Self-efficacy and interpersonal communication effects on teaching readiness of pre-service office administration teachers

Dea Pungky Febriana[*], Hery Sawiji

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: deapungky@student.uns.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh self efficacy dan komunikasi interpersonal terhadap kesiapan mengajar mahasiswa PLP Program Studi Pendidikan Administrasi Perkantoran FKIP UNS Angkatan 2021 baik secara simultan maupun parsial. Penelitian ini menggunakan pendekatan kuantitatif kausalitas. Populasi berjumlah 81 mahasiswa. Sampel penelitian menggunakan teknik sampling jenuh. Teknik pengumpulan data menggunakan angket. Teknik Analisis data menggunakan teknik analisis regresi linear berganda dengan bantuan IBM SPSS Statistic 26. Hasil penelitian menunjukan bahwa: (1) terdapat pengaruh positif dan signifikan self efficacy terhadap kesiapan mengajar mahasiswa PLP dengan nilai $t_{hitung} > t_{tabel}$ (6,143 > 1,665) dan nilai signifikansi pada self efficacy sebesar 0,00 < 0,05; (2) terdapat pengaruh yang positif dan signifikan komunikasi interpersonal terhadap kesiapan mengajar mahasiswa PLP dengan nilai $t_{hitung} > t_{tabel}$ (6,750 > 1,665) dan nilai signifikansi pada komunikasi interpersonal sebesar 0,00 < 0,05; (3) terdapat pengaruh positif dan signifikan self efficacy dan komunikasi interpersonal secara bersama-sama terhadap kesiapan mengajar mahasiswa PLP dengan nilai $F_{hitung} > F_{tabel}$ (229,47 > 3,11) dan nilai signifikansi sebesar 0,00 < 0,05. Persamaan regresi penelitian adalah $\hat{Y} = 0,207 + 0,487\ X_1 + 0,500\ X_2$ dengan nilai R^2 sebesar 0,855. Kontribusi self efficacy dan komunikasi interpersonal secara bersama-sama sebesar 85,5% dan sisanya dipengaruhi variabel lain yang tidak termasuk dalam penelitian.

Keywords: efikasi diri; komunikasi interpersonal; kesiapan mengajar

Abstract

This research aims to determine the influence of self-efficacy and interpersonal communication on teaching readiness among Pengenalan Lingkungan Persekolahan (PLP) students of the Office Administration Education Program, Faculty of Teacher

---

* Corresponding author

Training and Education, Universitas Sebelas Maret (UNS), Class of 2021, both simultaneously and partially. The study employed a quantitative causal approach. The population consisted of 81 students. Saturated sampling technique was utilized for sample selection. Data were collected through questionnaires and analyzed using multiple linear regression analysis with IBM SPSS Statistics 26. The results indicate that: (1) there is a positive and significant influence of self-efficacy on teaching readiness among PLP students, evidenced by t-calculated > t-table (6.143 > 1.665) with a significance value of 0.00 < 0.05; (2) there is a positive and significant influence of interpersonal communication on teaching readiness among PLP students, evidenced by t-calculated > t-table (6.750 > 1.665) with a significance value of 0.00 < 0.05; (3) there is a positive and significant simultaneous influence of self-efficacy and interpersonal communication on teaching readiness among PLP students, evidenced by F-calculated > F-table (229.47 > 3.11) with a significance value of 0.00 < 0.05. The regression equation is $\hat{Y} = 0.207 + 0.487X_1 + 0.500X_2$ with an R^2 value of 0.855. Self-efficacy and interpersonal communication together contribute 85.5% to teaching readiness, while the remainder is influenced by other variables not included in this study.

Introduction

In the current digital era, education plays a crucial role in enhancing the quality of human resources, including creating competent teachers who not only master the subject matter but also possess professional teaching readiness. Prospective educators must have teaching readiness to face students in the classroom during learning activities. According to Slameto, readiness is a state where an individual is prepared to respond to a situation or react to circumstances in a particular way (Syabrus, 2015). Meanwhile, teaching, as defined by (Rasna et al., 2023), is the effort of an individual to apply knowledge, develop skills, and instill attitudes and beliefs in others. Teaching readiness refers to the maturity or condition necessary to create an effective learning environment, establishing the teacher as a facilitator to assist students in the learning process.

