



RESEARCH ARTICLE

The Influence of Teaching Career Interest and School Field Experience on Timely Graduation Among Geography Education Students

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ABSTRACT

This study aims to determine whether there is an influence of interest in becoming a teacher and School Field Experience (PLP) on the on-time graduation of Geography Education students at the University of Lampung, cohorts 2019–2021. The research employed a quantitative method with a descriptive approach. The population of this study consisted of 219 Geography Education students at the University of Lampung from the 2019–2021 cohorts. The sample comprised 69 students selected using the Slovin formula. The sampling technique used in this study was stratified random sampling. Data were collected through questionnaires and documentation. Data analysis was conducted using logistic regression analysis using SPSS. The results indicate that: 1) interest in becoming a teacher influences students' on-time graduation, 2) School Field Experience (PLP) does not influence students' on-time graduation, and 3) interest in becoming a teacher and School Field Experience (PLP) influence students' on-time graduation.

Keywords: interest, School Field Experience (PLP), on-time graduation



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1. INTRODUCTION

Higher education plays a strategic role in producing qualified, competent, and competitive human resources capable of meeting the demands of the workforce. One of the key indicators of a university's performance is the proportion of students who graduate on time (Novianto et al., 2023). Students who complete their studies within the standard duration of eight semesters demonstrate effective learning, academic discipline, and psychological readiness to complete higher education (Febrian et al., 2016). Nevertheless, not all students are able to complete their studies within the expected timeframe.

According to Higher Education Statistics published by the Ministry of Education, Culture, Research, and Technology of Indonesia, 602,603 students dropped out of higher education in 2020 and 480,449 students in 2021, representing 7.09% and 5.34% of the total student population, respectively. Although these figures indicate a declining trend, the dropout rate remains relatively high. Furthermore, the field of education ranked among the three disciplines with the highest number of student dropouts, recording 120,655 cases in 2020 and 117,584 cases in 2021.

At the University of Lampung, the Geography Education Study Program under the Department of Social Science Education, Faculty of Teacher Training and Education, has also shown variations in students' on-time graduation rates. Academic records of the 2019–2021 cohorts indicate considerable differences between students who graduated on time and those who did not. Of the total 219 students, 32 out of 63 students from the 2019 cohort graduated on time, while 31 graduated beyond the expected period. Similarly, the 2020 cohort recorded an equal number of students graduating on time and not on time (35 students each). In contrast, the 2021 cohort demonstrated an improvement, with 57 students graduating on time and only 29 students exceeding the expected study period (Geography Education Study Program Document, 2025).

One internal factor that may influence timely graduation is students' interest in pursuing a teaching career. Interest refers to an individual's intrinsic motivation to engage in a particular profession voluntarily and enthusiastically, which may develop through personal experiences, family support, or a genuine passion for education (Maulidya et al., 2024). Students with a strong interest in becoming teachers are generally more engaged in academic activities and demonstrate greater commitment to completing teacher education programs (Prayoga et al., 2025). Another potential factor is the School Field Experience Program (Pengenalan Lapangan Persekolahan/PLP), which provides students with practical teaching experiences in schools. Through this program, students are expected to develop professional competencies, responsibility, discipline, and effective time-management skills that may contribute to completing their studies within the designated timeframe.

Although previous studies have discussed students' career interests and teaching practicum experiences separately, empirical evidence examining their simultaneous influence on timely graduation, particularly among Geography Education students, remains limited. Therefore, this study aims to: (1) examine the effect of students' interest in pursuing a teaching career on timely graduation; (2) investigate the effect of the School Field Experience Program (PLP) on timely graduation; and (3) analyze the simultaneous influence of students' interest in pursuing a teaching career and the School Field Experience Program (PLP) on the timely graduation of Geography Education students at the University of Lampung from the 2019–2021 cohorts.

2. LITERATURE REVIEW

This section presents the theoretical foundations and concepts underlying the study. It discusses three main aspects: (1) teaching career interest, (2) the School Field Experience Program (Pengenalan Lapangan Persekolahan/PLP), and (3) students' timely graduation. In addition, this section explains the relationship between teaching career interest, the School Field Experience Program, and students' timely graduation within the context of higher education. These theoretical perspectives provide the conceptual basis for understanding the research problem, developing the research framework, and interpreting the findings.

