

FACTORS INFLUENCING EDUCATION DEPARTMENT STUDENTS IN CHOOSING A TEACHER'S CAREER

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Abstract

An education system should strive to attract qualified teacher candidates who have a high degree of professional commitment. This study describes the factors influencing students in an education study program to choose a career as a teacher. This study uses descriptive qualitative. 25 Education study program students from various higher education both Private Universities are involved in this research. Internal factors include 1) students' perception that being a teacher is a noble job, and 2) students' desire to be a useful person as a teacher. 3) students' desire to be a teacher after graduation. 4) students' first career choice is to be a teacher. 5) students promise of being good teachers and role models for students. 6) students' obligations to understand the courses during lectures. 7) students' obligations to conduct training before being a teacher (internship). External factors include 1) students' ability to interact and communicate with children or teenagers. 2) students' belief that being a teacher offers an attractive income and good working conditions. 3) students' belief about their better life and career future. 4) students' interest to be a teacher is based on themselves and does not demand from their parents, family, friends, or their teachers. 5) students' belief that the social image of a teacher is good and positive in society. 10) students believe that being a teacher will have free time for other jobs, works, or activities with their family and friends. 11) students' interest to be a teacher after joining an internship because of having teaching experience. 12) students' desire to be teachers appeared when they are in college. While other factors are: students' belief that a teacher to dedicate themselves to improving education in Indonesia.

Keywords: *Education Department Students, teacher's career, motivation*

Introduction

Education is one of the most important aspects of human life. As stated Education is an urgent thing in society, especially in the nation and state (Kusumastuti, 2020). Education is expected to be a process of humanizing humans so that all humans can become better citizens (Gunawan, 2017). It is supported by Nawafil (2018) that education is an important instrument because it is often a benchmark for the level of progress of a nation's civilization.

In Indonesia, the expanding number of public and private universities can be attributed to the rising aspiration of the populace for a successful career in a highly competitive global market. Higher education is the final level of education and one of the prerequisites for entering professional life (Fitria & Budiyo, 2021). When we select a particular major

or study program, we indirectly select the field of employment we will enter after college.

One of the important aspects of education is the teacher. Not only teaching, but this profession must be an educator with the task of educating the nation's next generation. Becoming a teacher usually needs a graduate student from the education department. We know that in Indonesia, there are many universities, colleges, or institutions that have education majors or faculties of teaching and education. Tosepu (2018) states that contemporary Indonesian higher education must be oriented to the competencies needed by the world of work or the world of business and industry. As a prospective student or already a student, they must know the job prospects according to the study program they are taking. In Indonesia, the college

graduates according to science in 2019 (Lokadata, 2019), graduation of

Education shows a higher position in 2019, it can be seen in the picture below:

College Graduates According to Science in 2019

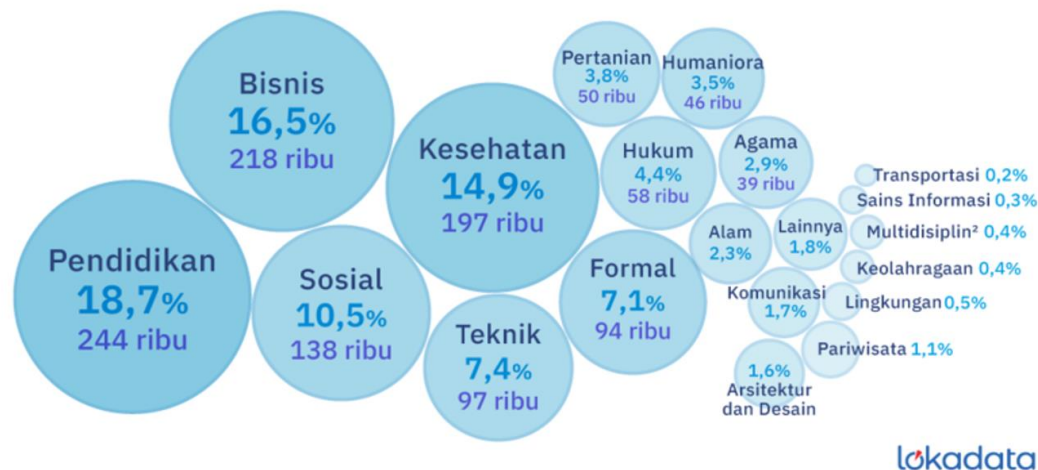


Figure 1 College Graduates According to Science in 2019
(Source: Lokadata, 2020)

