Terbimbing (PLT), saya tidak pernah mendampingi kegiatan ekstrakurikuler yang dilaksanakan oleh sekolah.				
20.	Selama melaksanakan Praktik Lapangan Terbimbing (PLT), saya membantu inventarisasi perpustakaan sekolah.				

Mohon untuk mengecek kembali jawaban yang Anda berikan dan memastikan seluruh nomor telah diisi.

Terima kasih atas partisipasi Anda.

**APPENDIX 2**  
**DATA RESULT OF INSTRUMENT TEST**

## A. Recapitulation of Instrument Test Data

### 1. Recapitulation of Instrument Test Data Readiness to Become Professional Teacher

No.	Statement Items of Readiness to Become Professional Teacher																		Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	3	3	3	3	3	3	3	3	4	4	4	3	3	3	3	4	3	3	58
2	4	2	4	3	3	3	3	3	4	2	3	2	2	3	3	3	3	2	52
3	3	3	4	3	3	3	3	3	3	4	4	4	4	3	4	4	4	4	63
4	3	3	4	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	54
5	4	4	3	4	3	3	3	4	4	4	4	3	3	3	4	4	4	3	64
6	4	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	54
7	4	4	4	3	3	3	3	4	4	4	4	3	3	3	3	4	3	4	63
8	4	3	3	4	3	4	2	3	4	4	4	4	4	2	4	4	3	4	63
9	4	3	4	4	4	4	4	4	4	3	3	3	3	3	4	4	3	4	65
10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
12	4	1	4	4	4	4	4	4	4	3	4	3	3	4	4	4	4	1	63
13	4	3	4	3	3	4	3	4	4	4	4	3	3	3	4	4	3	3	63
14	4	3	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	3	56
15	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	71
16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
17	4	3	4	4	4	4	3	3	4	3	4	3	3	4	4	4	3	3	64
18	4	2	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	67
19	4	3	4	3	3	3	3	4	3	4	4	3	3	3	4	4	3	4	62
20	4	2	3	4	3	3	3	3	4	3	3	3	3	3	4	3	3	3	57
21	3	3	3	3	3	3	2	3	3	4	4	3	3	3	3	3	3	2	54
22	4	3	3	4	3	3	3	3	4	3	4	3	3	4	3	3	3	4	60
23	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
24	4	3	4	4	4	4	3	4	4	4	4	4	3	3	4	4	4	3	67
25	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	55
26	4	3	3	3	3	4	3	4	4	4	4	3	3	3	3	4	3	4	62
27	3	3	3	3	3	3	3	3	4	4	4	3	3	3	3	4	3	3	58
28	4	3	4	4	4	4	3	3	4	3	4	3	3	4	4	4	3	3	64
29	4	4	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3	60
30	3	3	3	4	3	3	3	3	3	2	3	2	3	3	3	4	3	3	54

## 2. Recapitulation of Instrument Test Data Microteaching Quality

No.	Statement Items of Microteaching Quality																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	47
2	2	3	4	2	3	2	3	3	3	3	3	3	3	3	3	2	45
3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	46
4	4	4	3	3	4	4	3	2	3	3	3	3	3	2	3	3	50
5	3	4	3	4	3	4	4	3	3	3	4	4	4	4	3	4	57
6	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	49
7	4	4	3	2	4	3	4	3	3	3	3	3	4	4	4	4	55
8	3	3	3	4	4	4	3	3	3	3	3	3	4	4	3	4	54
9	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	63
10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48
11	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	47
12	3	3	3	3	3	3	4	3	4	3	4	3	4	4	4	3	54
13	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	50
14	3	4	3	3	3	3	3	3	4	3	4	4	4	4	4	3	55
15	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	62
16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48
17	3	4	2	3	3	4	3	3	4	2	3	2	4	4	4	4	52
18	2	2	1	3	2	3	2	2	2	2	2	1	3	3	3	4	37
19	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	49
20	4	3	3	3	3	3	3	3	4	3	3	3	4	3	4	3	52
21	3	3	2	3	3	3	3	3	3	3	2	3	4	3	4	3	48
22	4	4	3	3	3	3	4	3	3	3	3	2	3	3	4	2	50
23	2	3	2	3	3	3	3	3	3	3	3	2	3	3	3	3	45
24	4	4	4	3	3	4	3	3	4	4	4	3	4	4	4	4	59
25	3	3	2	3	3	3	3	3	3	3	3	2	3	3	3	2	45
26	3	3	3	3	3	4	3	3	3	3	3	3	4	4	3	3	51
27	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	47
28	3	4	2	3	3	4	3	3	4	2	3	2	4	4	4	4	52
29	3	3	3	2	3	3	3	3	3	3	3	3	3	4	4	3	49
30	2	3	2	3	3	3	3	3	2	3	3	2	3	4	3	3	45

