



Exploring Student Interests to Become Teachers: Study of Self-efficacy, Teaching Practices, and Government Employees with Work Agreements

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Abstract. This study aims to determine the influence of self-efficacy, teaching practices, and information of Government Employees with Work Agreements (PPPK) teacher to interest of becoming a teacher in student of education. This research is a quantitative method with a correlational design. The research sample was students who had participated in the teaching practices (PLP 2) or Kampus Mengajar (Teaching Campus) Program. They were 120 from PPKn Study Program, Universitas Muhammadiyah Surakarta. The data analysis method used is multiple linear regression. The study results proved that the self-efficacy has a positive and significant (sig. 0,010 < 0,05) effect on interest in becoming a teacher with value of t-count (2.615) > t-table (1.980) and the effect is 13,4%. The teaching practice has a positive and significant (sig. 0,009 < 0,05) effect on interest in becoming a teacher with value of t-count (2.675) > t-table (1.980) and the effect is 28,1%. The information of Government Employees with Work Agreements (PPPK) teacher has a positive and significant (sig. 0,000 < 0,05) effect on interest in becoming a teacher with a significance value of t-count (5.924) > t-table (1.980) and the effect is 36,9%. Simultaneously, the self-efficacy, teaching practice, and information of Government Employees with Work Agreements (PPPK) teacher has a positive and significant (sig. 0,000 < 0,05) effect on interest in becoming a teacher with value of F-count (34.95) > F-table (2.68). The contribution is 46.1% while the remaining 53.9% is influenced by other factors not examined.

Keywords: self-efficacy · PPPK teacher · teaching practice · interest in being a teacher

1 Introduction

Every country certainly has a goal, especially about improving its citizen's quality of its citizens. In this regard, one of the goals of the Republic of Indonesia is to educate the nation's life as written in the fourth paragraph of the 1945 Constitution of the Republic of Indonesia [1]. The form of efforts to realize these goals is through education. Education aims to prepare the nation's children to face various challenges and be able to adapt

to changes that will occur in the future. The development of technology and science will always follow changes in future science. Therefore, education can be said as an investment in improving the quality of human potential in the long term. According to Article 1 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, that education is a system capable of realizing the goals of national education [2]. The implementation of a good education system can produce quality human beings so that they can help realize national development. However, achieving these national goals is difficult because Indonesia's education quality is still relatively low.

Based on Education Index data released by Human Development Reports (2018) the quality of education in Indonesia is in the 7th position in the Southeast Asia region with a score of 0.622. Singapore's highest score was 0.832, followed by Malaysia at 0.719, Brunei Darussalam at 0.704, and the Philippines and Thailand scored 0.661 [3]. The Program for International Student Assessment (PISA) in Paris released the results of a survey on student abilities by placing Indonesia's education in the 72nd rank of 77 countries [4]. Based on data published by the World Population Review (2022) the quality of education in Indonesia is ranked 54th out of 78 countries [5]. Indonesia's education is still below that of neighboring countries such as Singapore, Thailand, and Malaysia. According to education observer Budi Trikorayanto, the low level of quality of Indonesian education is caused by many problems including the level of welfare and low teacher competence [6]. Increasing and growing interest in education students to become professional teachers is one way to increase the competencies a teacher must possess.

Interest can be defined as a sense of interest in an activity. According to Ayu Prastiani and Listiadi (2021) interest is a feeling of being interested or liking something without any intervention or encouragement from others [7]. Interest will help a person in determining his actions to realize his goals. If a person is not interested in a particular activity, he will not take action to make it happen. Every student has a choice in choosing a future job. If students do not want to become teachers, they choose not to acquire and hone teaching-related knowledge. However, if students are interested in becoming teachers, they will encourage themselves to study the theory and practice of the teaching profession seriously. Students' interest in becoming teachers will create students with personalities in the teaching profession.

Currently, many universities are opening education majors. This indicates that the interest in students to become a teacher is increasing. The increasing number of students choosing educational study programs proves a unique attraction to the teaching profession [8]. The fact is that not all students majoring in education are interested in becoming a teacher. Research conducted by Alifia & Hardini (2022) shows that only about 30% of education students are interested in becoming teachers, while the remaining 70% choose other professions [9]. Based on the results of research conducted by Ardyani & Latifah (2018) the interest of educational students to work as teachers is caused by several factors including the level of teacher welfare, students' views on the teaching profession, the influence of the family environment, the influence of playmates, teaching practice experience in schools, and individual personality [10]. Meanwhile, according to Crow & Crow (Amalia & Pramusinto, 2020), three factors can influence a person's

Table 1. Interpretation of interest in becoming a teacher in students of the PPKn Study Program

No	Interpretation	Percentage (%)
1	Confident	42,6%
2	Uncertain	38,6%
3	Not sure	18,8%

interest: inner urges, social motives, and emotional motives. Inner urges include age, self-efficacy, experience, personality, and gender [11].

