

## THE INFLUENCE OF STUDENTS' SELF EFFICACY ON INTEREST TO BE A TEACHER

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### ABSTRACT

This study aimed to determine the influence of student self-efficacy on interest in becoming a teacher. This study is a quantitative study used correlation method with regression analysis. In this study, researchers chose students of the English language education study program at University of PGRI Sumatera Barat with a sample of 69 students selected using the total sampling technique. This study used a questionnaire as a study instrument. The results showed that there was a strong relationship between student self-efficacy and interest in becoming a teacher ( $r_{xy} = 0.721$ ). The influence of student self-efficacy on interest to be a teacher is 51.9%. From the t test the results obtained  $t_{count} (>) t_{table} = 8.509 (>) 1.996$ . Then hypothesis is accepted and the null hypothesis is rejected. It can be concluded that there is a significant influence of student self-efficacy on interest in becoming a teacher at University PGRI Sumatera Barat.

**Keywords:** Influence, Interest to be a Teacher, Self-efficacy, Students' Interest

### INTRODUCTION

Career is one of the most influential stages in an individual's life. Therefore, the accuracy of choosing and determining career decisions becomes an important point in development. This is supported by the idea that choosing a career is an important component in fulfilling the human need to solve various problems in order to lead a fulfilling life. This implies

that everyone should make the best decision possible when choosing a career (Sandra and Mularsih 2021). Before someone enters the world of work, they must go through a series of career processes, where the career process starts from the time someone is in elementary school to the university stage. Before graduating from college students already have competencies that are in accordance

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with the field of expertise of interest, so that when carrying out the chosen profession, they will get the best and maximum results (Vahedi et al. 2012).

Basically, choosing a job or career is a difficult confusing task for some students. This is supported by data from a national survey institute in the United States in 1999, as many as 50% of students cannot decide how their careers will be in the future (Gianakos 1999). In determining a career, a student must feel confident that in preparing for the world of work, and be able to face every challenge and obligation that will be given to him. This is related to the self-efficacy possessed by students.

According to Bandura (1997), self-efficacy is a person's belief in their ability to succeed in certain situations or performance. This belief determines how the person thinks, motivates himself, and behaves to achieve this success. Efficacy is a crucial consideration when choosing a vocation since it shows how committed a person is to that career and how well-aware they are of their talents and abilities to generate and accomplish objectives. A person with strong self-efficacy will believe they can perform their work successfully, and the reverse is also true.

Self-efficacy is therefore very helpful in guiding professional decisions. Since career choice can affect a person's future, self-efficacy in career decision making is one of the most important characteristics that a person must have (George et al., 2006). Dealing with previous study showing that self-efficacy is positively related to career decision making (Jones et al. 2010). Other study also conducted by (Fitriyana, Kurjono, and Budi Santoso 2021) shows that self-efficacy affects students' work readiness. Furthermore, research by Afifa & Margunani (2023) states that self-efficacy is proven to have a positive and significant effect on interest in becoming an accounting teacher.

It is concluded that students who have high self-efficacy will affect their interest in becoming accounting teachers and will exert all their efforts compared to students who have low self-efficacy. This is also supported by Ogutu et al (2017), that students with high self-efficacy will be more directed in making career decisions because it affects the choices students make and the actions they will take. Self-efficacy can help a person in making choices, their efforts to progress, the persistence and perseverance they

show in the face of adversity, and the degree of anxiety or calmness they experience as they defend decisions that encompass their lives.

## **REVIEW OF RELATED LITERATURES**

### **a. Self Efficacy**

In general, self-efficacy refers to our overall belief in our ability to succeed, but there are many more specific forms of self-efficacy as well. According to Bandura, (1997) Self-Efficacy is People's judgment of their ability to organize and execute the actions necessary to achieve a specified type of performance. This means that individuals with a strong sense of efficacy assert more on their ability to fulfill the task. Pajares (2005) also state that, self-efficacy is a person's belief in individual ability to be able to successfully achieving goals, Individuals appraise their self-efficacy to determine what actions to take, how much effort to invest, how long to persevere, and what strategies to use before performing a task, especially under taxing circumstances.

