



Assessing Student Perceptions of PPG in UNNES Economics Program and Its Implications on Career Motivation in Economics Teaching

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Abstract. Students' perceptions have a significant impact on their motivation to choose a career as a teacher. Perceptions that include students' understanding and assessment of the value and benefits of PPG are key factors that influence students' career choices. This study aims to examine students' perceptions of Professional Teacher Education (PPG) with students' motivation to become teachers in the Economics Education Study Program at Semarang State University (UNNES). Quantitative research method was used with questionnaire as data collection instrument. The research sample consisted of final semester students of the Economic Education Study Program at UNNES. Data analysis was conducted through regression techniques to identify the influence of perceptions of PPG and motivation to become a teacher. The results of this study indicate that students' perceptions of PPG can increase their motivation to become qualified and dedicated teachers in the field of economic education. This can be seen from the SPSS output results with regression analysis of the variables which show a positive correlation coefficient (R) (0.734) and the calculated t value of the customer satisfaction variable (15.959) > t table according to the 5% significance level (1.971).

Keywords: Students' Perception, Student Career, PPG

1 Introduction

Pendidikan Profesi Guru (PPG) is a track for teachers to apply their educational knowledge to obtain the designation of teacher professionalism^[1]. PPG which was established by the government for prospective teachers is a forum so that prospective teachers who will become teachers will later gain reliable professional experience^{[2][3][4]}. Teachers in implementing PPG will be faced with real conditions in the application of scientific fields, such as: teaching abilities, social and negotiation skills, and educational managerial abilities^{[5][6]}.

Apart from that, professional teacher education is an educational program organized to prepare Bachelor of Education and Bachelor of Education/D-IV Non-Education graduates who have the talent and interest to become teachers in order to fully master teacher competencies in accordance with national education standards so that they can obtain a certificate. professional educators in early childhood education, primary education and secondary education. So, professional teacher education is an educational program organized to prepare undergraduate education graduates and non-education undergraduate/DIV graduates to fully master teacher competencies in accordance with national education standards^{[7][8]}.

The main requirement to be able to take part in a professional teacher education program is that you must pass a Bachelor's Degree in Education or a D-IV in Non-Education. The general aim of professional teacher education is to produce teacher candidates who have the ability to realize national education goals, including developing the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens^{[9][10]}.

PPG has become a demand after Article 10 of Law No. 14 of 2005 concerning Teachers and Lecturers also states that teachers' professional competence is obtained through PPG and having an educator certificate. This educator certificate is a replacement for deed IV, because deed IV is no longer valid. Based on Minister of Education and Culture Regulation Number 87 of 2013 concerning the Teacher Professional Education Program, this program is not only aimed at education graduates, but also at non-education graduates who want to become teachers.

This PPG program can be taken by all candidates who hold a bachelor's degree, and this will clearly have an impact on students who choose to study education majors from the start. Students who choose education majors from the start will compete with non-education majors in registering for PPG. The PPG, which was opened by the government for non-teaching graduates, is considered to discriminate against graduates of educational staff educational institutions (LPTK)^{[11][12]}.

Government Regulation Number 19 of 2005 concerning National Education Standards states that a teacher must have four competencies, including: a) pedagogical competence, b) personal competence, c) social competence, and d) professional competence. The success of the Teacher Professional Education (PPG) program is largely determined by students' perceptions of the PPG program. Some of the perceptions that arise among students are that there are groups of students who consider PPG to be profitable, so they welcome it and try to meet the qualification requirements for PPG registration in order to be able to take part in the program. However, there are other groups of students who think otherwise. They are of the view that this PPG is actually a program that overlaps with the previous Act IV program, so they feel this is not beneficial for them, so they do not welcome this program^{[13][14][15]}.

Student perceptions about PPG are still relatively low. The existence of student perceptions about PPG is one component that influences students' desire to become teachers^{[16][17]}. If someone is motivated to become a teacher, they will try their best to make their dream come true. Apart from that, students will know that basically the teacher professional education program aims to change the education system in Indonesia^[18].

