

The Influence of Students' Perceptions of the Teaching Profession on the Interest of Social Education Students in the PPG Program

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ABSTRACT: This study aims to examine the effect of student perceptions of the teaching profession on interest in joining the PPG Program for social studies education students at Yogyakarta State University (UNY). This research uses quantitative methods with ex-post facto design. This design allows researchers to analyze cause-and-effect relationships based on data that has occurred in the past without direct manipulation of variables. The population of this study consisted of 205 social studies students in 2021 and 2022, the sampling technique used was Proportional Stratified Random Sampling. The dependent variable in this study is interest in the PPG program, which is measured through indicators of attention, interest, curiosity, and feelings of pleasure. While the independent variable in this study is the student's perception of the teaching profession, which is measured through indicators of the fulfillment of the rights and obligations of teachers. The study reveals that students' favorable views of the teaching profession significantly impact their enthusiasm for participating in the PPG program. The more positively students perceive the teaching profession, the greater their interest in joining the program. This is in line with previous research that emphasizes the importance of positive perceptions as a driver of interest in choosing a career in education. Data was collected using a closed-ended questionnaire, which allowed respondents to choose the answer that best suited their actual condition. This conclusion highlights the strategic role of educational institutions and the government in shaping positive views on the teaching profession through promotion and policy support, so as to encourage more students to join PPG and contribute to education.

KEYWORDS: Student perception; The teacher profession; Interest in joining PPG.

I. INTRODUCTION

The teaching profession has a strategic role in shaping the character and intelligence of the nation's next generation. Teachers not only act as teachers, but also as moral guides and role models for students. (Jaberi et al., 2024). Although this profession is recognized as important, students' perceptions of the teaching profession are not always positive. Previous studies, such as those conducted by (Dewi, 2018) and (Prasetya, 2020), highlight that students' perceptions of the teaching profession affect their desire to pursue a teaching career. Factors such as income level, career prospects, and society's view of the teaching profession also influence students' decision to choose the PPG pathway. However, there are different findings in several studies regarding how these perceptions impact on students' interest in joining the PPG program.

Previous research generally focuses on factors such as intrinsic and extrinsic motivation, but is still limited in exploring in depth how students' perceptions of the teaching profession specifically affect their interest in joining the PPG program (R. Sugiharto, 2016). Studies that directly link students' perceptions of the teaching profession with interest in the PPG program are still rare, especially among students majoring in social studies.

(Kotler, 2005) says that perception is the process by which individuals select, satisfy, and interpret information to form a meaningful picture of the world (Hakim, 2021). Perception is a cognitive process that each individual experiences in understanding their environment, either through sight, hearing, feeling, smell, or inner experience (Saliman et al., 2013). According to (Desmita, 2012), perception is the result of individual interpretation of stimuli received through the sensory organs, which is influenced by one's experience and psychological condition. In this process, perception is influenced by internal factors such as motivation, emotion, and experience, as well as external factors such as environment and culture (Hidayat, 2009).

Students' perceptions of the teaching profession have a strong impact on their interest in enrolling in the Professional Teacher Education (PPG) program. Positive views of the teaching profession, such as believing it offers personal fulfillment, the chance to make a positive difference in society, and job security, can enhance students' motivation to join the PPG program. Conversely,

The Influence of Students' Perceptions of the Teaching Profession on the Interest of Social Education Students in the PPG Program

negative perceptions, such as the notion that the profession is less financially rewarding, very challenging, or less valued in society, may reduce students' motivation to join the program (Sari & Kurniawan, 2021).

Utami & Prasetyo (2020) say that a lack of information or in-depth understanding of the benefits and challenges of the teaching profession may also contribute to low student interest. If students do not have access to or receive sufficient information about how the teaching profession can make a meaningful contribution to them personally and professionally, they may feel that joining the PPG would not be in line with their aspirations. Without a clear explanation of how PPG can improve teaching skills, open up wider career opportunities, or provide a fulfilling experience, students may not see the value of pursuing this professional education.

