

The Effect of Student Perceptions of the Teaching Profession on Interest in Becoming a Teacher (Study on Teaching Campus Students at Padang State University)

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ABSTRACT

This study is motivated by the results of the author's observations which show that the lack of interest in becoming a teacher in Teaching Campus students at Padang State University is suspected to be one of the factors causing it, namely students' perceptions of the teaching profession. The purpose of this study is to describe the description of student perceptions of the teaching profession and interest in becoming a teacher (Study on Teaching Campus Students at Padang State University) and to determine the effect of student perceptions of the teaching profession on interest in becoming a teacher (Study on Teaching Campus Students at Padang State University). This research is quantitative ex post facto. The population of this study were Teaching Campus Students of Batch 6, State University of Padang, totaling 187 people whose samples were 72 students using the Proportional Stratified Random Sampling technique. The data collection instrument uses a Likert scale measurement model questionnaire which has been tested for validity and reliability. Students' perceptions of the teaching profession are categorized as quite good with an average achievement level of 85.1% of the ideal score. Interest in becoming a teacher is good with an average achievement level of 75.2% of the ideal score. Data were analyzed using simple linear regression test. The test results show that the significance value obtained is <math><0.000</math> smaller than 0.05. The results of hypothesis testing show that there is a significant influence between the two variables with a correlation coefficient of 0.223, a correlation significance test of 3.699, and a coefficient of determination (R^2) obtained an R^2 value of 0.164. This shows the effect of interpersonal communication on member performance is 16.4% with the remaining 83.6% influenced by other factors.

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1. INTRODUCTION

In the world of education, teachers are one of the determining aspects in the implementation and success. In (Government Regulation of the Republic of Indonesia, 2017) which explains that a teacher is someone who is an expert in carrying out his duties also has a strategic role to realize the vision and mission of learning management adjusted to professional principles, where a teacher has the main obligation of guiding, advising, directing, and evaluating students. Choosing a role to become a teacher is not a simple thing and is capable of being done by each individual because the potential that each person has is different. Prospective teacher students who have studied in the education

department are expected to have an interest in becoming teachers and are oriented to become teachers after graduation (Widyaningrum & Suratno, 2023).

Interest plays an important role in a person's life because interest has a great impact on the person's behavior and attitude. Interest is one of the factors that determines a person's success both in terms of studies, work and other activities (Amalia & Pramusinto, 2020). According to Aini (2018), interest is a sense of interest from within an individual that encourages and influences a person's behavior to realize his or her desires. Interest is a condition that occurs when a person sees temporary characteristics or meanings of a situation that is related to their own desires and needs (Alifah & Hastuti, 2023). Meanwhile, interest in becoming a teacher 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. Factors that affect interest include, according to Suhartini (in Indraningsih & Junanto, 2022) there are internal factors and external factors, namely external factors. The internal factors are in the form of confidence, feelings of pleasure and external factors in the form of family environment, community, opportunities, education, and income.

Ideally, students' interest in becoming a teacher is measured using the elements of cognition (knowing), emotion (feeling), and conation (will) (Nani & Melati, 2020). Students who take education programs of course already understand the duties and responsibilities of a teacher because this has been done during the course of study (Wahyuni & Setiyani, 2017). Students who have an interest in becoming teachers must have known the teaching profession through the knowledge and information obtained about the teaching profession, thus causing a sense of liking or pleasure in the teaching profession. If students feel a sense of pleasure and attention to the teaching profession, of course the student has the will to become a teacher. So the interest in becoming a teacher must first know the teaching profession, then have a sense of pleasure and concern from within oneself if this happens to students, it means that they have a high interest in the profession (Febryanti & Rochmawati, 2021).

