

The Effect of Self-Efficacy and Perception of Teacher Profession on Teaching Interest: Study on Bachelor Students of Office Administration Education

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Abstract:

This research aims to determine the influence of self-efficacy on interest in becoming a teacher among students of the Office Administration Education Study Program, Surabaya State University, the influence of perceptions of the teaching profession on interest in becoming a teacher among students of the Office Administration Education Study Program, Surabaya State University, and the influence of self-efficacy and perceptions of the teacher profession towards students' interest in becoming teachers at the Office Administration Education Study Program, Surabaya State University. This research is included in the type of explanatory research with an associative quantitative approach. The population in this study was 2019 office administration education students totaling 52 respondents with a saturated sample. The data analysis technique in this research uses multiple linear regression which has previously been tested on classical assumptions with the help of the SPSS program. Based on the research results, namely: (1) There is a positive influence between self-efficacy on interest in becoming a teacher among students at the Office Administration Education Study Program, Surabaya State University. (2) There is a positive influence between the perception of the teaching profession on the interest in becoming a teacher among students at the Office Administration Education Study Program, Surabaya State University. (3) There is a positive influence between self-efficacy and perceptions of the teaching profession on interest in becoming a teacher among students at the Office Administration Education Study Program at Surabaya State University.

Keywords: Interest in Becoming a Teacher, Perception of Teacher Profession, Self-efficacy

INTRODUCTION

Education is an investment for the future and ensures the sustainability of the country. Education plays an important role in human life, which can shape the nature of human resources in society as learning for the future. Learning activities are also the most important activities, one of which is the teacher. Choosing the role of a teacher is not easy for everyone to do, because a teacher not only provides knowledge in the classroom, but also provides guidance and shapes the character of students (Aini, 2018). Teachers are the most important part of education because the quality of teachers greatly influences the quality of the learning process (Gunawan, 2018). Becoming a teacher also does not escape students' interest in choosing a job. If students do not have an interest in becoming teachers, then these students will not make efforts to increase knowledge related to the teaching profession at the college level. Students' interest in choosing a job can arise because of encouragement in the form of attention, desires and needs (Amalia & Pramusinto, 2020). The problem that often arises is how students understand the teaching profession, and how students are interested in becoming teachers, because in reality many students who have graduated from education, especially the Office Administration Education Study Program at Surabaya State University, prefer to work in private companies rather than choosing the teaching profession according to their educational background. This is supported by initial observation data with 10 Office Administration Education student respondents class of 2019 Surabaya State University, 7 out of 10 students stated that they were not interested in becoming an Office Administration teacher, in other words they were more interested in professions other than teaching such as private company employees and entrepreneurs, and 3 of them answered interested or interested in becoming a teacher.

Office Administration Education Study Program Surabaya State University is a state higher education institution in Surabaya, producing quality teaching staff graduates and producing experts in their respective fields. The Office Administration Education study program is one of the educational study programs at the Surabaya State University Faculty of Economics and Business which produces future professional teachers. As a graduate of education. Office Administration Education students are also provided with skills, which skills can help them to work in the educational and non-educational fields, in the concentration of office administration skills. This concentration can produce good and qualified office administration teacher candidates. Interest itself is not formed directly from a person, but arises through the influence of internal and external factors. Internal factors are

factors that can give rise to feelings of interest that can be influenced by one's own desires without being forced by others, for example: feelings of ability and perception. Interest is a sense of personal importance that drives and can influence a person's behavior in terms of what they do and what they want. Meanwhile, the interest in becoming a teacher is an interest, a person's liking for oneself that encourages behavior to realize the desire to choose a profession as a teacher (Aini, 2018). Meanwhile, interest in becoming a teacher is also influenced by several factors, one of which is an individual's own self-efficacy, which is called self-efficacy.

Self-efficacy (SE) is the ability to assess, in terms of trust, confidence and ability in oneself, whether a person can carry out the right or wrong actions, good or bad, whether a person is able or unable to do something. SE is also described as an assessment of self-ability (Hidayat & Perdana, 2019). A person who has high self-confidence can be equipped to carry out tasks well and correctly, can set the desired goals or targets in order to achieve the goals achieved. SE in this case itself is a belief in interest in becoming a teacher. SE can be a factor influencing students' interest in becoming teachers.

