

Student Interest in Becoming A Biology Teacher During The Pandemic Era

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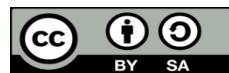
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ABSTRAK

Mahasiswa jurusan pendidikan biologi pada fakultas keguruan dan ilmu pendidikan akan menghasilkan calon guru biologi. Namun tidak semua siswa memiliki minat untuk memilih dan memulai profesi menjadi guru. Berdasarkan hasil wawancara dengan siswa pendidikan biologi, beberapa siswa tidak berminat menjadi guru. Tujuan penelitian ini untuk menganalisis minat siswa menjadi guru di masa pandemi Covid-19. Jenis penelitian ini adalah deskriptif dengan pendekatan kuantitatif. Populasi yang digunakan dalam penelitian ini adalah mahasiswa Pendidikan Biologi. Sample penelitian ini berjumlah 91 mahasiswa. Metode pengumpulan data menggunakan survey. Instrumen pengumpulan data menggunakan angket skala Likert. Data yang diperoleh dari responden dianalisis dengan menggunakan SPSS versi 22. Hasil penelitian menunjukkan bahwa siswa masih memiliki minat menjadi guru dengan kategori baik dan sangat baik pada faktor motivasi intrinsik dan ekstrinsik, pemahaman tentang profesi guru, citra profesi guru, dan pendidikan. latar belakang. Namun pengaruh lingkungan dan kesejahteraan keluarga dan guru memiliki kategori persentase yang cukup baik. Hal ini menunjukkan bahwa sebagian siswa menganggap kedua faktor tersebut tidak menarik bagi siswa untuk menjadi guru.

ABSTRACT

Mahasiswa jurusan pendidikan biologi pada fakultas keguruan dan ilmu pendidikan akan menghasilkan calon guru biologi. Namun tidak semua siswa memiliki minat untuk memilih dan memulai profesi menjadi guru. Berdasarkan hasil wawancara dengan siswa pendidikan biologi, beberapa siswa tidak berminat menjadi guru. Tujuan penelitian ini untuk menganalisis minat siswa menjadi guru di masa pandemi Covid-19. Jenis penelitian ini adalah deskriptif dengan pendekatan kuantitatif. Populasi yang digunakan dalam penelitian ini adalah mahasiswa Pendidikan Biologi. Sample penelitian ini berjumlah 91 mahasiswa. Metode pengumpulan data menggunakan survey. Instrumen pengumpulan data menggunakan angket skala Likert. Data yang diperoleh dari responden dianalisis dengan menggunakan SPSS versi 22. Hasil penelitian menunjukkan bahwa siswa masih memiliki minat menjadi guru dengan kategori baik dan sangat baik pada faktor motivasi intrinsik dan ekstrinsik, pemahaman tentang profesi guru, citra profesi guru, dan pendidikan. latar belakang. Namun pengaruh lingkungan dan kesejahteraan keluarga dan guru memiliki kategori persentase yang cukup baik. Hal ini menunjukkan bahwa sebagian siswa menganggap kedua faktor tersebut tidak menarik bagi siswa untuk menjadi guru.

1. INTRODUCTION

Education is a long-term investment and is the key to a better future in the life of the nation. Without adequate and quality education, the Indonesian nation will be left behind (Haryawan et al., 2019; Marnita & Ernawati, 2017; Rhamayanti, 2018). Education can also be interpreted as a process where a person is given the opportunity to learn to adapt to the environment so that he succeeds in his life (Astuti et al., 2019; Kanji et al., 2020; Mattar, 2021). Teachers in education are an important component in interactions that help direct the construction of student thinking in learning. Teachers play a role in organizing the process and are responsible for the success of learning for students, so that educational goals can be achieved (Tanang & Abu, 2014; Wildan et al., 2016). Teachers in the field of education can be said to be someone who is very meritorious and has the duty to educate and produce a generation of nations that are more advanced in their level of education. In addition, teachers are also required to have

very broad knowledge and are required to have a good personality and teaching skills in order to create a pleasant learning atmosphere (Valentin et al., 2019).

