

Student Teachers' Perception on the Implementation of Introduction to the School Field as a Provision to Teaching Profession

Rekha Irvianti^{1*}, Zariul Antosa¹, Eddy Noviana¹

¹Faculty of Teacher Training and Education, University of Riau, Pekanbaru, Indonesia
*hanabirekha@gmail.com

Received: January 23th, 2020

Revised: February 27th, 2020

Accepted: February 29th, 2020

Abstract

The purpose of this study was to determine the perceptions of the student teachers of the Elementary School Teacher Study Program (PGSD) as a provision to the teaching profession. This research is a quantitative descriptive. The population of this study were all student teachers from batch 2015 and 2016 who had participated in the introduction to the school field (PLP) program. Sampling in this study was taken using accidental techniques, seen from the number of research samples of 50 student teachers of batch 2015 and 47 student teachers of batch 2016. The data collection method used was a questionnaire. Data analysis techniques were done using quantitative data analysis of percentage formulas. Student perceptions can be seen from each indicator as follows: (1) Indicator of absorption of stimuli or objects from outside individuals from the perception of batch 2015 student teachers acquired an average percentage of 75.28% with the category of "good" and from the perception of batch 2016 student teachers acquired the average percentage of 75.82% with the category "good". (2) Indicators of understanding from the perception of batch 2015 student teachers acquired an average percentage of 78.18% with the category "good" and from the perception of batch 2016 student teachers acquired an average percentage of 69.98% with the category of "good". (3) Indicators of assessment or evaluation from the perception of batch 2015 student teachers acquired an average percentage of 76.76% with the category of "good" and from the perception of batch 2016 student teachers acquired an average percentage of 78.73% with the category of good. Student teachers' perception of the implementation of introduction to the school field (PLP) as a provision to the teaching profession is categorized as "good".

Keywords: *introduction to the school field; student teachers' perception; teaching profession.*

1. INTRODUCTION

Introduction to the School Field (PLP in Indonesian Term) is one form of educational reconstruction carried out by the Educational Personnel Educational Institution (LPTK) in organizing a

Bachelor of Education Program through the issuance of the regulation of Minister of Research, Technology and Education Number 55 of 2017. As an impact, the Faculty of Teacher Training and Education (FKIP), Universitas Riau has

revitalized the education curriculum by organizing PLP starting at the Even semester of the Academic Year 2017/2018. This subject replaces the Professional Placement (PPL) course that has been carried out so far. It is hoped that PLP graduates of FKIP can master their competencies as professionals in the education field. However, with the alteration in the regulation of Minister of Research, Technology and Education regarding the change from PPL to PLP, the teacher will be given experience on how to teach in the PPG (Teacher Professional Study) program rather than PLP.

PLP, in general, aims as a vehicle to prepare professional and knowledgeable education personnel, attitudes, and skills, as well as to be able to apply them in the education process both inside and outside of school. PLP specifically aims to make the student teachers to become familiar with the school environment, to apply a variety of basic teacher knowledge and skills, gain real teaching experience, and integrate a variety of learning experiences and appreciation in the effort to achieve academic competence.

In the PLP activity, student teachers are required to pay more attention to the learning process at school, exercises to develop instructional devices, and guided teaching and learning, as well as accompanied by reflective actions under the guidance and supervision of the supervisor and tutor in stages. In a sense, PLP activities have more observing activities during the teaching

and learning process, which make PLP activities very different from PPL. Whereas PPL was previously required the student teachers to be more active in teaching and learning activities, class mastery, and others.

There are 2 categories of PLP implementation activities, namely Observation Activities and Internship Activities. Observation Activities include school culture, School Organizational Structure and Work Procedures (SOTK), school rules and regulations, flag ceremonies, meetings and briefings, routine curricular activities, curricular and extracurricular activities, school curriculum, and observing the teacher tutors. Internship Activities include curriculum analysis, developing learning tools, using learning strategies, classroom management, utilization of technology, teaching exercises, learning evaluation, curricular and extracurricular implementation. In the implementation, there was a difference in perception between schools and the Technical Implementing Unit of PPL. This also caused some student teachers to not have skills in teaching, also inept in class mastery. Therefore, student teachers have different perceptions of the implementation of PLP.

