INTEREST TO BE TEACHER AND CUMULATIVE GRADE POINT AVERAGE (CGPA) ANALYZED BY THE ADMISSIONS OF UIN JAKARTA

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Abstract

This study aims to explore the interest to be teacher for FITK (Faculty of Tarbiyah and Teachers Training) students associated with the other types of variables such as gender, origin of High School, Cumulative Grade Point Average (CGPA), and the admission types to UIN Syarif Hidayatullah Jakarta. A survey method was administered to students in Science Education department from three courses, by 200 people as samples. The instruments were an open questionnaire to record the factual data and an enclosed questionnaire to asses their interest. The data analysis employed the descriptive and inferential techniques. The results showed that the students' interest to be teacher is quite high. There was no interest different between male and female students based on the educational background and the entrance types to UIN. Even though based on gender women's CGPA was relatively higher than men's, generally, there was no distinction of students CGPA based on the educational background, and admission of UIN Jakarta.

Keywords: Interest to be a teacher, gender, origin of high school, GPA, admission of UIN Jakarta

Abstrak

Penelitian ini bertujuan untuk mengetahui minat mahasiswa FITK menjadi guru ditinjau dari berbagai latar belakang seperti jenis kelamin, asal SLTA, indeks Prestasi Kumulatif (IPK), dan jalur masuk UIN. Syarif Hidayatullah Jakarta. Penelitian ini difokuskan pada mahasiswa Jurusan Pendidikan IPA, dari 3 angkatan dengan sample data sebanyak 200 orang. Instrumen yang digunakan adalah kuesioner terbuka untuk mencatat data faktual dan kuesioner tertutup untuk menilai minat mahasiswa. Teknik analisis data ini bersifat deskriptif dan inferensial. Hasil penelitian menunjukan bahwa minat mahsiswa menjadi guru cukup tinggi. Tidak ditemukan perbedaan minat antara mahasiswa dan mahasiswi yang didasarkan pada asal sekolah SLTA dan jalur masuk UIN. Meskipun berdasarkan pengelompokan IPK sesuai jenis kelamin yang relatif lebih tinggi adalah perempuan, secara umum, tidak terdapat perbedaan IPK mahasiswa berdasarkan latar belakang pendidikan dan jalur masuk UIN.

Kata kunci: Minat menjadi guru, Asal Sekolah (SMA/MA), IPK, Jalur Masuk UIN

Introduction

Faculty of Tarbiyah and Teachers Training (FITK) of the State Islamic University (UIN) Syarif Hidayatullah Jakarta has a very strategic roles an Institutions of Educational Staff (LPTK). The role is especially in preparing students to become teachers who are able to professionally perform academic qualifications by implementing and developing their expertise sciences to improve the quality of Indonesia human resources.

Notifying the noble task, the entire departments and courses at the FITK have attempted to design the curriculum and activities which lead to develop and to train the teaching profession for students. However, there were the certain FITK students who are les aware of its duties and functions as an educator provider, especially teacher. This can occasionally be obstacle if it is found to have some apathy students to their educational subjects namely: teaching plan, learning strategies, learning evaluation, educational administration, and the peak one is Teaching Practice or Teaching Internship (so called as PPL / PPKT) in the prearranged schools/ madrasahs.

Perhaps, the cause of students' uncertainty was the low of students' interest to be a teacher. As a result, they were not ready to follow the lectures on the education and teaching subjects. To identify the accurate data of the apathy precedence and to avoid errors in determining anticipation policies, the study was needed. The related variables were students' GPA compared to the admission types prepared by UIN Jakarta (so called as PMDK, National and Local SPMB).

Therefore, it was vital to be study since it could reveal how did the interest influence FITK students to be teacher and its relation to GPA by entrance types to UIN Jakarta. Considering that the institution (FITK) is the largest faculty at UIN Jakarta recently of course, the result of this study can imply the faculty leaders and the UIN Jakarta leader.

The purpose and significance of this study are: 1). obtaining an interest overview of FITK student to be a teachers. 2) identifying the different interests to be a teacher reviewed from based on gender, origin of high school, and entrance types to UIN Jakarta, 3). recognizing the students'GPA, 4) understanding the assorted GPA based on gender, origin of high school, entrance types to UIN Jakarta, and 5). the correlation between GPA to interest to be a teacher.

