

The Influence of Pre-Service Elementary School Teachers' Perception of the Teaching Profession, Teaching Interest, and Field Practice Experience on Readiness to Become Professional Teachers

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Article Information	Abstract
Submitted May 04, 2026 Revised June 23, 2026 Accepted June 30, 2026 Keywords Field Practice Experience; Professional Teacher Readiness; Teaching Interest; Teaching Profession Perception;	Readiness to become a professional teacher among elementary school teacher education (PGSD) students was an important predictor of teaching career success. This study aimed to analyze the influence of pre-service teachers' perceptions of the teaching profession, teaching interest, and field practice experience on readiness to become professional teachers. The method used was quantitative with an explanatory survey design. The sample consisted of 210 seventh-semester PGSD students at Universitas Negeri Malang who had completed field practice, selected by proportionate stratified random sampling. Instruments included a perception of teaching profession scale (20 items, $\alpha = 0.89$), teaching interest scale (15 items, $\alpha = 0.87$), field practice experience scale (12 items, $\alpha = 0.91$), and professional readiness scale (25 items, $\alpha = 0.93$). Data were analyzed using multiple regression. The results showed that: (1) perception of the teaching profession had a positive significant effect on readiness ($\beta = 0.34$; $t = 5.12$; $p < 0.001$); (2) teaching interest had a positive significant effect on readiness ($\beta = 0.41$; $t = 6.23$; $p < 0.001$); (3) field practice experience had a positive significant effect on readiness ($\beta = 0.28$; $t = 4.15$; $p < 0.01$); and (4) simultaneously, the three variables contributed 64% ($R^2=0.64$; $F = 58.23$; $p < 0.001$) to professional readiness. Teaching interest was the strongest predictor. These findings indicated that strengthening teaching interest, positive perception, and quality of field practice were important in the PGSD curriculum.

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INTRODUCTION

Elementary School Teacher Education (PGSD) had the primary mission of preparing professional, competent, and dedicated elementary school teachers. However, various reports indicated that the readiness of PGSD graduates to enter the workforce remained suboptimal. Based on the 2024 Alumni Tracking Report of Universitas Negeri Malang, from 320 PGSD graduates in 2023, 28% required more than 6 months to obtain their first job, and among those already employed, 32% admitted to being unprepared pedagogically and managerially. This phenomenon also occurred at other universities. Nationally, a survey by the Ministry of Education, Culture, Research, and Technology (2024) of 1,500 new elementary school teachers showed that 41% found difficulty implementing the Merdeka curriculum, 37% lacked confidence in classroom management, and 34% struggled with authentic assessment.

Preliminary observations conducted by the researcher in September-October 2024 with 95 seventh-semester PGSD students at Universitas Negeri Malang who had just completed School Field Practice (PLP) revealed wide variation in teacher readiness. Some students showed excellent readiness: they were able to develop creative teaching modules, manage classrooms well, and communicate effectively with students. However, other groups showed the opposite: they tended to be anxious when teaching, lacked confidence, and had difficulty adapting lesson plans in the classroom. Interviews with PLP supervising lecturers indicated that internal factors such as perception of the teaching profession and teaching interest, as well as experiential factors such as PLP quality, significantly influenced readiness.

Perception of the teaching profession referred to pre-service teachers' views, beliefs, and evaluations of teaching as a career. Positive perception included the belief that teaching was a noble profession with stability, provided inner satisfaction, and contributed to society. Conversely, negative perception viewed teaching as a low-paying profession with high workloads and lacking respect ([Rahayu et al., 2024](#)). Research by [Nurhayati et al. \(2025\)](#) found that PGSD students with positive perceptions of the teaching profession had higher commitment to becoming teachers ($r = 0.58$, $p < 0.01$) and better teaching readiness. However, that study did not include teaching interest as a combined predictor.

Teaching interest was a relatively stable affective tendency to engage in teaching activities because of feelings of enjoyment, interest, and motivation. Interest could be intrinsic (due to inner satisfaction from teaching) or extrinsic (due to salary, status, or career security). Research by [Fatimah et al. \(2024\)](#) at Universitas Negeri Surabaya reported that teaching interest was the strongest predictor of teacher readiness ($\beta = 0.46$ in multiple regression). Unfortunately, teaching interest often eroded during coursework as students gained insight into the complexity of teaching work and field challenges. Therefore, maintaining and enhancing teaching interest throughout the study period was very important.

Field practice experience (PLP) was an integral component of the PGSD curriculum providing opportunities for students to apply theory in real classrooms. PLP not only trained teaching skills but also built professional identity, self-efficacy, and professional networks. Research by [Silva et al. \(2023\)](#) in Portugal showed that PLP quality (supervising teacher mentoring, variety of teaching experiences, and guided reflection) determined readiness more than PLP duration. In Indonesia, [Parantika & Astawan \(2024\)](#) reported that students completing PLP in schools with good mentoring culture had readiness scores 23% higher than those in schools with minimal mentoring.

