

**CORRELATION OF INTEREST TO BE A TEACHER TOWARD THE GRADE POINT
AVERAGE (GPA) OF STUDENTS PHYSICS EDUCATION DEPARTMENT AT
FACULTY OF TEACHER TRAINING AND EDUCATION SYIAH KUALA
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Abstract

At the college level, achievement can be seen based on grade point average (GPA). The GPA with the category of praise becomes the goal of all students. Learning achievement greatly affects the results of qualified graduates and to get a job. To obtain a high GPA, it is important to know what factors influence it. Interest is a major factor for obtaining a high GPA. The interest to be a teacher is an important intrinsic factor in obtaining achievement of Physics Education student of Syiah Kuala University. This research aims to determine the correlation of interest to be a teacher with a student's GPA. The approach used in this research was a quantitative approach with the type of correlation research. Data collection techniques were conducted using questionnaires (polling) and documentation studies on Physics Education Department. The research sample was the students of Physics Education of 2014's generation which has been running Field Experience Program (FEP) practice. Data analysis was done by using correlation test. Based on the result of data analysis, the correlation between interests to be a teacher to grade point average (GPA) of Physics Education Department students was correlated very low, that is 0.14. The result of correlation analysis showed that there was no significant correlation between Interest to be a teacher toward the Grade Point Average of Physics Education Department students.

Keywords: Interest, Teacher, Grade Point Average (GPA)

INTRODUCTION

The quality of a teacher is one of the variables to determine the level of meaningfulness of learning in school. Speaking of the quality of teachers, can not be separated from the process of preparing teachers at the Institute for Teacher Education (ITE). One of the tasks of ITE is to prepare students of Teacher Training and Education Faculty (TTEF) as prospective educators to become professional teachers and ready for their duties and responsibilities.

Ideally student of Physics Education bachelors will work as a Physics teacher, but did not rule out the students will choose to work as another profession. Not all students who have the

bachelor education in the Physics Education department at TTEF Syiah Kuala University really interested in becoming a teacher and make the profession as the primary teacher for them when they graduate later. In view of the majority of alumni do not choose teacher profession in accordance with the background. As revealed by Soetjipto & Kosasi (2007: 5), that "The purpose of teacher pre-service education or teacher education is to prepare professional teachers. Nevertheless it does not rule out that graduates will choose another job, if the teacher profession for a reason not entered". This can happen if for some reason the students are not really interested in becoming a teacher. Not that they can not afford to be teachers, but there are other factors that influence the lack of interest in the teaching profession.

Interest is a driving factor for a person to achieve a certain goal. According to Suharni (2012), "Interest is the source of motivation that encourages a person to do what he wants when free to choose". Based on the above opinion that if someone does not have interest in something done, it will arise difficulties. Similarly, if a student who is studying in teacher education has no interest in the profession to be a teacher, it will cause difficulties or problems when undergoing teacher training process. If someone runs a profession that is not in accordance with their interests, needs, and skills it will cause problems in themselves and their profession.

As for the formulation of problem in this research is whether there is a correlation between interest to be a teacher and grade point average (GPA) students of Physics Education department TTEF Syiah Kuala University?. The purpose of this study was to determine the correlation of interest to be a teacher toward the grade point average (GPA) of students of Physics Education department TTEF Syiah Kuala University.

RESEARCH METHODS

This research uses quantitative research type and correlational descriptive approach. This study aims to determine the correlation of interest for being a teacher variable as independent variable (X) with GPA as a dependent variable (Y), the population in this research was the students of 2014's generation and the sample was students who have followed practice of FEP which counted 33 students. The Data collection techniques in this study was in the form of

questionnaires (questionnaires) to measure students interest to be a teacher and documentation of the last GPA obtained by Physics Education students of 2014's generation TTEF Syiah Kuala University. Data analysis was done by means of product moment correlation test.

The instrument used in this study was a questionnaire with 20 items about the question to see interest in becoming a student teacher. This instrument was adopted from previous research that has been validated and has been revalidated by the lecturer of Physics Education department TTEF Syiah Kuala University. Furthermore, documentation study was conducted to obtain student's GPA score of Physics Education department TTEF Syiah Kuala University. The population in this study was the students of Physics Education department of 2014's generation with 33 students. The sample selection was based on the students who were already practicing FEP.

The analysis used was a correlation that aims to see whether there was a significant correlation between student's interest to be teacher and GPA achievement. Calculations were done manually by statistical formula that test the normality, simple regression, correlation test and hypothesis testing.

