



Students' Perceptions About Teaching Profession: Emotional Intelligence, Critical Thinking, and Locus of Control

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Abstract: This study aims to analyze students' perceptions of the teaching profession in increasing self-confidence to continue to feel worthy and ready to become professional and competent teachers. The approach used in this research is a quantitative search design approach using a survey model. The participants in this study were recruited from economics education students who had completed teaching internship programs. The data were analyzed using Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM). The following are the research results: 1) Student teachers enrich meaningful experiential insights through problems and problem-solving in self-control to build a positive image regarding student perceptions of the teaching profession; 3) With good emotional intelligence, student teachers can develop their potential by adding to their insights in developing their qualifications to become teachers; 4) Student teachers can adapt to any circumstances, solve learning problems effectively and efficiently, and make the class atmosphere more enjoyable. This research implies that higher education institutions add more scientific studies about the teaching profession through field practice programs at schools and in every subject in the education department. Therefore, we conclude that students' perceptions of the teaching profession since students entered college will broaden their knowledge so that they can follow every development in the world of education so that they are better prepared to become professional and competent teachers.

Keywords: emotional intelligence, critical thinking, locus of control, student perceptions

Recommended citation: Hutabarat, Z. S., & Phongsavath, P. (2023). Students' Perceptions About Teaching Profession: Emotional Intelligence, Critical Thinking, and Locus of Control. *Journal of Innovation in Educational and Cultural Research*, 4(1), 98-106.

INTRODUCTION

The teaching profession is still in great demand and receiving special attention from the state (Amin et al., 2022; Abdussalam et al., 2018). Teachers play a vital role in managing the educational process because they are professional educators whose primary role is to guide, nurture, educate, teach, assess, and evaluate students (Sholichah & Pahlevi, 2021). Teachers must be professional and have academic qualifications and the ability to adapt to the times and technology (Indraswati et al., 2020; Mugiasih et al., 2018). Likewise, prospective teachers have an essential role in improving quality (Fatmawati, 2015). Through teacher education, student teachers gain a lot of knowledge, skills, and experience, which can improve their skills and potential (Mulyani et al., 2019). They can also think critically and systematically about problems through teacher education (Setyowati et al., 2015). There are many essential elements in teacher education, one of which is the teacher (Mahmud, 2018).

Teachers are responsible for determining education success (Sukmawati, 2019). The researchers observed this through direct observation in June 2022. Therefore, the teaching profession is not an easy job to do. However, students perceive many student teachers who are not interested in continuing to work as teachers even though they have studied for eight semesters and carried out teaching internship programs in schools (Kosanke, 2019). This statement is reflected in differences in students' perceptions of the teaching profession (Sholichah & Pahlevi, 2021). The perception theory, which focuses more on students' perception of the teaching profession and stigma, shows that the psychological aspects of student teachers play an essential role in improving the quality of professional and qualified teachers (Davis & Jones, 2014). In this perception theory, students' perceptions of the teaching profession are part of social thinking which helps build knowledge and understanding (Nold, 2017).

This knowledge in the acceptance process shows the depth of understanding of the subject, the teaching profession. That difference of opinion in a noble profession is a factor of immaturity, which is also reflected in students' emotional intelligence. The capacity of a person to intelligently control his or her emotions, preserve emotional balance, and express those emotions through self-awareness, self-control, self-motivation, empathy, and social skills (Dyanisa, 2008). In this study, students' perceptions of the teaching profession must demonstrate emotional intelligence (Öznacar et al., 2018). Realizing that every action of students is necessary because the teacher's potential reflects a personality that can be used as a role model for students (Baumasse,

2018). Professional and qualified student teachers are measured by their intellectual level and emotional intelligence (Liao et al., 2018). Likewise, student teachers need the ability to assess, manage and control their emotions toward themselves and those around them (McCready et al., 2017). Students' perceptions of the teaching profession need to be explored to be ready to become teachers with good emotional intelligence and build good character (Balázs, 2018). One of the weaknesses of our previous education system was a lack of critical thinking (Fisher, 2009). In this study, students' perceptions of the teaching profession are very easily provoked by fake news, and they are too lazy to check the truth of information; the profession is not used to thinking critically (Bahadir et al., 2014; Sima et al., 2020). Students' general perceptions of the teaching profession related to how student teachers understand logical relationships between ideas and think critically, clearly, and rationally (Taylor, 2016). These skills will be essential for student teachers because they desire to become professional and competent teachers (Rubenfeld & Scheffer, 2006).