Based on the picture above, shows that College graduates from the education science cluster dominate compared to other scientific groups. In 2019, the number reached 244,000 and the absorption in the world of work reached 22 percent of the total 1.3 million graduates of all scientific fields. Lokadata. id mapped university graduates in Indonesia in the period August 2018 to August 2019, through data from the National Labor Force Survey (Sakernas). Of all university graduates, the majority (18.7 percent) have educational backgrounds. While business science (16.5 percent) and health science (14.9 percent) followed behind. According to the Director of Manpower and Employment Opportunity Expansion, the National Development Planning Agency (Bappenas), Mahatmi Parwitsari Saronto, the education sector is still shining because the need for teachers is

still high. "There are still many people who study education because of the consideration of high job opportunities and availability in that field. Some think that being a teacher is a noble and honorable profession in society," said the Chairman of the National Education Standards Agency (BSNP), Abdul Mut'i. Meanwhile, from a professional perspective, the Deputy Chairman of the National Professional Certification Agency (BNSP), Miftahul Aziz explained that there were two things behind this. Educational clumps majors are still available on almost all campuses and are considered easy, and not as complicated as other scientific clumps (Lokadata, 2020).

Besides that, data from Higher Education Database (PDDikti) shows the Field of Study with the Most Students in Indonesia as stated in the figure below:

Field of Study with the Most Students in Indonesia based on active students as of October 2022

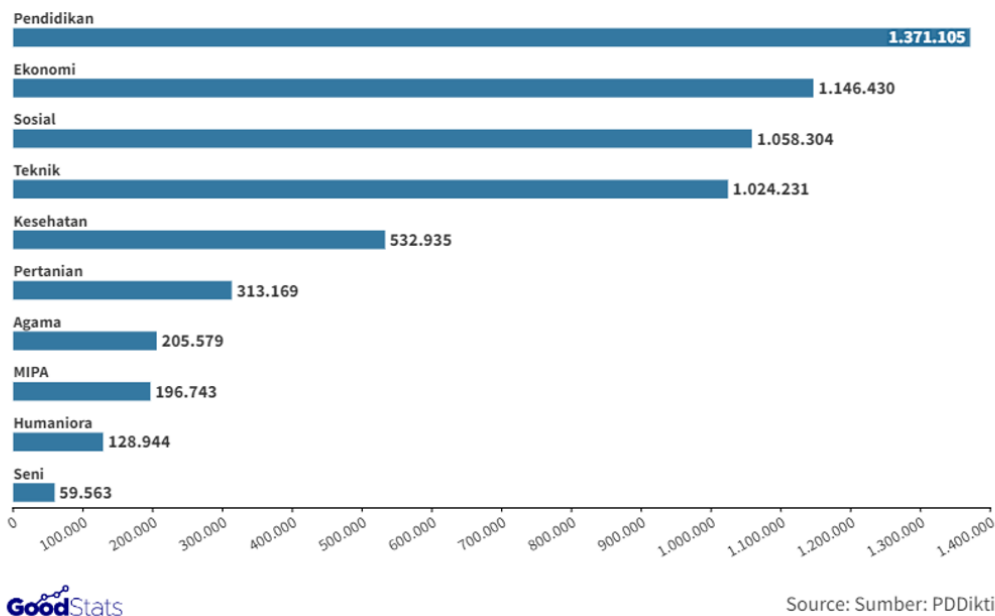


Figure 2 Field of Study with the Most Students in Indonesia
(Source: Goodstats.id)

