The Correlation Between Student Motivation in Choosing Study Program of Arabic Language Education and Their Perception About Teacher Profession

1st Nelly Mujahidah
Arabic Language Education Study Program, Faculty of Teacher Training Education IAIN Pontianak
Indonesia
nellymujahidah@student.upi.edu

2nd Dinn Wahyudin
SPs Universitas Pendidikan Indonesia Bandung
Indonesia

3rd Rusman
SPs Universitas Pendidikan Indonesia Bandung
Indonesia

Abstract—**This paper is based on the results of research that aims to quantitatively analyze the correlation of student motivation in choosing study programs and their perceptions of the teaching profession. Every student who chooses a major when going to college in teacher training certainly has a variety of motivations. Each of them also has their own views on what and how the teaching profession. The teacher is a profession that will be achieved later and become a profession that must be pursued. This study seeks to reveal the relationship or correlation between the two; motivation to choose majors and their perceptions of the Arabic teacher profession. The results of the study showed that their motivation for choosing the Arabic Language Education study program was high. While their perception of the teaching profession is very good. Thus it is evident that there is a significant relationship between motivation to choose study programs and perceptions of the teaching profession.**

Keywords—Study Program, Arabic Language, Perception, Teacher

I. INTRODUCTION

The key to future development for every nation is education. Because with education, it is hoped that each individual can improve the quality of its existence and be able to participate in the development movement.   With the rapid development of the world in this era of globalization, especially in the fields of technology and science, national education must also be continuously developed in tune with the times. The cause of the low quality of education in Indonesia certainly also cannot be separated from the role and perform   ance of a teacher as a developer of all the potential that exists in children, because the educator (teacher) is a person who is directly in contact with students. Basically the success of the implementation of education is more due to the teacher's factors. Although many factors in the success of education such as school management, national and regional policies, curriculum, learning process, etc., some opinions

and research prove that the teacher is a very decisive factor.

Along with the progress of the times and the development of science and technology, the teaching profession became more and more survive. With the better appreciation and recognition given by the government to the teaching profession, the interest in continuing studies in teacher education is also increasing. Higher education institutions in Indonesia also conduct teacher training to attract prospective students. Including the Department of Arabic Education, the output of which is the teacher or education of Arabic in formal and informal education institutions. Every student who leads this course certainly has a variety of motivations. The motivation cannot be imposed, or generalized and it is an existing and diverse reality in a community (Collie & Martin, 2017).

The st udent also has his own views on what and how the teaching profession is. They will also be educated later as teachers and the profession must be pursued well and trustworthy. This paper tries to uncover and analyze the relationship or correlation between the motivation of students to choose the department and their perception of the teaching profession.

II. THEORY

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A. Motivation

Abraham Maslow (1970) suggests that basically all humans have basic needs. He shows it in 5 pyramid-shaped levels, people start encouraging from the lowest level. The five levels of need are known as the Maslow Needs Hierarchy, starting from basic biological needs to more complex psychological motives; which will only be important after basic needs are met. The need for a ranking must at least be partially fulfilled before the needs

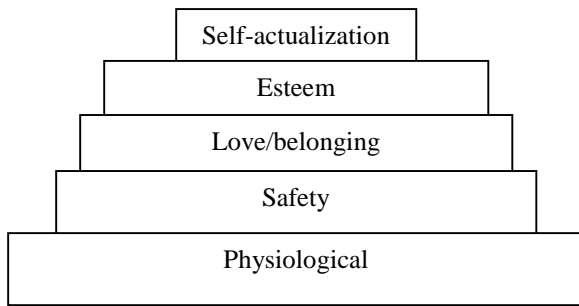in the next rank become important determinants of action (Goble, 1987).

Fig. 1. The hierarchy is made up of 5 levels:

1. Physiological – these needs must be met in order for a person to survive, such as food, water and shelter.
2. Safety – including personal and financial security and health and well being.
3. Love/belonging – the need for friendships, relationships and family.
4. Esteem – the need to feel confident and be respected by others.
5. Self-actualization – the desire to achieve everything you possibly can and become the most that you can be.

Motivation is divided into 2 (two) types namely intrinsic motivation and extrinsic motivation. Intrinsic motivation are motives that become active or function do not need to be stimulated from the outside, because in each individual there is an urge to do something. Intrinsic motivation comes from the heart of the heart generally due to awareness. Factors that influence intrinsic motivation are: (1) Needs: Someone performs activities because of the biological and psychological needs factors. (2) Expectations: Someone motivated because of the success and the expectation of success is one's self-fulfillment, success and self-esteem increased and move a person toward achieving goals. (3) Interest: a feeling of preference and a desire for something without being told, without influence from others.

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is the motives that are active and functioning because of the stimuli or influences of others so that someone does something. The factors that influence extrinsic motivation are: Family encouragement, Environment, Media.

Extrinsic and intrinsic motivation can also play a significant role in learning settings. Some experts argue that the traditional emphasis on external rewards such as grades, report cards, and gold stars undermines any existing intrinsic motivation that students might have. Others suggest that these extrinsic motivators help students feel more competent in the classroom, thus enhancing intrinsic motivation.

