

The Influence of Interest in Being A Teacher on Learning Outcomes Microteaching in Semester VI Students of Education Program Technical Information

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Abstract. The research aims to find out: (1) a description of student interest in becoming a teacher, (2) a description of the learning outcomes of courses. Micro-Learning, (3) a significant relationship between student interest in becoming a teacher and learning outcomes for Micro-Learning courses in the Informatics Engineering Education Study Program. This research is ex-post facto research, with the population of the study being students of the Informatics Engineering Education Study Program Ganesha Education University. While the samples in this study were students who had programmed Micro-Learning courses totaling 50 people. Data collection techniques used are documentation, questionnaires and interviews. While the data analysis uses descriptive statistics and inferential statistics with hypothesis testing using the method of product moments. The results of the study indicate that (1) there is a high level of student interest in becoming a teacher in Study Program students Informatics Engineering Education, (2) there is a high level of learning outcomes for Micro-Learning courses, and (3) there is a positive and positive relationship There is a significant relationship between student interest in becoming teachers and learning outcomes for Micro-Learning courses in the Informatics Engineering Education Study Program.

Keywords: Interest, learning outcomes, microteaching

1 Introduction

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students[1]. As a student taking an educational study program, students will be referred to become a teacher or educators. Professional teachers must have the ability to (1) master theoretical knowledge about learning, (2) show attitudes that support the profession, (3) master knowledge in the subjects being taught, and (4) have the ability in technical skills about learning. Adequate education is needed so that "prospective teachers" students have good cognitive, affective, and psychological abilities to educate the nation's next generation and achieve educational goals [2] Engineering and Vocational School is one of the faculties at Ganesha University of Education, which consists of two majors and

various study programs. One of them is the Informatics Engineering Education Study Program. This study program is related to education which can bridge students to channel their interest in becoming a teacher. Interest has a huge influence on student learning activities. With interest in learning in students, it will be able to cause curiosity and pleasure in themselves[3]. As a support for the Education Study Program and to create professional educators who are held in various courses, one of which is Micro Teaching. In micro-teaching, students will be given good teaching knowledge and skills. Micro teaching itself is the initial stage where students practice being a teacher. The purpose of the study was to determine the interest in becoming a teacher in the sixth-semester students of the Informatics Engineering Education Study Program and to determine the effect of the interest in being a teacher on the learning outcomes of micro-teaching in the sixth-semester students of the Informatics Engineering Education Study Program.

2 Theory Description, Relevant Studies, and Research Hypotheses

2.1 Theory of interest in becoming a teacher and theory of Microteaching Learning Outcomes

According to research results [5] shows that there are 7 groups of factors that influence student interest in being a teacher a) perception students about the teaching profession; b) teacher welfare; c) learning achievement; d) PPL experience; e) associates; f) family environment; and g) personality. Learning experience micro-teaching and PPL are some factors that can affect the interest in becoming a teacher. This factor is entered into the intrinsic factor, namely in the form of experience one gets. Micro-teaching includes internal factors, namely experience. Micro-teaching is a process of small-scale learning and controlled practice systems in classroom management and certain teaching skills. In the micro-teaching course, students learn in theory and practice how to teach correctly according to the applicable curriculum.[6]

2.2 Relevant research results

There are several previous studies regarding interest in becoming a teacher, including [5] explains that a person's interest in becoming an accounting teacher is influenced by 7 factors, namely learning achievement, teacher welfare, personality, student perceptions of the teaching profession, experience PPL, family environment, and friends to hang out with. External and internal factors can affect one's interest in becoming a teacher. There is a significant influence on perception of the teaching profession, learning management programs (PPP), and self-efficacy with interest in becoming an accounting teacher. The research results [7] also stated the same thing where there is a positive influence of micro-teaching on interest in becoming a teacher.

2.3 Research hypotheses

There is a positive influence on the interest in becoming a teacher on the micro-teaching learning outcomes of students of the Informatics Engineering education program at Ganesha University of Education.