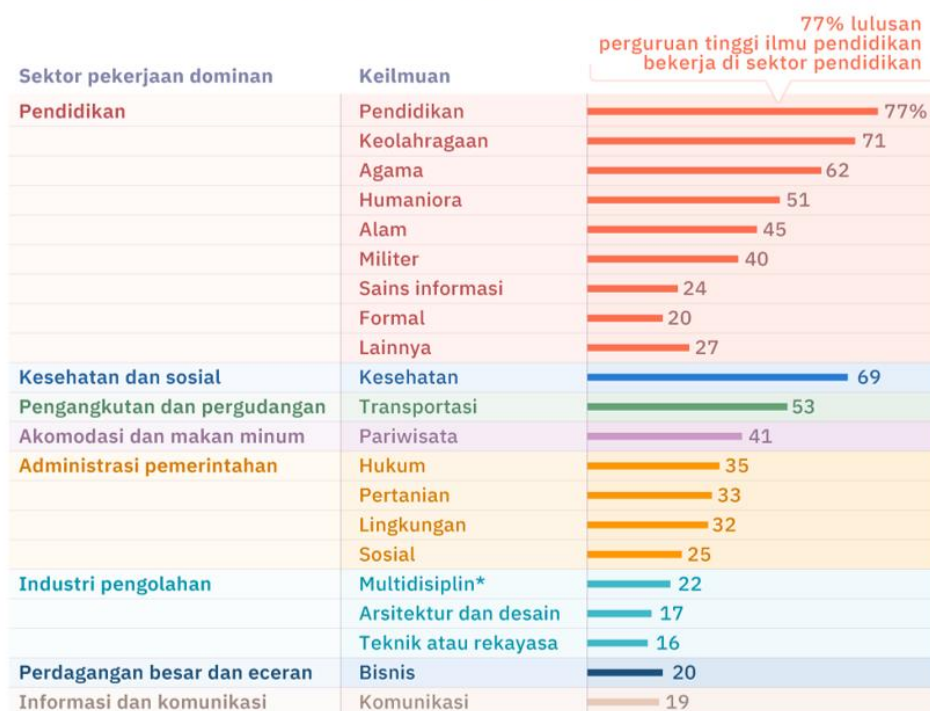
According to data from the Higher Education Database (PDDikti), in October 2022 there were 6,349,941 students in Indonesia. This number includes students from public and private universities.

There are at least 10 fields of study in all universities in Indonesia. Of all these fields of study, the field of education is the field of study with the largest number of students. The number of students studying education is 1,371,105, which means that 21.5 percent of students in Indonesia are students studying education. There are at least 3 fields of study other than education with more than 1 million students. Namely 1,146,430 students in economics, 1,058,304 students in the social field,

and 1,024,231 students in engineering. The field of education is the field of study with the largest number of students, as well as the field of study that is most in demand. This field of educational study includes subject education majors or education at a level, such as Economic Education, Religious Education, and Elementary School Teacher Education (PGSD).

Graduates in the field of education studies have the competence to become a teacher, so the opportunity to work as a teacher after graduating from college is wide open. In addition, the number of teaching staff is still small, and educators will always be needed in Indonesia so that the opportunities for graduates of education studies to work are also greater.

Employment Sector Dominating College Graduates High in 2019



* Multidisiplin: Jurusan yang menggunakan beberapa disiplin ilmu, seperti studi pembangunan, bioinformatika, bio teknologi, dsb.
Sumber: SAKERNAS 2019 (diolah)
Desainer: Ardi, Astari

lokadata

Figure 2 Employment Sector Dominating College Graduates High in 2019 (Source: Lokadata, 2020)

Based on the picture above, shows that in general, 77 percent of university graduates from educational sciences also work in the education sector. The compatibility is the highest among other scientific fields. There are eight other scientific fields besides education that workers in the education sector are engaged in. These include sports (71 percent), religion (62 percent), humanities (51 percent), nature (45 percent), and the military (40 percent). A large number of graduates from the education sector is at least a sign for students who will choose majors in higher education. Especially in seeing job opportunities after graduation. This explanation also shows that College graduates from the education science cluster dominate all science in

higher education in 2019 and the education sector is the occupation that dominates high university graduates in 2019. It shows that, in Indonesia, there is so much higher education that provides the Education major or The Faculty of Teacher Training and Education.

The Faculty of Teacher Training & Education is a field of science that prepares graduates to become teachers. Students will be equipped with various skills to support the implementation of the profession of teacher or educator during the study. The teaching profession is an activity that demonstrates and upholds the principles and principles of professionalism in carrying out its duties and obligations in educating and teaching students (Sya'bani, 2018). The teacher is

a figure who is the most important part of the world of education (Suteja, 2013).

Teachers are creatures who are given the mandate to educate humans to become human beings who have good character, have character, and are knowledgeable (Normawati et al., 2019). Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Pianda, 2018). The teacher's role is very important in the teaching and learning process, as well as in advancing the world of education (Wijaya, 2018). Teachers in carrying out their duties professionally will be able to provide great and dignified educational output (Octavia, 2019).

The teaching profession does not only need a bachelor's degree in education but also requires passion to make us survive in various job situations that come our way. Working with heart will make the teaching profession more enjoyable and even reassuring for students majoring in education who have a great passion for teaching. Some people find their identity while guiding toddlers in Kindergarten. There are also those whose lives become more colorful when the teaching profession provides an opportunity to educate teenagers with all its dynamics.

