Hermeneutic Phenomenology Method for Investigating the Factors Contributing to Educational Students' Lack of Interest in Becoming Teachers

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Article Info	Abstract
	This study aims to investigate the factors that cause students in an educational study program not to want to become teachers. A qualitative hermeneutic phenomenology research method was used. The objective of this study is to identify the factors that make education students unwilling to work as teachers. The research locus is at UNNES, with several UNNES student informants from five faculties participating. According to the study's findings, the categories that influence career choice outside of education are intrinsic factors, extrinsic factors, and outcome prospects and opportunities. Interpersonal relationships, intrapersonal relationships, career prospects, and opportunities all have a significant impact on the decision to pursue a career other than teaching. Hobbies are another finding that can be considered a new variable that has never been studied.

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INTRODUCTION

Technological advancements in life provide opportunities and options for choosing a career. Constant technological advancements make it easier for students to choose a career. Students' intentions are no longer simple to define and predict (Venable, 2019). The advancement of information technology will result in the growth of electronic and internet-based services and activities (Rosidah). Howell et al. (2003:3) state that students now have the characteristics of multitaskers with "zero tolerance for delays."

According to Watts (2001), this paradigm shift allows for a transformation in the concept and structure of career work, allowing someone to no longer choose a career but to shape and build their own. In this regard, education is no longer regarded as a major factor in shaping one's career, but rather as a capital in building and selecting one's career. As a result, the competencies taught in specific programs or fields will not directly influence their career choice. This occurs among students who have completed their studies at ex-LPTK universities (Institute of Education for Education Personnel) but do not wish to become teaching staff, even though the number is still less than 40% (Rahmatika, 2019; Irmawati, 2019; Prastiani & Febriyani 2018, Hasriadi, 2021). According to Yuliawan and Hardini (2021), this was corroborated by the results of additional information from incidental interviews with students, the results of which revealed that 38 out of 100 students did not want to become teachers. According to the results of a questionnaire distributed to 200 education program students, 96 stated that they did not want to become teachers or teaching staff, even though workers in the education sector were administrative staff or office employees.

In Indonesia, the choice of student careers to be interested in becoming teachers has been widely studied, with the dominant factors considered influential being self-efficacy, parenting profession, learning, family environment, social environment, talent, potential, perception, and motivation. Pratiwi (2010) Sonata (2018; Febryanti (2021); Astika (2021); Murniawaty (2021); Yuliawan (2022); and Sholekah (2021). Meanwhile, career research has been widely studied from several literatures that have examined the results of empirical studies that influence career choice, namely passion, capacity, self-efficacy, apparent difficulty, values, sense of belonging, gender, and race (Lent et al., 2005; Bieri). Buschor et al., 2014; Rainey et al., 2018).

Using the Qualitative Hermeneutic Phenomenology Research Approach Method, this study aims to investigate the truth about UNNES Education Students (ex LPTK) who want to build a career outside of education, particularly not as teaching staff. The originality of this research lies in its focus, namely, if previous research revealed the factors that influence choosing a career as a teaching staff, this study focuses on former LPTK students who do not wish to be teaching staff. Another novel aspect of this study is the use of the Hermeneutic Phenomenology Research Approach. The phenomenological inquiry method is a qualitative research method that is useful for tracing personal experiences and explaining various social phenomena (Streubert, 2011). Polit (2008) examined the behavior of nurses in dealing with a variety of patients using Phenomenology research. The study revealed the experiences of nurses who were carrying out their duties and still wanted to practice. Bynum and Varpio (2018) conducted another study using this method to discover a number of a person's essence related to their experiences and phenomena used to make choices. Many researchers recommend using the Hermeneutic Phenomenology approach to learn more about various aspects of psychological problems (Alraisi et al., 2022); Alsaigh et al., 2021; Kafle, 2011; and Guillen et al., 2018).