Teachers are people who are responsible for educating their students to become useful people. Teachers must have pedagogical competence, social competence, personality competence, and professional competence in order to educate students well. In addition to mastering the 4 teacher competencies, a good teacher must also have an interest in becoming a teacher (Amaliyah & Rahmat, 2021; Astuti et al., 2019). This is because education is more than just teaching, but can be said to be a process of transferring knowledge, transforming values, and forming personalities with all the aspects it covers (Bhakti & Maryani, 2017; Nurkholis, 2013). Interest is an impulse that causes the attachment of individual attention to certain objects such as work, study, objects, and people (Lin & Huang, 2016; Slameto, 2010). Interest has a positive influence on academic learning, knowledge domains and specific fields of study for individuals (Hibana & Surahman, 2021; Wang & Adesope, 2016). Interest is also related to something that is useful and can bring satisfaction to a person. The more often interest is expressed in activities, the stronger the interest will be, but conversely interest will decrease if there is no opportunity to express it (Astuti et al., 2019).

Interest in becoming a teacher can be said to be a situation where someone will give more interest and attention to the teaching profession. Interest is one of the most important factors for a person's psychology to achieve success in something (Suardana et al., 2018; Valentin et al., 2019). Great interest will encourage individuals to do better things. Activities carried out happily will give good results, because with interest, attention and effort, it will arise to carry out these activities (Nugroho et al., 2016; Rukayah, 2018). Likewise, interest in becoming a teacher will affect the good and bad qualities possessed by prospective teachers which will lead to the quality of education itself. If educators have an interest and love for the teaching profession, then the work they do can get very satisfying results.

There are several things that can influence students' interest in becoming teachers. Interest in becoming a teacher is influenced by students' understanding of the teaching profession and the family environment also has an important role because it can motivate students to be more confident in choosing a teaching profession (Ahmad, 2020; Baharun, 2016). There are six factors that influence students' interest in becoming teachers, namely intrinsic and extrinsic motivation, the influence of family and learning environment, perceptions of teacher welfare, understanding of the teaching profession, perceptions of a positive image of the teaching profession, and educational background (Sitaasih, 2020; Wildan et al., 2016). Students majoring in biology education at Jambi University are students who are interested in becoming biology teachers. However, not all students have the interest to choose and start a profession as a teacher. Based on interviews with biology education students, some students who are not interested in becoming teachers are interested in becoming entrepreneurs, working in banks, and becoming office workers.

Students majoring in biology education at the University of Jambi are students who will become prospective biology teachers. However, of course not all students have the interest to choose and start the profession of becoming a teacher. Based on interviews with 15 biology education students, it was found that there were 10 students who were not interested in becoming teachers, and only 5 people who were interested in becoming teachers. These students are more interested in becoming entrepreneurs, working in banks, becoming office workers, and some are even interested in working in politics. The results of the interviews also revealed that students who entered the biology education department considered biology an easy subject, did not do much math and had the desire to enter an education program in the health sector but this was not achieved. The Covid-19 pandemic also has the potential to reduce students' interest in becoming biology teachers because they do not get the opportunity to practice directly as professional teachers and deepen their role as teachers through offline learning. This study aims to analyze students' interest in becoming teachers during the Covid-19 pandemic. This is because interest greatly influences student learning independence in improving their competence to become professional teachers. If student interest is lacking or good enough, efforts need to be made to increase it by finding the best variety of solutions.

