

The Analysis of Internship (PPL) Implementation and Students Interest in Becoming a Teacher

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***Abstract:** The main focus of this study is to describe the implementation of Internship (PPL), the students' interest in becoming a teacher, and whether the implementation of PPL program can increase of the interest of students to be a teacher. The research approach in this study is qualitative descriptive approach with the subjects of the research is the supervisor of the PPL program, counselor teacher, head of curriculum and students of Office Administration Education in the academic year of 2012 who have conducted PPL program. The research finding showed that: (1) PPL program has already performing quite well, it is due to the fact that it can provide benefits for students before becoming a teacher. However, there are still some obstacles and things that should be evaluated to ensure that PPL program can be ran effectively and efficiently, (2) the interest of students to become a teacher is influenced by various factors, internal and external, and (3) based on the interview result, the implementation of PPL program can increase of the interest of students to become a teacher.*

***Keywords:** Internship (PPL), Teachers, Interest to be a Teacher*

Currently, education becomes one of the main targets of government in order to improve the welfare of its people. Education is closely related to the teaching and learning process in which involves a minimum of two major components: teachers and learners. Teachers have a major role in improving the quality of learning. Teachers must be sensitive and responsive to changes, renewal and science and technology that continues to evolve in line with the demands of society and the times (Usman, 2010: 3). In creating a professional teacher, it takes professional education. In this case, the Teacher Training Education Institute (LPTK) has a very important role. Graduates of LPTK are expected to be able and ready to become a competent teacher which will bear the successor to the nations' qualified candidates.

Universitas Negeri Malang as one of LPTK provides opportunities for students to carry Internship (PPL) as one of the programs that must be taken by every student college education courses. PPL has the goal to establish a teacher or education personnel who is professionals, because it can provide the opportunity for students to apply the gained knowledge.

Problems arise when researcher conducted a preliminary study at the time PPL activity. Based on personal experience, it followed by observation of the students were

also conducted PPL in the same school. It was found that the implementation of PPL is less effective. Judging from the students carry out learning activities put more emphasis on how to kill the time in the classroom, not to learn how to teach well and true. In addition, students in performing PPL experienced many an obstacle, for example, when following the PPL activities in school, there are still some students who attend lectures at the university, thereby reducing the concentration and disrupt their teaching time in the classroom.

In addition to the constraints arising from individual students, there are other obstacles such as lack of guidance by the teacher tutors and lecturers to students who carry out the PPL. Only a few of the teachers tutor students who controls the development of the practitioner by following the teaching and learning activities in the classroom. This shows that the lack of effective communication between students and teachers tutor, so that the process of supervision and guidance that teachers do not effectively supervised. In addition to the teacher tutors, supervision and guidance should also be done by the supervisor. However, in practice the supervision and guidance of the lecturers also do not function properly. Some lecturers are only present to a training school once they are implemented lesson study without supervision during PPL activities take place.

Based on data from the Universitas Negeri Malang. Mainly from UPT PPL in the implementation of the majority of graduate students got fair final score. By having a good final value that means the student has mastered the competence to teach well, it can be said that the students have been prepared to be educators. But in fact, there are many students majoring in teacher had graduated from college to change their career path in fields other than education. This is due to the opportunity for each student to choose a job in non-education field. This is also due to lack of interest of the student to become an educator, even though they would have acquired sufficient knowledge during the study.

According to Slameto (2010: 57) "the interest is a fixed tendency to notice and remember some of the activities. Activities that someone is interested, note constantly accompanied by a sense of fun ". Someone is interested in a particular job will get better results than a less or no interest in the job. For that, we need an activity that must be lived by all students majoring in teacher can reinforce an interest in becoming a teacher. For the next PPL programs that have been undertaken by the students, it will certainly provide for their psychological impact. This will affect their thinking on the interest for the profession as a teacher after graduating from college later.

Previous research conducted by Yanita Janti (2014) concerning on the PPL effect for the readiness to become a teacher, she stated that a PPL variable has the biggest contribution in influencing the readiness to become a teacher. To know the real condition of students in carrying out PPL, researchers conducted interviews with lecturers, tutors and vice of curriculum head in SMK Negeri 1 Malang. Based on the above background, the focus of research is: (1) how would you describe the implementation of the Internship (PPL) for the undergraduate students of Office Administration at Faculty of Economics, Universitas Negeri Malang academic of 2012? (2) How is the description on the interest to be a teacher for the students of Office Administration at Faculty of Economics, Universitas Negeri Malang in academic year of 2012? (3) Is the implementation of the Internship (PPL) may increase the interest of students as a teacher on a student S1 Studies Office Administration

Education Faculty of Economics, University of Malang in academic year of 2012?. The usefulness of this study is to evaluate materials and inputs to the implementation of the program associated with the intended university and inputs for the students in carrying out PPL to be more serious.