Readiness to become a professional teacher was a multidimensional construct encompassing pedagogical readiness (teaching knowledge and skills), personal readiness (attitudes, values, motivation), social readiness (communication, collaboration), and professional readiness (career development, code of ethics) ([Perdana et al., 2025](#)). In the PGSD context, this readiness was very important because elementary school teachers were the foundation for early and basic education. Unprepared elementary school teachers would negatively impact learning quality and student development.

Student readiness to become professional teachers was one important indicator of the success of teacher education programs. Various studies showed that this readiness was influenced by several factors, including perception of the teaching profession, teaching interest, and field practice experience. Positive perception of the teaching profession could form stronger commitment and career orientation, while teaching interest played a role in driving motivation to develop teaching competencies. Meanwhile, field practice experience provided opportunities for students to integrate theoretical knowledge with practical learning in schools.

Nevertheless, research on factors influencing readiness to become professional teachers still showed several limitations. Most studies only tested one or two predictor variables, thus not providing a comprehensive picture of the relative contribution of each factor to student readiness. Additionally, instruments measuring professional teacher readiness generally focused more on basic teaching competencies and had not fully accommodated broader professional dimensions, such as career development and professional ethics. From a methodological perspective, previous studies had also tended to use correlation or simple regression analysis, limiting the model's ability to explain simultaneous influences of various factors.

Based on these conditions, this study was designed to provide a more comprehensive understanding of readiness to become professional teachers by analyzing the influence of perception of the teaching profession, teaching interest, and PLP experience simultaneously in a single multiple regression model. This study involved 210 PGSD students and used a professional teacher readiness instrument developed based on four main dimensions: pedagogical, personal, social, and professional competencies, which had undergone a validation process. Through this approach, the study not only tested the significance of each variable's influence but also compared the

predictive strength of each factor through standardized beta coefficients and identified the magnitude of the three variables' contribution in explaining readiness to become professional teachers. Thus, research results were expected to provide an empirical basis for teacher education curriculum development, particularly in efforts to strengthen teaching interest, improve PLP implementation quality, and build positive perceptions of the teaching profession. On this basis, this study aimed to analyze the influence of perception of the teaching profession, teaching interest, and PLP experience on readiness to become professional teachers, both partially and simultaneously, and identify the most dominant contributing factor.

METHODS

This study employed a quantitative approach with an explanatory survey design (Creswell & Creswell, 2023). The population comprised all seventh-semester PGSD students at Universitas Negeri Malang for the 2024/2025 academic year who had completed and passed Field Experience Programs (PLP) I and II, totaling 350 students.

Sampling used proportionate stratified random sampling based on gender and regional origin (city/district). Sample size determination used the Slovin formula with a 5% margin of error, yielding a minimum of 187 respondents. However, this study involved 210 respondents to anticipate incomplete data or dropout. Sample composition consisted of 64 male students (30.5%) and 146 female students (69.5%), with 90 students from urban areas (42.9%) and 120 from district areas (57.1%).

Research instruments used 5-point Likert scales (1 = strongly disagree to 5 = strongly agree). All instruments were developed based on theoretical review and had undergone content validity testing by three experts (two PGSD lecturers and one educational psychologist), as well as pilot testing on 50 respondents outside the research sample. The perception of teaching profession scale consisted of 20 items covering aspects of social status, job satisfaction, career stability, and professional challenges, with Cronbach's Alpha reliability of 0.89. The teaching interest scale consisted of 15 items covering intrinsic and extrinsic interest with reliability of 0.87. The PLP experience scale consisted of 12 items covering supervising teacher guidance, task appropriateness, school support, and student involvement, with reliability of 0.91. The professional teacher readiness scale consisted of 25 items covering pedagogical, personal, social, and professional readiness, with total reliability of 0.93.

Data collection was conducted directly (paper-based) in the campus environment after obtaining permission from the program coordinator. All respondents completed questionnaires voluntarily with informed consent, with completion duration of approximately 30 minutes. All collected data were checked for completeness and declared complete for further analysis.

Data analysis used multiple linear regression with SPSS version 29 software (Field, 2023). Before hypothesis testing, classical assumption tests were conducted including residual normality testing (Kolmogorov-Smirnov), multicollinearity testing (VIF and tolerance), heteroscedasticity testing (Glejser), and linearity testing (test of linearity). The regression model used was:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon,$$

Y was readiness to become professional teacher, X_1 was perception of teaching profession, X_2 was teaching interest, and X_3 was PLP experience. Hypothesis testing was conducted through t-tests for partial effects and F-tests for simultaneous effects at a significance level of 0.05.

