

MOTIVATION AND PERCEPTION OF THE STUDENTS TOWARD THE ENGLISH TEACHER AS THEIR FUTURE CAREER

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ABSTRACT

Researches about students' teaching motivation and their perception toward teacher profession have been conducted widely abroad but there are not many similar researches available in Indonesia. Seeing the lack of the research the writer conducted it which has the aims to describe the motivations and perceptions of the students in choosing the English Study Program of UHAMKA which mainly focuses on producing the candidate of English teacher. This study is a descriptive qualitative study with the sample size of 120 freshmen students and 50 alumni. The data were collected through questionnaires and interview. The finding of the research is hoped can be used by English Study Program of UHAMKA in doing changing of promotion for getting new students. Furthermore, the results of the study can be useful as an input in managing the curriculum and the service to the students such as changing the teaching techniques so the students' motivation to be an English teacher could be improved.

Keywords: perception, motivation, teacher profession

INTRODUCTION

In life, there are many goals that the people have to achieve. One of the goals is to succeed in a career. Greenhaus in Kaswan (2014, p. 15) states, "A career is the pattern of work-related experiences (e.g. job passion, job duties, decisions, subjective interpretation about work-related

events) and activities over the span of the person's work life." It can be concluded that a career is a link between activities and experience in work that is achieved as a life goal.

One of the careers that attracts people is being a teacher. Becoming a teacher is not easy since it carries a lot of duties. A teacher should master teacher competence in carrying out their duties. Competence itself is an ability, knowledge and skills. In the Act of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is explained, "competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties". It can be concluded that teacher competence is an ability, knowledge, and skills possessed by them in carrying out their work or duties.

The four teacher competences must also be possessed by pre-service teachers. They should have pedagogical competence, personal competence, social competence, and professional competence. Actually, it is not easy to master and practice these four competences. It means that pre-service teachers must study in the faculty of teacher training and education in order to have and understand the foundation of education, able to use the appropriate methods in teaching, and know how to make good lesson plan. They must also able to perform good attitude in guiding students to develop their potential and link the materials in their daily life. Therefore, taking a teacher as one's career is certainly needs high motivation, since motivation is one of the factors that must be possessed by pre-service teachers.

Based on the description above, it comes to the writer's mind whether the pre-service teachers realize that their duties when taking a teacher as their careers is not easy. So, the writer would like to know what motivation the pre-service teachers have when they take English teachers as their careers. Actually, being a teacher is a challenging job, it really needs motivation. Now, let's see why motivation is really important for a teacher. Mc Clelland cited in Martiyani (2014) perceives that motivation can be defined as a desire, need, and interest that can arouse people to reach their goals. McCoach and Flake (2018) also states that motivation is interpreted as an encouragement that causes people to do activities. Briefly, motivation is desires, interests, and impulses that support someone to achieve their goals.

Knowing motivation as an essential factor for being a teacher, the writer here is eager to know what motivation the pre-service teachers in English Education Department of University of Muhammadiyah of Prof. Dr. Hamka have when taking English teachers as their career. Thus, this research is conducted under the title Pre-Service Teachers' Motivation to Take English Teachers as Their Career in The Eight Semester Students of English Education of University of Muhammadiyah Prof. Dr. Hamka.

METHODOLOGY

This research involved the qualitative research design. Qualitative design was chosen because this research aimed at providing an insight into the case of pre-service teachers' motivation in The

School Teacher Training and Education of University Muhammadiyah Prof. Dr. Hamka Jakarta, specifically motivations to take English teacher as their career.

The sample of this research were pre-service teachers in the first semester of academic year. To obtain the data, the writer used two instruments of data collection. The two instruments that were used in this research were questionnaire and interview. The contents of questionnaire consisted of 4 statements for intrinsic motivation, 12 statements for extrinsic motivation, and 4 statements for altruistic motivation. The questionnaire used Likert scale, including strongly agree, agree, neither agree, disagree, and strongly disagree.

RESULT AND DISCUSSIONS

This section provides discussion of research findings. All data are collected from research instruments in the form of questionnaire and interview. The research question is about the motivation that underlies pre-service teachers to take English teachers as their career. In attempt to find out the pre-service teachers' motivation, there are several motivations that need to be known. There are 3 motivations that underlie this research based on related theories. According to Dornyei in Martiyani (2014) "One of the most general and well-known distinctions in motivation theories are that intrinsic motivation versus extrinsic motivation." Besides, there is another motivation. That is altruistic motivation. As stated by Batson in Mashoedi (2014, p. 125) that altruistic motivation is a motive that comes from a sense of empathy or a desire to help others. .

Research finding shows that many participants are highly motivated to become teachers. From the research findings, it is known that there are two motivations that underlie pre-service teachers to become teachers. The results indicated that most of them wanted to become teachers because of their intrinsic and altruistic motivation. Meanwhile, extrinsic motivation received the lowest response from the other 2 categories.

The first is intrinsic motivation. It is related to the two factor model theory. In the theory, Herzberg in Kompri (2015, p. 15) states that intrinsic motivation mean booster factors derived from a person. The factors that encourage them to become teachers are their ambition, deep desire, and dreams to be realized. Research shows that by becoming teachers they can become role models to set a good example in education. The statement to become a good teacher is the statement that gets the highest response from pre-service teachers.

The second is altruistic motivation. As stated by Myers in Ni'mah (2017), altruistic is defined as a desire to help others without thinking about themselves. There are two theories that relate to the findings of altruistic motivation, namely empathic joy hypothesis and empathy altruism hypothesis. First, Smith in Mashoedi (2014, p. 129) states that empathic joy hypothesis is the emergence of a better feeling or satisfaction because helping others, such as the following finding that most of pre-service teachers want to become teachers because they are interested in educating the young generation and feel satisfied knowing a difference in others' lives. Second, Baston in Mashoedi (2014, p. 128) states that empathy altruism hypothesis is the emergence of a sense of

emphaty that makes someone want to help or share with others as in the following findings participants believe that being a teacher as a career can give their contribution to society such as providing new things in science and technology and helping people who are difficult to get an education.

The last one is extrinsic motivation. As Suryabrata states in Kompri (2015, p. 6) that extrinsic motivation is the presence of an external stimulus that moves a person. Herzberg in Kompri (2015, p. 15) in his theory also states that extrinsic motivation factors come from outside such as social image, income, and working condition. There are several factors in extrinsic motivation that need to be considered in becoming a teacher as a career. In term of social image factor, many of the participants considered that teacher career is considered good in the society and should be respected, but some of them also think that a small part of the society underestimate teacher career. Besides, the teacher's income is not too big, but pleasant and flexible working conditions factors are an important point of the teacher profession.

Overall, in this research, there are three motivations that influence the pre-service teachers to take English teachers as their career. Intrinsic and altruistic have the prominent influence on pre-service teachers' motivation. Furthermore, flexibility factors of teacher in extrinsic motivation get high response than other factors.

CONCLUSION

Based on the the description and the analysis of the data, several conclusions can be drawn. First, most pre-service teachers are intrinsically and altruistically motivated to become teachers. Second, internal factors and the desire to help others are the main influences in the results of this research. In addition, most of the participants give highest response to several statements such as they want to be a good teacher, being a teacher is able to educate the young generation, and they want to make a different in people's lives. Although extrinsic motivation has the lowest influence than other motivations, statements such as a career as a teacher can be combined with parenthood, offers more time to spend with family and friends, and a teacher's social image is considered good among the society get high response from participants.

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