

## The Impact of School Level and Gender on the Future Existence of the Teaching Profession

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### ABSTRACT

This study is a descriptive quantitative research that aims to determine the effect of school level and gender on the existence of the teaching profession as a future job. The sample of this study consisted of senior high school students from senior high school, vocational high school, and senior high school, with a total of 90 people. Data were collected from distributing questionnaires and analyzed using multiple linear regression analysis with the IBM Statistic 24 application: 1) School level has no positive and significant effect on the existence of the teaching profession as a future profession, 2) Gender has a positive and significant effect on the existence of the teaching profession as a future profession, and 3) School level and gender have a negative and significant effect on the existence of the teaching profession as a future profession.

**Keywords:** school level, gender, the existence of the teaching profession.

### INTRODUCTION

Education has until now been an important instrument in targeting the potential of students (Sukma, A.N. et al., 2020). It is through the aiming of this potential that majju humans are born. It cannot be denied that this is the result of the consistency of education in carrying out the mission of change in human resources. From education, a person who is developed, ethical, dignified, and democratic in this country is created (Izza A.Z. et al., 2020). The more advanced a person will certainly have broad insight so that in determining the future profession is very calculated. A profession is a position that requires expertise that must be fulfilled in a field.

Many types of professions are nowadays glamorous and reliable. Of course, with the advancement of human resources and technology, there are many different types of professions. The many types of professions are certainly encouraging news. Even with the modern times, many people can open professional fields, it is hoped that the unemployment rate in this country will decrease. What then becomes a concern is the existence of the teaching profession, which is declining day by day because of the rise of other professions that are more secure.

According to Karim (Karim A., 2020) in the development of national education, educators are an important component. Therefore, the teaching profession is needed so that a good education system does not stop. Someone who chooses the profession of being a teacher must be a person who is consciously and responsibly responsible for students to have advanced ideals (Priyono, B.H. et al., 2018). To be in this profession, of course, requires motivation that is born from oneself.

The issue of the prosperity of the teaching profession has never been less discussed. Many stereotypes labelling the teaching profession mention wages that are not comparable to the demands of teachers. This is what then makes the teaching profession not exist in the community. The teaching profession is eliminated by the existence of more promising professions. This is certainly unfortunate, considering that teachers are the most important aspect in achieving educational development. If everyone does not want to work as a teacher, then who will deliver students to achieve advanced ideals.

The teaching profession must continue to be nurtured so that its existence is not eliminated. Every student needs to have the motivation to become a teacher, to be committed so that they are satisfied with the profession they choose. Of course, by looking at this phenomenon, researchers try to see the existence of the teaching profession among students to see the motivation that exists in students towards this profession. Through the title raised, namely "The Effect of School Level and Gender on the Existence of the Teaching Profession as a Future Profession" presents the results of research on students at the SMA, SMK, MA levels. Of course, each educational unit has students with different tendencies towards determining future professions.

### **Hypothesis Formulation**

- H1:** There is a positive and significant influence between school levels on the existence of the teaching profession as a future profession.
- H2 :** There is a positive and significant influence between gender and the existence of the teaching profession.
- H3 :** There is a positive and significant influence of school level and gender on the existence of the teaching profession as a future profession.

## **METHOD**

### **Research Type and Sample**

This research is a type of descriptive quantitative research (quantitative approach). Quantitative research is research that uses population samples to be studied using statistical methods. Sugiyono (2013) in his book, explains further about quantitative research, namely research that relates research data in the form of numbers to be analysed with statistical analysis. This type of research is explanatory research which is research with the aim of obtaining an explanation of the phenomenon that has been tested between variables (Adji Ahmad Solimun & Nurjanah, 2017). The population in this study were students from the

upper secondary level, namely SMA, SMK, and MA in Brebes Regency, Kuningan Regency, and Jakarta as many as 90 students. The sample of this study is the entire population (Sugiyono, 2013). The reason for taking the three schools is because researchers want to see the gap between populations.

### Independent and Dependent Variables

The dependent variable in this study is the existence of the teaching profession (Y). While the independent variables in this study are school level (X1) and gender (X2).

### Data Collection Techniques and Instruments

The sampling technique in this study uses a saturated sample method or other terms called a census. This study used a questionnaire instrument with multiple linear analysis.

### Hypothesis Testing

#### 1. T Statistical Test

The purpose of the T test is to determine the magnitude of the effect of the independent variable individually (Ghozali, 2016). The t test in this study uses a degree of validity at ( $\alpha$ ) of 5%.  $H_a$  is accepted if  $t \text{ count} > t \text{ table}$  or probability  $<$  significance value (Sig.  $<0.05$ ), and vice versa.

#### 2. F Statistical Test

The F statistical test is carried out to determine the independent variables together affect the independent variables. (Ghozali, 2016). The F test in this study uses a degree of error ( $\alpha$ ) of 5%. If  $F \text{ count} > F \text{ table}$  or probability  $<$  significance value (Sig.  $<0.05$ ), it means that there is a simultaneous influence and vice versa.

