

ABSTRAK

Arnold Setia Damanik, 2024. “**PENGARUH PERSEPSI PROFESI GURU, PENGENALAN LAPANGAN PERSEKOLAHAN, DAN EFIKASI DIRI TERHADAP MINAT MENJADI GURU (Survei kepada Mahasiswa FKIP Universitas Siliwangi Angkatan 2020)**” Jurusan Pendidikan Ekonom, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya. Di bawah bimbingan Edi Fitriana Afriza, S.Pd.,M.M. dan Ati Sadiah, S.Pd.,M.Pd.

Guru merupakan suatu pekerjaan yang sangat mulia dan perlu berbagai kompetensi agar pekerjaan guru bisa dilakukan secara maksimal. Pilihan akan profesi guru dipengaruhi oleh berbagai faktor, salah satunya yaitu minat. Penelitian ini bertujuan untuk mengidentifikasi pengaruh persepsi mahasiswa FKIP Universitas Siliwangi angkatan 2020 tentang profesi guru, pengalaman PLP, dan tingkat kepercayaan diri mereka (efikasi diri) terhadap minat menjadi guru baik secara parsial maupun simultan. Melalui pendekatan kuantitatif, populasi dari penelitian ini yaitu berjumlah 1076 mahasiswa FKIP Universitas Siliwangi angkatan 2020. Adapun teknik pengambilan sampel yang digunakan yaitu menggunakan *simple random sampling* sebanyak 291 mahasiswa, teknik pengumpulan data menggunakan kuesioner. Adapun hasil penelitian menunjukkan bahwa: 1) Hasil uji parsial menyatakan bahwa nilai signifikan 0,160 artinya tidak terdapat pengaruh antara persepsi profesi guru dengan minat menjadi guru, 2) nilai signifikansi pengenalan lapangan persekolahan adalah 0,001 yang artinya terdapat pengaruh pengenalan lapangan persekolahan terhadap minat menjadi guru, 3) nilai signifikansi efikasi diri adalah 0,000 artinya terdapat pengaruh antara efikasi diri dan minat menjadi guru, 4) Secara simultan nilai signifikansi yang diperoleh adalah 0,000 artinya terdapat pengaruh antara persepsi profesi guru, pengenalan lapangan persekolahan dan efikasi diri terhadap minat menjadi guru.

Kata Kunci: Persepsi profesi guru, pengenalan lapangan persekolahan, efikasi diri, minat menjadi guru

ABSTRACT

Arnold Setia Damanik, 2024. **“THE INFLUENCE OF PERCEPTION OF TEACHER PROFESSION, FIELD EXPERIENCE, AND SELF-EFFICACY ON INTEREST IN BEING A TEACHER (Survei of Students of the Faculty of Teacher Training and Education, Siliwangi University Class of 2020)”**
Department of Economics Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya. Under the guidance of Edi Fitriana Afriza, S.Pd., M.M. and Ati Sadiah, S.Pd., M.Pd.

Teaching is a very noble profession and requires various skills to be able to do the job of a teacher optimally. The choice of teaching profession is influenced by various factors, one of which is interest. This study aims to determine the effect of 2020 FETT students' perceptions of the teaching profession, PLP experience, and their level of self-confidence (self-efficacy) on their interest in becoming a teacher, both partially and simultaneously. Through a quantitative approach, the population of this study amounted to 1076 students of FKIP Siliwangi University class of 2020. The sampling technique used was simple random sampling of 291 students, the data collection technique used a questionnaire. The results showed that: 1) The partial test results state that the significant value is 0.160, which means that there is no influence between the perception of the teaching profession and the interest in becoming a teacher, 2) The significance value of the introduction of school field is 0.001, which means that there is an influence of the introduction of school field on the interest in becoming a teacher, 3) The significance value of self-efficacy is 0.000, which means that there is an influence between self-efficacy and interest in becoming a teacher, 4) At the same time, the significance value obtained is 0.000, which means that there is an influence between perception of teaching profession, introduction of school field and self-efficacy on interest in becoming a teacher.

Keywords: Perception of the teaching profession, introduction to the school field, self-efficacy, interest in becoming a teacher.