

THE INFLUENCE OF FAMILY ENVIRONMENT AND SELF-EFFICACY ON INTEREST IN BECOMING A STUDENT TEACHER IN THE EDUCATION STUDY PROGRAM, FACULTY OF ECONOMICS, JAKARTA STATE UNIVERSITY 2018

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Abstract

This study aims to determine the effect of family environment and self-efficacy on the interest in becoming a teacher for students of the Education Study Program, Faculty of Economics, State University of Jakarta batch 2018. This research was conducted for 8 months starting from January 2022 to August 2022. The method used in this study is the method survey. Technique uses Proportional Stratified Random Sampling with a sample of 175 respondents was obtained from the 2018 Faculty of Economics Education Study Program students. The data was collected through distributing questionnaires using a Likert scale. Based on the results of the research conducted, it was found that Family Environment has a positive and significant effect on Interest in Becoming a Teacher. Self-Efficacy has a positive and significant effect on Interest in Becoming a Teacher. According to the research hypothesis.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh lingkungan keluarga dan efikasi diri terhadap minat menjadi guru mahasiswa Program Studi Pendidikan Fakultas Ekonomi Universitas Negeri Jakarta angkatan 2018. Penelitian ini dilakukan selama 8 bulan terhitung mulai dari bulan Januari 2022 sampai dengan Agustus 2022. Metode yang digunakan dalam penelitian ini adalah metode survei. Teknik pemilihan responden menggunakan *Proportional Random Sampling* sehingga diperoleh sampel berjumlah 175 responden dari mahasiswa Program Studi Pendidikan Fakultas Ekonomi angkatan 2018. Pengumpulan data dilakukan melalui penyebaran kuesioner dengan menggunakan skala likert. Berdasarkan hasil penelitian yang dilakukan, ditemukan bahwa Lingkungan Keluarga berpengaruh positif dan signifikan terhadap Minat Menjadi Guru. Efikasi Diri berpengaruh positif dan signifikan terhadap Minat Menjadi Guru. Sesuai dengan hipotesis penelitian.

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INTRODUCTION

A very important factor in the life of the nation and state is education. The purpose of implementing the education system is to improve life so that it is of higher quality and moves in a better direction. One of the most important aspects in the implementation and success of education is the teacher. Through the learning stage, humans will learn how to teach before becoming a teacher. The teacher is a strategic profession to assist students in developing all their potential so that they grow and develop totally and perfectly. The role of the teacher in education or in the teaching and learning process is as a facilitator, motivator, inspirer, and mentor.

The quality and ability of teachers can be achieved when students are printed as teachers by studying at universities. Apart from that, one must also have self-interest because the interest in becoming a teacher determines whether or not the quality of a teacher will lead to good or not the quality of education. Student teacher candidates will seriously study teacher theory and practice when they are interested in becoming teachers. It is expected that prospective teacher students who are studying have a thorough mastery of the knowledge needed by a teacher and can become provisions when carrying out the actual teaching profession.

The following is data on the distribution of teachers reported by the Ministry of Education and Culture (Kemendikbud). Based on the age group, most teachers are in the age range of 30 to 39 years. The next largest distribution came from teachers who were nearing retirement, with 793,780 teachers aged 50-59 years. Furthermore, there were 691,531 teachers aged 40-49 years, and 514,233 teachers aged 20 to 29 years. There are still retired teachers who are still serving as many as 47,201 teachers aged 60-65 years and 4,190 teachers aged over 65 years.

Jakarta State University is one of the many tertiary institutions that graduates professional educators who are expected to be able to participate in educating the lives of the younger generation. The Jakarta State University Education Study Program has the goal of producing competent graduates with academic abilities that are in line with the development of science and technology. To find out the level of interest in the 2018 FE UNJ education study program students, the following are the pre-research results presented in diagrammatic form:

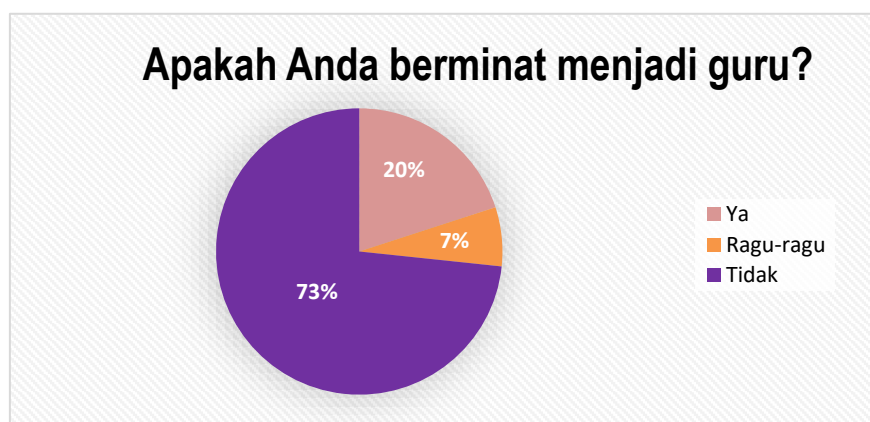


Figure 1. 2 Students' Interest in Becoming a Teacher
Source: Data processed by researchers (2022)

Pre-research results show a phenomenon regarding the interest in becoming a teacher in 2018 FE UNJ students with the results that only 20% of students are interested in working as teachers. Meanwhile, 7% of students chose not to be interested in becoming teachers, and as many as 73% of students chose not to be interested in becoming teachers. This is also supported by tracer study data from the Faculty of Economics, Jakarta State University. The following are the results of a survey for 2017-2019 FE UNJ alumni:

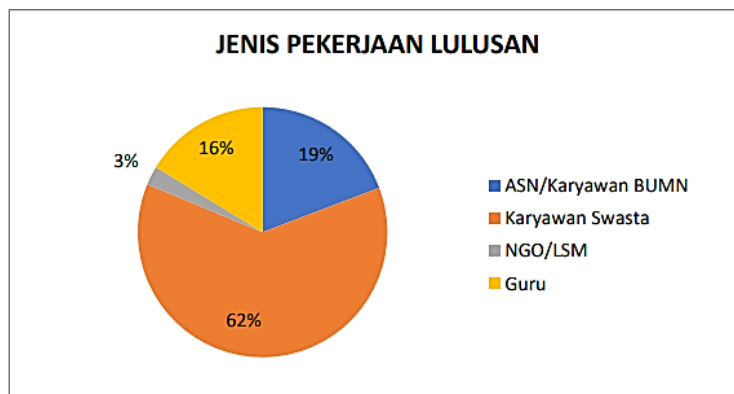


Figure 1. 2 Types of Graduate Jobs
Source: Data Tracer Study FE UNJ (2020)

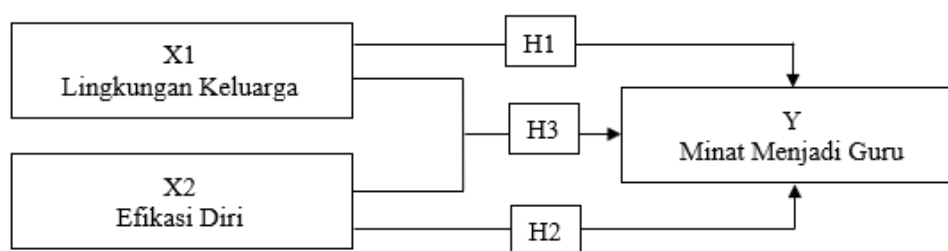
Based on the results obtained from data from FE UNJ alumni who have worked/enterprises, the type of work for graduates, namely 62% of graduates work as private employees, then 19% work as ASN/BUMN employees, 3% of graduates work for NGOs/NGOs, and the rest are only 16% working as teachers. From the data above, it can be concluded that there are still many FE UNJ students, especially students of the education study program who work in non-educational institutions.

Students who are still not sure about their interests will result in a lack of attention to something so that there is no effort to increase their interest. Understanding of the teaching profession and interest in becoming a teacher for students is a problem that often arises because in reality many students are not interested in becoming teachers and graduates of education at the Faculty of Economics, Jakarta State University prefer to work in private companies, BUMN, finance, and not choose teacher profession according to educational background.

Jakarta State University, especially the economics faculty education study program class of 2018 whose graduates are formed to become educators, one of which is by participating in the PKM (Teaching Skills Practice) program. study program is still low.

There is a phenomenon found in this study, namely low interest in becoming a teacher which is the main topic and supported by pre-research results which are dominated by family environmental factors and self-efficacy, so researchers are interested in conducting research on interest in becoming a teacher with the title "The Influence of the Family Environment and Self-Efficacy on Interest in Becoming a Student Teacher in the Education Study Program, Faculty of Economics, Jakarta State University 2018".