Universitas Muhammadiyah Surakarta (UMS) is one of the universities that open educational departments, one of which is the Pancasila and Civic Education (PPKn) Study Program. Ideally, students of the PPKn Study Program are interested in becoming a PPKn teacher due to educational background. Based on the results of the initial observations on Table 1, it is found that students interest in working as PPKn teachers still needs improvement. Observations were made by distributing online questionnaires to students of the PPKn Study Program for the 2022/2023 academic year. The following are the results of observations of student interest in the PPKn Study Program to become PPKn teachers from 101 respondents.

Observational data from 101 respondents shows that students of the PPKn Study Program interest in becoming PPKn teachers still needs improvement. Some of the reasons students feel unsure and hesitant to become PPKn teachers are caused by a lack of motivation, lack of interest in teaching, not yet mastering the material well, not understanding the profession to be chosen, lack of teacher welfare, feeling incapable or not confident, stages of becoming can a problematic teacher, wanting to become a lecturer, coercion of parents, and so on.

According to Wolf (2021) that self-efficacy can affect decision-making to work as a teacher [12]. Confidence in their ability to become a teacher can foster interest in becoming a teacher. The higher the confidence in their abilities, the higher the interest in working as a teacher [13]. Based on the results of the initial survey, lack of self-confidence was one of the factors that caused the PPKn Study Program students to be hesitant and less interested in becoming PPKn teacher. According to the research results of Syofyan (2020) 53.3% of students feel unsure of their ability to become teachers and 63.3% of students feel unsure of being able to innovate and be creative in the learning process when becoming a teacher [14].

According to Tracey that a person's experience will affect his attitude and behavior, including career choice [10]. Teaching practice experience that has a good impression can increase students' interest in working as a teacher or educator. The existence of practical teaching experience in the form of the School Field Introduction (PLP) Program will form a cooperative relationship between students or between students and students and their tutor teachers. A well-established relationship between students and students or colleagues and students can increase students' interest in being a teacher.

Based on Rhamayanti's research (2018) students still have many shortcomings while teaching practices. These shortcomings include the implementation of learning that is not following the plans that have been made and the lack of basic teaching skills [13]. In addition, according to Syakdiyah (2017) students are considered to be lacking in the mastery of the material that will be presented to their students [15]. Students cannot develop material and relate it to everyday life and are only fixated on books and power points so learning seems monotonous.

The existence of information about job of teachers can influence decision-making in determining student careers. This decision affects the readiness of educational students to work as a teacher. The more information obtained, the more interest in working as a teacher will increase [16]. Students interested in being a teacher will try to find information about the teaching profession in this case, for example the policy of Government Employees with Work Agreements (PPPK) for teacher formation. The PPPK for teacher formation policy is the government's effort to overcome problems related to education equity [17]. Many think that PPPK for teacher formation creates many problems and chaos [18]. Many assume that the existence of PPPK is nothing more than replacing the term honorary or non-permanent employee. The existence of the PPPK policy has led to a rejection of the termination of the recruitment of civil servant teachers in 2021. In addition, information and follow-up of the PPPK program were unclear, such as changing requirements, delayed registration dates, and formations in each region.

This study was conducted to determine the effect of self-efficacy to interest of becoming a teacher in student of the PPKn Study Program. The effect of teaching practices to interest of becoming a teacher in student of the PPKn Study Program. The effect of information of Government Employees with Work Agreements (PPPK) teacher to interest of becoming a teacher in student of the PPKn Study Program. The joint effect (simultaneously) of self-efficacy, teaching practices, and information of Government Employees with Work Agreements (PPPK) teacher to interest of becoming a teacher in student of the PPKn Study Program, Universitas Muhammadiyah Surakarta.