From this, of course there is an understanding of the conception between Technical Implementing Unit of PPL and schools, or there are other things that cause that the implementation of PLP is not carried out as it should. Furthermore, how is the student's perception of the

PLP implementation? This is the reason this research is conducted.

Based on the background of the problems above, the present author is extremely interested in studying and to gain more knowledge regarding the student teachers' perceptions of the implementation of PLP with the topic of discussion entitled "Student teachers' Perception on the Implementation of Introduction to the School Field (PLP) as a Provision to Teaching Profession". The present author hopes that this article can illustrate student teachers' perceptions of the implementation of the Introduction to the School Field (PLP) programs so that it can become a reference and evaluation for Higher Education in implementing the PLP program in general.

The formulation of the problem in this article is on how student teachers' perceptions of PLP as a provision for the teaching profession. This paper is expected to be useful for the Technical Implementing Unit of PPL as a benchmark and evaluation material for PLP implementation. Lecturers can provide references and evaluation materials on the PLP programs. It can also provide information about things that need to be improved in increasing the role of lecturers in guiding student teachers and the school. For the present author, this research is hope to be able to make a meaningful contribution and be a reference for further research in the future.

2. THEORETICAL STUDY

Perception is one of the important psychological aspects for humans in responding to the presence of various aspects and symptoms around them. Various experts have provided various definitions of perception, although in principle they contain the same meaning. According to Robbins and Judge, perception is an impression obtained by the individual through the senses and then analyzed (organized), interpreted and then evaluated, so that the individual gets the meaning.

According to the Ministry of National Education (2001), perception is a response or finding a direct description of a person's absorption in knowing things through the senses. Walgito (2002) said that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through their senses. However, the process does not stop there, the stimulus is then proceed to be taken to the next process which is the process of perception.

From the explanation of the notion of perception according to some experts above, it can be concluded that perception is the response to a description or impression about an object obtained by individuals with situations and conditions. With the perception, it will cause certain attitudes and actions in accordance with the situation experienced, and will lead to different responses to each individual.

According Walgito (2010, p.102-104) perception has these following indicators:

- a. Absorption of stimuli or objects from outside the individual.

The stimuli or object is absorbed or received by the five senses, whether it is vision, hearing, touch, smell, or taste, individually or together. From the results of absorption or reception by the sensory devices, we will get a description, response, or impression in the brain. In this study, the intended absorption is aimed at the implementation of the school literacy movement.

- b. Understanding of the object.

After impressions or descriptions occur in the brain, the images are organized, classified and interpreted so that an understanding of an object is formed. In this study, the intended understanding are aimed at the implementation of the school literacy movement.

- c. Individual assessment and evaluation of an object.

After the understanding is formed, then the individual's assessment or evaluation of the object being perceived is formed. Individuals compare newly acquired understanding with subjective criteria or norms that individuals have. Individual evaluations vary even though the objects are the same, therefore perception is individual. In this study, the intended assessment and evaluation is aimed at the implementation of the school literacy movement.

Introduction to the School Field (PLP) is an observation/surveillance and apprenticeship process carried out by undergraduate student teachers to study the aspects of learning and management of education in educational settings. PLP

is a stage in the process of preparing professional teachers at the Educational Undergraduate Program level, in the form of assignments to student teachers to implement learning outcomes through observing the learning process in schools/educational institutions, training in developing learning tools, and guided teaching and learning, all of those accompanied by reflective actions under guidance and gradual supervision of supervisors and tutors.

Armed with the knowledge and professional skills they have, student teachers make observations to get to know the real world of education with a variety of aspects in it. Then in a certain period of time, the student teachers practice doing a variety of specific work tasks, as well as adjusting to the climate and norms of the institutions where they are practicing. With PLP, not only the student teachers make use and strengthen the knowledge and skills of the education profession, they are also expected to have better readiness to enter the world of educational professions and achieve success in their career development.