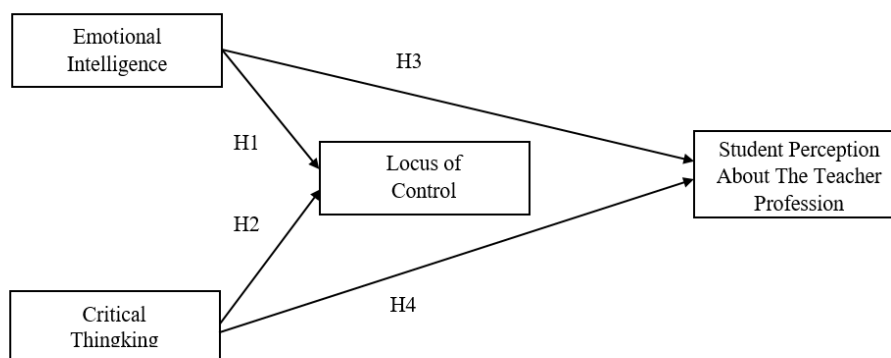
In the theory of commitment, the researcher explained that locus of control influences students' perceptions of the teaching profession, with individual students being one of the personalities who must be convinced of their ability to control themselves in the events of their life when one later become a teacher (Tangahu, 2021; Toussi & Ghanizadeh, 2012). In this study, the ability to master teacher competencies must continue to be studied by technological developments and the times. Because the locus of control also plays a role in building students' self-confidence so that they continue to feel valued and ready to become professional and competent teachers (Afriani & Susanti, 2018; Aldalalah & Gasaymeh, 2020).

The following are the novelty of this study: 1) Student teachers can master various knowledge in their field and its application to become professional and competent teachers; 2) Student teachers can interpret the ethics and values of the teaching profession of student teachers who have implemented teaching internship programs in schools; 3) This research offers fresh perspectives on how campuses and schools might implement creative education by enhancing educational quality, promoting educational fairness, and enhancing access through identifying and developing qualified teacher candidates. The variables of emotional intelligence, critical thinking, and locus of control of student teachers are teacher beliefs that must be continually addressed to build their self-confidence so that they continue to feel valued and ready to become professional and qualified teachers (Ivancevich et al., 2006; Kreitner et al., 2003).

The role of student teachers in education is vital because learning requires the presence of teachers and students' perceptions of the teaching profession (Sholichah & Pahlevi, 2021; Arsyad, 2019; Nurkholis & Badawi, 2019). If students' perceptions of the teaching profession are not good, then the next generation of teachers is also not good (Wena, 2011). Therefore, student teachers must broaden their understanding of the teaching profession so that they are ready to become professional and competent teachers (Schwab, 2016). With applied research of emotional intelligence, critical thinking, locus of control, and perceptions of the teaching profession through these research variables, this research makes three contributions: 1) Opportunities for student teachers to develop emotional intelligence need to be prepared in carrying out teaching internship programs in schools with guidance from tutors and supervisors, 2) Student teachers can think rationally and understand logical relationships between ideas in preparing themselves to become teachers, 3) Locus of control needs to be developed to hone and improve the basic skills of teaching student teachers in schools, 4) Through students' good perceptions of the teaching profession, students can understand that they are ready to become competent and professional teachers.

METHODS

This study adopted a quantitative methodology using a survey design. The key benefit of this strategy is that it facilitates understanding students' perceptions of the teaching profession. Hence, we developed the following study model, as illustrated in Figure 1.



Source: Researchers' Data (2022)

Figure 1. Research Framework

This study used explanatory quantitative methods with four hypotheses. The quantitative research method is based on the philosophy of positivism and is used to study a particular population or sample (Straits, 2006). This study used a survey methodology that gathered data from participants' responses to survey questions (Check & Schutt, 2011). This study questionnaire asks participants to react to several organized statements and indicators. The objective is to gather factual data to process the study findings.