Meanwhile, Luthans (2006) states that self efficacy is defined as one's belief in his ability to move, motivate, cognitive sources, and sources of action needed to carry out tasks in certain contexts. Avey (2009) state that, self-efficacy relates to a Journal of English Education Vol. 9 No. 2, 2023 <http://journal.upp.ac.id/index.php/JEE>  
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person's belief to be able to do a certain job successfully. A person will confidently carry out what is task because of the encouragement that encouragement that makes a person believe in his or her abilities and can carry out the task successfully.

Self-efficacy have three indicators are taken from Bandura's opinion and developed in Ghufroon (2010) which suggests dimensions of self-efficacy namely level, strength, and generalization. The first is level dimension because if someone is faced with tasks arranged according to their level of difficulty, they will feel able to do so according to the limits of their perceived ability to meet the behavioral demands required at each level. Then strength is used as an indicator because a person in achieving goals must have the strength of beliefs about his abilities, where if his beliefs are weak, it is easy to be shaken, but if his beliefs are strong, it will push him to achieve his goals. The last indicator is generalization, because someone feels confident in their

ability to perform several behaviors but only in certain situations.

#### **b. Students' Interest**

Every individual has tendency interest to something their like or good for them. If something makes their feeling like or fun so possible they will be learned for that. Interesting of something is arising motivation or desire for more to know about what makes them interested. Silvia (2001) state that interests are self-sustaining motives that lead people to engage with certain objects, activities, or ideas for "their own sake". It means that interest play a curiously small part in current thinking about personality.

According to Davis (2005) interest is an attitude which continuously accompanies one's attention in closing an interesting object. It is dealing which determines activities, liking, or object that are valued for someone and is a certain motivation that leads one's behavior, to particular aims. Interest is a form of self-confidence in a certain thing, activity or ways that are beneficial to themselves. Student's interest is the basic thing that affects a process. Students who have high interest will try harder than students who have no interest Interest is a feeling that a

person has when he wants to know or learn more about something.

According to Zhao (2014), Student Interest is a tendency and high enthusiasm or a great desire for something that can be a motivation that leads students to act according to what students want. If a person focuses on a thing for a long time under a certain orientation, it means that this person becomes interested in such thing. Interest can be a motivation to guide student act to the direction. Meanwhile, Djamrah (2015) state that interest is a persistent tendency to pay attention and remember some activities. Students who are interested in an activity will pay attention to that activity consistently with pleasure.

Rachman (2018) states that, Students' interest is believed to be students' preference in doing one job or activity instead of others, and it's showed with accrued attention and emotional engagement of the students. In the other word, interest is tendency to learn a thing or the other in learning situation with focus, which is preceded by a felling of love toward the object. In summary, student interest is an important thing that will affect student achievement. The fundamental thing in students is student

interest. The basic emotion that students have is student interest. Thus, student interest is how students motivate themselves to learn in the learning process. Student interest is something that greatly influences several aspects of students in the learning process. Some aspects that influence student interest are liking and interest in the things being learned, enthusiastic participation and activeness in doing various things.

### **c. Interest to be a Teacher**

Interest in becoming a teacher is something that should exist in students before choosing to continue their education in a study program with an educational background. According to Kurniasari (2016), Interest in becoming a teacher is a sense of desire and interest in someone to become a teacher and carry out the teaching profession so that they pay more attention to the teaching profession. Meanwhile Mugiasih et al (2018) state that, Interest in becoming a teacher is a situation where someone gives great attention to the teaching profession, feels happy and wants to become a teacher, to realize a professional teacher, there must be a basic desire or interest from within the individual.