Choosing the teaching profession as a career path is the right choice for students majoring in education who like the world of education. Even though it looks common, the job of being a teacher is not easy and requires a lot of expertise. The teaching profession requires high social and psychological skills from other jobs. Good teachers can change lives and develop educated, respectable students. They are not only required to help and support the growth of knowledge but also to improve the good personality of students.

Becoming a teacher usually begins with interest. Interest in the teaching profession is a person's willingness or desire to pursue the teaching profession, where the teaching profession has a professional role and competence and requires special skills as a teacher. Elements of interest in becoming a teacher can start from studying at the faculty of teacher training and education, seeking knowledge and information about the teaching profession, feelings of pleasure and interest in the teaching profession, as well as the willingness and desire to become a teacher.

There are several studies related to the interest and motivation to be a teacher. Nurlatifah (2014) states that self-concept has a fairly low influence on interest in becoming a teacher with the results of 16.5% and 83.5% being influenced by other factors, consisting of internal factors such as individual personality factors and external factors such as parental factors, peers, gender factor, cost factor, and employment factor. Nugroho et al. (2016) state that internal and external factors can influence students' interest in becoming teachers, and the most dominant factor in influencing economic education students' interest in becoming Economic teachers is internal factors, namely: attitude and personality factors. Alim (2016) States that internal factors that affect the interests of the teaching profession that is emotional, perception, motivation, talent, and mastery of science. The talent factor is the internal factor that most influence interest in the teaching profession of students of the Technical Education Building Department of Civil Engineering Faculty of Engineering, Padang State University. Stefany (2017) states that the interest in becoming an Accounting teacher was included in the high category. Motivation, perception of the teaching profession, personality, salary or financial rewards, work environment,

social values, job opportunities, and peer influence are included in the high category. Meanwhile, socioeconomic status is in the sufficient category. The fourth research is written by Nasrullah et al. (2018). The research shows that the interest to be a teacher in the study program of Administration Education at the Faculty of the Social Science State University of Makassar is In terms of cognition indicators (emotional), emotion (feeling), and conation in the category of interest. Astuti et al. (2019) state that the emotional factor, peer factor, social factor, a factor of curiosity, ability factor, physical factor, and motive factor are the factor that influences the interest of economic education students to be a teacher through Teacher Professional Education Programs. Shiddiq (2021) states that career choice as a professional teacher for UPI Geography Education students tends to be shaped by altruistic factors. Altruistic factors include the desire to understand society, concern for others, social benefits, full responsibility, and free time for family.

An education system should strive to attract qualified teacher candidates who have a high degree of professional commitment (Shiddiq, 2021b). In carrying out these efforts, it is very important to investigate the motives or factors that influence an individual in choosing a career in the teaching profession. The factors behind choosing a career in a teaching profession are seen as contributing to the character development of teachers and influencing their long-term professional commitment.

Based on the previous studies above, all studies discuss the factors that influence students to become a teacher. Therefore, this research will discuss the same topic but from a different point of view. Those studies use quantitative research using a statistic, but this research will describe the result analysis descriptively. The

researcher wants to know what influences students, namely internal factors and external factors. The purpose of this study is to determine the factors that influence students of the faculty of teaching and education to choose a career as a teacher.

Research Method

This research is descriptive qualitative research. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation and aims to reveal the symptoms in a holistic-contextual way by collecting data from the background (Sugiarto, 2017). Therefore, the result of this research will be explained descriptively.

This research uses a questionnaire to collect the data. Questionnaires play an important role in the successful collection of data in any survey research (Nugroho, 2018). Wasis (2008) states that a questionnaire is a list of questions that have been compiled to obtain data as desired by the researcher. Here, the researcher uses an online questionnaire in Google Forms. The type of questionnaire used in the closed-ended question. In the closed form of the questionnaire, the alternative answers have been determined in advance. Respondents only choose among the alternatives that have been provided (Yusuf, 2017). There are 25 Education students as respondents in this research. They are from various higher education both Private Universities and State Universities in Indonesia.

This research used qualitative analysis, they are reducing data, displaying data, and drawing a conclusion (Yusuf, 2016). In this analysis, the researcher chooses the main things and focuses on the important things. Then, display the results in the form of tables, pictures, or graphs. Furthermore, the researchers made conclusions on the results obtained.