Relevant research results show that most students of FIS UNY have an interest in the teacher's position in the medium and high and low categories. Student interest in the teacher's position is influenced by the family environment, peers, and attitudes towards the teacher's position (Ardyani & Latifah, 2014; Awe & Benge, 2017; Nugraha et al., 2021). The results of other observations in the economics education department of 30 students revealed that only 9 people were interested in becoming teachers, while 21 people were not interested in becoming teachers (Astuti et al., 2019). According to research conducted on other economic education, the results of interviews with 10 economic education students revealed that there were 6 students interested in becoming teachers, 2 students interested in becoming entrepreneurs and 2 other students interested in working in banks, and becoming office

employees (Nugroho et al., 2016). Several factors were analyzed related to matters affecting students' interest in becoming teachers in relevant research, namely internal factors in the form of Attitudes and Personality such as: Attention to Quality of Education, High Social Value, Having Challenges, Affordable Costs, Helping Others, Ambition to Be a Teacher, Attend Seminars About Teachers, Have Teaching experience. External factors consist of Family and Friends Environment. The difference between the research conducted and the previous research was that in the previous research it was only seen what factors influenced students' interest in becoming teachers. In this study, an analysis of students' interest in becoming teachers was carried out, especially during the Covid-19 pandemic.

During the Covid-19 pandemic, the social distancing policy in education requires the learning system to be replaced with online learning so that the learning process continues (Sintema, 2020). This online learning can reduce the interest of biology education students to become teachers. This is because the obstacles faced during online learning are, first, tasks that are too heavy with a short time. Second, there are many tasks to summarize and copy from books. Fourth, the limited quota to participate in online learning. And fifth, students find it difficult to interact actively with teachers during online learning (Basar, 2021). Therefore, the purpose of this study was to analyze students' interest in becoming teachers during the Covid-19 pandemic.

2. METHOD

The method used in this research is a descriptive research method with a quantitative approach. Descriptive research is a research method that seeks to describe the object or subject to be studied (Zellatifanny & Mudjiyanto, 2018). Descriptive research aims to collect information about a symptom that exists at the time of the research. This research describes in accordance with existing data in a variable, symptom or situation under study (Arikunto, 2010). So, descriptive research is carried out by looking for information about an existing symptom, explaining the objectives to be achieved, planning approaches and ways of collecting data to achieve goals. In this study, researchers aimed to analyze the interest of Biology education students to become teachers during the Covid-19 pandemic. This research approach uses a quantitative approach because this approach seeks to reveal the truth of universal principles in the relationship between variables. The quantitative approach can relate research variables that focus on current problems and phenomena in the form of research results in the form of numbers that have meaning (Jayusman & Shavab, 2020). The research was conducted by conducting a survey. A survey is an activity of collecting information from a large number of individuals using a questionnaire. The main purpose of the survey is to describe the characteristics of a population (Yusuf, 2014).

The population used in this study were Jambi University Biology Education students. The sample taken was 91 students of class 2020 and 94 students of class 2021. The sampling technique used side random. The instrument used in this study was a questionnaire distributed via google form. The data collected using google form consisted of 36 questions. Questions were made based on 6 factors, namely intrinsic and extrinsic motivation, the influence of family and learning environment, perceptions of teacher welfare, students' understanding of becoming a teacher, the image of the teaching profession, and educational background. The lattice of the analysis of students' interest in becoming biology education teachers is presented in Table 1.

Table 1. Instrument Grid for Student Interest in Becoming a Teacher

| Factor | Indicator |
|--|---|
| Intrinsic and Extrinsic Motivation | Love for the Teaching Profession Dream of Becoming a Teacher Enthusiasm for Learning Work Ethic Desire to Improve GPA |
| Influence of Family and Learning Environment | Family Encouragement Parental Influence Biology Teacher Influence |
| Perceptions of Teacher Welfare | Students' Perceptions of Teacher Salaries and Welfare Benefits |
| Students' Understanding of the Teaching Profession | Perceptions of Teacher Duties and Competencies |
| Teacher's Professional Image | The Prestige Side of Teachers |
| Educational background | Perception of Biology Education |

(Ardyani & Latifah, 2014)

Data obtained from respondents were analyzed using SPSS version 22. Data analysis was carried out by calculating the percentage of scores obtained. The percentage is obtained by dividing the total respondent score divided by the ideal score multiplied by one hundred percent. The questionnaire filled out by respondents is a questionnaire with a scale of 1-5. The Likert scale is used to measure the level of respondent satisfaction. The Likert scale is used to measure the attitudes, opinions, and perceptions of individuals or groups towards a social phenomenon (Sugiyono, 2018). The assessment score categories are 1 (Not good), 2 (Less Good), 3 (Quite Good), 4 (Good), and 5 (Very Good). The interpretation results based on these scores are presented in Table 2.

