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The Relationship Between Student Interest in Become Educators and Learning Achievement in Teacher Profession Course

Nurlaela*, Fiskia Rera Baharuddin, Andi Muadz Palerangi, Dirga Saputra

Universitas Negeri Makassar
*Email: nurlaela.latif@unm.ac.id

ABSTRACT
The purpose of this study was to determine the relationship between students` interest in becoming educators and academic achievement in teaching profession courses. Data analysis techniques using descriptive analysis and partial correlation analysis. The population and sample consisted of all 150 students of the Department of Mechanical Engineering Education, Faculty of Engineering, Makassar State University. Based on the results of the study, it was found that the R value of 0.965 is greater than the r table of 0.239 with a significance level of 0.12 <0.05 with a coefficient value of 0.303 which means that there is a significant relationship between the variable Student Interest in Becoming Educators (X) on Learning Achievement Teaching Profession Course (Y), the correlation coefficient is 30.3%, so it has a low degree of positive relationship, meaning that the more interested students become teaching staff, the better the learning achievement of teaching profession courses.

Keywords: *Student Interests, Educators, Learning Achievement, Teaching Profession.*

1. INTRODUCTION

In the Law of the Republic of Indonesia number 11 of 1921, it states that the national development of Indonesia essentially involves building the Indonesian people as a whole. This means that the development goals in Indonesia are not only in the form of facilities, but also lie in the quality of its human resources. One of the ways to improve the quality of human resources is through education. Education should be one of the main targets of the government in order to improve the welfare of the people and the dignity of the nation.

Education has a crucial mission in the development of high-quality human resources, as explained in Article 3 of Law No. 20 of 2003 concerning the National Education System. National education functions to develop the abilities and shape the dignified human beings in order to enrich the nation's life, aiming to develop learners to become individuals who are faithful and devoted to the Almighty God, possess noble character, are healthy, knowledgeable, capable, creative, independent, and responsible citizens. In the realm of education, the role and function of educators are significant factors. Educators are professionals whose main task is to educate, teach, guide, direct, train, assess, and evaluate learners in early childhood education, formal education pathways, elementary education, and secondary education (Law on Educators and Lecturers Chapter I Article I, paragraph (1) 4). From this definition, it is clear that educators play a vital role in education. According to the explanation of Government Regulation No. 19 of 2005 concerning National Education Standards, educators must possess four competencies: pedagogical competence, personality competence, social competence, and professional competence.

According to Fristiana, working as an educator is an honorable and noble profession, both from the perspective of society and the country, as well as from a religious standpoint. Educators contribute greatly to society and the nation. The level of culture in a society, as well as the advancement or decline of a society and nation, largely depend on education and teaching provided by educators.

According to Septiani, in order to face the challenges of an increasingly global era, educational institutions, especially Teacher Education Institutions (LPTK), are required to actively enhance the competence of their graduates so that they can compete

in the global world and meet the needs of the time. Renewal in the field of education must be continuously implemented to meet societal needs. Therefore, research in the field of education becomes very important.

Universitas Negeri Makassar (UNM) is one of the Teacher Education Institutions in Indonesia that has several faculties, one of which is the Faculty of Engineering (FT) with eight educational study programs. One of its educational study programs is Mechanical Engineering Education, which awards a Bachelor of Education (S.Pd) degree and specifically prepares graduates to become educators in vocational high schools specializing in Mechanical Engineering. For students who choose an educational study program, they will be directed towards becoming educators. However, the problem lies in the fact that not all students studying in education-related programs wish to pursue a profession in the field of education as educators.

As students in an educational study program, they will be directed towards positions and professions where they devote themselves to the field of education through structured, formal, and systematic educative interactions. Education, in essence, is a tool to prepare morally upright and highly qualified human resources. Based on this understanding, the profession of an educator is not an easy task. In other words, an effective educator must possess the following abilities: (1) mastery of theoretical knowledge about learning and human behavior, (2) display attitudes that support the profession of learning and human relationships in a pure manner, (3) possess knowledge in the subjects taught, and (4) have technical skills in facilitating learning for learners. Educators must actively play their role and position themselves as professionals in accordance with the evolving demands of society. An educator must also have a high level of responsibility because they deal with human beings, and the success or failure of these individuals is influenced by the role of educators. It requires education in cognitive, affective, and psychomotor skills as a foundation for educating the future generations of the nation and achieving educational goals.