Literature Review

1. Interests to be a Teacher

The interest is shown by enthusiasm and passion. In Encyclopaedia of Educational Evaluation, Anderson et al. said that the interest is a reflection of a person's tendency to seek or avoid the certainty of a variety of activities (Anderson et al., 1973: 211). In line with this definition, Harris (1975: 25) says that interest is the tendency of the soul result from learning to select objects or activities. Jersild and Tach (1983) also assert that interest is related to attract feeling towards activities that are freely elected by the people, so that interest is important to determine the success or failure of one's work.

Overall, although, the level of the understanding is varied, there is a make sense of common ground that interest is a psychiatric symptoms as tendency towards certain object or activity, or something related to the psychic, feeling, or psychiatric symptoms that make up a person's inclination towards a object or activity. This is important in determining someone's success.

An indicator that can be regarded as the beginning of interest is the willingness or desire.

It is corroborated by an argument from the concept of psychoanalysis, human is described as being driven by inner desires (homo volens). Therefore, people tend to be hedonistic in terms of their deeds to meet their needs, to seek the pleasure and to avoid any tortures (Rachmat: 1996: 18-21).

As a profession, teacher is a functional position. To be a teacher obliges the special skills of a certain person. Moreover, to be a professional teacher must be acknowledged of all sorts of matters on education and teaching. Therefore, the formal education, training of experiences, and self-development are necessary indeed.

It is apparent from the duties of teaching profession that it is already quite demanding, not to mention their humanitarian and civic duties. Consequently, it must be initiated from their inner conscience to be teacher that can generate the strong interest in teaching profession. If there is a burning interest, there will be weightless tasks, it even possibly appears as proudness and happiness of the duties.

Interest is generally unstable, especially in early adulthood. The changes is usually associated the pattern alteration of life, duty, responsibility, and social status. However, interest is hard to change except that there is a process and deliberation. The interest to be teachers supposed to be developed from their inherent, thus the teacher are able to carry out the heavy duties as a professional teacher.

Finally it can be concluded, that interest is something related to the psychic, feeling, or psychiatric symptoms which make up a person's tendency toward an object, activity, or certain situations. Interest to be teacher in this study is an impulse or a person's tendency to choose the teaching profession as the occupational or positional preference.

Based on the profession, teachers are required to meet certain standards competencies, not only the demands of a profession, but also humanitarian and civic duty are included. This is frivolous work. To be a teacher, therefore, should be started by the heart calling so that it grows strong interest in the position or the teaching profession. If interest is already growing, then the task apparent to be weightless, it will be felt as proudness and happiness of professional duties. The teacher tasks is noble, as stated by the Prophet Muhammad in the hadith: "Be a teacher or a student or a listener or a lover of scientists, but do not be the fifth (Belongs to none of those four) ".

Interest is an important thing in the teaching profession so that is mentioned in the Act No. 14 year 2005: the interest is the prioritized principle along with talent, a soul calling, and idealism. It shows that the interest is a main factor over the other principles namely legal protection, self-development and earnings.

Some researchers have conducted studies related to interest and motivation. Suparno study is one of them that discussed about interest and motivation among the students of Physical Education Sanata Dharma University in Yogyakarta. The results shows that the students' interest to be teacher is low. However, the students' interest to be teacher is significantly increasing over the educational process. The study reveals that the main motivation of students entered Physics Education Study Program is the desire to be quickly complete the study and to work. Additionally the research finds that there are several factors encouraging students to develop an interest and professionalism as a teacher. These factors includes physics lectures, educational courses, internship, and the factor of the teachers and friends.

2. Professional Teacher and LPTK

Teachers hold a key role in improving human resources. Teachers empower the youth who will be the leaders in the future with confidence and social values (The International Commission on Education, 1998). Hitherto, issues around teachers national and international are inseparable from the deficiency problems in educational quantity and quality (The International Commission on Education, 1998; Suryadi, 1999: 303). Moreover, the obstacles of distribution, placement as well as career development of working teachers work are deserved to be exceedingly undertaken.

