Profile of Prospective Teacher in the Special Capital Region of Jakarta

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Abstract—**The purpose of this study was to find out and obtain empirical data about the profile of teacher's candidates regarding gender, teaching experience, teaching attitudes, social competencies, personality competencies, and teaching interests. The method used in this study is the descriptive method with a sample of as many as 314 students from 15 higher education providers of education programs in the Special Capital Region of Jakarta. The sampling technique used was disproportionate random sampling, then the data were analyzed using the assisted Rasch Model Winstep version 3.73. The result of this study showed that 1) most women have low teaching interest (43.0%), 2) most prospective teachers have teaching experience around 0-5 months (35%), 3) most prospective students have low teaching attitudes (57%), 4) the social competencies possessed by prospective teachers are low (53%), 5) personality competencies possessed by prospective teachers are low (53%), and 6) teaching interest possessed by prospective teachers is low (55%). It showed that when someone wants to be a teacher it will impact three characteristics, which are teaching attitude, social competence, and personality competence. Consequently, all of the variable (teaching attitude, social competence, and personality competence) which are measured in this research are low, as the effect of low teaching interest.**

Keywords—prospective teacher; teaching experience; teaching attitudes; social competencies; personality competencies; teaching interests

I. INTRODUCTION

Teacher as a civilized actor has a strategic role in improving the capacity of existed human resources. Even, according to research by Professor John Hattie from the University of Auckland, 30% dominant factor that determines student's achievement is a teacher [1]. With an obligation that resides them, it cannot doubt that teacher in the constitution number 14 article 10, 2015 about teacher and lecturer states that a teacher should have pedagogical, personality, social, and professional competence. The teacher gets that competence through professional education. United Nation (UN) express in one of the 17 SDG (Sustainable Development Goals) 's mission that the educational process supported by the teacher that have professional/trained competencies, and have a high motivation. Personality is one of the competencies that should

be fulfilled by the teacher candidate. Personality competence that must have by the teacher is noble, steady, stable and mature, wise and prudent, become an example, evaluating self-performance, and religious [2]. With all that, every teacher eventually can deliver each of the students become a smart citizen. A smart teacher will not be useful if they do not have good teaching commitment. Teaching, guiding, and accompanying the student in learning commitment is one of the parts of personality competence [3]. Besides, teacher personality can increase the learning effectivity in class [4]. In line with one of the research about the relation with pedagogical competence and personal competence with teacher performance, has a result that there is the significant correlation between personality competence with learning performance on Islamic studies teacher in SDN Sungai Raya District, Kubu Raya Regency [5].

However, the reality is trying to manifest. Many things make the teacher qualities far from expectation, such as the higher institution quality that produces teacher still needs to be improved (60% LPTK quality as a producer of a teacher still in low rate [6]. The graduate from high school that takes the education to become a teacher is not the best student; the best graduate from the higher institution in Indonesia not interested in becoming teacher [1] and much teachers did not meet the criteria because the recruitment is less selective [7]. Also, with the lack of interest in the teaching profession like that has been stating by education expert from *Lembaga Ilmu Pengetahuan Indonesia* (LIPI), Titik Handayani, that teacher is not a promising profession in the future. Because of that reason make the growing interest to become teacher decrease. Besides, individual that enroll in LPTK often felt being trapped because did not being accepted in the university [8]. Based on data from SNMPTN center, the registrant in education program has been decreased from 2013-2017. In 2013, the registrant was 47.895 when the registrant in 2017 is 24.073. With an addition from the example of the registrant from Universitas Negeri Medan in 2013 with a total of 47.895, in 2014 is 36.295, in 2015 is 41.851, in 2016 is 29.198, and in 2017 is 24.073. That registrant came from the province from all over Indonesia. Based on those data, can be concluded that every year, the total amount of individual that register in a program of education has been decreased from 2013-2017 [9].

With all of that phenomenon, this research looks for the teacher candidate profile regarding gender, teaching experience, teaching attitude, social competence, personality competence, and teaching interest. There are 314 students from 15 higher education providers of education programs in the Special Capital Region of Jakarta who are included in this research. Their characteristics are measured to describe the profile of teacher candidates.

II. METHOD

This research uses the descriptive method with a total sample of 314 students from 14 Higher Education Institute that have an educational program. The sampling technique is disproportionate random sampling, and the data analyzed by the Rasch Model within step 3.73 as an application.

