



The Influence of Perceptions of The Teaching Profession on Interest in Becoming a Teacher in Economics Education Students at Panca Sakti University Bekasi

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DOI:

[10.32424/seej.v6i1.11069](https://doi.org/10.32424/seej.v6i1.11069)

Article History:

Received: 02 Januari 2024

Revision: 08 February 2024

Accepted: 06 March 2024

Published: 15 April 2024

Abstract:

The purpose of this study was to determine the effect of perceptions of the teaching profession on interest in becoming a teacher. The population of this study were Economics Education students at the Faculty of Education, Panca Sakti University Bekasi who were active in the odd semester of the 2023/2024 academic year. This sampling technique uses purposive random sampling so that a total sample of 60 people is obtained. Data collection methods include questionnaires and documentation. The data analysis method used is descriptive analysis and simple linear regression analysis. Based on hypothesis testing with the calculation of the t test obtained t_{count} of 1.024 and t_{table} of 0.678 so that H_0 is rejected and H_a is accepted. This means that the perception of the teaching profession affects the interest in teaching economics education students at Panca Sakti University Bekasi. And from the results of the calculation of the coefficient of determination (R^2), it can be seen that the magnitude of the effect of perceptions of the teaching profession (X) on interest in becoming a teacher (Y) is 14.46%, and the remaining 85.54%, this is due to other variables not examined in the study.

Keywords: Perception, Teacher Profession, Interest

Introduction

Education is one of the efforts to achieve national development. Quality human resources can be produced through education. One of the key elements in the implementation and success of education is the teacher. Law No. 14/2005 on Teachers and Lecturers (2005:2) defines teachers as professional personnel whose main task is to teach, instruct, guide, coach, assess and evaluate students in early childhood education through formal education, primary and secondary education. Ensure vocational and career guidance as well resources in the field of development. This is because teachers are one of the micro-

components in the education system, very strategic, and play an important role in the overall educational process, especially in school education, as well as in organizing quality education. Education is one of the most important entities. One initiative to initiate training and skill development of qualified teacher candidates is to undergo teacher training. Prospective teachers are expected to acquire the comprehensive knowledge required of teachers through training at the Education Personnel Institute and be able to practice it as teachers in the future.

Universitas Panca Sakti Bekasi (UPSB) is one of the formal educational institutions that has the mission and responsibility of developing students in accordance with the objectives of the national education system. UPSB is a private university in West Java that produces qualified education and education graduates who are experts in their respective fields. The Department of Economic Education is one of the education departments at the UPSB Faculty of Education, and is a department that produces future professional teachers. As education graduates, economics education students also have a variety of skills. These skills will help them work in education and non-education fields. However, this is not in line with the 2023 Tracer Study survey data which shows that only 35% of UPSB economics education graduates are teachers, with the rest working in non-teaching jobs. This may indicate that the interest in teaching of economics education students is still low.

According to Slameto (2010: 180) interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling you to. Interest is basically an acceptance of a relationship between oneself and something outside oneself. The stronger and closer the relationship, the greater the interest that will be generated. Likewise, with interest in becoming a teacher, if someone says he is interested in becoming a teacher, he will seriously seek out information about the teaching profession, there is more attention to the teaching profession and a desire to learn more deeply so that the desire to become a teacher in students is achieved. In line with Hurlock's opinion (2010: 114) interest is a source of motivation that encourages people to do what they want when they are free to choose.

Table 1. Results of Initial Observation Variable Interest in becoming a teacher

Batch	Number	Descriptions		
		Not Interested	Less Interested	Very Interested
2020	10 people	10%	13%	10%
2021	10 people	7%	10%	16%
2022	10 people	7%	7%	20%
	30 people	24%	30%	46%

Source: Processed Data, 2023

To find out the amount of interest in becoming a teacher, researchers have made initial observations through a questionnaire to 30 economic education students on October 2, 2023. The following are the results of initial observations about interest in becoming a teacher in economic education students.

Based on table 1 above, it is obtained that the average of the overall interest in becoming a teacher in students are still low. It is evident from the statistics showing the percentage of students who select not to be interested in teaching (24%), those who select to be less interested in teaching (30%), and those who select to be very interested in teaching (46%). The reasons stated by respondents who are not interested in becoming teachers are first, students feel that their teacher skills are still lacking. Second, from a financial point of view, teachers are far from what is expected. Third, the economic education department is the last choice for students to enter the lecture at UPSB.

Fourth, students are not interested in becoming teachers but outside the field of teaching. Meanwhile, students who are less interested in becoming teachers because first, students consider the teaching profession is still inferior in prestige to other professions such as the profession of lecturers, private employees and entrepreneurs in terms of salary, workplace and others. Second, the appointment of civil servant teachers is getting more and more difficult. Meanwhile, students who choose to be very interested in becoming teachers are because the teaching profession is noble, besides that students are called by their souls to become teachers, because they want to share the knowledge gained by students while attending lectures and want to add insight into teaching and want to realize their dreams of becoming a teacher.

