

Application Analysis Theory of Planned Behavior against the Interest of Becoming a Teacher in the Remote Area of Tojo Una-Una Indonesia

Idris¹

Abstract

Many people consider Working as a teacher trivial because the teacher's salary is not commensurate with their services. Even so, there are still quite a lot of people who are interested in becoming teachers. This is motivated by the person's intention or interest to serve the wider community and utilize the knowledge they have. This research aims to explain the analysis of applying the theory of planned behaviour to the interest of becoming a teacher. This research contributes to knowledge in academic matters and as a basis for decision-making for high schools in the remote area of Tojo Una-Una, Republic of Indonesia. The population of this study was honorary teachers at high schools in the remote area of Tojo Una-Una, Republic of Indonesia, with a total of 100 people, all of whom were respondents. The data analysis tool used is multiple linear regression. The research results show that simultaneously and partially, the theory of planned behaviour influences interest in becoming a teacher. Partially subjective norms (X2) is the variable that has the dominant influence on interest in becoming a teacher, with a beta value of 0.492, and the variable that occupies the second position is attitude (X1), with a beta value of 0.394. The third position is perceived behavioural control (X3), with a beta value -0.200.

Keywords: *Theory of Planned Behavior, Interest in Becoming a Teacher*

INTRODUCTION

Education is essential in creating competent human resources who can develop their potential. In the education system, educators or teachers are the central part. A teacher is a professional whose main task is as an educator, teacher, guide, and trainer for students in education (Rahmadiani et al., n.d.)

When someone is interested in becoming an educator, they will feel happy about becoming a teacher without coercion and will continue trying to improve their abilities. Interest is when an individual feels satisfied with activities or actions (Nur Amalia et al., 2020). The tendency to pay attention and think about something regularly is called interest. A person's interest in an object is characterized by a desire to be directly involved and feel interested or happy about an object. So, interest can be expressed through statements that show that someone prefers one thing to another. It can also be manifested through participation in an activity. (Ardyani & Latifah, 2014; Hidayah, 2023a, 2023b; Nufus & Fathurrohman, 2023).

Interest in becoming a teacher is a person's concentration of thoughts, feelings, will, or attention toward the teaching profession. Likewise, interest in becoming a teacher can arise based on positive self-responses, experience, and the existence of the teaching profession seen from an individual's perspective. Based on a positive response, a feeling of pleasure towards an object, in this case, the teaching profession, can arise and be influenced by several factors. The internal factors referred to are in the form of impulses from within the individual, which are closely related to alleged physical impulses that can stimulate self-defence, such as hunger, pain, and those related to bodily needs (O Najoan et al., 2023).

Based on the above understanding, interest in becoming a teacher is a person's interest in the teaching profession, which is indicated by concentration of thought, feelings of joy, and more attention to the teaching profession. Elements of interest in becoming a teacher can start from knowledge and information about the teaching profession, feelings of pleasure and interest in the teaching profession, greater attention to the teaching profession, and the willingness and desire to become a teacher. The interest in becoming a teacher is attractive, and it is worth considering if it is linked to the theory of planned behaviour or what is currently known as the theory of planned behaviour.

¹ Universitas Tadulako, Email: azis_idris@yahoo.com

The Theory of Planned Behavior (TPB) is an extension of the Theory of Reasoned Action (TRA), initially discovered by Ajzen and Fishbein in 1980. TPB is one of the most valuable frameworks in explaining human behavior. TPB has three components, namely attitude (attitude toward a behaviour), subjective norms (subjective norms), and perceived behaviour control (perceived behaviour control). According to the Theory of Planned Behavior, Attitude towards behavior is formed from a collection of a person's beliefs about a behavior (Ajzen, 2011a; Sukmaningrum & Rahardjo, 2017). Attitude is the main predictor of behavior or actions. An attitude is a form of reaction to the situation being faced. Kotler and Armstrong (2017) say that attitude consistently evaluates a person's feelings and tendencies to like or dislike an object or idea (Wibowo, n.d.; Wikamorys & Rochmach, 2017). The manifestation of one's attitude cannot be known directly but can be interpreted first from closed behavior.

Readiness in a particular condition or situation is a form of appreciation of an attitude. Attitudes are closely related to a person's subjective normative assessments of the world and understanding of oneself and the surrounding environment (Sukmaningrum & Rahardjo, 2017). The second construct in the TPB is subjective norms. Subjective norms are formed based on suggestions or motivation from the environment around us to do or not do a behavior (Sukmaningrum & Rahardjo, 2017; Wibowo, n.d.) said that subjective norms are a person's perception of other people's beliefs which influence that person to do something or not to do the behaviour being considered. If someone becomes a reference point for directing behaviour, they are considered referent or reference provider. These reference providers can be friends, partners, practitioners, family, lecturers, and other. Another factor that influences interest is perceived behavioral control. Perceived behavioural control is a person's perception of the difficulty or ease of carrying out a behaviour. Perceived behavioural control refers to a person's perception of the difficulty of resources and opportunities expected to realize certain behaviours by reflecting on past experiences and anticipating obstacles and obstacles (Ajzen, 2011a). The individual's experience with behaviour influences information obtained from other people. Ajzen then said that a person's behavior also requires self-control and is not only controlled by oneself.

