

Students' Perception of Teaching as a Graduate Career In English Education

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Abstrak

Penelitian ini dilakukan untuk memberi gambaran tentang persepsi mahasiswa program studi Tadris Bahasa Inggris IAIN Palangka Raya terhadap pilihan karir menjadi guru. Desain penelitian ini adalah penelitian survei dengan pendekatan kuantitatif dengan sampel populasi yang terdiri dari 55 mahasiswa dan dipilih menggunakan Teknik Total Sampling. Pengumpulan data menggunakan kuesioner dan dianalisis melalui SPSS versi 26.0. Hasil penelitian menunjukkan persepsi positif dengan skor 79% dan kategori Setuju. Sebagian besar peserta menunjukkan persepsi positif yang erat kaitannya dengan perkembangan dan fleksibilitas pilihan karir termasuk menjadi guru yang ditawarkan oleh Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya.

Kata Kunci: persepsi mahasiswa, karir lulusan, pendidikan bahasa inggris

Abstract

The aim of this research was to provide an overview of students' perceptions of teaching as a graduate career in the English study program at IAIN Palangka Raya. A quantitative survey research approach was used, with a population sample of 55 students obtained using the Total Sampling Technique. Data were collected by a questionnaire, which was then analyzed using SPSS version 26.0. The results demonstrated a favorable perception, with a score of 79% and the Agree category. The majority of participants expressed positive opinions toward the development and flexibility of a graduate career, including becoming a teacher, as provided by IAIN Palangka Raya's English Education Study Program.

Keywords: student perceptions, graduate careers, english education

INTRODUCTION

Despite being perceived as less promising and popular in the past, a teaching career in Indonesia is now highly recognized. In this day and age of globalization, being a professional teacher is crucial. As the difficulties of the globalization era worsen, teachers must become more than just knowledge transfer agents; they must also become problem-solving agents. To advance in their careers, teachers must not only grasp the subject, but also another skill. In order to gain

professional competencies, students must be appropriately prepared for the instructional program. It aspires to generate and facilitate future teachers through its vision and mission, educational purpose, and excellence. Understanding and understanding students' motivations and reasons for becoming teachers appears to be critical for teacher educators in order to add fresh forces to the teaching profession and influence their subsequent professional growth, participation commitment, and hence teaching quality (Yolanda, Suarman

& Haryana, 2022). A lack of desire on the side of the teacher, will have a detrimental impact on student motivation (Başöz, 2021; Suseno, Supeno & Miranti, 2017). The excitement and engagement of teachers, on the other hand, will influence students' motivation to learn. Because of the availability of many incentives that influence an individual's behaviors, the profession selection process is inherently complex. Individual abilities, interests, values, opportunities, mentoring, and the opinions of family and friends can all be claimed to play a part in orienting young people to a specific career. As a result, it is reasonable to believe that these attributes may have an impact on a teacher's career. The issue that is arising almost everywhere in the world is that it is becoming increasingly difficult to encourage young people to pursue a teaching career and to continue strength training in their employment (Toropova, Myrberg & Johansson, 2021). English teachers must have a positive overall sense of job satisfaction and motivation in order to establish a classroom environment conducive to student development (Wula et al., 2020).

Despite the fact that a prior study in the Indonesian context found that extrinsic factors were the primary motivators for teachers to attend teaching training in Indonesia (Zagoto, Yarni & Dakhi, 2019), Mbato (2022), discovered the inverse. According to the majority of survey respondents, altruistic incentives were the key motivators for students seeking English teacher training in Riau, Indonesia. As a result, the current study was carried out to investigate what motivates students to pursue teacher training in the first place, as well as to deepen the findings within the Indonesian context, whether students chose teaching primarily due to extrinsic, altruistic, and intrinsic reasons.

METHOD

The researcher decides on the survey design for this quantitative study. Survey

design, according to Feters & Molina-Azorin, (2019), is the quantitative research approach of giving a survey or questionnaire to a small group of people (referred to as the sample) in order to discover trends in attitudes, views, behaviors, or characteristics of a large group of people (called the population) When the evidence does not answer the initial research question, the major purpose of the research survey design is to help. To address the concerns, the study conducted quantitative research. The sample included 55 students from the English Education Study Program at IAIN Palangka Raya.