The purpose of this study is to investigate the factors that influence educational program students' decision to pursue a career in teaching or teaching. According to the research objectives, the research findings are expected to provide feedback to universities that organize educational programs.

According to Krumboltz (1979), when deciding on a career, four factors must be considered: (a) innate characteristics; (b) social environment conditions, such as social life and individual experiences; (c) previous learning experiences; and (d) task approach skill. Purohitt et al. (2021) discovered five factors: internal factors, external factors, interpersonal factors, institutional

factors, and socio-demographic factors. Abe and Chikoko (2020) discovered three factors influencing career choice: Interpersonal, Intrapersonal, and Expectation Outcomes. Carpenter and Foster (1977) discovered that all career-influencing factors are intrinsic (personal interest in a job, job satisfaction), extrinsic (availability of the job, salary), or interpersonal (family, friends, and teachers). Other factors include globalization and socioeconomic status (Shahzad et al., 2014). Ngozika et al. (2020) investigated career choice in Nigerian vocational schools and discovered three determinants: intrinsic, extrinsic, and interpersonal. Other findings indicate that there are numerous factors that influence medical students' career choices, which can be divided into two categories: intrinsic factors and extrinsic factors (Cheema et al., 2017).

This study looks at three dimensions: intrinsic factors, extrinsic factors, and outcome expectations. According to Owie (2003) in Kumazhege (2017), if interest is an important factor in career choice, then interest, in addition to self-efficacy, outcome expectations, and professional development opportunities, is an indicator of intrinsic factors. Family Influence, parental guidance or pressure in choosing a career from the family, which is often a consideration for career choices, are factors that have other dominance as intrinsic factors (Spencer, 2000). This is especially true for women, though some defy convention and pursue their own careers (Yakushko, 2007).

The desire for social recognition and job security are examples of extrinsic factors. These are the advantages of certain jobs (Shaffner, 2015). Supervision, working conditions, coworkers, policies and rules, payments, security, and personal life are all factors to consider (Baylor; 2010). There are also those concerning job security, job accessibility, job satisfaction, and financial remuneration (Edwards & Quinter, 2011). Outcome expectations and opportunities refer to expected outcomes and opportunities for advancement in one's career. Objective career success measures are typically external indicators of career progression or the accumulation of extrinsic rewards (Raza et al., 2012). Highest position, salary, and professionalism are examples of such measures (Seibert et al., 2001). Aside from having higher expectations, career choice is influenced by other opportunities available to career voters (Raveenther, 2017; Kumazhege, 2017; Eremie & Ibifari, 2018).

RESEARCH METHODS

Conceptual Approach

This study employs the hermeneutic phenomenological inquiry method in order to obtain rich and detailed results about students' lives and experiences. The phenomenological inquiry method is appropriate because its design is capable of producing rich textual descriptions of experiences with understanding meaning through in-depth ways of reflection in layers and progressively using meaningful language (Kafle, 2013). Meanwhile, Gadamer defines interpretive hermeneutic phenomenology as providing a framework for exploring experience while allowing for a deeper understanding of phenomena. Because individual perceptions are shaped by life experiences, career selection is a series of experiences that include a variety of phenomena in shaping perceptions (Polit and Beck; 2017). Furthermore, the hermeneutic approach clarifies (a) the ability to understand; (b) the recognition of an interpretation of understanding; (c) the recognition of language and historicity in interpretation; (d) viewing questions as conversations; and (e) being comfortable with ambiguity (Kinsella 2006).

Some of the benefits of using this method are as follows: (1) researchers can gain direction in revealing experiences and phenomena that occur in individuals, both known and unknown (Whitehead and Schneider 2012); (2) researchers can explore more freely and "taken for granted" (Klingensmith et al., 2015; Phillips, Peterson, Fang, Kovar-Gough, & Phillips Jr, (2019); (3) providing interpretations of different understandings for each individual, even if these different understandings do not reach Gadamer's (1976) understanding in Raisa (Alsaigh and Coyne 2021); and (4) researchers are able to reveal the context of participants' answers, which often hide hidden intentions and often go undetected (Bynum & Varpio, 2018).

