



THE EFFECT OF FIELD EXPERIENCE PROGRAM AND TEACHER PROFESSIONAL PERCEPTIONS ON INTEREST TO BECOME TEACHER WITH SELF-EFFICIENCY MEDIATION

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ABSTRACT

This study aims to determine the effect of the Field Experience Program (PPL) and the perception of the teaching profession on the interest in becoming a teacher through self-efficacy. The affordable population came from the students of the Educational Study Program of the Faculty of Economics, UNJ in the 2017 and 2018 batches, which amounted to 452 students with a sample of 201 students. The PPL variable uses secondary data, namely the PPL value. Meanwhile, the variables of professional perception, self-efficacy, and interest in being a teacher used primary data derived from the results of the researcher's questionnaire distribution. This type of research is quantitative with a survey method. The results of this study indicate that there is no influence between PPL on interest in becoming a teacher, there is a positive and significant influence between the perception of the teaching profession on interest in becoming a teacher, and the positive and significant effect between PPL and the perception of the teaching profession on self-efficacy. And self-efficacy mediates between the Field Experience Program (PPL) and the perception of the teaching profession on interest in becoming a teacher.

Keywords: Field Experience Program (PPL), Teacher Professional Perception, Interest To Becoming Teacher, and Self-Efficacy

INTRODUCTION

Every education is an instrument to strengthen national identity and national identity. The purpose of education is to improve the lives of individuals or groups for the better. In the future, there will be greater development of challenges and adjustments in education, education makes a major contribution in preparing the younger generation as the nation's successor (Yulianto & Khafid, 2016). The main problems of education in Indonesia include problems in equal distribution of education, quality or quality of education, efficiency of education, and relevance of education (Syofyan et al., 2020). Educational problems are closely related to the educational process, which involves several components, namely students or students, education staff or teachers, curriculum, learning facilities or facilities, and community education environment. (Syofyan et al., 2020). When discussing educational issues, the component that contributes greatly in determining the education system as a whole is the teacher. Every component in the education system is closely related to the teacher (Yulianto & Khafid, 2016).

In a study (Khurniawan & Erda, 2019) regarding the emergency of vocational teachers in Vocational High Schools in the areas of office management expertise, accounting and finance, as well as business and marketing included in the expertise program that is projected to experience teacher shortages in 2019-2024. In the field of business and management expertise, the shortage

of teachers in the financial accounting expertise program reached 3,919 teachers, the business and marketing expertise program was 1,377 and office management was 3,051.

The decline in the number of candidates choosing teaching as a career of choice is a significant concern. Concerns about retaining teacher numbers are further substantiated by data on teacher reductions. Research has identified various reasons for teacher reductions namely a) school factors, including organizational culture, social relations, and professional support; b) working conditions, including salary, resources and advancement; c) student factors, including learning needs, engagement and behavior; and d) teacher factors, including professional identity, commitment, self-efficacy and resistance to fatigue and stress (Alexander et al., 2020).

The projected shortage of teachers concludes that there will be a need for more teachers in the future, but in reality there are few students in the education sector who have an interest in becoming teachers. Based on the results of tracer study data from the Faculty of Economics, State University of Jakarta in 2020 regarding the types of work carried out by students who have graduated, it shows that only 16% of graduates who work as teachers and 84% work in companies or non-educational institutions.

LITERATURE REVIEW

Interest is a feeling of pleasure or interest in something (AMINI, 2018). If you have a sense of pleasure or interest, it means that someone has a high interest in something (Aini, 2018). With interest, it will affect the actions taken, someone who has an interest will do something with pleasure, sincerity, and earnestly Karyantini (2021), so that interest is the main key for a person in achieving his wishes (Masrotin & Wahjudi, 2021). Interest in becoming a teacher is a sense of pleasure or interest in the teaching profession so that you do something to achieve becoming a teacher.

Interest is influenced by many factors, both internal and external factors. Internal factors that influence student interest in becoming teachers are satisfaction, ideals, knowledge, and talents. While external factors that influence student interest in becoming teachers are cultural background, parental association, completeness of infrastructure, and perception of an object (Karyantini, 2021). Ardyani's research (2014) states that there are 7 factors that influence interest in becoming a teacher, namely students' perceptions of the teaching profession, teacher welfare, learning achievement, Field Experience Programs, friends, family environment, and personality.