Research conducted by (Kurniasari & Rahmawati, 2016) states that students pursuing education to become professional teachers by enrolling in Education programs are required to practice becoming teachers. Therefore, the teaching readiness of prospective teacher students must be trained and developed during their studies. Prospective teacher students undergoing education are not only equipped with theoretical knowledge but also need to engage in educational practices such as the School Field Introduction Program (PLP). (Azizah & Rahmi, 2019) state that the teaching readiness of students during the School Field Introduction Program (PLP) is an activity that influences the interaction between teachers and students in the learning process. Hence, adequate preparation is necessary for undertaking the School Field Introduction Program (PLP). In carrying out PLP practices at schools, prospective teacher students must prepare themselves thoroughly, both mentally, in terms of ability, and knowledge. The experience gained from the School Field Introduction Program (PLP), supported by teaching readiness, will shape the professionalism and competence of future teachers.

Students from the Faculty of Teacher Training and Education (FKIP) at Universitas Sebelas Maret Surakarta (UNS) are required to participate in the School Field Introduction Program (PLP) as one of the steps in preparing them to become competent teachers. However, during its implementation, students encounter challenges, particularly their lack of teaching readiness when directly interacting with students in classroom learning, supported by preliminary study data collected by researchers beforehand.

The researcher conducted a preliminary study to gain further insight into the field conditions among students from the Office Administration Education Study Program, Class of 2021, who were undertaking the School Field Introduction Program (PLP), regardless of their assigned educational institution.

Based on the results of the preliminary study, it was found that students faced challenges in teaching readiness in the classroom. The findings revealed that 71.4% were not ready to teach during PLP, and 76.2% lacked sufficient mental readiness to teach in the classroom. Additionally, 66.7% struggled to find effective techniques and methods to explain materials to students, and 66.7% were unable to manage classroom conditions effectively. The pre-research results also showed that 57.1% still required guidance from lecturers and supervising teachers before teaching independently. These challenges were influenced by students' lack of self-preparation in communication and confidence management in the classroom, insufficient mastery of classroom management and varied teaching methods, and personal abilities that did not align with expectations regarding facilities, learners, and the school environment they would encounter.

Various factors contribute to improving teaching readiness, encompassing internal and external factors. Without diminishing the role of each factor, the researcher focuses on internal factors, namely self-efficacy and interpersonal communication, which are established as variables in this study. Self-efficacy is considered vital as it can influence students' confidence in managing classroom learning, while interpersonal communication plays a role in building effective interactions between teachers and learners. This aligns with previous research conducted by (Putra & Ahyanuardi, 2022), which found that self-efficacy has a positive and significant impact on teaching readiness for a career in education. Another factor that enhances teaching readiness is interpersonal communication. (Safitri et al., 2019) stated in their findings that for students to understand the subject matter being taught, prospective teacher students must communicate effectively.

According to (Kurniawan & Devi, 2023), self-efficacy represents an individual's assessment of their ability to plan and execute a series of steps needed to achieve a goal or predetermined performance level. Self-efficacy is the result of a cognitive process that takes the form of evaluations, beliefs, or expectations about how well someone believes they can perform specific activities or take the necessary steps to achieve desired outcomes. By understanding an individual's level of self-efficacy, one can gauge how well they can overcome difficulties they face.

Self-efficacy is essential for educators in their ability to manage and resolve obstacles and issues encountered during the learning process. Bandura identified four main factors influencing self-efficacy and shaping an individual's belief in their capabilities, as noted by (Wulandari et al., 2022): (1) mastery experiences; (2) vicarious experiences; (3) social persuasion; and (4) physiological and emotional conditions. Three indicators of self-efficacy used in (Purnomo et al., 2024) include: (1) Magnitude, referring to the difficulty level of tasks an individual believes they can perform and complete; (2) Strength, assessing the level of confidence individuals have in their ability to complete specific tasks; and (3) Generality, referring to the scope of self-confidence across various situations.

Besides self-efficacy, interpersonal communication also enhances teaching readiness. The exchange of information between individuals or groups, with feedback provided during the transmission process, is known as interpersonal communication. (Aziz, 2017) emphasized that good communication is a prerequisite for students to acquire and understand the information provided. Interpersonal communication involves the personal exchange of ideas, opinions, and information between teachers and students (Dahlan et al., 2023). According to (Zahruddin, 2015), students' mastery of subject matter is significantly influenced by teachers' communication skills.

