

Analysis of Internal Factors Influencing Interest in Becoming A Teacher in Economics Education Students of UIN Sultan Syarif Kasim Riau

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ABSTRAK

Tujuan dari penelitian ini adalah mengetahui faktor internal mana yang sangat berpengaruh terhadap minat menjadi guru pada mahasiswa Pendidikan Ekonomi Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Pekanbaru. Jenis penelitian ini adalah analisis dengan menggunakan pendekatan kuantitatif. Subjek penelitian adalah mahasiswa Pendidikan Ekonomi angkatan 2019 yang berjumlah 156 orang. Teknik sampel yang digunakan adalah dengan teknik *Simple Random Sampling*. Teknik pengumpulan data yang digunakan adalah angket dan dokumentasi. Teknik analisis data yang digunakan adalah analisis faktor. Berdasarkan hasil analisis diperoleh kesimpulan bahwa faktor internal yang mempengaruhi minat menjadi guru pada mahasiswa Pendidikan Ekonomi Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau adalah Faktor pertama yaitu faktor tugas guru, Faktor kedua adalah faktor pengetahuan tentang profesi guru, Faktor ketiga adalah faktor prestise/tanggapan jabatan guru

Kata Kunci: Faktor Internal Yang Mempengaruhi, Minat Menjadi Guru

ABSTRACT

This research aimed at finding out internal factors influencing very much student interest in becoming teachers at Economics Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. It was an analysis research with quantitative approach. The subjects of this research were 156 Economics Education Department students of 2019. Simple random sampling technique was used in this research. Questionnaire and documentation were the techniques of collecting data. The technique of analyzing data was factor analysis. Based on the analysis result, it could be concluded that the internal factors influencing student interest in becoming teachers at Economics Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru were teacher duty, the knowledge of teacher profession, and teacher title prestige/response.

Keywords: Influencing Internal Factors, Interest in Being Teachers

INTRODUCTION

Education is a systematic effort that aims to make every human being reach a certain stage in his life, namely the achievement of inner and outer happiness. Therefore, education is a barometer of progress and civilization. The progress of a nation can be seen from the level of education of the nation. It is not surprising then that the

state regulates and makes education one of the important issues that must be addressed as well as possible.

Educators such as teachers have a very large function in achieving quality education in accordance with the goals of the Indonesian nation which states that education aims to educate the nation's life. Where the main role

of a teacher is to educate, direct and guide students to a better life.

Economics Education Study Program which has a vision of creating a superior institution in the field of Economics Education and entrepreneurship that has Islamic insights that are integrated with science, technology and art in Southeast Asia in 2023 and the mission of providing education and teaching that is actual in the context of developing the science of Economics Education, conducting research in accordance with the dynamics of Economic Education, community service services in the context of applying the science of Economics Education, and applying entrepreneurial values through education and teaching.

In realizing the vision and mission of the Economics Education Study Program, the Economics Education Study Program has 2019 class students consisting of 156 students, of which 156 students are prospective teachers who are expected to realize the vision and mission of the Economics Education Study Program, namely to be able to organize education and teaching in the field of public education in the future

Students in the Economic Education Study Program, Faculty of Tarbiyah and Teacher Training, Sultan Syarif Kasim Riau State Islamic University in the class of 2019, numbering 156, must later become students who can realize the vision and mission of the Economics Education Study Program. Where students who are interested in becoming

teachers have reasons, namely because being a teacher is their dream since childhood and of their own volition. As for students who are not interested in becoming teachers, they also have the reason that because of their parents' wishes and are still not confident to speak in public.

Students' interest in becoming teachers is expected to be born in a person not because of coercion but rather on their own volition which is driven by interest. In the field of work, interest according to Holland in Prof.'s book. Dr. H. Djaali is a high tendency towards something.

Based on interviews with 30 students of Economics Education, the results were 17 students who had no interest and were still unsure about their interest in becoming a teacher, including being a teacher is not the first choice for students because becoming a teacher is a choice or desire of parents, not an ideal. small salary, and lack of knowledge and experience regarding the teaching profession, they are interested in working at a bank, interested in becoming entrepreneurs and becoming office employees. But for 13 students who had the intention of becoming teachers, they argued that teaching is a dream from childhood, self-will, teaching is a noble job that builds the country, and being a teacher is a fun profession, because what is faced is not inanimate objects and can be scolded or up to death. loved.