The teaching profession in Indonesia defined as functional. This means that being a teacher is required special skills and can not be done by just anyone. As mentioned in the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, teacher is a professional educator with the primary task : educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education (PAUD),formal education, basic education and secondary education (Chapter 1 Article 1, paragraph 1).

By the enactment of Educational Act No. 14 of 2005, the teacher professionalism is a necessity. Professional is a job or activity carried out by a person as an income source that requires professional education, expertise, skills, or several abilities fulfilled quality standards or norms(Educational Act No. 14 of 2005 Section 1 Article 1 Paragraph 4)

Associated with the teaching profession, the Act on Teachers and Lecturers (Chapter IV) mandates a teacher to have certain qualifications and competences. Both are outlined in the Minister of National Education (Permendiknas) No. 16 /2007. In the Permendiknas regulates the standards of academic qualifications and competences of the teacher as mentioned all the

teachers in the Early Childhood Education (ECD), primary and secondary education as a person with the minimum level of academic qualification is Diploma IV or S1in the linear field and level of education of their students. For example, primary school teachers should be graduated DIV / S1 education program of Teacher School for primary school and teachers for science subjects at junior and senior high school should be graduation from DIV / S1 science education program from an accredited educational institution.

In addition, teachers are also required to show some competences in their work performance. The competencies include four integrated areas, namely pedagogical, personality, social, and professional (MONE, 2008). Representation of pedagogical competence is by understanding and applying the principles of learning and educational psychology. An example of personal competence is the noble attitude and morality by being honest and ethical. Social competence among other things is the ability to well socialize with learners, colleagues and the wider community. An instance of Professional competence is mastering science of teaching.

Education institutions in Indonesia produce the teachers are known as Institute of Educational Staff (LPTK). According to Act No. 14 of 2005, LPTK is a college that has given tasks by the Government to trainee teachers in early childhood education, formal education, basic education, and/or secondary education, as well as to organize and develop pedagogical and non pedagogical sciences (Chapter 1 Article 1 Paragraph 14). Thus, LPTK is a formal one recognized by the government to educate the prospective teachers. In Indonesia there are currently more than 200 LPTK consisting of 13 State LPTK, 19 educational faculty (FKIP) of State University, and 234 Private LPTK (Jalal, 2007).

Faculty of Tarbiyah and Teachers Training (FITK) of UIN Syarif Hidayatullah Jakarta is a well attractive and productive LPTK. This is reflected in the number of students and graduates which are likely to increase every year also the scientific papers produced as well by each departments / course programs.

Tasks and Competencies of Teacher

Teachers as educators in the Act of National Education System No. 20 of 2003 article 39 paragraph (2) are professional educators in charge of planning and implementing the learning process, assessing the results of learning, coaching, training and conducting research and community service, particularly for educators at the college. Furthermore, in Article 40, paragraph 2 stated the obligations of teachers are (a) creating an atmosphere of meaningful education, fun, creative, dynamic and dialogical, (b) committed professionally to improve the quality of education, and (c) being a model and keeping the good name of the institution, the profession, the prestige, and the trust given to themselves.

Operationally in the Act on teachers and lecturers, article 20 (a) states that in implementing professional duties teachers encouraged to plan learning, to implement the qualitative learning process as well as to assess and to evaluate learning outcomes. Thus, the teachers are the subsystem part of national education, who directly handle the "raw input". It is an important role, especially in preparing students not only to face the future with confidence, but also to raise students to be aware of their purpose and responsibility in dealing with new challenges in the era of globalization.

The roles played by teachers in the classroom to learners are viewed by Gagne (1977) as planning for learning, managing learning and instructing, whereas by Petres as quoted by Sudjana (2002), there are three tasks

and responsibilities of teacher, namely; (a) educator as a teacher, (b) educator as a mentor, and (c) educator as an administrator. The all tasks are the primary duty of the teaching profession. Educator as a teacher stresses the duties to plan, to implement and to improve the learning system. In this position, the educators' role is very essential in the learning development, which is in charge as well as a source of learning activities. Teachers must be full of initiative and creative because teachers who know the circumstances, especially pertaining to the varied characteristics and backgrounds of learners.