### 3. Recapitulation of Instrument Test Guided Field Practices (PLT)

No.	Statement Items of Guided Field Practices (PLT)																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	3	3	3	4	3	2	3	2	3	3	3	3	3	3	2	3	4	3	4	60
2	3	3	3	3	2	3	2	3	1	3	3	3	2	3	3	3	2	3	2	3	53
3	3	3	3	4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	60
4	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	4	2	3	59
5	4	4	4	3	4	3	2	4	4	4	4	4	3	4	4	3	3	3	3	4	71
6	3	3	3	3	4	3	3	3	4	4	3	3	3	3	3	3	4	3	3	3	64
7	4	3	4	4	4	3	2	4	4	4	3	4	3	3	3	3	4	4	2	3	68
8	3	3	3	4	4	4	2	3	4	4	4	3	3	3	3	3	4	4	4	4	69
9	4	4	4	4	4	4	2	3	3	4	4	4	4	4	4	4	3	4	4	3	74
10	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	58
11	3	3	3	3	3	3	2	3	4	3	3	3	3	3	3	3	2	3	3	3	59
12	4	4	4	4	3	4	2	4	3	4	3	4	3	4	2	2	3	4	2	4	67
13	4	4	4	4	4	4	2	4	3	3	3	3	3	3	4	4	3	3	3	4	69
14	4	4	4	4	3	4	2	4	3	4	3	4	3	3	3	3	3	4	3	4	69
15	4	4	4	4	4	4	1	4	3	1	4	4	4	4	4	3	4	4	3	2	69
16	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	3	2	57
17	4	3	3	4	4	3	2	4	4	3	3	3	4	2	4	3	3	3	3	4	66
18	4	4	4	4	4	4	2	4	2	4	4	4	4	4	4	4	4	4	3	3	74
19	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	58
20	3	3	3	4	3	3	1	3	3	4	3	3	4	3	3	3	3	4	2	4	62
21	3	3	3	4	4	3	2	4	3	3	3	3	3	3	3	3	4	4	2	2	62
22	3	4	4	4	3	3	3	4	3	4	3	4	2	3	3	4	3	4	2	4	67
23	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	59
24	4	3	3	4	4	3	2	3	4	4	4	4	4	3	3	3	4	4	3	2	68
25	3	3	3	3	3	3	2	3	2	3	3	3	3	3	2	3	3	2	2	3	55
26	4	4	3	4	4	4	3	4	3	3	3	3	3	3	3	3	3	4	3	2	66
27	3	3	3	3	4	3	2	3	2	3	3	3	3	3	3	2	3	4	3	4	60
28	4	3	3	4	4	3	2	4	4	3	3	3	4	2	4	3	3	3	3	4	66
29	3	3	4	4	3	3	3	3	3	4	3	3	4	3	4	3	3	4	3	2	65
30	4	4	1	4	4	1	1	3	3	4	3	4	3	4	4	4	4	3	3	3	64

## B. Validity Test of Instrument

### 1. Readiness to Become Professional Teacher

	Total				Information
	Pearson Correlation	r table	Sig. (2-tailed)	N	
Item 1	.566**	0.361	0.001	30	Valid
Item 2	0.182	0.361	0.335	30	Invalid
Item 3	.557**	0.361	0.001	30	Valid
Item 4	.543**	0.361	0.002	30	Valid
Item 5	.678**	0.361	0.000	30	Valid
Item 6	.747**	0.361	0.000	30	Valid
Item 7	.367*	0.361	0.046	30	Valid
Item 8	.632**	0.361	0.000	30	Valid
Item 9	.483**	0.361	0.007	30	Valid
Item 10	.590**	0.361	0.001	30	Valid
Item 11	.697**	0.361	0.000	30	Valid
Item 12	.629**	0.361	0.000	30	Valid
Item 13	.402*	0.361	0.028	30	Valid
Item 14	.403*	0.361	0.027	30	Valid
Item 15	.652**	0.361	0.000	30	Valid
Item 16	.854**	0.361	0.000	30	Valid
Item 17	.612**	0.361	0.000	30	Valid
Item 18	.454*	0.361	0.012	30	Valid

### 2. Microteaching Quality

	Total				Information
	Pearson Correlation	r table	Sig. (2-tailed)	N	
Item 1	.680**	0.361	0.000	30	Valid
Item 2	.762**	0.361	0.000	30	Valid
Item 3	.629**	0.361	0.000	30	Valid
Item 4	.522**	0.361	0.003	30	Valid
Item 5	.440*	0.361	0.015	30	Valid
Item 6	.564**	0.361	0.001	30	Valid
Item 7	.694**	0.361	0.000	30	Valid
Item 8	.653**	0.361	0.000	30	Valid
Item 9	.746**	0.361	0.000	30	Valid
Item 10	.603**	0.361	0.000	30	Valid
Item 11	.795**	0.361	0.000	30	Valid

	Total				Keterangan
	Pearson Correlation	r tabel	Sig. (2-tailed)	N	
Item 12	.541**	0.361	0.002	30	Valid
Item 13	.713**	0.361	0.000	30	Valid
Item 14	.689**	0.361	0.000	30	Valid
Item 15	.612**	0.361	0.000	30	Valid
Item 16	.484**	0.361	0.000	30	Valid

