

INFLUENCE OF MOTIVATION, SELF EFFICACY AND CAREER EXPECTATIONS TOWARDS COMMITMENT TO BE ECONOMICS TEACHERS

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ABSTRACT

Career commitment becomes an important thing for education students to survive on their career choice, considering that the students have just entered the first stage of career to become a teacher that is the preservice stage. This aim study is to determine the effect of motivation to become a teacher, self efficacy, and teaching career expectation partially or simultaneously to UNNES students of Economics Education department. This study used quantitative approach with analysis methods used multiple linear regression analysis. The study result showed that partially, motivation to become a teacher affected commitment career to be a teaching at 4.36%, self-efficacy affected commitment career to be a teaching at 4.49%, and teaching career expectation affected commitment career to be a teaching at 25.80%. Simultaneously, motivation to become a teacher, self-efficacy, and teaching career expectation affected commitment career to be a teaching at 33.8%. It can be concluded that an effect of motivation to become a teacher, self-efficacy, AND TEACHING CAREER EXPECTATION ON COMMITMENT CAREER TO BE A TEACHER TO UNNES STUDENTS OF ECONOMICS EDUCATION DEPARTMENT. BY PARTIALLY AND SIMULTANEOUSLY

Keywords:

Career commitment to be a teacher; Motivation become teacher; Self-efficacy; Teaching career expectation.

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INTRODUCTION

Education in Indonesia is an important foundation of national development due to produce intelligent human resources and qualified in improving well-being. Moreover, Indonesia faces a challenge at the beginning of the 21st century marked by globalization in almost all aspects of life which are becoming increasingly severe challenges (Widodo, Sam-sudi, & Sunyoto, 2017),

To produce quality human resources required elements of education. The elements include students, teachers, objectives, educational content, methods, and environment. Educator or teacher is the most important element in education and has a strategic position in the formation of human resources potential in the field of development (Armani & Margunani, 2017),

Educators have an important role in education. The fact that the quality of teachers in Indonesia is still at a lower level. Low teacher quality can have an impact on the quality of education is low, and can cause other problems in the world of education. The low quality of teachers can be proved by the decision of the UNESCO DPD based survey which stated that the quality of teachers in Indonesia stood at 14 out of 14 developing countries (Decision DPD 49 / 2012-2013).

Chapman in Dahlan (2011) stated that various problems concerning the teacher showed a declining teacher's quality of work-life (teacher quality of work-life). It can be seen when neglecting the declining teacher's quality of work-life can cause a variety of other problems such as teachers who would switch to other professions.

Their acceptance quota of teachers which is smaller than the number of education graduates makes prospective teachers worried

about job opportunities and the future is not assured (Novitasari & Setiaji, 2017). Furthermore, Agus Susilohadi states that in 2016 the number of undergraduate teacher education is greater than the acceptance quota of teachers in Indonesia with a total of 40,000 per year, while the number of graduates of the S-1 education reached about 260,000 people. This imbalance can minimize the chances of education students for a career as a teacher and can decrease the consistency of education students for a career as a teacher.

Educational Institutions Education Workforce (LPTK) is the institution in charge of preparing and generate prospective educators and be a forum to improve teacher quality. Additionally, LPTK is a period for students pre-service education is a preparation period to start a career as a teacher. According to Fessler (1992), eight components stages of a career will be experienced by prospective teachers are first pre-service, both induction, the three ability competence, four enthusiastic and growing, fifth frustrating career, sixth stability, the seven pre-retirement, and eighth out of a career,

Education students who have entered the first stage in a career as a teacher, the students are expected to remain past the next stage until the end to be a teacher so it can be said that the students have a consistent attitude towards a career as a teacher. Education students who have a consistent attitude towards the teacher's career may indicate a consolidation of the quality of a teacher to boost the quality of education better. Besides, it can reflect the quality of LPTK as an institution whose task is to produce prospective teachers.

