

Attitude toward Teaching Profession and Student Interest in Being a Teacher: It's Effect on Teaching Skills of Geography Teachers Candidate

Hadi Soekamto¹, Sugeng Utaya², Sumarmi³, Budi Handoyo⁴, Saiful Amin⁵

^{1,2,3,4,5}Universitas Negeri Malang, Indonesia

Email: Hadi.Soekamto.fis@um.ac.id

Abstract. This study aims 1) to examine the correlation between attitudes towards the teaching profession and the teaching skills of teacher education students; 2) to examine the correlation between interest in becoming a teacher and the teaching skills of teacher education students; and 3) to examine the correlation between attitudes towards the teaching profession and interest in becoming a teacher and the teaching skills of teacher education students. The study population was 165 students participating in Basic Geography Teaching Ability courses in Department of Geography Education, Universitas Negeri Malang, Indonesia. The sample chosen was 128 people. The instrument used was a questionnaire to measure the interest in becoming a teacher and the attitude of students towards the teaching profession. Whereas to measure teaching skills obtained by teaching skills tests using the rubric of teaching ability assessment. The analysis of the data used is a linear regression analysis assisted by the SPSS program. The results obtained are 1) attitudes towards the teaching profession significantly influences the teaching skills of teachers candidates of Geography; 2) interest in becoming a teacher significantly influences the teaching skills of teachers candidates of Geography; 3) attitudes towards the teaching profession and interest in becoming a teacher together have a significantly influences the teaching skills of teachers candidates of Geography.

Keywords: *attitudes toward the teaching profession, interest in becoming a teacher, students teacher candidates, teaching skills.*

A. Introduction

Teaching skills are the main competencies and are required for someone who is a teacher. This is because before implementing learning, teachers must make sufficient preparation, know their teaching goals, analyze the most important and difficult points, determine the level of mastery of students, and identify the expected impact of learning on their students (Yang, 2018). Some kinds of literature determine the main or core competencies of a teacher include: learning competencies, social competencies, educational competencies, and technological competencies (Cairney, 2000; Robinson, 2011; Sternberg, 1997). These skills can be possessed through various means, such as studying and practicing alone or attending education and training. Being a teacher anywhere certainly requires mastery of the knowledge, attitudes, and specific skills required as a teacher (Zhu, Wang, Cai, & Engels, 2013). Research results (in teacher candidate students studying at Australian Universities) find that teaching skills are intrinsic value of teaching, (Watt & Richardson, 2007). Therefore, teacher candidate students who are learning must be equipped with the knowledge, attitudes, and teaching skills properly. If the teacher candidate is equipped with sufficient knowledge, attitudes, and skills, then he can transform the knowledge they have to their students.

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influenced by many factors, in addition to practical experience and teaching practice in the classroom. These factors include the attitude of students towards the teaching profession and their interest in becoming teachers. The prospective teachers' attitude towards the teaching profession is closely related to students' motivation to learn the knowledge, attitudes, and teaching skills that teachers must-have. These attitudes generally consist of positive or negative attitudes. With a positive attitude towards the teaching profession it becomes a motivating factor for students to be more active and diligent in studying course material during education. Conversely, students with negative attitudes towards the teaching profession tend to be less motivated to study lecture material seriously.

As found by researchers that the attitude of teachers candidates is strongly influenced by a motivation to teach (Bruinsma & Jansen, 2010), and is related to the reasons they choose the teaching profession after graduation, on the other hand, teacher candidate students have different reasons for choosing teacher education (Bruinsma & Jansen, 2010); students are motivated to learn, their satisfaction with their learning journey increases (Walker, Rossi, Anastasi, Gray-Ganter, & Tennent, 2016). Not all prospective teachers have the same reason for choosing a teacher as a professional career (Jungert, 2014). The reason is very dependent on several factors that influence it. Some experts identify several factors that motivate individuals to engage in teaching (Christophersen & Elstad, 2015; Eren, 2012; Lai, 2011; Roness, 2011). These factors are mostly related to extrinsic or external factors; intrinsic or internal factors related to individual motivation and trust; and factors that are classified as altruistic factors, which have something to do with intrinsic factors but are more likely to desire to do good (Furco, 2010). Both extrinsic and intrinsic factors are based on self-determination theory, which distinguishes various types of motivation concerning various reasons for taking action or by making (Deci & Ryan, 1985). An important type of motivation to consider is intrinsic motivation. Some writers argue that a person is also motivated by personal enjoyment, interest, and pleasure that they get from teaching activities such as work. This is because the drive from satisfaction or excitement that comes and is inherent from teaching becomes an important intrinsic motivator (Lai, 2011; Roness, 2011; Ryan & Deci, 2000). While altruistic motivation is part of intrinsic motivation that is centered on how to see teaching as work that is useful and socially important, and the desire to be part of the development of the younger generation (Christophersen & Elstad, 2015).

