

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

Abstract

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 to be of higher quality and move in a better direction. One of the most important aspects of the implementation and success of education is the teacher. Through the learning stage, humans will learn how to teach before becoming a teacher. Teacher is a strategic profession to help students develop their full potential so that they grow and develop completely and perfectly. The role of teachers in education or in the teaching and learning process is as a facilitator, motivator, inspiration, and mentor.

The quality and ability of teachers can be achieved when students are printed as teachers by studying in college. In addition, you must also have an interest from yourself because the interest in being a teacher determines whether or not the quality of a teacher is good which will lead to whether or not the quality of education is good. Students who are prospective teachers will be serious in learning the theory and practice of teacher training when they are interested in becoming teachers. It is hoped that prospective teacher students who take education have a thorough mastery of the knowledge needed by a teacher and can be a provision when undergoing the real teacher 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. A further 691,531 teachers aged 40-49 years, and 514,233 teachers aged 20 to 29 years. There are still 47,201 teachers aged retirement who are still serving who are aged 60-65 years and 4,190 teachers who are over 65 years old.

Jakarta State University is one of the many universities that graduates prospective 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 aims to produce competent graduates who have academic abilities that are in accordance with the development of science and technology. To find out the amount of interest of students of the FE UNJ 2018 education study program, the following are the pre-research results presented in the form of diagrams:

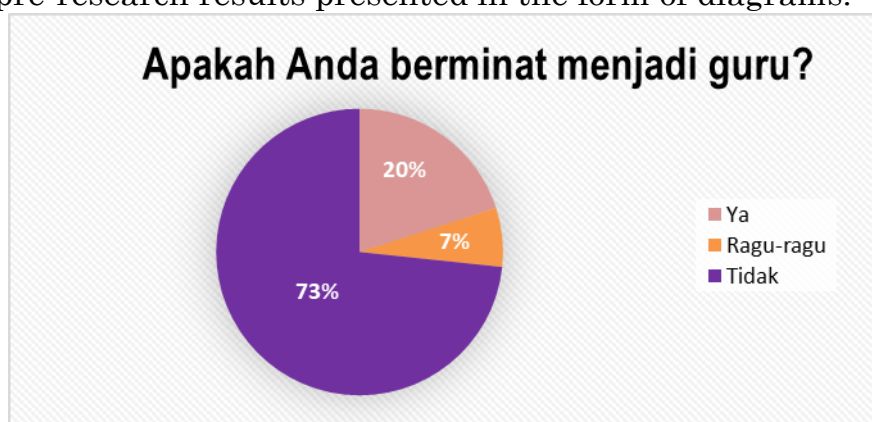


Figure 1. 2 Students' Interest in Becoming a Teacher
Source: Data processed by researchers (2022)

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

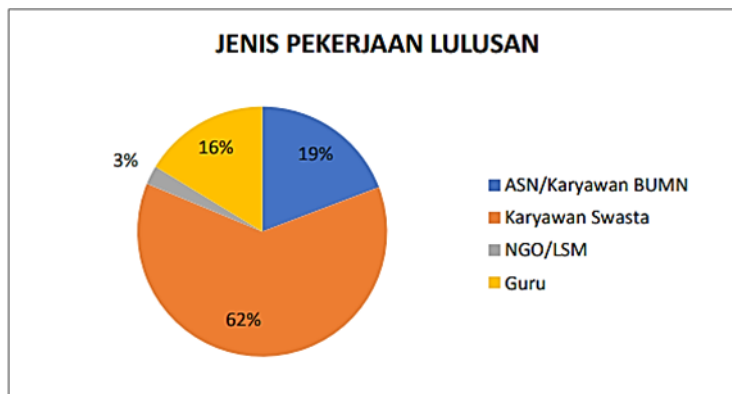


Figure 1. 2 Types of Graduate Jobs
Source: Data *Tracer Study* FE UNJ (2020)