The novelty in this study is compared to other research, for example in research conducted by Rorisa & Muhyadi (2017) that one of the independent variables used is teacher job information with a significance and a contribution of 39.8% so it is declared influential [19]. However in this study the variable of teacher job information is more specifically directed at the information of information of Government Employees with Work Agreements (PPPK) teacher with a significance and a contribution of 36.9%. Research conducted by Cornelia (2019) that self-efficacy has no relationship with interest in the teaching profession [20]. However, in this study self-efficacy was proven to have a significant effect with a contribution of 13.4%. In addition, a study by Alifia & Hardini (2022) showed that teaching practice through PLP II and micro-teaching did not affect interest in becoming a teacher [9]. However in this study the variables of teaching practice through PLP II and Kampus Mengajar (Campus Teaching) Program or School Internships Program significantly affected interest in becoming a teacher with a contribution of 28.1%.

2 Literature Review

2.1 Interest in Becoming a Teacher

According to Aini (2018) interest is a sense of interest in an activity that arises within a person [21]. Interest in an activity then affects a person's behavior to realize the goals to be achieved. It can be concluded that interest is a sense of interest, liking, and pleasure in certain activities or a desire that can encourage someone to do a particular activity without any coercion. According to Yuniasari & Djazari (2017) that interest in becoming a teacher is a tendency to like the teaching profession so that they feel interested and want to become an educator who then tries to take teacher education [22]. Someone interested in the teaching profession, will risk his mind, energy, and time to achieve educator career professionalism [23]. Based on the thoughts of these experts that interest in becoming an educator is the desire to pursue the teaching profession to be able to give more attention to the teaching profession and strive to become an educator.

2.2 Self-efficacy

Klassen & Klassen (2018) defines self-efficacy as a belief in one's abilities that can generate strong motivation so that they can play an essential role in one's life [24]. Self-efficacy is a measure of self-confidence to carry out a particular activity [25]. According to Sørensen (2019) that self-efficacy is strongly correlated with the meaning of achievement [26]. Self-efficacy can also be defined as an individual's confidence level in completing an activity to realize the desired goal [27]. This is agrees with opinion of Nani and Melati (2020) that self-efficacy is a form of confidence in ability to organize and carry out activities or tasks [28]. It can be concluded that self-efficacy is a form of self-confidence that a person has about abilities in a particular field. Self-efficacy is important because it is related to the individual's belief in ability.

2.3 Teaching Practice

According to Sholehah (2021) teaching practice is an effort to introduce and show education students to their profession [23]. The existence of practical experience in teaching students to gain direct teaching experience in schools, broad insight, responsibility to be an educator, independence in teaching, and ability to overcome problems. In addition, teaching practice can also be interpreted as implementing student learning outcomes through guided and independent teaching activities in schools and developing learning tools that will be used [13]. It can be concluded that teaching practice is a form of direct implementation of student learning outcomes that are applied in the form of guided and individual teaching activities in schools.

2.4 Information of Government Employees with Work Agreements (PPPK) Teacher

According to Government Regulation Number 49 of 2018 concerning Management of Government Employees with Work Agreements is a government employee with the

status of a state civil servant who is appointed by the Civil Service Guidance Officer based on a work agreement to a specific period according to the needs of government agencies and based on the law [29]. Government Employees with Work Agreements (PPPK) is divided into two formations that is non-teacher formation and teacher formation. PPPK teacher is a teacher under the auspices of the government but not as a civil servant. It can be concluded that information can change and influence a person’s mind because information can provide notifications or explanations that have significant meaning and can change the status of one’s mind. The information of Government Employees with Work Agreements (PPPK) teacher is news or notification about the profession or work of teachers in the scope of government which includes opportunities, status, how to register, salary earned, and other welfare to be obtained.

3 Method

The type of research in this study is quantitative with a correlational design. Data analysis using multiple regression with the help of SPSS version 23.0 for windows. Before testing the hypothesis, a multiple linear regression prerequisite test was conducted by the classical assumption test. This research used a correlational design because examine the effect of the independent variable self-efficacy (X1), teaching practice (X2), and information of Government Employees with Work Agreements (PPPK) teacher (X3) on the dependent variable of interest in becoming a teacher (Y). The research framework was determined based on Fig. 1.