Findings and Discussion

The purpose of this study is to determine the factors that influence students of the faculty of teaching and education to choose a career as a teacher. In this research, the researcher finds several findings, as follows:

Based on the questionnaire, it was found that the students are from Public Colleges and Private Colleges in Indonesia. The respondents are 17 students (56.7 %) from Public Colleges, and 13 students from Private Colleges. The respondents are from various Education study programs, such as English Education (14 students or 46.7 %), Computer Education (2 students or 6.7 %), Pancasila and Civic Education (2 students or 6.7 %), Mathematics Education (2 students or 6.7 %), Indonesian Language and Literature Education (2 students or 6.7 %), Biology Education (2 students or 6.7 %), History Education (1 student or 3.3 %), Economic Education (1 student or 3.3 %), Islamic Education (1 student or 3.3 %), Madrasah Ibtidaiyah Teacher Education (PGMI) (1

student or 3.3 %), Elementary School Teacher Education (PGSD) (1 student or 3.3 %), and Civil Engineering Education (1 student or 3.3 %). From 30 students as respondents, they are from several provinces in Indonesia, such as Central Java (7 students or 23.3 %), North Sumatra (5 students or 16.7 %), Special Region (DI) Yogyakarta (2 students or 6.7 %), East Java (2 students or 6.7 %), Central Sulawesi (2 students or 6.7 %), South Sulawesi (2 students or 6.7 %), Riau (2 students or 6.7 %), East Nusa Tenggara (1 student or 3.3 %), East Kalimantan (1 student or 3.3 %), Maluku (1 student or 3.3 %), South Sumatra (1 student or 3.3 %), Banten (1 student or 3.3 %), West Java (1 student or 3.3 %), DKI Jakarta (1 student or 3.3 %), and Bangka Belitung Islands (1 student or 3.3 %).

There are two factors both internal and external factors that influence students of the faculty of teaching and education to choose a career as a teacher. Internal factors are seen in the table below:

Table 1 Internal Factors Influencing Students to a Teacher

No	Statements	Indicator			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Being a teacher is a noble job	24 (80 %)	6 (20 %)	0 (0 %)	0 (0 %)
2.	I want to be a useful person by becoming a teacher	18 (60 %)	12 (40 %)	0 (0 %)	0 (0 %)
3.	Being a teacher is the job I want	18 (60 %)	12 (40 %)	0 (0 %)	0 (0 %)
4.	My first career choice when I graduated college was to become a teacher	10 (33.3 %)	16 (53.3 %)	4 (13.3 %)	0 (0 %)
5.	As a prospective teacher, I will be a good teacher and role model for students	20 (66.7 %)	10 (33.3 %)	0 (0 %)	0 (0 %)
6.	As a prospective teacher, I am obliged to understand the courses during lectures well	17 (56.7 %)	13 (43.3 %)	0 (0 %)	0 (0 %)
7.	As a prospective teacher, I am obliged to conduct training to become a teacher (internship) as well as possible.	50 (50 %)	50 (50 %)	0 (0 %)	0 (0 %)

Based on the table above, shows several internal factors that influence students of the faculty of teaching and education to

choose a career as a teacher. The first statement is “Being a teacher is a noble job”. There were 24 (80 %) who stated

“strongly agree”, 6 students (20 %) who stated “agree”, and no students who state “disagree” and “strongly disagree”. It shows that 80 % of students strongly agree that being a teacher is a noble job. The second statement is “I want to be a useful person by becoming a teacher”. There are 18 (60 %) stated “strongly agree”, 12 students (40 %) stated “agree”, and no students state “disagree” or “strongly disagree”. It shows that 60 % of students strongly agree that they want to be useful people by becoming a teacher. The third statement is “Being a teacher is the job I want”. There are 18 (60 %) stated “strongly agree”, 12 students (40 %) stated “agree”, and no students state “disagree” or “strongly disagree”. It shows that 60 % of students strongly agree that a teacher is what the students want. The fourth statement is “My first career choice when I graduated college was to become a teacher”. There are 10 (33.3 %) stated “strongly agree”, 16 students (53.3 %) stated “agree”, 4 students (13.3 %) stated “disagree” and no student states “strongly disagree”. It shows that 53.3 % of students agree that their first career choice when they graduated college was to become a teacher. The fifth statement is “As a

prospective teacher, I will be a good teacher and role model for students”. There are 20 (66.7 %) who stated “strongly agree”, 10 students (33.3 %) stated “agree”, and no students state “disagree” or “strongly disagree”. It shows that 66.7 % of students strongly agree that they will be good teachers and role models for students. The sixth statement is “As a prospective teacher, I am obliged to understand the courses during lectures well”. There 17 (56.7 %) stated “strongly agree”, 13 students (43.3 %) stated “agree”, and no students state “disagree” and “strongly disagree”. It shows that 56.7 % of students strongly agree that they are obliged to understand the courses during lectures well as prospective teacher. The seventh statement is “As a prospective teacher, I am obliged to conduct training to become a teacher (internship) as well as possible”. There are 50 (50 %) who stated “strongly agree”, 50 students (50 %) stated “agree”, and no students state “disagree” and “strongly disagree”. It shows that 50 % of students agree even strongly agree that they are obliged to conduct training to become a teacher (internship) as well as possibly a prospective teacher.

