

ABSTRAK

Marisa Veronica Napitupulu, NIM 7202343003, Pengaruh Pembelajaran *Microteaching*, Pelaksanaan Pengenalan Lapangan Persekolahan (PLP) II Terhadap Kesiapan Mengajar Mahasiswa Pendidikan Bisnis Stambuk 2020 Fakultas Ekonomi Universitas Negeri Medan. Skripsi ini Prodi Pendidikan Bisnis Fakultas Ekonomi Universitas Negeri Medan 2024

Penelitian ini bertujuan untuk mengetahui dan menganalisis Pengaruh Pembelajaran *Microteaching* , Pelaksanaan Pengenalan Lapangan Persekolahan (PLP) II Terhadap Kesiapan Mengajar Mahasiswa Pendidikan Bisnis stambuk 2020 Fakultas Ekonomi Universitas Negeri Medan di Jalan Willem Iskandar Pasar V, Medan Estate, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang Provinsi Sumatera Utara. Populasi dalam penelitian ini sebanyak 62 orang mahasiswa pendidikan bisnis stambuk 2020 , dan sampel penelitian ini menggunakan teknik sensus (*Total Sampling*). Penelitian ini merupakan *ex-post facto* dengan menggunakan metode penelitian kuantitatif. Pengumpulan data dilakukan dalam penelitian ini adalah observasi, dokumentasi, dan penyebaran angket. Angket penelitian terlebih dahulu diuji validitas menggunakan rumus korelasi *Product Moment* dan reliabilitasnya menggunakan rumus *Cronbrach Alpha*. Teknik analisis data yang digunakan adalah Uji Koefisien Determinasi. Data yang sudah terkumpul pengaruh positif dan signifikan variabel Pembelajaran *Microteaching* terhadap Kesiapan Mengajar memperoleh nilai $t_{hitung} > t_{tabel}$ ($5,354 > 1,991$) dengan signifikansi $\alpha = 0,000 < 0,05$. Sehingga dapat disimpulkan Pembelajaran *Microteaching* berpengaruh positif dan signifikan terhadap Kesiapan Mengajar sehingga H_a diterima. Untuk Pengenalan Lapangan Persekolahan (PLP) memiliki nilai $t_{hitung} > t_{tabel}$ ($3,748 > 1,991$) dengan signifikansi $\alpha = 0,000 < 0,05$. Sehingga dapat disimpulkan Pengenalan Lapangan Persekolahan (PLP) berpengaruh positif dan signifikan terhadap Kesiapan Mengajar sehingga H_a diterima. Berdasarkan hasil uji F diperoleh $F_{hitung} > F_{tabel}$ ($65,722 > 3,10$) dengan signifikansi $\alpha = 0,000 < 0,05$ sehingga, dapat disimpulkan bahwa terdapat pengaruh secara simultan antara Pembelajaran *Microteaching* (X_1), dan Pengenalan Lapangan Persekolahan (PLP) (X_2) Terhadap Kesiapan Mengajar. Koefisien Determinasi (R^2) yang diperoleh sebesar 0,604 atau sebesar 60,4% yang artinya besaran kontribusi pengaruh Pembelajaran *Microteaching* Dan Pengenalan Lapangan Persekolahan (PLP) Terhadap Kesiapan Mengajar sebesar 60,4%.

Kata kunci : Pembelajaran *Microteaching* , Pelaksanaan Pengenalan Lapangan Persekolahan (PLP) II Terhadap Kesiapan Mengajar

ABSTRACT

Marisa Veronica Napitupulu, NIM 7202343003, The Influence of *Microteaching*, Implementation of Introduction to the School Field (PLP) II on the Teaching Readiness of 2020 Stambuk Business Education Students, Faculty of Economics, Medan State University. This thesis is from the Business Education Study Program, Faculty of Economics, Medan State University, 2024

This research aims to determine and analyze the influence of *microteaching* learning, the implementation of Introduction to the School Field (PLP) II on the teaching readiness of 2020 Stambuk Business Education Students, Faculty of Economics, Medan State University on Jalan Willem Iskandar Pasar V, Medan Estate, Percut Sei Tuan District, Deli Serdang Regency North Sumatra Province. The population in this study was 62 Stambuk 2020 business education students, and the research sample used census techniques (*Total Sampling*). This research is ex-post facto using quantitative research methods. Data collection carried out in this research was observation, documentation and distribution of questionnaires. The research questionnaire was first tested for validity using the Product Moment correlation formula and its reliability using the Cronbrach Alpha formula. The data analysis technique used is the Coefficient of Determination Test. The data that has been collected has a positive and significant influence of the *Microteaching* Learning variable on Teaching Readiness, obtaining a value of $t_{count} > t_{table}$ ($5,354 > 1,991$) with a significance of $\alpha = 0.000 < 0.05$. So it can be concluded that *Microteaching* has a positive and significant effect on Teaching Readiness so that H_a is accepted. For Introduction to the Schooling Field (PLP) the value of $t_{count} > t_{table}$ ($3,748 > 2.011$) with a significance of $\alpha = 0.000 < 0.05$. So it can be concluded that Introduction to the School Field (PLP) has a positive and significant effect on Teaching Readiness so that H_a is accepted. Based on the results of the F test, it is obtained that $F_{count} > F_{table}$ ($65,722 > 3.10$) with a significance of $\alpha = 0.000 < 0.05$, so it can be concluded that there is a simultaneous influence between *Microteaching* Learning (X1), and Introduction to the School Field (PLP) (X2) Towards Teaching Readiness. The coefficient of determination (R^2) obtained was 0.604 or 60,4%, which means that the contribution of *Microteaching* and Introduction to the School Field (PLP) to Teaching Readiness was 60,4%.

Keywords: *Microteaching* Learning, Implementation of Introduction to the School Field (PLP) II on Teaching Readiness