



**ANALYSIS OF FACTORS AFFECTING STUDENT'S INTEREST
TO BECOME TEACHER AT STUDENTS DEPARTMENT OF
EDUCATION FACULTY OF ECONOMICS, JAKARTA STATE
UNIVERSITY OF 2016**

**Jeihan Shafira¹, Dr. Rd. Tuty Sariwulan, M.Si², Prof. Dr. Sri Indah Nikensari, SE,
M.Se³**

¹ Universitas Negeri Jakarta, Indonesia

² Universitas Negeri Jakarta, Indonesia

³ Universitas Negeri Jakarta, Indonesia

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Abstract

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This study aims to determine what factors can effect the interest in becoming a teacher in Economics Education Students class 2016 at the State University of Jakarta. The factors used in this study are parental support, self- efficacy, and perception of the teaching profession. Data collection was carried out in this study using quantitative techniques through questionnaires. The results of this study indicate that there is a positive and significant relationship between parental support and interest in becoming a teacher, there is a positive and significant relationship between self- efficacy and interest in becoming a teacher, and there is a positive and significant relationship between perceptions of the teaching profession and interest in becoming a teacher.

Abstrak

Penelitian ini bertujuan untuk mengetahui faktor apa saja yang dapat mempengaruhi minat menjadi guru pada Mahasiswa jurusan Pendidikan di Fakultas Ekonomi angkatan 2016 di Universitas Negeri Jakarta. Faktor yang digunakan dalam penelitian ini yaitu dukungan orang tua, *self efficacy*, dan persepsi profesi guru. Pengumpulan data yang dilakukan dalam penelitian ini menggunakan teknik kuantitatif melalui kuesioner. Hasil penelitian ini menunjukkan bahwa terdapat hubungan positif dan signifikan antara dukungan orang tua dengan minat menjadi guru, terdapat hubungan positif dan signifikan antara *self efficacy* dengan minat menjadi guru, dan terdapat hubungan positif dan signifikan antara persepsi profesi guru dengan minat menjadi guru.

* Corresponding Author.

jeihanshafira11@gmail.com Jeihan Shafira

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INTRODUCTION

Education is a process taken by a person to gain knowledge, insight, and develop attitudes and skills according to the needs of society. Education is all forms of adult efforts in association with children to lead their physical and spiritual development towards maturity (Purwanto, 2011). Education is required to prepare students in a planned and systematic way to face current and future challenges. In order to achieve this goal, it is necessary to improve the quality of education. The main quality of education is largely determined by the teaching and learning process. The teaching and learning process involves students as learning parties and teachers as teachers or educators.

Teachers are educators who are tasked with educating and educating the next generation of the nation. Law Number 14 of 2005 concerning Teachers and Lecturers (Article 1 paragraph 1) states that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through the education pathway. formal education, primary education and secondary education". This means that in educational interactions, the teacher plays a role in organizing the process and is responsible for the success of learning for students, so that the goals of educators can be achieved.

Students are equipped with mastery of knowledge in the field of teaching profession and technology, discipline of economics. However, many graduates prefer to work in non-educational fields and do not choose the teaching profession according to their educational background. Therefore, it can be said that even though students choose education majors, it is not necessarily that students are interested in becoming a teacher. According to Widyaston (2013: 226) someone who has an interest in the teaching profession will prefer, prefer, and expect to work as a professional teacher; while those who are not interested in the teaching profession will not choose, dislike, and do not expect to work as a teacher. If someone feels that teaching is a profession that is in accordance with the call of his conscience and according to the talents he has, then automatically interest as a teacher will arise. Thus, interest in becoming a teacher is a person's desire and interest in the teaching profession which is indicated by feelings of pleasure and more attention to the teaching profession.

There are several factors that influence student interest in becoming teachers, these factors are parental support, self-efficacy, and perceptions of the teaching profession. Parental support is one of the factors that influence interest in becoming a teacher.

There are several factors that influence student interest in becoming teachers, these factors are parental support, self-efficacy, and perceptions of the teaching profession. Parental support is one of the factors that influence interest in becoming a teacher. Parental support is a form of affection given by parents to their children by giving attention, reprimand, and direction and punishment if someone makes a mistake, for the good and needs of the child. The attention and support role of parents have a great influence because the family is also the basis and a natural educational institution that has a very large educational function.

In addition, there is also the perception of the teaching profession. Perception is an individual process of organizing and interpreting sensory impressions to give understanding to their environment (Robbins and Judge, 2016: 103). The understanding of the perception of the teaching profession is a process of using knowledge and feelings

within the individual in describing an object in the environment by the senses related to the teaching profession (Aini, 2018).