### 3. Guided Field Practices (PLT)

	Total				Information
	Pearson Correlation	r tabel	Sig. (2-tailed)	N	
Item 1	.785**	0.361	0.000	30	Valid
Item 2	.704**	0.361	0.000	30	Valid
Item 3	.721**	0.361	0.000	30	Valid
Item 4	.706**	0.361	0.000	30	Valid
Item 5	.619**	0.361	0.000	30	Valid
Item 6	.656**	0.361	0.000	30	Valid
Item 7	-0.092	0.361	0.628	30	Invalid
Item 8	.626**	0.361	0.000	30	Valid
Item 9	.401*	0.361	0.028	30	Valid
Item 10	.401*	0.361	0.028	30	Valid
Item 11	.624**	0.361	0.000	30	Valid
Item 12	.708**	0.361	0.000	30	Valid
Item 13	.449*	0.361	0.013	30	Valid
Item 14	.395*	0.361	0.031	30	Valid
Item 15	.542**	0.361	0.002	30	Valid
Item 16	.473**	0.361	0.008	30	Valid
Item 17	.484**	0.361	0.007	30	Valid
Item 18	.520**	0.361	0.003	30	Valid
Item 19	.491**	0.361	0.006	30	Valid
Item 20	0.222	0.361	0.238	30	Invalid

### C. Reliability Test of Instrumen

#### 1. Readiness to Become Professional Teacher

Reliability Statistics	
Cronbach's Alpha	N of Items
.883	17

#### 2. Microteaching Quality

Reliability Statistics	
Cronbach's Alpha	N of Items
.866	16

#### 3. Guided Field Practices (PLT)

Reliability Statistics	
Cronbach's Alpha	N of Items
.850	18

**APPENDIX 3**  
**QUESTIONNAIRE OF RESEARCH INSTRUMENT**

**PENGARUH KUALITAS *MICRO TEACHING* DAN PENGALAMAN PRAKTIK  
LAPANGAN TERBIMBING (PLT) TERHADAP KESIAPAN MENJADI GURU  
PROFESIONAL MAHASISWA PENDIDIKAN AKUNTANSI ANGKATAN 2015  
UNIVERSITAS NEGERI YOGYAKARTA**

Kepada Yth. Mahasiswa/i  
Pendidikan Akuntansi  
Universitas Negeri Yogyakarta

Assalamu'alaikum Wr. Wb.

Dalam penyelesaian tugas akhir skripsi saya dengan judul “Pengaruh Kualitas *Micro teaching* dan Pengalaman Praktik Lapangan Terbimbing (PLT) terhadap Kesiapan menjadi Guru Profesional Mahasiswa Pendidikan Akuntansi Angkatan 2015 Universitas Negeri Yogyakarta” dengan hormat saya selaku penulis:

Nama : Nabila Sofiarani  
NIM : 15803241041  
Program Studi : Pendidikan Akuntansi  
Fakultas : Ekonomi  
Instansi : Universitas Negeri Yogyakarta

Saya mengharap kesediaan Saudara/i mahasiswa/i Program Studi Pendidikan Akuntansi untuk mengisi kuesioner ini secara lengkap dan sesuai dengan keadaan yang sebenarnya. Data yang Saudara/i berikan Insya Allah akan terjaga kerahasiaannya dan hanya akan digunakan untuk kepentingan penelitian ini saja.

Atas perhatian dan kesediaan Saudara/i mahasiswa/i Program Studi Pendidikan Akuntansi dalam menjawab kuesioner ini, maka saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Yogyakarta, Februari 2019

Peneliti,

Nabila Sofiarani

## IDENTITAS RESPONDEN

Nama :  
Usia :  
Jenis Kelamin :  
Nilai Mata Kuliah *Micro Teaching* :  
Nilai Praktik Lapangan Terbimbing (PLT) :  
Rencana pekerjaan setelah lulus dari UNY :

## PETUNJUK PENGISIAN ANGGKET:

1. Isilah identitas anda terlebih dahulu secara lengkap dan benar.
2. Bacalah dengan seksama butir pernyataan yang tersedia.
3. Berilah tanda *checklist* (√) pada salah satu bobot nilai alternatif jawaban sesuai dengan keadaan yang Saudara/i alami.
4. Tidak diperkenankan memberikan lebih dari satu jawaban pada setiap pernyataan yang diajukan.
5. Keterangan pilihan jawaban

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

## Kesiapan menjadi Guru Profesional

No.	Pernyataan	SS	S	TS	STS
1.	Sebelum mengajar saya akan menyusun perangkat pembelajaran, sesuai dengan petunjuk teknis penyusunan perangkat pembelajaran yang ada.				
2.	Saya akan berusaha mengenal kemampuan awal peserta didik agar dapat mengelola proses belajar mengajar dengan baik.				
3.	Saya akan memberikan kesempatan kepada peserta didik agar berani mengutarakan kesulitannya dalam belajar akuntansi sehingga saya bisa membantunya.				
4.	Saya akan mengadakan evaluasi tentang materi akuntansi yang baru selesai disampaikan.				
5.	Saya akan bertanggung jawab sepenuhnya terhadap tugas sebagai guru akuntansi yang telah diberikan kepada saya.				
6.	Saya memahami aturan hukum yang menaungi profesi guru.				