Therefore, the researcher formulated the hypothesis in this study, namely:



Source: Data processed by Researchers (2022)

LITERATURE REVIEW

1. Interest in Becoming a Teacher

According to Sofyan (2016) Interest to be a teacher is an impulse or a person's tendency to choose the teaching profession as the occupational or positional preference. Interests definition is argued by Slameto, (2013) that "interest is a taste preference and a sense of interest in a matter or activity without the sent. Interest is basically the reception about the relationship between the self and something outside of itself". So, having an interest makes a person have the drive and a sense of pleasure in the job he wants, for example, an interest in becoming a teacher.

The interest in becoming a teacher is an interest in the teaching profession so that it will take time, energy, thought and even money to fulfill or realize his dream of becoming a teacher. (Djaali, 2011) Furthermore, according to Sami'an (2014) interest in becoming a teacher is a great desire and liking that comes from himself without coercion from others to become a teacher and wants to carry out his duties as a teacher by increasing information about the teaching profession and increasing knowledge and skills to become a teacher.

Then the interest in becoming a teacher according to Astarini (2015) is an interest and liking from within the individual that encourages and influences a person's behavior to realize his desire to choose a profession as a teacher.

Based on the understanding of some of the expert opinions above, it can be concluded that interest in becoming a teacher is a person's feeling of liking or interest in the teaching profession without coercion and is characterized by more attention to the teaching profession such as seeking information about the teaching profession which in turn arises a desire to work as a teacher.

2. Family Environment

The family environment consists of the words environment and family, according to Wiani et al., (2018) the notion of the environment is a collection of all external conditions and influences on the life and development of an organization, family is the mother and father with their children; dependent household. Furthermore, the family environment according to Muslih (2016) is the sum of all animate and inanimate objects as well as all the conditions that exist within the small social group, which consists of fathers, mothers and children who have social relations due to ties of blood, marriage or adoption.

According to Utami (2018) the family environment is the first and main environment that influences the development and behavior of children from birth. In line with this statement, the family environment according to Khairani (2014) is the environment as the main education that is first received by a child, because it is in this family that children first receive education and guidance after they are born. A similar thing was explained by A. N. Putri & Mufidah (2021) who argued that the family environment is the first educational environment, because it is in this family that children first receive education and guidance.

According to Hasbullah (2012) the family environment is the oldest educational institution, informal in nature, which is first and foremost experienced by children and educational institutions which are natural, parents are responsible for nurturing, caring for, protecting and educating children so that they grow and develop well. The family is the place where students socialize for the first time and the first environment in forming personality, abilities, guidance, and good examples for children. The family is the closest environment to the child and can influence his attitude and personality.

Based on the expert opinion above, it can be interpreted freely that the family environment consisting of mothers, fathers, children is the first educational environment that can influence development and behavior because it is in the family that children receive education and guidance for the first time and become a place for learning to become social human beings.

3. Self-Efficacy

According to Ormrod (2009) Self-efficacy is a person's assessment of his own ability to carry out certain behaviors or achieve certain goals. Meanwhile, according to Alwisol (2009) self-efficacy is one's own perception of how well oneself can function in certain situations, self-efficacy is related to the belief that oneself has the ability to perform the expected actions.

Schultz (2011) defines self-efficacy as our feelings of adequacy, efficiency, and ability to cope with life. Ghufron & Risnawati (2012) stated that self-efficacy in general is a person's belief about his abilities to deal with various situations that arise in his life. MN Ghufron (2010) defines self-efficacy as a person's evaluation of his own ability or competence to perform a task, achieve goals, and overcome obstacles. Mujiati (2019) says that self-efficacy is a person's assessment

RESEARCH METHODOLOGY

In this study the research method used by researchers is a quantitative research method with survey data collection techniques. The sample used in this research was 175 students of the Faculty of Economics UNJ Education Study Program class of 2018. This study will explain the influence of the independent variables, namely Family Environment and Self-Efficacy on the dependent variable, namely Interest in Becoming a Teacher. The family environment is the first educational environment that greatly influences children's behavior and plays a role in determining their life goals. The Family Environment will be measured through statements that include indicators. By using a Likert scale instrument. Indicators that can measure the family environment are the way parents educate, relationships between family members, and parents' understanding. (Omardi et al., 2020) (Febriana, 2016) (Wahyuni & Setiyani, 2017).

