

Relationship of Field Studies and Social Environment on Students' Interest in Teaching Profession (Study in Bachelor Study Program of Information Engineering Education at Universitas Negeri Malang)

Abdi Kholis Saputra ^{1,*}, Wahyu Sakti Gunawan Irianto ², Dwi Prihanto ³

Faculty of Engineering, Universitas Negeri Malang, Malang, Indonesia

¹abdikholis@gmail.com; ²wahyu.sakti@um.ac.id; ³dwiprihanto0524@gmail.com

*Corresponding author

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ABSTRACT

The purpose of this study was to reveal the significance of the relationship between: (1) Field Study (X_1), Social Environment (X_2) and Interest in Becoming a Teacher (Y); (2) X_1 and X_2 with Y partially; and (3) X_1 and X_2 with Y simultaneously. This type of research was ex-post facto research with descriptive analysis, partial correlation analysis and multiple regression analysis. The population and sample in this study were 105 PTI undergraduate students who had implemented Field Study. The results showed that there was a significant positive relationship: X_1 with Y ($r_{x_1y} = 0.265$); X_2 with Y ($r_{x_2y} = 0.398$); and between X_1 and X_2 with Y ($R_{x_1x_2y} = 0.281$).

I. INTRODUCTION

Education is a human activity to improve personality by fostering personality potentials, namely spiritual (thinking, intention, feeling, creativity and conscience), and physical (five senses and skills) [1]. Therefore, the key to the progress of a nation, because through education, quality educated human resources are born and are beneficial to society and the country. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education [2]. In addition, the teacher has duties including the task of educating, teaching, and training. However, it does not only play a role in these three things but also has a humanitarian and social responsibility [3]. The government's policy to increase the number of vocational schools requires the provision of productive teachers who are educated, trained, qualified,

competent and relevant to the needs of schools, in order to be able to produce quality graduates.

Indonesia has many Educational Institutions for Education Personnel which are expected to be able to produce prospective education personnel to follow the development of science and technology and can improve the standard of living of the wider community. State University of Malang (UM) is one of the Educational Institutions for Education Personnel which functions to prepare prospective teachers to be competent and professional. Therefore, the State University of Malang has many educational study programs which annually graduate teacher candidates from various study programs.

The Informatics Engineering Education S1 study program, participates in preparing prospective professional education personnel, especially vocational teachers in the field of informatics, in an effort to improve the quality of education, as well as answer the demands of the community. Educational students are prepared to become professional and highly dedicated teachers in the field of education. The problem arises

if some of the LPTK students who study in educational study programs decide that they do not want to become a teacher, which means that there has been an inefficiency of time, energy, and funds for both the government and individual students and their families.

Based on data from the Indonesia Career Center Network (ICCA) in 2017, more than 71.7% of people work non-linear with their education and more than 87% of students do not match their interests when majoring in school or college. This phenomenon is possible because of the reason for choosing an educational study program not as the main choice but as an alternative choice, with the basic premise that it can be accepted at State Universities which are believed to be of good quality with relatively affordable costs [4]. The notion of interest is often confused with attitude. Both are related to the activity of choosing, involving personal feelings, what distinguishes the two is the object. The object of interest is in the form of activities, while the object of attitude is in the form of social institutions or groups [5]. This will have an impact on the low interest in becoming a teacher, so that LPTKs will only produce prospective teachers who are less competent in their fields. Therefore, efforts that can be made by LPTKs are to grow the interest of prospective undergraduate education so that the knowledge that has been obtained during lectures can be useful for the younger generation of the nation's successors.

Field studies is a course that develops student competence in carrying out teaching practice so that students are ready to become professional educators. The purpose of holding this field studies is to provide insight and practical experience to students about real activities in the classroom or educational environment, including the preparation of learning tools, implementation of learning, and implementation of assessments in learning, so that students have adequate competence in carrying out tasks according to their field of expertise. Through this educational experience, it is hoped that educational students will be increasingly called upon to make teachers the orientation of their career choices so that their knowledge can be useful for other younger generations. Thus, field studies activities psychologically affect the formation of attitudes, personality, morals, and character as well as professional ethics of educators and have the potential to influence students' perceptions in assessing and viewing teacher careers. Field practice studies have a positive and significant impact on student teaching readiness. The higher or better the teaching ability in a student's field practice study activities, the readiness to prepare to enter the world of educational work is higher or better [6].