Competency refers to the ability or skill. Broke and Stone (1995) as cited by Mulyasa (2007) define that teacher competence as descriptive of a qualitative nature of teacher behavior appears to be entirely meaningful. The opinion implies that the competence is a a meaningful and qualitative description of the nature of teacher behavior. In the Republic of Indonesia Act Number 14 of 2005 on Teachers and Lecturers explains that competence is a set of knowledge, skills and behaviors owned, lived and ruled by a teacher or lecturer in conducting the professional duties. Formally, it constructed in the MONEC Decree no: 45 2002 as a set of capabilities to do something correctly or a set of intelligent and responsible action of a person as required and considered capability by the community regarding to finish the tasks of the workspace. Barlow (1985), quoted Dantes and Koyan (2004) that the teacher competences is the ability to perform its obligations responsibly and feasibly. Thus, teacher competence can be defined as the ability and authority of teachers in managing the their profession, soft skilled teacher is a teacher who can fulfill the duties and obligations as a competent and professional. To meet these requirements, teachers are demanded to have a number of cognitive, affective and psychomotor competencies.

Learning Outcomes (GPA)

Evaluation is applied to determine the success of the program.In educational, learning outcomes can be evaluated in several methods, (test and non-test). The evaluation results are usually expressed in numbers or letters used to be the level standard of learning outcomes.

In Indonesia, the common term for the results of these evaluations are generally different depending on the levels of education. In primary and secondary education (SD / MI, SMP / MTs, and SMA / MA), it is known as the value standard. Whereas, a higher education (universities), the standard is better known as the Grade point acquisition (GPA).

GPA is the quantification of the results of lecturer evaluation of the students' works or student achievements. GPA represents by numbers reflect many important areas of the theory and practice of education. In addition, there is also cumulative GPA (CGPA). It is the cumulative of overall index performance of the evaluated subjects/courses. A quantitative learning evaluation for students was firstly developed by William Farish at the University of Cambridge in 1792. GPA likes the other learning outcomes, generally, is influenced by many factors. These factors may be inside the person or from the environment. An instance of intrinsic factor is interest, while extrinsic factor is, for example, learning methods or friends, etc. Therefore, interest is the important inner factor affective the learning outcomes.

Student Admissions to UIN Jakarta

Students of UIN Syarif Hidayatullah Jakarta are selected through a several types of new student admissions. The pathways when this research conducted were the Interest and Capabilities Admission (PMDK), National Selection and Admissions (SPMB / SNMPTN), and Independent Selection and Admissions (SPMB Mandiri). PMDK is a recruitment process for prospective students who devoted to be the best students in Islamic Senior high School (Madrasah Aliyah), Senior High School (SMA). This path requires students' consistency of academic achievement from X to XII grades. This prerequisite is approved not only by copies of the evaluation report of the prospective students, but also by a recommendation from their previous school. The number of contested seats by prospective students through PMDK is as many as 25 percent of the total capacity.

SNMPTN is a screening type organized by the association of public universities under the MONEC or MORA. Trough national system, prospective students of UIN Syarif Hidayatullah Jakarta can participate in the selection in each area without coming to UIN Jakarta. The number of contested seats by SNMPTN is 40 percent of overall capacity. The third track is SPMB Mandiri. This type of admission is organized by UIN Syarif Hidayatullah Jakarta and the selection process as well conducted by written and oral tests. The purpose of the tests is to measure the ability of prospective students in language, religion, mathematics, science, and general knowledge related to the majors or courses selected by prospective students. The portion of contested seats by the SPMB Mandiri is 40 percent of the whole capacity.

The attached characteristic of admissions to UIN can help to map the initial competence of UIN Jakarta students. It can be assumed that the PMDK students are expected to have a good learning outcomes. While UIN Jakarta students received through the SPMB Mandiri and National are expected to demonstrate the varied learning outcomes in terms of quality and consistency.

Conceptual Framework

Interest to be teacher is the preliminary resources for students in the Faculty of Tarbiyah

and Teacher Training. It is considered very important in generating the forthcoming educators to realize their duties and functions in the future. It is a concern if having no passionate interest to be teacher, there will be compulsion or excess for the uninterested ones. It is undeniably lead to the poor appreciation from the learners, so that the teacher authority in students perception is interrupted. It is assumed that there is numerous features causing the high-low interest in becoming a teacher, for example, family background, gender, departments / study program.