7.	Saya akan melaksanakan hak dan kewajiban saya sebagai guru dengan sebaik-baiknya.				
8.	Saya akan berusaha bersikap sopan, ramah, dan hormat kepada semua warga sekolah tempat saya mengajar.				
9.	Saya tidak perlu melakukan evaluasi terhadap kinerja saya sebagai seorang guru, sebab menurut saya tidak penting mengevaluasi diri sendiri.				
10.	Saya akan berusaha untuk menguasai materi pelajaran sebelum saya mengajar.				
11.	Saya tidak perlu mengaitkan materi pelajaran dengan kehidupan sehari-hari.				
12.	Saya tidak perlu mengaitkan materi pelajaran akuntansi dengan mata pelajaran lain yang masih satu bidang.				
13.	Saya menguasai langkah-langkah penelitian dan kajian kritis untuk memperdalam pengetahuan saya tentang materi pelajaran akuntansi.				
14.	Saya akan menjalin hubungan yang harmonis, baik kepada siswa, warga sekolah, maupun orang tua peserta didik.				
15.	Saya akan berusaha menyesuaikan diri dengan lingkungan tempat saya bekerja.				
16.	Saya akan menyampaikan informasi tentang perkembangan pembelajaran akuntansi peserta didik kepada orang tua.				
17.	Sebagai seorang guru, saya tidak perlu menjalin hubungan baik dengan masyarakat luar, sebab sebagian besar masyarakat luar tidak tahu bahwa saya seorang guru.				

### Kualitas *Micro teaching*

No.	Pernyataan	SS	S	TS	STS
1.	Pembelajaran <i>micro teaching</i> telah memberi saya pengalaman mengajar yang nyata.				
2.	Pembelajaran <i>micro teaching</i> mengembangkan keterampilan mengajar mahasiswa sebelum terjun ke kelas yang sebenarnya.				
3.	Pada saat praktik mengajar <i>micro teaching</i> , saya mendapatkan gambaran bermacam-macam kondisi peserta didik yang akan datang.				
4.	Kompetensi dasar mengajar saya menurun setelah mengikuti mata kuliah <i>micro teaching</i> .				
5.	Saya dapat menguasai seTotal keterampilan mengajar setelah mengikuti mata kuliah <i>micro teaching</i> .				
6.	Saya menjadi tidak percaya diri dalam mengajar setelah mengikuti mata kuliah <i>micro teaching</i> .				
7.	Saya mendapatkan pengetahuan yang lebih tentang seni mengajar dari pembelajaran <i>micro teaching</i> .				

8.	Saya mendapatkan balikan ( <i>feed-back</i> ) yang cepat dan tepat setelah melakukan praktik mengajar <i>micro teaching</i> .				
9.	Pembelajaran <i>micro teaching</i> dapat melatih kemampuan saya dalam memperhatikan perbedaan kebutuhan peserta didik yang akan datang				
10.	Saya mampu mendemonstrasikan keterampilan yang saya miliki di dalam kelas <i>micro teaching</i> .				
11.	Keterampilan mengajar yang penting dapat dilatihkan secara terkontrol saat mengikuti mata kuliah <i>micro teaching</i> .				
12.	Menurut saya pelaksanaan mata kuliah <i>micro teaching</i> sudah efektif untuk menjadi bekal mengajar mahasiswa.				
13.	Sebelum mengajar dalam mata kuliah <i>micro teaching</i> saya terlebih dahulu menyusun RPP.				
14.	Saya selalu memperbaiki RPP dan cara mengajar saya agar pada praktik mengajar selanjutnya dapat terlaksana dengan lebih baik.				
15.	Setiap mengajar, saya membutuhkan alat media untuk pembelajaran.				
16.	Saya mengabaikan balikan ( <i>feedback</i> ) atau masukan dari teman-teman terkait praktik mengajar yang telah saya lakukan.				

### Pengalaman Praktik Lapangan Terbimbing (PLT)

No.	Pernyataan	SS	S	TS	STS
1.	Saya menyusun silabus dan RPP dengan baik sebelum melaksanakan pembelajaran di kelas.				
2.	Saya melaksanakan pembelajaran di kelas sesuai dengan silabus dan RPP yang telah saya buat.				
3.	Sebelum saya menyampaikan materi pelajaran di kelas, saya mengonsultasikan bahan ajar dengan guru pembimbing terlebih dahulu.				
4.	Saya mempelajari materi pembelajaran yang akan saya sampaikan kepada peserta didik				
5.	Saya tidak pernah membuka pelajaran dengan berdoa bersama-sama.				
6.	Saya memberikan contoh-contoh secara nyata dan jelas dalam penyampaian materi sesuai daya tangkap peserta didik terhadap materi yang dipelajari.				
7.	Saya memberikan pujian bila peserta didik mampu menjawab suatu pertanyaan dengan benar dan tepat.				
8.	Saya hanya menggunakan metode ceramah dalam penyampaian materi pembelajaran.				