Another factor that also influences a person's interest is the social environment. The social environment is a factor that comes from outside the individual or can be said to be an external factor. Environmental influences are generally passive because they do not contain an element of coercion on individuals. However, it is undeniable that the environment must have an effect on the development of self and human mindset. This is in accordance with Gottlieb's statement in [7], one's support for the formation of a youth's future orientation can be done through the provision of verbal and nonverbal

information or advice, real assistance or actions that have emotional benefits for adolescents. So that students can grow their interest from getting information or advice and help from those closest to them such as family, peers in the school or campus environment, and the community around students.

II. METHOD

This study uses a descriptive research method with a quantitative approach that is ex-post facto. Ex-post facto means that data is collected after all the events in question have taken place or have occurred. This study aims to find out whether there is a relationship and if so, how big is the relationship between the independent variables and the dependent variable. The independent variable (independent variable) is a variable that affects or is the cause of the change or the emergence of the dependent variable [8]. The independent variables in this study were the Study of Field Practice and Social Environment. While the dependent variable is the variable that is influenced or that becomes the result, because of the independent variable. The dependent variable in this study is the interest in becoming a teacher.

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study was the 2015 PTI undergraduate students who had undergone field studies [8]. The sample size in this study was calculated based on the simplified Issac and Michael formula using a table with an error rate from. The error rate in this study was 5% with a 95% confidence level, so that the sample results were 105 students.

Data collection techniques for variables X1, X2 and Y using a questionnaire (questionnaire) using a Likert scale score of 5. The Likert scale is a scale used to measure a person's opinion about the object being tested. Testing the instrument using validity and reliability tests. Alpha reliability values for each variable: (1) X1 is 0.712, X2 is 0.680 and Y is 0.842.

Furthermore, the data analysis was carried out using descriptive analysis, partial correlation analysis and multiple regression analysis with the help of IBM SPSS Statistic17 software. The relative contribution and the effective contribution are used to see how much each independent variable contributes to the dependent variable.

III. RESULT AND DISCUSSION

Result

Prerequisite analysis test conducted in this study consisted of normality test, linearity test, multicollinearity test, and heteroscedasticity test on the data from Field Studies research, Social Environment, and Interest in being a teacher. The results show that each variable has met the requirements for further testing, namely hypothesis testing. Fig. 1, Fig. 2, and Fig. 3 showed that the description of the Field Studies, Social Environment, and Interest in Teaching Profession variables were in the medium category.

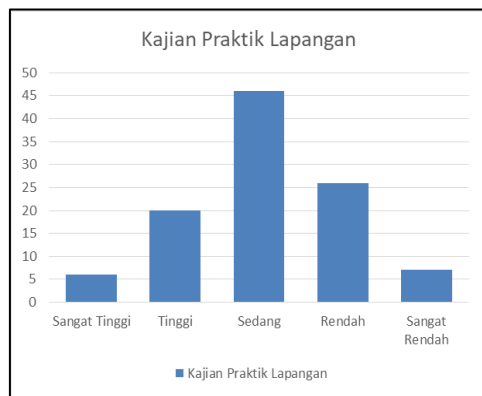


Fig. 1. Field Studies Variable Score Result

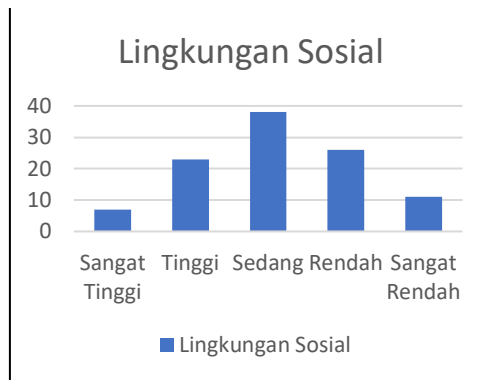


Fig. 2. Social Environment Variable Score Result

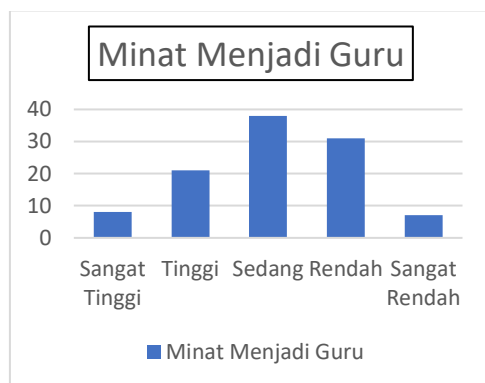


Fig. 3. Interest in Teaching Profession Variable Score Result

After testing the analysis prerequisites, the next step is to test the hypothesis. The first and second hypothesis tests used linear regression analysis while the third hypothesis test used multiple regression. The hypothesis used is as follows:

- H₁: There is a positive and significant relationship between Field Studies and Interest in Teaching Performance.
- H₂: There is a positive and significant relationship between Social Environment and Interest in Teaching Performance.

