



The Effect of Field Practical Experience (PLP) in Schools on Student Motivation in Becoming Elementary School Teacher Candidates

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Article Info	Abstract
Keywords: <i>elementary school; motivation of prospective teachers; professional readiness; school field introduction (PLP)</i>	The School Field Introduction (PLP) program is designed as a professional incubator to bridge the gap between academic theory and the reality of educational practice. This study aims to analyze the influence of PLP experience on the formation of career motivation and professional readiness of prospective teachers. Using a quantitative descriptive approach, this study involved 22 education students as respondents who were evaluated through a structured questionnaire. Empirical findings show a positive response from students to the implementation of the program. Based on data analysis, the indicator of learning planning ability was recorded at 56.8%, which shows the ability of students to develop teaching strategies. Meanwhile, competence in implementation, classroom management, and material mastery was the most dominant aspect with the highest achievement of 60.0%. This shows that hands-on experience in school effectively hone technical teaching skills. Furthermore, the dimensions of interest, motivation, and mental readiness showed a figure of 56.3%, which reflects the growth of career optimism although the aspect of emotional resilience still needs to be strengthened. The study concludes that PLP makes a real contribution to building professional identity, but more intensive psychological support is needed in the tutoring curriculum to maximize students' adaptability. These results recommend a more holistic mentoring approach to produce educator graduates who are competent and mentally resilient.
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INTRODUCTION

Education is the main foundation in the development of quality and globally competitive human resources. The progress of a nation is not only determined by economic growth, but also by the quality of the education system that is able to produce individuals who have competence, creativity, critical thinking skills, and 21st century skills. Education plays an important role in

improving people's welfare, reducing social inequality, and encouraging sustainable development. UNESCO (2024) emphasizes that leadership and quality of education are strategic factors in improving student learning outcomes and supporting the achievement of global development goals. In line with that, the OECD (2025) states that education and skills development are key elements in increasing a country's productivity, innovation, and competitiveness. Therefore, sustainable investment in the education sector is a strategic step to create the social, economic, and civilizational progress of the nation in the future (OECD, 2025; UNESCO, 2024).

The next, Teachers are the most influential component in the creation of quality educational processes and outcomes. Improving the quality of education must start from the teacher and lead to the teacher. Efforts to improve the quality of education will not make any contribution without the support of professional and qualified teachers (Mulyasa, 2009:5). Teacher competence is one of the main factors that determine the quality of the educational process and outcomes. Competence is not only interpreted as mastery of knowledge and teaching skills, but also the ability of teachers to integrate pedagogic, professional, social, and personality competencies in their entirety in learning practices (Mulyasa, 2009). In line with the development of modern education, teachers are required to be able to adapt technology, implement student-centered learning strategies, and develop innovative and responsive learning to the needs of students. Recent studies show that the integration of professional competence, pedagogical knowledge, and teachers' self-efficacy contributes significantly to the quality of learning and teachers' commitment to carrying out their profession (Leijen et al., 2024). Therefore, strengthening teacher competence is a fundamental need in an effort to improve the quality of education and produce graduates who are able to face the challenges of the 21st century (Fannisa et al., 2025).

The quality of education is highly dependent on the quality of teachers as managers of learning in the classroom (DarlingHammond et al., 2024). In the context of teacher education, practical real-world experience in schools is essential to prepare competent prospective teachers. The School Field Introduction Program (PLP) is a form of field training designed to provide hands-on experience to prospective student teachers in real-life learning situations (Smith & Johnson, 2025). Through PLP, students are expected to be able to apply pedagogical theory into practice and understand the complexity of social interaction in the school environment (Lee et al., 2024).

PLP programs ideally not only provide technical skills, but also shape students' professionalism and intrinsic motivation to choose a teaching profession (Nguyen & Tran, 2024). Motivation to become a teacher is related to perception of the profession, meaningful learning experiences, and readiness to face professional challenges (Thomas & Kent, 2025). Previous research has shown that structured field experiences can increase the motivation of prospective teachers through active involvement in teaching and learning activities (Martinez & López, 2024).

On the ground, PLP implementation often faces several obstacles that can affect the effectiveness of these programs, such as limited supervision, lack of school resources, and variations in the quality of partner schools (Anderson et al., 2024). These constraints can have an impact on students' learning experiences thereby diminishing the positive impact of PLP on their professional development (Chen et al., 2024). Therefore, empirical studies assessing the impact of PLP on motivation are needed to strengthen the policy basis of teacher education curriculum.