The level of interest among students in education-related study programs to become educators is crucial because a low level of interest in the teaching profession can result in low-quality students as prospective educators, which can also impact the formation of optimal educator competencies. Interest is the driving force for someone to actively engage and direct attention to a profession they enjoy. Having an interest in becoming an educator is a state where someone devotes great attention to the teaching profession and has a desire to become an educator. Factors that can influence this interest can originate from within oneself or from external factors. Some internal factors that can foster someone's interest include emotional factors, perceptions, motivation, talents, and knowledge acquisition. External factors, on the other hand, can include family environment and social environment.

2. METHOD

This research adopts a quantitative approach with an associative research design. Interactive associative research involves studying interactive or reciprocal relationships, where variables influence each other. In this case, the independent and dependent variables are not known.

Based on the research problem, this study utilizes a quantitative research method with a descriptive approach. The study focuses on two variables: the independent variable, which is the interest in becoming an educator (X), and the dependent variable, which is the academic achievement in the teaching profession course (Y). According to Sugiono (2011:23), quantitative data refers to numerical data or qualitative data that has been converted into numerical form (scoring).

3. RESULT AND DISCUSSION

1.1 RESULT

1.1.1 Validity Test

The validity test is conducted to determine the level of validity of the statement items contained in the research instrument. Based on the instrument pilot test conducted with 30 respondents, using a significance level of 0.05 with a critical value (r_table) of 0.2638. The results of the instrument pilot test for variable (X), the Relationship Between Students' Interest in Becoming Educators, indicate that out of the 40 statement items, 5 items were deemed invalid, while the remaining 35 items were deemed valid in the validity test.

1.1.2. Reliability Test

Reliability testing is conducted on the statement items that have been deemed valid through the validity test. This reliability test is performed to determine the level of reliability of the instrument. Based on the data obtained from the instrument pilot test questionnaire, the reliability test used for variable (X), the Relationship Between Students' Interest in Becoming Educators, utilizes the Cronbach's Alpha formula.

The reliability testing conducted on the research instrument for the variable Relationship Between Students' Interest in Becoming Educators resulted in an obtained r-value of 0.932. Consulted with the r-table value of 0.2638, it can be determined that the calculated

r-value is greater than the r-table value (0.932 > 0.2638). Based on these results, it can be concluded that the instrument for the Relationship Between Students' Interest in Becoming Educators is considered reliable.

Table 1. Reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
.990	35

1.1.3. Descriptive Data Analysis

The research was conducted in the Department of Mechanical Engineering Education, Faculty of Engineering, Universitas Negeri Makassar. Data collection was carried out from May 2022 to June 2022 through the distribution of questionnaires via Google Forms to students, as well as through documentation. The research data consists of the independent variable, which is the Relationship Between Students' Interest in Becoming Educators (X), and the dependent variable, which is the academic achievement in the teaching profession course (Y).

1.1.1.1. The variable is Students' Interest in Becoming Educators.

The data for the variable of Students' Interest in Becoming Educators was obtained through a questionnaire instrument consisting of 35 valid statement items.

Table 2. Rangkuman Data Variabel Minat Mahasiswa (x)

Interest Statistics		
N	Valid	68
	Missing	0
Mean		124.0294
Median		132.0000
Mode		132.00
Std. Deviation		14.78601
Variance		218.626
Minimum		84.00
Maximum		134.00

Table 3. Frequency Distribution of Students' Interest Variable (x)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	84 – 90	4	5.9	5.9	11.8
	99 – 105	9	16.1	16.1	85.3
	120 – 127	4	5.9	5.9	79.4
	128 – 134	49	72.1	72.1	338.3
	Total	68	100.0	100.0	

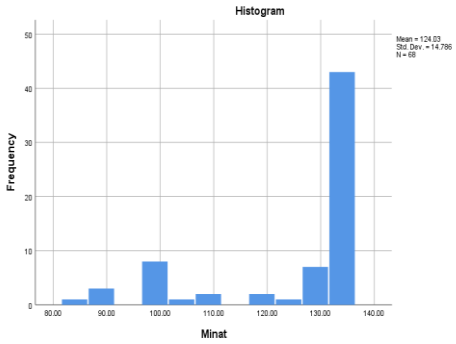

Figure 1. Grafik Batang Distribusi Variabel x

In determining the tendency of the variable Students' Interest in Becoming Educators within the known minimum value (Xmin) of 84 and the maximum value (Xmax) of 134, the next step is to find the ideal mean (Mi) using the formula Mi = ½ (Xmax - Xmin) and calculate the ideal standard deviation (SDi) using the formula SDi = 1/6 (Xmax - Xmin). Based on the above references, the ideal mean for the variable Students' Interest in Becoming Educators is obtained as 109, and the ideal standard deviation for the variable is obtained as 8.