In connection with the background description above, the author tries to conduct further research regarding the "Application Analysis Theory of Planned Behavior "Regarding the Interest in Becoming a Teacher in the Remote Area of Tojo Una-Una, Republic of Indonesia".

LITERATURE REVIEW

Interest in Teaching for Teachers

According to Slameto (2010:180) in (O Naj Joan et al. 2023), "Interest is a feeling of liking and interest in a thing or activity, without anyone telling you to. Interest is the acceptance of a relationship between oneself and something outside oneself. Wina Sanjaya (2005: 7), stated "Interest is a person's tendency to carry out an action or deed. For example, interest in studying and deepening the subject matter." Meanwhile, according to Crow and Crow (1989) quoted from Djaali (2007 in (Nurul Hidayah 2023), "Interest is related to the style of movement that encourages a person to face or deal with people, objects, activities, experiences that are stimulated by the activity itself".

Based on the theory of interest described above, it can be explained that the emergence of a person's or individual's interest in an object is characterized by the emergence of a desire to be directly involved and feel interested or happy about an object. So, interest can be expressed through statements that show that someone prefers one thing to another, it can also be manifested through participation in an activity. Interest is not inborn but is acquired later (Nur Amalia et al., 2020; Tugrul Mart & Tugrul Mart, 2013).

Interest in becoming a teacher is a person's concentration of thoughts, feelings, will, or attention toward the teaching profession. Likewise, interest in becoming a teacher can arise based on positive self-responses, experience, and the existence of the teaching profession seen from an individual's perspective. Based on a positive response, a feeling of pleasure towards an object, in this case, the teaching profession, can arise and be influenced by several factors. The internal factors referred to are in the form of impulses from within the individual which are closely related to alleged physical impulses that can stimulate self-defense such as hunger, pain, and those related to physical needs (Hidayah, 2023c; O Naj Joan et al., 2023)

Based on the above understanding, interest in becoming a teacher is a person's interest in the teaching profession which is indicated by concentration of thought, feelings of joy, and more attention to the teaching profession. Elements of interest in becoming a teacher can start from knowledge and information about the teaching profession, feelings of pleasure and interest in the teaching profession, greater attention to the teaching profession, and the willingness and desire to become a teacher.

Dimensions and Indicators of Interest in Becoming a Teacher

Based on various opinions of psychology figures concluded by Djaali (2007: 122), interest is a feeling of curiosity, learning, admiring, or owning something (Nurul Hidayah 2023). Besides that, interest is part of the realm of affection, starting from awareness to value choices. When related to the field of work, interest is a high inclination towards something. Interest does not arise alone but because there is an element of need. So that interest has elements of affection, awareness of choice of values, mobilization of feelings, selection, and inclination of the heart. Interest is divided into 3 aspects according to Hurlock (2010: 117) in (Ajzen, 2011b; Rochmah, n.d.), namely:

Cognitive Aspect

Interests are based on personal experiences and things that have been learned both at home, school, and society as well as various types of mass media.

Affective Aspect

The affective aspect is a concept that builds the cognitive aspect. Interest is expressed in attitudes towards activities that arise and develop based on personal experience from the attitudes of important people, namely parents, teachers, and peers towards activities related to that interest and from attitudes expressed or implied in various forms of mass media towards those activities.

Psychomotor Aspects

In the psychomotor aspect, interest runs smoothly without the need for further thought and in the right order.

Furthermore, for research needs, dimensions and indicators of interest in becoming a teacher, as shown in the following table.

Table 1. Variables, Dimensions and Indicators of Interest in Becoming a Teacher

No	Variable concept	Dimensions	Indicator
1	The interest in becoming a teacher is a tendency for individuals to carry out teaching actions by creating harmonization in the school environment as a workplace.	The cognitive aspect is the ability to practice, analyze, and synthesize knowledge.	1. Interest in becoming a teacher is based on personal experience and things that have been learned in the family environment at home.
			2. Interest in becoming a teacher is based on personal experience and things that have been learned in the school or community environment.
			3. Interest in becoming a teacher is based on personal experience and things that have been learned in various types of mass media.
		Affective aspects are any type of anything related to the feelings or emotions of a teacher.	4. Interest in becoming a teacher is based on feelings of satisfaction with family support in carrying out the task.
			5. Interest in becoming a teacher is based on the ability to carry out tasks through high challenges.