However, the facts in the field show that students' interest in becoming teachers is still relatively low. Initial observation through a simple survey conducted on 20 students who have participated in the Teaching Campus Program (KM) showed the results of 45% of students who are interested in becoming teachers, another 55% are not interested in becoming teachers. Students are not interested in becoming teachers on the grounds that teaching is not the desired profession from the beginning, wants to be entrepreneurial, prefers to work in the office, does not have the talent to be a teacher, being a teacher is a heavy responsibility, lacks mentality when teaching. However, not all students follow the news about the teaching profession in Indonesia, it can be seen that 50% of students do not know the news developments that occur. Happiness is one of the indicators that someone has interest, as seen from the data above, 13 people or 65% of students feel happy to have majored in education.

According to Slameto (in Aini, 2018) one of the factors that affect interest is perception. Perception is a process by which we interpret information that occurs in the environment. The perception process begins with the individual seeing an object in his environment, then the process of identification of the object occurs, then a meaning arises from the results of the identification. Perception of a teacher's career is a student's evaluation and viewpoint of all conditions and circumstances of the teaching profession (Masrotin & Wahjudi, 2021). The perception process begins with a person seeing an object around him, then the object is identified, then an assessment arises from the results of the identification (Aini, 2018). The perception that arises in a person is different, some refer to positive perceptions and some refer to negative perceptions. This depends on the assessment, interpretation, and interpretation of the views that have been given by the surrounding objects (Sukma et al., 2020).

To become a teacher, you must have special skills, knowledge, abilities and are required to be able to carry out their roles professionally in which teachers not only teach, train, but also educate (Anjani & Tasdiq, 2019). However, there is an assumption that not all teacher training students have a high appreciation to undergo a profession in the field of teaching, as when choosing a major at the beginning of entering lectures. At the beginning of the university entrance exam, many of the teacher training students make education a second and even third choice. This shows that students' perception of teacher education is low. However, in fact, perception can be generated or strengthened by creating more pleasant conditions during lectures so that students who previously only had low perceptions and

expectations can increase their attention to the world of teaching. So that it can spur students to better understand the teaching profession that they will undertake in the future.

This phenomenon raises the hypothesis that there is an influence of students' perception of the teaching profession on their interest in becoming a teacher (Student Study of the Teaching Campus of Padang State University). This study aims to explore the influence of students' perception of the teaching profession on their interest in becoming a teacher. This research will be conducted at Padang State University, considering the problem phenomenon in students' perception of the teaching profession towards their interest in becoming a teacher. The research population includes students of the Padang State University Teaching Campus, with samples taken from those directly involved. The results of this study are expected to provide a clear picture of the influence of students' perception of the teaching profession on their interest in becoming teachers. Introduction includes background, theoretical basis, problems, problem solving plans and research objectives.

2. METHOD, DATA, ANALYSIS

This study uses a quantitative method with the type of ex post-facto research because this study aims to find out whether there is an influence between students' perception of the teaching profession on their interest in becoming a teacher. The research aims to determine the extent to which students' perception of the teaching profession affects the interest in becoming a teacher in interest in becoming a teacher. The independent variable in this study is students' perception of the teaching profession, while the dependent variable is interest in becoming a teacher.

The population in this study includes students of the Teaching Campus of Padang State University, totaling 187 people. To determine a representative sample, the researcher used the Slovin formula with a significance level of 10%, so that the minimum sample size was 72 students. The sampling technique used is Stratified Proportional Random Sampling, which allows sampling from different strata with appropriate proportions to ensure representativeness. Sampling is based on faculty grouping.

The research instrument is in the form of a questionnaire designed using the Likert scale to measure respondents' attitudes, opinions, and perceptions. The questionnaire consists of two parts: one to measure students' perception of the teaching profession and the other to measure interest in becoming a teacher. The Likert Scale consists of five answer options: Strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The weight of these answers is given a score which is then used in data analysis.