Literature review

Interest in Becoming a Teacher (Y)

Djamarah, (2008: 191) suggests that interest is the acceptance of a relationship between oneself and something outside oneself. Slameto (2010: 180), interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling. Ahmadi (2009: 148) defines interest as an attitude of a person's soul that is focused on a certain object, his three souls (cognition, conation, and emotion) in that relationship contain elements consisting of cognition (knowing), emotion (feeling), and conation (will). Hurlock (2010:114) defines interest as a source of motivation that encourages someone to do what they want and have the freedom to choose.

According to Crow and Crow in Djaali (2013:121) interest is related to the style of motion that encourages a person to face or deal with people, objects, activities, experiences, which are stimulated by the activity itself. Meanwhile, Djaali (2013:122) concludes that interest has elements of conscious affection to value choices, business direction, selection, and heart tendencies.

Based on the explanation above, it can be concluded that interest is an impulse that arises from within a person that arises due to influences from within oneself and the surrounding environment.

Parental Support (X1)

Parents are a conversation that cannot be separated from parents and children. A life consisting of parents and children in one unit is called a family. In the Big Indonesian Dictionary (2005:802) the notion of parents is the biological father and mother, people who are considered old (smart, clever, expert, etc.). This opinion is in line with Soelaeman (1994:179) who put forward the term "parents should not be interpreted as old people, but As an elder, therefore he is given the responsibility to care for and educate his children to become adult humans. Meanwhile, according to Darajat (Hermawati, 2014: 39), explaining that parents, attitudes, and their way of life are indirect elements of education, the child will automatically enter the child's personality who is growing and developing. This is also explained by Langgulung (as quoted by Wakid 2014:26) that "Islam views parents (family) as the first environment for individuals to change many possibilities, abilities and willingness to become a living reality and visible behavior.

Based on the explanation above, it can be concluded that parental support is a form of affection given by parents to their children by giving attention, warning, and direction as well as punishment if their child makes a mistake, for the good and needs of the child.

Teacher Profession Perception (X2)

Perception is essentially a cognitive process experienced by everyone in understanding environmental information, either through sight, hearing, appreciation, feeling, and smell (Thoha, 2002:123). Robbins and Judge (2016:103) explain that perception is a process of individuals organizing and interpreting sensory impressions to

give understanding to their environment. Desmita (2009: 108) explains that perception basically concerns the relationship between humans and their environment. How he understands and interprets the stimuli in his environment. Walgito (2010: 99) explains that perception is a process that an individual receives a stimulus through the senses or what is often referred to as a sensory process that is passed on to form a perception.

Slameto (2015: 120) explains that perception is a process that involves the entry of messages or information into the human brain. Perception is the process by which individuals select, try, and interpret stimuli into an integrated and meaningful picture (Lubis, 2014:93). Perception can be interpreted as a cognitive process in which an individual selects, organizes, and gives meaning to environmental stimuli (Ivancevich, et al. 2006:116). Perception involves more cognitive activities, namely the concentration of individual attention, focusing on getting the meaning of what is captured and then connected to past experiences to be reminded again.

Based on the explanation above, it can be concluded that the perception of the teaching profession is an individual description or interpretation of the teaching profession related to tasks, roles, or other fields of work.

Self Efficacy (M)

According to Chaplin (2011: 451) self is an individual as a creature who is aware of the ego, or I, personality and organizational traits. Meanwhile, according to Suryabrata (2010: 245) self is defined into two, namely the attitudes and feelings of a person towards himself and a whole psychological process that controls behavior and self-adjustment. Bandura in Lunenburg (2011: 1) states self-efficacy as a person's belief that he or she is able to perform a task successfully. Bandura in Woolfolk (2009: 219) defines self-efficacy as a person's belief in his ability to organize and carry out a series of actions needed to produce certain achievements. Meanwhile, Woolfolk (2009:219) argues that self-efficacy is a person's belief about competence or effectiveness in a particular field. Salkind (2009:288) defines self-efficacy as belief in one's own abilities or organizing and mobilizing the sources of action needed to manage future situations, Bandura in Salkind (2009:288) argues that when individuals are increasingly aware of what (realizing what could serve as reinforcing events) the person becomes increasingly skilled at using his or her abilities to bring about what needs to be done.

Based on the explanation above, it can be concluded that self-efficacy is the ability of oneself to be able to organize and act according to what is needed to produce an achievement.

RESEARCH METHODS

This study uses quantitative methods with data collection techniques distributing questionnaires. The population in this study was 195 respondents with a total sample of 130 respondents. Respondents of this study were students with the 2016 Faculty of Economics, State University of Jakarta education study program.

RESULTS AND DISCUSSION

Individual Parameter Significance Test (T Test)

The hypothesis testing used in this study is the t test. The t test is used to test the significance of the relationship, namely whether the relationship found is valid for the entire population, then its significance is tested.