Researchers also employed population panels for sampling in addition to data collection. A population is a collection of people who share certain traits (Creswell, 2011). The sample is part of the entire population by selecting and setting conditions (Neuman, 2014). Students who participated in teaching internships were the population chosen for this study. There were 755 students from three campuses in Jambi: Universitas Negeri Jambi (UNJA), Universitas Batanghari Jambi (UNBARI), Sekolah Tinggi Keguruan Dan Ilmu Pendidikan Bangko (STKIP Bangko). The Slovin formula, which is anticipated to reflect the total population, and the standard error rates of 1%, 5%, and 10% were used to determine the sample size for this investigation (Kriyantono, 2010). The study's sample was made up of 261 respondents. All rating measures were graded on a Likert scale, with 1 being the strongest disagreement and 5 being the strongest agreement. 261 student teachers who finished teaching internships received questionnaires.

A questionnaire with 20 statement items was designed to determine emotional intelligence with the following indicators: 1) Self-awareness; 2) Self-management; 3) Motivation); 4) Empathy; 5) Social skills (Goleman, 2015). With the same number of items, the following are several indicators to gauge critical thinking variables: 1) Giving a simple explanation; 2) Building basic skills; 3) Setting strategies and techniques; 4) Concluding, consisting of deduction activities or considering the results; and 5) Providing a further explanation. With 16 statement items, students' perceptions about the teaching profession were determined using the following indicators: 1) Students' perceptions of teacher qualifications, competence, and certification, 2) Students' perceptions about teacher's rights, 3) Students' perceptions of teacher's obligations, 4) Students' perceptions of teacher coaching and development (Sekretariat Negara, 2005; Uzer, 2005; Sudjana, 2009). With 16 statements to understand the locus of control, internal and external factors were used as indicators (Ghufron & Risnawita, 2017). The teaching internship experience variable was measured with internship orientation and internship engagement in 16 statement items (Rupande, 2013; Arikunto, 2013; Yanto et al., 2011). Responses to exogenous and endogenous factors were given a Likert scale of 1 to 5, with 1 denoting "strongly disagree" and 5 denoting "strongly agree." 261 student teachers from economics education who finished teaching internships in Jambi were given questionnaires.

This study used descriptive statistical analysis, which processes data in numerical form and is not usually recognized once the necessary research data is acquired (Sugiyono, 2017). Because this tool is offered online using a Google form that can be accessed via cellphones and desktops, data collection was done using a questionnaire. Using PLS-SEM, researchers performed a two-step data analysis test that involved evaluating the measurement model (external model) and the measurement model (internal model). A measurement model that illustrates how a visible variable or observation variable represents the latent variable being measured is called an estimated measurement model (external model). The measurement model's (internal model's) estimation demonstrates the estimate's accuracy between the latent variable and the constructed variable (Latan, 2015).

RESULT AND DISCUSSION

This study examines how students perceive the teaching profession and offers campuses and schools fresh perspectives on implementing innovative education by enhancing educational quality, promoting educational equity, and enhancing accessibility by emphasizing the value of hiring qualified teachers. This work used the structural equation model (SEM) with SmartPLS 3.29 software to evaluate the hypothesis. Figure 2 shows the outcomes of testing the research graph model.