Research Setting

This study employs a qualitative analysis approach by focusing on the UNNES Campus (ex LPTK) in five faculties that organize Education for Teachers, namely the Faculty of Economics, the Faculty of Social Sciences, the Faculty of Languages, the Faculty of Mathematics and Natural Sciences, and the Faculty of Engineering. The informants in this study were 226 students from the 2018 class, representing 5% of each faculty (see table 1).

Table 1. Number of research participants

No.	Faculty	No. of Students	5%	Total
1	Language and Art	1,045	52.25	52
2	Social Sciences	728	36.40	36
3	Mathematics and Natural Sciences	925	46.25	46
4	Engineering	822	41.10	41
5	Economics	1,011	50.55	51
Total		**6,667**	226.55	226

Data source: processed primary data

Data collection and Informant

Data is needed to support hermeneutic phenomenology methods. Therefore, the data will be needed to investigate more deeply in accordance with the research problem and research objectives. Phenomenological research designs according to Delve Ho and Limpaecher (2022) are Participant observation, Interviews, Conversations with participants, Analysis of personal text, Action research, Focus meetings. Because of the COVID-19 pandemic and the restriction rules (PPKM), this study could not be conducted using the participant observation method, interviews, or conversations with participants. The possible stage is the analysis of personal text, where participants will be more free to answer and describe experiences and phenomena using sentences, in addition to being more free in revealing contexts that are in accordance with the problems and research objectives (Phillips et al., 2019). Nonetheless, interviews were conducted, albeit not for all participants; this was done if their written text was questionable. This is based on the belief that qualitative interviews are valuable because they allow participants to provide explanations and opinions on the subject under investigation (Tracy 2013).

Participants must respond to eight research questions (see supplement). After the student's email address or WA number was chosen at random based on the number of students in each faculty, questions were submitted to participants via the Google Form link sent via email or WA (see table 1). Structured questions are developed in accordance with the theoretical studies discussed previously.

Data Analysis

The data were analyzed qualitatively by using hermeneutic phenomenological methods primarily to analyze some specific content and themes that developed inductively from the data acquisition. This has been done by Crabtree & Miller (1999) and Hsieh & Shannon (2005). This limitation arises from the existence of a data set that was not generated from in-depth interviews, where additional questions could not be completed perfectly. As a result, data analysis was carried out by combining students' opinions and describing their various experiences. Grouping different life experiences helps to focus attention. However, when making career decisions, exploration can be done comprehensively from the informant's point of view. Coding is done in a comprehensive code book using comparative procedures that are performed on a continuous basis. The main focus is on the informants' life experiences, and by reading it over and over again, a comprehensive understanding of the experiences in making career decisions is obtained, as suggested by Hsieh and Shannon (2005). Because the amount of information contained in the answers is frequently inconvenient, data processing occurs almost concurrently with data collection. According to Miles and Huberman, this is permissible (1994).

RESULTS AND DISCUSSION

The research findings are organized by categorization as a result of the theoretical study, which serves as the framework for this study. Interpersonal factors, intrapersonal factors, and outcomes expectancy are three categories of factors that influence student career decision making.

Student Career Choice Results

The number of students who do not wish to pursue a career in education is as follows:

The total number of incoming data is 170, but only 166 have been completely answered and can be processed further.