According to psychologist Carson concluded that the initial growth and development of interest is caused by two

things, namely heredity (genes) and environmental factors. From environmental factors, interest grows through the role of parents and also children's experiences from interactions with their social environment. Meanwhile heredity is believed to be a factor underlying the growth of potential interest. Furthermore, in line with the development of the child's age, especially during a critical period, it is environmental factors that will select the potential for this interest and then develop it.

Basically, according to experts, interest is included in psychological aspects which are not directly present in a person from birth, but there are encouragement factors that give rise to this interest. According to Hurlock, interest is the result of a person's learning experience, interest is not brought about from birth but is acquired later when someone has done the experience on him. One's learning experience will determine one's interest, because experience is a factor that can develop interest in someone. He also defines "interest is a source of motivation that encourages people to do what they want if they are free to choose.

According to Hurlock, interest is something that is used by a person to identify his identity and it is this interest that underlies motivation and encourages him to do something he wants when he is given the freedom to do something. Meanwhile, according to Rosenberg divides attractiveness

into two dimensions, namely the cognitive dimension and the affective dimension.

The cognitive dimension of a person's interest develops based on the concept of thinking that that person has. The cognitive dimension is closely related to the life experiences experienced by children from the environment, in the form of experiences of interacting with their social environment, namely the home, school and community. From this environment, children learn and interact so that they can identify what experiences are profitable and give satisfaction to them. Profitable and satisfying experiences will then strengthen and underlie the growth and development of interest.

The affective dimension of interest is the weight or size of a child's understanding of his interest which underlies the growth of attitudes toward the activities he is interested in. In other words, interest in the affective dimension serves as the basis for the growth and development of attitudes which in turn will foster motivation. Interest in the affective dimension grows and develops from environmental experiences, especially from the influence of the attitudes of people who are dominant towards the object of activity in the environment where the child lives. This means that interest in the affective dimension grows out of children's learning experiences about how parents and/or other people express their attitudes toward an activity.

Hurlock states that the affective dimension of interest plays a more important role than the cognitive dimension. This is because the affective dimension of interest plays a major role in the growth and development of children's motivation and the affective dimension of interest becomes a kind of adhesive for the interest itself. This means that in the affective dimension an interest will remain attached for a long time and will not change easily.

Teachers or also known as educators are adults who are responsible for providing guidance or assistance to students in their physical and spiritual development so that they reach maturity, are able to carry out their duties as creatures of God, caliphs on the surface of the earth, as social beings and as individuals who are able to stand alone.

Rosenberg, as cited by Krech, Crutchfield, and Balachey, states that a person's interest in work is determined more by psychological factors from within the person, namely cognition related to job position, Rosenberg explains that cognition or knowledge about work, the second psychological factor that influences interest someone towards the work described by Rosenberg is the value of desire. In this case, it explains that values and desires refer to or are related to the degree and level of satisfaction that can be provided by work. The third psychological factor that influences a person's interest in work described by Rosenberg is the Interpersonal Response Trait developed by

Horney. Another factor is from environmental factors, interest grows through the role of parents and also children's experiences from interactions with their social environment. In line with Rosenberg's opinion, Cogan and Howey concluded that people are interested or interested in becoming teachers, for at least 4 reasons, namely: being able to help children learn, having free time for vacations (summer off), being respected by others, and teaching is challenging job.

Students' interest in becoming teachers is expected to be born in a person not because of coercion but rather on their own volition which is driven by interest. In the field of work, interest according to Holland in Prof.'s book. Dr. H. Djaali is a high tendency towards something. According to Slameto in Syaiful Bahri's book, interest is a preference for and a sense of attachment to something or activity without anyone ordering it. Meanwhile, according to Dalyono, a great interest in something is a capital that means a lot to achieve or obtain the object or goal of interest. The emergence of interest is caused by various things, including a strong desire to raise one's dignity or get a good job and want to live happily and happily.

According to Aziz in Yuliani and Hartanto (2022), there are three general forms of interaction in online learning, namely between students-students (students), students-teachers (student-teacher), and students- material/content (student-content). Then it developed again educators (teacher-

teacher), educators-material/content (teacher-content), and materials (content-content)¹.