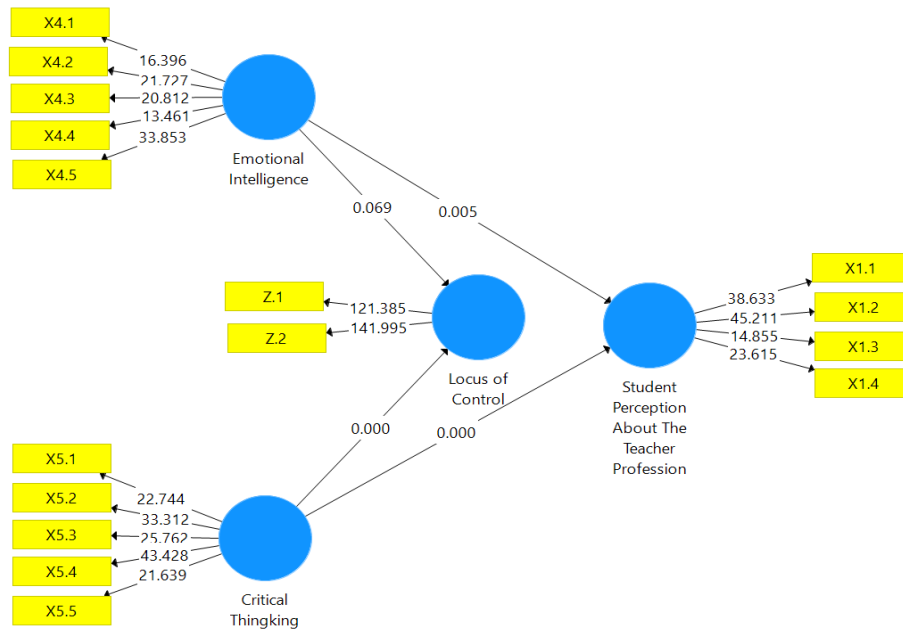


Figure 2. Results of the Structural Equation Research Model SmartPLS

Students’ perceptions of the teaching profession are influenced by emotional intelligence, critical thinking, and locus of control, as seen in Figure 2. It is known through research difficulties that all measurement accuracy indicators for each exogenous and endogenous variable were deemed valid. Table 1 shows our study variable indicators’ accurate factor loading test results.

Table 1. Loading Factor of Test Results

Code	Indicator	Loadings
Emotional Intelligence		
X4.1	Self-awareness	0,761
X4.2	Self-management	0,766
X4.3	Motivation	0,770
X4.4	Empathy	0,724
X4.5	Social skills	0,790
Critical Thinking		
X5.1	Giving a simple explanation	0,778
X5.2	Building basic skills	0,858
X5.3	Setting strategies and techniques	0,792
X5.4	Concluding, consisting of deduction activities and considering the results	0,884
X5.5	Providing further explanation	0,858
Locus of Control		
Z.1	Internal factors	0,952
Z.2	External factors	0,952
Students’ Perception About The Teaching Profession		
X1.1	Students’ perceptions about teacher qualifications, competencies, and certification	0,882
X1.2	Students’ perceptions of teacher’s rights	0,881
X1.3	Students’ perceptions of teacher’s obligations	0,788
X1.4	Students’ perceptions of teacher coaching and development	0,827

Through the results, a model of how students perceive instruction was developed using SEM-PLS to satisfy convergent validity. All indications can be considered genuine if the load factor number is more than 0.700 (Chin, 1995). The consistency of the responses supplied by respondents to various claims can be measured to evaluate the reliability. Cronbach's alpha and construct dependability are two metrics that show consistency. If a build variable's Cronbach alpha value is less than 0.50, it is considered dependable (Hair, 2011). The following are the findings of the reliability and validity tests performed on 261 respondents determined to fulfill the criteria.

Table 2. Reliability And Validity Test Result

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Emotional Intelligence	0,820	0,825	0,874	0,581
Critical Thinking	0,891	0,894	0,920	0,698
Locus of Control	0,879	0,897	0,951	0,907
Students' Perceptions of The Teaching Profession	0,866	0,871	0,909	0,715

The reliability test results on 261 student teachers who participated in experiential activities as part of the teaching placement program are presented in Table 2. This variable was reliable and satisfied the requirements. Each variable's Cronbach alpha value may be examined, and the composite dependability has a value greater than 0.70. The variation and variance in the many manifest variables that the latent constructs may support are expressed by the average extracted variance (AVE). The average extracted variance (AVE) in this investigation has a value of > 0.50, which is denoted as a reliable or accurate indicator of convergent validity (Henseler, 2009).

This research may assess the indicators of each external and endogenous variable, which are valid and have high scores when needed. The magnitude of the obtained R-squared value was used to gauge the model's feasibility. The regression line equation of the given model is evaluated using the R Square metric (Chin, 1995). Whether or if the effect of latent variables—mainly endogenous latent variables—is substantial, the derived R-squared value can explain their influence. Table 3 displays the results of computing the R-squared value.

