

A Portrait of PLP Students' Experiences in History Learning: A Comprehensive Analysis of Teaching Activities and Practices at SMAN 1 Langsa

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Abstrak

Penelitian ini menelaah pengalaman mahasiswa Program Latihan Profesi (PLP) dalam pembelajaran sejarah di SMAN 1 Langsa, dengan fokus pada dinamika aktivitas kelas dan praktik mengajar yang dijalankan selama proses PLP. Tujuan penelitian adalah menggambarkan secara komprehensif bentuk keterlibatan mahasiswa dalam perencanaan, pelaksanaan, dan evaluasi pembelajaran sejarah, serta mengidentifikasi tantangan dan strategi yang muncul selama praktik mengajar. Metode penelitian menggunakan pendekatan kualitatif deskriptif melalui observasi kelas, wawancara mendalam, dan dokumentasi materi ajar. Hasil penelitian menunjukkan bahwa mahasiswa PLP memiliki peluang langsung untuk menerapkan pendekatan pembelajaran aktif, penggunaan media interaktif, dan strategi pemecahan masalah dalam penyampaian materi. Meskipun masih ditemukan hambatan seperti keterbatasan waktu, kesulitan manajemen kelas, dan adaptasi terhadap karakteristik siswa, mahasiswa mampu mengembangkan refleksi pedagogis dan penyesuaian metode secara kontekstual. Penelitian ini berkontribusi pada penguatan pengalaman mengajar mahasiswa sejarah dan menawarkan gambaran empiris mengenai kualitas implementasi PLP sebagai bagian integral dari pembentukan kompetensi pedagogik calon pendidik.

Kata kunci: plp, pembelajaran sejarah, aktivitas mengajar.

Abstract

This study examines the experiences of students participating in the Professional Training Program (PLP) in history learning at SMAN 1 Langsa, with a focus on the dynamics of classroom activities and teaching practices implemented during the PLP process. The aim of this research is to comprehensively describe the forms of student involvement in the planning, implementation, and evaluation of history instruction, as well as to identify the challenges and strategies that emerge throughout the teaching practicum. This study employs a descriptive qualitative approach through classroom observations, in-depth interviews, and documentation of teaching materials. The findings indicate that PLP students are provided with direct opportunities to apply active learning approaches, utilize interactive media, and implement problem-solving strategies in delivering historical content. Although several obstacles were encountered, such as time constraints, classroom management difficulties, and the need to adapt to diverse student characteristics, the participants were able to develop pedagogical reflection and context-based methodological adjustments. This study contributes to strengthening the teaching experiences of history education students and offers empirical insights into the quality of PLP implementation as an integral component in the development of prospective teachers' pedagogical competence.

Keywords: PLP, history learning, teaching activities.

INTRODUCTION

The School-Based Teaching Practicum Program (Pengenalan Lapangan Persekolahan/PLP) constitutes a crucial stage in the professional development of prospective teachers, as it enables

students not only to understand pedagogical concepts theoretically but also to experience them directly within real school environments. The presence of PLP students in schools introduces a new atmosphere that can serve as a source of

motivation for learners in the learning process (Rahmi et al., 2025). During the implementation of the PLP at SMAN 1 Langsa, the author encountered the realities of history teaching that differed from the idealized representations commonly presented in university classrooms. Teaching activities, interactions with students, and coordination with mentor teachers became initial experiences that illustrated how the role of a teacher is enacted in real educational contexts.

Conceptually, the PLP is designed as a platform for students to apply the foundational principles of the teaching profession and to obtain authentic learning experiences in school settings. This program provides opportunities for students to observe, analyze, and practice the teaching skills they have acquired during their university studies. Thus, the education of prospective teachers does not merely focus on theoretical mastery but extends to direct application in actual learning situations (Mariasih, 2021). Accordingly, the PLP serves as an initial introduction to the professional world of teaching after graduation, while also functioning as a medium for strengthening students' professional identity as future educators (Sahira & Herianto, 2023).