Students' GPA is a benchmark of their learning outcomes as well as an seriousness indicator of the departments/programs in providing learning facilities and encouraging students. GPA is also influenced by many factors, such as gender, preferences on certain subject cluster, course election, and perhaps from admission types. Therefore, several triggers may affect the interest to be teacher, GPA, and the inter-relationship of both factors.

Research Hypothesis

Based on these problems, this research hypothesis were formulated as follows: 1) Some students of FITK UIN Jakarta still had an unintended interest to be a teacher; 2) There were differences to interest of being teacher among students reviewed by some backgrounds such as gender, origin of high school, family, courses, and admission types of UIN; 3) There were different of students' GPA based on several backgrounds such as gender, origin of high school, a family of teachers, courses, and types of UIN entrance; 4) There were a link between GPA and the interest to be a teacher.

Method

The conducted research was limited to 2008 to 2010 students in Faculty of Tarbiyah and Teachers Training (FITK) at UIN Jakarta, amounted to 345 students with 200 people as sample, by stratified random sampling proportionally based on courses and semester. This research used survey method, precisely the descriptive and inferential analysis techniques. There were two instruments applied to obtain data. First, a single instrument filled by students' identity and GPA to obtain data. Second, by using a Likert scale, a questioner was made to reveal interest to be teacher indicate by the willingness and passion to be teacher. The technique of data analysis began by a descriptive analysis that exposed the background of the respondents related to the interest and the GPA. To see the linked backgrounds, a cross-tabulations was also employed to enable in explain respondents' condition from the several backgrounds. The last step was performed inferential statistical one to test the dissimilarities through path analysis (ANOVA) and correlation analysis to see the correlation between CGPA and interest to be teacher.

Findings and Discussion

Data Description

1. Respondents by Gender

The samples of selected students were consisted of women respondents outnumbered the men by (73% : 17%). The proportion based on the existing students in the Department of Science Education in FITK. The bigger portion of female students were unable to be perceived as unfavorable conditions considering the law and the right of education for all. Hence, the policy intervention on the comparison of the proportion is unnecessary. The outnumbered portion of women than men should have been balanced by providing more facilities for female students.

2. Respondents by High School Background

High school background is divided into five, namely: MAN, MAS, SMAN, SMAS, and other. It is apparent that the students of Science Education Department were originally from high school. The biggest amount of respondents held by SMA students by 55%, followed by 24% of the graduates from MAN. On one hand, this fact is positive condition because it approved that the existence of the UIN Department of science Education has been widely recognized by society. It means people has identify that today UIN Jakarta consists of not merely religious knowledge, but also includes general sciences. On the other hand, it can be perceived as negative fact either if society think that the graduates from MAN/MAS are fairly reluctant to study in UIN Jakarta, or people consider the students are unfortunate ones competed with students from SMAN / SMAs. It has been the main concern of UIN leaders for recruiting prospective students primarily by PMDK to assemble special attention for the Madrasah students.

3. Respondents by Admission Background

Admission background means the preferred track when students enroll at UIN Jakarta There were three pathways available, namely (1) PMDK for students from selected Madrassas/schools (2) SPMB Mandiri by UIN, and (3) National SPMB, is a join program of UIN Jakarta and the state universities. The picture of the respondent distribution is in the following figure.
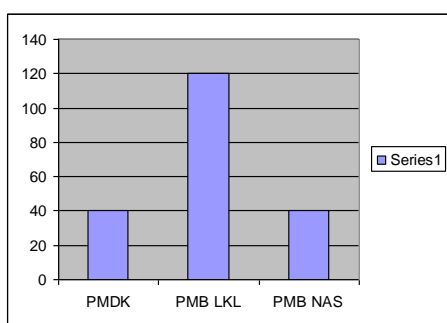

Figure 1 Respondent by Entrance Background

This figure describes that the majority of respondents used SPMB compared to the proportion of students entrance from PMDK and National SPMB because the quota of both types of admission are relatively more limited. This meant that reviewed by the domicile, the majority students must have lived around Jakarta, Greater Jakarta, and surrounding areas. The condition needed special attention so that the prospective students from varied regions are more diverse. The increasing portion for students admitted by national SPMB was needed. By the admission variations through the highly competitive national SPMB, it were expected to obtain the forth coming students. Thus, the more admitted students by national SPMB, the more it prompts the quality of the students and graduates.