Tabel IV.1
Uji Statistik T

Coefficients^a						
Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-8,469	2,701		-3,136	0,002
	DukunganOrangtu	0,327	0,062	0,346	5,278	0,000
	a					
	Self Efficacy	0,444	0,081	0,406	5,465	0,000
	PersepsiProfesi	0,198	0,064	0,211	3,108	0,002
	Guru					
a. Dependent Variable: Minat Mahasiswa Menjadi Guru						

Sumber : data diolah oleh peneliti (2021)

Based on the results of the t-test above, it can be seen that the t-count of parental support is 5.278 and the t-table is at a significance of 0.05 with $df = n - k - 1$ or $df = 132 - 3 - 1 = 128$, then the t-table is 1.97867. Thus, it can be concluded that $t_{count} > t_{table}$ ($5.278 > 1.97867$) and significance ($0.000 < 0.05$) meaning that there is a significant relationship between parental support and student interest in becoming a teacher.

And it is also seen in table IV.1 that the t-count of self-efficacy is 5.465 and the t-table is at a significance of 0.05 with $df = n - k - 1$ or $df = 132 - 3 - 1 = 128$, so the t-table is

1.97867. Thus it can be concluded that $t_{count} > t_{table}$ ($5.465 > 1.97867$) and significance ($0.000 < 0.05$). This means that there is a significant relationship between self-efficacy and student interest in becoming teachers.

Then in the table above, it is known that the t_{count} of the perception of the teaching profession is 3.108 and t_{table} is at a significance of 0.05, with $df = n-k-1$ or $df = 132-3-1 = 128$, then the t_{table} is 1.97867. Thus it can be concluded that $t_{count} > t_{table}$ ($3.108 > 1.97867$) and significance ($0.002 < 0.05$). This means that there is a significant relationship between the perception of the teaching profession and students' interest in becoming teachers.

Simultaneous Significance Test (Statistical Test F)

The f-test was conducted with the aim of knowing how far the independent or independent variables together can affect the dependent or dependent variable. The basis for making the decision is as follows:

- If $f_{count} > f_{table}$ then H_0 is rejected, meaning that there is a significant influence between the independent variables together on the dependent.
- If $f_{count} < f_{table}$, then H_0 is accepted, meaning that there is no significant effect between the dependent variables together on the dependent variable.

Tabel IV.2
Uji Statistik F

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1013,19	3	337,731	52,445	.000 ^b
	n	4				
	Residual	824,283	128	6,440		
	Total	1837,47	131			
		7				

a. Dependent Variable: MinatMahasiswaMenjadi Guru

b. Predictors: (Constant), PersepsiProfesi Guru, DukunganOrangtua, Self Efficacy

Sumber : data diolah oleh peneliti (2021)

From table IV.2 it is known that the f_{count} value is 52.445. The f_{table} value can be found in the F distribution table at a significance level of 0.05 where df_1 (number of variables – 1) or $4-1 = 3$, and $df_2 = n-k-1$ or $df_2 = 132-3-1 = 128$, then it is 2.68. it can be concluded that $f_{count} > f_{table}$ ($52.445 > 2.68$) and significance ($0.000 < 0.05$) which means that parental support, self-efficacy, and perception of the teaching profession are simultaneously or jointly related to student interest in becoming a teacher.

Coefficient of Determination Test (R2)

This test was conducted to determine the extent of the relationship between the dependent variable and

the independent variable. The following is the output of the calculation of the coefficient of determination with SPSS v.26.

Tabel IV.3
Uji Koefisien Determinasi

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.743 ^a	0,551	0,541	2,53766

a. Predictors: (Constant), PersepsiProfesi Guru, DukunganOrangtua, Self Efficacy

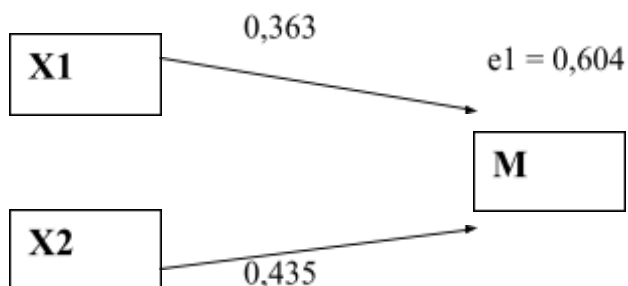
b. Dependent Variable: MinatMahasiswaMenjadi Guru

Sumber : data diolah oleh peneliti (2021)

From table IV.3 it can be seen from R Square or R² in the model summary table of 0.551. It can be concluded that the correlation between the variables of parental support, self-efficacy, and perception of the teaching profession together with the variable of interest in becoming a teacher is 55.1%, while the rest is influenced by other factors not examined by researchers..