Being a teacher in the current era is not easy. Therefore, we need educators with quality, integrity, and meet the standards of education in Indonesia (Galih, 2018). To realize this, teachers or prospective teachers need to have an educator certificate. Educator certificates are formal proof of professional recognition signed by the certification organizing university, which is given to teachers as professionals. To obtain certification, teachers or prospective teachers must take part in the PPG program (Sanjaya, 2022). One of the bases for the implementation of the PPG program for teachers is Law No. 14 of 2005 concerning Teachers and Lecturers article 1 paragraph 1, which states that teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal early childhood education, basic education, and secondary education.

Educator certification through the Teacher Professional Education Program (PPG) is crucial to improving teacher professionalism and quality (Pardede & Yafizham, 2020). Certification ensures that teachers not only master learning materials but also have strong pedagogical competencies (Jatirahayu, 2013). Lack of understanding of the long-term benefits of this certification or the administrative burden and costs that are considered high, many prospective teachers are still reluctant to participate in PPG. Education about the importance of certification is needed to motivate prospective teachers (Utami, 2020).

Efforts to increase positive perceptions of the teaching profession through campaigns, improving teacher welfare, and providing more complete information about the benefits of joining the PPG program are expected to increase student interest (Djali, 2013), especially from social studies majors, in joining this program. With the increasing need for professional teachers, as well as the demand to meet national education standards, understanding the factors that influence students' interest in joining the PPG program is crucial (Agustina & Hadi, 2020).

Previous studies have demonstrated that students' views of the teaching profession are crucial in shaping their interest in participating in the PPG Program. Research by (Rahman & Utami, 2020) stated that positive perceptions of the teaching profession, such as job stability and the opportunity to contribute to education, increase the interest of students from education programs to continue to PPG. Research by (Yuliani, 2019) revealed that perceptions related to career prospects and financial compensation from the teaching profession also influence students' decisions to join the PPG.

Most of the existing research focuses more on students from education majors in general, while the perceptions of students from study programs, especially social studies students, have not been explored in depth. Social studies students' perceptions of the teaching profession may differ, especially given their broader academic background. To date, there has been no comprehensive research examining how social studies students' perceptions specifically influence their interest in joining PPG, including the unique factors that may be drivers or barriers for them.

Understanding social studies students' perceptions of the teaching profession is important as they are a potential group that could contribute to the PPG program, yet have been overlooked in previous studies. The results will be useful for designing more effective and attractive policies for social studies students to be interested in PPG, thus supporting the overall improvement of the quality and quantity of teachers in Indonesia.

II. METHOD

This research uses quantitative methods with this research design, namely ex-postfacto. Ex-postfacto is a type of research in which researchers examine cause-and-effect relationships based on data that has occurred in the past, without directly manipulating variables (Darmadi, 2011). The population in this study were UNY Social Science Education students, consisting of 205 students from the 2021 and 2022 batches. The sampling technique used is Proportional Stratified Random Sampling. (Sugiyono, 2013) in his book states that accidental sampling is chosen based on whoever the researcher happens to meet during data collection. This technique is usually used when researchers have limited time and resources.

This study identifies interest in the PPG program as the dependent variable, which is defined as the emergence of a great sense of interest and curiosity about information about the PPG program. The indicators used to measure interest are attention, interest,

The Influence of Students' Perceptions of the Teaching Profession on the Interest of Social Education Students in the PPG Program

curiosity, and feelings of pleasure. The independent variable used is students' perceptions of the teaching profession, which can be measured through indicators of the fulfillment of teachers' rights and obligations.

This study aims to understand whether the perception of social studies students about the teaching profession affects their interest in following the Professional Teacher Education program (PPG). The Alternative Hypothesis (Ha) in this study states that the perception of social studies students about the teaching profession positively impacts social studies students' interest in participating in the Professional Teacher Education (PPG) program. While the Null Hypothesis (H0) states that the perception of social studies students about the teaching profession has no effect on the interest of social studies students to follow the Professional Teacher Education program (PPG).