Interest in becoming a teacher is a person's tendency to like and pay great attention to the teaching profession and wanting to work as a teacher will try to improve competence to become a teacher. One of the efforts made is to take teacher education. Interest in becoming a teacher is the concentration of thoughts, feelings, willingness or attention of an individual towards educators or the teaching profession and wanting to become a teacher.

METHOD

This research uses a quantitative approach with a descriptive research type. According to Sugiyono, quantitative research can be interpreted as a research method based on the philosophy of positivism and used to research a particular population or sample and descriptive quantitative research usually only measures the level of a variable in the population and sample.

The subjects of this study were Economics Education students class of 2019. While the object of this study was an analysis of internal factors that influenced interest in becoming a teacher in Economics Education students at the Faculty of Tarbiyah and Teacher Training UIN Sultan Syarif Kasim Riau. Many samples in this study were 156 students. To take members of this sample, the

authors use the technique. In this study the authors narrowed the population by calculating the sample size using the Simple Random Sampling technique, namely the method of taking samples from members of the population from the population is done randomly without regard to the strata in the population.

To obtain the overall data to support this research, the authors used a questionnaire data collection technique (Quisonaire) which is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. And the documentation method is a data collection method that is carried out by collecting various documents related to research problems. This document can be in the form of writing, drawing, or monumental works of a person.

Data analysis technique using factor analysis is a statistical method for analyzing a number of observations (variables) in terms of inter-correlation. The analysis aims to find new variables called factors whose number is less than the number of original variables. Factor analysis is used to identify a number of relatively small factors that can be used to explain a large number of interrelated variables. So that the variables in one factor have a high correlation, while the correlation with the variables in other factors is relatively low.

¹ *Yuliani, Sri and Dicki Hartanto. (2022). Digital online Learning by Using Digital Storytelling for Pre-Service Teacher Students. International Journal of Language Education 6 (3). Page 221-232*

FINDINGS AND DISCUSSION

The following are the results of research that has been carried out in this study internal factors that influence the interest in becoming a teacher in Economics Education students of the Faculty of Tarbiyah and Teacher Training UIN Sultan Syarif Kasim Riau Pekanbaru: The variables to be analyzed in this study consist of 19 variables which have previously been tested for their validity and reliability levels. A total of 19 variables that have been considered valid and reliable, then entered into the factor analysis to test whether their value is greater than the value of Measures of Sampling Adequacy (MSA), KMO and Barlett's Test and is above 0.5

The following are the results of this factor analysis using the IBM SPSS 20.0 application where this factor analysis consists of several stages.

a. *Measures of Sampling Adequacy (MSA)*

From the output results using SPSS 20.0, the MSA value is obtained as follows:

Table. 1 Score of *Measure of Sampling Adequacy (MSA)*

| Variable | anti-image correlationmatriks |
|----------|-------------------------------|
| X1 | 0,897 |
| X2 | 0,926 |
| X3 | 0,890 |
| X4 | 0,932 |
| X5 | 0,929 |
| X6 | 0,882 |
| X7 | 0,945 |
| X8 | 0,932 |
| X9 | 0,949 |
| X10 | 0,902 |
| X11 | 0,890 |
| X12 | 0,965 |
| X13 | 0,939 |
| X14 | 0,916 |

| Variable | anti-image correlationmatriks |
|----------|-------------------------------|
| X15 | 0,907 |
| X16 | 0,904 |
| X17 | 0,831 |
| X18 | 0,932 |
| X19 | 0,831 |

Source of Data : SPSS 20.0 for Windows

used to determine whether the variable is sufficient for further analysis. This value can be seen in the anti-image correlation matrix. If the MSA value is greater than 0.5 then the variable is sufficient for further analysis. If there is an MSA value from the initial variables that is less than 0.5, it must be removed one by one from the analysis, sorted from the variable with the smallest MSA value and not used again in the next analysis. In the table above, you can clearly see the Anti-image Correlation matrix. Through the output of SPSS20.0 it can be seen that 19 variables each have an MSA value of more than 0.5. So it can be concluded that the variable is sufficient for further analysis.

