The Academic Achievement of FKIP Student's over Riau University on Teaching Profession Interest

Raja Arlizon[a], Zulfan Saam[a], Donal[a], Mhd Subhan[a,b]*

[a]Guidance and Counselling Faculty of Education, Riau University
[b]Faculty of Education the National University of Malaysia

Abstract

The general objective of this research is to describe: a) academic achievement of students, b) the interest of students to the teaching profession, c) academic performance of male students, d) academic achievement of female students, e) interest of male students to the teaching profession f) interest of female students to the teaching profession, g) significant differences in academic achievement between male and female students, h) the significant differences in the interest of teaching profession between male and female students and i) the effect of significant differences in the interest of teaching profession to the students' academic achievement. This study uses a quantitative approach (the correlation method) and comparative analysis by making a random sampling technique. It could be concluded that: a) the academic performances of students are at the good category, b) the interests of students to the teaching profession are at very high category, c) academic performances of male students are at the good category, d) academic achievements of female students are at the good category, e) interests of male students to the teaching profession are at very high category, f) interests of female students to the teaching profession are at very high category, g) there are significant differences in academic achievement between male and female students, h) there are significant differences in the interest of the teaching profession between male and female students, and i) there is a clear effect of the interest of teaching profession on student academic achievement.

1. Introduction

Education has a very big role in improving the quality of human resources. Through education, human personality can be fostered. Education also can increase the pride, dignity and the values of humanity. Talking about education, the role of the educators is very important. The qualified educators certainly will create a qualified education as well. An educator is required to constantly increase knowledge and skills so that the knowledge and skills they have are not outdated.

Knowledge and skills possessed can be seen from academic achievement of the educator candidates or students with cumulative grade point (GPA). GPA is a proof of academic achievement. The learning process is an activity that result changes in the students' personality. The gained insights and new abilities that will be evaluated, can be seen from GPA named academic achievement. Academic achievement of students in universities is one measure of the quality of HR (human resources) and tools for measuring the success of the college in the administration of the education system. Therefore, the college as a base to repair and improve the quality of education has a strategic role to perform various concrete measures in order to create quality human resources who have high competitiveness.

Therefore, the students are expected to run better education skilled and professionally. Generally, the higher the interest of someone to run education, the better the academic performance of those persons. According to Slameto [1], two factors are related to achievement, they are the internal factors and external factors. Internal factors include three factors: physical, psychological and tiredness. In the internal factors, the most important factor is the psychological factor. Psychological factors are usually realized through intelligence, attention, interest, aptitude, motivation, maturity and readiness. Factor of interest and motivation is very important in determining the level of academic achievement.

It is clear that, the interest will determine academic achievement. So it is interest to become a teacher. The teachers are one of the components that is important because they are as the cutting edge in education. Therefore, without an education, the development of the

human personality as a subject has not been possible to guarantee to realize the development goals. Teachers become major vehicles of the overall teaching and learning activities that take place in an educational situation in order to achieve specific educational objectives. Therefore, the teachers should have the quality and high professional skills. The procurement of teachers must be prepared carefully so that they can carry out their duties properly.

Besides intelligence possessed by teachers, a sense of fun and attention is also needed to achieve a good performance, because without a sense of fun and attention of all, the activities to be carried out will be less effective and efficient. Likewise in running a profession that has been selected to become a teacher. Pleasure person against a particular profession will generate interest. The interest in the teaching profession is the concentration of thought, feeling, volition or somebody's attention to the teaching profession. The interest in the teaching profession is an internal factor in the individual or individuals that drive and influence the behaviour or individuals who are interested and want to fulfil his desire to become a teacher.

Based on the understanding above, it can be concluded that the interest in the teaching profession is a motivation to be a teacher so that students will spend time, energy, thought and even money to fulfil or realize their dream of becoming a teacher. What matters is how much interest FKIP UR students to teaching profession, especially students from the department of education. This study is important because interest is a strong motivation factor in achieving learning outcomes.