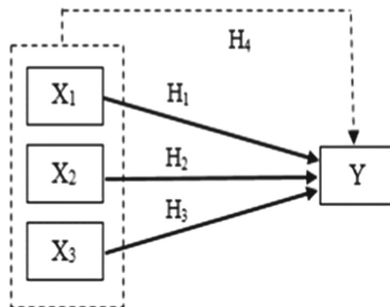


Fig. 1. Research framework

Note:

H_{1,2,3,4}: Hypothesis

X₁: Self-efficacy

X₂: Teaching Practice

X₃: Information of Government Employees with Work Agreements (PPPK) teacher

Y: Interest in Becoming a Teacher

The population of this study is active students of the PPKn Study Program Universitas Muhammadiyah Surakarta for the 2022/2023 academic year. From this population, 120 students were taken as samples with particular criteria who had followed and passed the

Introduction to School Field Course (PLP) II and participated in the Kampus Merdeka (Teaching Campus) Program. The research subject selection technique used saturated sampling technique. Data collection in this study used a closed questionnaire using a Likert scale. The validity and reliability of the data were obtained based on a trial of 36 respondents who were distributed to students outside the research sample.

The research instrument was developed based on the indicators of each variable. Variable self-efficacy (X1) uses research indicators conducted by Trisetiani (2022): (1) self-appraisal; (2) gathering occupational information; (3) goal selection; (4) making plans for the future; and (5) problem-solving [30]. The indicator of teaching practice variable (X2) uses the research indicators of Nurwahidah (2020): (1) opening and closing lessons; (2) the skills to explain the subject matter; (3) basic skills of asking; (4) skills of using variations in lessons; (5) skills to provide reinforcement; (6) classroom management skills; (7) group and individual teaching skills, and (8) discussion leading skills [31]. The indicators of the information of teacher PPPK variable (X3) are based on the development of research indicators conducted by Mulyana & Waluyo (2016): (1) understanding information of Government Employees with Work Agreements (PPPK) teacher; (2) utilizing information sources; and (3) understanding the tips for registering for PPPK teacher [32]. Meanwhile, the indicators for the variable interest in becoming a teacher (Y) are: (1) a sense of interest and pleasure in the teaching profession; (2) incredible attention to the teaching profession; and (3) desire, desire, or willingness to become a teacher.

Based on the results of validity test that 64 of 66 statement items were declared valid. The results of the validity and reliability test of the self-efficacy were as many as 14 of the 15 statement items were declared valid and reliable with a Cronbach Alpha of 0.888. The teaching practice variable with a total statement of 27 items were declared valid and reliable overall with a Cronbach Alpha of 0.945. The information of Government Employees with Work Agreements (PPPK) teacher variable with a total statement of 12 items were declared valid and reliable with a Cronbach Alpha of 0.967. As well as on the variable of interest in being a teacher, 11 of the 12 statement items were declared valid and reliable with a Cronbach Alpha of 0.894.

4 Result and Discussion

4.1 Data Description

Characteristics Respondents

The characteristics of the respondents seen from the year of the generation are the most dominating, namely the students of the class of 2019 with a total of 60 students or about 50% of the total respondents. When viewed from the gender, the most dominant are women, with 81 students or about 67.5% of the total research sample. When viewed from the age, the most dominating are students aged 21 years, with 49 students or about 40.8% of respondents. When viewed from the participation of PLP II, 103 students, or about 85.8%, had participated in PLP II. When viewed from the participation of the School Teaching/Internship Campus, there were as many as 71 students, or around 40.8% who took the School Teaching/Internship Campus. When viewed from access to

information of PPPK teacher, only 55 students or about 45.8% have accessed information of PPPK teacher with as many as 71.7% of students obtaining or accessing PPPK teacher through social media or the internet. The details was determined based on Table 2.

Description Frequency of Variables

Self-efficacy (X₁)

Data were obtained for variable X₁ with a maximum score of 42 and a minimum score of 28. The description frequency of variable X₁ was determined based on Table 3.

Teaching Practice (X₂)

Data were obtained for variable X₂ with a maximum score of 81 and a minimum score of 54. The description frequency of variable X₂ was determined based on Table 4.

Information of Government Employees with Work Agreements (PPPK) Teacher (X₃)

Data were obtained for variable X₃ with a maximum score of 36 and a minimum score of 24. The description frequency of variable X₃ was determined based on Table 5.

Interest in Being a Teacher (Y)

Data were obtained for variable Y with a maximum score of 36.7 and a minimum score of 18.3. The description frequency of variable Y was determined based on Table 6.

