

**PRE-SERVICE TEACHERS' MOTIVATION FOR CHOOSING
TEACHING AS A CAREER: A STUDY AT TEACHER
PROFESSION EDUCATION PROGRAM OF SRIWIJAYA
UNIVERSITY**

A THESIS

by

Annisa Maulidiya Putri

Student Number: 06011281924022

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2023

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2023

Approved by

Advisor,



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121003

Certified by

Coordinator of English Education Study Program,



Eryansyah, M.A., Ph.D.

NIP. 196907181995121001



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**This thesis was defended by the writer in the final program examination and
was approved by the examination committee on:**

Day : Monday

Date : June 26th, 2023

1. Chairperson : Hariswan Putera Jaya, S.Pd., M. Pd. ()

2. Member : Alhenri Wijaya, S.Pd., M.Pd. ()

Palembang, June 26th, 2023

Certified by

Coordinator of English Education Study Program,



Eryansyah, M.A., Ph.D.

NIP. 196907181995121001



DECLARATION

I, the undersigned,

Name : Annisa Maulidiya Putri

Student Number : 06011281924022

Study Program : English Education

Declare that the thesis entitled “Pre-Service Teachers’ Motivation for Choosing Teaching as a Career: A Study at Teacher Profession Education Program of Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, June 2023,

The undersigned,



Annisa Maulidiya Putri

NIM. 06011281924022

DEDICATION

This thesis is dedicated to my beloved parents; my late father who always supported me wholeheartedly throughout his lifetime and my mother whose boundless love and constant prayers allowed me to stand where I am now.

MOTTO

*“You must strive to find your own voice, because the longer
you wait to begin, the less likely you are to find it at all.”*

– Dead Poets Society (1989), dir. Peter Weir

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Last but not least, I would like to address the greatest appreciation to me, myself, and I. Thank you for always having faith in yourself.

Palembang, June 2023

The writer,

A handwritten signature in black ink, appearing to be 'Annisa Maulidiya Putri', written in a cursive style.

Annisa Maulidiya Putri

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ABSTRACT

Teacher's motivation in teaching is a critical aspect in affecting teacher's teaching performance in order to attain educational goals. Therefore, finding teachers who are motivated in teaching is essential. This quantitative study aims to determine whether or not the pre-service English teachers at the Teacher Profession Education Program of Sriwijaya University want to be teachers and what factors motivate their decision to pursue a career in teaching. The instruments used in this study were a simple yes/no question and the FIT-Choice Scale Questionnaire which consisted of 35 items and was measured using the 5-point Likert scale. The collected data were analyzed using Microsoft Excel to provide the descriptive statistics and mean values for each motivating factor. The results of this study showed that all of the pre-service English teachers at the Teacher Profession Education program want to be a teacher, and the most motivating factors for them to pursue a career in teaching were desire to shape the future of children/adolescents (M=4.42), prior teaching and learning experiences (M=4.39), and desire to make social contribution (M=4.37), whereas choosing teaching as a fallback career (M=2.32) was the least motivating factor.

Keywords: Pre-Service English Teachers, Teaching Motivation, Teaching as a Career, Factors Influencing Teaching Choice

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Annisa Maulidiya Putri

Student Number : 06011281924022

Certified by
Coordinator of Study Program,



Eryansyah, M.A., Ph.D.

NIP. 196907181995121001

Approved by
Advisor,



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121003

CHAPTER I

INTRODUCTION

This chapter introduces (1) the background of the study, (2) the research questions, (3) the research objectives, and (4) the significance of the study.

1.1 Background of the Study

Every human being has the right to access a proper education because education plays an essential role for the development of one's way of thinking. With education, individuals may develop the potential as well as talents that exist within each of them. As stated by Ozturk (2001), education broadens people's understanding about themselves and enhances the quality of their life which results in societal benefits. Moreover, educated individuals may also increase the potential of a country to develop. Therefore, one of the most significant aspects determining the success of a country is its degree of education.

Indonesia has a great educational target. Based on *Undang-Undang RI Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional* (2003), the National Education serves to enhance the capability, character, and civilization of the nation in order to improve its intellectual potential. It also aims to build the potential of the learners so that they are capable of becoming persons imbued with human values. Therefore, in order to accomplish the goals mentioned in the Law, the quality of education in Indonesia must constantly be improved.