			6. Interest in becoming a teacher is based on the ability to find solutions in carrying out complex tasks.
		Psychomotor aspects include teacher behavior from movement to physical coordination.	7. The interest in becoming a teacher runs smoothly and is carried out with maximum skill.
			8. The interest in becoming a teacher runs smoothly and is carried out at maximum speed.
			9. The interest in becoming a teacher runs smoothly and is carried out technically and effectively.

Theory Planned Behaviour (TPB)

Theory of Planned Behavior (TPB) is an extension of Theory of Reasoned Action (TRA). In TRA it is explained that a person's intention towards behavior is formed by two main factors, namely attitude toward the behavior and subjective norms (Fishbein and Ajzen, 1975), while in the TPB one more factor is added, namely perceived behavioral control (Ajzen, 2011a) in (Urton et al. 2023).

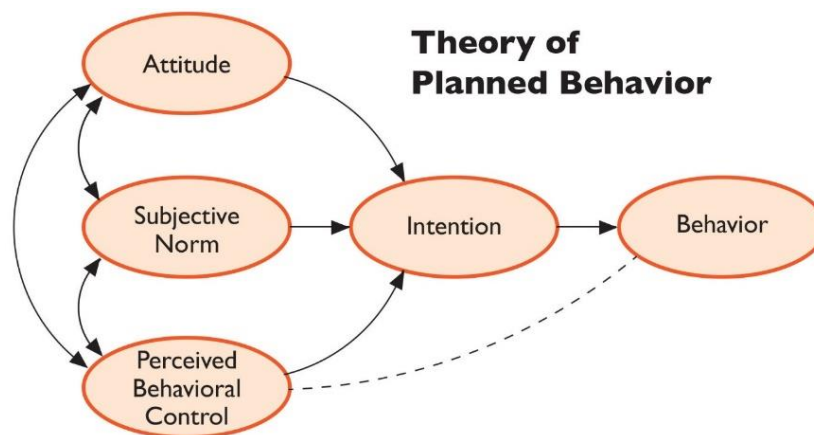


Figure 1. Theory of Planned Behavior

The theory of Planned Behavior (TPB) is a development of the Theory of Reasoned Action (TRA) (Ajzen in Jogiyanto, 2007). Jogiyanto (2007) Developed this theory by adding constructs that were not yet in TRA. This construct is called perceived behavioral control (perceived behavioral control). This construct was added to the TPB to control individual behavior which is limited by its shortcomings and the limitations of the lack of resources used to carry out its behavior. Hsu and Chiu, 2002 in (Urton et al. 2023).

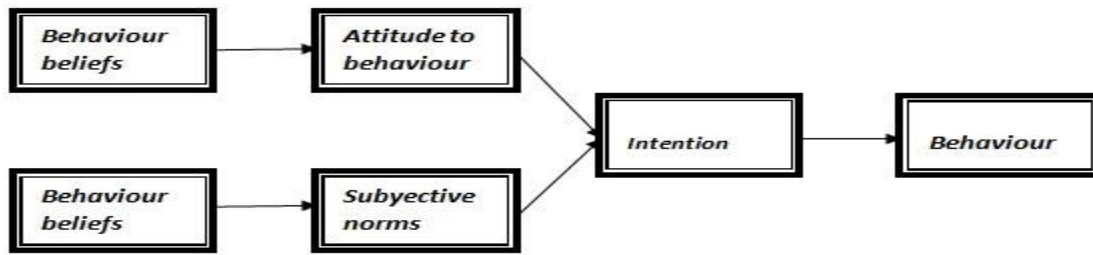
Theory Planned Behavior (TPB) component.

Behavioral beliefs that influence attitudes towards behavior. Behavioral beliefs are things that encourage individuals to act. Meanwhile, attitude towards behavior is an individual's attitude towards behavior which is obtained from the beliefs generated by that behavior.

Normative Beliefs That Influence Subjective Norms. Normative beliefs are norms that people use that influence decision-making. Meanwhile, subjective norms become an individual's perception of existing socialization to show behavior or not. These subjective norms are identical to a person's beliefs about actions or other people or other people who need to, should, or should not carry out behavior, and motivate people to know other people (Michener, Delamater, & Myers, 2004 in Semi and Ratnadi 2017).

Control Influencing Beliefs and Behavior Control That Is Felt. Control beliefs are personal experiences or those that will influence an individual's outcomes. Perceived behavioral control is the belief that

an individual will or will never carry out a certain behavior. Behavioral control is clever and is defined as individual perceptions related to a certain behavior (Ismail and Zain: 2008 (Seni and Ratnadi 2017).



Sumber : Ajzen dalam Ramdani ,2009

Dimensions and Indicators Theory of Planned Behavior (TPB)

Attitude Towards Behavior

Attitude is not behavior, but attitude presents a readiness for action that leads to behavior (Lubis, 2010 in Burton et al. 2023). Individuals will do something according to the attitude they have towards a behavior. The attitude towards behavior that is considered positive is what the individual will later choose to behave in his life. Therefore, attitude is a vehicle for guiding an individual to behave.