Table 3. R2 Calculation Output

	R Square	R Square Adjust
Locus of Control	0,710	0,706
Students' Perceptions of The Teaching Profession	0,669	0,667

According to Table 3, the R-squared value of the control value was 0.710, indicating that the model is considered "strong" since the R-squared value was more than 0.70. This study classified the model as "moderate" since the teacher's evaluation was 0.669 and the R-square value was greater than 0.50, making it potentially important for prediction. PLS-SEM can be used to investigate variables further. This analysis is utilized to identify the relationship between the variables by computing the path coefficient's value. Resampling was initially done using the bootstrap method to examine the effects of both endogenous and exogenous factors. Adequate data are obtained for each variable as follows to see the importance of the seven hypothetical variables decided based on the bootstrap findings that have been completed:

Table 4. Result of Hypothesis Test Calculation

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (IOS / STDEVI)	P Values
Emotional intelligence - > Locus of Control	0,163	0,171	0,090	1,821	0,069
Critical Thinking - > Locus of Control	0,638	0,637	0,086	7,443	0,000
Emotional intelligence - > Students' Perception of the Teaching Profession	0,190	0,192	0,067	2,818	0,005
Critical Thinking - > Students' Perception of the Teaching Profession	0,651	0,651	0,066	9,802	0,000

Table 4 shows direct and indirect impacts between variables based on the findings of testing the seven hypotheses. Therefore, if the route coefficient value is more than 1.96, it is legitimate with a significance of 0.05 or greater (Latan, 2015). Data-collecting findings show that the following influence between structures has a high level of importance:

Then the first hypothesis (H1), emotional intelligence, has no positive and significant effect on the locus of control. Emotional intelligence and locus of control have a less-than-optimal impact on students' perceptions in developing their potential to become professional and competent teachers. Student teachers are proven by

their implementation of teaching internships in schools. They cannot adjust to the situation and cannot solve problems by helping students' difficulties in learning (Kumar, 2016; Zahed-Babelan & Moenikia, 2010; Akintunde & Olujide, 2018; Chiang et al., 2019). Therefore, the lower the emotional intelligence and locus of control of student teachers, the lower their perception of the teaching profession.

Furthermore, the second hypothesis (H2), critical thinking, has a positive and significant effect on the locus of control. Through this research, student teachers can develop meaningful, enriching experiences through problems and problem-solving in self-control to build positive image insights regarding student perceptions of the teaching profession (Hastuti, 2019; Bahadir et al., 2014; Oğuz & Sariçam, 2015; Fisher, 2009; Tahrir et al., 2020; Nurfitriyanti et al., 2020). A positive image regarding students' perceptions of the teaching profession can gain insight into skills in problem-solving so that the ability to think critically in self-control can be well developed.

The third hypothesis (H3), emotional intelligence, has a positive and significant effect on students' perceptions of the teaching profession. Students with good emotional intelligence also provide a good picture of students' perceptions of the teaching profession and can develop their potential by adding to their teacher insights in developing their qualifications to become teachers (Dharmayana et al., 2012; Wingkel & Hastuti, 2010; Rosmiati, 2016; Saeid et al., 2010; Mohzan et al., 2013). The emotional intelligence of student teachers can maximize their potential to become teachers so that students' perceptions of the teaching profession can make a maximum contribution.

The fourth hypothesis (H4), critical thinking, has a positive and significant effect on students' perceptions of the teaching profession. Judging from the abilities possessed by student teachers, they are the qualifications to become real teachers. They can solve learning problems effectively and efficiently, and student teachers make the class atmosphere fun (Rosmiati & Hutabarat, 2021; Borisenkov et al., 2020; Zhu & Doo, 2022; Changwong et al., 2018). Thus, the higher the intensity of the student teachers' critical thinking skills, the greater the influence on their perceptions of the teaching profession.

CONCLUSION

The study's findings supported the following four hypotheses of students' impressions of the teaching profession; 1) The negative influence on students' impressions of the teaching profession, student teachers' inability to adapt to any situation and find solutions to assist students with their learning issues; 2) Through this research, student teachers can develop meaningful, enriching experiences through problems and problem-solving in self-control to build a positive image regarding student perceptions of the teaching profession; 3) Student teachers with high emotional intelligence provide students with a clear image of how they perceive the teaching profession, allowing them to expand their potential for learning more about teaching and advancing their preparation for teaching; 4) Student teachers learn to adapt to any situation, overcome learning challenges quickly and effectively, and create a joyful environment in the classroom. This research implies that higher education institutions add more scientific studies about the teaching profession through field practice programs at schools and in every subject in the education department.

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