



## THE EFFECT OF FIELD EXPERIENCE PROGRAM AND TEACHER PROFESSIONAL PERCEPTIONS ON INTEREST TO BECOME TEACHER WITH SELF-EFFICACY 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 sample size was calculated using data from 201 of the 452 students in the Educational Study Program at the Faculty of Economics, UNJ, in 2017 and 2018. 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 researcher's questionnaire distribution results. This type of research is quantitative with a survey method. This study's results indicate no influence between PPL and interest in becoming a teacher. There is a positive and significant influence.

Self-efficacy in teaching is influenced by exposure to PPL and how one views the teaching profession; this effect was both positive and statistically significant. 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 a 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 more significant development of educational challenges and adjustments, and education will significantly contribute to preparing the younger generation as the nation's successor (Yulianto & Khafid, 2016). The primary education problems in Indonesia include problems with equal distribution, quality or quality of education, efficiency, and relevance of education (Syofyan et al., 2020). Educational problems are closely related to the educational process, which involves several components: 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 teacher contributes significantly to determining the education system as a whole. Every component of the education system is closely related to the teacher (Yulianto & Khafid, 2016).

A recent study (Khurniwan & Erda, 2019) highlights the critical shortage of business, marketing, and accounting teachers at vocational high schools. They included in the expertise programme projects that these schools will experience teacher shortages in 2019-2024. There are 3,919 unfilled teaching positions in the field of business and management's financial accounting expertise programme alone. One thousand three hundred seventy-seven students are enrolled in

the business and marketing programme, and 3,051 are enrolled in the office management programme.

The decline in the number of candidates choosing teaching as a career of choice is a significant concern. Data on teacher reductions further substantiate concerns about retaining teacher numbers. 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 behaviour; 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 more teachers will be needed. However, in reality, few students in some education sectors are interested in becoming teachers. The results of tracer study data from the Faculty of Economics, the State University of Jakarta, in 2020 regarding the types of work carried out by students who have graduated show that only 16% of graduates work as teachers and 84% work in companies or non-educational institutions.

## **LITERATURE REVIEW**

Interest is pleasure or interest in something (AMINI, 2018). Someone is highly interested in something if you have a sense of pleasure or interest (Aini, 2018). With interest, it will affect the actions taken. Someone interested will do something with pleasure, sincerity, and earnestly Karyantini (2021), so interest is the primary key to achieving his wishes (Martin & 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 influencing student interest in becoming teachers are satisfaction, ideals, knowledge, and talents. At the same time, 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 seven factors influence interest in becoming a teacher: 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 need for more understanding of students about the teaching profession. Understanding a profession requires direct experience to generate interest in the profession. An intrinsic factor influencing my interest in becoming a teacher is the 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, the Field Experience Program hoped to 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). The study by Sholichah & Pahlevi (2021) showed 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 in becoming teachers is that students feel less confident about their ability to carry out their duties as teachers. So it can interpret that it is related to the low self-efficacy of students (Dewi et al., 2019). It is in line with the research by Septiara & Listiadi (2019), It states that students who are not interested in becoming a teacher are due to feeling that it takes work to become a teacher and lack competence, self-efficacy, and mastery of the material.

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) did not affect 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), the perception of the teaching profession could have positively affected interest in becoming a teacher.

Then in a previous study, Wahyuni (2017) stated that the self-efficacy variable had a significant influence on interest in becoming a teacher, so it recommended 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, research (Astarini & Mahmud, 2015; Dewi et al., 2019; Nani & Melati, 2020) (Wolf et al., 2021b) stated that self-efficacy positively affects an interest in becoming a teacher.

Later 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 positively affect interest in becoming a teacher.

Based on the background of the problem and the research gap, the researcher sees a gap in 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 strong influence of the self-efficacy variable on interest in becoming a teacher, that is 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".

### **METHOD**

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, and compare existing conditions with predetermined criteria (Salim & Haidir, 2019).

The population is the total of all objects or individuals to be studied with specific 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. At the same time, the sample represents a population with specific characteristics that are clear and complete by taking it in a certain way (Fathurahman, 2011). The sample in this study consisted of 201 students. The sampling technique in this study is a 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, and shaping the future. Teacher interest is measured by indicators of school experience, job benefits, intrinsic value, interest in working with children/teenagers, and 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, and 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, and 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 coefficient (b2) value 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) to know the normality of data. Normal data distribution will form a straight diagonal line and plot the data compared to the diagonal line (Agusti, 2020). The normality test with a significant level ( $\alpha$ ) = 5% = 0.05 was carried out using the Kolmogorov-Smirnov test. The decision-making criteria are that the data is declared generally 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 more significant than 0.05, so it can be concluded that the data used in this study, namely the Field Experience Program (PPL) ( $X_1$ ), Perceptions of the teaching profession ( $X_2$ ),

Linearity is a data test to see if it is true regarding the model's specifications (Oktaviani, 2015). Linearity testing is used to determine whether the multiple regression model is linear. 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, and self-efficacy on interest in becoming a teacher each variable obtained values of 0.989, 0.660, and 0.306. It 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

The T-test is a partial hypothesis test to know 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 <sup>a</sup>						
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 favourable position with a value of 0.966, which is smaller than ttable 1.97202, so it can state that the Field Experience Program (PPL) variable has no positive and insignificant effect on the teacher interest variable. The following variable is the perception of the teaching profession (X2), which has a significant value of 0.041 and shows that the tcount is in a favourable position with a value of 2,061.

This number is more significant than the ttable of 1,97202, suggesting a favourable correlation between how people view teachers and their motivation to become educators. The tcount results are favourable, showing a value of 11, and the self-efficacy variable (Z) has a significant value of 0.000.