The success of interpersonal communication is influenced by several factors. According to (Ridwan et al., 2022), interpersonal communication is affected by the following factors: (1) self-image; (2) perception of others; (3) physical environment; (4) social environment; and (5) nonverbal cues and conditions. Meanwhile, the indicators of interpersonal communication used in this study, according to Devito in (Nabila et al., 2023), include: (1) openness; (2) empathy; (3) support; (4) positivity; and (5) equality.

Teachers lacking adequate teaching readiness will struggle to manage classrooms, deliver materials effectively, and build positive relationships with learners. Consequently, learners will face difficulties in understanding the material, ultimately leading to a decline in the quality of education in schools. The indicators of teaching readiness used in this study, according to (Kurniasari & Rahmawati,

2016), include: (1) planning and preparing teaching and learning activities (TLA); (2) managing TLA; (3) conducting learning evaluations; and (4) implementing the four pillars of education. Prospective teacher students with mature readiness before teaching in the School Field Introduction Program (PLP) will deliver high-quality work. Therefore, it is essential to conduct further research on the influence of self-efficacy and interpersonal communication on the teaching readiness of PLP students so appropriate solutions can be found to enhance students' teaching readiness before entering the actual education field. Image 1 below illustrates the conceptual framework of this study:

Image 1
Framework of thinking
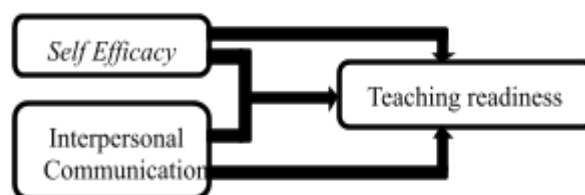
Based on the conceptual framework in Figure 1 above, the research hypotheses can be formulated as follows: (1) There is an influence of self-efficacy on the teaching readiness of students participating in the School Field Experience Program (PLP) from the Office Administration Education Study Program, FKIP UNS, Class of 2021; (2) There is an influence of interpersonal communication on the teaching readiness of students participating in the School Field Experience Program (PLP) from the Office Administration Education Study Program, FKIP UNS, Class of 2021; (3) There is a combined influence of self-efficacy and interpersonal communication on the teaching readiness of students participating in the School Field Experience Program (PLP) from the Office Administration Education Study Program, FKIP UNS, Class of 2021.

Research Method

The research was conducted at the Office Administration Education Program, Faculty of Teacher Training and Education, Universitas Sebelas Maret Surakarta, involving students from the 2021 cohort. The study took place over six months, starting from September 2024 to February 2025.

The method employed in this research is a quantitative causal approach. The independent variables in this study are self-efficacy and interpersonal communication, while the dependent variable is teaching readiness. The population of this study consists of 81 students from the Office Administration Education Program, FKIP UNS, Class of 2021. The sampling technique used was saturated sampling, meaning that the entire population was included as the sample.

Data analysis in this study utilized SPSS Statistics 26. The process began with data tabulation, which involved entering the obtained data into tables to facilitate calculations. This was followed by data conversion and conducting prerequisite analysis tests, which included tests for normality, linearity, multicollinearity, and heteroscedasticity. Subsequently, hypothesis testing was performed, consisting of t-tests, F-tests, multiple linear regression analysis, coefficient of determination, and the calculation of effective and relative contributions.

In conducting research, data plays a crucial role in determining the results or validating the research hypotheses. Therefore, it is essential to employ research instruments that meet feasibility criteria, namely validity and reliability tests. In this study, validity and reliability tests were carried out through a trial on 30 students from other study programs at FKIP UNS who had already completed the School Field Experience Program (PLP). From the validity test of the three variables, the following results were obtained: for the teaching readiness variable, 10 statements were valid and 2 were invalid; for the self-efficacy variable, all 10 statements were valid; and for the interpersonal communication variable, 10 statements were valid and 1 was invalid. Reliability tests were then conducted on the 10 valid statements

for each variable, yielding the following reliability values: 0.838 for teaching readiness (> 0.60), 0.865 for self-efficacy (> 0.60), and 0.830 for interpersonal communication (> 0.60). Based on these results, it can be concluded that the research instruments used are both valid and reliable.