The implementation of PLP activities is divided into two activities, those activities are:

1. Observation Activity
2. Internship Activity

PPL equips student teachers in pursuing and learning professional teaching, which is implemented in the PPG implementation program. Along with the PLP, student teachers further enhance their competence and

knowledge as well as experience in the teaching profession. PPL is only focused on guided teaching for as much as eight times, while PLP implements learning outcomes through observing the learning process in schools/educational institutions, training in developing learning tools, and guided teaching and learning.

3. RESEARCH METHOD

This research was conducted at the PGSD (Elementary School Teacher Study Program) Campus, Universitas Riau, Pekanbaru City on October 2019. According to (Nana Sudjana and Ibrahim, 1989, p.64) This type of research is descriptive quantitative research that seeks to describe a phenomenon, event, and case that occurs at the present time

The population of this study were all from batch 2015 and 2016 student teachers of the Elementary School Teacher Study Program (PGSD) who had participated in the introduction to the school field (PLP) program. Sampling in this study was taken using Accidental Techniques, seen from the number of research samples of 50 student teachers of batch 2015 and 47 student teachers of batch 2016. The data taken from student teachers of batch 2015 and 2016 who have participated in PLP implementation activities seen on campus when the sampling was held until the necessary data was acquired. The instrument used in this research was a questionnaire. The initial stage for data analysis techniques in this research is done after the data is collected, then the researcher add up to

what percentage of each questionnaire. The guideline used to do the analysis is by calculating the percentage on the raw value obtained from the tabulation results according to the number of questions. Then calculate the percentage of student perceptions on each sub-indicator.

Data analysis techniques used to process the research instruments is as follow:

$$P = \frac{f}{N} \times 100 \%$$

Information:

P = Percentage rate

F = Number that is being searched for the percentage

N = Number of individuals

Then included in the assessment criteria quoted from Suharsimi Arikunto (2005,p.34) as follow:

Table 1. Percentage of Assessment Criteria

Score Interval	Criteria
84 – 100 %	Very Good
68 – 83 %	Good
52 – 67 %	Satisfactory
36 – 51 %	Poor
20 – 35 %	Bad

Based on the percentage criteria obtained, then the result is described.

4. RESULTS AND DISCUSSION

The acquisition of research results regarding student teachers' perceptions of the implementation of the introduction to school field (PLP) can be described

based on indicators and sub-indicators of student perceptions as follows:

Table 2. Indicators of Absorption against Stimuli or Objects from Outside the Individual

No	Sub-indicators	Batch 2015		Batch 2016	
		Percentage of Achievements	Category	Percentage of Achievements	Category
1	PLP debriefing	78,8%	Good	83,4%	Good
2	Analyzing the school curriculum including annual programs, semester programs, syllabi and lesson plans.	77,2%	Good	84,25%	Very Good
3	Observing tutors teaching in the teaching and learning process at school	72,13	Good	79,57%	Good

In the questionnaire data obtained, indicators of absorption of stimuli or objects from outside the individual can be seen from one of the sub-indicator, which is *PLP debriefing*, in which the researcher acquired the percentage of 78.8% from batch 2015 and 83.4% from batch 2016 with the category of "Good" (table 2). The high score came from student teachers' understanding of the PLP activities that will be carried out from monitoring explanations, suitability of PLP procedures based on the manual and in the field, as well as PLP debriefing activities that are followed to assist in PLP implementation. However, there are student teachers who have a low perception of 21.2% from batch 2015 and 16.6% from batch 2016. This was due to several factors including: student teachers feel compelled and not wholeheartedly take part in PLP activities because PGSD is not the department

they chose, according to one student's explanation that following this activity is simply to fulfill college assignments, there are also those who say that *"the important thing is I graduate quickly"*. From several of these reasons, it can be seen that some student teachers taking part in the PLP program only want to finish it as soon as possible rather than taking part of it properly.