METHOD

This study used a qualitative approach with descriptive research. Qualitative research is research conducted on the condition of the natural with the data collected and expressed in the form of words and images, words arranged in sentences interviews between investigators with the informant, where researchers as a key instrument and research results further emphasize the significance rather than a generalization.

The presence of investigators at the study site is absolutely necessary, because the researchers in this case acts as planners, implementers, data collectors, and that will conclude the study. The research was conducted at the Universitas Negeri Malang in Office Administration Study Program at Faculty of Economics with the consideration that the Universitas Negeri Malang is one of LPTK which implement the PPL program.

Sources of data in this study is to obtain from the supervisor PPL, vice of curriculum head at SMK Negeri 1 Malang, counselor teacher at SMK Negeri 1 Malang, that consist of 4 people, and students numbering 14 people. Data collection techniques used are: (1) observation, the technique is used in the preliminary study, (2) interview, the technique used is to get information from the data source associated with a research focus, (3) documentation, to collect data about the poll result the interest of students to become teachers and grades Internship (PPL) students, (4) the questionnaire, as a complementary data regarding the interest of students a teacher who distributed randomly to the 60 students of students of S1 Educational Administration Faculty of Economics, Universitas Negeri Malang in academic year of 2012.

Miles and Huberman (in Sugiyono, 2009: 337) stated that "data analysis in qualitative research, carried out at the time of

data collection takes place, and after the completion of data collection in a given period". Technical analysis of the data in this study refers to the interactive model by Miles and Huberman (in Sugiyono, 2009: 338) consists of three steps that must be carried out by researchers, namely: (1) Data Reduction (Reduction Data), (2) Data Display (presentation of data), and (3) conclusion Drawing / verification.

Stages of the research conducted in this study include: (1) Pre-Field Stage which consists of drafting a research, choosing the field of research, the licenses, to explore and assess the field, selecting and utilizing informants, set up scientific equipment, and the issue of research ethics, (2) field work phase which consists of understanding the research background and preparing themselves, entered the field, and participate while collecting data, (3) data analysis phase.

RESULTS AND DISCUSSION

Result

Based on interviews conducted by researchers, it is stated that the implementation of PPL as a whole has been able to provide a huge benefit for students before they become a real teacher, as stated in an interview with Mrs. Heny Kusdiyanti, one of PPL supervisor as follows.

"The benefits are great, aren't they? It is because of the students can interact in the field, so the knowledge they gained in college, science received in college, they could apply at school ..."

Implementation of PPL cannot be separated from the various constraints, both internal students and external parties associated with the implementation of the PPL, therefore the need for evaluation of the initial stages of the implementation of the PPL reached the final stage in the form of student reports, in order to improve of implementation of PPL for the future.

Based on data obtained from interviews with students, 70% said that the interest in becoming a teacher grow after they implement the PPL program, such as statements of Anita Dwi Susanti, one of the Administration Office student from

academic year of 2012 that has executed PPL in SMK Negeri 1 Turen. "To be honest, from the start until just before my PPL, there is no interest, but once I feel comfortable and began intending to become teachers... Because we meet and hang out with new people, usually we only gather with peers, but through this PPL activity, we can get together with people who are older and younger that broaden our experience. "

According to Salih & Wahab (2004: 260) for measuring a person's interest is used five indicators, namely: (1) attention, (2) concentration of attention, (3) appeal of objects, (4) a sense of excitement, and (5) effort or action.

Based on the results of a randomized questionnaire to 60 students of Office Administration Education at Faculty of Economics, Universitas Negeri Malang in academic year of 2012, it obtained the following data in figure 1.

Based on Figure 1 above, it is known that the first indicator of respondents' answers to 21% of respondents wish it means to be a teacher because the teacher profession useful in the field of education and their sense of responsibility for the nation's intelligent. It is associated with indicators of the respondent's attention to the teaching profession.

