



# The Influence of Interest in Become Teacher on Students' Decisions to Choose College in Economic Education Study Program Faculty of Economics Gorontalo State University Post Pandemic

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**Abstract.** It is possible that every student has different interests, from the choice of majors they are currently pursuing, and not necessarily have the same interest, namely becoming a teacher. Interests can change according to the desired will, not only permanent, the longer the time, the greater the changes will occur. In this study using a quantitative approach with the sample being students of the economic education study program, totaling 83 students.

**Keywords:** Influence Of Interest · Become Teacher · Students' decision

Higher education is a higher education unit as an advanced level of secondary education in the formal education path, which can be in the form of Polytechnics, Colleges, Academics, Universities, and Institutes. Each university has a number of majors or study programs offered so that incoming students will be faced with choosing the study program or major they are interested in. The selection of study programs for students is a moment that determines the future in every phase of life.

To get the quality of teaching staff as expected, of course we will see from the background of the students who choose the study program they are aiming for, whether the students are really interested in becoming a competent educator, because interest determines a person's basis for making something that interests him and makes him struggle. to achieve it. Likewise, students of the economic education study program. Interest is something that is in a person in doing something, where with interest, the person will try to achieve what is his goal.

In determining one's interest in choosing a study program, it is influenced by various factors, both from within the student itself and factors from outside the student. This also happens to students of the Economic Education study program, especially to students of the 2019, 2020, and 2021 batches. Of course, before choosing a major, there must be considerations that must be passed until the student finally decides to choose an Economics Education study program. It is possible that every student has different

interests, from the choice of majors they are currently pursuing, and not necessarily have the same interest, namely becoming a teacher. This could be due to encouragement from outside parties so that students make their choices in choosing economics education study programs.

A student's choice to take a major or study program is motivated by many things related to how he interprets it as well as money, whether the goal is to get a job after graduating from college or other reasons [1].

Seeing this condition, the selection of majors does not only come from within the students themselves, but there is encouragement from outside so that they can influence student decisions in determining the study program taken. The student's decision to choose to study in the economic education study program if it is not accompanied by the student's own interest in becoming a teacher as stated in the profile of graduates of the economic education study program, it will affect the continuity of the learning process they are undergoing. With an interest in becoming a teacher, this can encourage students to be able to graduate on time where students will be diligent in studying and following lectures well.

This research is relevant to research [2] where a person's choice is part of the results of the learning process such as character education in schools that is applied by the teachers through education management which also usually has its own characteristics. Interest is a high tendency of the heart towards something that arises because of a need, which is felt or not felt or a desire for certain things (Saraswati, 2013).

## 1 Method

In this study using a quantitative approach with a sample of 83 students from the economic education study program. The data collection techniques were carried out through interviews, questionnaires, and documentation. For the data analysis technique used is descriptive statistical analysis through analysis requirements test followed by simple linear regression testing [3].

## 2 Result and Discussion

Based on the results of research conducted on students of the Economics Study Program, Faculty of Economics, Gorontalo State University, to 83 respondents, the results of the normality test using the Kolmogorov Smirnov interest in becoming a teacher have a significance value of 0.457 while the decision variable for choosing a study program has a significance of 0.144 as shown in Figs. 1, 2, 3 and 4.

		Interest in Becoming a Teacher	Decision Election Program Study
N		83	83
Normal Parameters <sup>a,b</sup>	Mean	51.3614	49.9398
	Std. Deviation	5.61266	6.29237
Most Extreme Differences	Absolute	.094	.126
	Positive	.062	.074
	Negative	-.094	-.126
Kolmogorov-Smirnov Z		.855	1.147
Asymp. Sig. (2-tailed)		.457	.144

a. Test distribution is Normal.  
b. Calculated from data.

Fig. 1. Normality Test One-Sample Kolmogorov-Smirnov Test

Model		Unstandardized Coefficients		T	Sig.
		B	Std. Error		
1	(Constant)	12.185	4.859	2.508	.014
	Interest in Becoming a Teacher	.735	.094	7.815	.000

a. Dependent Variable: Decision Election Program Study

Fig. 2. Result of Coefficients Regression Analysis

Tarif Signifikansi $\alpha$	Nilai $t_{hitung}$	Nilai $t_{tabel}$	Score Significance	Result
5%	7.815	1,663	0,000	Signifikan

Fig. 3. Significant Test Result

Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.656 <sup>a</sup>	.430	.423	4.78028

a. Predictors: (Constant), Interest in Becoming a Teacher  
b. Dependent Variable: Decision Election Program Study

Fig. 4. Summary Model

Based on the results of the analysis above, the Pearson correlation coefficient value is 0.656 and the r square value is 0.430. From the results of the calculations above, it is proven that the variable of interest in becoming a teacher affects the decision variable for choosing a study program by 43% and the remaining 57% is influenced by other factors. The results of this study are supported by Fahmi [4] theory which says that a decision is a process of tracing a problem that starts from the background of the problem, identifies the problem to form a conclusion or recommendation. Likewise, the decision to choose a study program is based on an interest in the related study program. In fact, not all students choose a study program according to their interests or desires.

Another theory that supports the results of this study is the theory put forward by Slameto [5] that one of the driving factors in the decision to choose a study program is interest both related to liking and feeling of interest in a thing or activity, without any outside interference. Basically, interest is the acceptance of a relationship between oneself and something outside oneself that arises from internal factors and external factors such as family and environment. Furthermore, showed that interest in becoming

a teacher had a positive influence on interest in choosing an Accounting Education study program by 29.4%.

And confirmed by Farida's research that there is a significant positive influence between interest in the decision to choose a major of 40.2. These results support a theoretical study of the influence of interest in becoming a teacher on the decision to choose a study program for Accounting Education students, which is a form of the implication of the theory of behavior formation based on interest or desire.

### 3 Conclusion

After doing research on the influence of interest on students' decisions to choose a study program Economic education post-pandemic 43% is influenced by the interest of the students themselves to become teachers, where this interest includes knowledge about the teaching profession, pleasure and withdrawal from the teaching profession, attention to the teaching profession, and the willingness to become a teacher that makes students happy to attend lectures in the Economics Education Study Program. With the interest that students have in economics education to become teachers, this can speed up the lecture process they are undergoing so that the impact is that students can graduate on time.

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