Table 4. Distribusi Kecendrungan Variabel x

No	Interval	Frekuensi	Persen	Kategori
1	< 101	10	14.7%	Rendah
2	101-117	5	7.3%	Sedang
3	>117	53	78%	Tinggi
Total		68	100%	

1.1.1.2. Teacher Profession Course Achievement Variables

The variable data on learning achievement for the teaching profession course are the results achieved by students in the teaching profession course in the form of the average score listed in the DPNA. The way to get learning results is to use the average value of the teaching profession course, in the 2017, 2018 and 2019 batches using DPNA in semester 4.

Table 5. Summary of Teaching Profession Variable Data (y)

Statistics		
Prestasi Belajar		
N	Valid	68
	Missing	0
Mean		10.1912
Median		9.7500
Mode		9.00
Std. Deviation		1.71044
Variance		2.926
Minimum		6.00
Maximum		12.00

Table 6. Frequency Distribution of the Teaching Profession Variable (y)

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		68
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.62988220
Most Extreme Differences	Absolute	.119
	Positive	.093
	Negative	-.119
Test Statistic		.119
Asymp. Sig. (2-tailed)		.18[c]

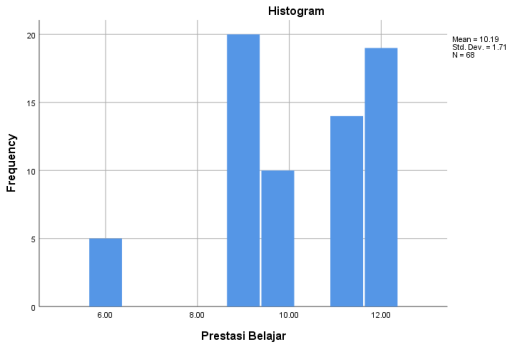

Figure 2. Chart of Teaching Profession Variables (y)

In determining the tendency of the variable Academic Achievement in the Teaching Profession Course, with the known minimum value (Xmin) of 0 and the maximum value (Xmax) of 12, the next step is to find the mean (Mi) using the formula Mi = ½ (Xmax - Xmin), and calculate the ideal standard deviation (SDi) using the formula SDi = 1/6 (Xmax-Xmin). Based on the above reference, the ideal mean for the variable is obtained as 6, and the ideal standard deviation for the variable is obtained as 2.

Learning Achievements

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	6.00	5	7.4	7.4	7.4
	9.00	20	29.4	29.4	36.8
	9.75	10	14.7	14.7	51.5
	11.25	14	20.6	20.6	72.1
	12.00	19	27.9	27.9	100.0
	Total	68	100.0	100.0	

Tabel 7. Distribution of Tendency for the Teaching Profession Variable (y)

Based on the data in the table above, it can be observed that the majority of the frequency distribution indicates a tendency for the variable in the category, with 64 respondents or 83.1% out of a total of 77 respondents. The smallest frequency distribution percentage is represented by 6 respondents or 7.8% in the category.

1.1.4. Normality Test

The normality test aims to determine whether the data used for the research follows a normal distribution or not. The method used in this normality test is the Kolmogorov-Smirnov method. The data is considered normal if the significance value is greater than or equal to 0.05 (Sugiyono, 2010). The results of the normality test using the SPSS application can be seen in the following table.

Table 8. Normality Test for Variables X and Y

No	Interval	Frequency	Percent	Category
1	< 2	6	7.8	Low
2	6-8	7	9.1	Medium
3	>8	64	83.1	High
Total		77	100%	

Based on the normality test results in Table 4.8 above, it can be observed that the Sig. level is 0.18, which is greater than 0.05. This indicates that the significance level is larger than 0.05. Therefore, it can be concluded that all variables in this study follow a normal distribution.

1.1.5. Linearity

The linearity test is used to determine or prove whether each independent variable has a linear relationship with the dependent variable. The relationship is considered linear if the significance value is greater than or equal to 0.05.

