



Interest Students to be Productive Teachers Reviewed from Learning Achievement of Building Practices, Learning Achievement of Learning Practices and Learning Motivation

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Abstract

Interest is one of the most important psychological factors for human progress and success in a person. Some factors from the inside that influence such as emotional factors, motivation, talent, intelligence, mastery of science in the form of learning achievements and field practice experience. The problems studied in this research are: (1) are there any influence of building practice achievement toward student interest S1 PTB FT Unnes become productive teacher? (2) are there any influence of teaching practice achievement toward student interest S1 PTB FT Unnes become productive teacher? (3) are there any influence of learning motivation toward student interest S1 PTB FT Unnes become productive teacher ?; and are there influence of building practice achievement, achievement of teaching practice and motivation learn to student interest S1 PTB FT Unnes menjadi teacher productive? The research approach used ex-post-facto because the researcher did not give any treatment to the research subject. The sample that used is the student of FT Unnes Building Technical Education Undergraduate Program semester VII which participated in PPL Semester Gasal 2016, as many as 40 people. The analysis tool uses validity and reliability test, classical assumption test, multiple linear regression test, t test, F test and coefficient of determination. The results showed that the achievement of building practice, the achievement of teaching practice and the motivation to learn simultaneously or partially have a positive influence on the interest to become productive teachers. Suggestions that can be stated that the students need to be more serious in conducting the practice of building that is by asking things that are not understood to the supervisor. Students need to foster seriousness and commitment to practice teaching activities. Students need to grow the desire to succeed.

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INTRODUCTION

Interests are one of human psychological factors that are essential for human progress and success in a person. Someone who is interested in a particular job will get better results than those who are less or less interested in the work. Interest is the driving force for a person to engage actively and to draw attention to the object he or she loves. The interest of being a teacher is a situation where a person gives great attention to the teaching profession, feel good and wants to be a teacher. In addition, students interested in becoming teachers will seek to gain much information about the teaching profession either through mass media, radio, television or from people who understand teachers. Thus, the student will try to learn everything about the teacher and will try to adjust to the teacher's character.

The aims of the above mentioned will be performed well by many supporting factors. These factors can come from self as well as from outside the student self. Some internal factors that influence emotional factors such as motivation, talent, intelligence, mastery of knowledge in the form of learning achievements and field practice experience. Factors from outside the student self are family environment, formal education, information world work, learning facilities and infrastructure and social environment. Factors from within such as emotions and motivation, which contains elements: cognition, emotion, and konasi. The element of cognition is usually preceded by knowledge and information about the intended object. Emotional elements are usually preceded by a sense of pleasure, while the constituents are a continuation of the two elements are manifested in the form of a desire to perform an activity. The variables above affect the student's interest to become a teacher.

Crow and Crow (1993: 158) states that the factors that affect interest consist of internal factors and external factors. Factors from within that influence the emotional factors, perception, motivation, talent, and mastery of knowledge in the form of learning achievement. Outside factors of the students themselves are the influence of the external environment or social environment. Internal factors such as emotions, perceptions, and motivations contain elements of cognition, emotion, and conformity. The element of cognition means that interest is preceded by knowledge and information about the intended object. Emotional elements occur due to participate in a particular participation or experience, while the constituent element is a continuation of the emotional element. All three elements are also manifested in the form of ability and desire to perform an activity

Objectives to be achieved in this research are: (1) explain the influence of building practice achievement toward student interest of SI Building Engineering Education (PTB) FT Unnes become productive teacher; (2) explain the influence of teaching practice achievement toward student interest of PTB PT FT Unnes become productive teacher; (3) explain the influence of learning motivation toward student interest of PTB PT FT Unnes become productive teacher; and (4) explain the influence of achievement of building practice, achievement of teaching practice and learning motivation toward student interest of PTB PT FT Unnes become productive teacher.

METHODS

This research is a quantitative category. Characteristics of quantitative research include the relationship between variables, hypothesis testing, using questionnaire method, and observation in the data collection, research framework is clear and detailed, and use large research samples in a population. The research approach used is ex-post facto because the researcher did not give any treatment to the research subject. Ex-post-facto research aims to test what has happened to the

subject (Sukardi, 2011: 165). Researchers only reveal data based on the results of measurements of variables that already exist naturally in the respondent self, which is the data collection tool is a questionnaire and documentation.

Population used in this research is all students of study program S1 PTB FT Unnes in semester VII which has followed PPL in Gasal semester 2016. Large population is 40 students. In this study the sample used is a student S1 PTB FT Unnes who have taken the course of Building Practice and PPL. The number of samples used is 40 students. The sampling technique used is the census method. The sampling technique using the census method is a sampling technique involving all members of the population.