2.1 Timely Graduation

Timely graduation refers to students' ability to complete all academic requirements within the prescribed period, namely eight semesters for undergraduate (bachelor's) programs, as stipulated in the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning the National Standards for Higher Education. Timely graduation not only reflects individual academic achievement but also serves as an indicator of the effectiveness of higher education institutions in supporting students' academic success.

The factors influencing timely graduation are multidimensional and include academic factors, such as Grade Point Average (GPA), course credit load, and thesis-writing ability; psychological factors, including learning motivation, interest, and self-efficacy; as well as external factors, such as family environment, economic conditions, and social support (Raharjo, 2014; Novianto et al., 2023). Students who possess clear career goals, strong intrinsic motivation, and effective time-management skills are

generally more likely to complete their studies within the expected timeframe than those who lack these characteristics.

2.2 Teaching Career Interest

Minat merupakan kecenderungan jiwa seseorang yang bersifat menetap untuk merasa tertarik pada suatu bidang atau hal tertentu dan merasa senang berkecimpung di dalamnya (Slameto, 2010). Minat mencakup aspek kognitif, afektif, dan psikomotorik yang saling terkait. Dalam konteks profesi keguruan, minat menjadi guru mencerminkan adanya ketertarikan, perhatian, dan keinginan yang kuat dari individu untuk menjalani profesi sebagai pendidik. Ketertarikan ini mendorong seseorang untuk menaruh perhatian serius terhadap dunia keguruan dan menjalankan perannya secara profesional.

Interest is defined as a relatively enduring tendency of an individual to feel attracted to a particular field or activity and to experience satisfaction when engaging in it (Slameto, 2010). It encompasses cognitive, affective, and psychomotor dimensions that are closely interconnected. In the context of teacher education, teaching career interest refers to an individual's strong attraction, attention, and willingness to pursue the teaching profession. Such interest encourages prospective teachers to develop a serious commitment to the profession and to perform their professional responsibilities effectively.

According to Hamalik (2015), interest consists of three complementary dimensions. The first is the cognitive dimension, which relates to knowledge and understanding of the teaching profession, including awareness of teachers' roles, responsibilities, and professional competencies. The second is the affective dimension, which involves positive feelings, enthusiasm, attention, and emotional attachment toward the teaching profession. The third is the conative (psychomotor) dimension, which refers to the willingness, effort, and concrete actions undertaken to prepare for a teaching career. Together, these dimensions represent the integration of knowledge, emotional commitment, and behavioral readiness required to pursue the teaching profession.

Teaching career interest is influenced by both intrinsic and extrinsic factors. Intrinsic factors include personality, aptitude, and personal experiences, whereas extrinsic factors involve family influence, peers, the surrounding environment, and the availability of supporting facilities (Sardiman, 2011; Rayana et al., 2022). Students with a strong interest in becoming teachers tend to possess higher intrinsic motivation, which encourages them to study more diligently, maintain academic discipline, and demonstrate greater commitment to completing their education on time (Irawati et al., 2022).

2.3 School Field Experience Program (PLP)

The School Field Experience Program (Pengenalan Lapangan Persekolahan/PLP) is a stage in teacher education designed to develop prospective teachers' academic and professional competencies through classroom observation and teaching practice in partner schools. Following the enactment of the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning Teacher Education Standards, the previous term Field Experience Practice (Praktik Pengalaman Lapangan/PPL) for undergraduate teacher education programs was replaced by the School Field Experience Program (PLP). At the Faculty of Teacher Training and Education, University of Lampung, the PLP program is conducted in the seventh semester with a workload of three academic credits and a duration of approximately 40 days (PLP Guideline Development Team, 2025).

According to Kartikawati et al. (2022), the PLP program consists of three main components that serve as indicators of its successful implementation. First, students are expected to design and plan instructional strategies that align with curriculum requirements and students' learning needs. Second, they are required to prepare lesson plans and develop innovative and effective instructional media. Third, students participate in classroom teaching practice and engage in various non-teaching activities at school, including classroom management, administrative duties, and extracurricular programs.

The PLP program is primarily intended to develop prospective teachers' pedagogical, personal, social, and professional competencies rather than directly accelerating students' academic completion (Mansyur et al., 2021). Through participation in the program, students are expected to strengthen their

sense of responsibility, discipline, and time-management skills, which may indirectly contribute to timely graduation (Sinta et al., 2024).