Subjective Norms

An individual will carry out a certain behavior if his behavior can be accepted by the people he considers important in his life who can accept what he is going to do. Thus, normative beliefs produce awareness of pressure from the social environment or Subjective Norms (Jilani et al. 2024).

Perceived Behavioral Control

In behaving, an individual cannot completely control his behavior under that individual's control or in a situation where the individual can control his behavior under that individual's control. An individual's control over his behavior is caused by several factors, namely internal factors and also external factors. Internal factors come from within the individual such as skills, will, information, and so on. Meanwhile, external factors come from the environment around the individual. Perception of behavioral control is how a person understands that the behavior he displays is the result of control carried out by him (Sandri et al. 2024).

Next, for research needs, dimensions and indicators Theory of Planned Behavior (TPB), as shown in the following table.

Table 2. Variables, Dimensions and Indicators Theory of Planned Behavior

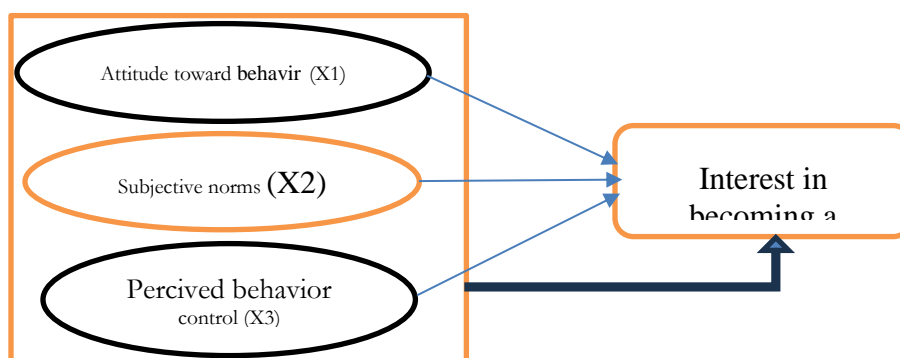
No	Variable concept	Dimensions	Indicator
2	Theory of Planned Behavior (TPB) is a conceptual thinking framework that aims to explain the determinants of certain behavior.	Attitude is presenting a readiness for action that leads to behavior.	1. Interested in the opportunity to become a teacher.
2. A positive view of failure in teaching as a teacher.			
3. Be brave and face risks in carrying out their duties as a teacher.			
4. Belief in becoming a teacher based on the role of the family in teaching,			

		Subjective norms produce awareness of pressure from the social environment.	5. Confidence in becoming a teacher with support in your efforts from people who are considered important,
			6. Confidence in being a teacher supporting friends in the profession.
		Perceived behavioral control is an individual's control over his behavior due to several factors, namely internal factors and also external factors.	7. Confidence in becoming a teacher is based on the ability to manage the teaching system,
			8. Choose to be a teacher instead of working for others.
			9. Interest in becoming a teacher is based on the belief of having a leadership spirit.

METHODS

The research method uses descriptive quantitative methodology. The population is students from the UNESA economics education study program. Data collection in the study used a saturated sampling technique because the population was under 100. The entire population used for the sample was 60 students.

The variables in this research are attitude toward behavior (X1), subjective norms (X2) and perceived behavior control (X3) as independent variables and interest in becoming a teacher (Y) is the dependent variable. Below is the research framework that will be carried out:



Information:

→ The relationship between independent and partially dependent variables

➦ The relationship between the independent and dependent variables simultaneously

Variable in this research are:

Attitude towards behavior (attitude toward behavior)

Subjective norms, and

Perceived Behavior Control (perceived behavior control)

In this research, hypotheses can be described to prove their truth so that they can support empirical or previous studies in this research.

H1: Attitude has a positive and significant effect on interest in becoming a teacher.

H2: Subjective Norms have a positive and significant effect on interest in becoming a teacher.

H3: Behavioral control has a positive and significant effect on interest in becoming a teacher.

This research aims to explain the influence of attitudes, subjective norms and perceived behavioral control on interest in becoming a teacher in the remote area of Tojo Una-Una, Republic of Indonesia.

In general, this type of research is associative descriptive research to systematically and accurately describe factual data regarding the relationship between phenomena and the application of the theory of planned behavior in generating interest in becoming a teacher in the remote area of Tojo Una-Una, Republic of Indonesia. This research was conducted in the remote area of Tojo Una-Una, Republic of Indonesia.

The object of this research is teacher behavior regarding interest in teaching. The research objective was taken because the increasing interest of honorary teachers to become meaningful teachers creates opportunities to invest themselves in the education sector and can indirectly contribute to the tangible development of the nation and state. This condition also causes teachers to always try to improve his intentions through attitudes, subjective norms, and behavioral control thereby arousing his intention to become an educator.