Data analysis was carried out using SPSS 29.0 for Windows. The validity and reliability test of the questionnaire was carried out to ensure the accuracy of the data. Validity tests identify items that do not meet standards, while reliability tests use Cronbach's Alpha values to ensure the internal consistency of the instrument. The data was analyzed with a normality test to check the residual distribution and a linearity test to find out the relationship between variables. Hypothesis testing was carried out using a simple linear regression test to test or predict the influence of one independent variable on the dependent, as well as a t-test to measure the significance of the correlation. The determination coefficient (R^2) is used to measure the influence of students' perception of the teaching profession on their interest in becoming a teacher. All of these analyses provide insight into the extent to which interest in becoming a teacher influences students' perceptions of the teaching profession.

3. RESULT AND DISCUSSION

Interest in Becoming a Teacher

Interest in Becoming a Teacher by students of the 6th Batch Teaching Campus at Padang State University has been carried out with "Quite Good", with a percentage of 75.2%. Interest in becoming a teacher is a person's more interest in the teaching profession by being more likely to like the teaching profession than other professions without any coercion from others (Wahyudi & Shah, 2019). Students who have an interest in the teaching profession will prefer to work as teachers and create persistence in achieving their goals. The analysis of interest data on becoming a teacher in students of the Teaching

Campus Batch 6 of the State University of Padang was carried out on 3 indicators, namely cognition, emotion and conation. To find out the average indicators of interest in becoming a teacher, you can see the following table.

Table 1. Achievement Level of Interest Indicators to Become a Teacher

It	Indicators	Item Count	Ideal Total Score	Total Average Score	Average Indicator	%TCR	Category
1	Cognition	6	30	23,72	3,95	79,07%	Pretty Good
2	Emotion	9	45	34,55	4,29	76,79%	Pretty Good
3	Conation	9	45	31,38	3,48	69,75%	Pretty Good
Total Score Average		24	120	89,66	3,90	75,20%	Pretty Good

Based on the analysis of data on the Interest in Becoming a Teacher of the Teaching Campus Batch 6 at Padang State University, it was found that overall, the interest in becoming a student teacher was in the good category with a percentage of 75.20%. The data shows that each indicator has an average score of < 3.9 out of a maximum score of 5. This shows that although the interest in becoming a teacher is quite good, there is still room for improvement. In particular, the emotional aspect showed quite good results with an average score of 4.29 and a percentage of 76.79%. However, there are aspects that need to be improved, namely konasi which gets an average score of 3.48. In particular, cognition is good enough but there are some shortcomings. Cognition, which scored an average of 3.95, showed that some students still need to improve their knowledge and information about the teaching profession.

According to Abd. Rachman Abror (in Fajar, 2022), interest contains elements that are indicators in the form of: 1) Cognition (knowing), 2) Emotion (feelings), 3) Conation (will). The indicator that has the lowest value is conation or will. Konasi has a sub-indicator in the form of willingness and desire that must be possessed by someone who wants to become a teacher. Willpower and desire will arise when a person has a desire or interest. The willingness to the teaching profession is that after knowing the information and feeling happy with the teaching profession, they will feel interested and the desire to become a teacher will arise. A person who is interested in becoming a teacher will definitely have the will to strive so that the dream of becoming a teacher can be achieved (Sholekah et al., 2021).

According to (Sugiharto, 2019) interest is a desire or attraction from within a person to something. Students who have an interest in becoming teachers must have known the teaching profession through the knowledge and information obtained about the teaching profession, thus causing a sense of liking or pleasure in the teaching profession. If students feel a sense of pleasure and attention to the teaching profession, of course the student has the will to become a teacher. The existence of interest makes a person have encouragement and a sense of pleasure in the job he wants (Roisah & Margunani, 2018). So the interest in becoming a teacher must first know the teaching profession, then have a sense of pleasure and concern from within oneself if this happens to students, it means that they have a high interest in the profession (Febryanti & Rochmawati, 2021). It is hoped that there will be an interest in a person in the profession or position as a teacher to give rise to a stimulus of great curiosity in learning and recognizing their potential. So that later the teachers who teach in schools are really someone who is competent in their field because the teaching profession is not an arbitrary profession, teachers are a profession that requires special expertise and skills (Amalia & Pramusinto, 2020)