#### 3. Detemination Coefficient Test

The coefficient of determination test aims to explain how much the independent variable explains the dependent variable with the regression model that has been made (Ghozali, 2016). The coefficient of determination assessment is between zero and one. If the value of adjusted  $R^2$  is below 0.05, it means that the independent variable has a poor ability to explain the dependent variable and vice versa.

## RESULTS

The existence of the teaching profession (Y1) variable is measured through indicators of cognition (knowing), emotion (feeling), and conation (action). The results of the analysis show that students put perceptions on the existence of the teaching profession with a very high category of 5 students (5.6%), a high category of 40 students (44.4%), in the moderate category of 36 students (40%), and in the low category as many as 9 students (10%), while in the very low category there are none. The description of variable Y1 can be seen in table 1.

**Figure 1.** *Description of Frequency of Variable Y1*

Class Interval	Frequency	Percentage	Category
21-37	5	5,6%	Very High
38-54	40	44,4%	High
55-71	36	40%	Fair

72-88	9	10%	Low
89-105	0	0%	Very Low

In the school level variable (X1), there are three levels of high school, including SMA, SMK, and MA. Each level certainly has a different tendency towards the perception of the existence of the teaching profession. The results of the analysis at the high school level show that students with perceptions of the existence of the teaching profession as a future profession with a very high category are 1 person (3.3%), in the high category are 17 people (65.7%), in the moderate category are 10 people (33.3%), in the low category are 2 people (6.7%), while in the very low category there are none. Description of the frequency of variable X1 high school level can be seen in table 2.

**Figure 2:** *Variable Description X1 SMA Level*

Class Interval	Frequency	Percentage	Category
21-37	1	3,3%	Very High
38-54	17	65,7%	High
55-71	10	33,3%	Fair
72-88	2	6,7%	Low
89-105	0	0%	Very Low

The results of the analysis of variable X1 at the SMK level, students with perceptions of the existence of the teaching profession as a future profession with a very high category were 1 person (3.3%), in the high category were 3 people (10%), in the moderate category were 20 people (66.7%), in the low category were 6 people (20%), while in the very low category there were none. The description of the frequency of variable X1 SMK level can be seen in table 3.

**Figure 3.** *Variable Description X1 SMK Level*

Class Interval	Frequency	Percentage	Category
21-37	1	3,3%	Very High
38-54	3	10%	High
55-71	20	66,7%	Fair
72-88	6	20%	Low
89-105	0	0%	Very Low

The results of the analysis of variable X1 at the MA level, students with perceptions of the existence of the teaching profession as a future profession with a very high category were 4 people (13.3%), in the high category were 19 people (63.3%), in the moderate category were 6 people (20%), in the low category were 1 person (3.3%), while in the very low category there were none. Description of the frequency of variable X1 MA level can be seen in table 4.

**Figure 4.** *Variable Description XI MA Level*

Class Interval	Frequency	Percentage	Category
21-37	4	13,3%	Very High
38-54	19	63,3%	High
55-71	6	20%	Fair
72-88	1	3,3%	Low
89-105	0	0%	Very Low

The gender variable (X2) includes male and female gender, both of which have different tendencies towards the perception of the existence of the teaching profession. The results of the analysis on the male gender show that students with perceptions of the existence of the teaching profession as a future profession with a very high category are 1 person (2.2%), in the high category as many as 14 people (31.1%), in the moderate category as many as 24 people (53.3%), in the low category as many as 6 people (13.3%), while in the very low category there are none. Description of the frequency of variable X1 high school level can be seen in table 5.

**Figure 5.** *Variable Description XI Male Gender*

Class Interval	Frequency	Percentage	Category
21-37	1	2,2%	Very High
38-54	14	31,1%	High
55-71	24	53,3%	Fair
72-88	6	13,3%	Low
89-105	0	0%	Very Low

The results of the analysis of variable X2 with female gender, students with perceptions of the existence of the teaching profession as a future profession with a very high category were 4 people (8.9%), in the high category were 26 people (57.8%), in the moderate category were 12 people (26.7%), in the low category were 3 people (6.7%), while in the very low category there were none. Description of the frequency of variable X1 MA level can be seen in table 6.

**Figure 6:** *Variable Description XI Female Gender*

Class Interval	Frequency	Percentage	Category
21-37	4	8,9%	Very High
38-54	26	57,8%	High
55-71	12	26,7%	Fair
72-88	3	6,7%	Low
89-105	0	0%	Very Low

The results of multiple linear regression analysis with a constant value of 70.119, the coefficient value of the school level variable is -1.727 and the coefficient value of the gender variable is -7.895. Therefore, it can be seen that the multiple linear regression equation is  $Y = 70.119 - 1.727X_1 - 7.895X_2$ .

**T Test Results**

		<b>Coefficients<sup>a</sup></b>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	70.119	4.410		15.900	.000
	Sekolah	-1.727	1.466	-.119	-1.178	.242
	Gender	-7.895	2.394	-.333	-3.298	.001

a. Dependent Variable: The Existence of the Teacher Profession

Furthermore, the T test on the school level variable is evidenced in the table above obtained t count -1.178 with a sig value. 0.242 and the degree of wetness  $df = n-k-1$ , it can be seen that  $df = 90-2-1$  so that  $df = 87$ . Can be known t table of 1.988. Then the t value is  $-1.178 < 1.988$  and  $sig\ 0.242 > 0.05$  which means that the school level does not have a significant effect, so H1 which states that there is a significant positive effect between school levels on the existence of the teaching profession as a future profession is rejected.