The variables in this research consist of the independent variable (X) and the dependent variable (Y).

The independent variables consist of Attitude (X1), Subjective Norms (X2), and Behavioral Control (X3), and the dependent variable (Y) namely an interest in becoming a teacher.

The data analysis method used in this research is multiple linear regression analysis. Multiple regression was used to determine the effect of the application of the theory of planned behavior on interest in becoming a teacher in the remote area of Tojo una-Una, Republic of Indonesia. In general, the multiple regression analysis equation can be formulated as follows:

$$Y = a \pm b_1X_1 \pm b_2X_2 \pm b_3X_3 + e$$

Information:

Y = Student's intention to become an entrepreneur

X1 = Attitude

X2 = Subjective norm

X3 = Perceived Behavioral Control

B0 = Constant

B1.B3 = Regression coefficient X1,X2, X3

e = Variables not researched

Definition Operational Variables

The operational definition of the variables that will be used in this research is as follows:

Attitude (X1) is the tendency to react effectively in response to risks that will be faced in teaching as an educator.

Where the indicators are as follows: Interested in the opportunity to become a teacher, Positive view regarding failure in teaching as a teacher, and Likes to face risks in teaching as a teacher.

Subjective norms (X2) are an individual's belief in obeying the directions or recommendations of those around him to participate in educational activities as a teacher.

The indicators are as follows: Confidence in the role of the family in teaching, Confidence in support of efforts from people who are considered important, and Confidence in the support of friends in teaching as a teacher.

Perceived Behavioral Control (X3), specified in the form of self-efficacy, is a condition where an individual believes that a behavior is easy or difficult to carry out.

Where the indicators are as follows: Self-confidence in the ability to manage the teaching system, choosing the path of becoming a teacher rather than working for someone else, and Leadership of human resources.

Interested in becoming a teacher (Y) is the tendency of an individual's desire to carry out teaching actions by creating harmonization in the school environment as a workplace. where the indicators are as follows: Choosing the path of becoming a teacher rather than working for someone else, Choosing a career as an educator.

The population in this study were all honorary teachers who taught at high schools in the remote Tojo Una-Una area of the Republic of Indonesia with a total of 100. The total population was used as respondents (census).

RESULTS

According to the research data, the following results were obtained:

Classic Assumption Test

Normality Test

The normality test is data processing to ensure that the data table has a normal distribution or not, therefore it can be used in parametric statistics. Nurgilang et al (2018) explained that the normality test aims to indicate normal or non-normal influence of the independent variable on the dependent variable. The following is the Normality Test table:

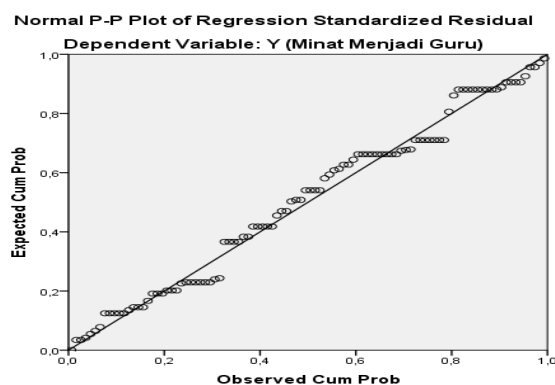


Figure 1. Normality Test Results

(Source: Data processed by researchers 2024)

The normality test results in Figure 1 state that the graph shows a normal distribution pattern and passes the normality test because it meets the requirements, namely the distribution pattern of points spread around the normal line and the distribution in the direction of the center line. So it can be concluded that the data has a normal distribution.

Multicollinearity Test

Nurgilang et al (2018) if the VIF results are below 10 and tolerant > alpha 0.05, it can be said to be free from multicollinearity. The aim is to find out whether the regression model has a relationship with the independent variables. Below are the results of the Multicollinearity test:

Table 3. Multicollinearity Test

No.	Variabel Independen	Collinierity Statistic		Keterangan
		Tolerance	VIF	
1	Sikap	,158	6,346	Non Multikolinearitas

2	Norma Subyektif	,230	4,346	Non Multikolinearitas
3	Kontrol perilaku	,094	9,650	Non Multikolinearitas

(Source: Data processed by researchers 2024)

Through the multicollinearity test, it can be stated that the VIF value of variable X1 that is 6,346 then on variable X2 that is 4,346 and on variable X3 namely 9.703. The VIF value of all these variables is less than 10 so it can be said that there is no multicollinearity. Meanwhile, for the tolerance value for variable X1 (0,158), Variable X2 (0.230) and variable X3 (0.094), it can be concluded that the tolerance value is more than alpha 0.05, so it can be stated that the research data is free from multicollinearity.