Student Perception of the Teaching Profession

According to Ayu Prastiani & Listiadi (2021), students' perception of the teaching profession is the interpretation, evaluation or opinion of students towards the work of teachers, including various aspects

such as obligations, roles and competencies of a person. This perception contains students' assessments of the teaching profession, where the assessment affects their interest in becoming teachers. Data analysis of Student Perception of the Teaching Profession in Batch 6 Teaching Campus students at Padang State University was carried out on 1 indicator, namely student perception of teacher competence. To find out the average indicators of Student Perception of the Teacher Profession, see the following table.

Table 2. Achievement Level of Student Perception Indicators of the Teacher Profession

It	Indicators	Item Count	Ideal Total Score	Total Average Score	Average Indicator	%TCR	Category
1	Pedagogic Competence	12	60	49,88	4,16	83,1%	Good
2	Personality Competencies	10	50	41,23	4,21	82,47%	Good
3	Social Competence	9	45	39,18	4,35	87,07%	Good
4	Professional Competencies	12	60	52,45	4,37	87,43%	Good
Total Score Average		43	215	182,74	4,25	85,01%	Good

Based on the table above, it can be seen that the highest average score is found in the Professional Competency indicator, which is 4.37 with a percentage of 87.43%, while the lowest average score is found in the Personality Competency indicator, which is 4.12 with a percentage of 82.47%. In general, the average score of the Student Perception Indicator About the Teacher Profession is 4.25 with a percentage of 85.01%. This means that the Student Perception of the Teaching Profession (Case Study of Students of the Teaching Campus of Padang State University) has been carried out well.

Perception is a person's assessment or view of something which means that everyone has their own judgment and view (Rahmadiyahani et al., 2020). Perception in each individual has a difference in viewpoint in sensing that perceives something as good or positive perception or vice versa as bad or negative perception that will affect the individual to act in a real way. Therefore, each individual has a different perception of a certain object depending on the ability of the person to receive, interpret, and understand the entry of information to an object. According to (Ulum, 2022), a profession is if a person already has special skills and also requires special training and involves matters related to intellectuals. The teaching profession is a person who has a background in teacher education and has expertise in teaching and devoting himself to the community who needs his knowledge (Azizah et al., 2024). According to Ayu Prastiani & Listiadi (2021), students' perception of the teaching profession is the interpretation, evaluation or opinion of students towards the work of teachers, including various aspects such as obligations, roles and competencies of a person. Therefore, it can be concluded that students' perception of the teaching profession is the interpretation, assessment, and perspective of students related to information about work or profession as a teacher.

According to Sholichah & Pahlevi (2021), the variables of teacher professional perception are measured through indicators such as (1) the role of teachers, (2) teacher competence, (3) teacher rights, and (4) teacher obligations. In this study, student perception of teacher competence is used as a measuring tool. Competence is a person's ability and characteristics in doing work or tasks based on the knowledge, skills and behaviors possessed by individuals with effectiveness (Tjahyanti, 2020). Teacher competence is knowledge, skills, attitudes, and values that are embodied in the habit of thinking and acting, which are basic abilities that a teacher must have.

The Influence of Interpersonal Communication on Member Performance

Based on the ANOVA table above, it explains that there is a real (significant) influence by the variable of Student Perception of the Teacher Profession (X) on Interest in Becoming a Teacher (Y). From the table above, it can be seen that $F_{cal} = 13,686$ with a significance level or probability of $0.001 < 0.05$, then the regression model can be used to predict the variable of interest in becoming a teacher (Y). It can be concluded that there is a significant influence by the variable of Student Perception of the Teacher Profession (X) on Interest in Becoming a Teacher (Y).