At SMAN 1 Langsa, history learning takes place amid the challenges of an increasingly dynamic era. With the emergence of the Society 5.0 era, literacy

patterns have shifted from being predominantly offline and limited to libraries, bookstores, and printed media toward digital literacy that can be accessed easily anytime and anywhere (Faizin et al., 2023). The rapid development of digital technology and the demands of twenty-first-century skills encourage teachers, including PLP students, to adapt their teaching practices to remain relevant to learners' characteristics. Students belonging to Generation Z are closely connected to technology, making the use of digital-based learning media an essential component of history instruction. This condition requires prospective teachers not only to master the subject matter but also to be able to select appropriate instructional strategies and media in accordance with classroom contexts (Parwati & I Nyoman Bayu Pramatha, 2021).

Teaching practice reveals that the role of a teacher extends beyond merely delivering content. In the process of history learning, PLP students are also required to manage classrooms, build interactions with learners, and adjust their teaching approaches to the learning situations they encounter. At the initial stage, challenges such as classroom management, differences in student characteristics, and limited instructional time become part of the dynamics that must be addressed. This aligns with the

view that teaching practice is both a critical and demanding phase for prospective teachers in shaping their professional identities (Maharani & Fithriani, 2023). Teachers hold a highly significant position in the educational system; therefore, serious efforts are required to prepare professional educators who are capable of carrying out their roles optimally (Fatmawati et al., 2023). The realization of quality education largely depends on teachers who demonstrate a high level of professionalism (Miftahuddin, 2017; Jayanti, 2022). Educational success is strongly influenced by teachers as the main agents in the learning process (Natasha & Syabus, 2025).

Furthermore, the PLP also serves as a medium for students to develop pedagogical competence in a tangible manner, particularly in lesson planning and instructional implementation. Activities such as designing lesson plans and modules, aligning instructional materials with the curriculum, and conducting classroom instruction provide valuable experiences that cannot be fully obtained through university coursework alone. Through this process, students are trained to understand learners' characteristics and to manage learning in a more contextualized way (Arum Dwi Jayanti, 2022).

Based on these experiences, this study aims to portray the experiences of PLP students in history learning at SMAN 1

Langsa, with particular emphasis on their forms of involvement in the learning process, the teaching practices and strategies employed, as well as the challenges and adaptive dynamics encountered during the PLP implementation. This research focuses on the empirical experiences of students as prospective history teachers and is expected to provide an authentic depiction of the process of developing teaching competence through the PLP program.

METHODS

This study employed a qualitative approach with a descriptive research design. This approach was selected to provide an in-depth portrayal of the author's empirical experiences as a participant in the School-Based Teaching Practicum Program (Pengenalan Lapangan Persekolahan or PLP) in history learning at SMAN 1 Langsa. The focus of the study was directed toward the author's involvement in the planning, implementation, and evaluation of history instruction throughout the PLP program.

The research was conducted at SMAN 1 Langsa, with the subject of the study being the author as a PLP student from the History Education Study Program. The data consisted of primary and secondary sources. Primary data were obtained from the author's direct experiences during the PLP, including

participatory classroom observations in history learning, interactions with students and the supervising teacher, and reflective accounts of the teaching practices undertaken. Secondary data were collected through a literature review of relevant academic journals and supporting documents related to the research topic.

Data collection techniques included observation, interviews, and documentation. Observation was conducted in a participatory and reflective manner to examine the history learning process, the use of instructional methods and media, and classroom management. Interviews with the supervising teacher were used as supporting data to strengthen the observational findings, while documentation of PLP activities served as complementary research data.

Data analysis was carried out using a descriptive qualitative approach through the stages of data reduction, data presentation, and conclusion drawing, with particular emphasis on the interpretation of the author's experiences during the PLP in the context of history learning at SMAN 1 Langsa.