Furthermore, Interest in becoming a teacher is a person's willingness, desire or desire to choose a profession as a teacher (Ariadika and Purwaningsih 2019). Based on the above opinions, it can be concluded that interest in becoming a teacher is a situation in which a person has a sense of attraction to the teaching profession of their own accord and makes every effort to direct all their high attention to the teaching profession and try to become a professional teacher.

Interest in becoming a teacher have three indicators has 3 indicators stated by Ahmadi (2009), the first is cognition (recognize), meaning that interest is preceded by knowledge and information about the object of interest. Cognition in interest in becoming a teacher includes knowledge about the teaching profession and information about the teaching profession that a person has. The second is Emotion (feeling), Interest contains an element of emotion because participation or experience is accompanied by certain feelings (usually feelings of pleasure). And the last is Conation (will), is a continuation of the cognition element and the emotion element which is realized in the form of willingness and desire for an area or object of interest. The will is then

realized so that it has insight into a field or object of interest. conation is an aspect related to skills or the ability to act after a

person receives certain learning experiences.

## METHODS

The researchers used the correlation method with regression analysis because this study aimed to determine the influence of student self-efficacy on interest in becoming a teacher. Correlational is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there is no manipulation of variables (Frankel 2008). The population in this study were English language education students at Universitas PGRI Sumatera Barat. The sampling technique used was total sampling. According to Sugiyono (2014: 124) total sampling is a sampling technique when all members of the population are used as samples. The entire population are used as a research sample. So, 69 English education students was act as the sample for this research. The instrument in this study was closed form and made used Google Form.

This study used 2 questionnaires adopted from previous study conducted by Larasati et al., (2022). First, the Self Efficacy questionnaire which consists of 14 statement items and this statement is arranged based on 3 indicators namely, level, strength, and generality. The second questionnaire is about interest in becoming a teacher which consists of 14 statement items and is arranged based on 3 indicators namely conation, feeling, and cognition. In addition, this questionnaire used a Likert scale by providing five answer options, namely Strongly Agree (SA), Agree (A), Undecided (U) Disagree (D), and Strongly Disagree (SD). In this case, the SA statement was given a value of 5. A was given a value of 4, U was given a value of 3, D was given a value of 2, and SD was given a value of 1. The data analysis techniques used in this study are correlation and simple regression analysis with SPSS 25 software.

## RESULTS AND DISCUSSION

Based on the data resulting from the questionnaire, the researchers first presented the category of student self-efficacy variables which were analysed using Microsoft Excel. The highest score

was 70 and the lowest score was 38, then the mean was 57.42 and the standard deviation was 6.1. The results of the calculation of variable categories can be seen from the following table:

Self Efficacy			Interest to be a Teacher		
Criteria	F	%	Criteria	F	%
Low	8	12%	Low	8	12%
Medium	50	72%	Medium	53	77%
High	11	16%	High	8	12%

students

From table self efficacy shows that 8 students have low self-efficacy, 11 students have high self-efficacy, and 50 students have medium self-efficacy. it can be concluded that 72% of English education students at Universitas PGRI Sumatera barat class of 2019 have medium self-efficacy. While the Interest to be a teacher shows that 8 students have a low interest to be a teacher, 8 students have a high interest to be a teacher, and 53

have a medium interest to be a teacher. It can be concluded that 77% of English education students at Universitas PGRI Sumatera Barat class of 2019 have a medium interest in becoming a teacher.

Furthermore, to determine the relationship between variables, researchers analyzed the data with Pearson Product Moment correlation analysis which was analysed using SPSS 25. The following are the results of the correlation data analysis:

**Table 3.** Correlation test results

		Self efficacy	Interest to be a teacher
self efficacy	Pearson Correlation	1	.721
	Sig (2-tailed)		.000
	N	69	69
interest to be a teacher	Pearson Correlation	.721	1
	Sig (2-tailed)	.000	
	N	69	69

\*\*. Correlation is significant at the 0.01 (2-tailed).