The data collection technique in this study aims to obtain data and information from various sources. The technique used is a closed questionnaire, where respondents choose the answers that have been provided (questionnaire). The questionnaire sheet used is closed, so that respondents only need to choose the answers available and are expected to choose the most appropriate to the actual conditions. The research instrument in the form of a questionnaire is compiled and developed independently based on existing indicators. The lattice used as the basis for preparing the questionnaire is as follows:

a) Questionnaire of Student Interest in Participating in PPG

Table 1. Lattice of Student Interest in Following PPG

Variables	Indicator	Item Number	Number of Items
Interest in Participating in PPG	1. Great attention to teacher professional education	1, 2, 3*	3
	2. A sense of interest in teacher professional education	4, 5, 6	3
	3. Curiosity about teacher professional education	7, 8*	2
	4. Feeling good about teacher professional education	9, 10, 11*	3
	5. Desire to pursue teacher professional education	12, 13, 14, 15*	4

The * sign means negative statement

b) Student Perceptions of the Teaching Profession

Table 2. Lattice of Student Perceptions of the Teaching Profession

Variables	Indicator	Item Number	Number of Items
Student Perceptions of the Teaching Profession	1. Teacher Rights	1, 2, 3, 4, 5, 6, 7*, 8, 9*, 10	10
	2. Teacher Obligations	11, 12*, 13, 14, 15, 16, 17*, 18, 19*, 20	10

The * sign means negative statement

III. RESULT AND DISCUSSION

Based on data on social studies students' perceptions of the teaching profession and data on interest in the PPG program, the prerequisite test analysis was obtained as follows:

Table 1. Analysis Prerequisite Test Results

Significance value Asymp.Sig (2-tailed)	0,192
Value Deviation from Linearity Sig	0,480
VIF value for variable Perception of Social Studies Students about the Teaching Profession (X)	1,00
Tolerance value for the variable Perception of Social Studies Students about the Teacher Profession (X)	1,00

The Influence of Students' Perceptions of the Teaching Profession on the Interest of Social Education Students in the PPG Program

The data processing results indicate an Asymp.Sig (2-tailed) significance value of 0.192, which exceeds 0.05. Based on the decision-making criteria for the Kolmogorov-Smirnov normality test, it can be concluded that the data follows a normal distribution. Consequently, the normality assumption for the regression model is satisfied.

The output shows that the Deviation from Linearity Sig. value is 0.480, which exceeds 0.05. This indicates a significant linear relationship between the Social Studies Students' Perception of the Teaching Profession (X) variable and the Interest in the PPG Program (Y) variable..

The "Coefficients" output table in the "Collinearity Statistics" section shows that the Tolerance value for the variable Social Studies Students' Perception of the Teaching Profession (X) is 1.00, exceeding 0.10. Additionally, the VIF value for the same variable is 1.00, which is below 10.00. According to the criteria for determining multicollinearity, it can be concluded that the regression model does not exhibit symptoms of multicollinearity.

The hypothesis in this study was tested using multiple regression analysis. The results of the multiple regression analysis are presented in Table 2:

Table 2. Multiple Regression Analysis Results

Regression analysis results significance value	0,000
Coefficient of determination (R-square)	0,579

From the results of the multiple regression analysis above, the regression equation is obtained as follows:

$$Y = 14.005 + 0.496X$$

The results of the regression analysis displayed in the table above show that the variable perception of social studies students about the teaching profession has a significance value of 0.000 at the 5% significance level, with a t-value of $10.017 > 1.66$, and a p-value of less than 0.05 ($0.000 < 0.05$). This shows that there is a significant influence between the variables of social studies students' perceptions of the teaching profession on student interest in joining the PPG program.

Furthermore, to find out how much influence students' perceptions of the teaching profession and the PPG program together have on interest in becoming a teacher, the R-Square (coefficient of determination) is used. From the table, the R-Square value is 0.579 or 57.9%, which means that the variation in the variable of student interest in the PPG program can be explained by 57.9% by the perception of social studies students about the teaching profession, while the rest, namely 42.1%, is influenced by other variables that are not explained in the research model.

Discussion

The findings of this study reveal a positive and significant relationship between students' perceptions of the teaching profession and their interest in enrolling in the PPG program. This indicates that the more favorable students perceive the teaching profession, the stronger their motivation to participate in the program. The better the students' perception of the teaching profession, the higher their interest in joining the PPG program. This finding is in line with research conducted by (Gibson, 2006), which states that teacher competence affects students' interest in becoming teachers. Students view the PPG program as an effort that supports the development of pedagogical, personality, social, and professional competencies. Mastery of overall competence through the PPG program, coupled with the existence of an educator certificate, can increase student motivation to become a teacher.