Table 2. Characteristics respondents

No	Characteristics	Total	Percentage (%)
1	Year force		
	2017	13	10,8%
	2018	40	33,4%
	2019	60	50%
	2020	7	5,8%
	Total	120	100%
2	Gender		
	Male	39	32,5%
	Female	81	67,5%
	Total	120	100%
3	Age		
	19 years	2	1,7%
	20 years	8	6,7%
	21 years	49	40,8%

(continued)

Table 2. (continued)

No	Characteristics	Total	Percentage (%)
	22 years	37	30,8%
	23 years	20	16,7%
	24 years	3	2,5%
	25 years	1	0,8%
	Total	120	100%
4	PLP II Participation		
	Already	103	85,8%
	Not yet	17	14,2%
	Total	120	100%
5	Campus Teaching/School Internship Participation		
	Already	71	59,2%
	Not yet	49	40,8%
	Total	120	100%
6	Access Information of PPPK		
	Already	55	45,8%
	Not yet	65	54,2%
	Total	120	100%
7	Media Access Information of PPPK		
	Social media/Internet	86	71,7%
	Friends	7	5,8%
	Family	10	8,3%
	Teachers/Lecturers	17	14,2%
	Total	120	100%

Table 3. Description frequency of variable X1

No	Score Interval	Category	Frequency	Percentage (%)
1.	$X \geq 42$	Very high	112	93,3%
2.	$42 > X \geq 35$	High	8	6,7%
3.	$35 > X \geq 28$	Low	0	0%
4.	$X < 28$	Very low	0	0%
Total			120	100%

Table 4. Description frequency of variable X2

No	Score Interval	Category	Frequency	Percentage (%)
1.	$X \geq 81$	Very high	108	90%
2.	$81 > X \geq 67,5$	High	12	10%
3.	$67,5 > X \geq 54$	Low	0	0%
4.	$X < 54$	Very low	0	0%
Total			120	100%

Table 5. Description frequency of variable X3

No	Score Interval	Category	Frequency	Percentage (%)
1.	$X \geq 36$	Very high	81	67,4%
2.	$36 > X \geq 30$	High	30	25%
3.	$30 > X \geq 24$	Low	8	6,6%
4.	$X < 24$	Very low	1	1%
Total			120	100%

Table 6. Description frequency of variable Y

No	Score Interval	Category	Frequency	Percentage (%)
1.	$X \geq 36,7$	Very high	56	46,7%
2.	$36,7 > X \geq 27,5$	High	64	53,3%
3.	$27,5 > X \geq 18,3$	Low	0	0%
4.	$X < 18,3$	Very low	0	0%
Total			120	100%

4.2 Classical Assumption Test

Normality Test

Based on the results of the Kolmogorov-Smirnov it is known that the residual value is normally distributed. The value of Asymp. Sig (2-tailed) is $0.200 > 0.005$ pieces of evidence this. The normality test was determined based on Table 7.

Multicollinearity Test

Based on the results of the multicollinearity test, it is known that the Tolerance on self-efficacy is $0.829 > 0.10$, the teaching practice is $0.644 > 0.10$, and the information of the PPPK teacher is $0.747 > 0.10$. Meanwhile, the Variance Inflation Factor (VIF)

Table 7. The results of normality test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		120
Normal Parameters ^{a,b}	Mean	,000000
	Std. Deviation	2,76303384
Most Extreme Differences	Absolute	,053
	Positive	,050
	Negative	-,053
Test Statistic		,053
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

self-efficacy is $1.206 < 10$, the teaching practice is $1.552 < 10$, and the information of Government Employees with Work Agreements (PPPK) teacher is $1.339 < 10$. So it can be concluded that based on the Tolerance and VIF, show that the regression model in this study was free from multicollinearity symptoms.

Heteroscedasticity Test

Based on the heteroscedasticity test with the Glejser, it can be seen that the significance value of the self-efficacy is $0.840 > 0.05$, the teaching practice is $0.906 > 0.05$, and the information of Government Employees with Work Agreements (PPPK) teacher is $0.328 > 0.05$. So it can be concluded that the independent variables in this study did not experience symptoms of heteroscedasticity.

4.3 Hypothesis Test

T-Test

T-test is used to test the independent variabel partially. The significance value of the self-efficacy (X_1) of $0.010 < 0.05$, with a t-count (2,615) greater than t-table (1,980). This means that partially there is an effect of self-efficacy to interest in becoming a teacher. The t-test also shows the significant value of the teaching practice (X_2) of $0.009 < 0.05$ with a t-count(2,675) greater than t-table (1.980). This means that partially there is an effect of teaching practice to interest in becoming a teacher. In addition, based on the results of the t-test, the significance value of the information of Government Employees with Work Agreements (PPPK) teacher (X_3) of $0.000 < 0.05$ with a t-count (5,924) greater than t-table (1.980). This means that, partially the information of Government Employees with Work Agreements (PPPK) teacher have an effects to interest in becoming a teacher. The results of T-test was determined based on Table 8.