Table 2 External Factors Influencing Students to a Teacher

No	Statements	Indicator			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I like to interact and communicate with children or teenagers, so I am interested in becoming a teacher	15 (50 %)	12 (40 %)	3 (10 %)	0 (0 %)
2.	The teaching profession offers an attractive income	4 (13.3 %)	16 (53.3 %)	10 (33.3 %)	0 (0 %)
3.	A career as a teacher offers the working conditions I want	5 (16.7 %)	18 (60 %)	7 (23.3 %)	0 (0 %)
4.	With a career as a teacher, I don't have to worry about retiring in old age.	6 (20 %)	15 (50 %)	8 (26.7 %)	1 (3.3 %)
5.	The teaching profession has a stable and secure job for the future.	5 (16.7 %)	17 (56.7 %)	8 (26.7 %)	0 (0 %)
6.	I want to be a teacher because one/both of my parents also want a career as a teacher	2 (6.7 %)	5 (16.7 %)	19 (63.3 %)	4 (13.3 %)

7.	I want to be a teacher because one/many of my friends also want a career as a teacher	2 (6.7 %)	3 (10 %)	19 (63.3 %)	6 (20 %)
8.	I decided to become a teacher because I had good experiences with my teachers at school.	7 (23.3 %)	11 (36.7 %)	12 (40 %)	0 (0 %)
9.	The social image of a teacher is considered good and positive in society	11 (36.7 %)	18 (60 %)	1 (3.3 %)	0 (0 %)
10.	A career as a teacher makes me enough time for other work.	5 (16.7 %)	20 (66.7 %)	5 (16.7 %)	0 (0 %)
11.	A career as a teacher can be combined with other activities	7 (23.3 %)	22 (73.3 %)	1 (3.3 %)	0 (0 %)
12.	Working as a teacher has more time to spend with family and friends.	4 (13.3)	21 (70 %)	5 (16.7 %)	0 (0 %)
13.	After attending an internship or PPL and having teaching experience, I became more and more interested in becoming a teacher.	10 (33.3 %)	15 (50 %)	5 (16.7 %)	0 (0 %)
14.	The desire for a career as a teacher appeared when I was in college majoring in English	6 (20 %)	16 (53.3 %)	8 (26.7 %)	0 (0 %)
15.	I want to dedicate myself to advancing education in Indonesia by becoming a teacher	17 (56.7 %)	13 (43.3 %)	0 (0 %)	0 (0 %)
16.	My obligation as a prospective teacher is to contribute to the wider community	16 (53.3 %)	14 (16.7 %)	0 (0 %)	0 (0 %)
17.	I can provide education to the younger generation with a career as a teacher	13 (43.3 %)	17 (56.7 %)	0 (0 %)	0 (0 %)
18.	As a prospective teacher, I want to make a good change in the lives of others.	12 (40 %)	18 (60 %)	0 (0 %)	0 (0 %)

Based on the table above, shows several internal factors that influence students of the faculty of teaching and education to choose a career as a teacher. The first statement is “I like to interact and communicate with children or teenagers, so I am interested in becoming a teacher”. There are 15 (50 %) stated “strongly agree”, 12 students (40 %) stated “agree”, 3 students (10 %) stated “disagree” and no student states “strongly disagree”. It shows that 50 % of students strongly agree that they like to interact and communicate with children or teenagers. The second statement is “The teaching profession offers an attractive income”. There are 4 (13.3 %) stated “strongly agree”, 16 students (53.3 %) stated “agree”, 10 students (33.3 %) stated “disagree”, and no student states