Self-efficacy is an individual's self-belief regarding his ability to carry out an action in certain situations. Self-Efficacy will be measured through statements that include

indicators. By using a Likert scale instrument. Indicators that can measure self-efficacy are magnitude (level of task difficulty), strength (strength/belief), and generality (generality). (Puspitaningsih, 2016) (Wahyudin & Astuti, 2020) (Nugraheni, 2018).

Then interest in becoming a teacher is a person's feeling of liking or interest in the teaching profession without coercion and is characterized by more attention to the teaching profession. Interest in becoming a teacher will be measured through statements that include indicators. By using a Likert scale instrument. Indicators that can measure interest in becoming a teacher are cognition (knowing), emotion (feeling), and conation (will). (Handoyo, 2014) (Sholichah & Pahlevi, 2021) (Yulaini, 2018).

The data analysis technique used in this study used multiple regression analysis to determine the influence of the three research variables and to find out how closely the influences of the three variables are related. Data management in this study uses the SPSS V.26 program

RESULTS AND DISCUSSION

1. Validity and Reliability Test Results

There are 11 items in the family environment variable with an r count value greater than r table 0.361 so that it can be stated that all items are valid. Cronbach's Alpha family environment variable is $0.865 > 0.7$ so that it can be declared reliable. The self-efficacy variable has 12 statement items with r count greater than r table 0.361 so it can be said that all items are valid. Cronbach's Alpha self-efficacy variable of $0.806 > 0.7$ so that it can be declared reliable. There are 14 items of variable interest in becoming a teacher with an r count greater than r table 0.361 so that it can be stated that all items are valid. The Cronbach's Alpha value of the variable interest in becoming a teacher is $0.907 > 0.7$ so that it can be declared reliable.

2. Normality Test Results

Table 1. Kolmogorof-Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test				
		Lingkungan Keluarga	Efikasi Diri	Minat Menjadi Guru
N		175	175	175
Normal Parameters ^{a,b}	Mean	41.45	46.12	50.06
	Std. Deviation	7.134	6.806	9.979
Most Extreme Differences	Absolute	.067	.066	.046
	Positive	.031	.044	.039
	Negative	-.067	-.066	-.046
Test Statistic		.067	.066	.046
Asymp. Sig. (2-tailed)		.052 ^c	.061 ^c	.200 ^{c,d}
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				
d. This is a lower bound of the true significance.				

Source: Data processed by researchers (2022)

Based on the test results above, it can be seen that the asymp. Sig. (2-tailed) in the family environment column of $0.052 > 0.05$; self-efficacy of $0.061 > 0.05$; interest in becoming a teacher of $0.200 > 0.05$. So it can be concluded that the data of the three variables are normally distributed.

3. Linearity Test Results

Table 2. Linearity Test Results X1, Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Minat Menjadi Guru * Lingkungan Keluarga	Between Groups	(Combined)	8288.683	30	276.289	4.401	.000
		Linearity	5782.989	1	5782.989	92.122	.000
		Deviation from Linearity	2505.694	29	86.403	1.376	.113
Within Groups		9039.625	144	62.775			
Total		17328.309	174				

Source: Data processed by researchers

It is known that the significance value of the Deviation from Linearity for the family environment variable with an interest in becoming a teacher is $0.113 > 0.05$. It can be concluded that family environment variables and interest in becoming a teacher have a linear relationship.

Table 3. Linearity Test Results X2, Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Minat Menjadi Guru * Efikasi Diri	Between Groups	(Combined)	7535.020	30	251.167	3.693	.000
		Linearity	4986.247	1	4986.247	73.318	.000
		Deviation from Linearity	2548.774	29	87.889	1.292	.164
Within Groups		9793.288	144	68.009			
Total		17328.309	174				

Source: Data processed by researchers

It is known that the significance value of the Deviation from Linearity for the self-efficacy variable with an interest in becoming a teacher is $0.164 > 0.05$. Thus it can be concluded that the variables of self-efficacy and interest in becoming a teacher have a linear relationship.

4. Multicollinearity Test Results

Table 4. Multicollinearity Test Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.873	4.313		.666	.506		
	Lingkungan Keluarga	.584	.092	.418	6.365	.000	.778	1.285
	Efikasi Diri	.498	.096	.340	5.177	.000	.778	1.285

a. Dependent Variable: Minat Menjadi Guru

Source: Data processed by researchers

It is known that the tolerance value of family environment education and self-efficacy variables is $0.778 > 0.1$ and the VIF value is $1.285 < 10$. So it can be concluded that the regression model in this study has no multicollinearity problems.