Table 2. Score Interpretation Criteria

| Percentage | Description |
|----------------|-------------|
| 0 % - 19,99 % | Not good |
| 20 % - 39,99 % | Poor |
| 40 % - 59,99 % | Quite Good |
| 60 % - 79,99 % | Good |
| 80 % - 100 % | Very Good |

(Riduwan & Akdon, 2015)

3. RESULT AND DISCUSSION

Result

The results of the analysis of students' interest in becoming teachers during the COVID-19 pandemic are shown in several factors. These factors are intrinsic and extrinsic motivation, the influence of family and learning environment, perceptions of teacher welfare, students' understanding of becoming a teacher, the image of the teaching profession, and educational background. The research results were processed so that the average percentage of each indicator of the 6 factors was obtained. Intrinsic and extrinsic motivation factors consist of 5 indicators, namely liking the teaching profession, aspiring to become a teacher, work ethic, enthusiasm for learning, and students' desire to improve GPA scores. The percentage results on intrinsic and extrinsic motivation factors are presented in Figure 1.

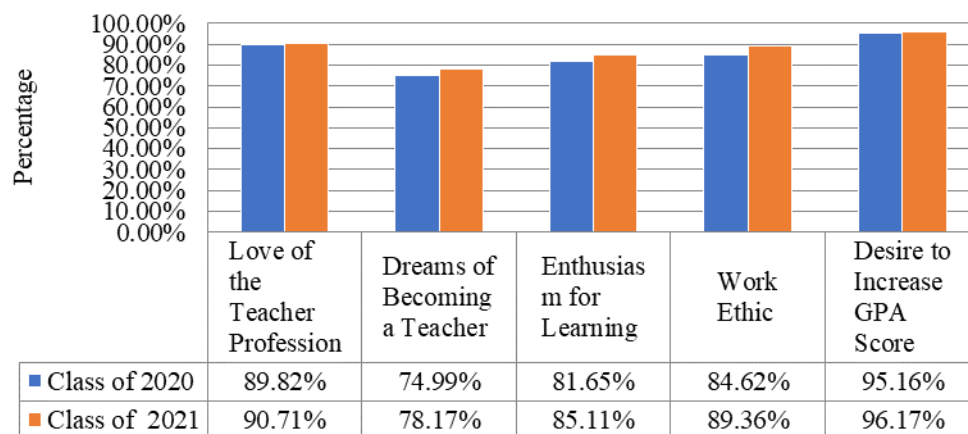


Figure 1. Comparison of Intrinsic and Extrinsic Motivation Factors of Students in 2020 and 2021

Based on the indicators of intrinsic and extrinsic motivation factors, it is known that the percentage of each indicator is not too much different between the 2020 and 2021 batches. The results obtained show that the lowest indicator of intrinsic motivation factors is the aspiration of students to become teachers with a percentage of the 2020 batch of 74.99% and 78.17% in the 2021 batch, both of which are in the good category. The highest indicator is the desire to increase GPA with a percentage obtained from the 2020 batch students of 95.16% and the 2021 batch of 96.17% with a very good category for both.

Students' interest in becoming teachers is also influenced by family factors and the learning environment. The percentage results of family factors and learning environment are shown in Figure 2. Based on the indicators of intrinsic and extrinsic motivation factors, it is known that the percentage of each indicator is not too much different between the 2020 and 2021 batches. The results obtained show

that the lowest indicator of intrinsic motivation factors is the aspiration of students to become teachers with a percentage of the 2020 batch of 74.99% and 78.17% in the 2021 batch, both of which are in the good category. The highest indicator is the desire to increase GPA with a percentage obtained from the 2020 batch students of 95.16% and the 2021 batch of 96.17% with a very good category for both. Comparison of Family and Study Environment Factors for Classes of 2020 and 2021 showed in [Figure 2](#).