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(UNNES) is one of the best Educational Institutions Education Workforce in Indonesia. This is evidenced by the ranking done by Webometric. In July 2016, UNNES ranked second among universities LPTK. One of the educational departments in UNNES namely Economic Education. This department is the only department of education that is in the Faculty of Economics and has obtained accreditation from BAN-PT. School has a vision of becoming a program of study of international repute, as a center of educational excellence, research, and community service in the field of economic education to uphold ethics, honesty and social responsibility.

Table 1. Percentage of Public Sector Economics Graduate Student Education

Field of work	Year		
	2014	2015	2016
Education institutions	50%	-	24%
Bank	10%	50%	10%
Industry world	10%	-	33%
more	30%	50%	33%
amount	100%	100%	100%

But the reality is more than 50% of graduate economics education students working in agencies non-educational. The tracer study showed that the majority of graduates working in non-educational institutions such as banks, industry, and others. This indicates that economic education students have not had a consistent attitude towards a career to become a teacher of economics.

Consistency is one of the sizes of the commitment. This is supported by the Fatwa (2015) which states that the size of the commitment is consistency, perseverance, hard work, dedication, and belief in the ability.

According to Murray in Azhar (2013) career can be regarded as a range of activities that are interconnected, in this case, someone advancing life by involving a variety of behaviors, skills, attitudes, needs, aspirations, and ideals as his life span. It was concluded that a career is an attitude consistent commitment or dedication of individuals in certain career through the activities, behaviors, skills or attitudes with a long process.

To stick to their choice or to be consistent, the driving force necessary to encourage individuals to achieve their objectives or in this thing called motivation. Motivation as driving forces within oneself to undertake certain activities to achieve a goal (Sardiman, 2010). On that basis, the students who have the motivation to become a teacher will still achieve their objectives and survive on his choice to become a teacher whatever the conditions and situations that are owned.

Motivation has an important role for students because of motivation as the driving force for the students themselves to follow a career as a teacher. Other matters related to the individual to stick to his choice or be consistent are self-efficacy or an individual's perception of his ability to select and develop in a career. Self-efficacy refers to the individual belief or confidence in her ability to mobilize the motivation, cognitive resources, and a series of actions that are needed to succeed in carrying out certain tasks (Luthans, 2011). Confidence individual in executing a task can indicate the efficacy of self-owned by the individuals themselves.

Research conducted by Chesnut & Cullen (2014) showed that self-efficacy has a positive and significant relationship to the commitment to be a teacher. According to Kreitner & Kinicki in Fatwa (2015) low confidence will

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bear a marked failure to develop a weak aspiration and commitment is low. It can be seen when the individual has self-efficacy beliefs of individuals or low then it may show low commitment anyway.

Expectations in this case also have an important role due to knowing their expectations and assurance of a career then raised the expectations of the prospective teachers to acquire such a career. Jewel & Soetjipto in Krisnawan (2013) say that career expectations are the expectations for success, looking for a good career based on ability, experience, knowledge, and expertise, based on what he learned from the environment in which individuals live. Their career expectations can encourage people to be more diligent and enterprising to achieve the desired goals and could have an impact on their career commitment owned.

Teachers' career expectations have an important role for students because expectations can affect the student in determining the measures to achieve the goal. The opinion was in line with the opinion of Sirsa, Dantes, and Sunu (2014) who argued that expectations influence the individual in determining the measures to be taken to achieve a goal.

The main objective of this study to determine the effect of teacher motivation, self-efficacy and career expectations of teachers to a career commitment to become a student teacher UNNES Economic Education.

LITERATURE REVIEW

The main study in this research is the theory of Meyer and Allen. Commitment means a strong reception from the individual to the goals and values, and individuals strive and work have a strong desire to survive. The commitment can be influenced by three sources.

First, affective commitment. This commitment relates to emotional desire, identification, and involvement based on the same values. Second, continuance commitment. This commitment is based on the extent to which individuals feel committed because of the costs associated when leaving the choice. Third, normative commitment. This commitment is based on a feeling of obligation to remain. Individuals with high normative commitment will survive because they feel their usual obligation or duty.