In Indonesia, the government has undertaken attempts to improve the quality of education, one of which is providing assistance in the form of *Dana Bantuan Operasional Sekolah* (School Operation Assistance Funds) for the maintenance of school facilities and infrastructure to facilitate teaching and learning activities. However, although the funds provided by the government are already sufficient, the quality of human resources in Indonesia is still relatively low. Based on United Nations Development Programme (2011), Human Development Report 2011 reported that Indonesia was ranked 124 out of 187

nations on the human development index (HDI), indicating that Indonesia has a medium level of human development.

Figure 1.1
Human Development Index Rank 2011

HDI rank	Human Development Index (HDI)	Inequality-adjusted HDI		Gender Inequality Index		Multidimensional Poverty Index	
		Value	Rank	Value	Rank		
121	Honduras	0.625	0.427	89	0.511	105	0.159
122	Kiribati	0.624	--	--	--	--	--
123	South Africa	0.618	--	--	0.490	94	0.057
124	Indonesia	0.617	0.504	79	0.505	100	0.095
125	Vanuatu	0.617	--	--	--	--	0.129
126	Kyrgyzstan	0.615	0.526	71	0.370	66	0.019
127	Tajikistan	0.607	0.500	81	0.347	81	0.068
128	Viet Nam	0.593	0.510	76	0.305	48	0.084
129	Nicaragua	0.588	0.427	88	0.506	101	0.128
130	Morocco	0.582	0.408	80	0.510	104	0.048
131	Guatemala	0.574	0.393	92	0.542	109	0.127
132	Iraq	0.573	--	--	0.579	117	0.059
133	Cape Verde	0.568	--	--	--	--	--
134	India	0.547	0.392	93	0.617	129	0.283
135	Ghana	0.541	0.367	96	0.598	122	0.144
136	Equatorial Guinea	0.537	--	--	--	--	--
137	Congo	0.533	0.367	97	0.628	132	0.208
138	Lao People's Democratic Republic	0.524	0.405	81	0.513	107	0.287
139	Cambodia	0.523	0.380	95	0.500	99	0.251
140	Swaziland	0.522	0.338	103	0.546	110	0.184
141	Bhutan	0.522	--	--	0.495	98	0.119
LOW HUMAN DEVELOPMENT							
142	Solomon Islands	0.510	--	--	--	--	--
143	Kenya	0.509	0.338	102	0.627	130	0.229

For that reason, if Indonesia is to increase the quality of its education, it must first make improvements to the quality of its human resources. Thus, teachers that are competent are needed to achieve the goal to obtain a high-quality education in Indonesia in order to produce high-quality human resources.

Becoming a competent teacher, on the other hand, is not an easy thing to do because teachers need to possess a variety of competencies in order to raise the standard of education in Indonesia while simultaneously increasing their own quality as teachers. There are four qualities that teachers need to possess in total; personal, pedagogical, professional, and social competence are all components of teacher competency (*Undang-Undang RI Nomor 14 Tahun 2005 Tentang Guru dan Dosen*, 2005). After mastering those four components of teacher competency, it may be ascertained that the teachers have met the requirements to teach, which indicates that they already have solid and in-depth knowledge and are able to effectively teach it to the students. As stated by Dewi, et al. (2018), increasing the

quality of teachers is necessary to support the improvement in the quality of education.

In order to acquire a variety of teacher competencies, teachers must also complete a series of education. In Indonesia, the 9-year compulsory education system has been adapted by the Ministry of National Education of Indonesia since 2008; consisting of 6 years of primary education and 3 years of secondary education. Based on the *Peraturan Pemerintah Republik Indonesia Nomor 47 Tahun 2008 Tentang Wajib Belajar (2008)*, compulsory education is a minimum educational program that all Indonesian citizens are required to complete. Therefore, if one wishes to become a teacher, they have to attend another 3 years of senior secondary education, continue and complete an undergraduate study for 4 years, then pursue a Teacher Profession Education Program for an additional 1-2 years.