2.4 The Influence of Teaching Career Interest and the School Field Experience Program on Timely Graduation

Teaching career interest, as an internal factor, encourages students to become more disciplined and responsible in completing their studies. Students with clear career aspirations in the teaching profession generally demonstrate higher enthusiasm for learning, actively participate in academic activities, and are more achievement-oriented (Lutfiyah et al., 2016). Consequently, they are more likely to graduate on time because they possess a clear professional goal after completing their studies.

The School Field Experience Program (PLP), as an external factor, provides authentic teaching experiences that foster students' discipline and time-management skills. Meaningful field experiences enable students to gain a better understanding of the realities of the teaching profession while improving their ability to manage academic responsibilities more effectively (Septiani & Widiyanto, 2021). Therefore, the combination of teaching career interest as an internal factor and participation in the School Field Experience Program as an external factor is expected to positively influence students' timely graduation, as both contribute to strengthening students' academic responsibility and commitment (Alifah et al., 2023).

3. METHOD

This section describes the research methodology employed in the study. It covers the research design, population and sample, research instruments, and data analysis techniques used to examine the influence of teaching career interest and the School Field Experience Program (PLP) on students' timely graduation.

3.1 Research Design

This study employed a quantitative research method with a descriptive approach. An ex post facto research design was adopted to investigate phenomena that had already occurred without manipulating the research variables. The independent variables consisted of Teaching Career Interest (X_1) and the School Field Experience Program (PLP) (X_2), whereas the dependent variable was Timely Graduation (Y). The dependent variable was dichotomous, where students who graduated within eight semesters or less were coded as 1, while those who completed their studies in more than eight semesters were coded as 0.

3.2 Population and Sample

The population comprised all students from the 2019, 2020, and 2021 cohorts of the Geography Education Study Program, Faculty of Teacher Training and Education, University of Lampung, totaling 219 students. A sample of 69 students was determined using the Slovin formula with a 10% margin of error. The sample was then proportionally distributed across each cohort using a stratified random sampling technique (Sugiyono, 2013), ensuring that each cohort was adequately represented.

Tabel 1. Research Population and Sample

Cohort	Male	Female	Population	Sample
2019	23	40	63	20
2020	31	39	70	23
2021	15	71	86	26
Total	69	150	219	69

Source: Geography Education Study Program Documents, 2025.

3.3 Research Instruments

Data were collected using two types of research instruments. First, a structured questionnaire employing a four-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree) was used to measure teaching career interest and students' experiences in the School Field Experience Program (PLP). The Teaching Career Interest questionnaire consisted of 20 items measuring three dimensions: cognitive, affective, and conative. The PLP questionnaire initially contained 20 items; however, one item was excluded following the validity test, resulting in 19 valid items measuring three indicators: instructional planning, lesson plan and instructional media development, and teaching practice together with non-teaching school activities. Second, academic records were used as documentary data to determine students' timely graduation status.

Instrument validity was assessed using data from 30 respondents, with a critical r -value of 0.361. All 20 items of the Teaching Career Interest questionnaire were found to be valid because the calculated r -values exceeded the critical value. For the PLP questionnaire, 19 out of 20 items met the validity criterion, whereas one item with a calculated r -value of 0.208 (< 0.361) was considered invalid and excluded from further analysis. Reliability testing using Cronbach's Alpha indicated that both instruments demonstrated satisfactory internal consistency, with reliability coefficients of 0.70 or higher.

Table 2. Summary of Research Instrument

Instrument	Indicators	Valid Items	Cronbach's α	Score Classification
Teaching Career Interest (X_1)	Cognitive, Affective, Conative	20	$\geq 0,70$	Low: 20–40 Moderate: 41–60 High: 61–80
School Field Experience Program (PLP) (X_2)	Instrusctional Planning, Lesson Plan & Instructional Media Development, Teaching Practice	19	$\geq 0,70$	Low: 19–37 Moderate: 38–56 High: 57–76
Timely Graduation (Y)	Akademic Graduation Status	Documentary Data	—	On Time = 1, Delayed= 0

Source: Processed by the Authors, 2026.