Elizabeth Santosa's research findings have another view about instant culture and how this culture infects people. The occurrence of a long process behind the spread of instant culture, such as the change of mindset in society, is the main reason of why it happened. Society once has brave and tough nature and character, as well as having a high nationalist spirit. They were busy fighting for their life and their country, the conditions made them tough, having a high struggle for a better life. Some

factors that cause changes in mindset are the improvements in economic, political, and social aspects. Technology also encourage instant culture to develop rapidly. Changing the structure of society in a civilization, said Lizzie, helped change the character of the generation in it. "In the study of psychology, there is a term called the shadow effect, which is the impact of various changes in freedom, the development of science and technology, and forms of real modernity that exist in the middle of the millennial generation today." Lizzie continues, "Shadow effect greatly affects the existence and struggle of millennial generation. Even worse, the essence (element) of the process disappears because instant culture is better known as a culture of impatience (wants everything to be done fast) ... Just look at the current generation of having quick to complaint, there is no tolerance for discomfort," said Lizzie. Therefore, the present author concludes, that some student teachers do not have the eagerness to participate in the PLP debriefing which should serve as the provision of every PLP participant who will carry out the PLP program for three months.

Student teachers' perceptions, seen from the sub-indicators of *analyzing the school curriculum including annual programs, semester programs, syllabi and lesson plans*, acquired the percentage of 77.2% from batch 2015 and 84.25% from batch 2016 with a category of "Good" and "Very Good" respectively (table 2). According to the

student teachers, the high score of this sub-indicator is because they have gained knowledge from before the PLP is implemented and after the implementation of PLP. This practice give them experience from the syllabus and lesson plans used by teachers, as well as understanding the curriculum in accordance with development. However, there are student teachers who have a low perception of 22.8% from batch 2015 and 15.75% from batch 2016. This is due to several factors, some student teachers do not understand what the annual programs and semester programs that are held in schools or educational institutions they are assigned at. Moreover, some of them also admit that the syllabus and lesson plans used by the teacher does not help them much. Annual programs and semester programs have important roles in Indonesia's education system, where as teachers and prospective teachers, they should have a plan and fully understand the plan itself. To expedite an effective education and learning system, careful planning is needed, including annual programs and semester programs. One of the job of an educational institution is to map the time allocation of each competency to be learned for one year and one semester, therefore that time can be used effectively and efficiently. As prospective teachers, they must have the forwardness to understand what annual programs and semester programs are like. In this stance, PLP student teachers are required to know what annual programs and semester programs are

like, while the fact is that some student teachers do not know what annual programs and semester programs are like. One of the cause that they do not understand it is because some student teachers do not find annual programs and semester programs explanation display in school and some other do not know what annual programs and semester programs at all. Likewise, the learning tools used by the teachers do not help student teachers to have a good comparison as how they would use it later themselves. Learning tools are a form of preparation done by the teacher before they do the learning process. Where the goal of compiling learning tools is so that everything that has been planned together can be achieved, according to some student teachers, teachers do not use learning tools, rather they only deliver material according to the student's book held by the teacher.

Student teachers' perceptions, seen from the sub-indicators of *observing tutors teaching and learning activity in schools* acquire perceptions of 72.13% from batch 2015 and 79.57% from batch 2016 with a category "Good" (table 2). According to the student teachers, the mastery of the class exhibited by the tutor can be made an example. However, there are student teachers who have low perceptions of 27.87% from batch 2015 and 20.43% from batch 2016. This is because, according to student teachers, tutors have a low voice volume, so student teachers find it very difficult to focus on learning, moreover they do not have accompanying textbooks for

teachers that are relevant to the applicable curriculum therefore the student teachers are not able to develop lessons that are conducive to learning.

In the questionnaire data obtained, indicators of understanding of student perceptions seen from the sub-indicators of *reviewing curriculum and learning tools*, acquired the perceptions of 82.2% from batch 2015 and 86.80% from batch 2016 with category of "Good" and "Very Good" respectively (table 3). This is due to the student teachers ability where they are able to redevelop learning tools and understand the curriculum used in schools. Although, there are student teachers who have very low perceptions of 17.8% from batch 2015 and 13.2% from batch 2016. The reason, according to the student teachers, is that the curriculum in school make it difficult for the availability of teachers' equipment and learning tools.