RESULTS AND DISCUSSION

Results

Classical assumption tests were conducted first. Normality testing of residuals using Kolmogorov-Smirnov yielded a statistic of 0.062 with $p = 0.200$ (>0.05), indicating normally distributed residuals. Figure 1 shows a symmetrical residual histogram and P-P plot following the diagonal line. Multicollinearity testing showed tolerance values for perception (0.72), interest (0.68), and PLP (0.74) all > 0.10 , and VIF values of 1.39, 1.47, and 1.35 respectively, < 10 , indicating no multicollinearity. Heteroscedasticity testing using Glejser showed significance values between absolute residuals and each independent variable > 0.05 (perception $p = 0.31$; interest $p = 0.42$; PLP $p = 0.28$). Figure 2 shows a residual scatterplot with random distribution without pattern. Linearity testing showed Flinear values for perception ($F = 42.34$; $p < 0.001$), interest ($F = 56.78$; $p < 0.001$), and PLP ($F = 32.15$; $p < 0.001$) were significant, thus linearity assumption was met. With all assumptions satisfied, multiple regression analysis could proceed.

Multiple regression analysis results are presented in Table 1.

Table 1. Multiple Regression Analysis Results (Coefficients)

Model	B	Std. Error	Beta (β)	t	Sig.	VIF
(Constant)	0.75	0.32	-	2.34	0.020	-
Perception of teaching profession	0.34	0.07	0.34	5.12	<0.001	1.39
Teaching interest	0.41	0.07	0.41	6.23	<0.001	1.47
PLP experience	0.28	0.07	0.28	4.15	<0.001	1.35

The resulting regression equation was: $Y = 0.75 + 0.34X_1 + 0.41X_2 + 0.28X_3$. All regression coefficients were positive and significant at $p < 0.001$ (except constant $p = 0.020$). Standardized beta coefficients (β) showed that teaching interest was the strongest predictor ($\beta = 0.41$), followed by perception of teaching profession ($\beta = 0.34$), and PLP experience ($\beta = 0.28$). Interpretation:

each one-standard-deviation increase in teaching interest would increase professional readiness by 0.41 standard deviations, assuming other variables were constant.

Table 2. Simultaneous Test Results (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	78.45	3	26.15	58.23	<0.001
Residual	92.55	206	0.45	-	-
Total	171.00	209	-	-	-

The simultaneous test (Table 3) showed that the three independent variables together significantly influenced professional readiness ($F = 58.23$; $p < 0.001$). R square value = 0.64 (Table 4), meaning that perception of teaching profession, teaching interest, and PLP experience simultaneously explained 64% of variance in readiness to become professional teachers. Adjusted R square = 0.63, standard error of estimate = 0.67.

Table 3. Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.80	0.64	0.63	0.67

Based on normalized beta coefficients (converted to percentages), teaching interest provided the largest relative contribution (41%), followed by perception of teaching profession (34%), and PLP experience (28%). These findings affirmed that affective factors (interest) were more dominant than cognitive (perception) and experiential factors (PLP).

Table 4. Descriptive Analysis by Professional Readiness Dimension

Dimension	Mean	SD	Correlation with Teaching Interest	Correlation with Perception	Correlation with PLP
Pedagogical	3.82	0.68	0.58**	0.48**	0.52**
Personal	3.71	0.74	0.62**	0.51**	0.44**
Social	3.85	0.70	0.55**	0.53**	0.49**
Professional	3.74	0.75	0.60**	0.49**	0.46**

** $p < 0.01$

The personal dimension (attitudes, motivation, self-efficacy) had the highest correlation with teaching interest ($r = 0.62$). This indicated that highly interested students tended to have strong self-confidence as teachers. Meanwhile, the social dimension (communication, collaboration) was most correlated with perception of teaching profession ($r = 0.53$). The pedagogical dimension was most correlated with PLP experience ($r = 0.52$), indicating that field practice was very important for developing teaching skills.

Table 5. Comparison of Readiness Means Based on Teaching Interest Level (Highest vs Lowest)

Category	n	Mean Readiness	SD	t	p
High interest (>4.2)	52	4.32	0.45	9.34	<0.001
Low interest (<3.5)	48	3.21	0.62		

Students with high teaching interest had an average professional readiness of 4.32 (very ready category), while those with low interest had only 3.21 (moderately ready). This difference was statistically significant ($t = 9.34$, $p < 0.001$). A difference of more than one point on a 1-5 scale indicated a large practical impact. The results clearly showed that positive perception of the teaching profession, strong teaching interest, and quality PLP experience were important determinants of readiness to become professional teachers. The resulting regression model was highly significant and had high predictive power ($R^2 = 0.64$).