3.4 Data Analysis

Data analysis was conducted in several stages. First, prerequisite tests were performed, including the Kolmogorov–Smirnov normality test and the multicollinearity test using Tolerance and Variance Inflation Factor (VIF) values. Second, the primary analysis was carried out using binary logistic regression in IBM SPSS Statistics because the dependent variable was dichotomous. The model evaluation included: (a) the Overall Model Fit assessed using the -2 Log Likelihood value; (b) the Hosmer and Lemeshow Goodness-of-Fit Test; (c) the Nagelkerke R^2 coefficient of determination; (d) the Wald test for partial hypothesis testing (H_1 and H_2); and (e) the Omnibus Test of Model Coefficients for simultaneous hypothesis testing (H_3). All statistical tests were conducted at a significance level of $\alpha = 0.05$ (Ghozali, 2018).

4. RESULTS AND DISCUSSION

4.1 Research Setting

The Geography Education Study Program is part of the Department of Social Science Education, Faculty of Teacher Training and Education, University of Lampung. The study program is located on Prof. Dr. Ir. Sumantri Brojonegoro Street, Gedong Meneng, Rajabasa District, Bandar Lampung, Lampung Province, Indonesia, and was established in 1968. It is currently accredited with an A accreditation status and is recognized as one of the leading study programs at the University of Lampung.

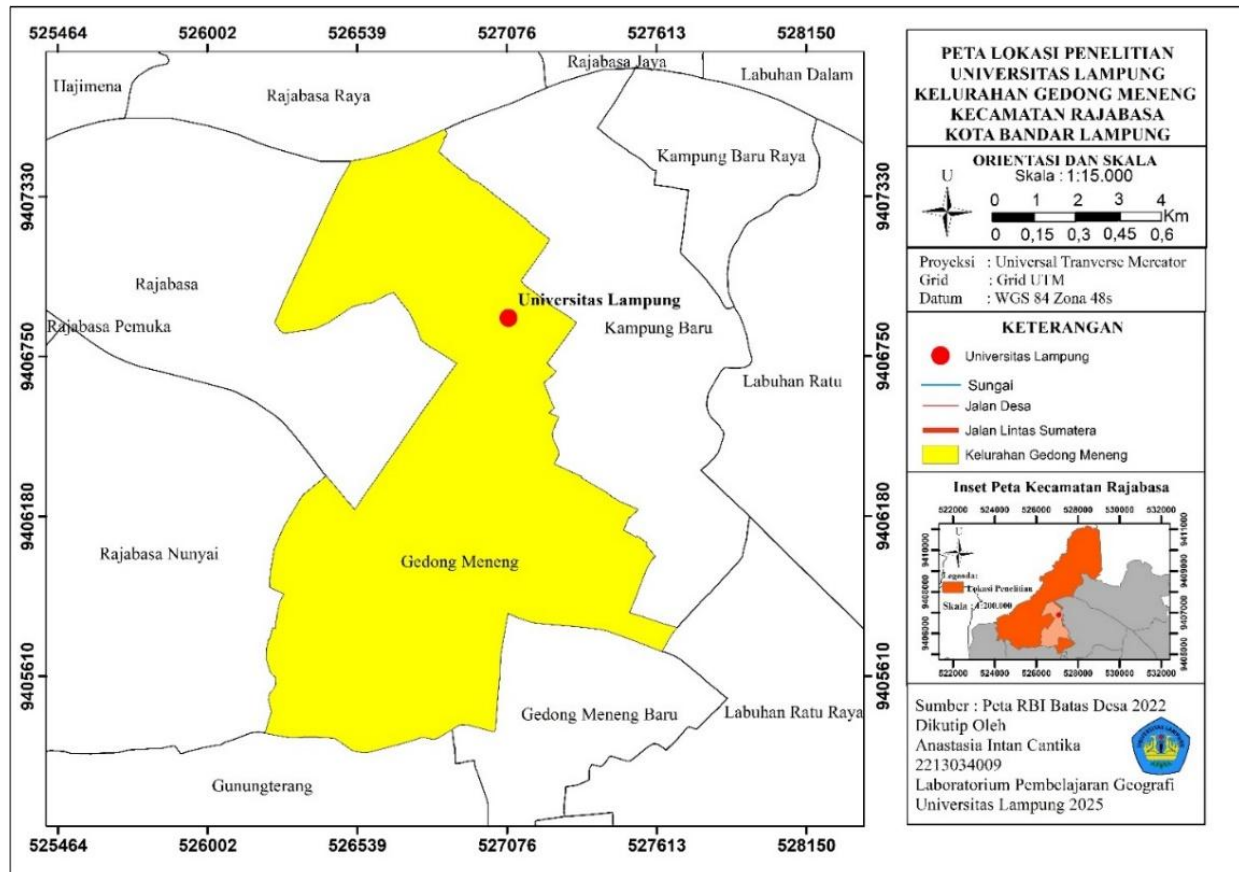


Figure 1. Research Location Map
Source: Anastasia Intan Cantika (2025).

