Development of a Prospective Student Assessment Model based on Factors Influencing Teaching Choice (FIT-Choice)

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Abstract. The current recruitment system for student teacher candidates is considered too general. Measurements were only carried out on general abilities and also on the vocational field in high schools. Meanwhile, becoming a teacher certainly requires an assessment of the underlying motivation, self-values, understanding of work, and several other things. FIT-Chocie is a model of the factors that influence the choice of prospective teacher students in teacher education as their education and choose teaching as their career choice. These elements include aptitude, academic intrinsic value, failures in the workplace, employment stability, and family time, possibility of changing jobs, picture of the future as a child/adult, promoting social justice, giving back to the community, and engaging with youth and adults, previous education experience also civic social influence. FIT-Choice has a measurement tool that was developed in Australia and has been tested in various countries, including Indonesia. Measuring instruments developed in Indonesia have gone through various stages of validity, reliability, language translation and adaptation to Indonesian culture. This study developed an assessment model that would be used as material for consideration in selection to become prospective teachers, but at the development stage this model was tested on new students to screen students who met the criteria to become prospective teachers. Students are divided into two groups: groups that meet the criteria and also students who do not meet the criteria. As the lectures progress, the two groups of students will be measured their attitudes, behaviour, and learning outcomes.

Keywords: Assessment Model, Prospective Students, Factors Influencing Teaching Choice (FIT-Choice).

1 Introduction

Education is one of the main pillars in supporting expansion of the economy, increasing national competitiveness, poverty reduction, democracy consolidation, and the formation of moral citizens are in line with the majority, [1] The Indonesian government has focused on improving the quality of education, which is essential to the government's human resources policy resource development policy. It can be said that the teacher is one of the spearheads in the success of an education.

The teaching profession has become a trend for prospective students in Indonesia. In the last few years there has been a surge in enthusiasts of Education Personnel Education Institutions (LPTK). This is of course motivated by many factors. A study conducted on 802

Indonesian teacher training students using the FIT-Chocie scale showed that several factors motivated teacher selection: the possibility of having side jobs, affordable tuition fees for teacher education, less competitive admissions, and less time to complete the degree compared to other university degrees. The findings also reveal that religion is an important influence among Indonesian teacher candidates, as well as factors of making social contributions, experience in previous learning processes, opportunities to work with children or youth and intrinsic value. However, not a few students plan to make the teaching profession a stepping stone in their next career. [2] These various motivations will certainly affect the attitudes, behavior and also the quality of prospective teachers while undergoing their education. Differences in student motivation in choosing a teacher as a career direction influence career engagement and student career aspirations, [3].

Various efforts have been made by the government to improve the quality of education and teachers in Indonesia, such as providing teacher certification, providing allowances for teachers and professional educators, and several other efforts which incidentally are given to teachers who have already entered the profession. Improving the quality before becoming a teacher also seems to need attention, such as; Improving the selection criteria for admissions students majoring in education, strengthening the teacher induction program, and improving the quality of teacher training institutions are very important to ensure quality teachers in Indonesia. [4]

FIT-Choice has a measurement tool that was developed in Australia and has been tested in various countries, including Indonesia. Measuring instruments developed in Indonesia have gone through various stages of validity, reliability, language translation and adaptation to Indonesian culture [5]. In this study, an assessment model was developed which would later be used as material for consideration in selection to become prospective teachers, but at the development stage the model will be tested on new students to recruit students who meet the criteria to become prospective teachers. Students will be divided into two groups: groups that meet the criteria and also students who do not meet the criteria. As the lectures progress, the two groups of students will be measured their attitudes, behavior, and learning outcomes.

The various factors that motivate prospective students in choosing a teaching major or choosing a teacher as a career choice will certainly influence their attitude, behavior and efforts to complete their studies and prepare themselves to become prospective teachers in the future. The selection system which is still focused on the academic ability of prospective students only encourages researchers to develop an assessment model for prospective students based on FIT-Choice in the guidance and counselling study program

1.1 Assessment Model for Prospective Students

The Directorate General of Higher Education (Ditjen Dikti) of the Ministry of Education and Culture same with Higher Education Entrance Test Institute (LTMPT) officially launched 2021 Selection System of State University, Monday (4/1/2021).

This is in line with improving the quality of selection for new student admissions to State Universities (PTN) which continues to be optimized through three admission channels, namely SNMPTN, SBMPTN, and Independent Selection. The quality is increased through the development of a selection process model in the digital era adapted to the development of science and information. Via testing and choices models increased by on an ongoing basis, LTMPT helps tertiary institutions to obtain superior prospective students.