4. The Correlate between GPA and Interests

The CGPA aimed at this study was the grade that is acquired by the students from their academic achievement during the semester. The data were attained from students essay based on their established cumulative GPA report. GPA has a range from 1.0 to 4.0. The data of students' interest to be a teacher was confined by the respondent instrument the students ranged theoretical from 35 to 175. The following table may pinpoint the link between the cumulative GPA and the interest.

The table shows that the cumulative GPA of respondents is 3:04. It was quite convincing result since most of the respondents had relatively good GPA. The data also mean that the learning process were well-proceed because most of the students had a high enough GPA. This was in line with the leaders' expectation in department, faculty and UIN Jakarta.

Regarding to the students' interest to be teacher, it was obtained a mean score by 136.33. By the 35-175 theoretical range, the high category, as shown in the following chart.

114-120 |

Table 2. Classification of Interests to

No	Range of Score	Category
1	35-62	Very Low
2	63-90	Low
3	91-118	Medium
4	119-146	High
5	147-175	Very High

The next presentation is the results of calculation of the GPA and the interest correlation as shown in the following table.

Table 3. Correlation between the IPK and Interests

		GPA	Interest
GPA	Pearson Correlation	1	-0..010
	Sig. (2-tailed)	.	.890
	N	200	200

These data indicated that the person's interest to be teacher was unable to comprehend from the person's high or low cumulative GPA. The correlation is a result from the cumulative GPA and the interest.

The score of T calculation was obtained and amounted to 0.890 greater than 0.05. In accordance with the testing criteria, if the significance value was greater than 0.05 so Ho was accepted. Thus, the Ho expressed that there was acceptable that no correlation between the cumulative GPA and the interest to be teacher. This means to perceive someone's interest to be teacher is unable to be comprehended from Cumulative GPA. In other words, the cumulative GPA was not a benchmark to know the interest. It was a non-reference to see the interest because the cumulative GPA is constructed by several components such as learning activities, personality, and not least the students' understanding of the course materials. As long as the course material could bring about the students to love the teaching profession and able to explain that teaching profession is an attractive and promising profession, it was posible that cumulative GPA will be correlated to the interests to be teacher. Conversely, if the course materials buoyed up the students interest to be teacher, it was quite unlikely the cumulative GPA affects the student interests to be teacher.

Interests to be Teacher based on Several Backgrounds

1. Interest to be Teacher by Gender Different

The interest overview based on the gender categories of the respondents will be depicted by the following figure.

Tabel 4. t-Calculation Score and Significant Test

Model		Unstandardized Coefficients		Standar Coeff.	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	137.51	8.506		16.166	.000
	Cum GPA	-.388	2.793	-.010	-.139	.890

Table 5. Student Interest to Be Teacher between Men and Women

	N	Mean	Std. Dev	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
M	54	137.28	9.683	1.318	134.63	139.92
F	146	135.98	8.456	.700	134.60	137.36
Total	200	136.33	8.798	.622	135.10	137.56

The table depicts that the average score of male students' interest was 137.29 while the average score of female students' interest was 135.98. It is apparent that if the average interest is considered, the male students had a greater average compared to female students'. However, surprisingly, the highest score, 173, was actually held by female students. Interest score was quite high compared to the average score of 136.33. Thus, the data score of the males' interest tended to be clustered around the average number, while the females' score showed more diverse interests and had the a lot of extreme value.

No	Rentang Skor	Kategori
1	35 – 62	Sangat Rendah
2	63 – 90	Rendah
3	91 - 118	Sedang
4	119 - 146	Tinggi
5	147 - 175	Sangat Tinggi

Furthermore, it can be comprehended that there is the different interest between male and female students in responding the questions about different interest by gender.