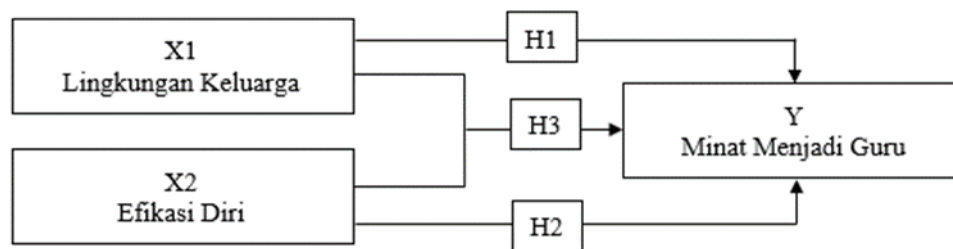
Based on the results obtained from data from FE UNJ alumni who have worked / entrepreneurship, the type of graduate work, namely 62% of graduates work as Private Employees, then 19% work as ASN / BUMN employees, 3% of graduates work NGOs / NGOs, and the remaining only 16% work as Teachers. From the data above, it can be concluded that there are still many FE UNJ students, especially students of educational study programs 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 the teacher profession and the interest in becoming a teacher in students is a problem that often arises because in reality many students who are not interested in becoming teachers and educational graduates at the Faculty of Economics, State University of Jakarta prefer to work in private companies, BUMN, finance, and not choose the teacher profession according to their educational background

Jakarta State University, especially the education study program of the Faculty of Economics class of 2018, whose graduates were formed to become educators, one of which is by participating in the PKM (Teaching Skills Practice) program, naturally after graduating from the world of lectures is to work in educational institutions, namely working as teachers, but the interest of students in the study program is still low.

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

Therefore, researchers formulated hypotheses in this study, namely:



Source: Data processed by Researcher (2022)

THEORETICAL FOUNDATIONS

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 prefers and a sense of interest in a matter or activity without the sent. Interest is basically the reception about 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 fulfil or realize his dream of becoming a teacher. (Djaali, 2011)

Furthermore, according to Sami'an (2014) the interest in becoming a teacher is a great desire and liking that comes from himself without any coercion from others to become a teacher and wants to carry out his duties as a teacher by increasing information about the teacher's profession and increasing his 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 the interest in becoming a teacher is a person's liking or interest in the teacher profession without coercion and is characterized by more attention to the teacher profession such as seeking information about the teacher profession which ultimately arises the desire to work as a teacher.

Family Environment

The family environment consists of the words environment and family, according to Wiani et al., (2018) the notion of environment is a collection of all conditions and influences from outside on the life and development of an organization, the family is the mother father with his children; the whole house that is dependent. Furthermore, the family environment according to Muslih (2016) is the sum of all living and dead objects and all conditions that

exist in the small social group, consisting of fathers, mothers, and children who have social relations due to blood ties, marriage or adoption.

According to Utami (2018) the family environment is the first and main environment that affects 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 a child is first received, because it is in this family that children first get education and guidance after they are born. The same thing was also explained by A. N. Putri & Mufidah (2021) who stated that the family environment is the first educational environment, because it is in this family that children first get education and guidance.

According to Hasbullah (2012) the family environment is the oldest educational institution, informal, the first and foremost experienced by children and educational institutions that are natural parents are responsible for maintaining, caring for, protecting and educating children so that they grow and develop properly. The family is a place where students do socialization for the first time and the first environment in the formation of personality, abilities, guidance, and good examples for children. 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 affect development and behavior because it is in the family that children first receive education and guidance and become a place to learn to be social human beings.

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. Whereas 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 for our adequacy, efficiency, and ability to cope with life. Ghufuron & Risnawati (2012) states that self-efficacy in general is a person's beliefs regarding his abilities in overcoming various situations that arise in his life.