Student perception, seen from the sub-indicator of *observing the learning strategies used by teachers*, acquired perceptions of 80% from batch 2015 and 87.2% from batch 2016 with category of "Good" and "Very Good" respectively (table 3). This is because, according to student teachers, there are good guidelines for student teachers, where they are be able to use the right strategy in learning, by looking at the strategies used by teachers in teaching activity. However, there are student teachers who have low perceptions with a percentage of 20% from batch 2015 and 12.8% from batch 2016. This is due to the strategies used by the teachers that in turn make

the classes to be not conducive. For example, there are student teachers who are not participating in learning activities properly, also the lack of guidelines for

student teachers to use as the right strategy in learning by looking at the strategies used by the teachers in the teaching activity.

Table 3. Indicators of Understanding

No	Sub-indicators	Batch 2015		Batch 2016	
		Percentage of Achievements	Category	Percentage of Achievements	Category
1	Reviewing the Curriculum and Learning Tools	82,2%	Good	86,80%	Very Good
2	Observing the learning strategies used by the teacher	80%	Good	87,2%	Very Good
3	Examining the evaluation system used by the teacher	79,8%	Good	100%	Very Good
4	Assisting the teachers in developing lesson plans, learning tools, teaching materials, and evaluation tools	69%	Good	79,57%	Good
5	Teaching practice with the guidance of tutors with the aim of experiencing the learning process and strengthening the identity of prospective educators	75,34	Good	82%	Good
6	Carrying out student mentoring tasks and extracurricular activities	89%	Very Good	89,7%	Very Good
7	Assisting the teachers in carrying out the work tasks of teacher administration	69,4%	Good	74%	Good

Student perception, seen from the sub-indicators of *examining the evaluation system used by teachers*, acquired a perception of 79.8% from batch 2015 and 100% from batch 2016 with category of "Good" and "Very Good" respectively (table 3). According to student teachers, the evaluation system used by the teacher can be a reference

for student teachers' self provision and student teachers are able to understand the evaluation system used in hand. However, there are student teachers who have the lowest perception of 20.2% from batch 2015. This is because the evaluation system used by the teacher is not a reference for some of those

student teachers and they are not able to understand the evaluation system used.

Student teachers' perceptions seen from the sub-indicators of *assisting the teachers in developing lesson plans, learning tools, teaching materials, and evaluation tools*, acquired a perception of 69% from batch 2015 and 79.57% from batch 2016 with category of "Good" (table 3). The student teachers at the time of PLP implementation help teachers in developing lesson plans and other learning tools, they are also are guided directly in developing good and correct learning tools. There are also student teachers who have low perceptions of 31% from batch 2015 and 20.43% from batch 2016. This is due to the student teachers not directly guided in compiling a good learning tool according to education system, moreover the student teachers do not help teachers in developing lesson plans and learning tools, making it a flaw for them as a teacher candidate.

Student teachers' perceptions, seen from the sub-indicators of *teaching practice with the guidance of tutors with the aim of experiencing the learning process and strengthening the identity of prospective educators*, acquired perceptions with a percentage of 75.34% from batch 2015 and 82% from batch 2016 with category of "Good" (table 3). According to student teachers, having increased their ability to teach, student teachers are able to choose and use appropriate learning media, student teachers also have the ability to understand the characteristics/traits

possessed by each of their pupils, they are also able to develop a grid of questions from learning objectives to then design questions according to those learning objectives. Although there are student teachers who have low perceptions with a percentage of 24.66% from batch 2015 and 18% from batch 2016. This is because the tutor rarely supervises PLP student teachers when conducting the learning process, in which the tutor does not care about the implementation of teaching and learning activity when student teachers practice in class. PLP student teachers have no obligation to take teaching exams and they make learning tools not with the help of tutors, moreover they teach more than four times in guided teaching with tutors, whereas based on PLP handbooks, the student teachers only need to take the guided teaching with tutors as much as four times only.

Student teachers' perceptions, seen from the sub-indicators of *carrying out student mentoring tasks and extracurricular activities*, acquired perceptions with a percentage of 89% from batch 2015 and 89.7% from batch 2016 with category of "Very Good" (table 3). This is because, by accompanying pupils in the field, student teachers feel closer to them in their schools. There are also student teachers who have the lowest perception with a percentage of 11% from batch 2015 and 10.3% from batch 2016. According to student teachers, some student teachers do not have knowledge in extracurricular activities in schools.