According to Meyer and Allen (Kreitner & Kinicki, 2014) for each commitment is influenced by a separate antecedent in which the antecedent is something that led to the emergence of that commitment. Mowday within (Coetzee, 2005) antecedents of affective commitment generally falls into four categories: personal characteristics, structural characteristics, work-related characteristics, and work experience. Continuance commitment refers to the awareness of the costs associated with leaving the organization. The potential costs of leaving the organization to include the threat of wasting time and effort spent to acquire the skills that are not transferable, loss of benefits, surrender privileges to seniority and interfere with personal relationships. Wiener (Coetzee, 2005) normative commitment shows a feeling of obligation to remain with the organization can result from the internalization of normative pressure exerted on individuals before entering the organization.

Blau (Carson & Bedeian, 1994) defines career commitment as one's attitude towards a profession. Kaldenberg, Becker, & Zvonkovic (1995) define career commitment as identification with careers related

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to three types of experience. First, investment. Second, involvement with colleagues. Third, the interest in career capability. Colarelli & Bishop (1990) someone who shows career commitment is more able to survive in the search for career goals even if faced with challenges and setbacks. Weick & Daniel (Somech & Bogler, 2000) confirms that the work as a teacher requires a high commitment to exceeding the desire to earn money/materials and requires the adoption of specific values related to the job. Of it is known to be a teacher is required to have a high level of commitment. So, we can conclude that the commitment to a career as a teacher is consistency or the tendency of individuals related to the actions or related to the behavior through a range of activities to achieve a goal in this case to be a teacher with the involvement of various abilities, experience, or aspirations.

Factors that influence commitment according to Mowday, Porter, & Steers (1982) include personal factors, organizational factors, and non-organizational factors. Personal factors are factors that originate from within ourselves and the factors forming the initial commitment. These factors include job expectations, psychological contracts, job choice factors, or personal characteristics. Organizational factors are factors that will shape or bring up responsibilities. These factors include work experiences, job scope, supervision, organizational consistency goals. Non-organizational factors are factors that do not originate in the organization such as the absence of other work alternatives. This factor includes the availability of alternative jobs.

Indicators used to measure the commitment of a teacher's career is an indicator of Carson & Bedeian (1994) includes identity career (career identity), career

planning (career planning), and endurance career (career resilience). Career identity about the extent to which individuals define themselves based on work and career. Career planning about action planning in career goals or needs someone to grow in the profession. Career resilience concerning the perseverance or endurance in the face of adversity, misfortune, or interruptions in the achievement of his career.

The motivation to become a teacher and self-efficacy included as part of a personal characteristic that is one of the antecedents of affective commitment. Supported by the opinions Winardi (2004) individual characteristics include qualities such as skill and ability, family background, social and experience, age, race, sex, and more reflect the nature of certain demographic and psychological characteristics that consists of perception, attitude, personality, learning, and motivation.

Motivation can be interpreted as a driving force that is in a person to carry out certain activities for the achievement of a goal (Sardiman, 2010). According to Hendrayani (2008), motivation is behavior that is based on the desire to achieve thorough work and want to try to achieve the best work standards. Schein in (DeLong, 1987) motivation may act to affect his chosen career. Vroom stated that the strength that motivates a person to work actively in doing his work depends on the reciprocal relationship between what he wants and what he needs from the results of the work. Motivation by Pace & Faules (1998) is described by combining these three principles. People will be motivated when he believed (1) certain behavior will produce certain results, (2) the result has a positive value for him, and (3) these results can be achieved with the efforts of a person.

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Factors that influence motivation by Purwanto (2007) includes intrinsic and extrinsic factors. Intrinsic factors are factors from within the individual and are not affected by anything outside himself. So, a person's behavior was based on its own merits and not push from outside. Extrinsic factors include factors that come from outside the individual and can be caused by various sources due to environmental influences, experience, and others.

Indicators used to measure the motivation to become a teacher are an indicator of Vroom (1964) includes expectations (expectancy), valence (valence), and links (Instrumentality). Expectations about the idea that certain behaviors (For) will be followed by the result (effect) as well. Besides these indicators also regarding the likely perceived by the individual that by doing a certain business will generate a certain level of performance or achievement anyway. Valence concerning the value of a given person at the expected results or the weight placed by the individual to the potential outcome or rewards that can be achieved. Linkage concerning each result corresponds to a perception of how difficult to achieve such results.