Table 6. ANOVA Calculation Results of The Interests Differences between Males and Females

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	66.448	1	66.448	.858	.355
Within Groups	15335.77	198	77.453		
Total	15402.22	199			

The chart shows that the score F calculation is 0858 with p = 0355> 0.05 so the research hypothesis was accepted. Ho assumed that there is no distinction of the interest to be teacher between male and female students. In other words,the interest to be teacher between the male and female students were equal.

Besides, the correlation between gender could be understood by the cumulative GPA, by 0.24 as described in the next table. It proved the existence of the relationship between both

variables. Even tough the correlation is low, it was fairly significant.

Table 7. Correlation between Gender and GPA
Correlations

			JK	IPK
Kendall's tau_b	G	Correlation Coefficient	1.000	.244**
		Sig. (2-tailed)	.	.000
		N	200	200
	GPA	Correlation Coefficient	.244**	1.000
		Sig. (2-tailed)	.000	.
		N	200	200

**. Correlation is significant at the 0.01 level (2-Tailed).

2. The different of interest to be a Teacher by SLTA Background

Respondents were grouped into five based on the previous high school, namely (MAN, MAS, SMAN, SMAs, others). The forth coming figure displays the varied interests to be teacher by SLTA background.

Moreover, there was the different interest score if the average score was analyzed, but it needs to be more calculated to explain the following hypothesis.

Table 9. ANOVA of Diferent Interest by SLTA Background

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	72.934	4	18.234	.232	.920
Within Groups	15329.28	195	78.612		
Total	15402.22	199			

Based on these data, it can be comprehended that the F calculation is equal to 0232 with the probability equal to 0.920greater than 0.05. Thus, the research hypothesis approved that there were no different interest to be teacher between students based on educational background. In other words,

students interest to be teacher may have not been distinguished by the high school background.

3. The Different Interest to Be Teacher by Admission Types

The following table describes the average score of interest based on the admission types of UIN (PMDK, SPMB Mandiri, SPMB National)

It is clear that, the F Calculation is 1,090 with probability equal to 0338, this is greater than0.05 amounted probability. Therefore, the

research hypothesis, which there is no interest different to be teacher based on types of UIN admissions, was received. In other words, the different of student interest to be teacher could not be observed from the types of UIN admission.

Cumulative GPA by Some Backgrounds

1. Cumulative GPA by Gender

To observe the cumulative GPA by gender, it can be seen from table 12.

Table 8. Interests by SLTA Background

	N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
MAN	56	135.93	10.4	1.396	133.13	138.73
MAS	22	136.23	7.64	1.630	132.84	139.62
SMUN	101	136.22	8.24	.820	134.59	137.85
SMUS	19	138.00	8.37	1.921	133.96	142.04
LAIN	2	138.50	6.36	4.500	81.32	195.68
Total	200	136.33	8.79	.622	135.10	137.56

Table 10 Descriptive Data of Interest to Be Teacher by Admission types

	N	Mean	Std. Dev	Std. Error	95% Confid Interval for Mean	
					Lower Bound	Upper Bound
PMDK	41	136.37	9.476	1.480	133.37	139.36
Mandiri SPMB	121	135.74	8.564	.779	134.20	137.29
Nat - SPMB	38	138.16	8.763	1.422	135.28	141.04
Total	200	136.33	8.798	.622	135.10	137.56

Table 11 ANOVA Calculation of Interest by Admission Types

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	168.597	2	84.299	1.090	.338
Within Groups	15233.623	197	77.328		
Total	15402.220	199			

Table. 12. GPA Respondents by Gender Report

Cumulative GPA

Gender	Mean	N	Std. Dev.
Male	2.9415	54	.19268
Female	3.0723	146	.22479
Total	3.0370	200	.22382

It seems that cumulative GPA of female student is higher than that of males (3.07> 2.94). This is linear with the general explanation that the women dominates the acquisition of cumulative GPA in almost all study programs of each department in the Tarbiyah faculty. To ensure more about the significance of interest different, it may be tested further below:

Table 13. GPA Anova by Gender ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
GPA* Sex	Between Groups	.675	1	.675	14.37	.000
	Within Groups	9.294	198	.047		
	Total	9.969	199			

It is apparent that the score of calculated F is 14.38 with the probability of 0.000, which is smaller than 0.05. Hence, the Ho was denied that there was no different cumulative GPA between male and female students. In other words, The CGPA may have been influenced by gender. It meant that the females' CGPA was significantly different and higher than men's CGPA.