Apart from SE which can influence, there are perceptions which can influence too. Perception is a person's state of interpreting information that occurs in the surrounding environment. In perception, there is a process that begins with someone seeing an object by analyzing the situation in the surrounding environment by identifying it, then getting the results of the analysis and identification. Each student's perception is different (Aini, 2018). Perceptions related to the teaching profession are students' interpretations, assessments and perspectives regarding the teaching profession which are obtained from the circumstances and conditions of teachers' lives. Therefore, teacher perception is the point of view that someone thinks about the teacher's work (Sukma et al., 2020). It is clear that student interest can be influenced by perceptions as factors within the student. It is said that the perceptions that emerge from students are expressed differently. Where the individual's ability to understand and interpret stimuli provided by the environment.

This research needs to be carried out because there is previous research entitled the influence of perceptions of the teaching profession and SE on interest in becoming a teacher, which was researched by Sholichah & Pahlevi (2021) where there is a positive and significant influence, which can be concluded from the Office Administration Education students class of 2017 at Surabaya State University, students already know the duties, rights and obligations of a teacher. This is in line with previous research entitled the influence of perception, SE and

family environment on interest in becoming a teacher by Amalia & Pramusinto (2020) there is a positive and significant influence from the variables of perception and self-efficacy.

According to the results of previous research, there is research which states the opposite, with the title the role of self-efficacy in mediating motivation, perceptions of the teaching profession and gender on interest in becoming a teacher which was researched by Nani & Melati (2020) with the absence of influence on self-efficacy and also the perception of the teaching profession on interest in becoming a teacher, students who choose to study at LPTK must be able to become graduates who will work in the world of education. However, in reality, there are still education graduates, especially those majoring in economics education, who prefer to work in companies, private and government banks and other institutions.

From these results, the author is interested in conducting research that is different from previous research with different objects which aim to analyze various influences, namely the influence of self-efficacy on interest in becoming a teacher, the influence of perceptions of the teaching profession on interest in becoming a teacher, the influence of self-efficacy and perceptions of the profession. teachers regarding interest in becoming teachers among Unesa 2019 PAP Study Program students.

RESEARCH METHODS

This type of research is explanatory research, a research that aims to obtain an explanation of existing phenomena through hypothesis testing of the relationship between variables (Strydom, 2013). This research uses quantitative methods to calculate the magnitude of the influence of self-efficacy (SE) and perceptions of the teaching profession on interest in becoming a teacher among students of the Office Administration Education Study Program, Surabaya State University, with the aim of understanding factual information, showing that various information is studied, hypothesized, and tested by using research instruments. By using questionnaire data collection techniques. The type of research used in this research is associative quantitative research (relationship or influence) (Sugiyono, 2015). Associative research is research that aims to determine the relationship between two or more variable (Suharsimi Arikunto, 2006). The form of relationship in this research is a clause relationship, namely a cause and effect relationship resulting from the independent variable, namely SE (X1) and the perception of the teacher's profession (X2) on the dependent variable, namely interest in becoming a teacher (Y).

This research design was carried out to determine and analyze the influence of the independent variables, namely SE (X1) and perceptions of the teaching profession (X2) on the dependent variable, namely Interest in Becoming a Teacher (Y). For the design or research design determined in this research, it can be seen in the chart below:

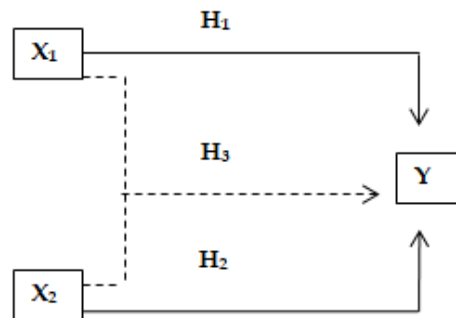


Figure 1. Design or Research Design

Information:

- X₁ : Self-Efficacy (SE)
- X₂ : Perception of the Teacher Profession
- Y : Interest in Becoming a Teacher
- > : Partial Influence
- > : Simultaneous Influence

Source: Data processed by researchers (2023)

The population of this study were active students from the 2019 Office Administration Education study program, Faculty of Economics and Business, UNESA with 52 students, using saturated sampling techniques, where the sample from this study is the entire population. In the research, descriptive statistics were used using computerized calculations assisted by the Statistical Program for Social Science (SPSS) program and also multiple linear regression (Sugiyono, 2013).

RESULTS AND DISCUSSION

The results of this research are entitled The Influence of SE and Perceptions of the Teacher Profession on Interest in Becoming a Student Teacher at the Office Administration Education Study Program, Surabaya State University. Where data collection is only focused on students of the Office Administration Education study program class of 2019. And data collection is carried out by distributing questionnaires using Google forms, with sampling using saturated samples, meaning that the number of respondents is 52 respondents from students of the Office Administration Education study program in 2019 based on gender from 7 male respondents and 45 female respondents.