RESULTS AND DISCUSSION

Teaching practice constitutes one of the crucial stages in the process of teacher education (Maharani & Fithriani, 2023). Learning through practical methods is

essentially designed to equip students with the readiness to face the professional world (Sondarika, 2023). To achieve this objective, various training and learning programs, including the Professional Training Program (PLP), are expected to serve as effective means of preparing students to become competent educators (Hidayatullah & Rosmilawati, 2025). This concept is reflected in the experiences of PLP students at SMAN 1 Langsa, where teaching practice functions not only as a medium for applying theoretical knowledge but also as a reflective learning space for responding to real classroom dynamics. Therefore, the following discussion focuses on students' forms of engagement, the instructional strategies implemented, and the adaptive challenges encountered during the PLP.

Pre-service teacher education in Indonesia positions field experience as a central component in preparing competent prospective teachers. One form of mandatory field experience for education students is the School-Based Teaching Practicum Program, known as Pengenalan Lapangan Persekolahan (PLP). The PLP is intended to provide prospective teachers with direct experience in designing instructional materials, conducting teaching and learning activities, addressing classroom dynamics, and evaluating learning outcomes. Since education students are essentially prepared to become teachers, those

enrolled in teacher education programs are required to develop and strengthen their interest in the teaching profession (Putri & Hestiningrum, 2025). The process of adaptation also occurs within the context of school culture and professional relationships with supervising teachers. However, the effort to shape professional teachers is far from simple. From their early years in higher education, prospective educators are expected to possess teaching readiness that encompasses cognitive, affective, and psychomotor aspects (Rahim et al., 2024; Darmawan et al., 2025). PLP students must adjust to established rules, routines, and instructional patterns within the school environment. Students who demonstrate a strong interest in the teaching profession tend to strive toward their goals and utilize the PLP as a platform for practice and for enhancing the pedagogical competencies they need to master (Amalia & Ratnawati, 2024). This process indicates that the PLP not only develops teaching skills but also fosters professional attitudes and mental preparedness among students as prospective history teachers (Fatmawati et al., 2023).

Forms and Intensity of PLP Students' Involvement in the History Learning Process.

In this study, the term PLP students is used consistently to refer to pre-service

history teachers who are undertaking the School-Based Teaching Practicum (Pengenalan Lapangan Persekolahan) at SMAN 1 Langsa. The implementation of the PLP at SMAN 1 Langsa provides opportunities for PLP students to be directly involved in the entire process of history learning. PLP microteaching is a simulated teaching practice conducted in designated school institutions and involves several groups of students from different study programs (Yatunnaafi'ah et al., 2022). This involvement does not occur instantly but rather develops through gradual and continuous stages. In the initial phase of the PLP, students primarily engage in observing the teaching practices carried out by supervising teachers. These observations include classroom interaction patterns, strategies for delivering content, classroom management, and students' responses during the learning process.

The observation stage serves as a crucial phase for PLP students in understanding the context of history learning in secondary schools. The initial insights gained from this stage then become the foundation for students to begin engaging in the planning of history instruction. Through direct observation, students start to recognize learners' characteristics, classroom dynamics, and the learning habits that develop within the environment of SMAN 1 Langsa. These experiences form the basis for adjusting the instructional approaches to be applied

in the subsequent stages. Over time, students' involvement is no longer limited to observation but gradually expands toward active participation in lesson planning. The following figure presents PLP students from the History Education program conducting classroom instruction.



Figure 1. PLP Students Conducting Classroom Instruction
Source: Personal Documentation

At the planning stage, PLP students are involved in the preparation of lesson plans and instructional modules, the alignment of materials with the applicable curriculum, as well as the selection of teaching methods and learning media that suit classroom conditions. This process provides students with concrete experiences in applying the pedagogical competencies they have acquired through university coursework. Their involvement in instructional planning demonstrates that PLP students do not merely function as technical implementers, but also as prospective educators who are being trained to think systematically and contextually in designing learning activities. This is consistent with the notion that the PLP serves as a medium for the direct application of students'

teaching skills in partner schools (Mariasih, 2021). For partner schools, the presence of PLP students brings renewed enthusiasm, innovative ideas, and additional contributions to the learning process (Aulia & Putri, 2025). Engagement at this planning stage becomes a bridge for PLP students to assume more active roles in the implementation of history instruction in the classroom.