Results and Discussion

Based on the descriptive data analysis, the teaching readiness variable showed a minimum value of 14, a maximum value of 41, a mean of 28.75, and a standard deviation of 6.58. The total score for the teaching readiness variable based on the collected data was 2,329. This variable consists of 10 statement items, with measurements using a modified Likert scale ranging from 1 to 4. Meanwhile, the self-efficacy variable had a minimum value of 11, a maximum value of 40, a mean of 28.07, and a standard deviation of 6.24. The total score for the self-efficacy variable based on the collected data was 2,273, also consisting of 10 statement items. Furthermore, the interpersonal communication variable had a minimum value of 13, a maximum value of 42, a mean of 29.66, and a standard deviation of 6.67. The total score for the interpersonal communication variable based on the collected data was 2,240, also consisting of 10 statement items.

The prerequisite tests used in this study included normality, linearity, multicollinearity, and heteroscedasticity tests. The normality test results showed that the Asymp. Sig. (2-tailed) value was 0.20 > 0.05, indicating that the data in this study were normally distributed. The linearity test between self-efficacy (X_1) and teaching readiness (Y) revealed a Deviation from Linearity value of 0.222 > 0.05, concluding that self-efficacy and teaching readiness have a linear relationship. Similarly, the linearity test between interpersonal communication (X_2) and teaching readiness (Y) showed a Deviation from Linearity value of 0.642 > 0.05, indicating that interpersonal communication and teaching readiness also have a linear relationship.

The multicollinearity test results showed that the Tolerance value for the independent variables was 0.329 > 0.10, and the VIF value was 3.035 < 10. Based on these results, it can be concluded that there is no multicollinearity issue among the independent variables. The heteroscedasticity test, conducted using Spearman's rho, showed significance values of 0.391 > 0.05 for the self-efficacy variable and 0.539 > 0.05 for the interpersonal communication variable, indicating that there is no evidence of heteroscedasticity in this study.

Table 1

t-test Result

Model	T test	Sig.
(Constant)	,152	,433
Self-Efficacy	6,143	,000
Interpersonal Communication	6,750	,000

(Source: Data processed by the researcher, 2025)

Based on Table 1 above, the t-test was conducted to determine the individual or partial effect of the independent variables on the dependent variable. Based on the t-test results between self-efficacy (X_1) and teaching readiness (Y) in the table above, it can be seen that the self-efficacy variable obtained a t_{count} value of 6.143 > t_{table} 1.665 and a significance value of 0.00 < 0.05. From the results of t_{count} > t_{table} and significance value < 0.05, H0 is rejected, and H1 is accepted, meaning that there is a significant influence of the self-efficacy variable (X_1) on teaching readiness (Y).

Furthermore, the t-test results between the interpersonal communication variable (X_2) and teaching readiness (Y) show that the interpersonal communication variable obtained a t_{count} value of 6.750 > t_{table} 1.665 and a significance value of 0.00 < 0.05. From the results of t_{count} > t_{table} and significance value < 0.05, H0 is rejected, and H2 is accepted, meaning that there is a significant influence of the interpersonal communication variable (X_2) on teaching readiness (Y).

Table 2

F-test Result

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2961,46	2	1480,749	229,47	,000
Residual	503,32	78	6,453		
Total	3464,81	80			

(Source: Data processed by the researcher, 2025)

Based on Table 2 above, the F-test in this study was conducted to determine the simultaneous or combined effect of the independent variables on the dependent variable. The F-test results in the table above show a significance value of 0.00 < 0.05 and an F_{count} value of 229.472 > F_{table} 3.14. Based on these results, it can be concluded that H0 is rejected, meaning that there is a significant simultaneous or combined influence of the self-efficacy (X_1) and interpersonal communication (X_2) variables on teaching readiness (Y).