Table 2. Career Options

No	Faculty	Teaching Profession Career	Career Outside Teaching		Total
		Total	Total	%	Total
1	Language and Art	21	31	59.62	52
2	Social Sciences	18	16	44.44	36
3	Mathematics and Natural Sciences	28	18	39.13	46
4	Engineering	19	22	53.66	41
5	Economics	29	22	43.14	51
Total		146	109	48.23	226

Data source: processed primary data

The responses of students who refuse careers in education in each faculty are quite alarming, because Faculty of Economics (43.14%), Faculty of Social Sciences (44.44%), FT (53.66%), Faculty of Language and Art (59.62%), and Faculty of Mathematics and Natural Sciences (39.13%) almost reached an average of 37%, with the Faculty of Economics and Faculty of Social Sciences at the top, and Faculty of Language and Art, and Faculty of Engineering at the bottom.

Table 3 shows the outcomes of the factors that influence students' career choices outside of education and refusal to work as teaching staff.

Table 3. Reasons for Refusing to be a teacher

Key findings	Number of students 109	Themes	Description of outcomes
Perception	49	Full of Burden	Being a teacher is a heavy and tiring job.
	40	Opportunity	Do not have many opportunities to be a teacher with normal salary
	20	Not a Prestigious Profession	Teaching is not a profession to be proud of
Financial expectation	109	Income for livelihood	The teaching profession, even though there is already a certification, is still an insufficient income for future life.
Career Prospect & opportunities	23	Stopped career	Improving is difficult. Careers tend to stagnate.
	8	Narrow opportunities to get a job	According to standards, there are not many openings for teachers.
	6	Low-income career	Low wages for hired teachers, little incentive

	12	It is difficult to get a chance to improve Profession	Fees and permits are needed.
External Factor	89	Friends	Not the best option for social interaction
	20	Teacher	Personality and guidance of the teacher
Internal factor	39	Self-Efficacy	Lack of self-assurance as a teacher
	30	Family Influence	There are no or few family members who work as teachers.
	43	Competency	Feeling that one's competence is insufficient

Data source: processed primary data.

A total of 109 students refused to pursue a career as a teacher, and 19 said it was too much of a burden, 40 said the opportunities were limited, and 20 said it was not a prestigious profession. This is based on their responses to questions about their Perceptions of Teaching Careers, which are as follows:

Teachers have a heavy workload, and their free time is limited; at school, they teach, while at home, they must review, prepare, and so on.

We already felt the burden was too heavy at the time of practice; aside from teaching and learning, a teacher was burdened with many administrative tasks that had nothing to do with learning.

The many burdens and responsibilities make teachers have too little free time for families.

Meanwhile, when asked about their expected income, almost everyone said it was insufficient to support their lives. Their responses are as follows:

Teachers' salaries are now quite high with certification, but in the future, they will need more, which is difficult to obtain.

Teachers can only rely on a fixed salary, but needs change, and if everyone needs money in the future, where should they look for it?

Answers to questions about Career Prospects & Opportunities fall into four categories, namely careers that have halted as many as 43 people.

Being a teacher means you'll always be a teacher and won't be able to advance in your career, such as a principal or supervisor.

A career as a teacher is difficult to obtain unless they have the courage to leave the teaching profession.

Meanwhile, 9 people gave different answers about this career, namely low income.

This is a rewarding profession. Unfortunately, increasing income is difficult, and teacher salaries are the lowest when compared to other professions.

If you want to be safe and comfortable, I recommend becoming a teacher; however, the workload and income are not comparable, so it is still lacking.

There were 38 responses to the limited opportunity to obtain the teaching profession.

My older sibling's experience as a teacher requires nearly 17 years of internship before being appointed.

It is difficult to find Teacher jobs in private schools that pay the Regional Minimum Wage.

A number of certificates are required to become a legitimate teacher.

As many as 15 people stated that becoming a teacher would make it difficult to advance in their careers.

A career as a teacher is most likely to advance to vice principal, principal, and supervisor, and it must meet the criteria for years of experience and continue their education, even if there is a vacancy.

Upgrading Teachers must now return to studying, and competency training is too time-consuming and expensive, with few opportunities.