9.	Saya mengakhiri pelajaran dengan memberikan kesimpulan tentang materi yang telah dipelajari.				
10.	Saya merasa belum mampu menggunakan media pembelajaran selain buku.				
11.	Saya menggunakan berbagai macam media pembelajaran sesuai dengan materi yang saya sampaikan.				
12.	Saya mengembangkan media pembelajaran dengan inovasi saya sendiri pada materi tertentu.				
13.	Saya memberikan tes lisan atau tertulis kepada peserta didik sebelum pelajaran diakhiri.				
14.	Saya memberikan remedial kepada peserta didik yang belum memenuhi kriteria yang telah ditetapkan dalam evaluasi.				
15.	Saya memberikan pengayaan kepada peserta didik yang telah memenuhi kriteria yang telah ditetapkan dalam evaluasi.				
16.	Selama melaksanakan Praktik Lapangan Terbimbing (PLT), saya tidak pernah membuat agenda mengajar.				
17.	Selama melaksanakan Praktik Lapangan Terbimbing (PLT), saya melaksanakan piket guru.				
18.	Selama melaksanakan Praktik Lapangan Terbimbing (PLT), saya tidak pernah mendampingi kegiatan ekstrakurikuler yang dilaksanakan oleh sekolah.				

Mohon untuk mengecek kembali jawaban yang Anda berikan dan memastikan seluruh nomor telah diisi.

Terima kasih atas partisipasi Anda.

**APPENDIX 4**  
**RESEARCH DATA**

**A. Data of Readiness to Become Professional Teacher**

No.	Statement Items of Readiness to Become Professional Teacher																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	3	4	4	3	3	3	3	3	4	3	4	3	3	4	4	3	4	58
2	3	3	4	3	4	3	3	3	4	3	3	4	3	3	3	3	4	56
3	3	3	3	3	3	2	3	4	3	4	3	3	2	4	3	3	3	52
4	4	4	4	4	4	3	3	4	4	4	4	4	3	4	4	4	4	65
5	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	4	3	65
6	3	4	4	3	4	2	3	3	4	4	3	3	2	3	3	3	3	54
7	4	4	4	4	4	3	4	4	4	4	3	3	3	3	4	3	3	61
8	4	3	3	3	3	2	3	3	3	3	3	2	2	3	3	3	3	49
9	3	3	3	3	3	2	3	3	3	3	4	3	2	4	4	3	3	52
10	4	4	4	4	4	3	4	4	3	4	3	3	3	4	4	3	3	61
11	4	3	3	4	4	2	3	4	4	4	3	3	3	3	3	3	3	56
12	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	50
13	3	3	3	2	3	3	3	3	4	3	4	4	3	3	3	3	4	54
14	3	4	4	3	3	3	3	4	4	4	4	3	2	3	3	3	3	56
15	4	4	4	3	4	3	4	4	4	4	4	3	3	3	4	3	3	61
16	3	3	3	3	2	3	3	3	3	3	3	3	2	2	3	3	3	48
17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	52
18	4	3	4	4	3	3	3	3	4	4	3	3	3	3	3	3	3	56
19	4	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	4	55
20	3	4	3	4	3	2	3	4	4	3	3	3	3	4	3	3	3	55
21	3	3	3	3	3	3	3	4	3	4	3	3	3	4	3	3	4	55
22	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
23	4	4	4	4	4	3	4	4	3	4	3	3	3	4	4	3	4	62
24	4	3	3	3	3	3	4	3	4	4	3	3	3	3	3	3	4	56
25	4	3	4	4	4	3	3	4	4	4	4	3	3	3	3	3	4	60
26	3	3	3	3	3	2	3	3	2	3	3	3	2	3	3	3	3	48
27	3	3	3	3	3	3	3	3	3	4	3	3	2	3	3	3	3	51
28	4	4	4	4	4	4	4	3	4	4	4	4	3	3	3	3	4	63
29	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	49
30	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	50
31	2	3	3	2	3	2	3	3	1	3	3	2	2	4	4	2	4	46
32	3	3	3	3	3	3	3	4	3	3	4	4	3	4	4	4	4	58
33	3	3	3	3	3	2	3	4	3	4	3	3	3	4	4	3	3	54
34	3	3	4	4	4	3	4	4	3	3	3	3	3	3	4	4	3	58
35	3	3	3	3	3	3	3	4	4	4	4	3	3	3	4	3	3	56
36	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	49
37	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
38	4	4	4	3	4	3	4	4	4	4	4	3	3	4	4	4	4	64
39	3	4	3	4	4	3	3	4	3	4	4	4	3	4	3	3	4	60
40	3	3	3	3	3	3	3	3	1	3	3	2	4	4	4	4	4	53
41	4	4	4	3	4	3	4	4	4	4	4	4	3	4	4	3	4	64