It is known that the MSA values of each studied are as follows: X1 (students like to read books about teacher training by 0.892), X2 (students are interested in lessons related to teacher training by 0.926), X3 (students often read articles about teacher training by 0.890) , X4 (the teaching profession is a graduate of LPTK of 0.932), X5 (the teaching profession must have 4 competencies as a professional teacher of 0.929), X6 (the teaching profession has the task of being an educator of 0.882), X7 (the teaching profession has the task of being a leader of

0.945), X8 (a teacher is satisfied in carrying out teaching assignments of 0.932), X9 (a teacher is satisfied with the success of interacting with students) of 0.949).

X10 (teaching profession is a respectable profession in the community of 0.902), X11 (teacher profession is a profession to be proud of at 0.890), X12 (teacher profession provides opportunities for self-development of 0.965), X13 (teacher profession provides opportunities to work with people not with objects of 0.939), X14 (teacher profession provides opportunities to socialize by 0.916), X15 (teacher profession receives pension at old age of 0.907), X16 (teacher profession does not terminate employment by 0.904), X17 (compliant type: more likes a lot of work and is people-oriented by 0.831), X18 (aggressive type: prefers work in promotion and sales, business and advertising by 0.932), and X19 (detached type: prefers jobs that demand a lot of independence by 0.831).

b. Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test

The step taken after each initial variable to be included in the analysis is obtained, namely testing the adequacy of the sample through the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy index and the significance value of Bartlett's Test of Sphericity. This index is used to examine the accuracy of the use of factor analysis. If the KMO value is between 0.5 to 1 and the significance of Bartlett's Test of Sphericity is

less than the significance level (α) used, it can be interpreted that factor analysis is appropriate.

From the results of the factor analysis showed that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.915 while it is significant at 0.000 explaining that the internal factors that influence students' interest in becoming teachers between the indicators there is a correlation and can be processed further.

c. Formation of Factor

The next step, after the variables have been determined and selected and the correlation calculations have met the requirements for analysis, the next step is to form factors to find the structure that underlies the relationship between these initial variables. The method used in factor formation is the principal component analysis method. The two main steps in factor formation are the determination of the number of factors and the rotation of the factors formed as follows:

1) Determination of factor number

The number of factors to be formed is determined by combining several criteria to get the number of factors that best fits the research data.

Table 2. Total Variance Explained

| Component/ Faktor | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
|----------------------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 10.049 | 52.891 | 52.891 | 10.049 | 52.891 | 52.891 |
| 2 | 1.738 | 9.147 | 62.038 | 1.738 | 9.147 | 62.038 |
| 3 | 1.183 | 6.226 | 68.264 | 1.183 | 6.226 | 68.264 |
| 4 | .937 | 4.932 | 73.195 | | | |
| 5 | .764 | 4.021 | 77.216 | | | |
| 6 | .670 | 3.525 | 80.741 | | | |
| 7 | .568 | 2.988 | 83.729 | | | |
| 8 | .486 | 2.558 | 86.287 | | | |
| 9 | .441 | 2.321 | 88.609 | | | |
| 10 | .404 | 2.127 | 90.736 | | | |
| 11 | .322 | 1.696 | 92.432 | | | |
| 12 | .275 | 1.447 | 93.879 | | | |
| 13 | .222 | 1.167 | 95.046 | | | |
| 14 | .203 | 1.070 | 96.116 | | | |
| 15 | .187 | .983 | 97.099 | | | |
| 16 | .167 | .881 | 97.980 | | | |
| 17 | .153 | .807 | 98.787 | | | |
| 18 | .142 | .750 | 99.537 | | | |
| 19 | .088 | .463 | 100.000 | | | |

Source Data : SPSS 20.0 for Windows

The first criterion used is the eigenvalue. Factors that have eigenvalues > 1 will be maintained and factors that have eigenvalues < 1 will not be included in the model. It can be seen from the table above that the eigenvalue > 1 is obtained for 1 factor, 2 factors, and 3 factors. With this criterion, the number of factors used is 3 factors.

The second criterion is a determination based on the percentage value of the total variance which can be explained by the number of factors to be formed. From the table above it can be interpreted related to the cumulative total variance of the sample. If the variables are summarized into several factors,

then the total value of the variance that can be explained is as follows:

- 1) If the 19 variables are extracted into 1 factor, the total variance that can be explained is $10.049 \times 100\% = 52.891\%$.
- 2) If the 19 variables are extracted into 2 factors, the total variance that can be explained is $1.738 \times 100\% = 9.147\%$.
- 3) If the 19 variables are extracted into 3 factors, the total variance that can be explained is $1.183 \times 100\% = 6.226\%$.