Table 8. The results of t-test

Coefficients						
Unstandardized Coefficients				Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	8,029	3,572		2,248	,026
	Self-efficacy	,183	,070	,193	2,615	,010
	Teaching practice	,102	,038	,224	2,672	,009
	Information of PPPK teacher	,283	,048	,461	5,924	,000

F-Test

F-test is used to test the independent variabel simultaneously. The significance value of the self-efficacy variable (X_1), teaching practice (X_2), and information of Government Employees with Work Agreements (PPPK) teacher (X_3) is $0.000 < 0.05$ with F-count greater than F-table $34,952 > 2.68$. This means that simultaneously, self-efficacy, teaching practice, and information of Government Employees with Work Agreements (PPPK) teacher have an affect on interest in becoming a teacher. The results of F-test was determined based on Table 9.

Coefficient of Determination Simultaneous (R2)

The Coefficient of Determination Simultaneous (R2) is used to determine the contribute of independent variable to dependent variable. The value of the coefficient of determination (R2) with an Adjusted R Square of 0.461 which means that self-efficacy, teaching practice, and information of Government Employees with Work Agreements (PPPK) teacher contribute 46.1% to the variable of interest being a teacher. The remaining 53.9% is influenced by other factors not included in this study such as perceptions of the teaching profession, teacher welfare, family environment, playmates, motivation, or emotions. The results of R2 was determined based on Table 10.

Table 9. The results of F-test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	821,212	3	273,737	34,952	000b
	Residual	908,488	116	7,832		
	Total	1729,700	119			

Table 10. The results of R2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,689 ^a	,475	,461	2,79853

5 Discussion and Findings

Based on the results of the data analysis, it can be explained the discussion about the effect of self-efficacy, teaching practices, and information of Government Employees with Work Agreements (PPPK) teacher to interest in becoming a teacher on students of the PPKn Study Program, Universitas Muhammadiyah Surakarta.

5.1 The Influence of Self-efficacy to Interest in Becoming a Teacher

The results of t-test showed a positive and significant influence between the self-efficacy variables on the interest in becoming a teacher. A significant value is $0.010 < 0.05$ with t-count greater than t-table which is $2.615 > 1.980$. This means that self-efficacy affects on student's interest in becoming teachers. Therefore, it can be stated that the higher the self-efficacy level of the students of the PPKn Study Program, the higher the interest in becoming PPKn teachers.

This is agree with research conducted by Aini (2018) which states that self-efficacy influences interest in working as a teacher with indicators of a sense of interest having the most significant influence [21]. Syofyan's (2020) research state that self-efficacy affects on student's interest in becoming a teacher [14]. This indicates that the better the student's self-confidence, the more interest in being a teacher will increase. The results of this study are also agree with research conducted by Crow and Crow which states that one of the factors that can affect a person's interest is inner urges which include age, self-efficacy, experience, personality, and gender [11].

Self-efficacy is the self-confidence or self-confidence that a person has about their abilities in a particular field. Self-efficacy is vital because it is related to the individual's belief in their ability. Confidence in the ability of the teaching profession can create and foster interest in becoming a teacher. The self-efficacy category in this study is very high, namely 93.3%. The higher the student confidence in their abilities, the higher their interest in becoming a teacher. Conversely, the lower the level of student confidence in their abilities, the lower their interest in becoming a teacher [13].

The coefficient of determination (R2) of self-efficacy variable is partially known as 0.134. The R2 of self-efficacy variable was determined based on Table 11.

Table 11. The R2 of self-efficacy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,376 ^a	,141	,134	3,54778

It can be stated that self-efficacy affects on interest in becoming a teacher of 13.4%. Various efforts can be made to increase student self-efficacy, namely through curative and preventive approaches in the form of providing motivation, advice, and training them to be able to have self-efficacy such as convincing them to be able to do assignments, ensuring that they have potential that must be developed, and convincing them to be able to do their job overcome insecurity [33].

5.2 The Influence of Teaching Practices to Interest in Becoming a Teacher

The t-test analysis showed a positive and significant effect between the teaching practice variables on the interest in becoming a teacher. A significant value is $0.009 < 0.05$ with t-count greater than t-table which is $2.675 > 1.980$. This means that teaching practices affect on student’s interest in becoming teachers. Therefore, it can be stated that the more often students of the PPKn Study Program practice teaching, the higher the interest of students in becoming PPKn teachers.