The formulation of the problem in this study are as follows: a) Describing academic achievement of third semester students of the Education Department Guidance and Counselling, the Riau University, b) Describing interest of them to the teaching profession, c) Describing academic achievement of male students, d) Describing academic achievement of female students, e) Describing interest of male students to teaching, f) How is an overview of the interest of female student, g) Is there any significant difference in the achievement of male students and female students, h) Is there any significant difference in the interest of male students and female students, i) Is there any significant influence on the teaching profession interest in academic achievement.

2. Literature Review

2.1 Academic Achievement

According Purwodarminto [2] achievements are the results that have been achieved, conducted and carried on. While Winkel [3] argues that the achievement is a testament to the business that can be achieved. In the Great Dictionary of Indonesian Language Centre [4], the notion of academic achievement is "Mastery of the knowledge or skills developed by the subjects that are typically indicated by test scores or number grades given by teachers".

Based on the opinion above, academic achievement can be defined as a student's actual ability level as measured in the form of mastery of the knowledge, skills, habits and skills, attitudes as a result of the learning process that is proven through tests reported in the form of report, NEM, as well as in the GPA. Slameto [1] explains that there are two factors that can affect a person's academic achievement, namely internal factors and external factors. Internal factors are factors that exist within the individual who is studying. These factors consist of three, among others: 1). Bodily Factors or the physical factors include (a) health; (b) disability 2). Psychological Factors that include the seven factors of psychological factors, among others, (a) Intelligence; (b) attention; (c) interest; (d) talent; (e) motif; (f) maturation, and (g) loneliness. 3). Fatigue factor in a person can be divided into two kinds, namely physical fatigue and exhaustion spiritual (psychic). External factors are factors that are outside the individual. External factors that affect the learning are grouped into three, namely: family factors, school factors, community factors.

2.2 The interest in the teaching profession

According to Edi [5], the interest is the tendency that directed at an object or a particular job which is expressed in a variety of interesting activities and satisfy him. Dimyati [6] said that the strong interest grows a glorious achievement in the underlying situation a person's attitude towards the situation. Departing from the theory above, it can be the sense that if a person is interested in the teaching profession, the achievements in matters related to teacher training and courses will work well. Thus, if someone has an interesting transform teaching profession, then that person will do anything related to teacher training activities, where they feel satisfied to do it. As a conclusion, the interest in the teaching profession is a motivation to be a teacher so that students will spend time, energy, thought and even money to fulfill or realize their dream of becoming a teacher.

There are two parts factors that affect the interests [7], namely: (1). Interest in nature, which is not affected by other factors, both the needs and the environment. This interest appears based on the existing talent. (2). The interest arises because of the influence from the outside. These interests may change due to influences from the environment and needs. Another opinion also suggests that the factors that affect interest or base the cause of interest include: (1). Factor from inside individual, comes from the individual that encourages concentration and active mental engagement; (2). Social motives factors are factors that generate interest in certain things that have to do with the fulfilment of social needs for himself; (3). The emotional factor is a factor that is closely related to the feeling of a person's interest in the object [8].

2.3 The relationship of interest in the teaching profession with academic achievement

This is suitable with the opinion of Nochi [9] that the interests influence the process and the result. If a person is not interested and learn something, it cannot be expected that he/she will work well in studying it. Conversely, if a person learns with interest, it can be expected that the results will be better.

Interest is one thing that will determine the success of a person in all areas, as well as in the study, work and other activities. Likewise, a student's academic achievement of a student interest is also determined by the study. Based on the study to students in Francisco, Henry Clay Lingren in Green and Slakind [10] concluded that one reason students do not succeed in their studies due to lack of interest. And among some success, the lack of interest occupies the highest percentage.

3. Research Methodology

This study used a quantitative approach with the correlational and comparative methods. This study aimed to show the relationship of variable of interest in the teaching profession with academic achievement. Population in this study were all students of the Education Department of Guidance and Counselling Riau University enrolled in third semester Academic Year 2015/2016 as many as 278 students. This study used random sampling. To increase the level of confidence, the number of samples in this study can be 50% of the total population.

Data analysis techniques in this study were using the formula percentages and averages which are used for describing data of interest to the profession of teachers with students' academic achievement of men and women. To observe the differences of interest in the teaching profession and academic achievements of men and women, we used the formula t-test, and to see the contributions of variables we applied regression analysis simple tools [10].