To interpret the data from this study, instruments such as a questionnaire are required. For this study, the researcher used a closed-ended question. Close-ended questions, according to Ibrahim (2021), allow for uniformity of responses and are straightforward to answer, code, and analyze. In this study, the primary data collection tool will be a student questionnaire. The goal of the students' questionnaire is to gather data on the following components of the students' impression of English teaching as a graduate career. The student questionnaire is designed in the form of a survey with closed-ended questions. In this study, a closed-ended question was utilized, which is the structure of a closed survey item that consists entirely of a request for an answer with explicitly defined answer categories (Torbas, Hloviuk & Malakhova, 2020). In closed-ended questions in surveys, the researcher poses a question and provides the participant with predetermined response options (Bhushan & Anand, 2022). Likert scaling measures either a positive or negative reaction to a topic and is often used in questionnaire-based research. In terms of other data qualities, the researcher used the Likert scale, as well as the interval scale for coding the questions as follows:

Table 1. Likert Scale, As Well As The Interval Scale For Coding The Questions

Strongly Disagree (SD)	Disagree (D)	Not Sure (NS)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

A closed-ended questionnaire with 48 items, one for each sub-indicator, was used to collect the data. The objective of this research is to describe students' perceptions of English teaching as a graduate career option by adapting Tustiawati's questionnaire (2017). The questionnaire was used to determine: (1) their motivations for becoming teachers, which were classified as intrinsic, extrinsic, and altruistic; it contained 19 items from 1 to 19; and (2) their reasons for majoring in English. Gardner's theories of second language learning are integrative (a got to learn the language to be a part of the language community, living overseas where the language is used) and instrumental factors (a got to learn the language for the benefits offered by knowing the language, e.g. good career opportunity); and (3) their view on a career in teaching consists of 14 items from item 35 to item 48. On a Likert scale, the participants react (strongly disagree, disagree, not sure, agree, and strongly agree).

RESULT AND DISCUSSION

Result

The research finding and discussion of the research about the students' Perceptions of teaching as a graduate career in English education are presented as follows:

Table 2. The Students' Perceptions of Teaching As a Graduate Career In English Education

No	Statement	Number & Percent	Total
1.	Being a great teacher is what I aspire to	Number	55
		Percent	100
2.	I want to be a teacher in the	Number	55
		Percent	100

	civil service.		
3.	My first career is teaching.	Number	55
		Percent	100
4.	Good pay is offered by teaching.	Number	55
		Percent	100
5.	Teaching provides favorable working conditions.	Number	55
		Percent	100
6.	Teaching provides a reasonable provision for retirement due to old age.	Number	55
		Percent	100
7.	Teaching courses are less expensive than other types of courses.	Number	55
		Percent	100
8.	Teaching is a solid and secure profession.	Number	55
		Percent	100
9.	My entire family works for the government.	Number	55
		Percent	100
10.	My parents are both teachers.	Number	55
		Percent	100
11.	At school, I had a positive experience with the teachers.	Number	55
		Percent	100
12.	Teachers have a positive media and societal image.	Number	55
		Percent	100
13.	I have adequate time to do multiple work.	Number	55
		Percent	100
14.	Teaching and parenting may coexist.	Number	55
		Percent	100
15.	Teaching	Number	55

	allows you to spend more time with your family and friends.	Percent	100
16.	My contribution to society is teaching.	Number	55
		Percent	100
17.	Teaching aids in the education of future generations.	Number	55
		Percent	100
18.	I wish to improve the lives of people.	Number	55
		Percent	100
19.	I enjoy interacting with kids and teenagers.	Number	55
		Percent	100
20.	The English language appeals to me.	Number	55
		Percent	100
21.	I would want to teach high school English.	Number	55
		Percent	100
22.	It not only provides knowledge but also communication skills.	Number	55
		Percent	100
23.	Better English comprehension results from faster access to information all over the world.	Number	55
		Percent	100
24.	I can travel overseas using the language.	Number	55
		Percent	100
25.	I am able to communicate with folks from many countries.	Number	55
		Percent	100
26.	I am capable of working in	Number	55
		Percent	100

	multinational corporations.		
27.	Better career opportunities are available to me.	Number	55
		Percent	100
28.	I am able to take part in international events.	Number	55
		Percent	100
29.	The tourist sector is open to me.	Number	55
		Percent	100
30.	Understanding English makes it easier to find work.	Number	55
		Percent	100
31.	Knowing English allows me to make extra money.	Number	55
		Percent	100
32.	People will value my ability to speak in English.	Number	55
		Percent	100
33.	I want to assist others in learning the English language.	Number	55
		Percent	100
34.	I wish to raise the English proficiency of the younger generation.	Number	55
		Percent	100
35.	English teaching is a stable and safe career.	Number	55
		Percent	100
36.	English teaching offers competitive income and working conditions.	Number	55
		Percent	100
37.	English teaching is a job that can be combined with parenting	Number	55
		Percent	100

	duties.		
38.	You can spend more time with your family and friends if you teach English.	Number	55
		Percent	100
39.	English teaching is a good way to enhance income.	Number	55
		Percent	100
40.	English teaching allows you to teach not just in classrooms, but also in business and tourism.	Number	55
		Percent	100
41.	Teaching English provides the possibility to travel.	Number	55
		Percent	100
42.	In society, teaching English is a respected career.	Number	55
		Percent	100
43.	English instruction delivers intellectual challenges and growth.	Number	55
		Percent	100
44.	The field of teaching English is challenging and engaging.	Number	55
		Percent	100
45.	The field of English teaching is both demanding and interesting.	Number	55
		Percent	100
46.	English teaching is a job that helps	Number	55
		Percent	100

	children prepare for a brighter future.		
47.	English teaching is a career that benefits children's future.	Number	55
		Percent	100
48.	English teaching is a profession that assists people in learning the English language.	Number	55
		Percent	100