MN Ghufuron (2010) defines self-efficacy as an evaluation of a person's ability or competence to perform a task, achieve goals, and overcome obstacles. Mujiati (2019) said that self-efficacy is a person's assessment of himself or the level of confidence in how much he is able to do a certain task to achieve certain results. According to Santrock (2010) who states Self efficacy is the belief that "I can"; helplessness, the opposite of mastery, is the belief that "I cannot". Students with high self-efficacy agree with such statements as "I know that I will be able to learn the material in this class" and "I expect to be able to do well at this activity". The expert opinion has the meaning that efficacy is the belief that "I can" while incompetence is the opposite of belief which means "I cannot". Students who are highly self-efficacious agree with the statements "I hope that I am able to learn the material in this class" and "I hope to do this activity well".

According to Ningsih & Hayati (2020) self-efficacy is the self-confidence that a person has about the extent to which the person exerts their abilities in carrying out a task or the extent of the actions needed to achieve it.

From some of the expert opinions above, it can be concluded that self-efficacy is the self-confidence that an individual has about his ability and competence in performing a task.

METHOD

In this study, the research method used by the researcher is a quantitative research method with a survey data collection technique. The sample used in this study was 175 students of the Education Study Program, Faculty of Economics, UNJ class of 2018. In this study, it will be explained about the influence between independent variables, namely the Family Environment and Self-Efficacy on dependent variables, namely Interest in Becoming a Teacher. The Family Environment is the first educational environment that greatly influences the behavior of children 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, the relationships between family members, and the understanding of parents. (Omardi et al., 2020) (Febriana, 2016) (Wahyuni & Setiyani, 2017).

Self-efficacy is the belief in the individual about 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, strength, and generality. (Puspitaningsih, 2016) (Wahyudin & Astuti, 2020) (Nugraheni, 2018).

Then the interest in becoming a teacher is a person's liking or interest in the teacher profession without coercion and is characterized by more attention to the teacher 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), emotions (feelings), 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 on the three research variables and to find out how closely related the influence of the three variables is. Data management in this study used the SPSS V.26 program.

RESULTS AND DISCUSSION

Validity and Reability Test Results

There are 11 items in the family environment variable with a calculated r value greater than table r of 0.361 so it can be stated that all items are valid. Cronbach's Alpha family environment variable of 0.865 > 0.7 so it can be declared reliable. The self-efficacy variable has 12 statement items with a calculated r value greater than the table r of 0.361 so it says that all items are valid. Cronbach's Alpha variable self-efficacy of

0.806 > 0.7 so that it can be declared reliable. There are 14 variable items of interest in being a teacher with a calculated r value greater than r table 0.361 so that it can be stated that all items are valid. Cronbach's Alpha score of the teacher interest variable is 0.907 > 0.7 so that it can be declared reliable.

Normality Test Results

Table 1. Kolmogorof-Smirnov Normality Test Results

| One-Sample Kolmogorov-Smirnov Test | | | | |
|--|----------------|--------------------|-------------------|--------------------------------|
| | | Family Environment | Self-efficacy | Interest in Becoming a Teacher |
| 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 Statistics | | .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 Researcher (2022)

Based on the test results above, it can be seen that the asymp value. 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 is 0.200 > 0.05. Then it can be concluded that the data of the three variables are normally distributed.

Linearity Test Results

Table 2. Linearity Test Results X1, Y

| ANOVA Table | | | | | | | |
|---|----------------|--------------------------|----------------|-----|-------------|--------|------|
| | | | Sum of Squares | Df | Mean Square | F | Sig. |
| Interest in Being a Teacher * Family Environment | 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 | | |

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| | | | | | | |
|--|-------|-----------|-----|--|--|--|
| | Total | 17328.309 | 174 | | | |
|--|-------|-----------|-----|--|--|--|

Source : Data processed by Researchers

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

Table 3. Linearity Test Results X₂, Y

| ANOVA Table | | | | | | | |
|--|----------------|--------------------------|----------------|-----|-------------|--------|------|
| | | | Sum of Squares | Df | Mean Square | F | Sig. |
| Interest in Being a Teacher * Self-Efficacy | 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

Coefficients^a

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

Multicholnarity Test Results

Table 4. Multicholnarity Test Results

| Coefficients ^a | | | | | | | | |
|---------------------------|--------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| Type | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
| | | B | Std. Error | Beta | | | Tolerance | VIFs |
| 1 | (Constant) | 2.873 | 4.313 | | .666 | .506 | | |
| | Family Environment | .584 | .092 | .418 | 6.365 | .000 | .778 | 1.285 |
| | Self-efficacy | .498 | .096 | .340 | 5.177 | .000 | .778 | 1.285 |

a. Dependent Variable: Interest in Being a Teacher

Source : Data processed by Researchers

It is known that the tolerance value of the family environment education variable and self-efficacy 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 does not have a multicholnarity problem.