According to them, the strongest external influence in choosing a career and influencing careers outside of the teaching staff is friends, and their statement on the answer to the question:

All of my friends do not want to be on the teaching staff, and when I considered it, they were correct.

Why should you be a teacher when there are many other professions that are more comfortable and independent, such as youtubers, online trades, bloggers, or those with prestige as politicians, for example, is my friend's opinion.

Almost all of my friends in my environment do not want to be teachers; anyone who does is mocked.

The exploration results revealed three themes in the Internal Factor category: self-efficacy (36), Influence Family (30), and Competency (43). Their responses are as follows.

Actually, I have the confidence to become a teacher, but no one in my family is a teacher, lecturer, or other type of teacher, so I just follow their profession.

I am incompetent to be a teacher; rather than stopping in the middle of the road, it is better if I do not become a teacher; lack of competence makes me insecure.

Almost everyone in my family, from Grandpa to my uncles, is an entrepreneur, so all I have to do is carry on their legacy; my parents said someone had to inherit.

I am not confident about becoming a teacher because I believe I am incompetent.

Discussion

According to the findings of 59 students who do not want to be lecturers, the influence of factors such as perception, financial expectation, career prospects and opportunities, external factor, and internal factor is the reason why students do not choose a career as teaching staff.

Perception

Students' perceptions of the research findings center on two issues: work that is considered a burden and is not a prestigious profession. Perception encompasses everything. Cherry (2020) goes on to say that perception encompasses all aspects of proprioception, including the five senses of touch, sight, sound, smell, and taste, which are used to detect changes in body position and movement.

Teachers were once thought to be a peaceful, comfortable, and promising profession (Adjei and Amofa, 2014; Raduan and Na, 2020, Abotsi et al., 2020; Chukwu et al., 2022), but this perception is changing as society evolves. This is closely related to societal changes; perceptions are influenced by personal interests; personal interests matter a lot, but individual preferences are heavily influenced by social comparison (Moos & Insel, 2008; Li et al., 2015). Students' perceptions of careers have a large influence on their career choices (Chuang et al., 2009). The strongest motivation to choose a career is the perception of it as a means of personal development (Viktor, 2020). Without perceived

behavioral control, motivation will be weak (Ajzen, 1991).

Some students believe that teachers are overworked. Flexible work hours and loads, as well as how well an employee completes his work, all have a significant impact on job satisfaction and success (Eremie & Ibifari, 2018; Gwelo, 2019). Although the perception of profession in career choice is a traditional process that is successive in shaping life, the modern era of career choice prioritizes a better status. According to Bhattacharya (2013), career choices do not have to be based on educational background. Perception, according to Planned Behavior Theory, is control in action planning. In relation to disclosure as a result of the response of many students, they choose a career based on their perception of a career, if the perception is positive, they will choose that career and vice versa. Their negative perception of the teaching profession makes students not want to work as teachers.

Financial expectation

A person's income expectations will influence their career choices (Shumba, 2013). Their career choices can have a variety of financial consequences (Dale Hes, 2017). Students' high income expectations, on the other hand, are closely related to their self-confidence and perceived competence. According to Afiouni (2014), many Arab women choose careers as university employees because their universities provide the necessary financial support in the form of grants, conference funding, course releases, and other fringe benefits such as health insurance and schooling. The main choice in the career selection process is the opportunity to earn a high income, which will have an impact on the quality of life (Rowan and Townend, 2016; Abonyi et al., 2021).

High income is not only expected for survival, but also to anticipate a more stable life as the global economic situation changes (Tonetti, Sahu, and Natale, 2012; Huang and Oga-Baldwin, 2015; Mellado-Moreno et al., 2022). To accomplish this, their earnings may enable them to meet the financial needs of their family members (Zahroh and Zain, 2019; Watts et al., 2021; Ghulati, 2021). The paradigm shift regarding success is frequently associated with the amount of

wealth, and one's income also influences why one hopes for a large salary (Baglama & Uzunboylu, 2017). Some students who do not want to be teachers say they want to work in the banking industry. They believe that the perception of a banker's career is more focused on financial convenience.