No.	Statement Items of Readiness to Become Professional Teacher																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
42	4	4	4	4	4	3	4	4	4	4	3	3	3	4	4	4	4	64
43	3	4	4	3	3	3	3	4	3	3	4	3	3	4	3	3	4	57
44	4	3	4	3	3	3	3	4	3	4	4	3	3	4	4	3	4	59
45	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	3	4	65
46	3	3	3	4	4	2	3	4	3	4	4	3	3	4	3	3	3	56
47	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
48	4	3	4	4	4	3	4	4	3	4	3	3	3	3	3	3	3	58
49	4	4	4	4	4	4	4	4	3	4	3	3	3	4	4	4	4	64
50	4	3	4	3	4	3	4	4	4	4	4	3	3	4	4	4	4	63
51	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	50
52	4	4	3	3	4	3	4	4	3	4	3	2	3	4	4	3	3	58
53	3	3	3	4	3	3	3	3	4	3	4	3	3	3	4	3	4	56
54	4	4	4	3	4	3	4	4	4	4	4	3	3	4	4	3	3	62
55	3	3	3	3	3	3	3	3	3	4	3	3	3	4	4	3	3	54
56	3	3	4	3	4	2	3	4	4	4	3	3	2	3	3	2	2	52
57	4	3	4	3	3	3	3	4	4	4	4	4	3	4	4	3	4	61
58	4	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	55
59	4	4	4	4	4	3	4	4	4	4	4	3	3	4	4	4	3	64
60	4	4	4	3	4	3	4	4	4	4	3	3	2	4	4	3	4	61
61	4	4	3	3	3	3	3	4	2	4	3	4	2	4	4	2	4	56
62	4	3	3	3	3	3	4	3	3	4	3	3	2	4	4	3	4	56
63	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	49

**B. Data Microteaching Quality**

No.	Statement Items of Microteaching Quality																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	3	4	3	3	4	4	4	4	3	4	3	4	4	3	3	4	57
2	2	4	4	3	4	3	3	4	4	3	4	4	3	4	4	3	56
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	49
4	2	4	2	3	3	4	3	3	3	3	3	3	4	3	3	3	49
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	49
6	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3	4	51
7	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	50
8	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	47
9	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	4	51
10	3	4	4	3	4	3	4	4	4	4	4	3	4	4	4	3	59
11	3	3	3	4	3	3	3	4	3	3	3	3	4	3	4	3	52
12	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	2	51
13	3	3	3	3	3	4	3	4	3	3	3	3	4	3	2	3	50

No.	Statement Items of Microteaching Quality																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
14	3	3	2	3	3	3	3	4	3	4	3	3	4	3	4	4	52
15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48
16	3	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	53
17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	49
18	3	4	3	3	3	3	4	3	4	3	4	3	4	4	4	3	55
19	3	4	3	3	3	3	4	3	4	3	4	3	4	4	4	3	55
20	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	50
21	3	3	3	4	3	3	3	4	3	3	3	3	4	3	4	3	52
22	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48
23	3	3	3	3	3	4	3	4	3	3	3	3	4	3	2	3	50
24	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	50
25	3	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	53
26	3	3	2	3	3	3	3	2	2	3	3	3	3	3	3	3	45
27	2	4	4	3	4	3	3	4	4	3	4	4	3	4	4	3	56
28	2	3	2	3	3	3	3	3	3	3	3	2	3	3	2	3	44
29	2	3	2	3	3	3	3	3	3	3	3	2	3	3	2	3	44
30	3	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	53
31	4	4	4	4	3	3	4	4	4	4	4	3	4	4	4	4	61
32	4	4	3	4	3	4	3	3	3	4	4	4	4	4	3	4	58
33	4	4	4	4	3	3	4	4	4	4	4	3	4	4	4	4	61
34	3	4	3	3	3	3	4	3	4	3	4	3	4	4	4	3	55
35	2	3	2	3	3	3	3	3	3	3	3	2	3	3	2	3	44
36	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48
37	3	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	53
38	3	3	3	3	3	4	3	2	2	3	3	2	3	3	3	3	46
39	4	4	4	4	3	3	4	4	4	4	4	3	4	4	4	4	61
40	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	2	51
41	2	3	2	3	3	3	3	2	2	2	3	2	4	4	4	4	46
42	3	3	2	3	3	3	4	3	4	3	3	4	4	4	4	4	54
43	3	3	3	3	3	4	3	2	2	3	3	2	3	3	3	3	46
44	4	4	4	3	4	3	4	4	4	3	3	3	4	4	3	3	57
45	3	4	3	4	3	2	4	3	3	3	3	4	4	4	3	4	54
46	3	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	60
47	3	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	60
48	4	4	4	3	4	3	4	4	4	3	3	3	4	4	3	3	57
49	3	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	60
50	3	3	3	3	4	3	3	4	3	3	3	3	4	4	4	4	54
51	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	62
52	4	4	4	3	4	3	4	4	4	3	3	3	4	4	3	3	57
53	3	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	53
54	4	4	3	4	3	3	2	3	3	3	3	4	4	3	4	4	54
55	3	3	2	3	3	3	3	3	2	3	3	3	3	2	3	3	45

No	Statement Items of Microteaching Quality																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
56	4	4	4	3	4	3	4	4	4	3	3	3	4	4	3	3	57
57	3	4	3	4	3	2	4	3	3	3	3	4	4	4	3	4	54
58	3	4	3	4	3	2	4	3	3	3	3	4	4	4	3	4	54
59	3	3	3	4	3	3	3	4	3	3	3	3	4	3	4	3	52
60	3	4	3	4	3	4	4	4	3	4	4	3	4	4	4	4	59
61	2	3	2	3	3	3	3	2	1	2	3	3	4	3	4	4	45
62	4	3	2	3	3	4	4	4	3	3	3	3	4	3	2	4	52
63	3	4	3	4	3	4	3	4	4	4	3	4	4	4	4	3	58