Furthermore, the results of the T test on the gender variable obtained t count -3.298 and sig value. 0,01. So obtained t count of  $-3.298 < 1.988$  and sig value.  $0.01 < 0.05$ , which means that gender has a significant influence on the existence of the teaching profession. Therefore, H2 which states that there is a significant positive influence between gender and the existence of the teaching profession as a future profession can be accepted.

**F test**

		<b>ANOVA<sup>a</sup></b>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1745.058	2	872.529	6.951	.002 <sup>b</sup>
	Residual	10920.097	87	125.518		
	Total	12665.156	89			

a. Dependent Variable: The Existence of the Teacher Profession

b. Predictors: (Constant), Gender, School

Obtained f count of 6.951 while f table is obtained with the degree of validity  $dk = n - k$  then known 2;  $90 - 2 = 88$ , then obtained f table of 3.100. Therefore, the value of f count (6.951)  $>$  f table (3.100) and at a significance of  $0.02 < 0.05$ , and H3 which reads that there is a positive and significant effect of school level and gender on the existence of the teaching profession as a future profession is accepted.

**Determination Test**

<b>Model Summary<sup>b</sup></b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.371 <sup>a</sup>	.138	.118	11.203	1.711

a. Predictors: (Constant), Gender, School

b. Dependent Variable: The Existence of the Teacher Profession

Based on the determination test, the coefficient of determination is 0.138, it can be concluded that the amount of influence that can be given by the school level (X1) and gender (X2) to the existence of the teaching profession is 13.8%, which means that the variables of school level and gender have an influence on the existence of the teaching profession by 13.8% and the remaining 86.2% can be influenced by other variables outside this study.

**DISCUSSION**

This study was conducted with the aim of seeing whether or not there is a tendency between school level and gender towards the existence of the teaching profession as a future profession. This research was conducted on upper secondary students, namely in the education units of Senior High School (SMA), Vocational High School, and Madrasah Aliyah (MA). Researchers collected data by distributing questionnaires to 90 high school students. The results of the research that has been carried out show that H1 is rejected, that at a significance level of 0.05 a significance value of 0.242 is obtained and a coefficient value of -1.178. From these results it can be concluded that the school level does not have a significant influence on the existence of the teaching profession as a future profession. According to Arikunto (1990), there are three elements that influence a person's readiness to interpret the teaching profession. The three elements are general knowledge about the teaching profession, one's view of the teaching profession, and behaviour as a teacher.

In the research, the existence of the teaching profession based on school level shows low. These results are suspected because students do not have the three elements that Arikunto has conveyed. First, students do not know in general about the teaching profession, the urgency of the teaching profession, and also the role of teachers in the order of national civilisation. Second, it is suspected that students still have a view that has been constructed in the community, that the teaching profession is not a promising profession for their future. Third, it is suspected that students do not have the behaviour that reflects being a teacher, thus making the perception of the teaching profession at the school level show low results.

The results showed that H2 was accepted, that at a significant level of 0.05 the significance value was 0.01. These results can be concluded that gender has a significant influence on the existence of the teaching profession as a future profession. Ajzen's (1991) research in the theory of planned behavior states that there are three things that influence a person, one of which is subjective norms. In subjective norms, it is explained that if a person's view of the object will influence interest in calculating what he will behave like.

The results of the study stated that H3 was accepted, the results of the F test at a significant level of 0.05 obtained a significance value of 0.02. These results indicate that there is a significant influence between school level and gender on the existence of the teaching profession is accepted. Wahab and Shaleh (2004) in his book argue that interest is influenced by one of them is gender, therefore the field results are in accordance with this statement. Apart from being influenced by gender, one of the things that affects a person's interest is the introduction to an object. Therefore, in the learning process students should be introduced to the teaching profession.

In line with Wahab and Shaleh, according to the theory in Hurlock's (2010) research, there are several elements that contribute to the interest in becoming a teacher, namely parental behaviour, the position of a job, admiration for others, gender, expertise and desire, opportunities to become independent, personal experience, and cultural stereotypes. Therefore, many factors cause students to have a positive view of the existence of the teaching profession as a future profession. School level and gender affect the existence of the teaching profession as a future profession, this is evident from the effective value of the independent variable on the dependent variable of 13.8%.

## **CONCLUSION**

Based on the results of the analysis of the research and discussion, it can be concluded that: 1) the existence of the teaching profession as a future profession at the high school level is in the good category, at the SMK level is in the sufficient category, at the MA level is in the good category. 2) The existence of the teaching profession as a future profession in the male gender is in the sufficient category, while the female gender is in the good category. 3) School level does not have a significant influence on the existence of the teaching profession as a future profession, 4) Gender has a significant influence on the existence of the teaching



profession as a future profession, 5) School level and gender have a positive and significant effect on the existence of the teaching profession as a future profession.

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