The motivation of someone choosing the teaching profession can be categorized into 3 types: i.e. (1) intrinsic motivation related to one's interest in teaching as a profession, (2) extrinsic motivation i.e. encouragement that involves aspects outside of work such as status of employment, salary amount or the opportunities available, and (3) altruistic motivation which concerns one's view of work as a socially useful profession. One study shows that teacher candidate students are primarily motivated by intrinsic factors (Kyriacou, Hultgren, & Stephens, 1999) such as working with young people, the desire to make a difference for the lives and society of children more broadly, the desire to maintain engagement with the field of study and the expectation of levels satisfaction high work.

In addition to this motivation, interest in the teaching profession is also a factor that can influence the teaching skills of a teacher candidate student teacher. An interest in the teaching profession is a feeling of being attracted by someone towards the profession.

Because of the feeling of pleasure towards this profession it will be a separate motivation for efforts to learn the skills that must be mastered. Interest in the teaching profession of teacher candidate students is not the same. Though they learn the knowledge and skills that equip themselves in college are the same. But in reality every student teacher candidate has different attitudes and views towards the teaching profession. Likewise, what happened in the department of geography education at State University of Malang? This might also happen in some other universities.

Based on the results of previous studies found that professional commitment is the attitude a person has towards his work. This commitment is reflected from the perspective and active participation of individuals for their profession, which ones are devoted to the profession and which are not. Committed individuals are not only committed to students and schools but also act as lifelong learners who are committed to the teaching profession. Many studies have attempted to examine the attitudes of teacher candidate students to the teaching profession as well as the interest and motivation to become teachers, but there have not been many studies examining the relationship between these variables and teaching skills. This study aims to find the relationship between attitudes toward the teaching profession, interest in becoming a teacher, and teaching skills of teacher candidates in the field of geography studies, Faculty of Social Sciences, State University of Malang, Indonesia.

B. Method

This study was designed using survey research to examine the effect of student attitudes on the teaching profession and the variable of interest in becoming a teacher on the teaching skills of teacher candidate students.

The population of this study is all students who are registered as participants in Geography Basic Teaching Skills courses in the 2019/2020 academic year in the Geography Education Study Program, Faculty of Social Sciences, Universitas Negeri Malang, Indonesia as many as 165 people. The determination of the sample of this study was carried out using the Slovin formula of 128 people consisting of 4 classes.

Data on student attitudes toward the teaching profession and interest in becoming a teacher were collected using a questionnaire with the help of the Google Form application. This questionnaire takes the form of a Likert attitude scale with 4 scales. While teaching skills data were collected using performance tests concerning the teaching items assessment rubric as many as 21 items. This assessment rubric is in the form of a rating scale ranging from 1 to 4, in which 1 is not good and 4 is very good. Performance tests were carried out in peer teaching in the Microteaching room and recorded using a video recorder, while the assessors were given by 5 people who observed directly in a separate observation room aided by a TV monitor screen.

To answer the objectives of this study guided by the following hypotheses: 1) students' attitudes towards the teaching profession affect teaching skills, 2) students' interest in becoming teachers influences teaching skills, and 3) students' attitudes towards teachers and students' interests in becoming teachers together are influential

towards teaching skills. Statistical testing of these hypotheses is performed using data analysis using linear regression statistical analysis aided by the SPSS program.

This study was conducted by the following procedure:

1. In the mid-term, all students are asked to fill out a questionnaire on their interest in becoming a teacher and attitudes towards the teaching profession.
2. After attending lectures, a performance test is carried out to measure students' teaching skills.
3. The collected data is then analyzed to make conclusions and answer the research objectives.

C. Results and Discussion

Attitudes of Students towards the Teaching Profession

Data processing results that have been carried out can be seen from Table 1 below:

Table 1 Student Attitudes towards Teacher Profession Teacher

Classification	Range of Values	Qualification	Frequency	Percentage
A	86 - 100	Very Positive	45	35.2
B	71 – 85	Positive	39	30.5
C	56 – 70	Fairly Positive	38	29.7
D	41 – 55	Less Positive	6	4.7
E	01 - 40	Very Less Positive	0	0.0
Total			128	100

According to the table 1, it can be seen that the attitude of the students towards the teaching profession the majority (65.7%) classified as positive to very positive attitude, only about 29.7% of the students have a pretty positive attitude and very little in the (4.7%) had less positive attitude chart there are no students whose attitude is very less positive.

Interest in Students Becoming Teachers

The results of the calculation of variable data on student interest in becoming teachers are presented in the following table 2.