The SNMPTN is a selection based on academic grades only or academic grades and other achievements determined by PTN with full government subsidy costs. Meanwhile, the Joint Selection for Entrance to Public Universities (SBMPTN) is the decision from prospective new PTN students according to what came out of the automated simply for the Written Assessment the UTBK outputs as well as standards determined along with the PTN.

Indonesia has not yet implemented a special selection system or assessment of eligibility to become a student teacher or prospective teacher. However, in several countries with good education systems, it turns out that they have implemented a special selection or assessment system for prospective teacher training students. A study that investigated three countries with good education systems, namely: South Korea, Australia and Singapore, showed three different assessment systems.

The recruitment system for prospective teacher students in Australia is to provide policies to each tertiary institution. At the selection stage, the emphasis will be on obtaining high-quality prospective teachers by identifying the teacher life cycle of these prospective teacher students. In South Korea, prospective teacher training students must pass a 3-stage process exam. The first stage includes multiple choice tests. Those who succeed in this written test will go through the second stage, which is an essay-type written test. Selection of applicants is completed with the last stage including interviews. Meanwhile, in Singapore, prospective students must make a commitment that they must be prepared to take part in training for 3 years before becoming a teacher [6]

1.2 Factors Influencing Teaching Choice (FIT-Choice)

Factors Influencing Teaching Choice (FIT-Choice) Factors Influencing Teaching Choice (FIT-Choice) is a model that studies individual motivation in choosing teachers as a career choice. Student teacher motivation has been investigated extensively. To compare one's motivation to being a teacher will be different as each nation has distinct ethnic and also socioeconomic characteristics. Moreover, it is possible to start comparing results across nations using the same set of measurements. The primary motivation by using a sound theory and psychological framework. The creator of FIT - Choice Scale was from Australia namely Watt and Richardson 2006, 2007 and 2008 and now widely used in many nations including Indonesia.

The FIT-Choice consists of preliminary socialization of influence: previous educational experience, civic influence and socialization counselling do. Civic influence is meant the influence of family and friends on relationships to choose an instructional career. Contrarily, outgoing dissociation relates to the influence of society on not choosing Future as educator. Following preceding factors affect assignment perception, personality-perception, assignment value also careers backwards. Self relates to perceived instruction ability; Mission perception includes, requests and component mission returns. The demands of the assignments touched on participants' perceptions of the needs of teachers' skill levels and workloads. Returning assignments, the degree to which instruction is considered a reputable career with a good pay.

The FIT-Choice scale's translation into Indonesian consists 12 inspiring plus 6 perceptual elements. Originally, motivational elements started with "I decided to be" a teacher because…" but recently research uses "I decided joining the training of educators …",

Considering that graduates of Indonesian language teacher education programs are more likely entered non-educating occupations. Items that cover all bases are scored between 1 (not at all) and 7 (very) like on originally FIT-Choice scale.

2   Methodology of Research study

This study makes use of scientific research. which is usually called Research and Development (R&D). Research and development methods are research methods used to produce certain products, and test the effectiveness of these products. [7] define development research (R&D) as follows: The process of developing and validating educational goods is known as educational research and development (R&D). Moving of this process regularly alluded to as the R & D eyelet. Process involves examining the research results of the generated product, designing a product based on the results, testing the product in the field in accordance with the guidelines on which it will ultimately be utilized, and changing it to fix any flaws discovered during the field testing phase. This cycle is continued in the more rigorous R&D program until field test results demonstrate that the product satisfies the behaviorally established objectives.

The research and development carried out was to develop an assessment model for prospective new students based on the FIT-Choice in the UNIMED FIP BK study program. The resulting product will go through various research and refinement procedures to produce a product that is useful and suitable for use. This type of research is development adopted from [8] with a 4-D development model namely Define, Design, Develop, and Disseminate.

2.1 Defining Stage

The defining stage consists of four stages, namely: Front-end Analysis, Learner Analysis, Task Analysis and Concept Analysis.
   a. Preliminary analysis was conducted to discover and define the fundamental issues that arise throughout the studying process so the background for need development [11]. By completing an initial the researcher/developer retrieves analysis description from the facts also alternative solutions.
   b. To determine the traits of the students who will be the focus of the creation of learning materials, student analysis is a task.
   c. Task analysis attempts to discover the skills acquired by researchers to then be broken down into a set of other abilities that may be required [11]
   d. Concept Analysis is the identification of the primary ideas to be presented, organizing them in a hierarchy, and breaking down each idea into important and irrelevant details.