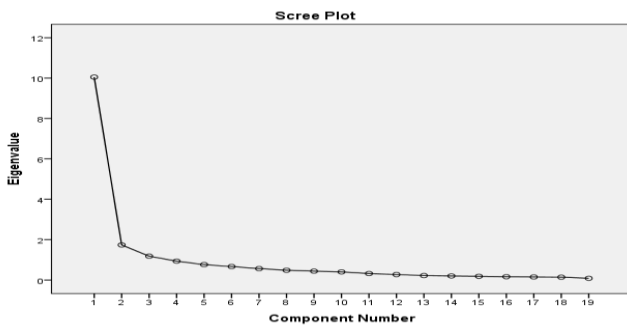
The cumulative total variance for the 3 factors is $52.891\% + 9.147\% + 6.226\% = 68.264\%$. By extracting the initial variables into 3 factors, a fairly large total cumulative variance was produced, namely 68.264%, meaning that the 3 factors formed can already represent 19 internal factor variables that influence interest in becoming a teacher which explains approximately 68.264% of internal factors that influence interest in becoming a teacher. Thus the extraction of the 3 factors obtained can be stopped and meets the second criterion.

The third criterion is a determination based on scree plots. Scree plot is a plot of the eigenvalues of the number of factors extracted. The point at the point where scree begins to form indicates a number of precise factors. This point occurs when the scree starts to look flat.

In Figure 1 below it is known that the screeplot begins to flatten in the extraction of the initial variables into 3 factors. You do this

by looking at the component point values that have an Eigenvalue > 1. From the combination of these three criteria it can be concluded that the most appropriate factor extraction is 3 factors.

Gambar 1. Screen Plot



Source of Data : SPSS 20.0 for Windows

2) Communalities

In the table below it can be seen clearly that the communality table is basically the amount of variance of a variable that can be explained by existing factors.

Table 3. Communalities

| Factor | Initial | Extraction |
|----------|---------|------------|
| Factor 1 | 1.000 | .825 |
| Factor 2 | 1.000 | .756 |
| Factor3 | 1.000 | .816 |
| Factor4 | 1.000 | .488 |
| Factor5 | 1.000 | .552 |
| Factor6 | 1.000 | .869 |
| Factor7 | 1.000 | .674 |
| Factor8 | 1.000 | .600 |
| Factor9 | 1.000 | .745 |
| Factor10 | 1.000 | .794 |
| Factor11 | 1.000 | .620 |
| Factor12 | 1.000 | .785 |
| Factor13 | 1.000 | .701 |
| Factor14 | 1.000 | .718 |
| Factor15 | 1.000 | .712 |
| Factor16 | 1.000 | .668 |
| Factor17 | 1.000 | .681 |
| Factor18 | 1.000 | .756 |
| Factor19 | 1.000 | .211 |

Sumber Data : SPSS 20.0 for Windows

Once it is known that the 3 factors are the optimal number, the component matrix table shows the distribution of the 17 variables on the three factors formed, while the numbers in the table are factor loading, which shows the correlation between a variable and factor 1, factor 2, and factor 3. The process of determining which variable will be included in which factor is done by comparing the magnitude of the correlation of each row.

3) Rotation

The purpose of the rotation process in the results of this study is to obtain factors with factor loading that are clear enough for interpretation. The rotation matrix component (rotated component matrix) is a correlation matrix that shows a clearer and more tangible distribution of variables.

The results obtained indicate that the factor loading values between a variable and several factors have been sufficiently differentiated and are ready for interpretation. All variables have a high factor loading on one of the factors and have a fairly small factor loading on the other factors.

d. Interpretation of Factor Analysis Results

Table 4. Guidance for identifying score of Factor Loading based on sample size

| Nilai <i>factor loading</i> yang dianggap signifikan | Ukuran sampel yang diperlukan |
|--|-------------------------------|
| 0,30 | 350 |
| 0,35 | 250 |
| 0,40 | 200 |
| 0,45 | 150 |
| 0,50 | 120 |
| 0,55 | 100 |
| 0,60 | 85 |
| 0,65 | 70 |
| 0,70 | 60 |
| 0,75 | 50 |

Source of Data : Hair et al.²

The next step is to determine the significance of the factor loading value to determine the grouping of variables into the appropriate factors. According to experts in the multivariate field, the value of factor loading has been considered significant for the sample size.