At the implementation stage, PLP students begin to assume a more dominant role in the history learning process. They not only assist supervising teachers but are also given opportunities to teach independently in several classes. During this phase, students are fully responsible for lesson openings, content delivery, classroom management, and lesson closure. This increasing intensity of involvement indicates a shift in students' roles from observers to teaching practitioners. This process reflects experiential learning, in which students learn through direct practice in real classroom settings as part of the development of their professional teaching competencies (Fatmawati et al., 2023).

The increased intensity of PLP students' involvement in both planning and instructional implementation directly influences their teaching practices and the instructional strategies applied in history learning. These findings indicate that PLP students' engagement in history

instruction is progressive and continuous, thereby contributing directly to the development of their pedagogical readiness as prospective history teachers.

Teaching Practices and History Instructional Strategies Implemented by PLP Students.

Through history teaching practice at SMAN 1 Langsa, PLP students implemented various instructional strategies tailored to the characteristics of the subject matter and classroom conditions. Interactive lecturing was the primary method employed, particularly for explaining concepts and the chronological flow of historical events. However, this method was not applied in a one-way manner; instead, it was combined with guiding questions and brief discussions to actively engage students in the learning process.

The use of simple discussions aimed to encourage students to think critically and express their opinions regarding the historical topics being addressed. Through discussion, PLP students sought to relate historical events to students' contemporary life contexts, so that learning did not merely focus on memorizing facts. Although the implementation of discussion was still constrained by limited time and varying levels of student readiness, this effort indicates the students' awareness of the importance of dialogical and reflective approaches in history education.

In addition to instructional strategies, PLP students also utilized various learning media to support the delivery of content. These media included PowerPoint presentations, interactive quizzes such as Quizizz, Kahoot, and Gimkit, as well as short videos relevant to the learning materials. This finding is supported by Parwati and I Nyoman Bayu Pramatha (2021), who emphasize that the use of technology-based instructional media in history learning plays a significant role in creating more contextual, interactive, and learner-centered learning experiences in the digital era. The following figure shows PLP students from the History Education program conducting an ice-breaking activity.

The utilization of digital media in history education has become an inevitable necessity in response to the demands for innovation and renewal in the learning process. Such innovation is essential to ensure that history learning is no longer perceived as boring and monotonous, but instead offers more engaging and meaningful learning experiences for students (Parwati & I Nyoman Bayu Pramatha, 2021). This condition is increasingly relevant when associated with the characteristics of Generation Z, who have grown and developed amid rapid technological advancement and are therefore often referred to as a digital generation

(Febriyanti et al., 2023). In the context of the disruptive era, mastery of twenty-first-century skills is not only a demand for students but also a fundamental requirement for teachers and lecturers in performing their professional roles, particularly in designing and managing history learning that is adaptive to contemporary developments (Parwati & I Nyoman Bayu Pramatha, 2021). Therefore, the use of technology-based media by PLP students reflects their efforts to align history instruction with current developments and the needs of learners in the digital era (Parwati & I Nyoman Bayu Pramatha, 2021). In instructional practice, PLP students also began to introduce elements of historical thinking to learners, albeit in a relatively simple form. They emphasized the importance of understanding the sequence of events (chronology) and causal relationships in history. This approach aims to ensure that students not only memorize historical events but also comprehend their meanings and implications. Such teaching practices constitute part of the professional learning process of students as prospective history teachers, in which teaching practice is viewed as an essential medium for developing pedagogical skills and professional competence (Maharani & Fithriani, 2023). The teaching practices implemented by PLP students reflect initial efforts to develop history learning

that is dialogical, contextual, and adaptive to learners' characteristics.

Challenges and Adaptation Dynamics of PLP Students in the School Learning Environment.