Based on the results of interviews and observations that the authors have made to students, there are several factors that influence students' interest in becoming teachers, namely internal and external factors. Internal factors are factors from within students that can influence students' interest in becoming teachers directly or indirectly. While external factors are factors outside of students that can influence and foster students' interest in becoming teachers.

Literature Review

Interest in Becoming a teacher

According to Nasrullah, et al (2018: 3) interest in becoming a teacher is a situation where someone pays great attention to the teaching profession, feels happy and wants to become a teacher. It can be concluded that interest in becoming a teacher is a person's interest and desire for everything related to the teaching profession, so that they pay more attention and strive to become a teacher. Factors that influence Interest in Becoming a teacher. A person's interest does not grow by itself, but there are things that influence the emergence of this interest, according to Sardiman (Kurniasari, 2016: 28) it can be divided into two factors, namely: 1) Intrinsic factors. Intrinsic factors are a person's encouragement or tendency related to the activity itself that is present from within each individual. Intrinsic factors are factors that influence interest from within an individual who comes from a person's tendency towards something he wants or likes. For example, attention, liking, experience, perception, and so on. 2) Extrinsic factors Extrinsic factors are someone who tends to choose activities based on

the influence of others or the goals and expectations of others. An act or condition of interest that is influenced or encouraged by outsiders. For example, parental direction, environmental conditions, facilities, and so on.

Perception of Teacher Profession. According to Ibrahim (2014: 29) the perception of the teaching profession is the interpretation, assessment and perspective of students regarding the teaching profession which comes from the circumstances and conditions of the teacher's life. The conditions and circumstances of the teacher's life can be seen from the fulfillment of the rights and obligations of the teacher (Octavia, 2019). It can be concluded that the perception of the teaching profession is the point of view that exists in one's mind towards the work of teachers.

According to Ibrahim (2014: 32-33) who said, students' perceptions of the teaching profession are as follows: 1) Internal Individual Factors, namely factors that influence perceptions of the teaching profession that come from within individual students. It can be expectations and desires about the teaching profession, experience about the teaching profession, knowledge about the teaching profession, interest and motivation in the teaching profession and so on. 2) External Individual Factors, namely factors that influence perceptions of the teaching profession that come from outside the individual. It can be in the form of information he gets about the teaching profession, the condition of the teaching profession in the neighborhood, the influence of comparing the state of the teaching profession elsewhere, or new things that are familiar with the teaching profession.

A person's interest in something is related or related to the perception that a person has. This is explained by Aini (2018) saying, interest is not just formed in a person, but arises from the influence of internal factors and external factors (Hanafi, et al., 2018). Internal factors are factors that can foster a person's interest influenced by a desire from oneself without coercion from others, for example: emotional factors, feelings of ability, perception, motivation, talent and mastery of science. Meanwhile, external factors are factors that can influence interest because of the role of other people and the surrounding environment that affects individuals such as: family environment and social environment (Rahman, 2013).

Based on the explanation above, it is clear that a person's interest can be influenced by perception as one of the factors from within a person. Perceptions that arise from within a person are different, some are positive perceptions and some are negative perceptions. This depends on the individual's ability to process, interpret, understand and interpret stimuli provided by the surrounding environment. Positive perception will have an impact on increasing one's interest in something and vice versa, negative perception will have an impact on decreasing one's interest in something or even that interest is completely lost from within a person.

Research Methodology

This research is classified as descriptive and associative research. The research was conducted at the Faculty of Education, Panca Sakti University Bekasi in October 2023. The population in this study were all students majoring in economic education who were enrolled in the 2023/2024 academic year. And the sample taken by purposive random sampling was 60 people using the slovin formula. The variables in this study consisted of 1 independent variable, namely student perceptions of the teaching profession (X1) and 1 dependent variable, namely interest in becoming a teacher (Y).

The instrument used in this study was a questionnaire with measurements using a Likert scale consisting of 5 (five) categories of questionnaire statements. The trial was conducted on 30 respondents at the Faculty of Education, Panca Sakti University Bekasi. then tested the validity and reliability of the instrument using the SPSS version 26.0 program, with the results obtained 3 items on the variable student perceptions of the teaching profession that were invalid, so that some of these items were corrected and some statements were discarded and 6 invalid variable items of interest in becoming a teacher 4 discarded 2 corrected statements. Instrument reliability is done by looking at the Cronbach's alpha value, with the results of the reliability index classification in the high and very high categories. Data were analyzed using descriptive and associative analysis. The variables to be described are student perceptions of the teaching profession and interest in becoming a teacher.