H₃: There is a simultaneous positive and significant relationship between Field Studies and the Social Environment with Interest in Teaching Performance.

Hypothesis testing is done by comparing the probability values, if the $P_{score} < 0.05$, then the relationship is significant.

TABLE I. PARTIAL CORRELATION ANALYSIS RESULTS

Variables	Regression coefficient	P_{score}
$X_1 - Y$	0,254	0,007
$X_2 - Y$	0,414	0,000

From Table 1, it can be seen that between X_1 has a significant relationship with the Y variable, so H₁ is accepted. And X_2 has a significant relationship with the Y variable, so H₂ is accepted.

TABLE II. MULTIPLE REGRESSION ANALYSIS RESULTS

Aspects	Score
Constant	28,988
R	0,530
R Square	0,281
F Score	19,929
Sig. F	0,000

In the third hypothesis test, from Table 2 it can be seen that X_1 , X_2 simultaneously have a significant relationship with Y. The contribution of each independent variable to the dependent variable in this study is shown in Table 3.

TABLE III. RELATIVE CONTRIBUTION (RC) AND EFFECTIVE CONTRIBUTION (EC) OF RESEARCH VARIABLES

Predictor	RC (%)	EC (%)
X_1	34%	9 %
X_2	66%	27 %
Total	100%	36 %

From Table 3, it can be seen that the Field Studies and Social Environment variables on Interest in Teaching Performance have a total effective contribution of 36%, while 64% are influenced by other independent variables not examined in this study.

Discussion

Field Studies has a goal to produce students who have insight and experience about real learning activities in the classroom at the level of a particular education unit as a whole, including the preparation of learning tools, implementation of learning, and implementation of assessments in learning.

Research conducted by Yuniasari and Djazari shows that the higher the PPL experience, the more teaching experience students will gain [9]. So that the teaching experience possessed affects the interest in becoming a teacher.

Based on the discussion above, it can be concluded that the indicators that affect the level of student field practice studies are general direction of Field Studies implementation, observation of learning implementation by civil servant teachers, lesson study practices, and school environment orientation. The four indicators are internal factors which are factors from within, or can be interpreted as something that comes from the experience gained when carrying out the Field Practice Study. Factors that exist within oneself, of course, their existence will have a big impact. This impact has a major role in how students are interested in becoming teachers [10]. in line with the results seen from the experience that has been obtained when carrying out the Field Practice Study.

Environmental influences are external factors that influence but come from outside the individual, of course what is meant is the student environment such as the family environment, school environment, and community environment. The environmental influences are the sphere that organizes the educational process.

Based on the discussion above, it can be concluded that the family environment is the closest person to students who plays a major role in fostering better interests and vice versa. This environmental influence has a significant contribution because in general humans often experience changes due to external contact.

Interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling. Interest is something that occurs when a person sees the characteristics or temporary meaning of a situation that is associated with his own wants or needs. In this case, it means that interest arises because of an interest in something so that there is an urge to explore it. This interest is associated with an interest in becoming a teacher, then this interest will cause a person to be very interested and try to prepare to become a teacher [11].

Based on the results of the research that have been analyzed and presented in Chapter IV, it shows that there is a positive and significant relationship between Field Studies and interest in becoming a teacher for undergraduate students of Informatics Engineering Education. This is evidenced by the results of the partial regression analysis test with a P_{score} value smaller than P_{sig} . These results indicate that there is a positive and significant relationship. Meanwhile, from the calculation of the effective contribution of the Field Studies variable with an interest in becoming a teacher, the value of 9% is obtained.