4.2 Responden Characteristics

Based on data collected from the 69 selected respondents, the majority were from the 2021 cohort (37.7%), followed by the 2020 cohort (33.3%) and the 2019 cohort (29.0%). In terms of gender, female students constituted the majority, accounting for 44 respondents (63.8%), while 25 respondents (36.2%) were male. Regarding age, most respondents were 23 years old (30.9%), followed by those aged 22 years (27.9%), 24 years (22.1%), 25 years (17.6%), and 21 years (1.5%). Based on their place of residence, most respondents lived in regencies (69.6%), whereas the remaining respondents resided in municipalities (30.4%). Of the 69 respondents, 49 students (71%) graduated on time, while 20 students (29%) graduated beyond the expected study period.

Table 3. Responden Characteristics

Characteristics	Category	Frequency	Percentage (%)
Cohort	2019	20	29,0%
	2020	23	33,3%
	2021	26	37,7%
Gender	Male	25	36,2%
	Female	44	63,8%

Age	21 years	1	1,5%
	22 years	19	27,9%
	23 years	21	30,9%
	24 years	15	22,1%
	25 years	12	17,6%
Place of Residence	Regency	48	69,6%
	Municipality	21	30,4%
Graduation Status	Graduated on Time	49	71,0%
	Graduated Beyond the Expected Study Period	20	29,0%
Total		69	100%

Source: Processed by the Authors, 2026.

4.3 Descriptive Statistics of the Research Variables

The Teaching Career Interest (X_1) variable, measured from 69 respondents, yielded a mean score of 60.42 with a standard deviation of 11.43. The scores ranged from a minimum of 27 to a maximum of 79, resulting in a range of 52. Based on the predetermined classification, 34 students (49.3%) were categorized as having a high level of teaching career interest (scores of 61–80), another 34 students (49.3%) were classified as having a moderate level of interest (scores of 41–60), and only one student (1.4%) fell into the low-interest category (scores of 20–40). These findings indicate that most Geography Education students at the University of Lampung possess moderate to high levels of interest in pursuing a teaching career.

The School Field Experience Program (PLP) (X_2) variable produced a mean score of 58.90 with a standard deviation of 9.95. The minimum and maximum scores were 35 and 76, respectively, yielding a range of 41. Based on the established classification, 45 students (65.2%) were categorized as having a high level of PLP experience (scores of 57–76), 22 students (31.9%) were classified as having a moderate level of experience (scores of 38–56), and only two students (2.9%) were categorized as having a low level of experience (scores of 19–37). These results suggest that the majority of students had gained substantial experience through participation in the School Field Experience Program.

Table 4. Descriptive Statistics of the Study Variables

Statistik	Teaching Career Interest (X_1)	School Field Experience Program (PLP) (X_2)
Minimum	27	35
Nilai Maksimum	79	76
Mean	60,42	58,90
Median	60	59
Mode	72	59
Range	52	41
Standard Deviation	11,43	9,95
Variance	130,57	99,03
High Category	34 students (49,3%)	45 students (65,2%)
Moderate Category	34 students (49,3%)	22 students (31,9%)
Low Category	1 students (1,4%)	2 students (2,9%)

Source: Processed by the Author, 2026.

4.4 Results of the Assumption Tests

The normality test using the Kolmogorov–Smirnov test yielded a significance value of 0.200 for both the Teaching Career Interest and PLP variables. Since the significance value exceeded 0.05, the null hypothesis was accepted, indicating that both variables were normally distributed. Furthermore, the multicollinearity test showed a Tolerance value of 0.495 and a Variance Inflation Factor (VIF) value of 2.019 for both independent variables. As the Tolerance values were greater than 0.10 and the VIF values were below 10, no evidence of multicollinearity was detected, indicating that the regression model was appropriate for subsequent analysis.