Student teachers' perceptions, seen from the sub-indicators of *assisting the teachers in carrying out the work tasks of teacher administration*, acquired perceptions with a percentage of 69.4% from batch 2015 and 74% from batch of 2016 with category of "Good" (table 3). This is due to the fact that they have gained new knowledge when assisting teachers in working on teacher administration. On the other hand, there are student teachers who have the lowest perception with a percentage of 30.6% from batch 2015 and 26% from batch 2016. According to student teachers, the teachers do not have class administration tool, so PLP student teachers do not have enough knowledge on this matter.

In the questionnaire data obtained, indicators of assessment or evaluation of student perceptions seen from the sub-indicators of *self-evaluation* acquired a perception with a percentage of 86.24%

from batch 2015 and 87.40% from batch 2016 with category of "Good" and "Very Good" respectively (table 4). According to student teachers, the score came from their ability with the implementation of PLP, student teachers have the self-competence as prospective educators and there is a good relationship between the prospective teachers and their pupils in each schools or educational institutions. Student teachers are also able to teach according to systematic learning steps, they are able use the right strategy in teaching. However, there are student teachers who have the lowest perception percentage of 13.76% from batch 2015 and 12.6% from batch 2016. This is because the student teachers are not able to use the right strategy/way of teaching, the student teachers are not able to arrange learning tools that are suitable and correct right, they are also not able to teach according to systematic learning steps.

Table 4. Assessment or Evaluation Indicators

No	Sub-indicators	Batch 2015		Batch 2016	
		Percentage of Achievements	Category	Persentase Capaian	Kategori
1	Self-Evaluation	86,24%	Very Good	87,40%	Very Good
2	Assessment Evaluation	74,96%	Good	67,8%	Satisfactory

Student teachers' perceptions, seen from the sub-indicators of *assessment evaluation*, acquired a percentage of 74.96% from batch 2015 and 67.8% from batch 2016 with category of "Good" and "Satisfactory" respectively (table 4).

According to student teachers, it is due to the fact that there are PLP monitoring activities between supervisors and student teachers as an evaluation or development of PLP activities in each school, there are also monitoring

activities between student teachers and tutors to increase the competency of prospective educators. Tutors also being subjective towards PLP student teachers, and supervising lecturers come to monitor PLP student teachers at least once a month. However, there are student teachers who have the lowest perception percentage of 25.04% from batch 2015 and 32.2% from batch 2016. This is because some tutors do not behave subjectively to certain PLP student teachers, student teachers are not allowed to be given permission from time to time by the tutors, and the lack of monitoring activities between student teachers and tutors to increase the competency of those prospective educators.

5. CONCLUSION

Based on the results of the research, it can be concluded that student teachers' perceptions of the implementation of the introduction of school field (PLP) program can be seen in the indicators of:

1. Absorption of stimuli or objects from outside the individual

On the indicator of absorption of stimuli or objects from outside the individual, from the perception of student teachers from batch 2015 on the implementation of PLP as a provision of the teaching profession, is concluded that the overall achievement percentage of 75.28% can be categorized as "Good".

On the indicator of absorption of stimuli or objects from outside the individual, from the perception of student teachers from batch 2016 on the implementation of PLP as a provision of the teaching profession, is concluded that the overall achievement percentage of 75.82% can be categorized as "Good".

2. Understanding

On the indicator of understanding of the perception of student teachers, from batch 2015 towards the implementation of PLP as a provision of the teaching profession, it can be seen that the percentage of 78.18% can be categorized as "Good".

On the indicator of understanding of the perception of student teachers, from batch 2016 towards the implementation of PLP as a provision of the teaching profession, it can be seen that the percentage of 69.98% can be categorized as "Good".

3. Assessment or evaluation

On the indicators of assessment or evaluation of the perception of student teachers, from batch 2015 on the implementation of PLP as a teaching profession provision, it can be concluded that the overall percentage of 76.76% can be categorized as "Good".

On the indicators of assessment or evaluation of the perception of student teachers, from batch 2016 on the implementation of PLP as a

teaching profession provision, it can be concluded that the overall percentage of 78.73% can be categorized as "Good".