Field Experience Program (PPL)

In the research of Valentin et al (2019), the factor that causes the low interest of students to become teachers is the lack of understanding of students about the teaching profession. Understanding a profession requires direct experience so that it will generate interest in the profession. One of the intrinsic factors that influence interest in becoming a teacher is Experience in the Field Experience Program (PPL). Through PPL students get other learning resources that will make students understand more about the learning process. In increasing student interest in becoming teachers, it is hoped that the Field Experience Program can equip students to know more about the teaching profession (Diah, 2018).

Teacher Professional Perception

The factors a person chooses a profession are factors of motivation, perception, hope and satisfaction (Septiara & Listiadi, 2019). Perception will affect thinking patterns, emotional reactions, and decision making (Setiaji, 2015). In the study of Sholichah & Pahlevi (2021) it was shown that the high perception of the teaching profession was supported by educational activities, especially micro teaching activities and the Field Experience Program (PPL).

Self-Efficacy

Another factor that affects the low interest of students to become teachers is that students feel less confident about their ability to carry out their duties as teachers. So it can be interpreted that it is related to the low self-efficacy of students (Dewi et al., 2019). This is in line with the research by Septiara & Listiadi (2019) which states that students who do not have an interest in becoming a teacher are due to feeling that it is not easy to become a teacher, lack of competence, lack of self-efficacy, and lack of mastery of the material.

In previous studies that have examined the effect of the Field Experience Program (PPL) on interest in becoming a teacher, concluded that in the research of Sholekah et al (2021); Masrotin & Wahjudi (2021); Syofyan et al (2020); Rahmadiyahani et al (2020); Rashid (2019); Septiara & Listiadi (2019); Simamora et al (2015); The Field Experience Program (PPL) has a positive effect on interest in becoming a teacher. However, there are different results in the research of Pratama et al (2015) and Alifia & Hardini (2022) who concluded that the Field Experience Program (PPL) had no effect on interest in becoming a teacher.

In addition, research (Aini, 2018; Haryawan et al., 2019; Masrotin & Wahjudi, 2021; Septiara & Listiadi, 2019; Sukma et al., 2020) (Alexander et al., 2020) concluded that the perception of the teaching profession has a positive effect on of interest in becoming a teacher. but contrary to research (Nani & Melati, 2020; Oktaviani, 2015; Wahyuni, 2017) which concluded that the perception of the teaching profession did not have a positive effect on interest in becoming a teacher.

Then in a previous study, Wahyuni (2017) stated that the self-efficacy variable had a high influence on interest in becoming a teacher, so it was recommended to be a mediating variable in testing the effect of perceptions of the teaching profession and PPL. In line with research (Karyantini, 2021; Masrotin & Wahjudi, 2021) where there are inconsistencies in the variables studied, the researchers added self-efficacy as a mediating variable to strengthen or weaken the independent variable on the dependent variable. Also in research (Astarini & Mahmud, 2015; Dewi et al., 2019; Nani & Melati, 2020) (Wolf et al., 2021b) stated that self-efficacy has a positive effect on interest in becoming a teacher.

Later in research (Masrotin & Wahjudi, 2021; Puspitasari & Asrori, 2019; Riahmatika & Widhiastuti, 2019) stated that the Field Experience Program had a positive effect on self-efficacy. And research (Dewi et al., 2019; Nani & Melati, 2020) states that the perception of the teaching profession and self-efficacy has a positive effect on interest in becoming a teacher.

Based on the background of the problem and the research gap, the researcher sees a research gap on the influence of the Field Experience Program (PPL) and the perception of the teaching profession on interest in becoming a teacher because there are inconsistent results in previous studies, and the high influence of the self-efficacy variable on interest in becoming a teacher so that recommended as a mediating variable in testing PPL and the perception of the teaching profession on interest in becoming a teacher. Therefore, the researcher conducted a study entitled "The Effect of Field Experience Program (PPL) and the perception of the teaching profession on interest in becoming a teacher with self-efficacy mediation".