B. Perception

Perception (from the Latin *perceptio*) is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment. All perception involves signals that go through the nervous system, which in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eye, smell is mediated by odor molecules, and hearing involves pressure waves. Perception is not only the passive receipt of these signals, but it's also shaped by the recipient's learning, memory, expectation, and attention (Schacter, 2011).

The formation of perception begins with observations that through the process of relationships see, hear, touch, feel, and accept something that then a person selects, organizes, and interprets the information he receives into a meaningful picture. The occurrence of this observation is influenced by past experiences and attitudes of individuals from individuals. And usually this perception only applies to itself and not to others. In addition, this perception does not last a lifetime can change according to the development of experience, changes in needs, and attitudes of someone both male and female.

Perception is a process of the consciousness of an object. It is one of the means of valid knowledge in the world and consists in an inseparable relation of the perceptive consciousness with its content. The objects that are seen in the world are considered by the common man to be existing outside his body and the senses, and he feels that the objects are reflected, as it were, in his mind in perception.

Perception is the core of communication, while interpretation is the core of perception, which is identical to decoding in the communication process. Perception is what determines we choose a message and ignore other messages. Perception is an internal process that allows us to choose, organize, and interpret stimuli from our environment, and the process influences our behavior.

Thus, perception is essentially the cognitive process experienced by everyone in understanding information about their environment, both through visualization, hearing, appreciation, feeling, and smell. The key to understanding perception lies in recognizing that perception is a unique interpretation of the situation, rather than a recording that is always true of a particular thing or situation.

Gibson, et al. (1989) provide a definition of perception as a cognitive process that is used by individuals to interpret and understand the world around it (towards objects). Gibson also explained that perception is a process of giving meaning to the environment by individuals. Therefore, each individual gives meaning to the stimulus differently even though the object is the same. The way an individual sees a situation is often more important than the situation itself.

Based on various opinions, it can be concluded that the notion of perception is a sensing process, a stimulus that is received by an individual through the sensory device which is then interpreted so that the individual can understand and understand the stimulus he receives. The process of interpreting this stimulus is usually influenced by the experience and learning process of the individual.

Basically there are two factors that influence perception, namely Internal Factors and External Factors. Internal factors that influence perception, namely the factors contained in the individual, which includes several

things, including: Physiology, attention, interest, unidirectional needs, experience and memory, and mood. While the External Factors that influence perception are characteristic of the environment and the objects involved there. These elements can change a person's point of view about the world around him or her and influence how someone feels it or accepted.

C. Teacher Education

Initial teacher education throughout the world has five main features, all representing decisions regarding key issues. These are: recruitment, curriculum, structure, governance, and accreditation and standards.

Among the most important features of teacher education are the criteria and procedures by which candidates are selected or recruited for entry to programs and institutions. Unlike some other professions, teaching often suffers from a shortage of qualified candidates for admission. Therefore, teaching often does not enjoy the privilege of being able to select the best qualified from among a large pool of applicants. The problem for a system is, first, ensuring that there is a large enough pool of qualified graduates to meet the needs of the professions and, second, attracting enough qualified applicants to enter teaching in competition with the other professions.

How much schooling should a candidate for admission to teacher education have? How valuable are experiences outside school for prospective teachers? If the demand for fully qualified applicants for admission to teacher education programs is greater than the supply, are there alternative qualifications that might satisfy the demand? These are some of the issues confronted in attempts made to recruit candidates for entry to teaching. Factors influencing recruitment include the status of the teaching profession; the supply of, and demand for, teachers; and the economic resources of the system.

The concept of teaching and learning to prepare teachers professionally and can change the world was presented by Darling (2005) through the following chart:
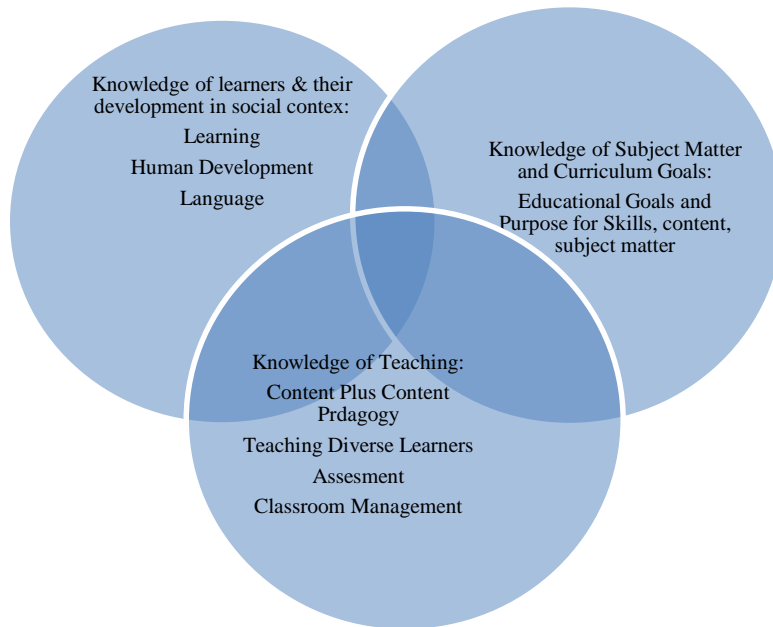

Fig. 2. Concept of teaching and learning

From the picture, each teacher must have a professional vision that includes knowledge of the social context, curriculum and educational goals, subject matter and pedagogical content.