On the second indicator of respondents' answers of 20% means that the respondent wishes to become a teacher because of business respondents to become professional teachers when graduating from college and understanding of respondents in the Administration Office. It is associated with indicators of the respondents focusing on the teaching profession.

In the third indicator by 22% of respondents stating that the respondent wishes to become a teacher because of the ability possessed by the respondent in terms of teaching and learning in the classroom. It shows a sense of love and attraction of respondents to matters relating to the teaching profession.

In the fourth indicator by 19% of respondents stating that the respondents feel excited and enthusiastic in participating in all kinds of courses that prepare you to become a teacher and interested in the teaching profession. It is associated with feelings of

pleasure indicator of respondents to the teaching profession.

In the fifth indicator by 18% of respondents stating that their efforts made by the respondent to add insight to become professional teachers. It is associated with indicators of effort or action to find out about the teaching profession.

According to the vice head of curriculum at SMK Negeri 1 Malang named Erna Sukmawati, how to grow the interest of students to become teachers, the student must interact with the students, to master the material to be taught, and master the learning methods, such as interviews which is presented below.

The first is the more he interacts with the students, the more visible the interest of students who want to be a teacher or not, which is important in addition to the proximity to the child is the student in charge of the material, he mastered the methods of teaching, and he can make learning innovation, therefore, he will be ready to be a teacher, I guess it can bring the students that they can become teachers and raises satisfaction. Many ups and downs of the students when he was carrying out activities of PPL, with characters of different students.

In addition, other ideas on how to grow interests of students as a teacher was also delivered by Ms. Sundari as counselor teacher at SMK Negeri 1 Malang as follows.

I am telling the about my personal experience, how noble to be a teacher and as much fun as being in the classroom with students, so the teacher has no burden but a fun thing, exchange knowledge, although I am a teacher, but sometimes we could have a discussion. Thus, personal experience, approach to the students, so the teacher can convey that it was fun, especially if the teacher get allowances from the government.

It can be concluded that the way to grow the interest of students in the teaching profession is to tell personal experiences, motivate, and give an overview of a teacher in education that being a teacher is exciting and fun.

Discussion

Education is an important tool in order to create the next generation of nation building quality. One component of the educational system that a

lot of attention is the teachers. The teaching profession is seen as very precious because the main duty is to educate children become useful human race. The teacher is someone who has the knowledge and competence to act as the manager of teaching and learning activities and other roles that enable ongoing learning activities effectively. Because much and the weight of a teacher in educating the children of the nation, then the required profile of qualified teachers. Universitas Negeri Malang as the Institute of Education of Teaching (LPTK) had Internship program (PPL) in order to score more candidates are competent and professional in his field. PPL is intended to form the four competencies teachers' is meant to be Law on Teachers and Lecturers Number 14 Year 2005 Chapter IV, Article 10. For a student teacher, PPL is a means to put into practice all the knowledge they have learned in the lecture bench, expected after executing the students acquire PPL sufficient experience to support the readiness of students to become teachers.

Description of Internship (PPL) Implementation

Based on research conducted at the Faculty of Economics, Universitas Negeri Malang particularly on Office Administrative and SMK Negeri 1 Malang, the PPL program that has been implemented has the following benefits.

First, PPL can provide a real experience for students before becoming a teacher. On the implementation of PPL students actually confronted in the actual class. Here, students can feel how to be real teachers who are required to have the competence that is very complex, which is not only able to convey the material, but also must be able to give a good example to students. Therefore, PPL can provide a learning experience for the students, especially in terms of teaching experience, expanding knowledge, training and developing the necessary competence in the field, improving their skills, self-reliance, responsibility, and ability to solve problems.

Secondly, PPL is a means to practice the theories that have obtained a student attending classes to be applied in schools. In the implementation of PPL students are required to be able to innovate and make learning more fun.

Students should be able to adjust between matter and learning methods are used in order to increase the interest of student learning in the classroom. In his presentation of data in chapter III, researcher has conducted interviews with several students who became the subject of research, the results explain that 90% of students have carried out teaching skills consistent with the theory they have learned previously, other than that they also do improvisation and innovation in accordance with the state on the ground or the existing facilities at the school.

