

Use of Simulation Methods and Video Media Teaching in Increasing Students' Interest to be Teachers (Case in Economics Learning Strategy Course)

Neti Budiwati¹, Kinanti Geminastiti H², Fazar Nuriansyah³

¹ Universitas Pendidikan Indonesia (UPI), Bandung, Indonesia; netibudiwati@upi.edu

² Universitas Pendidikan Indonesia (UPI), Bandung, Indonesia; kinantigeminastiti@upi.edu

³ Universitas Pendidikan Indonesia (UPI), Bandung, Indonesia; fazarnuriansyah@upi.edu

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ABSTRACT

The problem of the low interest in being a teacher for students participating in the Economics Learning Strategy Study Program of Economics Education Study Program at the University of Economics Education became the motivation for this research to be carried out. This study aims to determine whether the use of teaching simulation methods and teaching video media for teachers can increase students' interest in being a teacher. The research method is descriptive qualitative with an open questionnaire data collection tool through the Integrated Online Learning System (SPOT) Universitas Pendidikan Indonesia. The research subjects were 88 students participating in the Economics Learning Strategy course. The results showed that the student's interest in becoming a teacher after lectures using teaching simulation methods and teaching video media was on average in the high classification, and a change in interest in becoming a teacher was 80.62%. It can be concluded that the use of teaching simulation methods and teaching video media in the Economics Learning Strategy course increases students' interest in becoming teachers.

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Corresponding Author:

Neti Budiwati

Universitas Pendidikan Indonesia (UPI), Bandung, Indonesia; netibudiwati@upi.edu

1. INTRODUCTION

As one of the Education Personnel Education Institutions in Indonesia, Universitas Pendidikan Indonesia (UPI), was established on October 20, 1954 as a Teacher Education College with the main mission of producing teachers. Then changed to the Bandung Institute of Teacher Training and Education, and now the Indonesian Education University with the status of a Legal Entity State University (PTN BH), UPI consistently and continuously places education as its identity in carrying out service to the country and nation. The change to PTN BH does not change the main role of UPI in the field of education, it even sharpens its vision and expands its mission, function and authority in

providing education by fostering and developing educational disciplines, educational disciplines, and other disciplines (religious sciences, humanities, social sciences), natural sciences, formal sciences, and applied sciences) proportionally to strengthen educational disciplines and educational disciplines (non-educational).

The Faculty of Economics and Business Education (FPEB) is one of the faculties at UPI which has 7 study programs, four of which are educational disciplines study programs, one of which is the Economic Education Study Program (PE Study Program). PE Study Program as an educational discipline study program that develops educational knowledge and prepares graduates to have the competence to work in the education sector as education personnel, with the main graduate profile being prospective economic educators.

Therefore, in the structure of the study program's core courses, there are differences between the educational study programs and the non-educational study programs, especially in the Learning Skills Study Program (MKKPBS) group. MKKPBS is a course that contains knowledge, skills, and attitudes that equip students in developing key competencies in accordance with the main profile of graduates and learning outcomes of study programs, namely equipping students with aspects of pedagogic competence. One of the courses in the MKKPBS is the learning strategy course, in the Economics Education Study Program the label is the Economics Learning Strategy course.

The description of this course is "to examine how learning becomes effective, by studying the nature of learning and learning which is strengthened by studies of learning theories, such as behavioristic learning theory, cognitive learning theory and social learning theory. Furthermore, it is implemented in learning approaches and models, such as constructivism and contextual learning (CTL) approaches, student-centered and teacher-centered learning models with various learning methods. To find out the extent to which students are able to apply the models and methods that have been introduced, a simulation of each model and method is carried out."

At the beginning of the Economics Learning Strategy course, the lecturer always identifies the interest of the course participants to become teachers, by asking students directly. Students are asked to score a confidence level of interest in becoming a teacher in the range of 0 – 100%. The results obtained from survey 1 directly regarding the interest in becoming a teacher are still very low, as shown in the following data.

Table 1 Preliminary Data of Students' Interest To be a Teacher

Criteria	F	%
Low (< 60)	63	71,59
Middle (70-80)	23	26,14
High (≥ 80)	2	2,27
Total	88	100

The data in table 1 above is of course quite apprehensive considering that only 2.27% of students have an interest in high classification, because there is not one student who is 100% interested in becoming a teacher, even among those with low interest there are 2 students who are not at all interested in becoming a teacher. This, of course, cannot be ignored because students who choose education study programs are those who enter a service industry, namely factories that producing prospective teachers, so that ideally students have a high interest in becoming prospective teachers, who have talents, interests, vocations, and ideals.

Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education and secondary

education. Therefore, efforts are needed to be able to foster student interest in becoming teachers, so that in the future they will graduate according to the profile of the study program graduates, namely as prospective economic educators. Teaching is a profession that requires special skills. A teacher needs special skills so that he can carry out the activities in his work well, because this work cannot be done by just anyone without having the expertise as a teacher. (Hamalik (2009). Expertise will only be obtained if the person concerned has an interest in becoming a teacher, and it will be obtained through the teacher education process.

As in the course description, the Economics Learning Strategy lecture is carried out using the simulation method, where students simulate various learning methods and techniques that are intended to achieve one of the Knowledge Course Learning Outcomes (CPMK) which is "have the skills to choose, sort, and using learning models and methods in accordance with the characteristics of economic learning materials", and CPMK Special Skills, namely "having skills in creating effective learning." By conducting teaching simulations, students are expected to have an appreciation of the duties of a teacher. Besides that, in addition to using the simulation method, lectures also use video media about learning, namely teaching videos for partner teachers and other teacher learning videos. Through video shows, students are asked to analyze and identify models, methods or learning techniques used by teachers in teaching.

The explanation above is a motivation for the author to try to answer the research problems and aims to: 1) find out the description of the interests of students participating in the Economics Learning Strategy course to become teachers; and 2) find out whether the use of learning simulation methods and teaching video media can increase students' interest in becoming teachers.

By using the simulation method and teaching video media, it is hoped that it can foster student interest in becoming teachers. Therefore, this study aims to foster interest in becoming a teacher for students studying in educational programs whose outputs are prospective teachers..

THEORITICAL FRAMEWORK

Teachers as components of education have a very important role in the implementation of education. The task of a teacher as a profession has the consequence that a teacher must have several requirements, as stated in Law no. 14 of 2005 concerning Teachers and Lecturers, including:

- 1) Have talents, interests, vocations, and ideals
- 2) Have a commitment to improve the quality of education, faith, piety, and noble character
- 3) Have academic qualifications and educational background in accordance with the field of work
- 4) Have the necessary competencies according to the field of work (pedagogic competence, professional competence, personal competence, and social competence).
- 5) Have responsibility for the implementation of professional duties.

Teachers are not born but are formed through a process, namely through educational institutions that print or give birth to prospective teachers. UPI is one of the institutions that prints these teacher candidates. The process through this teacher-printing institution starts from academic education (S1 Education) and Professional Teacher Education to produce professional teachers.

According to Slameto (2010) "interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling and tends to give greater attention to the thing or activity". Someone will do everything wholeheartedly if it is based on an interest. With interest, there will be more attention to the object of interest. Without interest, someone will just do things as he pleases, without thinking about the quality of what he produces. Therefore, interest is very important in choosing and carrying out every activity, including taking an education and a job.

Students who study in education study programs actually know that they have entered a process that led them to become educators, even though in their hearts they are not interested in becoming teachers. Interest can be grown even though interest in becoming a teacher must come from within yourself, not because of coercion. The main thing is intrinsic motivation, and extrinsic motivation becomes the reinforcement. Proceeding in learning activities that equip a prospective teacher, at least

as an extrinsic motivation. If this interest has grown because of the process of experience, it will be useful in his life, which will guide or direct him to achieve the goal. In turn, a love for the teaching profession grows. According to Renninger and Hidi (2011) many researchers agree with this perspective, namely that interest is object-specific in which the individual has focused attention or engagement with some content, task or event. This object-specific nature separates interest, for example, from intrinsic motivation because, unlike many other motivational constructs, interest is always connected to an object

About interest Ormrod (2008) said interest is the perception that a Curious and engaging activities are usually accompanied by positive cognitive and affective engagement. Interest is the feeling of wanting to know, learn, admire or have something. In addition, interest is part of the realm of affection, starting from awareness to the choice of values. Great interest (strong desire) for something is a big capital to achieve goals. Motivation is self-motivation, generally because of awareness of the importance of something. Motivation can also come from outside, namely encouragement from the environment, such as teachers and parents. (Djaali, 2015).