4. Results and Discussion

The results of analysis to determine the level of Academic Achievement Student Guidance and Counselling Education Department at the Riau University can be seen in Table 1 below.

Based on the analysis of the data in Table 1 above it can be concluded that in the general level of academic achievements of Students of Guidance and Counselling Education Department, the Riau University are at good categories with a percentage of 98.56% or as many as 137 students (out of 139 students). Furthermore, as much as 1.44% students is at the category of "good enough".

Table 1
General level Academic Achievement Student Guidance and Counselling Education Department, University of Riau

Categories	Score Interval	F	%
Very Good	4.00	0	0
Good	3.00-3.99	137	98.56
Good Enough	2.00-2.99	2	1.44
Poor	1.00-1.99	0	0
Failed	0.00-0.99	0	0
Total		139	100

Based on the analysis, it can be obtained that the interval level of interest of students to teacher profession is 30, with the categorization is very high, high, low and very low. In general, it can be seen a picture of student interest in the profession as follows (Table 2).

Based on data analysis in Table 2, it can be concluded that in general terms the level of empathy of male students is at high category with a percentage of 65.62% or as many as 21 out of 32 male students. Furthermore, as much as 28.12% is in the category of very high or as many as 9 male students.

Based on data analysis of data in Table 3 we can conclude that in general level of empathy of female students is at high category with a percentage of 57.30% or as many as 102 out of 178 female students. Furthermore, as much as 42.69% is in the category of high or as many as 76 female students.

To know the level empathy student counselling in terms of the kind of men and women, it can be seen in Table 4. Based on data analysis in Table 4 it can be concluded that in general level of empathy student gender males and female at high category with a percentage of 65.62% for male gender is 57.30% for the female It's can be concluded empathetic counselling students both genders male and female at the high category.

Table 2
General level of interest of students to the profession of the Education Department, University of Riau FKIP

Categories	Score Interval	F	%
Very High	91-120	9	28.12
High	61-90	21	65.62
Low	31-60	2	6.25
Very Low	0-30	0	0
Total		32	100

Table 3
Empathy Attitude Levels of Student Counselling Seen from Female

Categories	Score Interval	F	%
Very High	131-160	76	42.69
High	101-130	102	57.30
Low	71-100	2	1.12
Very Low	40-70	0	0
Total		178	100

Table 4
Empathy Attitude Levels of Student Counselling Seen from Male and Female

Categories	Score Interval	Male		Female	
		F	%	F	%
Very High	131-160	9	28.12	76	42.69
High	101-130	21	65.62	102	57.30
Low	71-100	2	6.25	2	1.12
Very Low	40-70	0	0	0	0
Total		32	100	178	100

Table 5
Empathy Attitude Levels of Student Counselling Seen from individual Residence or Boarding House

Categories	Score Interval	F	%
Very High	131-160	52	38.23
High	101-130	80	58.82
Low	71-100	4	2.94
Very Low	40-70	0	0
Total		136	100

Based on data analysis in Table 5, it can be concluded that in general level of empathy of students in terms of a place to stay at a boarding, is at high category with a percentage of 58.82% or as many as 80 students from a total of 136 students who live in the boarding house. Furthermore, as much as 38.23% in the category of high sting or as many as 52 students.

Based on data analysis in Table 6, it can be concluded that in general the level of empathy of students based on residence with their parents or not living in the boarding house is located in the high category with a percentage of 55.84% or as many as 43 students out of 77 students who live with their parents. Furthermore, as much as 44.15% in the category of high sting (very high) or as many as 34 students.

Based on data analysis in Table 7, it can be concluded that in general, the level of empathy of students in terms of residence with parents and lived in the boarding house is located in the high category with a percentage of 55.84%

for living with parents or not boarding, and by 58, 82% of which live in the boarding house. It can be concluded that empathetic counselling students whether they live with their parents or living in the boarding house is at the high category.

Based on data analysis in Table 8, it can be concluded that in general level of empathy of students based parenting parents who authoritarian are in the high category with a percentage of 50% or as many as 17 students out of 34 student. Furthermore, as much as 44.11% are in the category of very high or as many as 15 students.