Career prospects and Opportunities

A construct measuring students' perceptions of some careers is outcome expectancy, which is based on their perceived financial, societal, and self-satisfaction effects (Nugent et al., 2015). According to the results of students' responses about career prospects to become teachers, there are four answers: careers that stop, limited opportunities to become a regular teacher, low-income careers, and it's difficult to get a chance to improve profession.

Vertsberger and Gati (2016) discovered a link between adolescents' pessimism about career outcomes and their desire to choose. Pessimistic about the outcomes, particularly when graduates become the first teachers in private schools, where salaries are frequently lower than the Regional Minimum Wage, and when doing teaching internships in public schools, where they must wait too long to be hired and receive a decent salary. The assumption about limited opportunities to become a teacher due to a lack of information is based on the findings of Kemboi et al. (2016), particularly in introverted students.

According to the findings of research conducted in Nigeria and Zambia, the shift from teaching to other professions is caused by difficulties in advancing one's career in the teaching profession (Raheem et al., 2018; Rowan & Townend, 2016; Abonyi et al., 2021; Chukwu et al., 2022). Difficulties in advancing in a career are caused by a variety of other workloads aside from teaching, such as administrative burdens, burdens from community organizations, and other family needs. Career advancement is also frequently hampered by a lack of funds to participate in training or advancement for the profession. A graduate of an education degree program in Indonesia cannot be hired as a teacher without first completing various trainings and obtaining other supporting certificates.

Baglama and Uzunboylu (2017) investigated the relationship between self-efficacy and expected career outcomes among Turkish preservice teachers. The findings also help to clarify participants' perceptions of the student field in terms of opportunities and prospects. This is only possible if the individual has sufficient information or is guided by a career supervisor.

Mncayi and Dunga (2016) and Gwelo (2016) conducted research on career opportunities and choices and found significant results (2019). Unfortunately, Education Students frequently do not receive information about teacher recruitment vacancies in an environment that meets their expectations (Chukwu et al., 2022). A number of elements are required by decision-making theory, including adequate information, selection strategies, and the courage to make decisions.

External Factors

Friends are highly influential external factors. This is consistent with previous research (Daniel, 2017; Raheem et al., 2018; Gwelo, 2019), as well as their teachers' influence (Jain, 2017; Kok and Low, 2017; Eremie & Ibifari, 2018). Friends are a group that is frequently included in individual decision making (Gwelo, 2019; Raheem et al., 2018), because individuals feel they fancy more what their peers desire, to be with them, as the peer influence grows (Huang and Oga-Baldwin, 2015). When interacting, they will consider and prefer to associate with people who share these interests (Slavin, 2011). Friendships in adolescents and young people are vulnerable to peer pressure and have a high proclivity to make decisions and develop positive behavior in response to peer pressure (Makgosa and Mohube, 2007). Some students responded that they would prefer to have the same career as their friends, and it is common for one of them to start a business and then invite other friends to collaborate, particularly among high school students. They try to stay in the same institution even when applying for higher education.

Another strong influence is that the teacher has been studied, and the results are very significant (Wadesango, 2012). Teachers are critical stakeholders because they are the ones who deal directly with the students (Ncwane, 2011).

Teachers have a significant impact on individual career choices for bachelor's degree graduates (Meddour, et al, 2016). The intensity of interaction between teachers and students greatly influences the strength of the influence (Raduan and Na, 2020).

Teachers who become students' idols leave a lasting impression on their students and frequently inspire them to old age (Raheem et al., 2018). A student will be deeply affected by a teacher's stories about career pride. The results of the disclosure of student statements are so impressed with the story of their child's profession, and this is used as a definitive ideal career by students, teacher's words about talent in children are also often used as an individual basis for an ideal career.