Table 3

Results of Multiple Linear Regression Analysis

Model	B	Std. Error	Beta
(Constant)	,207	1,363	
Self Efficacy	,487	,079	,462
Interpersonal Communication	,500	,074	,508

(Source: Data processed by the researcher, 2025)

Based on Table 3 above, the regression equation obtained in this study is:

$$\hat{Y} = 0{,}207 + 0{,}487\ X_1 + 0{,}500\ X_2$$

Based on Table 3 above, the following can be explained: (1) The constant value of 0.207 is positive, indicating that if the values of the self-efficacy variable (X_1) and the interpersonal communication variable (X_2) are equal to 0, then the value of $\hat{Y}$ will be 0.207; (2) The coefficient value of X_1 is 0.487, which is positive, showing that the self-efficacy variable has a positive influence on the teaching readiness of students in the School Field Experience Program (PLP) of the Office Administration Education Study Program, FKIP UNS, Class of 2021. If there is a 1-point increase in the self-efficacy variable, it will increase teaching readiness by 0.487, assuming other variables remain constant; (3) The coefficient value of X_2 is 0.500, which is positive, indicating that the interpersonal communication variable has a positive influence on the teaching readiness of students in the School Field Experience Program (PLP) of the Office Administration Education Study Program, FKIP UNS, Class of 2021. If there is a 1-point increase in the interpersonal communication variable, it will increase teaching readiness by 0.500, assuming other variables remain constant.

Table 4

Results of the Determination Coefficient Analysis

R	R Square	Adjusted R Square	Std. Error of the Estimate
,925[a]	,855	,851	2,540

(Source: Data processed by the researcher, 2025)

The analysis of the coefficient of determination in Table 4 aims to determine the extent to which the variables of self-efficacy interest and interpersonal communication influence the teaching readiness variable. Based on the results presented in the table above, it can be seen that the coefficient of determination (R Square) is 0.855. This indicates that the variables of self-efficacy and interpersonal communication have an influence on the teaching readiness variable to the extent of 85.5%. The remaining 14.5% is influenced by other factors or variables that were not examined in this study.

The Influence of Self-Efficacy on Teaching Readiness of PLP Students in the Office Administration Education Study Program, FKIP UNS, Class of 2021

Self-efficacy has a positive and significant influence on the teaching readiness of PLP students in the Office Administration Education Study Program, Class of 2021. Based on the data analysis conducted, the self-efficacy variable in the t-test showed a significance value of 0.00 < 0.05 and a $t_{count} > t_{table}$ (6.143 > 1.665). Based on these two results from the t-test—namely the significance value and the t_{count} value—it can be concluded that H0 is rejected, and H1 is accepted for the first hypothesis, which states that there is a positive and significant influence of self-efficacy on the teaching readiness of PLP students in the Office Administration Education Study Program, Class of 2021.

Self-efficacy refers to an individual's belief in their ability to complete specific tasks. In the context of education, particularly for prospective teacher students, self-efficacy reflects confidence in planning, implementing, and evaluating the learning process. This belief influences how prospective teacher students manage classrooms, complete instructional tasks, and affect student learning outcomes during PLP practice. Therefore, self-efficacy becomes a key determinant of teaching effectiveness and learning success. In other words, strong self-efficacy among prospective teacher students enhances their readiness to fulfill their roles as teachers during PLP practice.

The results of this study align with previous research conducted by Nabila et al. (2023), which found that self-confidence significantly influences teaching readiness among students. Similarly, research by Putra and Ahyanuardi (2022) demonstrated that self-confidence positively and significantly affects teaching readiness.

The Influence of Interpersonal Communication on Teaching Readiness of PLP Students in the Office Administration Education Study Program, FKIP UNS, Class of 2021

Interpersonal communication has a positive and significant influence on the teaching readiness of PLP students in the Office Administration Education Study Program, Class of 2021. Based on the data analysis conducted, the interpersonal communication variable in the t-test showed a significance value of 0.00 < 0.05 and a $t_{count} > t_{table}$ (6.750 > 1.665). Based on these two results from the t-test—namely the significance value and the t_{count} value—it can be concluded that H0 is rejected, and H2 is accepted for the second hypothesis, which states that there is a positive and significant influence of interpersonal communication on the teaching readiness of PLP students in the Office Administration Education Study Program, Class of 2021.

Interpersonal communication involves conveying messages to individuals or groups and receiving various reactions and feedback. In the educational context, interpersonal communication refers to the exchange of ideas or opinions between students and teachers during the learning process. During PLP implementation, the ability of prospective teacher students to communicate clearly and listen actively significantly influences the quality of interactions with students. Good interpersonal communication also plays a role in building positive relationships between students and teachers, which can support success in the learning process.

The results of this study are consistent with previous research conducted by Damayanti and Puspasari (2022), which found that interpersonal communication positively and significantly influences teaching readiness during PLP practice. Additionally, research by Safitri et al. (2019) stated that prospective teacher students with strong interpersonal communication skills are better prepared for teaching and learning.