This is agree with research by Syofyan (2020) which states that the practical experience of teaching through educational field programs affects on student’s interest in becoming a teacher [14]. According to Sholekah (2021) teaching practice is an effort to introduce and show education students to their profession [23]. With teaching practice, students will gain direct teaching experience in schools, broad insight, responsibility to be an educator, independence in teaching, and the ability to overcome problems. This indicates that the better the experience gained, the more student’s interest in working as a teacher will increase.

This research is also agree with research by Ardyani & Latifah (2018) which states that several factors influence interest in becoming a teacher, one of which is teaching practice experience through the School Field Introduction Program (PLP) [10]. Through teaching practice activities, students will gain experience and good teaching skills as prospective teachers that can later be applied. In addition, students will be trained to adapt to work as educators. The teaching practices coefficient of determination (R2) of the teaching practice variable partially shows a value of 0.281. The R2 of self-efficacy variable was determined based on Table 12.

This means that teaching practice has a partial effect with a contribution of 28.1%. This study’s category of teaching practice is very high at 90%, meaning that a memorable teaching experience can encourage students to become a teacher. With adequate experience and skills, it is possible that students of the PPKn Study Program will be more interested in becoming a teacher, especially with the efforts of the faculty in developing student teaching skills through PLP courses, micro-teaching, as well as a program from the government in the form of the Kampus Mengajar (Campus Teaching) Program or School Internship.

Table 12. The R2 of teaching practice

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,536 ^a	,287	,281	3,23297

5.3 The Influence of Information of Government Employees with Work Agreements (PPPK)Teacher to Interest in Becoming a Teacher

Based on the results of the t-test analysis showed that there was a positive and significant effect between the information of Government Employees with Work Agreements (PPPK) teacher variables on the interest in becoming a teacher. A significant value is $0.000 > 0.05$ with t-count greater than t-table which is $5.924 > 1.980$. This means that information of government employees with work agreements (PPPK) teacher affects on the interest in becoming a teacher of students of the PPKn Study Program Universitas Muhammadiyah Surakarta. This contribution of the information of Government Employees with Work Agreements (PPPK) teacher variable with the coefficient of determination (R²) partially showing a value of 0.369. This means that the information of Government Employees with Work Agreements (PPPK) teacher has a partially effect with a contribution of 36.9% on the interest in becoming a teacher on students of the PPKn Study Program. The R² of the information PPPK teacher variable was determined based on Table 13.

This is agree with Hasibuan's (2021) research that information about a teacher's job has a positive and significant effect on interest in becoming a teacher [34]. A study by Mulyana & Waluyo (2016) stated that information about the world of work affects on interest in becoming a teacher with a contribution of 22.73% [32]. Research conducted by Rorisa & Muhyadi (2017) states that understanding information of job has a positive and significant effect on interest in becoming a teacher with a contribution of 39.8% [19]. In addition, it is also agree with research conducted by Crow & Crow that interest is influenced by two factors, namely internal factors (intrinsic) and external factors (extrinsic) [11]. One of the external factors is the world of information about job. Thus it can be said that the information of Government Employees with Work Agreements (PPPK) teacher affects on student's interest in becoming teachers. The category of information of Government Employees with Work Agreements (PPPK) teacher in this study is relatively high of 67.4%. This means that more information related to information of PPPK teacher obtained will affect on student's interest in becoming teachers. Moreover vice versa, the less information related to PPPK teacher that is obtained will affect on student's interest in becoming teachers.

The information of Government Employees with Work Agreements (PPPK) teacher is news or notification about the profession or work of teachers in the scope of government which includes opportunities, status, how to register, salary earned, and other welfare to be obtained. With the information about the profession of teacher, in this case namely the PPPK teacher, the ins and outs of the job will be known and adjusted to the interests and skills possessed by a person, and it will also know the problems that exist so that before entering the teaching profession they have the readiness and skills so that can fill existing work abilities [32].

Table 13. The R² of information of PPPK teacher

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,612 ^a	,374	,369	3,02877

Students who obtain information related to PPPK teacher means that these students have an interest in the teaching profession. Students who try to find information of Government Employees with Work Agreements (PPPK) teacher means that they have the intention to become a teacher. Information about job or work is needed for decision-making. Students collect information about the teaching profession to learn more broadly and deeply about it to make the right career decisions. This is reinforced by the opinion of Kriclass that the uncertainty that arises in a person is believed to be fulfilled by the presence of information [35]. This concept can be distinguished between information needs and information wants. An information wants is a desire for information to eliminate doubts, while an information need is a condition, whether or not a person is accepted by the information needed to solve problems [35].