From the results of the statement above, it can be said that the indicators in the Field Studies variable are related to the growth of interest in becoming a teacher. This can be interpreted that the Field Studies implementation indicators are the initial basis for the emergence of interest in students. When students have had a good experience when running Field Studies, these students must have a sense of concern that is more like focusing on their chosen career, in this case being a teacher. The results of this study prove that the study of field practice plays an important role in students' interest in becoming teachers. The better the experience gained when running Field Studies, the higher their interest in the teaching profession.

Based on the research results that have been analyzed and presented in chapter IV, it shows that the influence of the environment has a positive and significant relationship. This is evidenced by the results of the partial correlation analysis test with a P_{score} value smaller than P_{sig} . These results indicate that there is a positive and significant relationship. Meanwhile, from the calculation of the effective contribution of the variable the influence of the social environment with interest in becoming a teacher, the value is 27%.

From the results of the statement above, it can be said that the sub-variables along with the indicators that exist in the social environment variables are related to the growth of interest in becoming a teacher. This can be interpreted that the indicators of the social environment are the initial basis for the emergence of interests that are influenced from outside of students. When the social environment around students gives a good influence on students, these students must have a sense of concern that is more like focusing on their chosen career, in this case being a teacher. The results of this study prove that the social environment plays an important role in students' interest in becoming teachers.

Interest in becoming a teacher is influenced by several factors, one of which is a study of field practice and the social environment. Based on the research results that have been analyzed and presented in chapter IV, it shows that there is a positive and significant relationship between the study of field practice and the social environment on interest in becoming a teacher. This is evidenced by the results of multiple regression analysis test with a P_{score} value smaller than P_{sig} . These results indicate that the study of field practice and the social environment are interrelated and will have an influence on interest in becoming a teacher.

These two variables contribute to each other. If external factors are able to encourage internal factors, students will have an interest in becoming teachers. Vice versa, if the internal factors are able to obtain and sort out information on external factors wisely, then the influence obtained in achieving their career goals will be good too.

Students develop interest starting with experience gained from field practice studies. The results show that the general direction indicators of MPA implementation have a big influence. Student participation in general direction of Field Studies implementation, will initiate the formation of interest in students. This is supported by the social environment or influences that come from outside. The family environment has a high influence in growing and increasing teacher interest, because the family environment greatly influences the formation of student interest with a teacher profession that is in accordance with the path chosen at the college level [12].

Problems and obstacles when students are faced with choosing and planning a career for their future can be generated from two directions, both from within and from outside. Problems that arise internally are caused by the individual's emotional unpreparedness which affects the ability to communicate with the school component. Meanwhile, problems that arise externally are caused by the influence of the outside world because there is no continuity between the

emotional or psychological conditions of the individual and the influence of the external environment. Career maturity that has been achieved by students is an indicator of students' abilities and consequences in interpreting career development tasks that must be undertaken by each student [13]. Furthermore, it can be interpreted that students already have a determination in choosing a job, one of which is the teaching profession.

Based on the statement above, it can be concluded that if students have good experience when carrying out Field Studies and are in a positive social environment, then students will have a high interest in becoming teachers. On the other hand, if the Field Studies and the student's social environment have a negative impact, the interest in becoming a student teacher will be lower.

IV. CONCLUSION

The conclusion obtained in this study is that the level of field practice studies on students of the Informatics Engineering Education Study Program, Faculty of Engineering, State University of Malang is in the medium category. In addition, the level of social environment for students of the Informatics Engineering Education Study Program, Faculty of Engineering, State University of Malang is in the medium category. Furthermore, the level of interest in becoming a teacher for students of the Informatics Engineering Education Study Program, Faculty of Engineering, State University of Malang is in the medium category.

In particular, there is a positive and significant relationship between the study of field practice and interest in becoming a teacher in students of the Informatics Engineering Education Study Program, Faculty of Engineering, State University of Malang. Furthermore, there is a positive and significant relationship between the social environment and the interest in becoming a teacher in students of the Informatics Engineering Education Study Program, Faculty of Engineering, State University of Malang. Then, there is a positive and significant relationship between the study of field practice and the social environment with interest in becoming a teacher in students of the Informatics Engineering Education Study Program, Faculty of Engineering, State University of Malang.

In general, from this study, the Relative Contribution (RC%) and Effective Contribution (EC%). The relative contribution of the field practice study variable is 34%, and the social environment variable is 66%. While the effective contribution of the field practice study variable is 9%, and the social environment variable is 27%. So that the effective contribution of the field practice study variable and social environment to the variable interest in becoming a teacher is another 36% caused by other factors or variables.

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