Based on data analysis of data in Table 9 it can be concluded that in general the level of empathy of students based on the pattern of parenting democratic in the high category with a percentage of 60.22% or 106 students from a total of 176 student counselling with patterns democratic parenting. Furthermore, as much as 39.77% in the category of high sting or 70 students.

Based on data analysis of data in Table 11, it can be concluded that in general the level of empathy of students in terms of patterns of parenting who authoritarian and parenting of parents who democratic at high category with a percentage of 50% for the parenting of parents who authoritarian and of 60; 22% for the parenting of parents who democratic. It can be concluded that empathetic counselling student parenting of parents who authoritarians or the parenting of parents who democratic at the high category

Table 6
Empathy Attitude Levels of Student Counselling Seen from Live with parents or not staying at the boarding house.

Categories	Score Interval	F	%
Very High	131-160	34	44.215
High	101-130	43	55.84
Low	71-100	0	0
Very Low	40-70	0	0
Total		77	100

Table 7
Empathy Attitude Levels of Student Counselling Seen from Live with Parents or not to stay in Boarding House and Live Alone or stay at Boarding House

Categories	Score Interval	Live with Parents		Stay at Boarding House	
		F	%	F	%
Very High	131-160	34	44.215	52	38.23
High	101-130	43	55.84	80	58.82
Low	71-100	0	0	4	2.94
Very Low	40-70	0	0	0	0
Total		77	100	136	100

Table 8
Empathy Attitude Levels of Student Counselling Seen from Parenting of Parents who Authoritarian

Categories	Score Interval	F	%
Very High	131-160	15	44.11
High	101-130	17	50
Low	71-100	2	5.88
Very Low	40-70	0	0
Total		34	100

Table 9
Empathy Attitude Levels of Student Counselling Seen from Parenting of Parents who Democratic

Categories	Score Interval	F	%
Very High	131-160	70	39.77
High	101-130	106	60.22
Low	71-100	2	1.13
Very Low	40-70	0	0
Total		176	100

Table 10
Empathy Attitude Levels of Student Counselling Seen from Parenting of Parents who Authoritarian and Democratic

Categories	Score Interval	Authoritarian		Democratic	
		F	%	F	%
Very High	131-160	15	44.11	70	39.77
High	101-130	17	50	106	60.22
Low	71-100	2	5.88	2	1.13
Very Low	40-70	0	0	0	0
Total		34	100	176	100

5. Discussion

Based on the analysis above, it can be concluded that in general, the empathy of the Student of Guidance and Counselling, Riau University is at the category of high and very high, which is in line with the demands of an attitude that must be owned by a counsellor or counselling teachers. A counselling teacher who is also a counsellor is required to have professional competence to be able to demonstrate the integrity and stability of a strong personality, among others, a friendly, patient, empathetic, and consistent [11].

Empathy is a personality who participating felt and thought into the other person's personality so that reached a state of identification. According to Rangkuti [12] empathy is a sense of caring to give individual attention, understand the needs of individuals as well as easy to contact.

In line with the opinion of Latipun [13] that the ability of the counsellor to be able to provide empathy is very important and essential to the success of service guidance and counselling, because it was the empathy one of the conditions that must happen and be enough for the client changes, with empathy the client perceives that there are people others are willing and able to understand his or her that he or she has not got.

From the discussion above it can be concluded that empathy is very important and must be owned by a counsellor or counselling teachers at the school to determine a person's success or failure in providing counselling services to clients or students while serving as a counsellor or teacher guidance and counselling.

6. Conclusions

Based on the findings and discussion of research results, it can be put forward as the following conclusions:
1. An overview of the general level of empathy of students at high category with a percentage of 58.01%.
2. An empathetic counselling student in terms of male and female both are in the high category.
3. Overview empathetic counselling students whether they live with their parents or living in the boarding house together at the high category.
4. Overview empathetic counselling students both parenting of parents who authoritarian and the parenting of parents who democratic alike at the high category.

7. Recommendations

1. The universities, both university and faculty level more frequently to allow students to carry out social activities students develop a sense of empathy
2. To the lecturers who taught at the Riau University FKIP in order to develop students through learning empathy containing the values of empathy.

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