

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statements of the problem, objectives of the research, significance of the research, scope of the research, and operational references.

1.1 Background of the Research

The teaching profession is a noble profession. For decades in many countries, the teaching profession has become one of the most loved professions. In Indonesia itself, this profession has always been excellent and competes with other professions such as police, army, etc.

Despite being perceived as promising and popular in the past, a teaching career in Indonesia is now highly recognized. In this day and age of globalization, being a professional teacher is crucial. As the difficulties of the globalization era worsen, teachers must become more than just knowledge transfer agents; they must also become problem-solving agents. To advance in their careers, teachers must not only grasp the subject, but also another skill. In order to gain professional competencies, students must be appropriately prepared for the instructional program. It aspires to generate and facilitate future teachers through its vision and mission, educational purpose, and excellence. Understanding and understanding students' motivations and reasons for becoming teachers appears to be critical for teacher educators in order to add fresh forces to the teaching profession and influence their subsequent professional growth, participation commitment, and hence teaching quality (Nurul et al., 2023).

Despite the fact that a prior study in the Indonesian context found that extrinsic factors were the primary motivators for teachers to attend teaching training in Indonesia (Suryani, 2020), discovered the inverse. According to the majority of survey respondents, altruistic incentives were the key motivators for students seeking English teacher training in Riau, Indonesia. As a result, the current study was carried out to investigate what motivates students to pursue teacher training in

the first place, as well as to deepen the findings within the Indonesian context, whether students chose teaching primarily due to extrinsic, altruistic, and intrinsic reasons.

In the past decade, there has been a considerable increase in the number of students enrolling in teacher education programmes in Indonesia. According to mass media, the high status of teachers, increasing salaries, and career prospects with possibilities to become civil servants are the main reasons for this influx. National statistics indicate that almost 300,000 students are graduating from teacher education programmes every year, while the need for a teacher workforce is around 40,000 annually (Ministry of Research, Technology, and Higher Education/MoRTHE, 2019). However, the limited data on retired teachers and teacher turn over cannot provide a clearer picture of the teacher workforce. Attracting right candidates into teaching and retaining skilled teachers in the profession is a key concern in many countries around the world. There have been a number of studies conducted in different contexts investigating career entry motivations of teacher education students including in Indonesia (Rizaldi & Irianto, 2023).

These studies highlight altruistic and intrinsic values as the key motivations for choosing a teaching career. Researchers have explored the reasons why teachers leave the profession within the first few years (e.g., Wilhelm, Dewhurst-Savellis, and Parker, 2000) and found four main reasons: low salary, unrealistically high workload, low social status, and challenging classroom behaviours. However, there are very limited studies reporting on the early attrition of prospective teachers. In the UK, a study identified that around 4% of 453 preservice teachers did not want to enter teaching. A Norwegian study with 283 teacher education students has reported that a quarter of them were still uncertain about taking a teaching job in the future. Moreover, the Indonesian government's policies and initiatives have played a significant role in shaping the teaching profession. Programs like "Guru Garis Depan" (Frontline Teachers), which deploys teachers to remote areas, and the Teacher Professional Development Program, which provides continuous training and development opportunities, aim to enhance the quality of education and address

teacher shortages in underserved regions. These initiatives not only improve the teaching standards but also elevate the status of teachers by recognizing their critical role in nation-building. Additionally, the rise of technology and digital education tools has transformed the teaching landscape in Indonesia. Teachers are now required to integrate digital literacy into their pedagogy, making the profession more dynamic and versatile. This shift has necessitated ongoing professional development to equip teachers with the skills to effectively use technology in the classroom. The integration of digital tools has also enabled more interactive and engaging learning experiences, which can cater to diverse learning needs and styles.