In addition, the development of digital technology has brought major changes in the educational process. The integration of technology in learning practices expands the space for prospective teachers to have innovative learning experiences, despite the challenges of physical limitations in schools (White & Smith, 2024). The use of digital platforms during PLP allows students to take advantage of online learning resources, collaborate virtually, and improve technology skills that are essential in the modern era of education (Anderson & Clark, 2024).

Emotional intelligence is also an important part that needs to be developed during PLP because the role of the teacher is not only to deliver the material but also to build healthy interpersonal relationships with students (Flores & Day, 2024). Research shows that the development of the emotional aspect of prospective teachers is closely related to their readiness to face class dynamics and interpersonal conflicts (Pillay et al., 2024). Therefore, the emotional aspect must be given attention in the design of the PLP so that students can develop holistically.

Finally, the ever-changing dynamics of global education require teachers who are adaptive to the times and able to innovate in learning (Kaur & Singh, 2024). PLP designed based on the real needs of schools and technological advances will be able to strengthen students' motivation to choose a career as an effective and competitive professional teacher. This study was conducted to empirically test the extent to which PLP experience has an impact on the motivation of prospective teachers in the context of education in the modern era.

METHODS

This study uses a quantitative approach with a descriptive design and regression analysis to test the influence of School Field Practice (PLP) experience on students' motivation in becoming prospective teachers. The research sample consisted of 22 students who had participated in the PLP program at the university studied. Data was collected through a questionnaire containing 15 questions on a 4-point Likert scale, which was designed to measure students' competence in teaching, interacting with students, and their motivation for a career as teachers. This questionnaire is distributed after students complete the PLP program, to get a final reflection on their experience (Sugiyono, 2018).

Data analysis was carried out using descriptive statistics to describe the distribution of respondents' answers to each question item. Furthermore, simple linear regression analysis was used to test the influence of PLP experience on student motivation. The validity of the instrument was tested by factor analysis, while reliability was measured using Cronbach's Alpha (Hair et al., 2014). The results of this study are expected to provide a deeper understanding of how PLP affects students' competence and motivation in choosing a profession as a teacher, as well as provide insight into the development of PLP programs in the future.

RESULT AND DISCUSSION

Based on the results of a questionnaire (google form) distributed to 22 students who took part in the School Field Introduction (PLP) program, data showed that the majority of students had a high level of motivation to become prospective teachers after participating in this program. Most respondents felt that PLP provided valuable experience in developing their competencies as prospective teachers, both in terms of professionalism, teaching competence, and emotional development. The distribution of the 22 respondents who have been processed can be identified in the following bar chart.