The Combined Influence of Self-Efficacy and Interpersonal Communication on Teaching Readiness of PLP Students in the Office Administration Education Study Program, FKIP UNS, Class of 2021

The third hypothesis confirms a significant positive influence of self-efficacy and interpersonal communication together on the teaching readiness of PLP students in the Office Administration

Education Study Program, Class of 2021. The F-test calculation results showed a significance value of $0.00 < 0.05$ and an $F_{count} > F_{table}$ (229.47 > 3.11). Based on these two results from the F-test—namely the significance value and the F_{count} value—it can be concluded that H0 is rejected, and H3 is accepted for the third hypothesis, which states that there is a positive and significant influence of self-efficacy and interpersonal communication together on the teaching readiness of PLP students in the Office Administration Education Study Program, FKIP UNS, Class of 2021.

Self-efficacy plays a crucial role in shaping the teaching readiness of PLP students in the Office Administration Education Study Program, FKIP UNS. Students with high self-efficacy are more confident in designing lessons, managing classrooms, and facing challenges during teaching practice, while those with low self-efficacy tend to experience anxiety and difficulties in teaching. These findings align with previous studies showing that self-efficacy influences teaching effectiveness, adaptability to classroom conditions, and managerial skills in learning. Therefore, enhancing self-efficacy through practical experience, reflection, and intensive mentoring is essential to improve the teaching readiness of PLP students.

Interpersonal communication also plays a role in the teaching readiness of FKIP UNS students during School Field Experience Program (PLP) practice. This form of communication includes openness in creating a pleasant learning atmosphere, empathy through the use of language easily understood by students, support that encourages enthusiasm for learning among both students and learners, and equality in building two-way communication and close relationships with students.

The results of this study align with previous research, such as that by Nabila et al. (2023), which found that self-confidence positively and significantly influences teaching readiness. Similarly, Damayanti and Puspasari (2022) found a positive and significant influence of interpersonal communication on teaching readiness during PLP practice. However, no prior research has examined the combined influence of self-efficacy and interpersonal communication on teaching readiness, making the results of this study a valuable addition to the existing body of research.

Conclusion

Based on the data collected and the analysis conducted, the following conclusions can be drawn: (1) There is a positive and significant influence between the self-efficacy variable and the teaching readiness variable of students in the 2021 cohort of the School Field Introduction Program (PLP) in the Office Administration Education Study Program at FKIP UNS. This is evidenced by the t-test results, with a significance value for the self-efficacy variable of < 0.05, specifically 0.00, indicating a significant influence between the two variables. Additionally, the calculated t-value (t_{count}) > t_{table} value, i.e., $6.146 > 1.665$. Based on these results, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted in this study; (2) There is a positive and significant influence between the interpersonal communication variable and the teaching readiness variable of students in the 2021 cohort of the PLP program. This is supported by the t-test results, which show a significance value for the interpersonal communication variable of < 0.05, specifically 0.00, indicating a significant relationship between interpersonal communication and teaching readiness. The calculated t-value (t_{count}) > t_{table} value, i.e., $6.750 > 1.665$. Based on these findings, the null hypothesis (H0) is rejected, and the alternative hypothesis (H2) is accepted; (3) There is a positive and significant influence between the self-efficacy and interpersonal communication variables on the teaching readiness variable of students in the 2021 cohort of the PLP program. This is evidenced by the F-test results, where the calculated F-value (F_{count}) > F_{table}, i.e., $229.47 > 3.14$, with a significance value of $0.00 < 0.05$. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (H3) is accepted. The regression equation model for this study is $\hat{Y} = 0.207 + 0.487 X_1 + 0.500 X_2$. The coefficient of determination (R^2) is 0.855, meaning that collectively, self-efficacy (X_1) and interpersonal communication (X_2) influence teaching readiness (Y) by 85.5%.