Thirdly, the presence of PPL students can get to know the school and community environments that exist in the schools, as well as exercises to make learning device. The students are expected to gain experience about ways of teaching professionals, the implementation of the planned program, and how to interact well with the school environment. Thus, they are expected to be ready to become a teacher. Activities carried out in the PPL is a step to establish and foster professional competencies required by the work of teachers or institutions or other education, because PPL is expected to give the student to foster personality prospective educators who have a set of knowledge, skills, values and attitudes, as well as a pattern of behavior that is required for the profession as well as competent and appropriately use them in education and teaching, both at school and outside of school. Therefore, students are expected to take advantage of PPL program as well as possible in order to provide supplies for them to become professional teachers.

Law No.14 of 2005 on Teachers and Lecturers, Chapter IV, Article 10 and in Government Regulation No.19 of 2005 on National Education Standards, Chapter VI Section 3 has confirmed the competence of teachers and education personnel. Competencies include: (1) the pedagogic competence; (2) personal competence; (3) professional competence, and (4) social competence. Understanding of the four competencies are as follows. First, pedagogical competence is related to the ability of learners and learning management, this competency include the ability of understanding of learners, the design and implementation of learning, evaluation of learning outcomes and development of students to actualize its positive

potential. Second, personal competence is the ability of a teacher who reflects the personality of a solid, stable, mature, wise and authoritative, become role models for students and noble. Third, professional competence is the ability of a teacher on mastery learning material that will be taught to students is broad and deep. Fourth, social competence is the ability of teachers to communicate and interact effectively with students, fellow teachers, staff, parents / guardians of students and the surrounding community.

The extent to which the student mastery of competencies PPL will reflect the readiness of students to become educators. This according to the targets to be achieved by the students of the PPL program. Based on the exposure data on chapter III, obtained information that the response given the student when the student teaching in the classroom is quite good, this shows that in the implementation of PPL students not only required to carry out learning in the classroom, but also interact with students, teachers and communities No school.

PPL that has been implemented should be effective and be one of the proper way to adjust the quality of graduates with labor demand, especially as a candidate for educators to fit the demands of the times that always calls for change. However, in the implementation of PPL still encountered many obstacles are as follows.

First, the difficulties in the preparation of the students' learning and understanding the material to be taught. Based on the results of interviews conducted with some of the students who have conducted PPL, stated that they had difficulty in preparing a learning tool. In addition, from the observation of some teachers tutors and waka curriculum in schools, stating that the student is still lacking in understanding any material which will be taught in the classroom. This is because the learning tools that have been created by students before they went into the field, tend to be different with a learning device that is determined by the school, some schools already have the format or the provisions of its own in compiling learning devices such as syllabi and lesson plans, students also had difficulty in understanding the learning material because there is a new material that has not previously been studied by students

in the lecture bench. Lack of preparation undertaken by these students, making them less confident when facing the students.

Second, the lack of guidance from the supervisor and the supervisor's absence during the implementation of lesson study. This is because the applicable regulations of the university supervisor is only required to conduct two visits to the school, while the successful implementation of the PPL is influenced in part by the clinical supervision activities conducted by lecturers and teachers tutor. But the implementation is, some students feel less guidance by the supervisor, especially when they are implementing lesson study. According to guide the implementation of the Internship (PPL) Teacher Training University of Malang (2014: 8) in addition to the school principals in the PPL assessment was also conducted by teacher tutors, and lecturers. Teacher tutor in charge of assessing the ability of the students in preparing and implementing learning device classroom practice. Meanwhile, PPL supervisor assesses students' ability to prepare lesson plans and implementing classroom practice by considering the analysis of the results of each execution reflection instructional practices. Therefore, the presence of teachers tutor or supervisor is indispensable for students PPL.

Third, the difficulty in managing the class and control student. This is because the nature and character of students that are varied and PPL also a beginning stage for students in teaching directly in the classroom so that some of the students at the beginning of the meeting, had difficulty in managing the classroom. Students are less able to create a conducive atmosphere in the classroom so that learning takes place less effective, but for the next meeting they've been able to work together. Students try to use the time outside school hours in order to interact more closely with students.

Fourth, facilities and infrastructure in schools are lacking support various learning models used by students PPL. This is due to the curriculum in 2013 which has a lot of models and methods that can be used, but not all schools have adequate facilities and infrastructure, therefore the students should be able utilize existing facilities in order to create an interesting learning process for students.

The role of the teacher tutors and lecturers are indispensable in solving any constraints experienced by students during the implementation of the PPL. Based on the exposure data the researcher in the previous chapter, students PPL most say that the teacher tutors and lecturers are quite helpful in resolving these obstacles.