5.4 The Influence of Self-efficacy, Teaching Practices, and Information of Government Employees with Work Agreements (PPPK) Teacher to Interest in Becoming a Teacher

Based on the results of the F-test which shows that the significance value is $0.000 < 0.05$ with the F-count greater than F-table $34.952 > 2.68$. This means that simultaneously, self-efficacy, teaching practice, and information of Government Employees with Work Agreements (PPPK) teacher affect to interest in becoming a teacher on students of the PPKn Study Program. The coefficient of determination (R²) with an Adjusted R Square value of 0.461. The results of R² was determined based on Table 10. This means that simultaneously self-efficacy, teaching practice, and information of Government Employees with Work Agreements (PPPK) teacher contribute 46.1% to the interest in becoming a teacher and the remaining 53.9% is influenced by other factors not included in this study.

The value of the coefficient of determination of 46.1% means that the three independent variables self-efficacy, teaching practice, and information of Government Employees with Work Agreements (PPPK) teacher contribute to the interest in becoming a teacher due to the high level of student's self-efficacy that become a good teacher, teaching practices through PLP II and the Kampus Mengajar (Campus Teaching) or School Internship Program provide a good experience for students, and a large amount of information about the Government Employees with Work Agreements (PPPK) teacher obtained by students provides encouragement and a unanimous decision to become a teacher. Having a high level of self-efficacy towards their ability to do tasks as a teacher, can affect student interest because of the confidence that they can carry out all the duties and responsibilities of a teacher. The higher the level of student self-efficacy, the higher the interest of students to work as a teacher. In addition to a high level of self-efficacy, the experience gained during teaching practice through PLP II and Kampus Mengajar (Campus Teaching) or School Internships can also influence student's interest in becoming a teacher. With good teaching experience, students can apply their abilities as teachers directly in schools which will affect students' interest in becoming teachers. In addition, with much of the information about the Government Employees with Work Agreements (PPPK) teacher obtained, it can influence student's interest to work as a teacher because through this information students will know and understand related to the teaching profession which includes opportunities, status, how to register, salary

earned, level of welfare, responsibilities, and tasks that a teacher must do, so that by knowing information related to the teaching profession, students will easily consider their decision to become a teacher.

This study agrees with research conducted by Rahmadiyahani (2020) that simultaneously teaching practice through School Field Introduction (PLP) and self-efficacy affect on interest in becoming a teacher with a contribution of 46.3% [13]. In addition, it is also in line with research conducted by Rorisa & Muhyadi (2017) that together teaching practices through PPL and the understanding of the world of teacher information has a positive and significant impact on interest in becoming a teacher with a contribution to 42.6% [19].

Based on the coefficient of determination (R^2) of 46.1%, it can be concluded that the student's interest in becoming a teacher is not only influenced by self-efficacy, teaching practices, and information of Government Employees with Work Agreements (PPPK) teacher but also by other factors. This is agreed with research conducted by Crow and Crow that there are factors that can influence student interest in becoming teachers, namely inner urges, social motives, and emotional motives. Inner urges factors include age, self-efficacy, experience, personality, and gender [11]. In addition, it is also agreed with Ardyani & Latifah (2018) that factors that can influence student interest in becoming a teacher include teacher welfare, student perceptions of the teaching profession, friends, family environment, Field Experience Practice (PPL) experience, and personality [10].

6 Conclusion

The results proved that partially, the self-efficacy significantly affects student's interest in becoming a teacher based on the t-test (sig. $0,010 < 0,05$) with the contribution of 13,4%. Partially, the teaching practice significantly affects student's interest in becoming a teacher based on the t-test (sig. $0,009 < 0,05$) with the contribution of 28,1%. Partially, information of Government Employees with Work Agreements (PPPK) teacher significantly affects student's interest in becoming a teacher based on the t-test (sig. $0,000 < 0,05$) with contribution of 36,9%. Simultaneously, the self-efficacy, teaching practice, and information of Government Employees with Work Agreements (PPPK) teacher significantly affects student's interest in becoming a teacher based on the F-test (SIG. $0,000 < 0,05$) with the contribution of 46,1%. This means the remaining 53.9% is influenced by other factors not included in this study.

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