Motivation factors are classified into two, namely, (1) Intrinsic motivation is motives that become active or function without needing to be stimulated from outside, because from within each individual there is already an urge to do something. Motivation due to encouragement from within oneself is usually more of a basis for taking action. If someone has a strong desire for themselves, they will try to achieve their desired goals. (2) Extrinsic motivation can also be said to be a form of motivation in which activities are initiated and continued based on external encouragement [19]. The extrinsic motivation referred to in this research is in the form of family, friends and the surrounding community, because they also have a very important role in student motivation [20][21]. Based on the description above, the problem formulation in this research is to examine how students' perceptions and interests influence the PPG in the UNNES Economic Education Study Program.

2 Research Methods

This research is *ex-post facto* research, namely research carried out to examine events that have occurred and then trace them back to find out the factors that could have caused these events to occur. Based on the level of explanation, this research is also causal associative research. Causal associative research is research that aims to determine the possibility of a causal relationship between two or more variables.

The approach used in this research is a quantitative approach, because the data obtained will be expressed in the form of numbers and analyzed based on statistics. Data analysis is quantitative or statistical in nature, with the aim of testing predetermined hypotheses.

The sample is a part of the population that is expected to represent all the symptoms observed. In this research, the sampling technique used was proportional stratified random sampling. This is because the population has members or elements that are not homogeneous and proportionally stratified. The strata referred to here are the class year, namely students of the 2021/2022 Economic Education Study Program with a total of 200 students.

Research variables are research objects that have varying values (more than one). In this research there are two variables, namely the independent variable and the dependent variable. Independent variables are variables that influence and cause changes or emergence of the dependent variable. The independent variable in this research is students' perceptions of PPG as The dependent variable in this research is students' motivation to become teachers as Y.

3 Result and Discussion

Validity and Reliability Testing Results are explained in detail in the following table:

3.1 Validity testing

The validity test is used to test the accuracy of the measuring instrument, and can reveal the concept of the symptoms/events being measured. The validity test is used to measure whether a questionnaire is valid or not. A questionnaire is declared valid if the questions/statements on the questionnaire are able to reveal something that the questionnaire will measure. The validity test can use a correlation coefficient whose significant value is smaller than 5% (level of significance) indicating that the statements are valid/valid as forming indicators. The test results were obtained as follows:

Table 1. Results of Validity Testing of Perception variables

Item Numbers	Validity		Criteria
	<i>r_{count}</i>	<i>r_{table}</i>	
1	0.540	0.132	Valid
2	0.578	0.132	Valid
3	0.666	0.132	Valid
4	0.406	0.132	Valid
5	0.618	0.132	Valid
6	0.610	0.132	Valid
7	0.576	0.132	Valid
8	0.754	0.132	Valid
9	0.756	0.132	Valid
10	0.769	0.132	Valid
11	0.767	0.132	Valid
12	0.478	0.132	Valid
13	0.664	0.132	Valid
14	0.673	0.132	Valid
15	0.786	0.132	Valid

Source: Data processed in 2024

Table 2. Results of Motivational Validity Testing

Item Numbers	Validity		criteria
	<i>r_{count}</i>	<i>r_{table}</i>	
1	0.806	0.132	Valid
2	0.726	0.132	Valid
3	0.571	0.132	Valid
4	0.768	0.132	Valid
5	0.579	0.132	Valid
6	0.761	0.132	Valid
7	0.214	0.132	Valid
8	0.642	0.132	Valid
9	0.541	0.132	Valid
10	0.650	0.132	Valid
11	0.716	0.132	Valid
12	0.720	0.132	Valid
13	0.775	0.132	Valid

14	0.608	0.132	Valid
15	0.190	0.132	Valid
16	0.577	0.132	Valid
17	0.714	0.132	Valid

Source: Data processed in 2024

Based on the table above, it shows that all statement items used to measure the variables used in this research have $\text{Sig} < 0.05$ so it can be said that all indicators are valid to be used as instruments in research or the questions asked in research can be used to measure the variables studied.