In the user guide the implementation of the internship (PPL) Teacher Training University of Malang (2014: 3) PPL Teaching is a course which aims to introduce students to the real learning activities in the classroom to get students ready to become professionals. PPL program in order to be implemented properly and in accordance with its intended purpose, some things have to be evaluated from the PPL program.

First, the extension of PPL time that only a month and a half. Activities carried out in the PPL is a step to establish and foster professional competencies required by the work of teachers or other education institutions. Therefore, it takes more time to be able to add to the experience and knowledge to students. PPL runs for one month and a half, according to the vice head of curriculum and teacher in SMK Negeri 1 Malang it is still lacking in order to equip students before they become a teacher.

Second, the socialization of the PPL program one month and a half is more commonly known as the KPL program (Study of Practice Field). The teachers are still not fully informed about the program PPL / MPA implemented in just a month and a half, so expected no socialization of the program to the schools that became a PPL for students, so that the success of the program in accordance with the targets set by the university.

Third, the task given by the teacher tutor too much, so that students can not be centered on teaching practice in the classroom. Basically the purpose of PPL one of which is all the activities that support teaching competencies such as creating a learning device, but with the limited time available, many of the students who complained to the many duties assigned by the teacher tutor them at PPL.

Fourth, lack of guidance given by the supervisor. According to the rules given by LP3, the institution responsible for the implementation of the PPL program, the

supervisor shall make a visit to the school a maximum of two times during the implementation of the PPL, but for students the number of such visits is still not for the presence of supervisors can assist them in solving the constraints they face when implementing PPL in school.

It can be concluded that the implementation of the PPL program already performing quite well, because it can provide considerable benefits for students before eventually becoming a teacher. However, there are still some obstacles and things that should be evaluated to ensure that PPL program can be run effectively and efficiently.

Description for Students' Interests in Becoming a Teacher

Syah (2004: 136) stated that "interest means trends and high excitement or great desire for something". It also reinforced the opinion of Skinner in Hidayat (2011: 8) stated that interest is the motive that indicates the direction of individual attention to the objects of interest and objects of fun. Interest in becoming a teacher is a state and the manner in which students have a sense of fun, interested, have the will or desire, willingness, attention, and inclination to become a teacher.

Based on the result of exposure to the data in Chapter III, it stated that 20% of students who become subjects of the study explain that they are not interested in becoming a teacher from the beginning to go to college, it is because a teacher's job is large enough and heavy, making the work of teachers is considered quite difficult for them, it is also the number of job opportunities that they could choose but to become a teacher.

Furthermore, 10% of students who become subjects of the study explain that they are interested in becoming a teacher from the beginning to go to college, apart from the internal factors that feel that being a teacher is a fun thing, as well as external factors of the parents or the environment that supports them to be a teacher.

As for the 70% of students who study subjects stated that they have an interest to become a teacher after they enter college and the various practices of teacher, one of which is the PPL. According to Salih & Wahab (2004: 263)

the factors that may affect the incidence of interest are grouped into two: internal and external, internal factors are sourced from within the individual concerned, for example: experience, feeling capable, and personable. While external factors, sourced from outside the individual, for example: family environment, school environment, and the community. PPL programs they are carrying is considered very experience that can foster interest in becoming teachers, they argue that being a teacher is a fun thing, to share knowledge with others, and meet with new people who are older or younger.

Mulyasa (2013: 5) stated that "Teachers are the most important component in determining the overall education system, which must be the central concern, first and foremost". According Bafadal (2008: 5) stated that teachers have a very strategic role in efforts to achieve national development goals, especially in education, so it is necessary to develop as professionals who's dignified and professional. Students who have conducted PPL stated that they are interested in becoming a teacher one of them because the teacher is a profession that prides as an important figure in the world of education.

According to Salih & Wahab (2004: 260) for measuring a person's interest is used five indicators, namely: (1) attention, (2) concentration of attention, (3) appeal of objects, (4) a sense of excitement, and (5) effort or action. To determine which indicators are more dominant in influencing the interest of students, researchers distributing questionnaires to 60 students of Office Education program at Administration Major in 2012, collected data further processed so that it can be seen that the majority of students of the Faculty of Economics Prodi Education Administrative Force 2012 Universitas Negeri Malang select indicators the third was no appeal from the object, this is because the interest and ability possessed by the respondent in terms of teaching and learning in the classroom. Object affect interest in someone to perform or undergo a total that, if a student interested in becoming a teacher, he will tend to do activities that relate to their interests to the maximum, as the opinion of Slameto (2010: 180) that "interest is a flavor more like and a sense of interest in a matter or activity, without being told. Interest is basically

the acceptance of a relationship between themselves with something beyond ourselves".