Heteroskedasticity Test Results

Table 5. Spearman's rho Heteroskedasticity Test Results

| Correlations | | | | | |
|----------------|-------------------------|-------------------------|--------------------|---------------|-------------------------|
| | | | Family Environment | Self-efficacy | Unstandardized Residual |
| Spearman's rho | Family Environment | Correlation Coefficient | 1.000 | .464** | .014 |
| | | Sig. (2-tailed) | . | .000 | .853 |
| | | N | 175 | 175 | 175 |
| | Self-efficacy | 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 the 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 does not have a heteroskedasticity problem.

Multiple Linear Regression Test Results

Table 6. Multiple Linear Regression Test Results

| Coefficients ^a | | | | | | |
|---------------------------|--------------------|-----------------------------|------------|---------------------------|-------|------|
| Type | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.873 | 4.313 | | .666 | .506 |
| | Family Environment | .584 | .092 | .418 | 6.365 | .000 |
| | Self-efficacy | .498 | .096 | .340 | 5.177 | .000 |

a. Dependent Variable: Interest in Being a Teacher

Source : Data processed by Researchers

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

F Test Results

Table 7. F Test Results

| ANOVA ^a | | | | | | |
|--|------------|----------------|-----|-------------|--------|-------------------|
| Type | | 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: Interest in Being a Teacher | | | | | | |
| b. Predictors: (Constant), Self-Efficacy, Family Environment | | | | | | |

Source : Data processed by Researchers

Based on the F test table above, it can be concluded that the family environment and self-efficacy have an effect together (simultaneously) on the interest in becoming a teacher because F counts 63.187 > the F value of the table is 3.05.

t Test Results

Table 8. t Test Results

| Coefficients ^a | | | | | | |
|--|--------------------|-----------------------------|------------|---------------------------|-------|------|
| Type | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.873 | 4.313 | | .666 | .506 |
| | Family Environment | .584 | .092 | .418 | 6.365 | .000 |
| | Self-efficacy | .498 | .096 | .340 | 5.177 | .000 |
| a. Dependent Variable: Interest in Being a Teacher | | | | | | |

Source : Data processed by Researchers

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

Coefficient of Determination Test Results

Table 9. Coefficient of Determination Test Results X1, X2, Y

| Model Summary b | | | | |
|--|-------------------|----------|-------------------|----------------------------|
| Type | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .765 ^a | .584 | .580 | 6.501 |
| a. Predictors: (Constant), Self-Efficacy, Family Environment | | | | |
| b. Dependent Variable: Interest in Becoming a Teacher | | | | |

Source : Data processed by Researchers

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

Based on table 6, it is known that the R² value is 0.625 which means that the transformational leadership and organizational culture variables to explain the employee performance variables are simultaneously 62.5%, while the remaining 37.5% is influenced by other factors that were not studied by the Researcher.

CONCLUSIONS AND SUGGESTIONS

The conclusions on this study can be elaborated, as follows:

1. There is a positive and significant influence between the family environment on the interest in becoming a teacher can be seen from the t count of 6,365 > t table 1,973.
2. There is a positive and significant influence between self-efficacy on interest in becoming a teacher 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 Education Study Program, Faculty of Economics, UNJ Class of 2018. This means that the more the family environment and self-efficacy increase, the interest in

becoming a teacher will also increase. And vice versa. It can be seen from F count $63.187 > F$ table 3.05.

Suggestion

Based on the conclusions and implications stated above, the researcher has several suggestions that may be useful in improving employee performance, including:

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

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