The interest of students in the education study program will continue to change, along with learning activities that are still in progress. Deporter and Hernacki (2005) state that interest can be formed in two ways, namely: 1) by multiplying information from a variable that is sought to be of interest, and 2) by generating benefits for one's self against something one seeks to be interested in. If interest in a particular subject has emerged, it tends to give greater attention to the object. In the end it will be more focused so as to allow more enthusiasm and ultimately achieve the desired results. Interest as a key concept in teacher education is only possible if teacher educators as a society will take it seriously. The conditions for being attracted to are highly dependent on social relationships (Rautianen, et.al., 2018)

2. METHODS

This research is descriptive research, which is a research procedure to find facts using the right interpretation by studying the problems that exist in society and how to solve them in certain situations. This is related to the central issue of this research, namely the interest of students to become teachers, which should be students of educational study programs who are assumed to have an interest in becoming teachers or educators or working in the world of education. It is ironic that students of education study programs have low interest in becoming teachers. Therefore, efforts are sought to increase interest in becoming a teacher through learning by using simulation methods and teaching video media.

Thus, the dependent variable in this study is the level of interest in becoming a teacher, and the independent variables are the simulation method and teaching video media. The research subjects were 41 students of the Economics Education Study Program who took the Economics Learning Strategy course. Data was collected through a questionnaire regarding interest or interest in becoming a teacher which was carried out after 13 meetings took place, which was then processed using the percentage technique comparing the results of the initial survey about interest in becoming a teacher with the results of the final survey after the lecture lasted 13 meetings. In addition, a survey was also conducted on the reasons why students became more interested or not interested in becoming a teacher.

3. FINDINGS AND DISCUSSION

3.1 Findings.

This research was conducted during the learning process, namely learning using simulation methods and learning media in the form of teaching videos, both teaching videos for partner teachers and other teachers. During lectures, each student is asked to simulate at least 2 learning methods/techniques and be observed and commented on together. In addition, learning uses teaching

videos, which are observed together and analyzed, so that students are expected to have the sensitivity to appreciate the teacher's role in teaching. That being a teacher is not as difficult as imagined, if students understand and are able to practice the learning strategies they have learned.

Through a self-assessment questionnaire, students are asked to provide a self-assessment of how far or how much interest they are in becoming a teacher after attending 13 lecture meetings, and giving reasons why the percentage of interest level is that high, which is indicated by a percentage between 10%-100%. The description of the data on the level of student interest in becoming a teacher at the beginning of the lecture (survey 1) and after at the end of the lecture (survey 2) is shown in table 2 below:

Table 2 Changing Score of Students' Interest to be a Teacher

Score of Interest	Survey 1	Survey 2	Changing	
			Score	%
Total Score	4.260	7.695	3.435	80,62
Average Score	48,41	87,44	39,03	80,62

Table 2 explains that the score of interest in becoming a teacher in survey 2 increased by 3,435 or by 80.62%, this is in line with the average score of interest in becoming a teacher, from survey 1 to survey 2 it increased by 87.44 or increased by 80.62 %.

If the data in table 2 above is classified into high, medium and low levels of interest, it can be seen in table 3 below.

Table 3 Classification of Students' Interest to be a Teacher

Criteria	F	%
Low (< 60)	2	2,27
Middle (70-80)	17	19,32
High (\geq 80)	69	78,41
Total	88	100

Table 3 explains that there appears to be a significant change in the interest in becoming a teacher for the students participating in the Economics Learning Strategy lecture. If classified, most of them have a high interest in becoming a teacher, only 2 people (4.88%) whose interest in becoming a teacher is still low. When compared with the initial score data in table 1 which is generally on low criteria, there is no interest in becoming a teacher in high criteria, even though there are already 26.83% interested in moderate criteria.

If we explore why there was a significant change or increase in interest in becoming a teacher after the course learning process was almost over, it is explained in table 4 about the reasons why students' interest in becoming a teacher increased as follows::

Table 4 Reasons of Students to be a Teacher

Reasons	F	Percentage	Theoretical Supports
Teacher in the school and Parents	7	7,95	Parkay dan Stanford (2008)
Perception of Teacher Profession	17	19,32	Parkay dan Stanford (2008)
Learning Process	60	68,18	
Others	4	4,55	

The following is table 4 explaining the reasons that are factors that influence the increase in student interest in becoming teachers.