Based on the above explanation, it can be concluded that the interest is a special attention to the particular case that was born with a willful depends on the talent and the environment. The results showed that most of the interest of students to become teachers is influenced by external factors is due to follow the course teacher and follow the PPL, which is supported also by internal factors of students themselves who feel happy and proud when he became a teacher. Interest is a strong incentive for someone to do something for the goals and ideals he wanted, from the results of a questionnaire distributed shows that the indicators most influence are selected for their ability possessed by the respondent in terms of teaching and learning in the classroom, they tend to do activities related to their interests seriously.

The Implementation of Internship (PPL) and Interest Students Become Teachers

Interest is one of the human psychological factors that are critical to human progress and success in a person. Someone interested in a particular job will get better results than a less or no interest in the job. Interest is the driving force for a person to be actively involved and to bring attention to the object that she liked.

Universitas Negeri Malang as LPTK produce prospective teachers provide opportunities for students to develop interest in becoming a teacher, PPL is one of the programs that should be followed by every student teacher before they become a real teacher. According Suyabarata in Octaviana (2012: 10) interest in fighting crucial in determining the success of a person. Students who are interested in the teaching profession, will tend to carry PPL in earnest. Psychologically, PPL activity is very positive influence on the formation of attitudes, personality, character and moral and professional ethics of teachers and as well as the potential to affect an interest in becoming a teacher on student self. In Janti year study (2014) PPL has a significant influence on the readiness of students to become teachers.

Based on the data which has been presented in chapter III, in terms of counselor

teacher and vice head of curriculum, implementation of the PPL is still not able to grow the interest of students as a teacher, this is because time is short enough to implement the PPL perceived lack of experience and knowledge about the teaching profession. On the other hand, according to the student who is the subject of research and has been implementing PPL, found PPL program conducted by the Universitas Negeri Malang that has been growing interest in them, most stated that they wish to become teachers after implementing the program PPL. In fact, some students who were not initially interested in becoming a teacher, after executing PPL they claim to be interested in the teaching profession. In Novitasari research (2013), it stated that the implementation of the PPL contributes in influencing the readiness of students to become educators is only 12.4%. The figure gives the sense that few contributions made in the implementation of PPL that may affect the readiness of students to become educators. This can happen due to lack of effective implementation of the PPL that has been implemented.

Whether or not PPL program has the effect on the interests of students as a teacher, basically relies on students themselves. With familiarity interact and communicate well with students and school environments and to implement PPL in earnest, eventually students will feel that being a teacher is a fun thing, it will cause interest of students to become a teacher. Thus, it can be concluded that the implementation of the PPL that can increase the interest of students to become teachers, but in practice there are still some obstacles arising from factors both external and internal factors of students, hence, the need for an evaluation of all relevant parties for the purpose of the PPL program can be implemented well.

CONCLUSION & SUGGESTION

Conclusion

Based on the results of research and discussion that based on data explanation, the PPL conducted by the university can provide benefits for students as follow: (1) provide a real experience for students before becoming a

teacher, (2) the means to put into practice the theory that has gained students in the lecture bench to be implemented in schools, (3) identifying the school and community environments that exist in the schools, as well as exercises to make learning device. Activities carried out in the PPL is a step to establish and foster professional competencies required by the work of teachers or institutions other education, because with PPL expected a student can make four competency of teachers who dirumuskan the Law on Teachers and Lecturers No. 14 2005 Chapter IV, Article 10.

PPL that has been implemented also still having some constraints, these constraints include: (1) lack of students' understanding of the material to be taught, (2) a lack of guidance from the lecturers and the absence of the supervisor when the implementation of lesson study, (3) difficulty in managing class and control student, (4) difficulty in preparing the learning device. The role of the teacher tutors and lecturers are indispensable in solving the constraints experienced by the students. Therefore, students should be able to maintain good communication with the teacher tutors and lecturers PPL. PPL program in order to be implemented properly and in accordance with its intended purpose.