The perceptions of social studies students regarding the teaching profession significantly impact their interest in joining the PPG program. According to the theory and research by (Wildan et al., 2016), there is expected to be a positive and significant relationship between students' perceptions of the teaching profession and their interest in the PPG program. However, it is important to note that other factors also influence the desire to become a teacher, suggesting that students' perceptions of the profession are not the only factors that can increase their interest in pursuing a teaching career. Factors such as family support, personal motivation, work experience, and career prospects also play a significant role in students' decision to choose teaching as their career path.

Student perceptions refer to how students perceive and assess things, including the teaching profession (Sukma et al., 2020). These perceptions are influenced by experiences, information received, and their social environment (Robbins & Judge, 2015). Social studies students often have varied perceptions of the teaching profession, which can have a direct impact on their interest in joining the PPG Program. Positive perceptions of the teaching profession, such as career stability, important social roles, and opportunities to positively impact education, tend to increase students' interest in joining the PPG program.

Students' interest in the PPG program is strongly influenced by their perception of the future of the teaching profession. If they perceive the teaching profession as promising, both in terms of financial and social status, they are more likely to be interested in

The Influence of Students' Perceptions of the Teaching Profession on the Interest of Social Education Students in the PPG Program

joining the PPG (Darmadi, 2011). Conversely, if the teaching profession is perceived as less promising in terms of salary or heavy workload, interest in the PPG program may decrease (Sugiyono, 2013). Students who have an interest in the PPG program, according to (Hamidah et al., 2024) this strengthens teacher performance to balance positive responsibilities, which suggests that focused performance practices can benefit the quality of education.

In the context of social studies students, there is often an assumption that the teaching profession is more suitable for individuals who have high social dedication, not just for income generation (Thoha, 2003). Students often view the teaching profession as a noble job, but they also realize that the financial compensation received is not always proportional to the dedication and responsibility. Research by (Syofyan et al., 2020) shows that students' perceptions of financial compensation and work environment significantly affect their interest in choosing the teaching profession. This may decrease their interest in PPG, especially if they prioritize financial aspects in choosing a career. For those who have intrinsic motivation to contribute to education, positive perceptions of the teaching profession can be a strong incentive to join PPG.

The view that the teaching profession is a noble and influential job in shaping the younger generation tends to increase students' interest in participating in the PPG program (Wulandari, 2019). Negative perceptions, such as the assumption that the teaching profession is less financially rewarding or has tough work challenges, may decrease this interest. Research conducted by (M. Sugiharto, 2018) showed that students' perceptions of the PPG program and the teaching profession significantly influenced their interest in becoming teachers. Research by (Hartono, 2020) also found that student perceptions of the PPG program and the teaching profession have a significant relationship to students' interest in becoming teachers.

Perceptions are influenced by information they receive from the media, lecturers, or personal experiences while in the educational environment. When social studies students obtain information that supports the teaching profession as a stable job and has good career prospects, their interest in joining PPG tends to increase. The influence of family, academic environment, and society in general plays an important role in shaping their perceptions (Robbins & Judge, 2015). It is important to shape positive perceptions of the teaching profession to encourage student interest, especially in the face of challenges related to the perceived lack of adequate compensation. Educational institutions and the government have a strategic role in shaping positive perceptions through promotion, support, and providing comprehensive information about the benefits, opportunities, and challenges of the teaching profession.

IV. CONCLUSIONS

The perceptions of social studies students regarding the teaching profession significantly affect their interest in participating in the Professional Teacher Education Program (PPG). Positive perceptions, such as the view that the teaching profession is a stable, noble job with great social impact, encourage students' interest in continuing to the PPG program. Conversely, negative perceptions related to heavy workloads, salaries that are considered less competitive, and limited career prospects may decrease interest. External factors, such as information from the media, family influence, and the academic environment, also play a role in shaping students' perceptions of the teaching profession. This study confirms that positive perceptions of the teaching profession do not only depend on aspects of idealism or social dedication, but also need to be supported by policies that improve the welfare and social status of teachers. Educational institutions and the government have a strategic role in shaping these positive perceptions by providing comprehensive information about the benefits, opportunities and challenges of the teaching profession. With adequate support, positive perceptions can be a strong driver for students to be interested in joining PPG and a career in education, which in turn will have a positive impact on the quality of education in Indonesia.

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