3 Research Method

This type of research is ex-post-facto quantitative. The population from this research are active students of the Education Study Program Technical Information who have programmed Learning Courses Micro. Based on the calculation of determining the number of samples, 35% of the population is drawn, as many as 103 students drawn into 50 students taken at random by using a simple random sampling technique. This research design is a correlational study because it intends to reveal the relationship between the independent variables and the dependent variable

3.1 Data Collection Techniques and Research Instrument

Data collection techniques use tests, questionnaires, observations, interviews, and documentation. The stages of making the instrument are:

1. Making research instrument indicators based on theoretical review.
2. Describe the indicators in the form of the items of the research instrument.
3. The instruments that have been compiled are consulted with experts to improve or perfect.

In this study, scoring was made using a Likert scale used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena[8] There are four alternative answers given to respondents, namely Strongly Agree (SS), Agree (S), Less Agree (KS), and Disagree (TS). The statement that prepared as an instrument in the form of positive statements and Randomly arranged negative statements. The questionnaire is compiled based on the instrument grid from the variables used in this study: student interest in becoming a teacher.

Table 1. Instrument grille

No	Variable	Indicator	No Item
1	Interested in being a teacher	Cognition (Knowing), that is, there is knowledge and information about teacher profession Affection (feeling), that is happiness, interest, and more attention great for the profession teacher Konasi (will), namely belief, desire and effort to become a teacher	1, 5,7,13,18,19, 21,24,27 3,4,6,8,10,14, 16,20,22,25,2 9,30 2,9,11,12,15,
2	Student learning outcomes	Microteaching	17,23,26,28
			Study Result Card (KHS)

3.2 Instrument Testing.

In this validity test, Bivariate correlation is used Pearson (Pearson Moment Product) is carried out with computer help SPSS 25.0 program software for windows [8] To test the instrument's reliability, this study uses the Cronbach Alpha measure, performed using IBM SPSS software Statistics 25.0 for Windows. A questionnaire is said to be reliable if the answer someone to the question is consistent

3.3 Data Analysis Technique

This study uses data analysis techniques to analyze and process the data that has been collected, namely using descriptive statistics and inferential statistics [9]. To test the hypothesis, first, the analysis requirements test is carried out, namely: by testing the normality and homogeneity between independent and dependent variables. To answer the formulation of the third problem in this study about the significant relationship between interested students becoming teachers with learning outcomes in the eyes Micro-Learning course in Informatics Engineering Education Study Program hypothesis testing was carried out. This provisional answer must be tested for correctness empirical. Hypothesis testing in this study was carried out by using a simple regression technique as follows:

Hi: There is a significant relationship between interest in students becoming teachers with learning outcomes in the eyes Micro-Learning course in Informatics Engineering Education Study Program.

H0: There is no significant relationship between student interest in becoming a teacher with learning outcomes in the Micro-Learning course in the Informatics Engineering Education Study Program

4 Research Results and Discussion

4.1 Research results

Collected data regarding interest in becoming a teacher is obtained from a questionnaire consisting of 30 question items with a number of respondents 50 students. Knowledge data categorization includes 5 categories, i.e., very low, low, medium, high, and very high, using a scale of 5. The average value is 97 from the standard deviation value of 20. Then of 50 respondents, there were 6 students or 12% very low category, as many as 11 students or 22% low category, as many as 1 student or 2% category medium, as many as 32 students or 64% in the high category, and very high category as many as 0% students or 0%. Thus, it can be concluded that interest in students becoming teachers is classified as high, with a frequency of as many as 64% or as many as 32 students who produce values in the interval 58 – 118. Data collected regarding knowledge students in the Micro-Learning course obtained an average value of 90 from the standard deviation value of 14. Then of 50 respondents, there were 2 students or 4% very low category, as many as 11 students or 22% low category, as many as 11 students or 22%, in the moderate category, and as many as 26 students or 52% high and as many as 0 students or 0% very high category. Thus, it can be concluded that 52% or as many as 26 students scored on intervals 0 – 100. In testing the normality of the X variable (Interest Students Become Teachers) and variable Y (Learning Outcomes Micro-Learning Courses) in a significant level