Heteroscedasticity Test

Nurgilang et al (2018) said that the heteroscedasticity test aims to test whether in the regression model there is a mismatch between one observation and another. A model can be said to be without heteroscedasticity if the distribution of data points has no pattern and does not gather in one area.

The following are the results of the heteroscedasticity test:

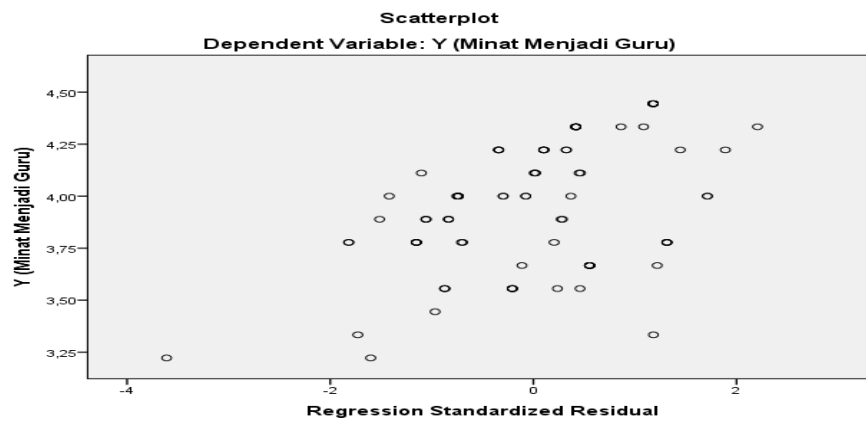


Figure 2. Heteroscedasticity Test Results

(Source: results of processed research data, 2024)

The results of the heteroscedasticity test in Figure 2 can be declared as passing with evidence that the distribution of points is spread out, has no pattern and is not clustered.

Multiple Regression Analysis

The research uses data analysis through the description of multiple linear regression. Multiple linear regression is a regression that has a dependent variable and 2 or more independent variables (Sugiyono 2017). This research uses the IBM SPSS Statistics program. The following are the results of multiple linear regression analysis:

Table 4. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0,840	,169		4,968	,000
X1 (Sikap)	,394	,079	,593	4,995	,000
X2 (Norma subyektif)	,492	,077	,628	6,391	,000
X3 (Persepsi Kontrol perilaku)	-,200	,108	-,285	-1,850	,067
R = ,887 ^a				F-Statistik	117,894
R-Square = ,787					
Adjusted R Square = ,780				Sig. F	,000 ^b

Source: results of researcher data processing, 2024)

Through table 3, the equation model below can be created:

$$Y = 0.840 + 0.3941 X_1 + 0.492 X_2 - 0.200 X_3$$

Based on the suitability of the regression above, it can be concluded that:

Self-attitude has a positive influence on interest in becoming a teacher.

Subjective norms have a positive influence on interest in becoming a teacher

Perception of behavioral control has a negative influence on interest in becoming a teacher

Analysis of the feasibility of the model shows an R² value of 0.787, which means that 78.7 percent of the variation or good or bad intention to become a teacher can be explained by Attitude (X₁), Subjective norms (X₂), and Perceived Behavioral Control (X₃) together, while the remaining 21.3 percent is explained by other variables not analyzed in this study.

DISCUSSION

The Influence of Attitude on Interest in Becoming a Teacher

Interest in becoming a teacher is analyzed through attitudes, subjective norms, and perceived behavioural control. The research results show that self-attitude influences interest in becoming a teacher, as seen through significance values below the alpha number $0.000 < 0.05$. The results show that self-attitude can influence interest in becoming a teacher. The existence of influence means that people's high self-attitude towards the teaching profession will make their interest in becoming a teacher high.

The coefficient result $\beta = 0.394$ means that the attitude variable has a unidirectional and significant relationship with interest in becoming a teacher. The β coefficient shows the magnitude of the influence of attitude on interest in becoming a teacher, so it can be interpreted that attitude contributes 39.4% to interest in becoming a teacher in the remote area of Tojo Una-Una, Republic of Indonesia.

The attitude of being a teacher is the tendency to react effectively in handling the risks that will be faced in teaching as an educator. Responses can be based on interest in the opportunity to become a teacher, a positive view of failure in teaching as a teacher, and a liking to face risks in teaching.

A professional teacher is a teacher who can carry out the educational process with high ability. Teachers should master knowledge, participate in professional organizations, and understand the learning process. A professional teacher must be a role model for students and the community.

The Influence of Subjective Norms on Interest in Becoming a Teacher.

The second variable from the application of the Theory of Planned Behavior is the Subjective Norm. This study produces a coefficient value of $\beta = 0.492$, which shows that the subjective norm variable has a positive effect on interest in becoming a teacher, meaning that the greater the individual's confidence in obeying the directions or recommendations of those around him. to take part in their activities, the greater their interest in becoming a teacher will be.