Validity Test and Reliability Test

Using a validity test carried out with 20 respondents outside the research object, with 16 statement items, and using Corrected Item-Total Correlate (r calculated) observations, all of which are greater than the r table with a significance of 5%, which means all statement items are valid.

Table 1. Validity Test Results for Variable Y

Correlations

		Y.1	Y.2	Y.3	Y.4	Y.5	Y.6
TotalY	Pearson Correlation	.756**	.684**	.557*	.805**	.849**	.770**
	Sig. (2-tailed)	0	0.001	0.011	0	0	0
	N	30	30	30	30	30	30

Source: Data processed by researchers (2023)

Table 2. Validity Test Results for Variable X1

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6
TotalX1	Pearson Correlation	.804**	.837**	.841**	.737**	.877**	.806**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	30	30	30	30	30	30

Source: Data processed by researchers (2023)

Table 3 Validity Test Results for Variable X2

Correlations

		X2.1	X2.2	X2.3	X2.4
TotalX2	Pearson Correlation	.681**	.796**	.906**	.887**
	Sig. (2-tailed)	0.001	0	0	0
	N	30	30	30	30

Source: Data processed by researchers (2023)

The results of the validity test for variable Y, variable X1 and variable X2 stated that there were 16 statement items, which stated that all of the 16 statement items were valid based on a significant value, < 0.05.

Meanwhile, the reliability test carried out by calculating the instrument can be said to be reliable if the Cronbach Alpha value is > 0.60 (Sugiyono, 2015). Calculation of instrument reliability tests using SPSS.

Table 4. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.823	30

Source: Data processed by researchers (2023)

The results of the reliability test obtained a Cronbach Alpha value of $0.823 > 0.60$, in other words this instrument is said to be reliable.

Classic assumption test

Problems of normality, multicollinearity and heteroscedasticity that may occur in multiple linear regression models are overcome by using classical assumption tests. Using SPSS software, the classic assumption test in this research includes:

Normality Test

Table 5. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		52
Normal Parameters	Mean	0.0000000
	Std. Deviation	2.34900585
MED	Absolute	0.103
	Positive	0.103
	Negative	-0.079
Test Statistic		0.103
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Source: Data processed by researchers (2023)

It can be seen that the significant value of 0.200 is greater than 0.05. The conclusion is that the data in this study is normally distributed. Using the One-Sample Kolmogorov Smirnov method was used to carry out the normality test. If the significance value of a variable is greater than 0.05, it is said to have a regular distribution.

Multicollinearity Test

The multicollinearity test is needed to determine whether there is a correlation or relationship between independent variables. If there is no correlation between the independent variables, then the regression model is said to be good. Judging from the Variance Inflation Factor (VIF) value and the Tolerance value. If the VIF value is < 10 and the Tolerance value is > 0.01 then the data does not have multicollinearity and vice versa.

Table 6. Multicollinearity Test Results
Coefficients^a

Model		Collinearity Statistics	VIF
		Tolerance	
1	TOTALX1	0.580	1.725
	TOTALX2	0.580	1.725

Source: Data processed by researchers (2023)

The results of the multicollinearity test above stated that there were no cases of multicollinearity in all variable items in this study. The VIF value of the SE variable (X1) and the Teacher Professional Perception variable (X2) is $1.725 < 10$ and the tolerance value is $0.580 > 0.1$, so there are no problems with multicollinearity in the data.

Heteroscedasticity Test

Table 7. Heteroscedasticity Test Results
Coefficients^a

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	-13.002	32.190		-0.404	0.688
	X1	-0.953	3.847	-0.420	-0.248	0.805
	X2	3.652	5.216	1.292	0.700	0.487

Source: Data processed by researchers (2023)

From the table above it is known that the Sig value of these two variables is greater than 0.05, SE (X1) 0.805 and Teacher Professional Perception (X2) 0.487. From this explanation, it can be said that the variables tested did not experience heteroscedasticity. Using the Glejser test which was used to carry out the heteroscedasticity test in this research.

If the significance value of the Glejser test is greater than 0.05, it is said that heteroscedasticity does not occur.

Multiple Linear Regression Test

Table 8. Results of Multiple Linear Regression Analysis

Model		Coefficients ^a				
		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	1.338	2.216		0.604	0.549
	X1	0.273	0.127	0.229	2.140	0.037
	X2	0.971	0.159	0.654	6.115	0.000

Source: Data processed by researchers (2023)

The results of the table analysis above obtained the multiple linear regression equation in this study, namely:

$$Y = a + bX1 + bX2 + e$$

$$Y = 1.338 + 0.273X1 + 0.971X2$$

From the form of the equation above, it can be seen that variables X1 and X2 do not increase, so interest in becoming a teacher is around 1,338. Furthermore, the regression coefficient of the equation for X1 is 0.273, meaning that if there is an addition to variable X1, interest in becoming a teacher will increase by 0.273. If variable X1 decreases by 1, this will result in a decrease of 0.273 in interest in becoming a teacher. The regression coefficient on variable X2 is 0.971, indicating that an increase in variable X2 will increase readiness to become a teacher by 0.971.