5. Heteroscedasticity Test Results

Table 5. Spearman's rho Heteroscedasticity Test Results

Correlations					
			Lingkungan Keluarga	Efikasi Diri	Unstandardized Residual
Spearman's rho	Lingkungan Keluarga	Correlation Coefficient	1.000	.464**	.014
		Sig. (2-tailed)	.	.000	.853
		N	175	175	175
	Efikasi Diri	Correlation Coefficient	.464**	1.000	.004
		Sig. (2-tailed)	.000	.	.963
		N	175	175	175
	Unstandardized Residual	Correlation Coefficient	.014	.004	1.000
		Sig. (2-tailed)	.853	.963	.
		N	175	175	175

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Data processed by researchers

It is known that the significance value of Family Environment (X1) is $0.853 > 0.05$ and the significance of Self-Efficacy (X2) is $0.963 > 0.05$. So it can be concluded that the regression model in this study did not have heteroscedasticity problems.

6. Multiple Linear Regression Test Results

Table 6. Multiple Linear Regression Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.873	4.313		.666	.506
	Lingkungan Keluarga	.584	.092	.418	6.365	.000
	Efikasi Diri	.498	.096	.340	5.177	.000

a. Dependent Variable: Minat Menjadi Guru

Source: Data processed by researchers

Based on the table above, a multiple regression equation is obtained, namely $Y = 2.873 + 0.584 X_1 + 0.498 X_2$.

7. F Test Results

Table 7. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7339.250	2	3669.625	63.187	.000 ^b
	Residual	9989.058	172	58.076		
	Total	17328.309	174			

a. Dependent Variable: Minat Menjadi Guru

b. Predictors: (Constant), Efikasi Diri, Lingkungan Keluarga

Source: Data processed by researchers

Based on the F test table above, it can be concluded that family environment and self-efficacy have a simultaneous effect on the interest in becoming a teacher because the F count is $63.187 >$ the F table value is 3.05.

8. Test Results t

Table 8. Test Results t

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.873	4.313		.666	.506
	Lingkungan Keluarga	.584	.092	.418	6.365	.000

	Efikasi Diri	.498	.096	.340	5.177	.000
a. Dependent Variable: Minat Menjadi Guru						

Source: Data processed by researchers

From the table above, it is known that the t value is 6.365 > the t table value is 1.973. It can be concluded that the family environment variable (X1) has a positive and significant effect on the interest in becoming a teacher (Y). Whereas for the self-efficacy variable the t-count value is 5.177 > the t-table value is 1.973. It can be concluded that the self-efficacy variable (X2) has a positive and significant effect on the interest in becoming a teacher (Y).

9. Test Results for the Coefficient of Determination

Table 9. Test results for the coefficient of determination X1, X2, Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765 ^a	.584	.580	6.501
a. Predictors: (Constant), Efikasi Diri, Lingkungan Keluarga				
b. Dependent Variable: Minat Menjadi Guru				

Source: Data processed by researchers

It is known that R² is 0.584 which indicates that as much as 58.4% of Interest in Becoming a Teacher can be explained by the independent variables in this study, namely Family Environment and Self-Efficacy, the remaining 41.6% is explained outside the variables of this study.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data processing that has been done, the description of the data that has been translated, as well as the analysis and discussion in this study, it can be concluded that:

1. There is a positive and significant influence between the family environment on the interest in becoming a teacher which can be seen from t count 6.365 > t table 1.973.
2. There is a positive and significant influence between self-efficacy and interest in becoming a teacher, which can be seen from t count 5.177 > t table 1.973.
3. There is a joint influence between the family environment and self-efficacy on the interest in becoming a teacher in students of the 2018 Faculty of Economics UNJ Education Study Program. This means that as the family environment and self-efficacy improve, the interest in becoming a teacher will also increase. Vice versa. It can be seen from F count 63.187 > F table 3.05.

Suggestion

1. Future researchers are advised to examine more deeply the indicators of parental understanding on family environment variables and generality indicators on self-efficacy variables in increasing interest in becoming a teacher.
2. If other researchers will conduct further research, it is recommended to add other variables that are predicted to have an influence on interest in becoming a teacher.
3. If further researchers use the same variables, it is recommended to increase the number of respondents and expand the range of research sites.
4. The next researcher wants to carry out additional methods such as interviewing several respondents as supporting data, so that more data is obtained.

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