The development of the Industrial Revolution 4.0, which has progressed in parallel with the emergence of Society 5.0, has brought about significant changes in social life patterns, particularly in the ways people access and utilize information. These transformations have made digital media increasingly popular and positioned it as a primary source for the growth and dissemination of information (Parwati & I Nyoman Bayu Pramatha, 2021). For some students, history is often perceived as less engaging because it tends to present facts that appear dry and lifeless (Orza, 2019). In the context of history education, this condition necessitates the integration of appropriate teaching methods and strategies, accompanied by the enhancement of teachers' competencies to enable them to adapt to the demands of education in the Society 5.0 era (Parwati & I Nyoman Bayu Pramatha, 2021). These demands are not merely normative discourses but are directly experienced by PLP students during their teaching practicum at SMAN 1 Langsa. Therefore, history teachers are expected to adapt to contemporary developments by designing digital-based learning that is

relevant, innovative, and engaging for Generation Z learners, who are highly familiar with digital technologies (Febriyanti et al., 2023). Below is an image depicting PLP students from the History Education program utilizing interactive media in the teaching and learning process.



Figure 2. The Use of Interactive Media in Learning

Source: Personal Documentation

During the implementation of the PLP program at SMAN 1 Langsa, PLP students encountered various challenges that influenced the history learning process. One of the main challenges was classroom management, particularly in dealing with differences in students' characteristics and levels of participation. As novice educators, PLP students were still in the adjustment phase and generally lacked sufficient experience in managing classes with relatively large numbers of students, making classroom management a significant challenge during their teaching practice (Arum Dwi Jayanti, 2022).

In addition to classroom management, limited instructional time also emerged as a major challenge. The restricted duration of lessons required

students to simplify historical content without sacrificing its essential substance. This condition encouraged PLP students to learn how to prioritize material and manage time more effectively during the teaching process. This challenge aligns with findings suggesting that teaching practice is often a demanding phase for pre-service teachers due to limited experience and complex pedagogical demands (Maharani & Fithriani, 2023).

Another challenge faced by PLP students was related to adapting to school culture and coordinating with mentor teachers. Students had to adjust to the rules, routines, and working patterns at SMAN 1 Langsa. This adaptation process required not only pedagogical readiness but also mental and social preparedness as prospective educators. Through guidance from mentor teachers and continuous reflection, PLP students gradually adapted and developed more effective teaching strategies. Moreover, while undertaking teaching practice, pre-service teachers were still required to attend university courses with a relatively heavy course load, which often made it difficult for them to manage time between academic responsibilities and teaching activities (Maharani & Fithriani, 2023).

The various challenges encountered during the PLP program ultimately became an essential part of the students' professional learning process. Experiences in dealing with classroom

dynamics, limited instructional time, and the need to adapt to school culture not only trained their technical teaching skills but also shaped their mental readiness, pedagogical competence, and professional attitudes as future history teachers. Thus, PLP serves as a platform for developing professional competencies through direct field experience (Fatmawati et al., 2023). These findings indicate that the involvement of PLP students is not merely technical but also contributes to the formation of pedagogical thinking as prospective history teachers. Through direct experience, students begin to understand the complexity of the teacher's role in managing real classroom learning. These challenges are not viewed merely as obstacles but as integral components of a professional learning process that shapes the readiness of PLP students to face the realities of the educational world.

CONCLUSION

This study concludes that the implementation of the School-Based Field Experience Program (PLP) at SMAN 1 Langsa plays a significant role in shaping the pedagogical and professional competencies of prospective history teachers. The involvement of PLP students occurred progressively, beginning with observation, followed by lesson planning, and culminating in classroom teaching practice. Throughout this process,

students applied instructional strategies that combined interactive lectures, discussions, and the use of digital media as an effort to align history learning with students' characteristics and the demands of the digital era. Despite facing challenges related to classroom management, limited instructional time, and adaptation to school culture, this field experience contributed substantially to the development of students' pedagogical readiness, mental resilience, and professional attitudes as future history teachers. The findings of this study provide empirical contributions to the existing literature on the implementation of PLP, particularly in the context of history education, and may serve as reflective input for teacher education programs in preparing contextually relevant and adaptive pedagogical competencies.

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