Table 5. Results of the Regression Assumption Tests

Test	Variable	Value	Criteria	Conclusion
Normalitas (Kolmogrov Smirnov)	Teaching Career Interest	Sig. = 0,200	> 0,05	Normally Distributed
	School Field Experience Program	Sig. = 0,200	> 0,05	Normally Distributed
Multicollinearity	Teaching Career Interest	Tolerance = 0,495 VIF = 2,019	Tolerance > 0,10 VIF < 10	No Multicollinearity
	School Field Experience Program	Tolerance = 0,495 VIF = 2,019	Tolerance > 0,10 VIF < 10	No Multicollinearity

Source: Processed by the Author, 2026.

4.5 Results of the Binary Logistic Regression Analysis

The overall model fit was evaluated by comparing the –2 Log Likelihood (–2LL) values before and after the inclusion of the independent variables. The initial –2LL value (Block 0) was 83.079, which decreased to 75.429 after the Teaching Career Interest and School Field Experience Program variables were entered into the model (Block 1). This reduction of 7.650 indicates that the model achieved a better fit after the inclusion of the independent variables.

The Hosmer and Lemeshow Goodness-of-Fit Test produced a Chi-square value of 2.010 with 8 degrees of freedom and a significance value of 0.981. Since the significance value exceeded 0.05, the null hypothesis was accepted, indicating no statistically significant difference between the values predicted by the model and the observed data. Therefore, the logistic regression model demonstrated an adequate fit and was considered appropriate for further analysis. In addition, the Nagelkerke R^2 coefficient of 0.150 indicates that Teaching Career Interest and the School Field Experience Program jointly explained 15% of the variance in timely graduation, while the remaining 85% was attributable to other factors not included in the model.

Table 6. Logistic Regression Model Fit Statistics

Assesment Model	Value	Interpretation
–2 Log Likelihood (Block 0)	83,079	Initial model without independent variables
–2 Log Likelihood (Block 1)	75,429	Model after the inclusion of independent variables
Reduction in –2LL	7,650	Improved model fit
Hosmer & Lemeshow Chi-Square	2,010 (df=8; Sig.=0,981)	Model fits the data ($p > 0.05$)
Cox & Snell R^2	0,105	—

Assesment Model	Value	Interpretation
Nagelkerke R ²	0,150	The model explains 15% of the variance in timely graduation

Source: Processed by the Author, 2026.

4.6 Hypothesis Testing

Hypotheses 1 and 2 were tested using the Wald test (partial test), which was employed to examine the partial effect of each independent variable on the dependent variable. The decision criterion was based on the significance value, where a significance level of ≤ 0.05 indicated that the null hypothesis (H_0) should be rejected, suggesting a statistically significant effect.

Table 7. Results of the Wald Test (Partial Test)

Independen Variable	Coefisien B	S.E.	Wald	df	Sig.	Interpretation
Teaching Career Interest (X_1)	0,083	0,036	5,508	1	0,019	Signifikan
School Field Experience Program (X_2)	-0,030	0,040	0,595	1	0,441	Tidak Signifikan
Constant	-2,241	1,762	1,617	1	0,203	—

Source: Processed by the Author using IBM SPSS Statistics, 2026.

Hypothesis 3 was tested using the Omnibus Test of Model Coefficients (simultaneous test) to examine the joint effect of the independent variables on the dependent variable.

Table 8. Results of the Omnibus Test of Model Coefficients (Simultaneous Test)

Chi-Square	df	P-Value	Decision
7,650	2	0,022	Significant (Reject H_0)

Source: Processed by the Author using IBM SPSS Statistics, 2026.

Based on the results of the Omnibus Test, the Chi-square value was 7.650 with a significance value of 0.022, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_3) was accepted. These findings indicate that Teaching Career Interest and the School Field Experience Program (PLP) simultaneously have a statistically significant effect on students' tizmely graduation.