The variable of this research consists of two kinds of independent variables and dependent variable. Independent variables in the study there are three, namely: (1) learning achievement of building practices (X1); Learning achievement of teaching practice (X2); and learning motivation (X3); while the dependent variable is the interest to be productive teacher (Y1).

The learning achievement of building practice is the result or the achievement of the students in the course of building practice. The measurement of learning achievement of building practice is based on the value of the building practice class which is done during the implementation of PPL activity.

The learning achievement of teaching practice in this research is the result or achievement obtained by the student in the implementation of field experience practice activity (PPL). The measurement of teaching practice learning achievement is based on the final value of the teaching practice course in PPL activities.

Motivation to learn is a motivation or a person's willingness to do learning activities, so that learning achievement can be achieved. According to Usman (2007), learning motivation is measured using six indicators, namely (1) the desire and desire succeed; (2) the incentives and needs in learning; (3) the existence of hope and ideals of the future. The existence of awards in learning; (4) an interesting activity in learning; (5) the existence of a conducive learning environment.

An interest in becoming a teacher can arise where the student enters the beginning of the course, which interest can be strengthened after the student attends and graduates in the professional training program course (PLP). According to Sudjana (2008), interest in becoming teachers is measured based on indicators of ideals, needs, environment, and opportunity.

Multiple regression analysis was used to examine the effect of independent variables (achievement of building practice, achievement of teaching practice and learning motivation) on the dependent variable (interest in becoming teacher) simultaneously. The coefficient of determination (R^2) is used to find out how much percentage of dependent variable variation on research model can be explained by independent variable (Gujarati, 1995). The coefficient of determination is calculated using the SPSS auxiliary program. The coefficient of determination (R^2) is expressed as a percentage. This R^2 value ranges from $0 < R^2 < 1$ (Ghozali, 2005).

Partial correlation analysis is used to test the pure influence between independent variables (learning achievement of building practice, learning achievement of teaching practice and learning motivation) to dependent variable (interest to be teacher). The significance of the pure relationship between independent variables (learning achievement of building practice, learning achievement of teaching practice and learning motivation) to dependent variable (interest to be teacher) is explained by t test, if $p < 0.05$ then the relationship is said to be significant.

RESULT AND DISCUSSION

The Influence of Learning Achievement Practice Building Interest into Being Productive Teacher

The result of descriptive analysis shows that the mean is 81,925, Standard deviation is 5,22, and variance is 27,251. The lowest score is 72, while the highest value is 90; while the range between the highest value with the lowest value of 18. The mean of 81.925 indicates that the average value of building practices obtained undergraduate students PTB FT Unnes semester VII that follow PPL in odd semester of 2016 is 81,925.

The result of the influence of learning achievement of building practice toward the interest of productive teacher shows the positive influence, which is r value = 0,604. The results indicate that the higher the learning achievement of building practice, the interest to be productive teachers will be high as well. The result of hypothesis test shows that there is a significant influence between learning achievement of building practice with interest to be productive teacher; which $r = 0.604$ is significant, since the value of t has $p(0.035) < 0.05$. The statistical value of the above samples shows that the hypothesis that "there is a positive and significant influence between learning achievement of building practice on interest to be productive teacher" is supported by data.

The Effect of Learning Achievement of Teaching to Interests Being Productive Teachers

The result of descriptive analysis to the learning achievement variable of teaching practice shows the mean is 85, Standard deviation is 5,193, and variance is 26,974. The lowest value is 75, while the highest value is 92. The highest between the highest and the lowest is 17. The mean value of 85 indicates that the average score of teaching achievement learning achievement obtained by undergraduate students of PTB FT Unnes semester VII that follow PPL in odd semester of 2016 is 85.

The combination of regression analysis and partial correlation shows that the learning achievement variable of teaching practice has a positive influence on the interest of productive teacher, which is $r = 0.613$. The results indicate that the higher the learning achievement of building practice, the interest to be productive teachers will also be higher as well. The statistical value of the sample as described above if tested using t analysis, then $p < 0.05$ because $p = 0.012$. Thus it can be said that "there is a positive and significant influence between the learning achievement of teaching practice on the interest of becoming productive teachers" supported by data.

The Influence of Learning Motivation of Interest Being Productive Teacher

Learning motivation is measured using six indicators, namely the desire and desire succeeded; the encouragement and need to learn; the hope and ideals of the future; appreciation in learning; the existence of interesting activities in learning; and the existence of a conducive learning environment. Response of respondents to the indicator of desire and desire succeeded to show the highest value (good response category), that is 21 respondents or 52,5%. The results indicate that students have the desire and desire to succeed well. Response to indicators of encouragement and needs in learning shows the highest value (good response category), ie 18 respondents or 45%. The results indicate that students have been encouraged and have a good learning need. Response of respondents to the indicator of the award in learning shows the highest value (enough response categories), ie 18 respondents or 45%. The results indicate that the students have been rewarded with good learning. Response to the indicator of an interesting activity in learning shows the highest value (good response category), that is 22 respondents or 55%. The results indicate that students have had interesting activities in learning. Response to the indicator of a conducive learning environment shows the highest value (good response category), ie 18 respondents or 45%. The results indicate that the students have had a conducive learning environment. Overall, responses to learning

motivation showed the highest value (good response category), ie 23 respondents or 57.5%. The results indicate that students have good motivation to learn.