**C. Data of Guided Field Practice (PLT)**

No.	Statement Items of Guided Field Practice (PLT)																		Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	3	2	3	4	4	3	4	4	3	3	3	3	3	3	3	4	4	4	60
2	4	3	4	4	4	3	3	3	2	3	3	2	3	3	3	4	3	3	57
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	2	51
4	4	3	3	4	4	3	3	3	3	4	3	3	3	3	3	4	3	2	58
5	4	3	4	4	4	3	4	4	4	4	4	3	3	3	3	3	3	3	63
6	3	3	3	3	3	3	4	4	3	4	3	2	3	3	2	3	3	3	55
7	3	3	4	4	4	4	3	3	3	3	2	2	3	4	3	4	4	3	59
8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	53
9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
10	4	3	3	4	4	3	3	3	3	3	4	3	3	2	2	3	2	4	56
11	3	3	3	3	4	3	3	3	3	3	3	4	2	3	2	3	3	3	54
12	3	4	4	4	3	3	3	3	3	3	3	2	3	3	3	3	4	3	57
13	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	4	56
14	3	3	2	4	4	3	4	3	4	3	3	3	3	3	3	3	3	2	56
15	3	3	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	68
16	3	3	2	3	3	3	3	3	3	3	3	2	3	2	2	3	4	3	51
17	2	2	3	3	4	2	3	3	3	3	3	3	2	3	3	3	3	3	51
18	4	4	4	4	4	3	3	4	3	3	3	3	4	2	2	3	4	3	60
19	4	3	3	3	4	3	3	3	4	3	3	3	3	3	3	3	4	3	58
20	3	4	4	4	3	3	3	3	3	3	3	2	3	3	3	3	3	4	57
21	4	4	3	3	3	4	4	3	3	4	4	3	3	3	3	3	3	3	60
22	3	3	4	4	4	4	3	3	3	3	2	2	3	4	3	4	4	3	59
23	3	2	3	4	4	4	4	3	4	3	4	3	4	3	3	3	4	2	60
24	3	3	4	4	3	3	3	3	3	3	3	2	3	3	3	3	3	2	54
25	4	4	4	4	4	3	3	3	4	4	4	4	4	4	2	4	4	3	66
26	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	52
27	3	3	2	3	3	3	3	3	3	3	3	2	3	2	2	3	3	2	49
28	4	4	3	4	4	3	3	3	4	3	4	3	4	3	3	3	4	3	62
29	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	1	4	4	67

No.	Statement Items of Guided Field Practice (PLT)																		Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
30	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	55
31	3	2	2	4	4	3	4	1	3	2	2	2	3	3	3	3	4	3	51
32	4	3	4	4	4	3	3	4	4	3	3	3	3	4	3	4	4	3	63
33	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	1	3	4	66
34	4	4	3	3	3	4	4	3	3	4	4	3	3	3	3	3	3	3	60
35	4	3	3	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	68
36	3	3	4	3	3	3	4	4	4	3	3	3	3	3	3	3	4	3	59
37	4	4	3	4	4	3	3	3	4	3	4	3	4	3	3	3	4	3	62
38	3	3	4	3	4	4	4	3	3	3	3	3	4	3	3	4	4	4	62
39	4	4	4	4	4	4	4	3	3	4	4	4	3	3	3	4	4	4	67
40	3	4	3	3	2	3	3	3	4	3	3	3	3	3	3	1	3	2	52
41	4	3	2	4	4	3	3	4	3	3	3	4	4	4	4	4	4	3	63
42	4	3	3	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	68
43	3	3	2	3	3	3	3	3	3	3	3	2	3	2	2	3	3	2	49
44	3	3	2	3	3	3	3	3	3	3	3	2	3	2	2	3	3	2	49
45	4	3	4	4	4	3	4	4	4	4	4	3	3	3	3	4	4	3	65
46	3	3	4	4	4	4	3	3	4	4	3	3	3	4	3	4	3	4	63
47	3	3	2	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	50
48	3	3	4	3	3	3	4	4	4	3	3	3	3	3	3	3	3	3	58
49	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	1	3	4	66
50	3	3	4	4	4	3	3	3	3	3	4	3	3	3	3	4	4	3	60
51	4	3	3	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	68
52	4	4	4	4	4	3	3	3	4	3	3	3	3	3	3	3	4	4	62
53	4	3	2	4	4	3	4	4	3	4	4	3	3	4	4	4	4	4	65
54	3	3	4	4	4	4	3	3	3	3	2	2	3	4	3	4	4	3	59
55	3	3	3	3	3	3	3	2	3	2	3	3	3	3	2	3	3	3	51
56	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	1	3	3	65
57	4	3	4	4	4	3	3	4	4	3	3	3	3	4	3	4	4	3	63
58	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	53
59	4	3	4	4	4	4	4	3	3	3	3	3	3	3	3	4	4	4	63
60	3	3	4	4	4	4	3	3	4	4	3	4	4	4	4	4	4	4	67
61	4	2	4	4	4	3	4	3	3	3	4	2	2	3	1	3	4	3	56
62	3	2	3	4	4	3	3	3	3	3	4	3	3	3	2	4	2	3	55
63	4	4	3	4	4	3	4	3	4	3	3	3	3	3	2	4	4	4	62