Teachers play a crucial part in establishing a proper education in a country. Teachers are widely acknowledged to have a significant impact on the academic development of the younger generation. As stated by Pratomo and Kuswati (2022), the teaching process of a teacher has an influence on students' academic achievement. Teachers are trained professional educators whose main responsibility is to educate, instruct, lead, and evaluate students starting from early childhood education through formal education, basic education, to secondary education (*Undang-Undang RI Nomor 14 Tahun 2005 Tentang Guru dan Dosen, 2005*). Apart from that, teachers also serve as organizers, demonstrators, class managers, facilitators, motivators, inspirations, climatologists, informers, initiators, culminators, and evaluators (Kemendikbud, n.d.). Given all of the responsibilities assigned to teachers, having competent and highly motivated teachers who are well-dedicated to their profession in order to enhance the quality of the students and the education in Indonesia is essential.

Motivation acts as something that drives one's desire to do something. Individuals who are highly motivated tend to be seen as hard workers because they will constantly do their utmost to attain their desired goals. Great goals can be achieved by someone who is highly motivated. Therefore, no matter how

remarkable the results someone aims for are, if they are not accompanied by motivation, then they will all be for nothing. In the setting of teachers, motivation acts as a driving force for success in accomplishing their goals as teachers. Having work motivation can encourage teachers to work optimally in order to achieve high-quality results.

Teacher's motivation in teaching is a critical aspect in affecting teacher's teaching performance in order to attain educational goals. As a result, the more motivated a teacher is to teach, the better their performance. As stated by Dörnyei and Ushioda (2011), there is a strong probability that students are likely to be motivated to learn if the teacher is driven to teach (p. 156). In addition, Arlita, et al. (2020) also state that the performance of a teacher will not be as good as expected if they are not motivated to work.

Nowadays, numerous schools in Indonesia are in need of qualified English teachers for enhancing the quality of English subject due to the rapid development of English as an international language, with the goal that later the students will possess good English communication skills assuming that they will put an interest in contributing to improve the quality of education as well as human resources in Indonesia. However, according to Asriani, et al. (2022), highly motivated and dedicated English teachers are still in great demand in Indonesia due to the unequal distribution of teachers, thereby implying that plenty of English teachers prefer to teach in metropolitan areas rather than rural areas. Additionally, a research conducted by Alhussaini, et al. (2020) stated that the performance of teachers in numerous schools in Indonesia is still deemed inadequate owing to a variety of factors, a common instance is a lack of work motivation. Regarding that, nowadays, schools in Indonesia need to recruit pre-service English teachers who are highly motivated in teaching.

In South Sumatera, there is relatively little information regarding the factors that motivate pre-service English teachers' decision to pursue a career as a teacher, particularly in the Teacher Profession Education Program of Sriwijaya University. As a result, it is still undetermined whether or not the pre-service

English teachers at the Teacher Profession Education Program of Sriwijaya University are highly motivated to teach.

In light of the explanation above, the writer of this study was interested to find out whether or not the pre-service English teachers there want to be teachers and what factors that motivate them to pursue a career in teaching. Therefore, the writer conducted a research entitled “Pre-Service Teachers’ Motivation for Choosing Teaching as a Career: A Study at Teacher Profession Education Program of Sriwijaya University.”

1.2 Research Questions

Based on the background, the problem of its study is formulated in the following questions:

1. Do the pre-service English teachers at the Teacher Profession Education Program of Sriwijaya University want to be teachers?
2. What factors motivate the decision of the pre-service English teachers at the Teacher Profession Education Program of Sriwijaya University to pursue a career in teaching?

1.3 Research Objectives

Referring to the research questions above, the objectives of this study are:

1. to find out whether or not the pre-service English teachers at the Teacher Profession Education Program of Sriwijaya University want to be teachers, and
2. to find out the factors that motivate the decision of the pre-service English teachers at the Teacher Profession Education Program of Sriwijaya University to pursue a career in teaching.

1.4 Significance of the Study

The findings of this study are expected to be useful and provide information for both pre-service teachers and future researchers on the pre-service teachers’ motivation for choosing teaching as a career. Firstly, the writer expects

that this research will assist the pre-service teachers in determining what factors that motivate the decision of the pre-service teachers to choose teaching as a career, which may help them understand and find the right motivation to carry out, in order to improve their quality as future teachers. Lastly, the writer expects that this research will be a useful reference and give beneficial information for future researchers conducting similar research.

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