References

Aziz, A. (2017). Komunikasi pendidik dan peserta didik dalam pendidikan islam. *Mediakita*, *1*(2), 173–184. https://doi.org/10.30762/mediakita.v1i2.365

Azizah, N., & Rahmi, E. (2019). Persepsi mahasiswa tentang peranan mata kuliah micro teaching terhadap kesiapan mengajar pada mahasiswa Pendidikan Ekonomi UNP. *Jurnal Ecogen*, *2*(2), 197. https://doi.org/10.24036/jmpe.v2i2.7312

Dahlan, A., Septiyani, D., Munawaroh, A., & ... (2023). Pengaruh komunikasi interpersonal terhadap kesiapan mengajar mahasiswa PLP Universitas Islam Negeri Fatmawati Sukarno Bengkulu. *... Education Journal*, *4*, 270–283. https://www.siducat.org/index.php/ghaitsa/article/view/745

Damayanti, R., & Puspasari, D. (2022). Pengaruh komunikasi interpersonal terhadap kesiapan mengajar mahasiswa PLP Prodi Administrasi Perkantoran Universitas Negeri Surabaya. *Journal of Office Administration : Education and Practice*, *2*(2), 115–131. https://doi.org/10.26740/joaep.v2n2.p115-131

Ghozali, I. (2018). *Aplikasi analisis multivariate dengan program IBM SPSS 25*. Badan Penerbit Universitas Diponegoro.

Kurniasari, I. D., & Rahmawati, D. (2016). Pengaruh minat menjadi guru dan praktik pengalaman lapangan (PPL) terhadap kesiapan mengajar. *Jurnal Kajian Pendidikan Akuntansi Indonesia*, 1–14. http://journal.student.uny.ac.id/ojs/index.php/kpai/article/view/5680

Kurniawan, R. Y., & Devi, H. R. P. (2023). Analisis faktor-faktor yang mempengaruhi kesiapan calon guru ekonomi. *Jurnal Pendidikan Ekonomi*, *16*(2), 96. https://doi.org/10.17977/um014v16i22023p096

Nabila, F. A., Indriayu, M., & Octoria, D. (2023). Pengaruh kepercayaan diri dan komunikasi interpersonal terhadap kesiapan mengajar praktik pengenalan lapangan persekolahan (PLP) pada Mahasiswa FKIP UNS. *Journal on Education*, *06*(01), 6790–6800.

Putra, A., & Ahyanuardi, A. (2022). Pengaruh metoda mengajar khusus, praktik lapangan kependidikan dan efikasi diri terhadap kesiapan menjadi guru. *Jurnal Pendidikan Teknik Elektro*, *3*(2), 218–225. https://doi.org/10.24036/jpte.v3i2.239

Safitri, R. D., Mayangsari, M. D., & Erlyani, N. (2019). Pengaruh komunikasi interpersonal terhadap kesiapan kerja mahasiswa praktik pengalaman lapangan (PPL) dalam memasuki dunia kerja di STKIP PGRI Banjarmasin the effect of interpersonal communication on work readiness of students practical field experience i. *Jurnal Kognisia*, *2*(2), 102–110.

Sari, D. P., Ferdiansyah, M., Surtiyoni, E., & Arizona, A. (2022). Kemampuan komunikasi interpersonal guru bimbingan konseling dalam menumbuhkan self-efficacy siswa di sekolah menengah pertama. *Bulletin of Counseling and Psychotherapy*, *4*(2), 533–539. https://doi.org/10.51214/bocp.v4i2.277

Sari & Krismiyati. (2021). Exploring source of self-efficacy of informatics and computer engineering teacher education students during their teaching practicum. *International Journal of Active Learning*, *6*(2), 100–110. https://journal.unnes.ac.id/nju/index.php/ijal/article/view/31671 Sugiyono. (2023). Metode penelitian kuantitatif, kualitatif, dan r&d. Alfabeta.

Wijarini, F. (2021). Keterampilan mengajar mahasiswa pendidikan biologi melalui kegiatan pengenalan lapangan persekolahan (PLP) ditinjau dari aspek penggunaan media pembelajaran. *Borneo Journal of Biology Education (BJBE)*, *3*(2), 125–129. https://doi.org/10.35334/bjbe.v3i2.2337

Yulianto, A., & Khafid, M. (2016). Pengaruh praktik pengalaman lapangan (ppl), minat menjadi guru, dan prestasi belajar terhadap kesiapan mahasiswa menjadi guru yang profesional. *Economic Education Analysis Journal, 5(1), 100-114*.

Zahruddin. (2015). Peningkatan Kemampuan Komunikasi Guru Dalam Rangka Menciptakan Professional Learning. *Seminar Nasional Professional Learning Untuk Indonesia Emas*, 1–640.