RESEARCH METHODS

The type of research used is quantitative with a survey method. Quantitative research is inductive, scientific, and objective by using data in the form of numbers (scores or scores) or

statements that are assessed and analyzed by statistical analysis, and developed using mathematical models, theories, and hypotheses. Quantitative research aims to obtain an explanation of a theory and the laws of reality (Hermawan, 2019). survey method is research by collecting information about variables from a group of objects (population). Through the survey method, you can reveal actual problems and describe them, study the relationship between two or more variables, compare existing conditions with predetermined criteria (Salim & Haidir, 2019).

The population is the total of all objects or individuals to be studied with certain characteristics that are clear and complete, clear, and complete (Fathurahman, 2011). The population in this study were students of the Educational Study Program of the Faculty of Economics, UNJ class of 2017 and 2018. While the affordable population of this study were active students of the Educational Study Program of the Faculty of Economics, UNJ, class of 2017 and 2018 consisting of 452 students. While the sample is part of the population that is considered to represent a population that has certain characteristics that are clear and complete by taking it using a certain way (Fathurahman, 2011). The sample in this study consisted of 201 students. The sampling technique in this study is proportional random sampling, This means that each population has an equal chance of being sampled.

The perception of the teaching profession is measured by indicators of increasing social equality, task demands, social contributions, and social status. Self-efficacy is measured by indicators of school experience, job benefits, intrinsic value, interest in working with children/teenagers, shaping the future. Teacher interest is measured by indicators of school experience, job benefits, intrinsic value, interest in working with children/teenagers, shaping the future. shape the future. Teacher interest is measured by indicators of school experience, job benefits, intrinsic value, interest in working with children/teenagers, shaping the future. shape the future. Teacher interest is measured by indicators of school experience, job benefits, intrinsic value, interest in working with children/teenagers, shaping the future.

RESULTS AND DISCUSSION

1. Multiple Regression Analysis

In the regression equation, it is known that the constant value (a) is -1.138, meaning that if the PPL value, perception of the teaching profession, and self-efficacy are 0, then the teacher's interest is -1.138. The coefficient value (b1) is 0.128, meaning that if the PPL value is increased by 1 point, the teacher's interest will increase by 0.128. The value of the coefficient (b2) is 0.239, meaning that if the perception of the teaching profession is increased by 1 point, the teacher's interest will increase by 0.239. The coefficient value (b3) is 0.951, meaning that if the self-efficacy value is increased by 1 point, the teacher's interest has increased by 0.951. Then it was concluded that there was a negative influence between the PPL variable and teacher interest, and there was a positive influence between the variable perception of the teaching profession and self-efficacy on teacher interest.

2. Data Analysis Requirements

Normality is a test of the dependent variable (Y) with the aim of knowing the normality of a data. Normal data distribution will form a straight diagonal line and plotting the data compared to the diagonal line (Agusti, 2020). The normality test with a significant level (α) = 5% = 0.05 was carried out using the Kolmogorov-Smirnov test. The decision making criteria is that the data is declared normally distributed if the significance value is > 0.05 . The result of this research is the Asymp value. Sig (2-tailed) Unstandardized Residual of 0.200 > 0.05 . These results indicate that

the significance level of the residual is greater than 0.05 so it can be concluded that the data used in this study, namely the Field Experience Program (PPL) (X1), Perceptions of the teaching profession (X2),

Linearity is a data test to see if it is true or not regarding the specifications of the model used (Oktaviani, 2015). Linearity testing is used to determine whether the multiple regression model is linear or not. Between variables is declared linear if the significance level on deviation from linearity is > 0.05 . The results of the linearity test for the PPL variable, perception of the teaching profession, self-efficacy on interest in becoming a teacher each variable obtained values of 0.989, 0.660, and 0.306. This means that there is a linear relationship between PPL, perception of the teaching profession, self-efficacy and interest in becoming a teacher

3. Hypothesis Test

a. T Uji test

T test is a partial hypothesis test with the aim of knowing the significant effect between the independent variables partially or each on the dependent variable (dependent). In the partial test, compare the t count with the t table (Yuliato & Khafid, 2016).