Data was collected by the use of the psychological instrument, in the form of no cognitive attribute measurement, especially with the format of paper and pencil [10]. In this research, there are 4 instruments as tools for collecting data, which is 1) *Teacher Interest Scale* (TIS) that has been developed by Streblow et al. for measuring teaching interest, 2) *Scale of Attitude Towards Teaching* that has been developed by Mumtas dan Hafsat for measuring teaching attitude, 3) *Social-Emotional Competence Teacher Rating Scale* that has been developed by Karalyn M. Tom for measuring social competence, and 4) *Teaching Emotion Inventory* that has been developed by Junjun Chen for measuring personality competence.

III. RESULTS AND DISCUSSION

The collected data in this research originated from 340 respondents. However, the other 26 has been treating a mortal because not suitable with the objective of the research, not complete in the fulfillment, and or the outlier, so that for the next step the analyzed data with an amount of 314 respondents. The presented demographic data viewed by gender, age, institution, year of study, and teaching experience.

TABLE I. RESPONDENT DISTRIBUTION DATA BY GENDER

Gender	Frequency	Percentage
Male	64	20.4
Female	250	79.6
Total	314	100.0

Based on table 1, the total respondent is 314, the total male is 64 (20.4%), and the total female is 250 (79.6%). Female are more interested to choose their career to be a teacher than male as well as respondents description on Montecinos and Nielsen's [11]. Richardson and Watt [12] described that teacher education institutions have difficulties to attract more male students, as a purpose to make gender balance of teachers working with children.

TABLE II. RESPONDENT DISTRIBUTION DATA BY AGE

Age	Frequency	Percentage
20	32	10.2
21	105	33.4
22	92	29.3
23	49	15.6
24	18	5.7
25	18	5.7
Total	314	100.0

Based on table 2, the total respondent is 314, the lowest amount comes from 24 and 25 group with the total of 18 (5.7%) dan, and the highest amount comes from 21 with the total of 105 (33.4%). Most respondents come from group of 21 age because in Indonesia, most university students who learn in higher education providers of education programs are traditional students who aged 21 or younger [13].

TABLE III. RESPONDENT DISTRIBUTION DATA BY INSTITUTION

Institution	Frequency	Percentage
Universitas Negeri Jakarta	111	35.4
UIN Syarif Hidayatullah Jakarta	3	1.0
Universitas Atma Jaya Jakarta	22	7.0
Universitas Esa Unggul	15	4.8
UHAMKA	23	7.3
Universitas Kristen Indonesia	6	1.9
Universitas Muhammadiyah Jakarta	6	1.9
Universitas Islam Jakarta	25	8.0
Universitas Islam Assyafiiyah	1	0.3
Institut PTIQ Jakarta	16	5.1
STAI Darunnajah	28	8.9
STAI Publisistik Thawalib	14	4.5
STKIP Kusuma Negara	21	6.7
STT Bethel	22	7.0
STIT Insida	1	0.3
Total	314	100.0

Based on table 3, the total respondent is 314, the lowest amount comes from Universitas Islam Assyafiiyah, and STIT Insida with each of them has a total of 1 (0.3%), and the highest comes from Universitas Negeri Jakarta with a total of 111 (35.4%). Most respondents learn in Universitas Negeri Jakarta because Universitas Negeri Jakarta is a state university and the biggest university in the Special Capital Region of Jakarta. Moreover, Universitas Negeri Jakarta provides various disciplines, therefore it has many students.

TABLE IV. RESPONDENT DISTRIBUTION DATA BY YEAR OF STUDY

Year of Study	Frequency	Percentage
First	5	1.6
Second	4	1.3
Third	63	20.1
Fourth	215	68.5
Fifth	20	6.4
Sixth	4	1.3
Seventh	3	1.0
Total	314	100.0

Based on table 4, the total respondent is 314; the lowest amount comes from year seventh that has a total of 3 (1%) and the highest come from year 4 with a total of 215 (68,5%). Most respondents come from the third year of study because learners from aged 21 are usually on their third year of the university program.

TABLE V.　RESPONDENT DISTRIBUTION DATA BY TEACHING EXPERIENCE

Teaching Experience	Frequency	Percentage
0-5 month	110	35.0
6-11 month	71	22.6
1-2 year	78	24.8
3-4 year	39	12.4
Over five year	8	2.5
Unidentified	8	2.5
Total	314	100.0

Based on table 5, the total respondent is 314, the lowest amount comes from teaching experience over five years that has a total of 8 (1%), and the highest comes from teaching experience of 0-5 month with a total of 110 (35%). Most respondents have little teaching experience because unlike non-traditional students (aged more than 25), most respondents who traditional students do not have enough experience [14].