Despite these advancements, challenges persist. The disparity in educational resources between urban and rural areas remains a significant hurdle. Teachers in remote regions often face inadequate facilities, limited access to teaching materials, and a lack of professional support. Addressing these disparities is crucial to ensuring that all students, regardless of their location, receive a quality education. Furthermore, the mental health and well-being of teachers are increasingly recognized as critical factors affecting their performance and retention. Teaching is a demanding profession that requires emotional resilience and a high level of dedication. Providing support systems, such as counseling services and peer support networks, can help teachers manage stress and maintain a healthy work-life balance. This support is essential for sustaining their passion for teaching and preventing burnout. The importance of community involvement in education cannot be overstated. Building strong partnerships between schools, parents, and local communities fosters a supportive environment for both teachers and students. Community engagement initiatives, such as school committees and parent-teacher associations, can enhance educational outcomes by creating a collaborative approach to addressing challenges and celebrating successes. While the teaching profession in Indonesia is held in high regard and offers promising career prospects, it also faces significant challenges. Understanding the motivations behind choosing a teaching career, addressing the issues leading to early attrition, and ensuring comprehensive preparation for future teachers are essential steps toward strengthening the profession. The findings from various studies emphasize the

importance of intrinsic and altruistic values in motivating individuals to pursue teaching, suggesting a need for policies and programs that support and nurture these motivations to ensure a committed and effective teaching workforce for the future. By addressing these multifaceted issues, Indonesia can continue to develop a robust education system that prepares students for the demands of the globalized world while maintaining the noble essence of the teaching profession.

The current study investigates is going to this underexplored area in the English Education Department of Muria Kudus University context, exploring why The EED UMK Alumni do not see the profession of English teacher as a profession that will be useful in the future., this study focuses on researching what factors underlie the last five years UMK EED graduates do not view the profession of English teachers as a promising profession for them, alumni, and analysed their perceptions about teaching as a career.

1.2 Statement of Problems

Based on the background above the researcher is interested, researchers are interested in analyzing the opinions of the sources regarding how promising the teaching profession is for them and how influential government regulations related to the teaching profession are in making teaching a profession. This the research questions are: How is the EED UMK alumni's perception of teacher as a profession?

1.3 Objectives of The Research

The purpose of this research is formulated as follows: To find out the EED UMK alumni's perception of teacher as profession.

1.4 Significance of The Research

The researcher wishes that this research gives benefits as follows:

1. Theoretically

- A. The researcher hopes that it can help the readers to open views and information about how promising the teaching profession is in the future.
- B. Students can obtain additional information about Indonesian government regulations related to the teaching profession.

2. Practically

A. For readers in general

The researcher hopes that this research can educate and give an explanation of What are the views and opinions of the alumni of English Language Education of Muria Kudus University regarding the teaching profession for career paths.

B. For students

This research is expected to educate and inform students about how promising the teaching profession is in the opinion of alumni and also knowing the influence of government regulations related to the teaching profession in Indonesia that can affect interest in the teaching profession. It also motivates students to think about their career stages after graduating from English Education Department.

C. For teacher

The teachers can use this resource to give explanations of the true meaning and education through swearing words in each culture based on those 2 movies to their students in teaching and learning classes.

D. For researcher

This research hopefully helps future researchers for knowing about the The current situation of the teaching profession and adding insight related to government regulations related to the teaching profession and also knowing how effective the teaching profession is in the future. The researcher also hopes that this study could inspire and give more information. In addition, this study hopefully could help the next researchers who desire to conduct a study in a similar area.

1.5 Scope of the Research

Because of the width of this study, the researcher limits the study by focusing on Alumni's 2022 and 2023. Based on data from PKPA UMK graduates of EED UMK in 2022, more than half of the 86 graduates did not choose English teachers as their chosen profession after graduating from EED UMK. The same thing also happened in the 2023 graduation of 124 graduates from EED UMK, more than half of whom were not interested in becoming teachers. From this explanation, opinions regarding the teaching profession for them.

1.6 Operational Definition

To support the following data source, there are some references:

1. Perception study

According to Cambridge Dictionary (2016) perception is a person's experience of objects, events obtained by gathering information and decoding messages and one's ability to pay attention and understand things that are not clear to others. Experience is a process preceded by sensing, namely the receipt of stimuli by individuals through the senses, also called sensory processes.

2. Teacher

A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is a designation for the office, position, and profession for someone who devotes himself in the field of education through patterned educational interaction, formal and systematic.

3. Profession

Any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education.

4. EED UMK alumni's

The alumni of the English Education Department (EED) at Universitas Muria Kudus (UMK) are graduates who have completed their studies in the field of English education. They play a vital role in the educational community by applying their expertise in teaching, contributing to academic research, and

engaging in community service. These alumni serve as ambassadors of the university, influencing educational practices and policy while providing mentorship and support to current students. Their involvement helps foster a dynamic network that promotes professional development and lifelong learning.