Table 1 T . Test Results

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1,138	12,494		-0,091	0,927
	FIELD EXPERIENCE PROGRAM	0,128	0,133	0,042	0,966	0,335
	TEACHER	0,239	0,116	0,123	2,061	0,041
	SELF EFFICACY	0,951	0,081	0,706	11,739	0,000

a. Dependent Variable: TEACHER'S INTEREST

Source: Data processed by researchers in 2022

Based on the table above, the Field Experience Program variable (X1) has a significant value of 0.335. In this case, tcount is in a positive position with a value of 0.966 which is smaller than ttable 1.97202, so it can be stated that the Field Experience Program (PPL) variable has no positive and insignificant effect on the teacher interest variable. The next variable is the perception of the teaching profession (X2), which has a significant value of 0.041 and shows that tcount is in a positive position with a value of 2,061 which is greater than ttable of 1,97202, which furthermore can be stated that the variable of perception of the teaching profession has a significant positive effect on the variable of teacher interest. Then the self-efficacy variable (Z) has a significant value of 0.000 and shows the tcount results are in a positive position with a value of 11.

Table 2 T . Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-18,121	10,888		-1,664	0,098
	FIELD EXPERIENCE PROGRAM	0,257	0,115	0,112	2,237	0,026
	TEACHER PROFESSIONAL PERCEPTION	1,007	0,072	0,697	13,906	0,000

a. Dependent Variable: SELF EFFICACY

Source: Data processed by researchers in 2022

Based on the test results above, it was found that the effect of the Field Experience Program (PPL) on self-efficacy has a significant value of 0.026 and the results of Tcount are in a positive position with a value of 2.237 and the influence of the perception of the teaching profession on self-efficacy has a significant value of 0.000 and the results of Tcount are at positive position with a value of 13,906. So it can be concluded that the Field Experience Program (PPL) has a significant positive effect on self-efficacy and the perception of the teaching profession has a significant positive effect on self-efficacy.

b. F Uji test

Hypothesis testing uses the F test with the aim of simultaneously proving the truth of the hypothesis. The results of the F test to determine the effect of the independent variables together (simultaneously) on the dependent variable (Agusti, 2020).

Table 3 F . Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11950,375	3	3983,458	119,508	,000 ^b
	Residual	6566,441	197	33,332		
	Total	18516,816	200			

a. Dependent Variable: TEACHER'S INTEREST

b. Predictors: (Constant), SELF EFFICACY, FIELD EXPERIENCE PROGRAM,

Source: Data processed by researchers in 2022

Based on the table above, the result of Fcount is 119.508. With the test criteria $F_{count} > F_{table}$ for a significant relationship, then the results of Fcount 119.508 are greater than Ftable, so it can be concluded that there is a significant influence between the Field Experience Program (PPL) variables, the perception of the teaching profession and self-efficacy on the teacher interest variable.

c. Coefficient of Determination

The coefficient of determination test is used to measure the contribution of the independent variable to the variable (Dewi et al., 2019). The relationship of positive or negative variables is based on the calculation of r (correlation) while to determine the contribution of the independent variables using the determinant (Agusti, 2020).

**Table 4 Coefficient of Determination
 Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,803 ^a	0,645	0,640	5,77340

a. Predictors: (Constant), SELF EFFICACY, FIELD EXPERIENCE PROGRAM, TEACHER

b. Dependent Variable: TEACHER'S INTEREST

Source: Data processed by researchers in 2022

Based on the table above, it is known that the R Square value between the PPL variables, the perception of the teaching profession, and self-efficacy is 0.645 or 64.5% and the Adjusted R Square is 0.640 or 64%. It can be concluded that there is a simultaneous influence between PPL variables, perception of the teaching profession, self-efficacy on interest in becoming a teacher by 64% while the remaining 36% is influenced by other factors not examined.