The subjective norm obtained a significance level of $0.000 < 0.05$. These results conclude that subjective norms have a significant influence on interest in becoming a teacher. Subjective norms refer to normative beliefs from the social environment that make individuals carry out certain behaviors. If someone has intentions and beliefs about an object or behavior, then that person will be influenced by people in the environment to do something, even the environment provides confidence and support for what the individual will do.

Subjective norms have two components, namely: 1). Normative Beliefs are beliefs about other people's expectations of themselves which become a reference for displaying behavior or not. Beliefs related to the opinions of figures or other people who are important and influence the individual or role model whether or not the subject should carry out a certain behavior; 2). Motivation to Comply is the individual's motivation to fulfill these expectations. Subjective norms can be seen as the dynamics between the encouragements that

individuals perceive from the people around them and the motivation to follow their views in doing or not doing.

One part of subjective norms is social power which consists of the rewards and punishments directed by someone towards other people, a person's expectations for other people, how high the appreciation is for other people's experiences, and the desires that the individual shows normally.

If an individual receives advice to carry out a behavior, the individual tends to feel quite a lot of social pressure, conversely, if the individual receives advice not to carry out a behavior, the pressure felt tends to decrease.

The Influence of Perceived Behavioral Control on Interest in Becoming a Teacher

The third variable from the application of the Theory of Planned Behavior is the variable perceived behavioral control and in this research, it produces a value of $\beta = -0.200$ indicating the large contribution of the variable perceived behavioral control in predicting interest in becoming a teacher. The perceived behavioral control variable has a negative contribution, in contrast to the attitude and subjective norm variables in the regression modeling of interest in becoming a teacher.

Perceived behavioral control obtained a significance level of $0.062 > 0.05$. These results conclude that perceived behavioral control has no significant effect on intentions to become a teacher. The influence of perceived behavioral control is negative with a regression coefficient of -0.200 . This means that the higher the perception of behavioral control, the interest in becoming a teacher will not significantly decrease.

The low interest in the teaching profession is due to the public's perception that being a teacher is less prestigious. People tend to choose professions that are more promising and respected in the future. Both from the social strata in society and also from the financial side.

In the Theory of Planned Behavior, perceived behavioral control is influenced by control beliefs, namely beliefs about things that can support or hinder the behavior that the individual wants to show, for months, or sometimes years. previously.

Perceived behavioral control refers to a person's perception of whether or not it is difficult to carry out a desired action, related to beliefs about whether or not the resources and opportunities needed to carry out a particular behavior are available. The greater the supporting factors and opportunities that exist and the fewer obstacles there are, the greater the individual's perception of being able to control or carry out this behavior.

The Influence of Attitudes, Subjective Norms, and Perceived Behavioral Control on Interest in Becoming a Teacher.

Through the F test analysis in this research, it is known that the significant number is $0.000 < 0.05$ in Table 4 above, and it can be concluded that the variables have an influence together. This shows that the independent variable affects the dependent variable. This means that a high attitude, good teacher subjective norms, and good teacher behavior control perceptions can increase interest in becoming a teacher. People who are confident in themselves, have good self-confidence, and think that teachers' work is good will be able to increase their interest in becoming teachers and can be strengthened through support from a positive social environment, increasing their interest in becoming teachers.

Therefore, the results of this research show that the joint influence of high attitudes, good teacher subjective norms, and teachers' perceived behavioral control will increase people's interest in becoming teachers.

CONCLUSION

The research results show a positive and significant influence on the attitude variable toward interest in becoming a teacher. These results state that people's interest in becoming teachers is increasing due to the high level of people's self-attitude regarding their desire to become teachers. The following variable has a positive and significant relationship between subjective norms and interest in becoming a teacher. Through positive assessments of the teaching profession, people's interest in becoming teachers increases. Then, there is no significant influence on the following variable between perceived behavioural control and interest in becoming

a teacher. Perceptions of behavioural control in the form of self-confidence in the ability to manage the teaching system, choosing the path of becoming a teacher rather than working for someone else, and human resource leadership have a negative influence because people's interests are influenced more from within than outside themselves. All variables have a significant influence, so they influence each other or simultaneously. This shows that attitude (X1), Subjective Norms (X2), and Perceived behavioural control (X3) affect interest in becoming a Teacher (Y).