Based on the results of research and discussion stated that 20% of students who become subjects of the study explain that they are not interested in becoming a teacher from the beginning of their college time, 10% explained that they are interested in becoming a teacher from the beginning their college time, and 70% thought that they have an interest to become a teacher after they enter college and the various practices of teacher, one of which is the PPL.

Based on the results of questionnaire, it is known that indicator of "attention" is responded as big as 21%, the indicator "recollection" of respondents at 20%, the indicator "last appeal of an object" respondents by 22%, the indicator "feeling happy" respondents by 19% and indicators of "any effort or action" by 18% of respondents. Thus, we can conclude that the indicator "last appeal of an object" with the highest percentage, shows that there is interest and ability possessed by the respondent in terms of teaching and learning in the classroom.

Through PPL program, students gain knowledge and experience directly, but it also they interact and communicate well with students and the school environment, so that they feel that being a teacher is a fun thing. Therefore, the implementation of the PPL can increase student interest of Office Administration Program at Economic Faculty in 2012 to become a teacher.

Suggestion

Based on studies that have been done, there are some suggestions that can be given with regard to the implementation of the PPL and student interest students to become teachers for the Economics Students at Economics Faculty in academic year of 2012 such as: (1) for the Universitas Negeri Malang. In connection with the lack of students' understanding of the material to be taught and also the difficulties in the preparation of learning tools, should the university, especially in the Education Studies Program at Faculty of Economics restructure the existing curriculum, therefore, the material that will be taught during the PPL have been understood by the students during lecture, in addition to the briefing related to the preparation of learning tools and teacher training should be maximized before students go into the field. It is expected from the university to reconsider the timing of the PPL. Because a-six-week duration is still not enough for students to gain knowledge and experience as well as for the school for reflection and evaluation. Socialization for PPL program with a shorter period of time, so from the school authorities can adjust and understand the targets set by the university; (2) for internship (PPL) students are expected to be better prepared and to learn more about teaching basic skills before they go to the school. Students are expected to make the learning device before learning begins, so that it can serve as guidelines when teaching and learning. Students must be able to innovate to harness and develop models and methods to existing facilities in schools. Given the importance of PPL guidance of lecturers, students should meet the supervisor before heading to the field so that they get adequate provisions relating to the implementation of PPL in school; and (3) for other researchers, the

results of this study can be used for further research on the implementation of PPL in other schools and more detail on the basic skills of

teaching students and increase the research subject such as the voice of the students.

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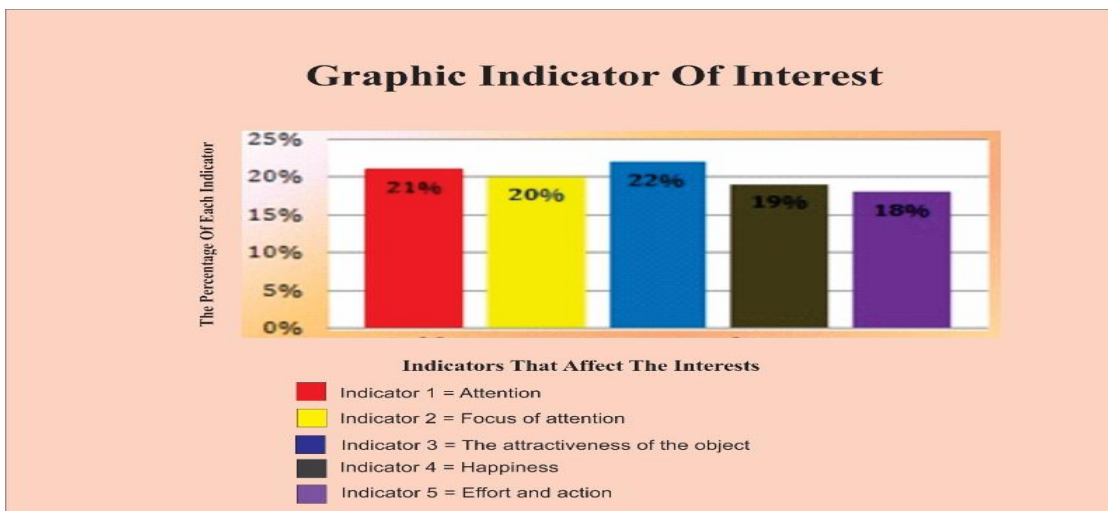


Figure 1 Graph Indicators Interests
(Source: processed data by the researcher, 2016)