4. Path Analysis

Path analysis is in the form of multi-regression analysis to form a conceptualization of the problem or test hypotheses based on the path diagram (Suparmanto, 2021). Based on the calculation, it is known that the Standardized Coefficient (beta) of each variable is known. The results obtained are 0.042 (pyx1) on the direct effect of the Field Experience Program (PPL) on teacher interest, while the indirect effect is $0.112 (pzx1) \times 0.706 (pyz) = 0.079$. From these results, it can be seen that the total indirect effect of $0.042 + 0.079 = 0.121$ on the Field Experience Program (PPL) on teacher interest through mediation is Self-efficacy. In this case there is a positive influence of 0.121 or with a percentage of 12.1% teacher interest can be explained through the Field Experience Program (PPL) variable with self-efficacy mediation,

Based on the calculation, it is known that the Standardized Coefficient (beta) of each variable is known. The direct effect is 0.123 (pyx2) on the perception of the teaching profession on teacher interest, while the indirect effect is $0.697 (pzx2) \times 0.706 (pyz) = 0.492$. From these results, it can be seen that the total indirect effect is $0.123 + 0.492 = 0.615$ on the perception of the teaching profession on teacher interest through self-efficacy mediation. In this case, there is a positive influence of 0.615 or with a percentage of 61.5% teacher interest can be explained through the variable perception of the teaching profession by mediating self-efficacy, while the rest is influenced by other factors not examined.

The research results shown in the t table above can be interpreted with the following discussion:

1. The influence of PPL on interest in becoming a teacher

The results of the calculation of the partial significance test or t test on the Field Experience Program variable obtained $T_{count} = 0.966$ with $T_{table} = 1.97202$ and a significance of 0.335, it can be concluded that the Field Experience Program (PPL) has no positive and insignificant effect on interest in becoming a teacher. This means that H1 is rejected (there is no influence between PPL on interest in becoming a teacher). then the PPL variable coefficient is 0.128 which means that if the Field Experience Program (PPL) increases by one point, the interest in becoming a teacher will increase by 0.128.

The results of this study are in line with the Primary research et al (2015); Alifia & Hardini (2022). The factors that cause PPL to have no effect on teacher interest are (1) The existence of a

personal relationship between the civil servant teacher and students. In carrying out PPL, students in addition to teaching also manage the administration and assessment of student behavior. If students perform these tasks in accordance with the instructions of the civil servant teacher, behave well, obey existing regulations, then the civil servant teacher will pay attention to students, one of which is by giving high marks to PPL students. So regarding the level of mastery of the material and class management does not really affect the value of students. (2) There is the inattention of the civil servant teacher in providing guidance and assessment. In the PPL assessment, the indicators are listed, but some civil servant teachers seem to ignore this and only rely on personal assessments, for example as long as students come to class and teach they will get very good grades; (3) There is concern that the civil servant teacher will get a poor performance score, the value obtained by the student interprets that his performance as a civil servant teacher is good; (4) The material taught by students in PPL is basic material so that it does not reflect professional competence in depth. the value obtained by the students interpreted that their performance as a civil servant teacher was good; (4) The material taught by students in PPL is basic material so that it does not reflect professional competence in depth. the value obtained by the students interpreted that their performance as a civil servant teacher was good; (4) The material taught by students in PPL is basic material so that it does not reflect professional competence in depth.

2. The influence of the perception of the teaching profession on interest in becoming a teacher

The results of the calculation of the partial significance test or t test on the Field Experience Program variable obtained $T_{count} = 2.061$ with $T_{table} = 1.97202$ and a significance of 0.041, it can be concluded that there is a significant positive influence on the perception of the teaching profession on interest in becoming a teacher. It means that H_2 is accepted (there is an influence between the perception of the teaching profession on the interest in becoming a teacher). then the variable coefficient of the perception of the teaching profession is 0.239. The positive value of the X_1 coefficient means that the higher the perception of the teaching profession, the higher the level of becoming a teacher, and vice versa, the lower the perception of the teaching profession, the lower the level of interest in becoming a teacher. The results of this study are in line with the research of Haryawan et al., (2019) which states that positive or negative perceptions about the profession as a teacher will greatly affect the interest of students to become teachers. It was concluded that the students of the Educational Study Program of the Faculty of Economics, UNJ in the 2017 & 2018 batches had a positive perception of the profession as a teacher so that they had an interest in becoming a teacher.