Table 2 Student Interest in Becoming a Teacher

Classification	Range of Values	Qualification	Frequency	Percentage
A	86 - 100	Very High	42	32.8
B	71 – 85	High	45	35.2
C	56 – 70	Medium	26	20.3
D	41 – 55	Low	10	7.8
E	01 - 40	Very Low	5	3.9
Total			128	100

Table 2 above shows that most students (68%) have high interest and are very high in interest. A small proportion of students (20.3%) have a moderate interest and the remaining 11.7% have low to very low interest.

Student Teaching Skills

Results of research on teaching skills can be presented in the following table 3.

Table 3 Student Teaching Skills

Classification	Range of Values	Qualification	Frequency	Percentage
A	86 - 100	Very Good	17	13.3
B	71 – 85	Good	56	43.8
C	56 – 70	Fairly Good	42	32.8
D	41 – 55	Poor	13	10.2
E	01 - 40	Very Poor	0	0.0
Total			128	100

Table 3 above shows that more than half (57.1%) of students are classified as good to very good, 32.8% are classified as good enough and the remaining 10.2% n are classified as not good and none of them are classified as very good people.

Before the analysis, performed the following were the results of normality and homogeneity test results. The following table shows the normality test using SPSS proves that the research panel data is normally distributed.

Table 4 Data Normality Test

Statistics	Kolmogorov-Smirnov		Shapiro-Wilk		
	df	Sig.	Statistics	Df	Sig.
.051	128	.200*	.988	128	.327

The table 4 above shows that the significance value of the Kolmogorov Smirnov test is 0.20 greater than 0.05 unstandardized residuals of the three variables studied in the normal distribution. So, the data were analyzed by linear regression test.

The results of data analysis using the SPSS linear regression analysis program can be presented in the following table 5.

Table 5 Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. error	Beta	t	Sig.
(Constant)	42.448	5.603		7.576	.000
Interests of Student Teachers Candidate Become Teachers	.213	.049	.350	4.319	.000
Attitudes of Student Teachers Candidates in the Teaching Profession	.201	.063	.260	3.207	.002

The regression coefficient table above test results shows that the interest of the students to be a teacher to teach skills to know significantly by 0.000 is less than 0.05. This implies that the interest of teacher candidate students becoming a teacher influences their teaching skills. Furthermore, it is also known that the attitude of teacher candidate students to the teaching profession is of significance 0.002 fewer than 0.05. So, it can be decided that students' attitudes towards the teaching profession affect their teaching skills. While testing the hypothesis when using the results of the regression analysis are listed in the following table 6.

Table 6 Regression Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1762.567	2	881.283	19.919	.000 ^a
Residual	5530.340	125	44.243		
Total	7292.907	127			

The above table shows that the variable of student interest in becoming a teacher and student receptivity to the teaching profession towards the variable of student teaching skills results in a significance of 0.00 less than 0.05. Therefore, it is evident that simultaneous student interest in becoming a teacher together with student attitudes towards the teaching profession influences teaching skills.

Based on the results of this study it was found that attitudes towards the teaching profession proved to influence the teaching skills of teacher candidate students. This finding can be explained that attitudes greatly influence a person's behavior. Because attitude is a psychological process that combines beliefs, concepts, motives, values, opinions, habits, and traits, and all of them have a tremendous impact on students. Students' attitudes and beliefs influence the process and learning outcomes (Koraneekij & Khlaisang, 2019). Teachers with good attitudes will be able to successfully develop positive attitudes among students because learning depends on effective teaching and effectiveness can be accelerated through positive attitudes of teachers towards the profession (Dhull & Jain Manju, 2017). To improve skills such as critical thinking, efforts must also be made to improve students' positive attitudes or perceptions through the use of innovative learning models (Handoyo & Said, 2020), engaging students in learning activities (Sumarmi et al., 2020), enhancing teacher pedagogical abilities (Afalla & Fabelico, 2020), enhancing laboratory experience (Rahayu, AY, KH, & Utaya, 2019), and class activities (Sari, Sumarmi, Komang Astina, Utomo, & Ridhwan, 2019).

Additionally, attitudes mean tendencies individuals to respond positively or not to an object, person, or group of people, institutions, or events (Soibamcha, 2016). Attitudes like interests are learned through life experiences that make a person behave towards people, professions, objects, problems, situations, etc., related to them. Individual attitudes may be positive (beneficial) or negative (unfavorable). Other researchers observed that there are three components of attitudes, namely the protective component of feelings or emotions, the cognitive component in the form of beliefs or ideas, and the psychomotor component in the form of behavior towards someone or something (Soibamcha, 2016). If the attitude of a student-teacher candidate is negative, then, he will not be able to succeed in his profession (Odiye, Maryrose; Nnaekwe, 2018). The findings of previous studies indicate that the learning environment is limited,

discouraging attitudes (negative), and teaching approaches that do not support the factors that cause decreased motivation (demotivation) students. The findings and other motivational studies will help conceptualize the development of effective educational approaches that maximize student motivation and minimize demotivation (Takase, Niitani, Imai, & Okada, 2019).