Results and Discussions

Data Processing of Research Results

Data Processing of Research Results This study discusses two variables, namely the variable perception of the teaching profession (X) and the variable interest in becoming a teacher (Y), using a questionnaire which has 14 questions for the variable perception of the teaching profession (X) and 12 questions for the variable interest in becoming a teacher (Y).

1. Normality Test

The Kolmogorov Smirnov normality test is part of the classical assumption test. The normality test aims to determine whether the residual value is normally distributed or not. A good regression model is to have a normally distributed residual value.

Table 2. Normality Test Results

		Unstandard Residual
N		60
Normal Parameters	Mean	.0000000
	Std. Deviation	12.97122575
Kolmogorov-Sminorv Z		1.041
Asymp Sig (2-Tailed)		.228

Source: Processed Data, 2023

2. Linearity Test

The linearity test is carried out to test whether the form of the relationship between the independent variable and the dependent variable is linear.

Table 3. Anova Table

		Sum of Squares	df	Mean Square	F	Sig.
Profesi Guru * Minat	Between Groups (Combined)	5140.483	33	155.772	1.272	.266
	Linearity	1696.548	1	1696.648	13.658	.001
	Deviation from Linearity	3443.836	32	107.620	.879	.639
	Within Groups	3183.167	26	122.429		
	Total	8323.650	59			

Source: Processed Data, 2023

Based on the table above, it is known that the Sig. Deviation from linearity of 0.639 > 0.05, it can be concluded that the regression model of the variable interest in becoming a teacher (Y) on the variable perception of the teaching profession (X) there is a linear relationship between the independent variable and the dependent variable.

Hypothesis Test

3. Simple Linear Regression Analysis

Based on the results of simple linear regression calculations, it shows a = constant value of 31.3 whose value is positive, meaning that if the perception of the teaching profession (X) is 0, then the consistent value of interest in becoming a teacher (Y) will remain at 31.3, while b = coefficient value of 0.17 whose value is positive, meaning that if the perception of the teaching profession (X) increases or decreases, then interest in becoming a teacher will also increase and decrease by 0.17, resulting in a simple linear regression equation $Y = 31.3 + 0.17X$.

4. Correlation Coefficient Analysis

Based on the results of the calculation of the correlation coefficient, showing r_{count} of 0.293 and r_{table} of 0.250, there is a relationship between the perception of the teaching profession (X) and the interest in becoming a teacher (Y) which has a low category relationship degree and the form of the relationship is positive.

5. Analysis of the Coefficient of Determination

Based on the results of the calculation of the coefficient of determination (R^2), it is known that the effect of the perception of the teaching profession (X) on the interest in becoming a teacher (Y) is 14.46%, while the remaining 85.54% is influenced by other variables not examined.

6. Significant Test (t test)

Based on hypothesis testing with the t test calculation, t_{count} is 1.024 and t_{table} is 0.678, so H_0 is rejected and H_a is accepted. This means that Perceptions of the Teacher Profession affect the interest in becoming a teacher for Economics Education Students at Panca Sakti University Bekasi.

Conclusion

Based on the results of research and discussion, the conclusion can be drawn from the influence of teacher perceptions (X) on interest in becoming a teacher (Y) in economic education students at Panca Sakti University Bekasi. Student perceptions of the teaching profession have a significant effect on interest in becoming a teacher. This means that students' perceptions of the teaching profession directly have a very large influence on the formation of interest in becoming a teacher. The amount of contribution given by students' perceptions of the teaching profession to interest in becoming a teacher is 14.46% and the remaining 85.54% is influenced by other factors not examined in this study. Suggestions Based on the research results and conclusions above, to increase interest in becoming a teacher for students of the Department of Economic Education, Faculty of Education, Panca Sakti University Bekasi, the authors provide the following suggestions: 1. In accordance with the results of the study, the teaching profession is a job that requires special expertise in the fields of education, teaching, and training. Therefore, as prospective teachers, education students should fully understand the important duties of a teacher. So it is hoped that students will not see the teaching profession from the results they get but look at the service they have given to the community. Therefore, a good perception of the teaching profession is needed so that it can increase interest in becoming a teacher to become one of the desired goals. 2. For parents of students, they should work as teachers, this is one of the supporting factors and the first step for students to be more interested in becoming teachers later by giving a positive view of the teaching profession to their children. 3. for the campus, provide the best suggestions and qualified provisions to foster professional teacher candidates. 4. For future researchers who are interested in conducting similar research, it is hoped that it can become a reference or guideline so that they can develop this research more broadly related to interest in becoming a teacher. 5. This research is still limited to a small scope, so it is hoped that future researchers will examine other factors that influence interest in becoming a teacher, and for the sake of perfection of this research, the authors hope that someone will conduct further research with better test tools.

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