4.7 Discussion

The results of the Wald test showed a significance value of 0.019, which was lower than the significance level of 0.05. Therefore, H_1 was accepted, indicating that Teaching Career Interest has a statistically significant effect on the timely graduation of Geography Education students at the University of Lampung from the 2019–2021 cohorts. This finding is consistent with Furqon (2024), who reported that a strong interest not only encourages students to explore learning materials more actively but also enhances their motivation to achieve educational goals. Among the 69 respondents, 49 students graduated on time, while 20 graduated beyond the expected study period. Of the students who graduated on time, 28 demonstrated a high level of teaching career interest and 21 demonstrated a moderate level of interest. In contrast, among those who did not graduate on time, the majority (13 students) exhibited a moderate level of interest. These findings suggest that higher teaching career interest is associated with a greater likelihood of timely graduation. Furthermore, within the cognitive dimension, most students who graduated on time (38 students) were classified in the high category, indicating that a strong understanding of the teaching profession may encourage students to complete their studies in a more focused and purposeful manner. These findings are further supported by

Septianti et al. (2022), Tandung et al. (2023), and Yulianto and Khafid (2016), all of whom concluded that teaching career interest contributes positively to students' academic achievement.

The Wald test for the School Field Experience Program (PLP) variable produced a significance value of 0.441, which exceeded the significance threshold of 0.05. Therefore, H_2 was rejected, indicating that participation in the School Field Experience Program did not have a statistically significant effect on students' timely graduation. This finding is consistent with Sinta et al. (2024), who argued that the primary objective of the PLP program is to develop prospective teachers' professional competencies rather than to facilitate the completion of academic requirements or accelerate graduation. This finding may be interpreted from two perspectives. First, several students with high PLP experience (11 students) were still included in the group that did not graduate on time, suggesting that the competencies developed through PLP are primarily related to teaching practice rather than academic completion. Second, timely graduation appears to be more strongly influenced by internal academic factors, such as time management, learning motivation, and the thesis supervision process, rather than by field experience alone. These findings are consistent with Hasana and Rahmati (2022), who reported that internal factors, particularly self-confidence, exert a stronger influence than teaching practice experience. Similarly, Kartikawati et al. (2022) emphasized that the PLP program is designed to strengthen prospective teachers' professional identity through authentic school experiences rather than to accelerate the completion of undergraduate studies.

The results of the Omnibus Test of Model Coefficients yielded a Chi-square value of 7.650 with a significance value of 0.022, which was below the significance level of 0.05. Therefore, H_3 was accepted, indicating that Teaching Career Interest and the School Field Experience Program (PLP) jointly have a significant effect on students' timely graduation. The combination of students' intrinsic interest in pursuing a teaching career and the practical experience gained through the PLP program contributes to supporting timely graduation. This finding supports the study by Alifah et al. (2023), which reported that teaching career interest and PLP jointly enhance students' readiness, encouraging them to become more committed and responsible throughout their academic studies. Likewise, Muslichah et al. (2024) found that the combination of teaching career interest and PLP experience fosters students' sense of responsibility and discipline. Nevertheless, the Nagelkerke R^2 value of 0.150 indicates that the two independent variables explain only 15% of the variation in timely graduation, while the remaining 85% is attributable to other factors outside the model, such as academic ability, Grade Point Average (GPA), thesis supervision, economic conditions, and participation in non-academic activities. These findings suggest that Teaching Career Interest and the School Field Experience Program function as motivational factors that support timely graduation rather than serving as the sole determinants of students' academic completion.

5. CONCLUSION

Based on the results of the binary logistic regression analysis and hypothesis testing, three main conclusions can be drawn.

First, Teaching Career Interest has a statistically significant effect on the timely graduation of Geography Education students at the University of Lampung from the 2019–2021 cohorts (Wald = 5.508; $p = 0.019$). This finding indicates that teaching career interest, which encompasses the cognitive, affective, and conative dimensions, serves as an intrinsic factor influencing students' attitudes, commitment, and sense of responsibility throughout their academic studies, thereby contributing to timely graduation.

Second, the School Field Experience Program (PLP) does not have a statistically significant partial effect on students' timely graduation (Wald = 0.595; $p = 0.441$). The PLP program primarily focuses on developing prospective teachers' pedagogical competencies and professional readiness; therefore, its contribution to timely graduation is indirect rather than immediate.

Third, Teaching Career Interest and the School Field Experience Program (PLP) jointly have a statistically significant effect on students' timely graduation (Chi-square = 7.650; $p = 0.022$). The integration of students' intrinsic interest in pursuing a teaching career and their practical teaching experience through the PLP program contributes to supporting timely graduation. However, the explanatory power of the model remains limited, as indicated by the Nagelkerke R^2 value of 0.150.

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