6. RECOMMENDATION

Based on the results of the research and conclusions described above, the present author submit recommendations relating to the parties associated with this research, which are as follows:

1. For student teachers, further enhancement of enthusiasm and competence to equip themselves as candidates for education is needed,
2. For supervisors, it is recommended to better monitor and guide student teachers in improving student competency,
3. For Technical Implementing Unit of PPL, it is suggested as an evaluation or benchmark for better PLP implementation,
4. It is recommended for further research to examine perceptions in analyzing student teachers' perceptions of the implementation of PLP as a provision of the teaching profession.

REFERENCES

- Afrila, R. (2019). *"Pengaruh Persepsi Siswa Tentang Pemberian Reward Terhadap Motivasi Belajar Siswa Kelas V SD Muhammadiyah Pekanbaru"* ["The Influence of Student teachers' Perceptions About Rewarding on Student teachers' Learning Motivation of Fifth Grade Student teachers in Sekolah Dasar Muhammadiyah Pekanbaru"]. (Thesis). Elementary School Teacher Study Program. Universitas Riau.
- Ariyanto, W. D. (2013). *"Persepsi Mahasiswa Semester VII PGSD Tentang Pelaksanaan Program Pengalaman Lapangan (PPL) Oleh Fakultas Keguruan dan Ilmu Pendidikan UMS Tahun Akademik 2013/2014"* ["Perception of Elementary School Teacher Study Program (PGSD) Seventh Semester Student teachers Regarding the Implementation of Professional Placement (PPL) by the Faculty of Teacher Training and Education UMS Academic Year 2013/2014"]. (Online). Faculty of Teacher Training and Education. Universitas Muhammadiyah Surakarta. Surakarta. Retrieved from http://eprints.ums.ac.id/27590/1/09_naskah_publicasi.pdf
- Margono. (2010). *Metodologi Penelitian Pendidikan [Educational Research Methodology]*. Jakarta: Rhineka Cipta
- Pinaryo. (2014). *"Persepsi Mahasiswa Universitas Muhammadiyah Ponorogo Terhadap Program Kewirausahaan Mahasiswa"* ["Universitas Muhammadiyah Ponorogo Student's Perception of Student Entrepreneurship Program"]. (Online). Retrieved from

- <http://journal.ac.id/index.php/aristo/article/download/22/276>
- Soetjipto, & Kosasi, R. (1999). *Profesi Keguruan [Teaching Profession]*. Jakarta: Rineka Cipta
- Stovania, A. (2014). "*Persepsi Mahasiswa Fkip Semester VI Terhadap Perpustakaan Fkip Universitas Riau*" [*Perception of Faculty of Teacher Training and Education Sixth Semester Student teachers Against Faculty of Teacher Training and Education Library, Universitas Riau*"]. (Thesis). Faculty of Teacher Training and Education. Universitas Riau.
- Sugiyono. (2008). *Metode Penelitian Kuantitatif kualitatif dan R&d [Quantitative Qualitative Research Methods and R&D]*. Bandung: Alfabeta
- Sukardi. (2015). *Metodologi Penelitian Pendidikan [Educational Research Methodology]*. Jakarta: Bumi Aksara.
- Sultini. (2015). "*Persepsi Mahasiswa PLS Angkatan 2014 Terhadap Program Studi Pendidikan Luar Sekolah Di Fkip Universitas Riau*" [*Perception of Non-formal Education (PLS) Student Batch 2014 Against Non-formal Education Study Programs at Faculty of Teacher Training and Education, Universitas Riau*"]. Thesis. Faculty of Teacher Training and Education. Universitas Riau.
- UPT PPL. (2018). *Panduan PLP (Pengenalan Lapangan Persekolahan) [PLP Guide (Introduction to the School Field)]*. Faculty of Teacher Training and Education. Universitas Riau.
- Yosi, A. (2019). "*Analisis Kompetensi Kepribadian Guru Sekolah Dasar Gugus VII Kecamatan Tampan Kota Pekanbaru*" [*Analysis of Personality Competence of Elementary School Teachers of Cluster Seven, Tampan District, Pekanbaru City*"]. (Thesis). Elementary School Teacher Study Program. Faculty of Teacher Training and Education. Universitas Riau.