		Coefficients^a				
Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.051	10.653		4.886	<,001 reviews
	PERCEPTION (X)	.223	.060	.404	3.699	<,001 reviews

a. Dependent Variable: INTEREST(Y)

Figure 1. Simple Linear Regression Test Results using SPSS 29.0 for windows

Based on the variables above, there is a value of the regression direction coefficient by looking at the results of the coefficients. In the Unstandardized Coefficients column in sub-column B, there is a constant value of 52,051. Meanwhile, the value of the regression direction coefficient was 0.223. So the regression equation is obtained with the following formula:

$$Y = a + Bx$$

$$Y = 52.051 + 0.223X$$

The coefficient b is called the regression direction coefficient and expresses the mean change of the Y variable for each change of the X variable by one unit. This change can be in the form of, if b has a positive value, then there is an addition, and vice versa, if b has a negative value, then there is a subtraction. So from the equation it is interpreted:

1. The constant of 52.051 states that if the variable of Student Perception of the Teacher Profession (X) is constant, then the variable of Interest in Becoming a Teacher (Y) has a value of 0.223.
2. The increase in Student Perception of the Teacher Profession (X) also affects the Interest in Becoming a Teacher (Y). the regression coefficient of the variable Student Perception of the Teacher Profession (X) of 52,051 states that for every 1% increase in Student Perception of the Teacher Profession (X), the variable Interest in Becoming a Teacher (Y) will experience an increase of 0.223 The coefficient of positive value means that there is a positive influence between students' perception of the teaching profession on interest become a teacher. The greater the influence of students' perception of the teaching profession given, the more interest in becoming a teacher will increase among students.

Furthermore, the T test was carried out to see the significant influence between students' perception of the teaching profession on their interest in becoming teachers.

Coefficients^a

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.051	10.653		4.886	<,001 reviews
	PERCEPTION (X)	.223	.060	.404	3.699	<,001 reviews

a. Dependent Variable: INTEREST(Y)

Figure 2. Test Results T using SPSS 29.0 for windows

The results of the T calculation using SPSS 29.0 for Windows produced a calculated t value of 3.699. The t-value of the table for the degree of freedom (df) of 72 (N-2) at the significance level of 5% is 1.927. Because t count (3.699) is greater than t table (1.927), there is a significant influence between the two variables, so the hypothesis "There is a significant influence between students' perception of the teaching profession on interest in becoming a teacher in students of the teaching campus of Padang State University" is accepted.

To find the magnitude of the influence of students' perception of the teaching profession on their interest in becoming a teacher, the determination coefficient (R²) was calculated.

Model Summary

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.404 ^A	.164	.152	14.421

a. Predictors: (Constant), PERCEPTION (X)

Figure 3. Determination Coefficient (R²) Test Results using SPSS 29.0 for windows

The calculation results obtained an R² value of 0.164. This means that the influence of students' perception of the teaching profession on interest in becoming a teacher is 16.4% with the rest caused by other variables that are not included in this study.

The research findings show that the influence of students' perceptions of the teaching profession on interest in becoming a teacher reaches 16.4%, indicating how influential students' perceptions of the teaching profession have an influence on interest in becoming a teacher. However, the results also highlight the need for further attention to other factors that might influence interest in becoming a teacher. The remaining 41.5% of the influence comes from other variables not analyzed in this study. Therefore, it is important to continue to evaluate in order to maximize interest in becoming a teacher.

4. CONCLUSION

Based on the results of the study, students' perceptions of the teaching profession on interest in becoming a teacher. This can be seen from the results of the t value for the student perception variable regarding the teaching profession of 3.699 while the t table value is 1.927 and the Sig value is 0.00 with $\alpha = 0.05$ because $3.699 > 1.927$ and Sig value $0.000 < 0.05$, then H_0 is rejected (accept H_a). This is also in accordance with the results of the calculation of the R Square value of 0.164 ($0.164 \times 100\% = 16.4\%$). Thus it can be stated that there is an influence between students' perceptions of the teaching profession on their interest in becoming teachers by 16.4%, while 83.6% is influenced by other variables not examined in this study.

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