Hypothesis Test

T test

The results of the tt test were used to partially test the significance of the relationship between the variables Self-efficacy (X1) and Teacher Professional Perception (X2) on Interest in Becoming a Teacher (Y). The following is a table of T test results, including:

Tabel 9. T-Test Results
Coefficients^a

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	1.338	2.216		0.604	0.549
	X1	0.273	0.127	0.229	2.140	0.037
	X2	0.971	0.159	0.654	6.115	0.000

Source: Data processed by researchers (2023)

Based on the results of the t-test on variable from these results it is concluded that there is a partial influence between the self-efficacy variable on interest in becoming a teacher.

The variable X2 has a calculated t value greater than the t table value, namely (6.115 > 1.676) with a significance value of 0.000 which is smaller than 0.05. From these results it can be concluded that there is a partial influence between the variables of teacher professional perception on interest in becoming a teacher.

F test

The F test is carried out to determine whether or not there is an influence of all independent variables and moderator variables simultaneously or together on the dependent variable.

Tabel 10 F Test Results
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	583.898	2	291.949	50.835	.000 ^b
	Residual	281.409	49	5.743		
	Total	865.308	51			

Source: Data processed by researchers (2023)

The F test results obtained show that the calculated F value is lower than F table with a significance of 0.000 which is greater than 0.05. So it can be concluded that there is a simultaneous influence between the independent variables, namely SE and PPG, on the dependent variable, namely interest in becoming a teacher.

Coefficient of Determination

Tabel 11 Coefficient of Determination Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.821 ^a	0.675	0.662	2.39647

Source: Data processed by researchers (2023)

From the results of the table above, it can be seen that the R Square value in this study was 0.675. This means that the variables SE and Perception of Teacher Profession have an influence on interest in becoming a teacher by 67.5%, while other variables outside this research can influence interest in becoming a teacher by 32.5%.

The influence of Self-Efficacy (SE) on interest in becoming a teacher

SE as one aspect of the self-regulation process, and self-confidence that Self-efficacy refers to the understanding of student self-confidence which can be felt as a belief regarding the student's ability to perform as a teacher (van Rooij et al., 2019). Based on the results of research data analysis according to the results of the t test that has been carried out in the research, it shows that in the variable SE (X1), $t \text{ count} > t \text{ table}$, namely $(2.140 > 1.676)$ with a significance value of 0.037 which is smaller than 0.05. It can be proven that SE has a positive and significant influence on interest in becoming a teacher among Office Administration Education students at Surabaya State University, so the hypothesis is accepted. With level indicators, namely the level of one's ability to complete the work in order to achieve the desired success, strength, namely the strength in maximizing one's performance to achieve the set target, generality, namely the standard of performance that feels capable of carrying out work in a particular career (Aini, 2018). These indicators have high factors, and have a good average score.

In this research, the results were found that students of Office Administration Education at Surabaya State University understand the overall concept of tasks carried out by teachers well, along with students of Office Administration Education at Surabaya State University are confident and confident in their abilities in the field of being a teacher and completing teacher work assignments. well. So it is concluded that Office Administration Education students at Surabaya State University understand the SE variable very well. The SE variable influences the interest of Office Administration Education students at Surabaya State University to

become, with students' confidence in their competence in carrying out their duties as teachers (Aini, 2018).

Upported by this, the literature has shown that for good students the interest in becoming a teacher increases and vice versa. If student self-efficacy is high, then interest in becoming a student teacher is high, this is in accordance with research by Aini (2018) and also based on research from Amalia & Pramusinto (2020) where self-efficacy has a positive relationship with interest in becoming a teacher.

The influence of perceptions of the teaching profession on interest in becoming a teacher

Perception of the teaching profession refers to students' perspective and assessment of the teaching profession which originates from the circumstances, living conditions of teachers and the students' point of view regarding teacher work (Bergmark et al., 2018). Based on the results of research data analysis according to the results of the t test that has been carried out in the research, the perception of the teaching profession (X2) has a calculated t value greater than the t table value, namely ($6.115 > 1.676$) with a significance value of 0.000 which is smaller than 0.05. It can be proven that the perception of the teaching profession has a significant influence on the interest in becoming a teacher among Office Administration Education students at Surabaya State University, so the hypothesis is accepted. With indicators of individual internal factors from students' experiences in carrying out the learning process and individual external factors from the surrounding environment which have an image and influence related to the teaching profession (Aini, 2018). t has a high factor, and has a good average score.