“strongly disagree”. It shows that 50 % of students strongly agree that the teaching profession offers an attractive income. The third statement is “A career as a teacher offers the working conditions I want”. There are 5 (16.7 %) states “strongly agree”, 18 students (60 %) state “agree”, 7 students (23.3 %) states “disagree” and no student states “strongly disagree”. It shows that 60 % of students strongly agree that a career as a teacher offers the working conditions they want. The fourth statement is “With a career as a teacher, I don't have to worry about retiring in old age”. There are 6 (20 %) stated “strongly agree”, 15 students (50 %) stated “agree”, 8 students (26.7 %) stated “disagree” and 1 student (3.3 %) stated, “strongly disagree”. It shows that 50 % of students agree that career as a

teacher, they do not have to worry about retiring in old age. The fifth statement is “The teaching profession has a stable and secure job for the future”. There are 5 (16.7 %) stated “strongly agree”, 17 students (56.7 %) stated “agree”, 8 students (26.7 %) stated “disagree” and no student stated “strongly disagree”. It shows that 50 % of students agree that the teaching profession has a stable and secure job for the future.

The sixth statement is “I want to be a teacher because one/both of my parents also want a career as a teacher”. There are 2 (6.7 %) stated “strongly agree”, 5 students (16.7 %) stated “agree”, 19 students (63.3 %) stated “disagree” and 4 students (13.3 %) stated, “strongly disagree”. It shows that 63.3 % of students disagree that they want to be a teacher because one/both of their parents also choose a career as a teacher. The seventh statement is “I want to be a teacher because one/many of my friends also want a career as a teacher”. There are 2 (6.7 %) stated “strongly agree”, 3 students (10 %) stated “agree”, 19 students (63.3 %) stated “disagree” and 6 students (20 %) stated, “strongly disagree”. It shows that 63.3 % of students disagree that they want to be a teacher because one/many of my friends also want a career as a teacher. The eighth statement is “I decided to become a teacher because I had good experiences with my teachers at school”. There 7 (23.3 %) stated “strongly agree”, 11 students (36.7 %) stated “agree”, 12 students (40 %) stated “disagree”, and no student states “strongly disagree”. It shows that 36.7 % of students disagree that they agree that they decide to become a teacher because they had good experiences with their teachers at school. The ninth statement is “Social image of a teacher is considered good and positive in society”. There 11 (36.7 %) stated “strongly agree”, 18 students (60 %) stated “agree”, 1 student (3.3 %) stated

“disagree” and no student states “strongly disagree”. It shows that 60 % of students agree that the social image of a teacher is considered good and positive in society.

The tenth statement is “A career as a teacher makes me enough time for other work”. There are 5 (16.7 %) stated “strongly agree”, 20 students (66.7 %) stated “agree”, 5 students (16.7 %) stated “disagree”, and no student stated, “strongly disagree”. It shows that 66.7 % of students agree that choosing a career as a teacher makes them enough time for other work. The eleventh statement is “A career as a teacher makes me enough time for other work”. There 7 (23.3 %) stated “strongly agree”, 22 students (73.3 %) stated “agree”, 1 student (3.3 %) stated “disagree” and no student states “strongly disagree”. It shows that 73.3 % of students agree that choosing a career as a teacher combined with their other activities. The twelfth statement is “A career as a teacher makes me enough time for other work”. There are 4 (13.3 %) stated “strongly agree”, 21 students (70 %) stated “agree”, 5 students (16.7 %) stated “disagree” and no student stated, “strongly disagree”. It shows that 73.3 % of students agree that choosing a career as a teacher more time to spend with their family and friends.

In 13th statement is “After attending an internship or PPL and having teaching experience, I became more and more interested in becoming a teacher”. There are 10 (33.3 %) stated “strongly agree”, 15 students (50 %) stated “agree”, 5 students (16.7 %) stated “disagree” and no student states “strongly disagree”. It shows that 50 % of students agree that they are more interested in becoming a teacher after attending an internship or PPL and having teaching experience”. In In 14th statement is “The desire for a career as a teacher appeared when I was in college majoring in English”. There are 6 (20 %) states “strongly agree”, 16

students (53.3 %) state “agree”, 8 students (26.7 %) states “disagree” and no student states “strongly disagree”. It shows that 53.3 % of students agree that the desire for choosing a career as a teacher appeared when they were in college majoring in Education.