2. Cumulative GPA By High School Background.

To viewpoint the cumulative GPA based on the high school background, the table below is presented.

Table 14 GPA By SLTA Background

SLTA	Mean	N	Std. Deviation
MAN	3.0263	56	.20003
MAS	2.9555	22	.25747
SMAN	3.0757	101	.22882
SMAS	2.9621	19	.19598
Others	2.9900	2	.18385
Total	3.0370	200	.22382

The description data in the above table depicts that students CGPA from SMAN higher than those from the others (SMAN = 3.08>

MAN = 3.03> Others = 2.99> SMAs = 2.96> MAS = 2.96). To strengthen significance of data, the next test was conducted, and the forthcoming table describes the result, which is not significantly different.

Table 15. Significance of interest by SLTA Background
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
CGPA * SLTA	Between Groups	.415	4	.104	2.119	.080
	Within Groups	9.554	195	.049		
	Total	9.969	199			

3. GPA Based Entrance UIN

To examine the Cumulative GPA by the UIN admissions, the following table is presented.

Table 16. GPA by Types of UIN Admission

Admission Type	Mean	N	Std. Deviation
PMDK	3.1024	41	.25093
MandiriSPMB	2.9885	121	.19438
National SPMB	3.1208	38	.24329
Total	3.0370	200	.22382

The table presents that the students' cumulative GPA by National SPMB is higher than the students' GPA of PMDK and Mandiri SPMB- (3.12> 3.10> 2.99). To ensure significant, the difference is tested further as follows.

Table 17 Significant of GPA By UIN Admissions
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
CGPA * Admission types	Between Groups	.727	2	.363	7.74	.001
	Within Groups	9.243	197	.047		
	Total	9.969	199			

Table 18 The Significant of Different GPA By UIN admission Types
Tests of Between-Subjects Effects
Dependent Variable:CGPA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.727[a]	2	.363	7.746	.001
Intercept	1438.960	1	1438.960	3.067E4	.000
Adm Types	.727	2	.363	7.746	.001
Error	9.243	197	.047		
Total	1854.643	200			
Corrected Total	9.969	199			

a. R Squared = .073 (Adjusted R Squared = .063)

Both tables note that the calculated F score is 7.75 with probability of 0.001, smaller than 0.05.As a result, the Ho, which there were no different of students' GPA by the entrance types, was rejected. It meant that the GPA may have been affected by the UIN entrance types. Thus, the students' GPA of people by National SPMB was significantly different and higher than whose are accepted by PMDK and Mandiri SPMB.

Conclusions and Suggestion

Conclusion

Based on the data analysis and hypothesis testing, overall, there were achieved the following conclusions: 1) no different interests to be teacher between the male and female students. 2) no different interest to be teacher based on educational background. In other words, the interest among students were rarely distinguished by the educational background.3) no different interest to be teacher based on the types of UIN admissions. In other words, the different interest to be teacher for the students was unpredictable based on the types of UIN admissions.) There was different cumulative GPA based on gender. In other words the CGPA may have been influenced by gender. This meant that the females' GPA was significantly different and higher than in men by calculated F score, it was 14.38 with probability less than 0.05. 5) no different GPA of students based on educational backgrounds. insignificantly differ students GPA from SMAN and MAN. 6) There was difference in the students' GPA by the types of UIN admissions. In other words that the GPA may have been affected by the admissions. This meant that the students' GPA sequent by National SPMB was significantly different and higher than the PMDK and SPMB-Mandiri. Calculated F value was 7.75 with a probability of less than 0.05.

Suggestion

1. Faculty of Tarbiyah and Teaching Sciences expected to measure the interest of prospective students to be a teacher for support the graduates who are of the professional duties,

2. UIN Syarif Hidayatullah Jakarta is projected to expand the quotas for prospective students by the SPMB/SNMPTN nationally.

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