In this research, it was found that Surabaya State University Office Administration Education students had a good perception of the teaching profession, being able to understand well the image of being a teacher, who had to go through a professional education process such as students choosing an office administration education study program, and becoming a teacher had a profession. which are fun. Students understanding the perception of the teaching profession well can stimulate students' desire to learn and know more about the teaching profession as a whole (Amalia & Pramusinto, 2020). The results of this research are supported by research conducted by Septiara & Listiadi (2019) explained that the perception of the teaching profession partially influences the interest in becoming a teacher. Bergmark et al (2018) explains that the perception of the teaching profession has a positive relationship with interest as a teacher. Sholichah & Pahlevi (2021) states that perceptions of the teaching

profession have a positive and significant relationship to interest in becoming a teacher.

Pengaruh self-efficacy dan persepsi profesi guru terhadap minat menjadi guru

Self-efficacy and the teacher's professional perception of interest in becoming a teacher is a belief in the ability to effectively handle tasks, obligations and challenges related to professional activities as a teacher (Barni et al., 2019). Based on the results of research data analysis according to the test results that have been carried out in the research, it shows that self-efficacy (X1) has an understanding of student self-confidence which can be felt as a belief regarding the student's ability to perform as a teacher (van Rooij et al., 2019). And the perception of the teaching profession (X2) refers to students' perspective and assessment of the teaching profession which originates from the circumstances, living conditions of teachers and the students' point of view regarding teacher work (Bergmark et al., 2018). This simultaneously influences the interest in becoming a teacher (Y). Based on the ANOVA results, a value of 0.000 was obtained. Which can be interpreted as the two independent variables together having a relationship with interest in becoming a teacher, this is also supported by the results of R Squer of 0.675 which is interpreted as 67.5%, while other variables outside this research can influence interest in becoming a teacher by 32.5% . So it can be proven that self-efficacy and perceptions of the teaching profession have a positive and significant influence on the interest in becoming a teacher among Office Administration Education students at Surabaya State University.

This research found that Office Administration Education students at Surabaya State University were able to understand the personality competencies that a teacher must have. And understand well that the study program taken by Office Administration Education students at Surabaya State University is to become a teacher, along with a good understanding of the career prospects of becoming a teacher. So the interest of Office Administration Education students arose in the profession of being a good teacher. As from the results of this research. Overall, students already know the duties, rights and obligations that a teacher will carry out. This is obtained by students based on the teachings received during lectures and also teaching practice (Sholichah & Pahlevi, 2021). The results of this research are supported by research from Barni et al (2019) explained that SE has a positive relationship with interest in becoming a teacher, with $t(225) = 25.22$, $p < 0.001$ which is interpreted as having a high level of SE. Amalia & Pramusinto (2020) explains where SE has a positive relationship with interest in becoming a teacher. Septiara & Listiadi (2019)

explained that the perception of the teaching profession partially influences the interest in becoming a teacher. Sholichah & Pahlevi (2021) said that perceptions of the teaching profession and SE have a positive and significant relationship with interest in becoming a teacher. Aini (2018) stated that in testing the hypothesis there was a positive and significant influence between self-efficacy and perception of interest in becoming a teacher among 2015 Economic Education Study Program students at Surabaya State University, with an influence of 39%.

CONCLUSION

This research shows the results of data management and analysis, that the research draws the following conclusions: (1) There is a positive influence between self-efficacy on interest in becoming a teacher among students at the Office Administration Education Study Program, Surabaya State University. (2) There is a positive influence between the perception of the teaching profession on the interest in becoming a teacher among students of the Office Administration Education Study Program, Surabaya State University. (3) There is a positive influence between self-efficacy and perceptions of the teaching profession on interest in becoming a teacher among students at the Office Administration Education Study Program, Surabaya State University. Apart from that, the author tries to put forward recommendations that are expected to be useful and useful for future researchers in order to fill in the deficiencies based on those obtained from the research results, suggesting various things as follows: (1) Students can better understand self-efficacy and perceptions of the teaching profession regarding interest in becoming a further teacher. (2) Students can be more confident in their competence regarding their interest in becoming a teacher. (3) Future researchers can further deepen research regarding interest in the teaching profession and use this research as a reference for future researchers, especially for research that takes topics and variables related to interest in becoming a teacher.

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