The combination of regression analysis and partial correlation indicates that learning motivation has a positive effect on the interest of being a productive teacher, of which $r = 0.511$. The results indicate that the higher the motivation to learn, the interest to be productive teachers will be higher as well. The result of hypothesis test shows that the variable of learning motivation has a significant influence on the interest to be productive teacher, which t significance value of 0.030 is lower than 0.05 indicating that the hypothesis states "there is a positive and significant influence between the motivation of learning to interest to be a teacher productive "supported by data.

Table 1. Influence of independent variable (X) to dependent variable (Y)

independent variable	dependent variable	r (correlation)	P (probability)	Explanation
Learning achievement of building practice (X1)	Interests become productive teachers (Y)	0,604	0,035	Significant
Learning achievement of teaching practice (X2)		0,613	0,012	Significant
Learning Motivation (X3)		0,511	0,03	Significant

Influence Learning Achievement Building Practice, Learning Achievement Teaching Practice, and Motivation Learning Interest To Be a Productive Teacher

The learning achievement of building practice, learning achievement of teaching practice and learning motivation together have a positive influence on the interest to become productive teacher. The results indicate that the higher learning achievement of building practice, learning achievement of teaching practice, and learning motivation, then the interest to be productive teacher will be higher also. The result of F test shows that there is a significant influence between learning achievement variable of building practice, learning achievement of teaching practice and learning motivation toward the interest to become productive teacher; because the significance value of F is 0,000 lower than 0.05 indicating that the hypothesis that "there is a positive and significant influence between the learning achievement of building practice, learning achievement of teaching practice and learning motivation toward the interest to be productive teacher" supported by data.

Table 2. Influence of independent variable (X) to the dependent variable (Y) simultaneously

independent variable	dependent variable	R (multiple correlation)	R ² (multiple correlation square)	p	Explanation
Learning achievement of building practice (X1)	Interests become productive teachers (Y)	0,738	0,545	0,00	Significant
Learning achievement of teaching practice (X2)					
Learning Motivation (X3)					

The result of determination coefficient analysis shows R square value equal to 0,545. The results indicate that 54.5% interest in productive teacher (Y) can be explained by the learning achievement variable of building practice (X1), learning achievement of teaching practice (X2), and learning motivation (X3). This means that the learning achievement variable of building practice (X1), learning achievement of teaching practice (X2), and learning motivation (X3) contributes to the interest of productive teacher (Y) of 54.5%. The rest of the 45.5% interest in becoming productive teachers, explained by other variables that are not examined, such as interest, encouragement of parents, and others.

CONCLUSION

The learning achievement of building practice has a positive and significant influence on the interest of becoming productive teacher. These results indicate that the higher the learning achievement of building practice, the interest to be productive teachers will be higher as well. The learning achievement of building practice for students of S1 Program of PTB FT Unnes is one of the means to develop or practice the knowledge obtained in the lecture bench into the real world of work. This is because the building practice activity can give an idea to the students in the real world of work, so based on the building practice activities in school, the knowledge and ability will increase. That, will grow student interest to be productive teachers. The interest to be productive teachers is based on the educational background of students, namely in the field of teacher training.

The learning achievement of teaching practice has a positive and significant influence on the interest of becoming productive teacher. The results indicate that the higher the learning achievement of building practice, then the interest to become productive teachers is also higher. Learning achievement of teaching practice by students of S1 Program PTB FT Unnes can be used as a benchmark of the readiness of students in carrying out teaching activities in the real work environment. Students who have good teaching practice learning achievement, then tend to have confidence and high confidence in carrying out duties in the work environment. High achievement of teaching practice also indicates that students' ability and understanding about learning is also high.

Motivation to learn has a positive and significant influence on the interest to become productive teachers. These results indicate that the higher the motivation to learn, the interest to become productive teachers is also higher. Motivation to learn is an encouragement that comes from yourself and from outside to do learning activities. Student S1 PTB FT Unnes who have a high

learning motivation illustrates that the student has an awareness that the obligation to be a student is learning. Student indicator has high learning motivation is that one will try earnestly to achieve what has been aspired. High learning motivation will have implication on student's interest to become productive teacher which is also high.

The learning achievement of building practice, learning achievement of teaching practice and learning motivation together have positive and significant influence on the interest to become productive teacher. These results indicate that the higher learning achievement of building practice, learning achievement of teaching practice, and motivation to learn, then the interest to be productive teachers will increase.

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