Table 5 Reasons of Students to be a Teacher

Reasons	F	Percentage	Theoretical Supports
Teacher in the school and Parents	7	7,95	Parkay dan Stanford (2008)
Perception of Teacher Profession	17	19,32	Parkay dan Stanford (2008)
Learning Process	60	68,18	Virkkunen (2006); Lipponen & Kumpulainen (2011); Slavin (2011); Kyriacou (2011)
Others	4	4,55	-
Total	88	100	

The data in table 5 showed several reasons why students' interest in becoming a teacher has changed in a positive direction, there is a reason for the teacher factor during high school, there is because of the family, there is a positive perception of the teaching profession, and the most revealing is because of the learning experience in the eyes of the teacher. Economics Learning Strategy course.

3.2 Discussion

It is undeniable that high school graduate students experience confusion when choosing an educational institution to continue their studies, including choosing a major to take. One of the questions related to this is whether to choose an education major to further pursue the teaching profession, or non-educational education. Rational considerations are needed, but the reality is that not a few students choose majors because their friends or their parents are coercing them, so that as happened in the Economics Education Study Program, the survey results every year are very few who are interested or have the desire to pursue a profession as education or training. teacher.

The data from the survey at the beginning of the year when he was a student, became a valuable record that could be used as a guide for how lectures were carried out so that they could foster student interest in studying in the education study program in the end being interested and proud to be a prospective teacher. Because in the future those who are called professional teachers must have a number of competencies, one of which is pedagogic competence which can be obtained through a number of professional expertise courses in the study program.

The learning of this course, which emphasizes the appreciation of the teaching profession and the mastery of effective learning skills, will be achieved by using a simulation model of methods and learning techniques. Besides that, the use of video recordings of teaching partner teachers and other teachers is also an important element in growing interest or interest in becoming a teacher. The data on the reasons that students wrote openly why they became more interested in becoming teachers explained the success of using simulation methods and teaching video media in increasing students' interest in becoming teachers.

Several students revealed that through simulation learning they became more understanding so that they were challenged and grew their interest in becoming teachers. Concept material which is then put into practice will give better results, as Slavin (2011) says that good teaching must be observed and practiced. So it is not just conveyed or transferred from the teacher to the students, especially for teaching materials that are intended to be practiced, such as mastery of models, methods, and learning techniques. Students' interest in learning that is packaged by lecturers in such a way will encourage students to study it further and practice it.

Being interested should be the starting point for studying in higher education. Rautiainen, et.al (2018) revealed that many studies show a strong relationship between interest and learning; One's interest has a strong influence on learning, especially on attention, goals and learning levels. Becoming a teacher is not determined by talent or birth as a teacher, but through a series of special education processes such as through special teacher education institutions. This reason mostly arises from students who openly say why their interest in becoming a teacher has increased after undergoing the Economic Learning Strategy lecture process. Furthermore, Rautiainen, et.al (2018) compiles several views of Virkkunen (2006) and Lipponen & Kumpulainen (2011) that ownership of the learning process itself becomes stronger when students have more space to influence teaching and use their own interests in this process. Transformative activities of students are not possible in didactic-based interactions where students are positioned as passive recipients of knowledge.

Parkay and Stanford (2008) provide guidelines for becoming a teacher, according to him there are questions that must be answered "Why do I want to teach?" One of the reasons is because of positive understanding with teachers while studying at school. What was stated by Parkay and Stanford is also evident in the reasons given by several students (Table 4) why they became interested in becoming teachers.

Another reason that Parkay and Stanford gave was because they wanted to donate or help others in need to grow and develop. This second reason is also the reason why some students are interested or interested in becoming a teacher. Including the third reason, namely that teaching is fun, happy and exciting, is also part of the reasons given by students as reasons for being interested in becoming teachers.

Whatever reasons make someone interested in becoming a teacher, it is hoped that in the end they will become "love of teaching". This is what is needed from a teacher, with love for his profession it will give birth to commitment, so that in turn a professional teacher is born. The learning experience of students, especially in the lectures they attend, is an important key in shaping their personality as prospective teachers. Kyriacou (2011) views that learning exists.

4. CONCLUSION

The average level of interest in becoming a teacher for students participating in the Economics Learning Strategy course after the learning process up to meeting 13 experienced a high increase. There are only 2 students who don't experienced a change in interest in becoming a teacher to a higher level.

Comparing the results of the change in scores asking students to become teachers between the beginning of the meeting and after the 13th meeting, the lecture process using the simulation method and teaching video media, has a high influence on increasing student interest in becoming teachers.

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