In table 3, the calculated Pearson Correlation value is .721. When compared with the relationship guideline value, the correlation value of Self efficacy with Interest in becoming a teacher is strongly correlated in the value range of 0.61 - 0.80. It can be concluded that the relationship between Self efficacy (X) and Interest in becoming a teacher (Y) is strongly correlated because the Pearson correlation value is 0.721.

To answer the hypothesis of this research, a simple regression is used to predict how much influence or contribution the Self Efficacy variable (X) has on the Interest in becoming a teacher variable (Y). The hypothesis in this study consists of Hypothesis 1 (H1) and Hypothesis 0 (H0). The following are the results of the simple linear regression test:

Table 5. Coefficients

		Coefficients			
		Unstandardized	Coefficients Std. Error	Standardized	
Model		B		Beta	t
1	(Constant)	8,839	5,594		1,580
	Self efficacy	,824	0,97	,721	8,509
					Sig.
					,119
					.000

a. Dependent Variable: Interest to be a teacher

The resulting influence value (R) of self-efficacy (X) on interest in becoming a teacher (Y) is 0.721, with a percentage (R<sup>2</sup>) of the influence of self-efficacy of 0.519 or 51.9%. This means that the effect of student self-efficacy on interest in becoming a teacher is 51.9%. Based on the ttest results, with a tcount of 8.509, and a ttable of 1.996. This means that tcount > ttable or 8.509 > 1.996 and a significant value of 0.01 < 0.5. So based on the analysis conducted, the hypothesis H1 can be accepted, and it is concluded that

student self-efficacy has a significance effect on interest in becoming a teacher. Self-efficacy is related to the belief that the self has the ability to perform the expected actions. someone who has confidence in their own abilities will be better prepared to become a teacher. Zulkosky (2009) states that self-efficacy affects a person's thoughts, feelings, self-motivation, and actions. To increase one's self efficacy, one can improve one's ability well, observe someone who has successfully done the task, and receive



positive feedback in improving the task at hand. The higher the self-efficacy a person has, the higher the person's belief in their abilities so that they can complete the task well, and vice versa. In this case, as prospective teachers, they are considered better prepared to carry out teaching tasks if they have high self-efficacy.

This study proves that there is a significant influence between self-efficacy on students' interest in becoming teachers. Previous study was also conducted by Sari & Rusdarti (2020) that Self efficacy also

## CONCLUSION

Based on the results of study and data analysis on student self-efficacy and interest in becoming an economic teacher, it can be concluded that there is a significant effect of student self-efficacy on interest in becoming an English teacher in English Education Study Program students class of 2019. This can be seen from  $t_{count} > t_{table} = 8.509 > 1996$ , and significant value 0.00. The percentage of the influence of student self-efficacy on interest in becoming an economic teacher is 51.9% while the remaining 48.1% is influenced or explained by other variables not included in this study. It is concluded that student self-efficacy has a

has a positive effect on interest in becoming a teacher by 16.16%. besides that, other study findings from Afifa & Margunani (2023) state that the value of the contribution of the partial influence of self-efficacy on interest in becoming a teacher is 38.07%. In addition, based on study by Jones (2010) students who have good self-efficacy will be more directed in making career decisions because they can influence the choices and actions they will take.

significance effect on interest in becoming a teacher.

Based on the conclusion, the researchers has suggestions for lecturers to maintain teaching methods so that students still have good self-efficacy and interest in becoming a teacher who also remains good. And it is hoped that English education students will improve and maintain their self-efficacy and interest in becoming teachers, and try to further increase their interest in becoming teachers by trying to always think of new things to solve problems in a task or problem. Based on the results of the study, this research can be useful to provide

understanding and direction about awareness of the importance of making career decisions in the future, and can add insight and knowledge about self efficacy in order to motivate students to increase self efficacy. For future researchers, it is recommended that they can research related factors that influence student self-efficacy related to future career decisions so that it can be a reference for readers to add insight and awareness of the importance of career selection according to their abilities.

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