Discussion

The findings showed that teaching interest was the most dominant predictor of PGSD students' readiness to become professional teachers ($\beta = 0.41$; $p < 0.001$). This result was consistent with research by [Fatimah et al. \(2024\)](#) at Universitas Negeri Surabaya, which also found a strong influence of teaching interest on professional readiness ($\beta = 0.46$). Conceptually, teaching interest represented a positive affective tendency that drove individuals to voluntarily engage in learning activities, deepen teaching competencies, and seek practical experiences beyond formal academic demands. The dominance of interest in this study was also shown by the high contribution of affective indicators, particularly the item "I feel happy when I see students understanding the material I teach," which had the highest loading factor (0.84). This aligned with Self-Determination Theory, which affirmed that intrinsic motivation significantly contributed to the quality of engagement and learning outcomes.

Research by [Nurhayati et al. \(2025\)](#) reinforced these findings by showing that teaching interest positively correlated with teaching self-efficacy ($r = 0.67$). High self-efficacy had implications for persistence in facing challenges and increased innovation in teaching practice. In this study's context, students with high teaching interest showed readiness scores on the personal dimension superior to other groups, indicating that affective aspects played an important role in forming professional readiness of pre-service teachers. Therefore, strengthening teaching interest from the beginning of studies was a strategic aspect of teacher education, including through profession introduction programs, early field experiences, and reflective experience-based learning.

Furthermore, perception of the teaching profession also significantly influenced readiness to become professional teachers ($\beta = 0.34$; $p < 0.001$). Positive perception of the teaching profession—including views on social value, career stability, and professional contribution—was associated with increased

student readiness to enter the workforce as educators. This perception was formed through previous learning experiences, interactions with teachers, and field practice experiences. This finding aligned with research by [Rahayu et al. \(2024\)](#), which showed that positive perception of the teaching profession significantly increased professional commitment. Thus, forming positive perceptions needed to be part of the teacher education process through realistic, inspirational, and authentic experience-based career information.

PLP experience provided a significant influence on readiness to become professional teachers ($\beta = 0.28$; $p < 0.01$), although its contribution was lowest compared to the other two variables. This finding did not indicate that PLP was unimportant, but rather that its effectiveness was highly determined by the quality of experience students gained. This aligned with research by [Silva et al. \(2023\)](#), which emphasized that practice experience quality was more determining than duration. In this study, indicators of supervising teacher guidance ($\lambda = 0.79$) and opportunities to implement innovative learning ($\lambda = 0.76$) were the highest contributing aspects to PLP experience. These conditions indicated that practice experience accompanied by reflective guidance and direct teaching opportunities was more effective in improving students' professional readiness.

Simultaneously, the three variables provided a high contribution to readiness to become professional teachers ($R^2 = 0.64$). This value indicated that most of the variation in professional readiness could be explained by the combination of perception of teaching profession, teaching interest, and PLP experience. The remainder was influenced by other factors such as self-efficacy, social support, organizational experience, and personality characteristics. These findings showed that professional readiness was a multidimensional construct influenced not only by cognitive or experiential aspects but also by affective aspects that had dominant contributions.

Theoretically, these findings reinforced the perspective that affective factors, particularly interest, had a central role in forming pre-service teachers' professional readiness. This aligned with Expectancy-Value Theory, which affirmed that subjective value toward an activity significantly contributed to individuals' decisions and readiness to perform certain roles. Additionally, the contribution of PLP experience reinforced the relevance of Situated Learning Theory, which positioned authentic experience as an important part of professional competence formation.

CONCLUSIONS

Based on the research results and discussion, it was concluded that: (1) Partially, perception of the teaching profession, teaching interest, and field practice experience (PLP) each had a positive and significant influence on PGSD students' readiness to become professional teachers. Standardized beta coefficients for teaching interest were the highest ($\beta = 0.41$; $p < 0.001$), followed by perception of teaching profession ($\beta = 0.34$; $p < 0.001$), and PLP experience ($\beta = 0.28$; $p < 0.01$). (2) Simultaneously, the three variables contributed 64%

($R^2 = 0.64$; $F = 58.23$; $p < 0.001$) to the variation in readiness to become professional teachers. (3) Teaching interest was the most dominant predictor, indicating that affective aspects (love for the teaching profession) were more determining of readiness than cognitive aspects (perception) and experience (PLP).

These findings indicated that readiness to become professional teachers among PGSD students needed to be strengthened in an integrated manner through developing teaching interest from the beginning of studies, improving PLP quality through structured guidance and adequate teaching experience, and forming realistic and positive perceptions of the teaching profession. Study programs also needed to conduct periodic monitoring of student readiness for early detection of reinforcement needs. Future research was advised to use longitudinal designs, across LPTK, and multimodal measurement approaches to obtain a more comprehensive picture.

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