From the table above it can be seen clearly the guideline for factor loading values which in this study the number of samples was 111 respondents at the significance level $\alpha = 0.05$. Based on this, in the interpretation all factor loadings will be considered significant if the value is 0.55 or more. The following is a grouping of the initial variables into the 3 factors that have been formed.

To ensure that a variable is included in which factor group, it can be determined by looking at the largest correlation value between the variable and the factor

(component) formed. How to read the results of the rotation model factor analysis can be seen in Table 6, which can be explained as follows:

- 1) X1 (students like to read books about teacher training) has the highest factor loading value on factor 2, namely 0.858. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the value of factor loading factor 1 is 0.140 and factor 3 is 0.261 very small, so this variable is included in factor 2.
- 2) X2 (students interested in teacher-related subjects) has the highest factor loading value on factor 2, namely 0.807. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the value of factor loading factor 1 is 0.291 and factor 3 is 0.141 very small, so this variable is included in factor 2.
- 3) X3 (students often read articles about teacher training) has the highest factor loading value on factor 2, namely 0.817. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the value of factor loading factor 1 is 0.096 and factor 3 is 0.373 very small, so this variable is included in factor 2.

²Putu Arista Yasa Ddk., Loc. Cit

- 4) X4 (the teaching profession is a graduate of LPTK) has the highest factor loading value on factor 2, namely 0.554. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the value of factor loading factor 1 is 0.386 and factor 3 is 0.180 very small, so this variable is included in factor 2.
- 5) X5 (the teaching profession must have 4 competencies as a professional teacher) has the highest factor loading value on factor 1, namely 0.609. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the value of factor loading factor 2 is 0.342 and factor 3 is 0.254 which is very small, so this variable is included in factor 1.
- 6) X6 (the teaching profession has a duty as an educator) has the highest factor loading value on factor 1, namely 0.862. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the value of factor loading factor 2 is 0.201 and factor 3 is 0.292 very small, so this variable is included in factor 1.
- 7) X7 (the teaching profession has the task of being a leader) has the highest factor loading value on factor 1, namely 0.671. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the value of factor loading factor 2 is 0.230 and factor 3 is 0.413 very small, so this variable is included in factor 1.
- 8) X8 (a teacher feels satisfied in carrying out teaching assignments) has the highest factor loading value on factor 1, namely 0.575. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the factor loading factor 2 is 0.514 and factor 3 is 0.066 very small, so this variable is included in factor 1.
- 9) X9 (a teacher is satisfied with the success of interacting with students) has the highest factor loading value on factor 1, namely 0.776. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the value of factor loading factor 2 is 0.296 and factor 3 is 0.234 very small, so this variable is included in factor 1.
- 10) X10 (the teaching profession is a respected profession among the people) has the highest factor loading value at factor 3, namely 0.817. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the value of

factor loading factor 1 is 0.295 and factor 2 is 0.197 very small, so this variable is included in factor 3.

11) X11 (teaching profession is a profession to be proud of) has the highest factor loading value on factor 3, namely 0.704. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the value of factor loading factor 1 is 0.314 and factor 2 is 0.163 very small, so this variable is included in factor 3.

12) X12 (the teaching profession provides opportunities for self-development) has the highest factor loading value on factor 3, namely 0.633. According to the guidelines above, the value has been considered significant because it is greater than 0.55. While the value of factor loading factor 1 is 0.457 and factor 2 is 0.419 very small, so this variable is included in factor 3.

13) X13 (the teaching profession provides work opportunities with people not with objects) has the highest factor loading value at factor 3, namely 0.504. According to the guidelines above, the value has been considered insignificant because it is smaller than 0.55. While the value of factor loading factor 1 is 0.500 and factor 2 is 0.443 which is very small. So that this variable is not included in the grouping of variables into factors.