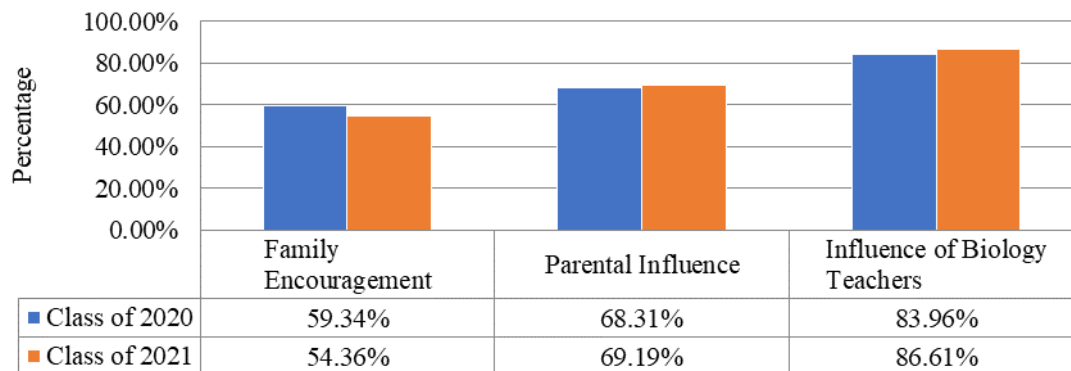


Figure 2. Comparison of Family and Study Environment Factors for Classes of 2020 and 2021

The third factor is the perception of teacher welfare. Students' perception of teacher salaries is one of the reasons students are interested in becoming teachers. The percentage results are shown in [Figure 3](#). Based on the results of the study, it is known that students' perceptions of teacher salaries as a percentage for the 2020 batch students are lower than the 2021 batch. The 2020 batch had a percentage of 67.25% while the 2021 students were 74.47% with a good category for both batches. The results obtained show that not all students are interested in becoming teachers because of the good salary and welfare of teachers. Some students think they want to become teachers because of their noble profession and some students get family encouragement and parental influence.

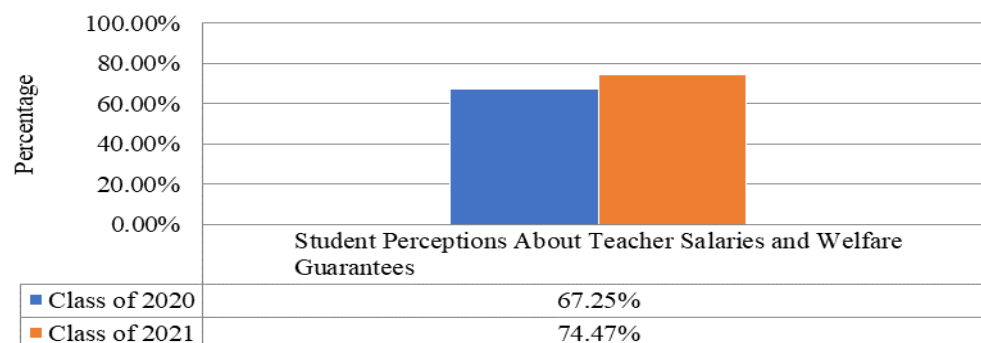


Figure 3. Comparison of Student Teacher Welfare Perception Factors for Classes of 2020 and 2021

The fourth factor is students' understanding of the teaching profession. Students' understanding of teacher perception is an important factor that causes students' interest in becoming teachers. The results of this factor are shown in [Figure 4](#). Based on the results of the study, it is known that the percentage of students' perceptions of the duties of teachers in 2020 and 2021 is 84.49% and 90% in the very good category. The results obtained indicate that students' interest in becoming teachers can be seen from students' efforts in understanding the duties and competencies of being a teacher. Comparison of 2020 and 2021 Students' Understanding of the Teaching Profession showed in [Figure 4](#).