The next finding of this research is the interest of teacher candidate students to become teachers influencing their teaching skills. This can be explained that the teaching skills of teacher candidate students function as the ultimate experience of the teacher education process. Teaching as a skill requires practical experience in the education or training process. This process is an opportunity for students as individuals preparing for a career in education to apply the theories and methods they have learned during their teacher preparation program (Norris, Larke, & Briers, 1990).

Teaching skills as a result of the teacher education process certainly require a source of strength that encourages these students to be diligent and serious and follow the course of the education process. One source of strength is the interest of students to become teachers. An interest in becoming a teacher can function as motivation to generate a source of strength that comes from within him to achieve that desire. The findings of this study are in line with the results of research from (Bengtsson & Ohlsson, 2010) and (Walker et al., 2016) which concluded that motivation is the main determinant of student behavior and learning outcomes and when students are motivated to learn, their satisfaction and learning journey increases. This can be explained logically, that the interest of teacher candidate students to become teachers can motivate them to be diligent and carry out practical teaching activities until they have sufficient teaching skills. With the capital of intention and perseverance possessed, students will truly practice and do practical activities with a feeling of pleasure without feeling pressured. Although there are many obstacles and obstacles students still try to improve their teaching skills through practical activities. This is because they consider teaching practice activities as the first opportunity for teacher candidate students to engage in teaching activities in real situations. This activity will also be recognized as a guided teaching experience where teacher candidate students get the responsibility of carrying out learning in a group of students over a certain period.

Teaching practice is indeed designed to provide opportunities and guidance in the school environment for teacher candidate students to develop professional competence within themselves, and the personal characteristics, understanding, knowledge, and skills of a (prospective) teacher. Teaching practice plays an important role in the acquisition of teacher teaching in teacher training and professional development. Teacher training and professional development are seen as the main mechanisms for enhancing their teacher's knowledge, skills and teaching practices to meet high educational standards (Darling-Hammond & McLaughlin, 2011).

Because good teachers are considered the backbone of good education and learning is considered an ongoing process, efforts to develop and improve teaching skills and teacher knowledge in education are urgently needed. In many schools and tertiary institutions throughout the world, various teacher training and professional development programs are available to help teachers candidates learn and teachers improve themselves year after year. Besides, it is a common belief that learning is an ongoing process that contributes to improving teacher teaching skills to gain new knowledge in

the area of study being taught, and in turn will help improve student learning (Boudersa, 2016). This picture is used to refer to the processes, actions, and activities designed to increase the teacher's professional knowledge, teaching skills and attitudes in teaching improving student learning

Teaching must be seen as a profession with certain qualifications and not just a job that is sought for the sake of having a job. Therefore, the teacher must also be ready and must be empowered with the right and appropriate skills so that they are ready and suitable for the teaching profession. They must be equipped with the latest knowledge needed, teaching skills, and competencies needed to provide effective teaching and successful learning (Boudersa, 2016).

Teacher training and professional development programs must focus on the core of content knowledge, teaching skills, teaching strategies, and assessment strategies, etc. (Boudersa, 2016). The results show that teachers participating in this professional development training program have a strong tendency to change teaching practices in their classrooms. They also gain subject knowledge and better teaching skills when there are a direct relationship and harmony between their daily experiences in teaching according to curriculum standards and teaching assessment (Boudersa, 2016).

Besides, there is evidence that interest in becoming a teacher as a personal goal is one aspect important of themselves are all things related to the future (to become teachers) and their compatibility with their interests in teaching (Retelsdorf, Butler, Streblov, & Schiefele, 2010). They are more enthusiastic about developing careers as teachers and more satisfied with their teaching choices than teachers candidates with moderate and low interest in teaching. Given that interest is a strong motivating factor that influences the individual choice of work, plans, and behavior (Hidi, 2006; Kalayci & Coşkun, 2020).

On the other hand, the relationship between teacher aspirations of leadership candidates and their interest in teaching is not significant or statistically significant but weak, which is in line with the results of previous studies (Eren & Tezel, 2010). Previous studies of teacher interest in teaching have shown that teacher interest is a personal disposition that varies among teachers (Kunter et al., 2008).

D. Conclusion

Based on the findings of the results of this study it can be concluded that the teaching skills of teacher candidate students are influenced by their attitude towards the teaching profession and their interest in becoming teachers, either individually or simultaneously. The more positive the attitude of teacher candidate students to the teaching profession the better their teaching skills, likewise the higher their interest in becoming a teacher the better their teaching skills. On that basis, teaching staff in higher education institutions that print teachers is recommended to give great attention to the attitudes and interests of students to have a positive attitude towards the teaching profession and try to motivate them to increase their interest in becoming teachers as a career path in their future.

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