**Table 2 T Test Results**

<b>Coefficients<sup>a</sup></b>						
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 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 favourable position with a value of 2.237. The influence of the perception of the teaching profession on self-efficacy has a significant value of 0.000. The results of Tcount are at a favourable position with a value of 13,906. So, 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 intending to prove the truth of the hypothesis simultaneously. The results of the F test determine the effect of the independent variables together (simultaneously) on the dependent variable (Agusti, 2020).

**Table 3 F Test Results**

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11950,375	3	3983,458	119,508	,000 <sup>b</sup>
	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 the Fcount is 119.508. With the test criteria,  $F_{count} > F_{table}$  for a significant relationship, the results of Fcount 119.508 are more excellent than Ftable.

So, 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 between positive or negative variables is based on the calculation of  $r$  (correlation) to determine the contribution of the independent variables using the determinant (Agusti, 2020).

**Table 4 Coefficient of Determination**  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,803 <sup>a</sup>	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, and self-efficacy on interest in becoming a teacher by 64%. The remaining 36% is influenced by other factors not examined.

#### 4. Path Analysis

Path analysis is a multi-regression analysis to conceptualize 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  $0.112 (pzx1) \times 0.706 (pyz) = 0.079$ . These results show 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 explain 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  $0.697 (pzx2) \times 0.706 (pyz) = 0.492$ . These results show 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, a positive influence of 0.615 or with a percentage of 61.5% teacher interest can explain through the variable perception of the teaching profession by mediating self-efficacy. In contrast, the rest is influenced by other factors not examined.

The research results shown in the t table above can interpret 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, and it can conclude that the Field Experience Program (PPL) has no positive and insignificant effect on interest in becoming a teacher. It means that  $H_1$  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.

This study's results align with the Primary researcher al (2015), Alifia & Hardini (2022). The factors that cause PPL not to affect 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 behaviour. If students perform these tasks by the instructions of the civil servant teacher, behave well, and obey existing regulations. The civil servant teacher will pay attention to students, one of which is by giving high marks to PPL students. The level of mastery of the material and class management does not 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 ignore this and only rely on personal assessments. For example, if students come to class and teach, they will get excellent 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 the primary material, so it needs to 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 primary material, so 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 primary material, so 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  $T_{\text{count}} = 2.061$  with  $T_{\text{table}} = 1.97202$  and a significance of 0.041, and it can be concluded that there is a significant favourable influence on the perception of the teaching profession on interest in becoming a teacher. It means that H2 is accepted (there is an influence 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 X1 coefficient means that the higher the perception of the teaching profession, the higher the level of becoming a teacher, and vice versa. People with a negative impression of teachers are less likely to consider becoming one. Consistent with the findings of Haryawan et al. (2019), who found that students' perceptions of the teaching profession, whether favourable or unfavourable, had a significant impact on their desire to enter the field, this study found that students who had a positive view of the profession were more likely to become educators. It concludes 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 of a teacher, so 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  $T_{\text{table}} = 1.97202$  and a significance of 0.026, and it can conclude that there is a significant positive effect between the Field Experience Program (PPL) and self-efficacy. It means that H3 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 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  $X_2$  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, and teacher views in Indonesia. If students' perceptions of the teaching profession are reasonable, such as teachers must have quality qualifications, competencies, and abilities and teachers have been able to fulfil their obligations and get their rights. 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, and it can be concluded that there is a significant positive effect of self-efficacy on interest in becoming a teacher. It 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 of becoming 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 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 conclude 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 described, it is known that each variable's Standardized Coefficient (beta) is known. The direct effect of the Field Experience Program on teacher interest is 0.042 ( $pyx_1$ ), while the indirect effect is  $0.112 (pzx_1) \times 0.706 (pyz) = 0.079$ . These results show that the total indirect effect of the Field Experience Program (PPL) on teacher interest through self-efficacy is  $0.042 + 0.079 = 0.121$ . In this case, 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

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). Riahmatika & Widhiastuti's research (2019) stated that the more and better the 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 described, it is known that each variable's Standardized Coefficient (beta) is known. The direct effect of the Field Experience Program on teacher interest is 0.123 (pyx<sup>2</sup>), while the indirect effect is 0.697 (pzx<sup>2</sup>) x 0.706 (pyz) = 0.492. These results show 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 finds 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, and the lower the interest in becoming a teacher. It means a significant effect on 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. It means that the higher the Field Experience Program (PPL) does not affect the interest in becoming a teacher.
2. There is a significant favourable 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. It means that the higher the student's perception of the teaching profession, the higher the level of student interest in becoming a teacher. Similarly, a student's enthusiasm for pursuing a career in teaching will decrease proportionately to their negative view of the profession.
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. It means that the higher the Field Experience Program (PPL), the higher the self-efficacy. Field Experience (PPL) is low, and the level of self-efficacy will also be low.
4. There is a significant favourable 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. It 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 favourable 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. It means that the higher students' self-efficacy, the higher their interest in becoming

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) influences 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 will increase interest in becoming a teacher. Conversely, the lower the PPL experience, the lower the self-efficacy, reducing 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) influences mediating the effect of the perception of the teaching profession (X2) on interest in becoming a teacher (Y).
8. That is, the higher the student's perception of the teaching profession, the higher the level of self-efficacy will increase interest in becoming a teacher. Conversely, the lower the perception of the teaching profession, the lower the self-efficacy, so 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. 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 and peer environment so that problems regarding interest in becoming a teacher can solve better.

There are limitations of research using questionnaires, namely, sometimes the answers given by respondents need to show the actual situation, plus quite some items being tested. Ensure to select respondents by the research and use other methods such as interviews so that the data obtained can show the actual situation.

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