Basic knowledge of teaching and content of teaching materials must be an integral part of the teacher education program (Paulien Meijer et al. 2001). The capacity of the teacher education organizers, both human resources, namely lecturers, education personnel and other supporting personnel, as well as facilities and infrastructure, various hardware and software must be available properly. In addition, other things must be prepared seriously which guarantee the quality of an education program including the selection of prospective students, curriculum, academic atmosphere, determination of graduation demands and objective and transparent evaluation procedures supported by a teacher professional quality assurance system (Nasir, 2013).

Bolam (1995) pointed out that the career structure of the profession is also influential in any countries. Another important aspect of recruitment concerns the number of years of schooling candidates have completed before entry to training institutions. While in most developed countries completion of a full eleven or twelve years of schooling is a normal requirement, that is an unrealistic expectation in a country that is unable to produce a sufficient number of such graduates to meet its needs for teachers.

III. RESEARCH METHODS

This paper is based on research with descriptive study methods through a quantitative approach. the instrument used was a questionnaire. Validity test conducted in this study is to test the validity of the content and test the validity of the statement items. Data analysis techniques through correlation with Pearson / Product Moment formula, with the help of SPSS Statistics 23.0 program.

Data sources (population) are students of the Department of Arabic Language Education in IAIN Pontianak. They all become the source of this research data.

IV. DATA ANALYSIS

Significance probability (Sig) for all items shows the value <0.05, because sig <0.05, meaning: There is a correlation between items with total items, so it can be concluded that all items used in this research instrument are valid or valid in measuring the variables of motivation and perception of students in choosing majors. The reliability test results using Cronbach Alpha for student motivation variables is 0.583 while the student perception variable is 0.647. Based on Cronbach's criteria, the motivation variable has a moderate (sufficient) level of validity while the perception variable has high validity.

Based on the results of the simple correlation analysis Pearson Product Moment can be presented as follows:

TABLE I. THE RESULTS OF THE SIMPLE CORRELATION ANALYSIS PEARSON PRODUCT MOMENT

		Motivation	Perseption
Motivasi	Pearson Correlation	1	0.425**
	Sig. (2-tailed)		.000
	N	138	138
Persepsi	Pearson Correlation	0.425**	1
	Sig. (2-tailed)	.000	
	N	138	138
**. Correlation is significant at the 0.01 level (2-tailed). Source: Primary data processed using SPSS 23.0,			

From the table above obtained the correlation coefficient (r) of 0.425 with a significance significance of 0.00, because Sig <0.05, then H0 is rejected, meaning: There is a significant relationship between student motivation on students' perceptions of choosing Arabic Language Education.

Based on the data analysis that has been done, it is proven that there is a significant relationship between students' motivation in choosing a department with their perception of the teaching profession. A positive correlation between the two shows that the higher the motivation of students to choose majors, the higher the perception of the teaching profession.

Motivation is a desire that exists in a person to achieve a desired goal. There are two kinds of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation that arises from ourselves. While extrinsic motivation is the motivation that arises because of outside influences. The importance of motivation for students in continuing education is as a trigger to explore their potential in themselves so they can follow the lecture process properly.

Perception is an active process of sorting, arranging and interpreting people, objects, events, situations and activities. Humans sort out only certain things in their lives, then organize and interpret them selectively. Perception shapes how humans understand other people and their world as well as the various choices taken in their lives. For example, if someone perceives that the teaching profession is noble then he is very likely to choose the profession and be willing to achieve it. By itself, perception motivates a person to behave and act in most of his life activities. Meanwhile, perception and motivation cannot be separated. Both influence each other. Perception shapes one's view of others, the world and everything in it. In turn, this personal view motivates a person to act and act in a certain way.

Based on the results of the data analysis above, it can be concluded that the Department of Arabic Language Education in IAIN Pontianak is very lucky. The teacher profession which is the main competency of the output of the department gets a respectable place in the hearts of its students. And they really appreciate the profession and want to pursue it. The high motivation for entering PBA majors was also shown by the majority of respondents.

V. CONCLUSION

The results obtained from this study indicate that: The motivation of students to choose the Arabic education major is that most respondents (59%) say that they have moderate (good enough) motivation to choose a college and 26.4% say they have high motivation in choose the college. While their perception of the teaching profession is that the majority of respondents (55%) have a good level of perception of the teaching profession, there are even 41.4% of respondents said it was very good, none of the respondents said bad or very bad. Based on the data analysis that has been done, it is evident that the correlation coefficient (r) is 0.425 with a probability significance of 0.00, because Sig <0.05, there is a significant relationship between students' motivation in choosing a department with their perception of the teaching profession.

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