3.2 Reliability testing

Reliability testing is a tool for measuring a questionnaire which is an indicator of a variable or construct. A questionnaire is declared reliable or reliable if a person's answers to statements are consistent or stable over time. Testing reliability in this research is by using the alpha formula. The results of reliability testing for each variable obtained the following data:

Table 3. Reliability testing results

No	Variable	Cronbach's Alpha	Criteria	Information
1	Perception	0,886	0.70	Reliable
2	Motivation	0,888	0.70	Reliable

Source: Data processed in 2024

Based on the table above, it shows that all variables have a Cronbach alpha coefficient above 0.70, so it can be concluded that the variable measuring items and questionnaires are realistic, which means that the questionnaire used in this research is a reliable questionnaire.

3.3 Simple Linear Regression Test

The simple linear regression test aims to analyze the influence of students' perceptions of PPG in the UNNES Economics Study Program and its implications for career motivation to become an economics teacher with the confidence level used in simple linear regression calculations being 95% or with a significance level of 0.05 ($\alpha 0, 05$).

Table 4 Simple Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,287	3,533		2,346	,020
	Perception	,924	,058	,734	15,959	,000

Based on table 4 (Simple Linear Regression Calculation Results) above, the simple linear regression equation can be seen as follows:

It is known that the Sig value. the independent variable is 0.000 (< 0.05), so it can be concluded that the independent variable has a significant effect on the dependent variable.

The regression equation obtained is $8.287 + 0.924X$ so it can be interpreted as follows:

- The constant value obtained is 8.287, so it can be interpreted that if the independent variable has a value of 0 or is constant, then the dependent variable has a value of 8.287
- The regression coefficient value of the independent variable is positive at 0.924, which means that if the independent variable increases it will increase motivation by 0.924 or 92.4%

The hypothetical test in this research is the t test. The t test is used to partially test the significance level of variable X against Y.

3.4 Hypothesis Testing

Table 5. Hypothesis Testing

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,287	3,533		2,346	,020
	Perception	,924	,058	,734	15,959	,000

Source: Data processed in 2024

Based on the table above, the results obtained for the perception variable are t calculated at 15.959 with a significance value of $0.000 < 0.05$, which means the perception variable has a positive and significant effect on student motivation to PPG

4 Discussion

After analyzing the data, the next step is to discuss the results of the data that has been obtained regarding the influence of student perceptions of PPG in the UNNES Economics Study Program and the implications for motivation to become teachers. Testing of the hypothesis which states that there is an influence between students' perceptions of PPG and their motivation to become teachers. This can be seen from the SPSS output results with regression analysis of the variables which show a positive correlation coefficient (R) (0.734) and the calculated t value of the customer satisfaction variable (15.959) > t table according to the 5% significance level (1.971). The results of this

calculation show that there is an influence between student perceptions of PPG on motivation to become teachers, so it can be concluded that student perceptions of PPG have a positive and significant influence on motivation to become teachers.

The hypothesis in this study was declared accepted, namely that students' perceptions of PPG had a positive and significant effect on motivation to become teachers. The results of this research support the results of previous research which states that there is a positive and significant influence on students' perceptions of teachers' social status and the Teacher Professional Education (PPG) program simultaneously on students' motivation to become elementary school teachers.

5 Conclusions

The conclusion that can be drawn from the research that has been conducted is that students' perceptions of PPG have a positive and significant influence on their motivation to become teachers. This can be seen from the SPSS output results with regression analysis of the variables which show a positive correlation coefficient (R) (0.734) and the calculated t value of the customer satisfaction variable (15.959) > t table according to the 5% significance level (1.971).

The advice that researchers can give is that students who have an interest in becoming teachers should look for information related to the PPG program to support their interest in becoming teachers, either in the lecture process, through mass media, or information provided by lecturers. Students who have an interest in becoming teachers should know and understand the competencies and skills that a professional teacher must have in order to improve their quality in becoming a teacher. Considering the importance of the competencies that teachers must have, students need to be serious about studying the teaching courses in lectures. Then, for further research purposes, we can develop research using a larger population and more diverse variables to get maximum value and results

6 References

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