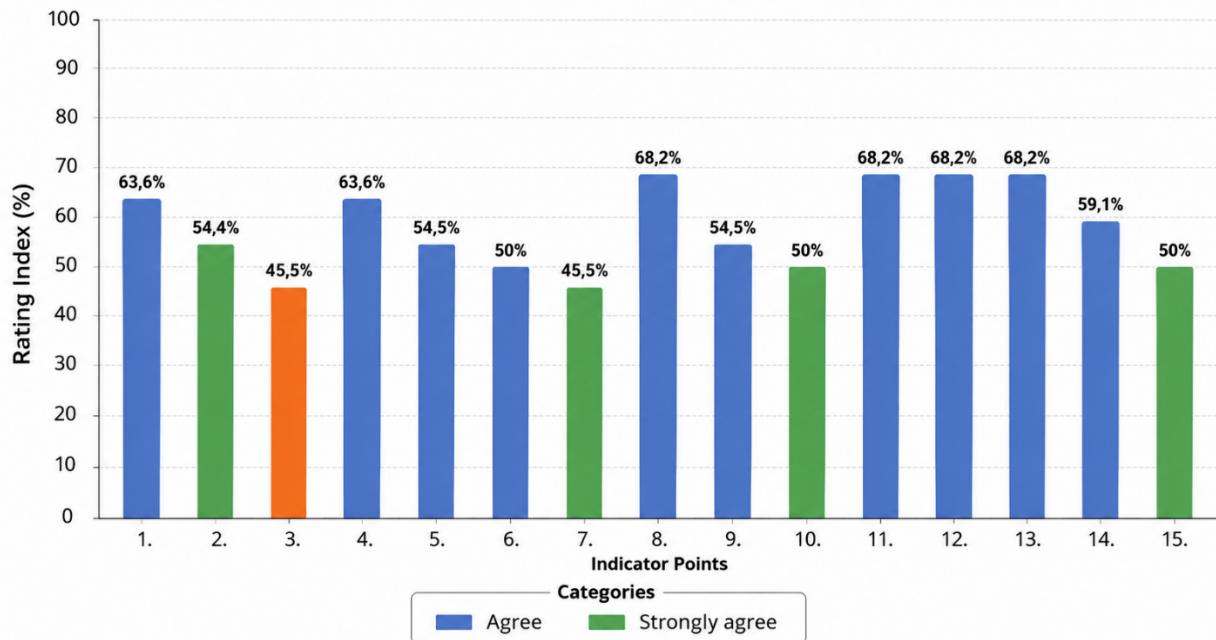


Figure 1. Student Responses to the Influence of School Field Introduction (PLP) to Students Motivation to Become Teacher Candidates

Based on the results of a research questionnaire entitled "The Influence of Field Practical Experience (PLP) in Schools on Student Motivation in Becoming Elementary School Teacher Candidates", it can be seen that most of the respondents gave positive responses to the PLP experience they had undergone. These results show that PLP not only helps students in understanding learning practices in schools, but also contributes to increasing their motivation and readiness to pursue the profession of elementary school teachers. The aspects measured included field practice, teaching motivation, and readiness to become a teacher.

A. Field Practice Aspects (Statements 1–5)

In the aspect of field practice, the majority of students stated that PLP provides meaningful experience in developing teacher competencies.

1. Ability to socialize professionally during PLP
 - 63.6% of respondents said they *agreed* and 36.4% *strongly agreed*.
 - No respondents expressed disagreement.
 - These results show that PLP helps students adapt to the school environment and build professional relationships with school residents.
2. PLP helps develop the competence to manage learning
 - 54.5% of respondents *strongly agreed* and 45.5% *agreed*.
 - These findings show that students gain real experience in planning and managing the learning process in the classroom.
3. PLP supports the development of emotional aspects as prospective teachers
 - 45.5% *strongly agreed*, 45.5% *agreed*, and 9.1% *disagreed*.
 - Most students feel that PLP helps to build the emotional maturity needed in carrying out the teaching profession.
4. Availability of resources and supervision during PLP
 - 31.8% *strongly agreed*, 63.6% *agreed*, and 4.5% *disagreed*.
 - This shows that most students feel that they receive adequate support during the implementation of PLP.

5. PLP provides first-hand experience of the teaching profession
 - 45.5% *strongly agree* and 54.5% *agree*.
 - All respondents gave positive responses, which emphasized that PLP is an important means to get to know teachers' duties and responsibilities in real terms.

Overall, the field practice aspect shows that PLP has succeeded in bridging the theory learned in higher education with the actual learning practice in school.

B. Aspects of Teaching Motivation (Statements 6–12)

In terms of teaching motivation, the results of the questionnaire show that PLP is able to increase students' interest in becoming teachers.

6. Learning to be a teacher is a meaningful thing
 - 45.5% *strongly agreed*, 50.0% *agreed*, and 4.5% *disagreed*.
 - These results show that most students view the teaching profession as a valuable and meaningful job.
7. Enjoy interaction with learners
 - 45.5% *strongly agreed*, 45.5% *agreed*, and 9.1% *disagreed*.
 - The experience of interacting directly with students during PLP provides a positive experience for students.
8. Enjoys helping others, especially in an educational context
 - 31.8% *strongly agree* and 68.2% *agree*.
 - There were no negative responses, which showed the high service orientation and social concern of students.
9. Teaching is a challenge that is loved
 - 36.4% *strongly agreed*, 54.5% *agreed*, and 9.1% *strongly disagreed*.
 - Although there are a small percentage of respondents who do not like the challenge of teaching, the majority of students view teaching activities as an interesting challenge.
10. Belief in the social status of the teaching profession
 - 50% *strongly agree* and 50% *agree*.
 - All respondents have a positive perception of the position of the teaching profession in society.
11. Good teacher career prospects
 - 31.8% *strongly agree* and 68.2% *agree*.
 - These results show that students have optimism about the future of the teaching profession.
12. The teaching profession helps find a job
 - 27.3% *strongly agreed*, 68.2% *agreed*, and 4.5% *disagreed*.
 - Most students view the teaching profession as a promising career choice.

In general, data on the aspect of teaching motivation shows that the experience of PLP has a positive impact on students' perception of the teaching profession, both in terms of the meaning of work, relationships with students, and future career prospects.