TABLE VI.　RESPONDENT DISTRIBUTION DATA BY MEASUREMENT CATEGORIZATION

Category	Score	Frequency	Percentage
Teaching Interest			
Low	X < 1.24 logit	171	55%
High	X ≥ 1.24 logit	143	45%
Teaching Attitude			
Low	X < 0.35 logit	178	57%
High	X ≥ 0.35 logit	136	43%
Social Competence			
Low	X < 0.84 logit	166	53%
High	X ≥ 0.84 logit	148	47%
Personality Competence			
Low	X < 0.81 logit	165	53%
High	X ≥ 0.81 logit	149	47%

Based on table 6, from 4 of the measured variable, the highest amount comes from low categorization.

TABLE VII.　CROSSTABS BASED ON GENDER AND TEACHING INTEREST

		Teaching Interest		Total
		Low	*High*	
Gender	*Male*	36	28	64
	Female	135	115	250
Total		171	143	314

Based on table 7 can be known that the group that has the highest amount of respondent is the female with low teaching interest, a total of 135 (43.0%). Besides the group that has the lowest amount of respondent is the male with highest teaching interest, a total of 28 (8.9%).

TABLE VIII.　CROSSTABS BETWEEN TEACHING EXPERIENCE AND TEACHING INTEREST

		Teaching Interest		Total
		Low	*High*	
Teaching Experience	*0-5 month*	68	42	110
	6-11 month	41	30	71
	1-2 year	39	39	78
	3-4 year	15	24	39
	Over 5 years	1	7	8
	Unidentified	7	1	8
Total		171	140	314

Based on table 8 can be known that the group that has the highest amount of respondent is the teaching experience 0-5 month with low teaching experience, a total of 68 (21,7%). Besides the group that has the lowest amount of respondent is the teaching experience over five years with highest teaching interest, a total of 1 (0.3%).

The teacher is the mother of all professions; the reason is every profession born from the teacher. Ironically, this significant role does not make the teacher prestigious. Many things can revoke someone to become teacher [15], that is: 1) difficult working condition (like lowest payment, lack of teaching facility, society stigma, potentially harassed, etc) can demotivate and negatively can influence teacher identity, teacher efficacy, and teacher professionalism; whereas those three things is essential for effective teaching performance; 2) bad educational system; 3) teacher development weak infrastructure for teacher development related conflict; and 4) bad planned profession development. Beside, Belli said that there are 8 things that make teacher profession difficult [16], that is: 1) have demanded to change something to become better, 2) difficulties to become ideal teacher, 3) low salary, 4) long to unlimited working hours, 5) a lot of workload, 6) difficulties in teaching, 7) teacher is considered as an enemy or the student's parent is not appreciating the hard work, and 8) being hesitate to tell the story about difficulties on being a teacher especially to people who want to be a teacher. Encouraged with the experience from Swisca Yolanda in her personal blog that states she was not interested in becoming teacher because of the traumatic experience that comes from cannot answer the question from her student, the feeling did not able to become teacher, and being persistent in wearing clothes that far from teacher appearance [17]. However, teachers who decided to continue to teach and have more experiences, usually have more confidence to employ instructional and assessment practices to benefit their students [18]. Based on table VIII, it can be seen that most respondents with teaching experiences more than 3 years have high teaching interest.

The result of this research finally confirmed the theory from Burns, that state the demotivate factor on someone who wants to be a teacher is a self-awareness on being a teacher (teacher identity), the efficacy on being a teacher (teacher efficacy), and teacher professionalism. In other words, when a teacher candidate has low interest in teaching or becoming a teacher, can impact those three characteristics. So it does not surprise if all of the variable (teaching attitude, social competence, and personality competence) which is measured in this research regarding as low, with the effect by the teaching

interest from teacher candidate is low. The result from Schiefele et al. reinforces it. That states their interest in becoming a teacher predicts the comfort of being a teacher in doing their profession. When they have the interest, so it can make them has confidence in their ability in becoming a teacher and eventually can influence the rate of contribution, in learning and education scope [19].

IV. CONCLUSION

The result of this research is 1) female is the group with the most number of low teaching interest (43.0%), 2) teaching experience in teacher candidate that has the most number is 0-5 month teaching experience (35%), 3) the dominant category in teaching attitude is low category (57%), 4) the dominant category in social competence is low category (53%), 5) the dominant category in personality competence is low category (53%), and 6) the dominant category in teaching interest is low category (55%).

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