of 0.570 based on the results obtained on the variable Student interest in becoming a teacher and course learning outcomes Micro-Learning with the criteria that it can be said data is normally distributed if the significance is above 0.05. The results of the calculation of the homogeneity test of the variables obtained of 2,319 then consulted on the table percentage point distribution $F = 0.05$ at a significant level of 5% with $n = 50$. From these results it can be seen that $(2,319 < 3,96)$, so it can be concluded that the variable data of student interest in becoming a teacher with The learning outcomes of Micro-Learning courses are stated homogeneous. The results of the product moment correlation test between the variables of student interest in becoming a teacher and the learning outcomes of Micro-Learning courses obtained = 0.493 while at the real level = 0.05 with $n = 50$ which is 0.279. This proves that $>$ Assuming $>$, then $0.493 > 0.279$ means a correlation between student interest in becoming a teacher and learning outcomes for Micro-Learning courses. Based on the test results hypothesis using product moment correlation analysis, assuming H1 can be accepted if $(0.493) > (0.279)$. With a correlation coefficient (r) of 0.493 then, the coefficient of determination also shows H2 as big as 24.30%. So it can be concluded that there is a positive and significant relationship between student interest become a teacher with learning outcomes for learning courses micro.

4.2 Discussion

The data acquisition results from questionnaires collected by presenting 30 item questions to 50 students as respondents, indicating that interest in students to become a teacher is classified as high as indicated by a frequency of 64% as many as 32 students. In line with [10]opinion, "interest is a feeling of liking and a sense of connectedness to a thing or activity, without anything ordered. So, the stronger the acceptance will be a relationship between oneself and something outside, the greater the interest." Interest is an incentive for individuals to be actively involved and direct attention to the object of interest. Therefore, interest in becoming a teacher is someone's interest in the teaching profession indicated by the concentration of thoughts, feelings happy and more attention to the teaching profession. Elements of interest in becoming a teacher can start from knowledge and information about the teaching profession, feelings of pleasure and interest in the teaching profession, more attention to the teaching profession, and the willingness and desire to become a teacher. Student learning outcomes in eyes Micro-Learning lectures are classified as high with frequency as much as 52% or as many as 26 students who produce a value in the interval 98 – 111. With high Student learning outcomes in learning subjects micro, it provides evidence that students have had the actual ability to practice skills teaching in the sense of real teaching even though it is still a deep small/limited scope. Micro-Learning aims to train prospective teachers to have basic skills, specifically in the learning process. The ultimate goal will be achieved in Micro-Learning is the development of prospective teachers who know about the process of learning and are skilled in the learning process, as well as have a good attitude and behavior as a teacher[3]. Therefore, student success in courses Micro-Learning is the initial period to become a professional teacher. The results of this study indicate a positive and significant relationship between Interest in Students Become Teachers and course learning outcomes Micro-Learning[11] Interest in becoming a teacher is one driving factor for prospective teacher students to become a teacher to be able to enjoy, concentrate attention and be diligent in learning more about a profession or a thing that directs his choice to become a teacher. Students interested in being a teacher always try to find and explore information about teacher training and develop potential and competence in the teaching profession to improve their skills in teaching.

The success of prospective teacher students in learning outcomes after taking courses Micro-Learning can not be separated from the interest and quality of one's learning in a particular field of study.[11]

5 Conclusion

Student interest in becoming a teacher is high, indicated by a frequency of 64%, as many as 32 students. This proves that there is interest or feelings of pleasure and interest students to the teaching profession. Student Learning Outcomes in Courses Micro-Learning is classified as high as indicated with a frequency of 52% or as much as 26 students. Hereby proving that students already have actual abilities to practice teaching skills in the meaning of real teaching as an educator or professional teacher. There is a positive and significant relationship between Student Interest in Becoming a Teacher with Learning Outcomes Micro-Learning Courses for Students Informatics Engineering Education with a correlation coefficient of 0.493. Coefficient determination also shows that r^2 by 24.30%, the strength of the relationship between the variables X and Y.

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