**APPENDIX 5**  
**DESCRIPTIVE TEST RESULTS**

## DESCRIPTIVE TEST RESULTS

<b>Statistics</b>				
		Readiness to Become Professional Teacher	Microteaching Quality	Guided Field Practice (PLT)
N	Valid	63	63	63
	Missing	0	0	0
Mean		56.30	52.44	58.75
Std. Error of Mean		.643	.617	.704
Median		56.00	52.00	59.00
Mode		56	54	60
Std. Deviation		5.104	4.895	5.588
Variance		26.053	23.961	31.225
Skewness		.072	.089	-.007
Std. Error of Skewness		.302	.302	.302
Kurtosis		-.969	-.810	-1.003
Std. Error of Kurtosis		.595	.595	.595
Range		19	18	19
Minimum		46	44	49
Maximum		65	62	68
Sum		3547	3304	3701
Percentiles	10	49.40	45.40	51.00
	25	52.00	49.00	54.00
	50	56.00	52.00	59.00
	75	61.00	56.00	63.00
	90	64.00	60.00	67.00

**APPENDIX 6**  
**ANALYSIS PREREQUISITE TEST**

## A. Result of Normality Test

One-Sample Kolmogorov-Smirnov Test				
		Readiness to Become Professional Teacher	Microteaching Quality	Guided Field Practice (PLT)
N		63	63	63
Normal Parameters <sup>a,b</sup>	Mean	56.30	52.44	58.75
	Std. Deviation	5.104	4.895	5.588
Most Extreme Differences	Absolute	.111	.065	.075
	Positive	.111	.065	.062
	Negative	-.091	-.062	-.075
Test Statistic		.111	.065	.075
Asymp. Sig. (2-tailed)		.052 <sup>c</sup>	.200 <sup>c,d</sup>	.200 <sup>c,d</sup>
a. Test distribution is Normal. b. Calculated from data. c. Lilliefors Significance Correction. d. This is a lower bound of the true significance.				

## B. Result of Linearity Test

### 1. Linearity Test of Microteaching Quality ( $X_1$ ) on Readiness to Become Professional Teacher

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Readiness to Become Professional Teacher *	Between Groups	(Combined)	602.620	18	33.479	1.455	.155
		Linearity	2.153	1	2.153	.094	.761
	Deviation from Linearity	600.467	17	35.322	1.535	.127	
Microteaching Quality	Within Groups		1012.650	44	23.015		
	Total		1615.270	62			

## 2. Linearity Test of Guided Field Practice ( $X_2$ ) on Readiness to Become Professional Teacher

			Sum of Squares	df	Mean Square	F	Sig.
Readiness to Become Professional Teacher * Guided Field Practice (PLT)	Between Groups	(Combined)	620.703	17	36.512	1.652	.090
		Linearity	334.589	1	334.589	15.139	.000
		Deviation from Linearity	286.114	16	17.882	.809	.668
	Within Groups		994.567	45	22.101		
	Total		1615.270	62			

### C. Hasil Uji Multikolinieritas

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta	t		Tolerance	VIF
1 (Constant)	33.583	8.194		4.098	.000		
Microteaching Quality	-.038	.121	-.037	-.317	.752	.975	1.026
Guided Field Practice (PLT)	.421	.106	.461	3.963	.000	.975	1.026

a. Dependent Variable: Readiness to Become Professional Teacher

#### D. Hasil Uji Heteroskedastisitas

			<b>Correlations</b>		
			Microteaching Quality	Guided Field Practice (PLT)	Unstandardized Residual
Spearman's rho	Microteaching Quality	Correlation Coefficient	1.000	.166	.018
		Sig. (2-tailed)	.	.193	.887
		N	63	63	63
	Guided Field Practice (PLT)	Correlation Coefficient	.166	1.000	.066
		Sig. (2-tailed)	.193	.	.605
		N	63	63	63
	Unstandardized Residual	Correlation Coefficient	.018	.066	1.000
		Sig. (2-tailed)	.887	.605	.
		N	63	63	63

**APPENDIX 7**  
**HYPOTHESES TEST**

## A. Hypotheses Test

### 1. Multiple Regressions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.457 <sup>a</sup>	.208	.182	4.616

a. Predictors: (Constant), Guided Field Practice (PLT), Microteaching Quality  
 b. Dependent Variable: Readiness to Become Professional Teacher

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	336.735	2	168.368	7.901	.001 <sup>b</sup>
	Residual	1278.535	60	21.309		
	Total	1615.270	62			

a. Dependent Variable: Readiness to Become Professional Teacher  
 b. Predictors: (Constant), Guided Field Practice (PLT), Microteaching Quality

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.583	8.194		4.098	.000
	Kualitas Microteaching	-.038	.121	-.037	-.317	.752
	Praktik Lapangan Terbimbing (PLT)	.421	.106	.461	3.963	.000

a. Dependent Variable: Readiness to Become Professional Teacher