Self-efficacy is one's belief/ belief in one's strength (self-confidence) in carrying out or carrying out a task (Raeni & Purnami, 2013). Puspitasari & Margunani (2017) suggested that self-efficacy is self-assessment, whether it can do good or bad actions, right or wrong, biased or unbiased in doing something according to the requirements. Bandura (Alwisol, 2009) self-efficacy is an important personal variable which when combined with specific goals of understanding achievement will be an important determinant of future behavior.

Factors that affect self-efficacy by Bandurain (Lunenbourg, 2011).

First, self-efficacy influences the goals that employees choose for themselves. Self-efficacy may affect individuals in choosing a job for himself. Second, self-efficacy influences learning as well as the effort that people exert on the job. Self-efficacy can affect learning and direct a person at work. Third, self-efficacy influences the persistence with which people attempt new and difficult, Self-efficacy can affect a person's persistence in completing tasks.

Indicators used to measure self-efficacy are an indicator of Bandura (Lunenbourg, 2011) include the difficulty level (magnitude), the level of confidence (generality), and the level of force (strength). The level of difficulty concerning the individual's ability to face the degree of difficulty in achieving its objectives. The level of confidence about the behavior of individuals in terms of confidence in the capabilities. The level of force about diligence to what they want despite the difficulties and obstacles.

Expectations teacher career includes parts of the antecedents of continuance commitment. Jewel and Soetjipto (Krisnawan, 2013) expectations for a successful career is the hope of looking for a good career based on ability, experience, knowledge, and expertise, based on what he learned from the individuals live environment. Of it is known that an individual has good career expectations when the individual has the ability, experience, knowledge, and expertise to support the expectations they have. Traffic, experience, knowledge,

Factors that influence the expectations or the expectations by Snyder (2000) include (1) how much the value of the results sought, (2) exit planned can be ascertained on the results and wishes according to how their effectiveness

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will be successful at something that is produced, and (3) the thinking self and how effectively someone will follow his path in an effort to achieve the goal.

Indicators used to measure teacher career expectations of an indicator of Snyder (2000) include goals, pathway thinking, and agency thinking. Goals are something that people want to obtain or achieve. Individuals who have high expectations tend to set goals in various areas of life and have a goal that increases gradually. Pathway thinking about the individual's ability to develop a path to achieve the desired goal. Agency's thinking about the individual's perception that he can achieve its objectives through lines of thought.

RESEARCH METHODS

This research method is quantitative research. Using causal research design due to indicate the direction of the relationship between independent variables and the dependent variable (Sugiyono, 2016)

The population in this study was students of Economic Education UNNES in force in 2014 several 399 students with a sample of 100 students (Arikunto 1996). Force in 2014 in the final stage so that more mature college career. The sampling technique using proportionate stratified random sampling (Sugiyono, 2016).

The data collection technique using a questionnaire. The type of questionnaire used in this study was a closed questionnaire with the scale used alternative answers are Likert scale (Sugiyono, 2010). The data analysis method used is descriptive analysis and multiple linear regression analysis. Hypothesis testing using the t test and F test

RESEARCH RESULT

The descriptive statistical anal-

ysis aimed to describe the data obtained so that it can be understood in making inferences or drawing conclusions. The results of this study are calculated by finding the magnitude of the interval to obtain criteria for each variable which in this case includes the variable career commitment to be a teacher, a teacher motivation, self-efficacy and career expectations of teachers with the following results:

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Criteria
Commitmen Careers Become a Teacher	100	37	46	42.03	High
Motivation to Master	100	32	44	36.46	High
Self-efficacy	100	30	46	38.42	High
Expectations Career Teachers	100	32	42	36.76	High

Multiple regression analysis is used to determine the influence of teacher motivation, self-efficacy and career expectations of the career commitment of teachers to become teachers. The results of multiple regression analysis were as follows:

Table 3. Output Coefficients

Model		Coefficients ustandardized		Standarized Coefficients	t	Sig.
		B	Std. Error	beta		
1	(Constant)	20 963	2,987		7,018	.000
	X1	.104	.050	.174	2,091	.039
	X2	.072	.034	.181	2,125	.036
	X3	.394	.068	.485	5,781	.000

Dependent Variable: Y

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Based on Table 3, it is known regression equation is $Y = 20.963 + 0,104X_1 + 0,072X_2 + 0,394X_3$. It is known that each independent variable has an influence on the dependent variable, which means to be a teacher motivation, self-efficacy and career expectations teachers have an influence on a career as a teacher commitment is partially due to the significant value owned $\alpha = 5\%$.

Table 4. Output ANOVA^a

Model	Sum of Squares	Df	mean Square	F	Sig.	
1	Regression	92 642	3	30 881	17 830	.000b
	Residual	166 268	96	1,731		
	Total	258 910	99			

Based on table 4 is known that the significant value of 0.000 and $\alpha = 5\%$, which has a meaning that simultaneous variables of motivation to become a teacher, self-efficacy and career expectations have an impact on the career commitment to be a teacher on students UNNES Economic Education.

As for the contribution of each variable partial views of the partial determination coefficient is the motivation to become a teacher to be a teacher's career commitments at 4.36%, self-efficacy against a career commitment to become a teacher at 4.49%, and the expectations of the teacher's career on the commitment of a teacher's career amounting to 25.80%. The contribution simultaneously to be a teacher motivation, self-efficacy and career expectations of teachers to be teachers of career commitment can be seen from the simultaneous determination coefficient and the result amounted to 33.8%.

Motivation, Self-Efficacy, and Career Against Expectations Commitment to Master of Economics

The results showed that there is significant motivation to become a teacher, self-efficacy and career expectations of teachers to become teacher career commitment to Economic Education student contribution UNNES with a simultaneous determination coefficient of 33.8%.

This is according to the theory of Meyer and Allen (1991) classifies three sources to establish commitments. First, affective commitment in the form of emotional desire, identification, and involvement based on the same values. Mowday within (Coetzee, 2005) antecedents of affective commitment generally falls into four categories: personal characteristics, structural characteristics, work-related characteristics, and work experience.

Second, continuance commitment is based on the extent to which individuals feel committed based on the costs associated when leaving the choice. Mowday within (Coetzee, 2005) continuance commitment refers to the awareness of the costs associated with leaving the organization. The potential costs include the threat of wasting time and effort spent to acquire the skills benefit, surrender privileges to seniority, and interfere with personal relationships.

Third, normative commitment is based on a feeling of obligation to remain. Mowday within (Coetzee, 2005) normative commitment demonstrated feeling an obligation to remain with the organization can be generated from internalizing the normative pressure given to individuals before entry into the organization.

Variable motivation to become a teacher and self-efficacy are the

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two variables including the affective commitment category. This is because the motivation to become a teacher and self-efficacy is part of the antecedents of affective commitment and a matter that relates emotionally and desire to contribute more shown in the form of a career commitment to become a teacher. Variable career expectations of teachers belonging to the continuance commitment. This is due to expectations of a teaching career is on the individual because it is based on the costs associated in this case that the cost of education and if the student left his career as a teacher of the investments made in the form of education becomes less useful.

CONCLUSION

Based on the research results can be concluded that there is a significant and positive influence as a teacher motivation, self-efficacy and career expectations of teachers to become teacher career commitment to Economic Education student UNNES.

The recommendations are (1) For students of economic education to maintain and if necessary improve their motivation to become a teacher, self-efficacy, and expectations for teacher career by seeking information about the teaching profession, or take part in a seminar on the careers of teachers so as to improve again the commitment of students in a career as a teacher. (2) For the Faculty of Economics UNNES provide more comprehensive information about the teaching profession and the career of teachers, educational training, or programs that can support to increase the commitment of students in a career as a teacher. (3) For the next researcher to conduct similar studies with other variables such as gender, professional background of parents, or other personality fac-

tors.

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