C. Aspects of Teacher Readiness (Statements 13–15)

The aspect of readiness to become a teacher shows that PLP contributes to improving students' professional abilities.

13. Understand the curriculum and learning materials well
 - 27.3% *strongly agreed*, 68.2% *agreed*, and 4.5% *disagreed*.
 - Students feel that they understand the learning tools better after participating in PLP.

14. Able to plan effective learning strategies
 - 36.4% *strongly agreed*, 59.1% *agreed*, and 4.5% *disagreed*.
 - These findings show that PLP helps students develop learning planning skills.
15. Able to use teaching materials and technology effectively
 - 50% *strongly agreed*, 45.5% *agreed*, and 4.5% *disagreed*.
 - These results show that students feel increasingly ready to utilize media and technology in the learning process.

Overall, the aspect of readiness to become a teacher shows that PLP provides experiences that strengthen students' pedagogic competence, especially in understanding the curriculum, designing learning, and utilizing educational technology.

The results of the study showed that most students agreed that PLP provided a useful experience in preparing them to become teachers. For example, indicators of professional socialization during PLP showed that 63.6% of respondents felt they were able to socialize well, which is in line with findings from previous research that revealed the importance of field experience to develop social skills in education (Arends, 2014; Darmawan et al., 2019).

In addition, most students feel that PLP helps them develop competence in organizing learning and understanding the curriculum. The statement is also based on the results of interviews conducted with several students of the Elementary School Teacher Education Study Program (PGSD) who have participated in the School Field Practice (PLP) showing that the experience has a significant impact on the development of pedagogic competence and their motivation to become teachers. The findings of this interview reinforce the results of the questionnaire which shows that most students feel that PLP helps them develop competence in organizing learning and understanding the curriculum.

Based on interviews with M1 informants, it is known that before participating in PLP, his understanding of learning management was still theoretical and limited to the material obtained in lectures. However, after being directly involved in the learning process at school, students gain real experience in compiling learning tools, managing classes, and adjusting learning strategies to the characteristics of students.

"Before participating in PLP, I understood the preparation of lesson plans, teaching modules, and learning strategies only from the theory learned on campus. When I was in school, I realized that the implementation of learning requires a lot of adjustments according to the conditions of students in the classroom. This experience made me better understand how to manage learning in real life." (M1)

The statement shows that PLP functions as a means of implementing pedagogic knowledge that students have acquired during lectures. Through hands-on experience at school, students not only understand the concept of learning theoretically, but are also able to apply it in the actual learning context.

The same thing was also expressed by the M2 informant who emphasized that the teaching experience directly helped him understand the curriculum and the learning planning process more comprehensively.

"During PLP, I learned to compile teaching modules based on learning outcomes that apply at school. I also understand how teachers adjust materials, methods, and assessments to suit students' needs. This experience made me better prepared when I became a teacher." (M2)

These findings show that PLP provides opportunities for students to understand the implementation of the curriculum contextually. Direct interaction with teachers allows students to

gain authentic experience about the process of planning, implementing, and evaluating learning that is difficult to obtain only through lecture activities.

In addition to the aspect of learning management, the interview also revealed that PLP contributes to increasing students' confidence in carrying out the teaching profession. The M3 informant explained that his involvement in various school activities helped him understand the teacher's responsibilities more comprehensively.

"PLP provides a very valuable experience because I not only teach, but also be involved in other school activities. From this experience, I became more confident and more confident to have a career as an elementary school teacher." (M3)

The statement indicates that the authentic experience gained during PLP is able to strengthen students' professional identity as prospective teachers. Involvement in various school activities helps students understand that the teacher's duties are not only limited to classroom teaching activities, but also include various roles in supporting student development and school management. Furthermore, the M4 informant revealed that direct interaction with students during PLP provided a positive emotional experience and increased their motivation to become teachers.

"When I manage to help students understand the material and see them become more active in learning, I feel proud and motivated to continue to develop myself as a prospective teacher. This experience made me even more convinced that the teaching profession was the right choice." (M4)

The findings of the interviews show that the success of students in carrying out learning during PLP is able to foster intrinsic motivation to become teachers. The experience of interacting with students provides psychological satisfaction that strengthens students' commitment to the teaching profession.