2.2 Design stage

At this design stage, the model is created and designed in a format that contains the components in the model that has been made. The components contained in the assessment

model are in the form of affective measurements of new students as prospective teachers which are measured through the FIT-Choice instrument and conduct interviews.

2.3 Development Stage

a. Model Validation At this validity stage, lecturers evaluate both quantitatively and qualitatively the results of the development. In this development, the assessment is only limited to experts in the field of professionalism of the counselor profession. In this validity test carried out by a validator, namely a lecturer who will provide an assessment of the product in the form of a model, the product is valid and practical.
b. Limited Trial Limited trial was conducted on BK students using 10 people to determine the feasibility of the model used.

2.4 Dissemination and implementation Step

The dissemination phase is used to market the development's final product and get it used by people, systems, or organizations. The proper form must be produced by careful material packing. The disseminate stage consists of three major stages: validation testing, packaging, and dissemination and acceptance.

The study was performed out at Unimed's Faculty of Education, which is located on Jl. William Iskandar Pasar V Medan. This research began in March 2022. The population for this study was new students at the UNIMED Faculty of Education for the 2022-2023 academic year. In this study, the sample was selected based on a purposive sampling technique, i.e. the sample was selected based on motivation in selecting teachers as their career direction through the FIT-Choice Scale which has been translated into Indonesian, tested for validity, reliability, and suitability for Indonesian culture by In this research, reliable data sources and appropriate techniques are needed to obtain data that meets the established data standards. The following are data collection techniques that will be used by researchers:

a. Questionnaire method (questionnaire) Questionnaire (questionnaire) is a technique or way of collecting data indirectly (the researcher does not directly ask the respondent). The questionnaire contains a number of questions that must be answered or responded to by respondents.
b. The interview method is a data collection technique have to distribute the the efficacy of modules that are inherent. This method is also used for assessments from expert and student opinions regarding the modules that have been compiled.

The data analysis technique in this study is to determine whether the product being developed meets the eligibility requirements, validity by using quantitative descriptive. The data in this study are data sourced from questionnaires distributed to the research sample.

3 Result and Discussion

Research is a development adopted from Thiagarajan [4] with a four-dimensional development methodology that stands for Define, Design, Develop, and Disseminate.

3.1 Define

At this stage, we define the assessment process for new students. As it is known that in Indonesia the process of recruiting new students still uses the screening process for admitting new students at Public Universities (PTN) which is continues to be Enhanced with three choices channels namely SNMPTN as invitation track, SBMPTN as written assasment, and Independent track. The three selection paths measure: there are 3 tests, namely the Scholastic Potential Test (TPS), English Proficiency Test and Academic Ability Test (TKA).

a. Scholastic Potential Test (TPS)
   TPS aims to measure cognitive abilities that are important for student success in formal schools, especially higher education. TPS materials include Common Argumentation, Quantitative, Fundamentals and Understanding, and Reading and Writing Comprehension Skills.
b. English Proficiency Test
   As for the English Language Proficiency Test, it feels quite clear, namely to measure the ability of prospective students to speak English because English language ability is important to aid in advanced learning.
c. Academic Ability Test (TKA)
   TKA is a test to measure scientific knowledge and understanding that schools have taught so far and is important for prospective students Being able to succeed in seeking higher education. This test additionally assesses intellectual abilities that are directly pertinent to subject matter content at school. Basic of this Higher-order cognitive abilities (HOTS) are being tested.

While the nature of education according to educational goals is divided into three domains or domains, namely: 1) Cognitive Domain, 2) Affective Domain, 3) Psychomotor Domain. Bloom's taxonomy has three domains including 1) the cognitive domain, which includes memory or acknowledgment of certain truths, procedurl sequences and ideas that promote the growth of intellectual capacities and talents [9], 2) The spheres of affect that are involved in the formation of beliefs, values, and sentiments, 3) Psychomotor domains, which are those pertaining to manual dexterity or motor abilities [10].

Factors Influenching Teaching Choice (FIT-Choice) is a model that studies individual motivation in choosing teachers as a career choice. The motivation of student teachers has been researched extensively. To compare one's motivation for being a teacher will be different due to the diverse cultural, social, and economic landscapes of each nation characteristics. However, It is easy to start comparing results between nations using the same set of measurements. It is primary rationale behind the use of a reliable theory and psychometric framework.