Table 9. Liniearity Test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Learning Achievemnts* Interest	Between Groups	(Combined)	46.999	15	3.133	1.093	.385
		Linearity	18.028	1	18.028	6.291	.15
		Deviation from Linearity	28.971	14	2.069	.722	.743
	Within Groups		149.015	52	2.866		
	Total		196.015	67			

The linearity test results in the table above indicate that the relationship between variables X and Y has a significant value of 0.15, which is greater than the probability value of 0.05. Based on these results, it can be concluded that the independent variable has a linear relationship with the dependent variable.

1.1.6 Hypothesis Test

1.1.1.1Correlation

Korelasi parsial digunakan untuk menganalisis hubungan atau pengaruh variabel independen terhadap variabel dependen, dimana salah satu variabel independennya dibuat tetap atau dikendalikan.

Table 10. Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Interest	124.0294	14.78601	68
Learning Achievement	10.1912	1.71044	68

With the table above, it can be observed that the sample size for this study is 68. The average score for variable X is 124.0294 with a standard deviation of 14.78601. Meanwhile, for variable Y, the average score is 10.1912 with a standard deviation of 1.71044. The correlation coefficient between variable X and Y is 0.303 with a significance value of 0.012. Since the significance value is less than 0.05, it can be concluded that variable X and variable Y have a significant relationship or correlation. The correlation coefficient of 0.303 indicates a low positive correlation between variable X and Y.

It can be concluded that the significance value of 0.012 < 0.05, thus rejecting the null hypothesis (Ho) and accepting the alternative hypothesis (Ha). The correlation coefficient of 0.303, which is positive and falls within the low correlation range.

Tabel 11. Result of Correlation Test

Correlations

		Interest	Learning Achievement
Interest	Pearson Correlation	1	.303*
	Sig. (2-tailed)		.012
	N	68	68
Learning Achievemrnt	Pearson Correlation	.303*	1
	Sig. (2-tailed)	.012	
	N	68	68

1.2 DISCUSSION

Based on the analysis presented above, the results indicate that the calculated correlation coefficient (r-value) is greater than the critical value (r-table) (0.965 > 0.221). Therefore, it can be stated that the variable of Students' Interest in Becoming Educators (X) has a significant influence on the variable of Academic Achievement in the Teaching Profession Course (Y) for the cohorts of 2017, 2018, 2019 in the Department of Mechanical Engineering Education. Furthermore, the normality test indicates that the significance level of 0.18 > 0.05, meaning that all variables follow a normal distribution. The linearity test also shows a significance level of 0.15 > 0.05, indicating a relationship between the independent and dependent variables.

The correlation analysis reveals a significant relationship between the variable of Students' Interest in Becoming Educators (X) and the variable of Academic Achievement in the Teaching Profession Course (Y). This is supported by the calculated correlation coefficient of 30.3%, indicating a low positive correlation. It means that as the effectiveness of students' interest in becoming educators increases, the academic achievement in the teaching profession course also improves. The remaining 69.7% is attributed to other factors that were not examined in this study, influencing the variable Y.

In conclusion, it can be inferred that Students' Interest in Becoming Educators has a considerable impact on the Academic Achievement in the Teaching Profession Course. Therefore, the better the interest in becoming educators, the more it assists students in enhancing their academic performance in the teaching profession course.

4. CONCLUSSION AND RECOMENDATION

1.1 CONCLUSSION

Based on the research findings, the following conclusions can be drawn:

The students' interest in becoming educators in the Department of Mechanical Engineering Education is still categorized as good in terms of their academic achievement in the Teaching Profession Course.

There is a significant relationship between students' interest in becoming educators and their academic achievement in the teaching profession course. The correlation coefficient between variable X and variable Y is 0.303, with a significance value of 0.012. With a significance value less than 0.05, it can be concluded that variable X and variable Y are related or correlated. Furthermore, the correlation coefficient of 0.303 indicates a low positive correlation between the variables. Since the significance value is $0.012 < 0.05$, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

In conclusion, it can be stated that the students' interest in becoming educators has a significant influence on their academic achievement in the teaching profession course. The correlation analysis demonstrates a positive correlation, albeit with a low degree.

1.2 RECOMENDATION

The students' interest in becoming educators is a key factor in their academic achievement in the teaching profession course. This interest motivates students to delve deeper into various aspects related to being an educator, including knowledge, attitudes, responsibilities, and criteria for becoming an effective educator.

For future researchers who wish to explore topics related to the title of this study, it is recommended to conduct more in-depth and extensive research. Consider incorporating additional variables to generate more comprehensive research outcomes and contribute to the advancement of knowledge in this field.

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