3. Effect of PPL on self-efficacy

The results of the calculation of the partial significance test or t test on the Field Experience Program variable obtained $T = 2.237$ with $T_{table} = 1.97202$ and a significance of 0.026, it can be concluded that there is a significant positive effect between the Field Experience Program (PPL) on self-efficacy. It means that H_3 is accepted (there is an influence between PPL on self-efficacy). Furthermore, the coefficient of the PPL variable is 0.257. The positive X_1 coefficient value means that the higher the Field Experience Program (PPL), the higher the level of self-efficacy, and vice versa, the lower the Field Experience Program (PPL), the lower the level of self-efficacy. This study is in line with the research of Masrotin &

4. The influence of the perception of the teaching profession on self-efficacy

The results of the calculation of the partial significance test or t-test on the Field Experience Program variable obtained $T_{count} = 13.906$ with $T_{table} = 1.97976$ and a significance of 0.000, it can be concluded that there is a significant positive effect on the perception of the teaching profession on self-efficacy. It means that H4 is accepted (there is an influence between the perception of the teaching profession on the interest in becoming a teacher). Furthermore, the variable coefficient of the perception of the teaching profession is 1.007. The positive X2 coefficient value means that the higher the perception of the teaching profession, the higher the level of self-efficacy, and vice versa, the lower the perception of the teaching profession, the lower the level of self-efficacy. This research is in line with the research of Nani & Melati (2020) which states that the perception of the teaching profession is caused by student assumptions regarding teacher qualifications, competence and certification, teacher rights and obligations as well as teacher views in Indonesia. If students' perceptions of the teaching profession are good, such as teachers must have quality qualifications, competencies, and abilities and teachers have been able to fulfill their obligations and get their rights, then their self-efficacy to become a teacher will increase.

5. The effect of self-efficacy on interest in becoming a teacher

The results of the calculation of the partial significance test or t-test on the Field Experience Program variable obtained $T_{count} = 11.739$ with $T_{table} = 1.97202$ and a significance of 0.000, it can be concluded that there is a significant positive effect of self-efficacy on interest in becoming a teacher. Means that H5 is accepted (there is an influence between self-efficacy on interest in becoming a teacher. The coefficient value of the self-efficacy variable is 0.951. The value of the Z coefficient is positive, meaning that the higher the self-efficacy, the higher the level to become a teacher, and vice versa the lower the self-efficacy, the higher the self-efficacy will be. the lower the level of interest in becoming a teacher. This research is in line with research by Astarini & Mahmud (2015), someone who has an interest in a profession must believe in being able to achieve that goal. Confidence in self-ability is a factor from within that affects interest. In this case, self-efficacy is seen as a person's belief in his ability to perform a series of actions in certain situations. So it can be concluded that students have confidence in their ability to carry out the profession as a teacher so that they have the goal of becoming a teacher.

6. The influence of teacher PPL on interest in becoming a teacher through self-efficacy

Based on the calculations that have been described, it is known that the Standardized Coefficient (beta) of each variable is known. The direct effect of the Field Experience Program on teacher interest is 0.042 (pyx_1), while the indirect effect is $0.112 (pzx_1) \times 0.706 (pyz) = 0.079$. From these results it can be seen that the total indirect effect of the Field Experience Program (PPL) on teacher interest through self-efficacy is $0.042 + 0.706 = 0.121$. In this case, it was found that the positive and significant influence of the Field Experience Program (PPL) on teacher interest through self-efficacy means that the higher the Field Experience Program (PPL), the higher the self-efficacy which then increases interest in becoming a teacher. and vice versa, the lower the Field Experience Program (PPL) the lower the self-efficacy which then affects the decrease in teacher interest. It means that H6 is accepted (self-efficacy mediates the relationship between PPL and interest in becoming a teacher). In Riahmatika & Widhiastuti's research (2019), it is stated that the more and better teaching experience students get, the higher the student's confidence to have a career as a teacher.