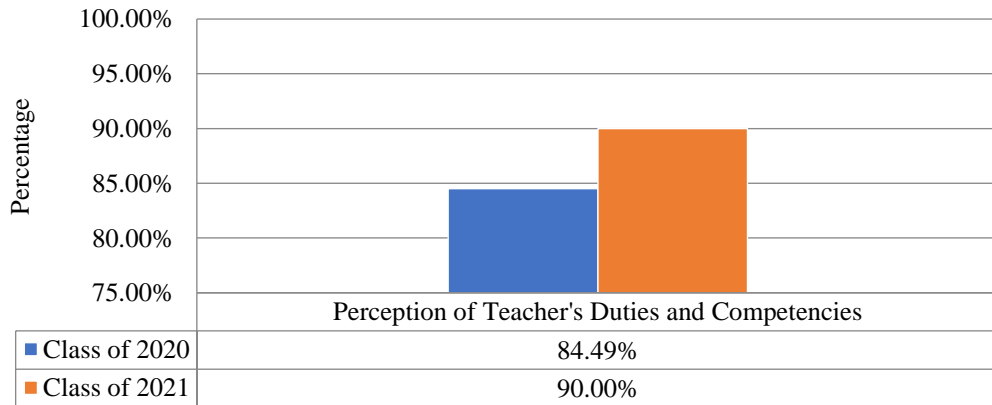


Figure 4. Comparison of 2020 and 2021 Students' Understanding of the Teaching Profession

The fifth factor is the image of the teaching profession. The prestige side of the teacher is considered to have more value in the social environment and is able to become a role model in society. The percentage results are shown in Figure 5. The results of the research on the image of the teacher profession for students of the 2020 class of 76.65% and the 2021 class of 78.72% in the good category. The comparison of the professional image factors of the 2020 and 2021 students is not much different. Comparison of Professional Teacher Image of 2020 and 2021 Students showed in Figure 5.

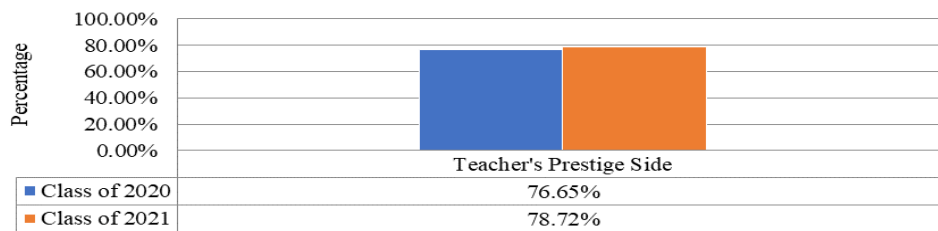


Figure 5. Comparison of Professional Teacher Image of 2020 and 2021 Students

The last factor is educational background. The educational background referred to in this factor is the formal educational background undertaken by students before entering a university in the biology education study program. The educational background indicator is the perception of biology education. The results showed that the percentage of students' perceptions of biology education for the class of 2020 was 79.12% (good) and for the class of 2021 it was 82.02% (very good). Comparison of Educational Background Factors on Student Interests to Become Teachers in the Class of 2020 and 2021 showed in Figure 6.