Discussion

The statistics from 1-19 show that the intrinsic category resulted in 75% in items 1, 2, 3, 4, 5, 6, 7, and 8, while the classified Agree resulted in 75%. (total intrinsic category divided by total item intrinsic category). Item 1, "I will be an exceptional teacher," was indicated as the main reason 47 out of 55 participants chose teaching.

According to extrinsic data, the outcome in items 9, 10, 11, 12, 13, 14, and 15 was 69%, and the categories Agree (total score extrinsic category divided by total item extrinsic category). Extrinsic data indicate that the effects of significant others, social image, and employment flexibility are the most influential within this facet. Thirty-six participants chose to teach because they had a positive experience with teachers in school (item 11), 40 participants chose to teach because the media and societal image of teachers is positive (item 12), and 44 participants chose to teach because it is a vocation that can be combined with parenthood (item 14).

Data from the altruistic category show that 82% agreed with questions 16, 17, 18, and 19 in the Strongly Agree group (total score altruistic category divided by total item altruistic category). The majority of participants were influenced by the ideas that teaching is their contribution to society

(item 16=45 responses), that they can help educate the younger generation (item 17=47 responses), and that they love dealing with children (item 19=44 responses)..

The results in Table 2 (items 20-34) show that, similar to the initial theory in Gardner's theory of second language learning motivation, the integrative factors most influential for the participants were the idea of wanting to be a part of the target language society but because of their interest in the language (item 20=50 responses) and it offers knowledge and communication skills (item 22=50 responses). I can participate in international activities (item 28=47 responses) and it is easier to acquire a job if I know English (item 30=44 responses) appeared to be particularly influential among the instrumental factors. According to another group in this section, their decision to choose English was directly related to their desire to help others.

As indicated by the survey results in Table 3 (items 35-48), the majority of participants saw English teaching as a feasible career option. According to 47 participants, English teaching provides possibilities to teach in schools and other settings, such as English for business and tourism, and English teaching as a job that helps people acquire the English language (item 40 and item 48).

The majority of participants were motivated to become teachers, according to the questionnaire results. The majority of them become instructors due to altruistic and intrinsic motivations, according to the research. Extrinsic elements received a lower rating than the other two categories. According to the research, the vast majority of participants chose to teach because they wanted to help the next generation and enjoyed interacting with kids. The majority of individuals in the intrinsic group thought they could make effective instructors. Data from the extrinsic category show that, despite the numbers not being as high as in the other categories, career flexibility had a very significant impact. Due to its potential

connection to parenthood, more than half of the participants seemed to choose teaching as a career.

The findings of this study concurred with those made by Daud (2021), who discovered that participants' decisions to become teachers in Riau, Indonesia, were primarily influenced by their good deeds. Both his study and the current study refute the generally held belief in Indonesia that pre-service teachers chose the profession because of the financial prospects it offers in terms of extrinsic variables. These results refute Rosmiati et al., (2020) claim that teaching in developing countries can lead to better financial prospects. In this study, key people, like teachers and family, had a greater impact on pre-service teachers than on the financial opportunities the careers offered.

The majority of participants thought that there were more career prospects for teaching English than for other occupations in general. The desire of the students to study English appears to be significantly influenced by the tourism industry. After earning their degree, they thought they would have additional opportunities, like working in tourism or education.

CONCLUSION

The majority of students had favorable thoughts about English teaching as a career option, with a final score of 79% and labeled "Agree," according to the study's findings.

The decision to teach English was attributed to internal interest as well as a desire to help others learn the language. The majority of participants had favorable perceptions of English teaching as a career choice, which is closely related to the growth, adaptability, and variety of options offered by the English Education Study Program at IAIN Palangka Raya. The IAIN Palangka Raya English Education Study Program needs to learn why students want to teach English.

The following suggestions should be valuable to students, teachers, and researchers based on the findings. Students must continuously enhance their conversational and language skills with native English speakers. It is suggested that English teachers encourage students to consider a career in education. For these reasons, they are curious about the consequences of their actions going forward.

Future researchers can enhance this study to support the findings if they are interested in expanding it to include a larger item and better design.

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