The following is the result of grouping variables into the following factors:

Table 8. The results of grouping variables into factors

| FACTOR | VARIABLE |
|----------|------------------------|
| Factor 1 | X5,X6,X7,X8,X9,X14,X17 |
| Factor 2 | X1,X2,X3,X4,X18 |
| Factor 3 | X10,X11,X12,X15,X16 |

Sumber Data : SPSS 20.0 for Windows

e. Factor Naming

After the factors are formed, each of which consists of the variables studied, then the factors are named based on the characteristics that match the members as follows:

Factor 1

Members of this factor are the variable teaching profession must have 4 competencies as a professional teacher, the teaching profession has the task of being an educator, the teaching profession has the task of being a leader, a teacher feels satisfied in carrying out teaching assignments, a teacher feels satisfied with the success of interacting with students, the teaching profession provides opportunities for socializing, and compliant type: prefers a lot of work and is people oriented. By generalizing the seven variables, in this study to facilitate the naming of the factors, it is seen from the highest factor loading of factor 1 that is the teacher's task.

Factor 2

Members of this factor are the variable teaching profession, namely students who like to read books about teacher training, students

are interested in lessons related to teacher training, students often read articles about teacher training, the teaching profession is a graduate of LPTK, and aggressive type: prefers work in the field of promotion and sales, business and advertising. By generalizing these five variables, in this study to facilitate the naming of the factors, the highest factor loading of factor 2 is knowledge about the teaching profession.

Factor 3

Members of this factor are the variables of the teaching profession which is a respected profession among the community, the teaching profession is a profession to be proud of, the teaching profession provides opportunities for self-development, the teaching profession receives retirement in old age, and the teaching profession does not have termination of employment. By generalizing the five variables, in this study to facilitate the naming of the factors, it can be seen from the highest factor loading of factor 3 is the prestige/response of the teacher's position

Based on the results of the questionnaire trial which contained 26 statements about internal factors that influenced the interest in becoming a teacher for students of Economics Education at the Faculty of Tarbiyah and Teacher Training UIN Sultan Syarif Kasim Riau Pekanbaru to fill in, that out of 26 statements there were 19 valid statements. So a valid statement was given to

Economics Education students, after which the data was analyzed.

Based on the results of the factor analysis obtained, it was concluded that the internal factors that influenced students' interest in becoming teachers were the teacher's assignment variable which had the highest factor loading value of 0.862. The indicators incorporated in the teacher's duties are the variable teacher profession must have 4 competencies as a professional teacher, the teaching profession has the task of being an educator, the teaching profession has the task of being a leader, a teacher feels satisfied in carrying out teaching assignments, a teacher feels satisfied with the success of interacting with students, the teaching profession provides opportunities for socializing, and compliant type: prefers a lot of work and people-oriented.

The second internal factor that influences students' interest in becoming teachers is the knowledge variable about the teaching profession which has a factor loading value of 0.858. Indicators incorporated in knowledge about the teaching profession are students who like to read books about teacher training, students are interested in lessons related to teacher training, students often read articles about teacher training, the teaching profession is a graduate of TTI, and aggressive type: prefers work in the field of promotion and sales, business and advertising.

The third internal factor that influences students' interest in becoming teachers is the

variable prestige/response to the teacher's position which has a factor loading value of 0.817. The indicators included in the prestige/response of the teacher's position are the variables of a respected profession among the community, the teaching profession is a profession to be proud of, the teaching profession provides opportunities for self-development, the teaching profession receives retirement in old age, and the teaching profession does not have termination of employment. .

A person's interest in work (teacher) is more determined by psychological factors from within/internal person. The internal factors that influence the interest in becoming a teacher are cognition or knowledge about the job (teacher) that is of interest, including: Knowledge of the teaching profession, required education and training, required skills, duties and rewards, prestige/response of the teacher's position. Knowledge of these five aspects is believed to be a determining factor in people's interest in the teaching profession. Values and desires, and interpersonal response trait

CONCLUSION

In this study, it was found that the internal factors that influence the interest of Economics Education students to become teachers include the competencies required as professional teachers, satisfaction in carrying out teaching tasks and interacting with students, socialization opportunities provided

by the teaching profession, as well as the knowledge possessed regarding the teaching profession. In addition, prestige factors and responses to the teaching profession also play an important role in shaping student interest, such as respect for the teaching profession by the community, opportunities for self-development, and retirement security in old age. All of these factors interact with each other and influence students' interest in choosing a profession as a teacher.

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