Overall, the results of the interviews confirmed the quantitative findings that School Field Practice (PLP) made a positive contribution to the development of pedagogic competence, curriculum understanding, learning management skills, and student motivation to become prospective elementary school teachers. The hands-on experience in the school environment allows students to integrate the theoretical knowledge gained in college with real learning practices thereby increasing their readiness to enter the workforce as professional educators. This shows that practical experience during PLP makes a great contribution to increasing students' confidence in planning and executing effective learning. This is in line with Hoyle's (2016) research which states that field experience is essential in building effective teaching skills.

However, although the majority of students feel that PLP helps in developing teaching competence, around 45.5% of respondents feel that PLP has not fully supported the development of their emotional aspects as aspiring teachers. This is further supported by interview results, which show that some students still experience difficulty managing their emotions when facing various situations during their internships. One informant revealed that the internship provided more experience related to technical teaching skills than fostering emotional readiness.

"During the internship, I learned a lot about developing learning materials, teaching in class, and conducting assessments. However, when dealing with difficult or unmotivated students, I often felt nervous and confused about how to control my emotions. These issues weren't discussed much during the briefings or mentoring sessions." (M1)

A similar experience was shared by another informant, who felt that the pressure during the internship was quite high, while the space for discussing students' psychological well-being was limited.

"When I first started teaching, I felt very anxious because I was afraid of making mistakes in front of the supervising teacher and students. After the internship, there was an evaluation, but it focused more on teaching techniques than on how to overcome my self-confidence or anxiety." (M2)

Furthermore, several students felt that the challenges of interacting with diverse student personalities required emotional regulation skills that they had not yet fully mastered.

"Dealing with students with varying personalities is not easy. Some students are active, while others are difficult to control. I feel I need to learn more about how to manage my emotions to remain patient and professional during the learning process." (M3)

Another informant added that emotional support from supervising lecturers and mentor teachers still needs to be improved so that students have space to reflect on their experiences during the PLP.

"I wish there were a special session to share experiences during the PLP. Sometimes we experience pressure or feel a lack of confidence, but we don't always have the opportunity to discuss these in depth with lecturers or mentor teachers." (M4)

Similarly, an informant explained that the PLP experience did improve teaching skills, but it wasn't enough to build mental resilience when facing the various dynamics at school.

"PLP really helped me understand the role of a teacher, but I feel it's still lacking in terms of building mental and emotional readiness. When faced with criticism or situations that don't meet expectations, I still easily feel stressed." (M5)

Meanwhile, another informant emphasized the importance of coaching on the emotional well-being of prospective teachers as part of the PLP program.

"In my opinion, in addition to teaching good teaching methods, PLP also needs to equip students with skills in managing stress, building self-confidence, and maintaining mental health during their internships in schools." (M6)

Overall, interview results indicate that students perceive PLP as having made a significant contribution to the development of pedagogical competence and teaching skills. However, aspects of emotional development, such as the ability to manage anxiety, increase self-confidence, build resilience, and regulate emotions when facing various challenges in school, are still perceived as not receiving adequate attention. This qualitative finding corroborates the survey results, which showed that approximately 45.5% of respondents believed that PLP did not fully support the emotional development of prospective teachers. Therefore, program strengthening is needed through training, reflective guidance, and mentoring services that are more oriented towards students' psychological well-being and emotional readiness during PLP.

This shows that although the technical and professional aspects of teaching can be well assisted, reinforcement is still needed in the management of emotional and psychological aspects, which is often a big challenge for prospective teachers in interacting with students (Hargreaves, 2000; Trigwell & Prosser, 2018).

These results are also in line with the research of Korthagen et al. (2017) which shows that although field experience is important in the development of teaching skills, emotional aspects and self-reflection are indispensable to form teachers who are not only professionally competent, but also have high emotional intelligence in facing challenges in the field. Overall, the results of this study confirm the importance of PLP in shaping the motivation and competence of prospective teachers. However, further development is needed to strengthen the emotional dimension and self-reflection in the PLP program, so that students can become teachers who not only have technical skills, but also have the psychological readiness to deal with them (Pillay et al., 2018).

CONCLUSION

Based on the research findings, the School Field Introduction Program (PLP) significantly enhances students' motivation to become prospective elementary school teachers while strengthening their pedagogical and professional competencies. Through direct teaching experience, students integrate theoretical knowledge with classroom practice, improving their teaching skills, classroom management, curriculum understanding, technology integration, and self-confidence. PLP also reinforces professional commitment and teacher identity. However, greater attention is needed to develop students' emotional readiness, including stress management and classroom adaptability. Therefore, PLP should be enhanced through reflective mentoring, emotional intelligence development, and psychological support to prepare competent and emotionally resilient future teachers.

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