REFERENCES

- Ajzen, I. (2011a). The theory of planned behaviour: Reactions and reflections. In *Psychology and Health* (Vol. 26, Issue 9, pp. 1113–1127). <https://doi.org/10.1080/08870446.2011.613995>
- Ajzen, I. (2011b). The theory of planned behaviour: Reactions and reflections. In *Psychology and Health* (Vol. 26, Issue 9, pp. 1113–1127). <https://doi.org/10.1080/08870446.2011.613995>
- Ardyani, A., & Latifah, L. (2014). Economic Education Analysis Journal ANALISIS FAKTOR-FAKTOR YANG MEMPENGARUHI MINAT MAHASISWA MENJADI GURU AKUNTANSI PADA MAHASISWA PRODI PENDIDIKAN AKUNTANSI ANGKATAN 2010 UNIVERSITAS NEGERI SEMARANG *Info Artikel*. <http://journal.unnes.ac.id/sju/index.php/eeaj>
- Hidayah, N. N. (2023a). PENGARUH MINAT MENJADI GURU DAN PRESTASI BELAJAR TERHADAP KOMPETENSI PEDAGOGIK MAHASISWA CALON GURU. *TARBAWI : Jurnal Studi Pendidikan Islami*, 11(2), 95–107. <https://doi.org/10.55757/tarbawi>
- Hidayah, N. N. (2023b). PENGARUH MINAT MENJADI GURU DAN PRESTASI BELAJAR TERHADAP KOMPETENSI PEDAGOGIK MAHASISWA CALON GURU. *TARBAWI : Jurnal Studi Pendidikan Islami*, 11(2), 95–107. <https://doi.org/10.55757/tarbawi>
- Hidayah, N. N. (2023c). PENGARUH MINAT MENJADI GURU DAN PRESTASI BELAJAR TERHADAP KOMPETENSI PEDAGOGIK MAHASISWA CALON GURU. *TARBAWI : Jurnal Studi Pendidikan Islami*, 11(2), 95–107. <https://doi.org/10.55757/tarbawi>
- Nur Amalia, N., Pramusinto, H., & Artikel, I. (2020). PENGARUH PERSEPSI, EFIKASI DIRI DAN LINGKUNGAN KELUARGA TERHADAP MINAT MENJADI GURU *Business and Accounting Education Journal*. <http://journal.unnes.ac.id/sju/index.php/baej>
- O Najoran, R. A., Lala, W. C. I., & Ratunguri, Y. (2023). Peran Guru Sebagai Motivator Dalam Meningkatkan Minat Belajar Siswa. *Jurnal Pendidikan Indonesia*, 4(03), 215–227. <https://doi.org/10.36418/japendi.v4i03.1632>
- Pasaribu, S., & Radikun, T. B. S. (2021). Penerapan Teori Perilaku Terencana dalam Pengambilan Keputusan Etis. *Psychocentrum Review*, 3(2), 164–173. <https://doi.org/10.26539/pcr.32640>
- Rahmadiyah, S., Sri Hariani, L., & Yudiono, U. (n.d.). Minat Menjadi Guru: Persepsi Profesi Guru, Pengenalan Lapangan Persekolahan (PLP) dan Efikasi Diri. In *Jurnal Riset Pendidikan Ekonomi* (Issue 5). <http://ejournal.unikama.ac.id>
- Rochmah, T. N. (n.d.). Aplikasi Theory of Planned Behavior Dalam Membangkitkan Niat Pasien Untuk Melakukan Operasi Katarak.
- Sofiatun Nufus, Y., & Fathurrohman, M. (2023). Pengaruh Mengikuti Program Kampus Mengajar terhadap Minat Menjadi Guru Pada Mahasiswa Pendidikan Matematika Untirta. *Jurnal Ilmiah Pendidikan Matematika Al Qalasadi*, 7(1), 66–84. <https://doi.org/10.32505/qalasadi.v7i1.6198>
- Sukmaningrum, S., & Rahardjo, M. (2017). FAKTOR-FAKTOR YANG MEMPENGARUHI NIAT BERWIRUSAHA MAHASISWA MENGGUNAKAN THEORY OF PLANNED BEHAVIOR (Studi pada Mahasiswa Pelaku Wirausaha Fakultas Ekonomika dan Bisnis Universitas Diponegoro) (Vol. 6, Issue 3). <http://ejournal-s1.undip.ac.id/index.php/dbr>
- Tugrul Mart, C., & Tuğrul Mart, Ç. (2013). A passionate teacher: Teacher commitment and dedication to student learning. *International Journal of Academic Research in Progressive Education and Development*, 2(1). <https://www.researchgate.net/publication/329155635>
- Wibowo, H. A. (n.d.). Model Teori Perilaku Terencana yang Diperluas Religiusitas: Menjelaskan Niat Berwirausaha Mahasiswa Karyawan. <https://www.researchgate.net/publication/369542117>
- Wikamorys, D. A., & Rochmach, T. N. (2017). APLIKASI THEORY OF PLANNED BEHAVIOR DALAM MEMBANGKITKAN NIAT PASIEN UNTUK MELAKUKAN OPERASI KATARAK APPLICATION OF THE THEORY OF PLANNED BEHAVIOR IN GENERATING PATIENTS INTENTION TO UNDERGO CATARACT SURGERY. In *Jurnal Administrasi Kesehatan Indonesia* (Vol. 5).