7. The influence of the perception of the teaching profession on the interest in becoming a teacher through self-efficacy

Based on the calculations that have been described, it is known that the Standardized Coefficient (beta) of each variable is known. The direct effect of the Field Experience Program on teacher interest is 0.123 (pyx²), while the indirect effect is 0.697 (pzx²) x 0.706 (pyz) = 0.492. From these results, it can be seen that the total indirect effect of the Field Experience Program (PPL) on teacher interest through self-efficacy is 0.123 + 0.492 = 0.615. In this case, it was found that the positive influence of the perception of the teaching profession on teacher interest through self-efficacy means that the higher the perception of the teaching profession, the higher the teacher's interest in students, and vice versa, the lower the perception of the teaching profession, the lower the interest in becoming a teacher. means significant effect. In the research of Masrotin & Wahjudi (2021) Self-efficacy is seen as generating interest in making choices. Someone who has a good view of the teaching profession and feels confident in their competence will affect their interest in choosing a job.

CONCLUSION

1. There is no influence between the Field Experience Program (PPL) on the interest of teachers in the Educational Study Program of the Faculty of Economics, UNJ class of 2017 & 2018. This means that the higher the Field Experience Program (PPL) does not affect the interest in becoming a teacher.
2. There is a significant positive influence between the perception of the teaching profession on interest in becoming a teacher in the Educational Study Program of the Faculty of Economics, UNJ class of 2017 & 2018. This means that the higher the student's perception of the teaching profession, the higher the level of student interest in becoming a teacher. Likewise, the lower the student's perception of the teaching profession, the lower the student's interest in becoming a teacher.
3. There is a significant positive effect between the Field Experience Program (PPL) on self-efficacy in the Educational Study Program of the Faculty of Economics, UNJ class of 2017 & 2018. This means that the higher the Field Experience Program (PPL), the higher the self-efficacy as well. Field Experience (PPL) is low, the level of self-efficacy will also be low.
4. There is a significant positive influence between the perception of the teaching profession on self-efficacy in the Educational Study Program of the Faculty of Economics, UNJ class of 2017 & 2018. This means that the higher the student's perception of the teaching profession, the higher the student's self-efficacy to become a teacher. On the other hand, the lower the student's perception of the teaching profession, the lower the student's self-efficacy to become a teacher.
5. There is a significant positive influence between self-efficacy and interest in becoming a teacher in the Educational Study Program of the Faculty of Economics, UNJ class of 2017 & 2018. This means that the higher the self-efficacy of students, the higher the interest of students to become teachers. On the other hand, the lower the student's self-efficacy, the lower the student's interest in becoming a teacher.
6. There is a direct and indirect influence between the Field Experience Program (PPL) on the interest in becoming a teacher through self-efficacy. This study shows that self-efficacy (Z) has an influence in mediating the influence of the Field Experience Program on interest in

becoming a teacher. That is, the higher the PPL experience of a student, the higher the level of self-efficacy so that it will increase interest in becoming a teacher. Conversely, the lower the PPL experience, the lower the self-efficacy so that it will reduce the interest in becoming a teacher.

7. There is a positive direct and indirect influence between the perception of the teaching profession on teacher interest through self-efficacy. This study shows that self-efficacy (Z) has an influence in mediating the effect of the perception of the teaching profession (X2) on interest in becoming a teacher (Y). that is, the higher the student's perception of the teaching profession, the higher the level of self-efficacy so that it will increase interest in becoming a teacher. conversely, the lower the perception of the teaching profession, the lower the self-efficacy so that the level of interest in becoming a teacher will be low.

The variables studied were internal factors originating from within students, namely the perception of the teaching profession and self-efficacy and external factors from the Field Experience Program (PPL). Meanwhile, interest in becoming a teacher can be influenced by many other factors not examined by the author. For further researchers who will conduct research with a similar title are expected to pay more attention to the independent variables and the selected intervening variables. Further researchers can use other variables such as the family environment and peer environment so that problems regarding interest in becoming a teacher can be solved better.

There are limitations of research using questionnaires, namely sometimes the answers given by respondents do not really show the real situation plus quite a number of items being tested. Ensure to select respondents who are in accordance with the research and use other methods such as interviews so that the data obtained can show the real situation.

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