Internal Factors

The categories found in the Internal factor dimensions are self-efficacy, family influence, and competence. Self-Efficacy influences attitudes and behavior (Zhou et al., 2016; Bubi and Ivanievi, 2016). Self-efficacy, on the other hand, is closely related to financial income (Bubić and Ivanišević, 2016). Self-efficacy is also required for job performance and career advancement (Luminet et al., 1999). Self-efficacy plays an important role in career selection, particularly during recruitment, and is used as an indicator of a person's maturity (Abbasi & Sarwat, 2014). Many education students are still unsure of their ability to become teachers. The experience of doing microteaching in front of the class with the theme as a student is often used as a measure of confidence whether they are able to teach or not. Failure when doing microteaching or peer teaching often causes trauma, and when practicing in school adds to feelings of lack of trust in oneself.

This study's finding that students' interpersonal relationships with family, teachers, and peers are important in career decision-making is supported by Nugent et al. (2015); Workman (2015); Mzobe (2014); Zahra & Malik (2014). (2017). This study used a qualitative approach to identify a dimensional angle to family influence on the phenomenon studied. According to scholars, family was found to be very influential in the career decisions of several participants (Mzobe, 2014; Nugent et al., 2015; Workman, 2015). Family influences are frequently a source of stress (Li & Lu, 2019; Eremi et al., 2019; Chukwu et al., 2022). Student self-disclosure results from writing texts, parental pressure beginning with school choices, higher education, and careers. In fact, parents frequently have a say in where they work and what type of work they do. Other family influences on careers emerge during casual conversations about careers, as most professions or large family careers are frequently a strong influence in career choice. Another strong influence from the family is the urgent need to help parents, the fear of being unemployed for an extended period of time, and other needs related to environmental and spiritual culture.

Competency is defined as a person's ability to act (Chukwu et al., 2022). Decisions made by incompetent people have fatal consequences (Leo, 1999; Köse and Şencan, 2016). Individuals who understand competence have (a) relevant information about abilities, (b) configure, (c) integrate information and reasons, and (d) recognize the importance of personal competence information (Laud & Johnson, 2015). The relationship between competence and career choice is significant, and self-efficacy is affected by knowledge of self-competence (Duberley & Mallon, 2006; Sung, Turner, & Kaewchinda, 2013; Crites, 1969; Swanson & Woitke, 1997, as cited by Ulas and Yildirim, 2019) and competency can be a career barrier because it makes it difficult for people to choose a career. Competence implies that studies on career decision-making are founded on a focus on individual cognitive factors (Tzu-Ling, 2019; Wu, Zhang, Zhou, & Chen, 2020; Yu & Jen, 2019). In Indonesia, the competence to work as a teacher includes four competencies: pedagogic, social, personal, and professional competencies, all of which individuals who want to become teachers must possess. The preparation of competencies to become teachers in the Education Degree Program is still considered insufficient, so graduates must attend a number of trainings or trainings to hold certificates worthy of becoming teachers. Students consider the competencies that prospective teachers must prepare to be very burdensome, in addition to the feeling that the expectations for the outcome are not in line.

CONCLUSION

Because of the levels in categories such as interpersonal, intrapersonal, and career expectations, UNNES students have different perspectives when choosing a career. The reluctance of Education Students to choose the Teaching Profession stems from negative perceptions of the Teacher Profession, particularly in terms of increasing Career, workload, and Income. Self-efficacy and competency are internal factors that prevent them from becoming teachers, while external influences primarily come from family, friends, and teachers.

The hermeneutic phenomenology method approach can reveal more facts, especially with disclosure through writing text, which allows participants to express their experiences, hopes, and difficulties in choosing a career more freely. Other uncategorized factors that appear in the written text disclosure are the urgent needs of life, reasons to help parents, shame to be unemployed, and others, forcing individuals to immediately work and are already satisfied with the profession they have been involved in.

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