3.2 Design

At this design stage, the model is created and designed in a format that contains the components in the model that has been made. The components contained in the assessment model are in the form of affective measurements of new students as prospective teachers which are measured through the FIT-Choice instrument and conduct interviews. The new

student assessment model based on the FIT-Choice is illustrated in the following chart. In this model, prospective students will follow the following flow:

a. UTBK Selection (SNMPTN/SBMPTN/MANDIRI)
    Like most prospective students in Indonesia, prospective teacher education students will also take part in a national selection in the form of UTBK (Computer-Based Writing Examination) which will screen prospective students based on the Scholastic Potential Test, English Language Proficiency Test, and Academic Ability Test.
b. Screening student motivation to become teachers using the FIT Choice.
    After participating in the UTBK selection, prospective students will take part in the next stage, namely the FIT Choice, which is a model that studies individual motivation in choosing a teacher as a career choice. The motivation of prospective teachers has been extensively studiedTo compare one's motivation for being a teacher will be different due to the diverse cultural, social, and economic landscapes of each nation characteristics. However, tt is easy to start comparing results between nations using the same set of measurements.. This is the primary rationale behind the use of a reliable theory and psychometric framework.
c. Follow-up interviews on the results of the FIT Choice to dig deeper into the motivation of prospective students to become teachers.

Based on the results of measuring motivation to become a teacher using the FIT Choice instrument, further data mining was carried out by conducting interviews with reference to the fit choice instrument, which in terms of what is the highest motivation for prospective students in making teaching as a career direction in the future.

Based on the model that was initiated, it is hoped that prospective students will be recruited who are generally capable, have English language skills and academic abilities according to national standards, and also have good and positive motivation in choosing a teacher as a career in the future.

3.3 Develop

a. Model Validation At this validity stage, lecturers evaluate both quantitatively and qualitatively the results of the development. In this development, the assessment is only limited to experts in the field of professionalism of the counselor profession. In this validity test carried out by a validator, namely a lecturer who will provide an assessment of the product in the form of a model, the product is valid and practical. Validation by experts on the model developed showed that the fit choice instrument used was declared suitable for measuring the motivation of prospective teachers in choosing teachers as their career direction, based on the validation instrument provided to the validator, an average of 85% was obtained, meaning that this model was stated to be quite good to become one of the assessment models for prospective teacher training students.
b. Limited Trial Limited trial was conducted on BK students using 30 people to determine the feasibility of the model used. Then further observations were made regarding the differences between students who met the FIT-Choice criteria and students who did not meet the FIT-Choice criteria. At this trial stage, the results of the model used were in accordance with the objectives to be achieved, namely being able to classify the motivation of these students. Even though this research was conducted on new students who had been accepted, those who had been classified showed differences in each of their learning processes during the one semester trial

period, children who had good motivation towards making teacher their career direction tended to show a willingness to learn who are good, have a good relationship with their study program, have a good attitude in growing as a teacher candidate. On the other hand, those who tend to have poor motivation in having a current major as their future career tend not to show a good relationship with that field, as well as an interest in learning can be said to tend to be less good.

3.4 Dissemination and Implementation

The distribution process involves bringing to market a finished product so that viewers will accept it as people, groups, or systems.. This research has not carried out dissemination or dissemination of the resulting product. With the consideration that there is still a need for a trial process on a wider scale and also an analysis of the relationship of this model to several variables that will be improved through the application of this model. The process of implementing and testing this model on a wider scale and testing its effectiveness and effect on several variables that are expected to change through the application of this model will become the next road map of this research.

4 Conclusion

According from findings in this inquiry, it can be declared that the assessment model for prospective new students that was developed can be used as a way of selecting prospective students who choose teachers as future careers, especially as counselors. This assessment model will help identify the motivation of these prospective students for interest as a teacher, will catch those who have a good motivational background such as; because they have basic abilities as a teacher, they like the teacher's job desk, they like work that helps others in terms of education, they like working with children, they see teaching as a noble job and vice versa, they will be classified as those who basically choose because they have to, because they see This job can be done with a variety of other jobs, because the education for this job is in the category of easy to achieve and easy to do, and also only makes this job a stepping stone.

Detecting their motivation before graduating them to become teaching students is very important, because teacher work basically has to be done by people who really want teaching work as their career, have basic skills that make them enjoy every teaching process, have the concept that this work is a job that has an important role in whether or not a generation advances in this country, therefore it is necessary to identify their motivation to become teachers besides measuring their intellectual abilities as has been done so far.

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