RESULTS AND DISCUSSION

To analyze the data above, the following statistical equation was used:

1) Normality test

$$\alpha = 5\% = 0,05 \text{ with } dk = K-1 = 6-1 = 5$$

$$X^2_{\text{table}} = X^2_{1-\alpha ; dk} = X^2_{0,95 ; 5} = 11,1$$

$$X^2_{\text{count}} = 2,36$$

The conclusion $X^2_{\text{count}} < X^2_{\text{table}}$, that's mean H_0 was accepted so that the data used in this study was normally distributed.

2) Simple regression equation

$$\hat{y} = 3,18 + 0,07x$$

Simple linear regression value that occurs between the value of Interest Being a Teacher toward the Grade Point Average (GPA) is

$$\hat{y} = 3,18 + 0,07x$$

3) Test Regression Linearity

$$F_{hitung} = \frac{RJK(TC)}{RJK(G)} = \frac{0,03}{0,02} = 1,5$$

The calculation of linear regression test yields $F_{count} = 1.5$. The F_{table} value obtained by the numerator $dk = 16$ and dk denominator = 15 at the real level $\alpha = 0.05$ is 2.39. Thus, $F_{count} < F_{table}$, (1.5 < 2.39) so that (H_1) was rejected and (H_0) accepted. So the accepted hypothesis was "the correlation between interest to be a teacher toward grade point average (GPA) of students of Physics Education department TTEF Syiah Kuala University was a form of linear correlation".

Further, interest to be a teacher data were obtained from the questionnaire and the value of GPA Physics Education department students TTEF Syiah Kuala university.

Table 1. Distribution of Interest Value Being Teacher (X) and GPA (Y)

Σ	X	Y	XY	X ²	Y ²
	102	112,17	346,91	318,11	382

Source: Department of Physics Education TTEF Syiah Kuala University, 2017 (processed)

$$r_{xy} = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{\{N \Sigma x^2 - (\Sigma x)^2\} \{N \Sigma y^2 - (\Sigma y)^2\}}}$$

$$r_{xy} = 0,14$$

The coefficient value of r_{xy} obtained from the calculation is 0.14. According to Sudijono (2011: 193), "Correlation value based on interpretation table was located between 0,00 - 0,20 ($r = 0,14$) including very weak or very low correlation".

Calculating the coefficient of determination to determine the magnitude of the correlation between student interest to be teachers of GPA: $K_d = r^2 \times 100\%$ $K_d = 1,96\%$

Based on the calculation of the coefficient of determination (r^2), the amount of the correlation of Interest Being a Teacher toward the Grade Point Average (GPA) 1.96% while 98.04% others influenced by other factors.

Other factors that influence the learning outcomes are: (1) environmental factors such as natural environment and socio-cultural environment; (2) instrumental factors such as curriculum, programs, facilities and infrastructure, and teachers; (3) physiological factors; and (4) psychological factors such as interest, intelligence, talent, motivation and cognitive ability.

Thus, in this study, the interest to be a teacher does not give effect to the GPA score of the students at Physics Education department TTEF Syiah Kuala University, because the contribution given is only 1.69%. Benefits felt by students have an interest in being a high teacher will cause a sense of fun, interested in teaching and learning in school.

In addition, in the Department of Physics Education TTEF Syiah Kuala University only a part of the course of education, such as electrical magnetic courses, optics, etc. This also triggers the lack of interest of students to become teachers, due to the lack of knowledge about the teaching profession.

Selection of department by students was also a factor that influences student's interest in becoming a teacher. This was because of students in choosing department are were not based on self-interest or interest that was derived from students. There was a possibility of students choosing the Physics Education department because of encouragement of parents, friends, and relatives. So the interest to be a teacher was still not visible in the students of 2014's generation of Physics Education department.

The results of this study also supports research Kurniawati (2013) which states that "Interests become teachers have no correlation with student achievement. The absence of a correlation between the interest of becoming a teacher with learning achievement can be due to the selection of department that were not in accordance with the interests of each student".

However, there were also studies that have a correlation between the interest of teachers being toward the GPA. One of them according to the research results Supriyatiningih (2014: 5) explains that: "Based on the test of significance obtained results $t_{count} > t_{tabel}$ that was $2.734 >$

2.002, and the value of significance = $0.008 < 0.05$. It proves that there was a significant influence between teachers' professional interest variable to the GPA variable, so the higher the student's interest in the teacher profession will be the higher the GPA. "

In addition, the cause of the research results in the absence of a correlation between the interest of being a teacher and GPA of Physics Education department students at TTEF Syiah Kuala University, can be due to the origin of each student area was not the same. In addition, it can also be caused by the background of different parental livelihoods. Students whose livelihoods of their parents as teachers can be a trigger of interest as teachers grow. This is in the line with several factors that have been proposed by Djamarah.

Based on the above conclusions, the researcher gives advice to the next researcher who want to do similar research, should use other variables so that the research will be complementary, so that in the end can be drawn conclusion comprehensively, for example the variable of Grade Point of education subject.

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