The 15th statement is “I want to dedicate myself to advancing education in Indonesia by becoming a teacher”. There 17 (56.7 %) stated “strongly agree”, 13 students (43.3 %) stated “agree”, and no student stated “strongly disagree” or “disagree”. It shows that 56.7 % of students strongly agree that they want to dedicate themselves to advancing education in Indonesia by becoming a teacher. The 16th statement is “My obligation as a prospective teacher is to contribute to the wider community”. There are 16 (53.3 %) stated “strongly agree”, 14 students (16.7 %) stated “agree”, and no student states “strongly disagree” or “disagree”. It shows that 53.3 % of students strongly agree that their obligation as a prospective teacher is

to contribute to the wider community”. In the 17th statement is “I can provide education to the younger generation with a career as a teacher”. There are 13 (43.3 %) states “strongly agree”, 17 students (56.7 %) state “agree”, and no student states “strongly disagree” and “disagree”. It shows that 56.7 % students strongly agree that can provide education to the younger generation with a career as a teacher. In the 18th statement is “As a prospective teacher, I want to make a good change in the lives of others”. There are 12 (40 %) states “strongly agree”, 18 students (60 %) state “agree”, and no student states “strongly disagree” and “disagree”. It shows that 60 % of students strongly agree that as prospective teachers, they want to make a good change in the lives of others.

Related to the students teaching level of school that the students want to teach when they graduate from college majoring in education, can be seen in the chart below:

Students Teaching Level After Graduation from College

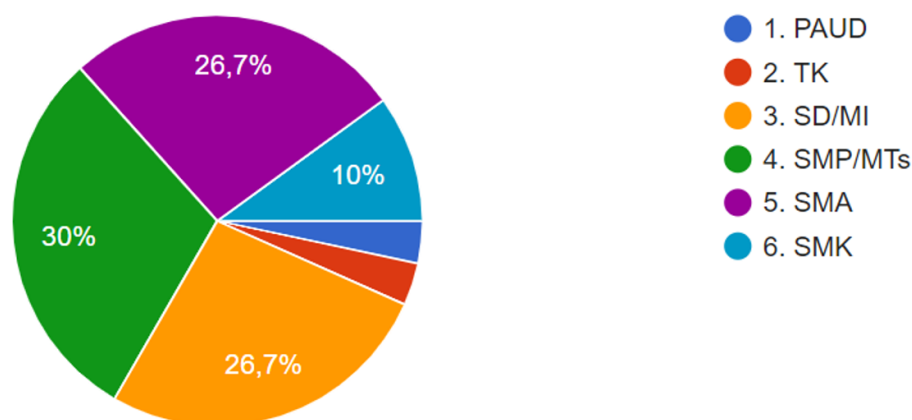


Figure 3 Students Teaching Level After Graduation from College

Based on the Figure 3, it shows that several school levels are chosen by the students after graduating from their college. There are 9 students (30 %) who choose in teaching at Junior High School,

8 students (26.7 %) choose in teaching Senior High School, 8 students (26.7 %) choose to teach at Elementary School, 3 students (10 %) choose in teaching at Vocational High School, 1 student (3.3 %) choose in teaching at Early Childhood

Education, and 1 student (3.3 %) choose in teaching at Kindergarten.

The Faculty of Teacher Training & Education is a field of science that prepares graduates to become teachers. Students will be equipped with various skills to support the implementation of the profession of educator or teacher during the study. Students who choose an educational study program will be directed to become a teacher or educator in a related department, but the problem is that not all students who study in a study program with an educational background, when they graduate, want to be involved in a profession with an educational background as well, namely being a teacher. The level of interest of students in the education study program to become a teacher is very important because the low level of interest in the teaching profession can result in the quality of students as prospective teachers being low as well, which can also impact the formation of teacher competencies to be less than optimal.

Interest is one of the factors that affect the readiness of students to become teachers. Interest is a person's tendency towards something to pay attention to activities that he enjoys and ultimately do those activities. Interest in becoming a teacher in a situation where someone gives great attention to the teaching profession feels happy and wants to become a teacher. Factors that can influence these interests can come from themselves or outside students. Several internal factors can foster a person's interest such as emotional factors, perception, motivation, talent, and mastery of science. While the factors from outside the students themselves include the family environment and the social environment.

Conclusion

Based on the explanations that have been presented on the results of the research and discussion above, it shows that two factors that influence students of Education Major to become a teacher are both internal factors and external factors. Several internal factors can foster a person's interest such as emotional factors, perception, motivation, talent, and mastery of science. While the factors from outside the students themselves include the family environment and the social environment. These factors are related to interest. Interest in becoming a teacher is a person's tendency to like and give great attention to the teaching profession so that in the end he is interested in working as a teacher. Someone who has a high interest in the teaching profession and wants to work as a teacher will try to increase their competence to become a teacher. One of the efforts made is by taking teacher education. Therefore, the importance of this research is to explore the interest of students in the education study program to become teachers as the next generation of teachers in Indonesia by knowing the duties, rights, and obligations of a teacher.

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