Path Analysis

a. Model Path Coefficient 1



Tabel IV.4
Regresi Model I

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.604 ^a	0.365	0.355	2.752		

a. Predictors: (Constant), Persepsi Profesi Guru, Dukungan Orangtua

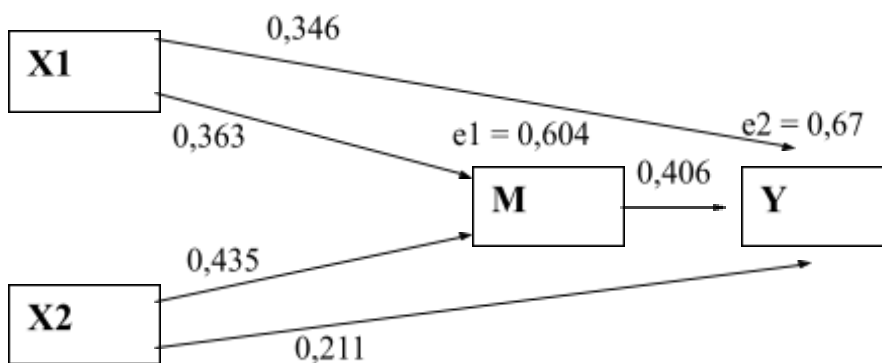
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	3.360	2.914		1.153	0.251
	Dukungan Orangtua	0.314	0.061	0.363	5.117	0.000

Persepsi Profesi Guru	0.374	0.061	0.435	6.145	0.000
a. Dependent Variable: Self Efficacy					

Based on the results of the path analysis there are the following results:

- Analysis of X1 on M obtained a significance value of X1 of 0.000 < 0.05 so it can be concluded that there is a direct significant effect of Parental Support (X1) on Self Efficacy (M).
- Analysis of the effect of X2 on M, from the above analysis obtained a significance value of X2 of 0.002 < 0.05. So it can be concluded that there is a direct significant effect of Teacher Professional Perception on Self Efficacy (M).

a. Koefisien Jalur Model II



Tabel IV.5
Regresi Model II

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.743 ^a	0.551	0.541	2.538
a. Predictors: (Constant), Self Efficacy, Dukungan Orangtua, Persepsi Profesi Guru				

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	-8.469	2.701		-3.136	0.002
	Dukungan Orangtua	0.327	0.062	0.346	5.278	0.000

Persepsi Profesi Guru	0.198	0.064	0.211	3.108	0.002
Self Efficacy	0.444	0.081	0.406	5.465	0.000
a. Dependent Variable: Minat Mahasiswa Menjadi Guru					

Based on the results of the research data analysis, it is known that:

- Analysis of the influence of X1 on Y: from the analysis obtained a significance value of 0.000 $X1 < 0.05$. So that it can be concluded that there is a direct significant effect of parental support (X1) on interest in becoming a teacher (Y).

- Analysis of the influence of X on Y: from the analysis obtained a significance value of X2 of 0.002 < 0.05 . So it can be concluded that there is a direct significant influence on the perception of the teaching profession (X2) on interest in becoming a teacher (Y).

- Analysis of the influence of M on Y: from the analysis it was found that the significance value of M was 0.000 < 0.05 . So it can be concluded that there is a direct significant effect of self efficacy (M) on interest in becoming a teacher (Y).

- Analysis of the effect of X1 through M on Y: it is known that the direct effect of X1 on Y is 0.346. While the indirect effect of X1 through M on Y is 0.14 which means that the value of the direct influence is greater than the value of the indirect effect, these results indicate that X1 directly has a significant effect on Y.

- Analysis of the effect of X2 through M on Y: it is known that the direct effect of X2 on Y is 0.211. While the indirect effect of X2 through M on Y is 0.176, which means that the value of the direct influence is greater than the value of the indirect effect, this shows that X2 directly has a significant effect on Y.

IMPLICATIONS

Based on the results of this study, it can provide understanding to students majoring in education that parental support affects their child's profession in the field of educators, with this, students must improve their cognition to become teachers. In addition, the results of this study can provide knowledge to students majoring in education, when they have self-efficacy, students are expected to be ready to work. Because with high self-efficacy, students believe in their abilities. In addition, students majoring in education are expected to have broad insight into the teaching profession, this is intended to be ready to become professional teachers and have moral values that make educators authoritative.

SUGGESTION

If the next researcher wants to take the same variable, then the suggestion from this researcher is to improve the quality of further research by perfecting the results of this study and previous researchers, by increasing the number of samples and changing the object of research and can also add research variables, so that future research results become more diverse and varied.

Researchers suggest that students who choose education majors who later graduate as educators are expected to further increase their knowledge and take effective and innovative learning training to improve their abilities and add experience to become teachers. For parents, it is expected to be able to provide external motivation to students in

the form of praise and so on so that students get a strong impetus to feel confident about themselves and make students believe they can become teachers.

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