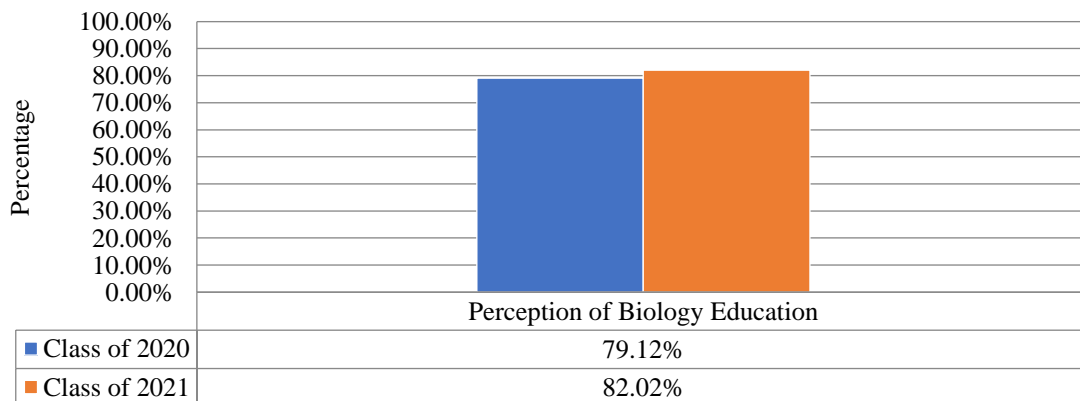


Figure 6. Comparison of Educational Background Factors on Student Interests to Become Teachers in the Class of 2020 and 2021

Discussion

Motivation is a change of energy in a person's personality to achieve goals. The higher a person's motivation, the higher their interest in something. High motivation is reflected in the spirit of learning, work ethic, and tenacity of students in increasing knowledge, insight and developing their potential (Ricardo & Meilani, 2017; Sasmi et al., 2017). Motivation is divided into two, namely intrinsic and extrinsic motivation. Intrinsic motivation is the desire to act caused by motivating factors from within, while extrinsic motivation is something that is obtained through observation or encouragement from others (Ena & Djami, 2021; Santos et al., 2021). In this factor, which includes intrinsic motivation, namely liking the teaching profession, aspiring to become a teacher, enthusiasm for learning, and work ethic. Meanwhile, extrinsic motivation is influenced by the family environment and the desire to improve GPA scores. Based on the research conducted, it is known that extrinsic motivation in the indicator of students' desire to improve GPA scores is very good for both the class of 2020 and 2021.

Students' interest in becoming teachers is also influenced by family factors and the learning environment. Family is the closest environment to students and has the most influence on students' attitudes and personalities (Trisnowali MS., 2017; Wildan et al., 2016). Based on the research results, it is known that family encouragement and parental influence to become teachers for both 2020 and 2021 class students are lower than the influence of biology teachers. In fact, the encouragement of parents and family plays an important role in determining children's interests. Parents and families help provide guidance to children so that what they want can be obtained and they can find the right plan (Edwards, 2018; Watuliu, 2015). Family and parental guidance must play a major role in directing students to become teachers so that students have an interest in carrying out learning activities carried out on campus. Parents play a major role in the success of student education (Đurišić & Bunijevac, 2017; Melesse & Mekonnen, 2020). The support of parents and teachers is very helpful in increasing student interest, especially during online learning (Aziz et al., 2022; Mahmudi et al., 2020). The influence of biology teachers is the highest indicator showing that learning activities in the school environment affect students' interest in becoming teachers. This is because students like biology subjects when they are in high school.

The third factor is the perception of teacher welfare. The perception of teacher welfare leads to students' interest in becoming teachers (Asari et al., 2019; Susiani, 2013; Wildan et al., 2016). When choosing a career, a person will consider salary and life insurance as a measure of welfare at work. The results obtained show that not all students are interested in becoming teachers because of the good salary and welfare of teachers. Some students think they want to become teachers because of their noble profession and some students get family encouragement and parental influence. The results of this study are not in accordance with previous research which states that perceptions of teacher welfare lead to student interest in becoming a teacher. External influence is a potential cause of students' choice not to enter the teaching profession after graduation. This is because the limitations of becoming a teacher and macroeconomic factors and a strong labor market make fewer teacher education graduates choose to enter the teaching profession (Gilpin, 2011; Rots et al., 2014).

The fourth factor is students' understanding of the teaching profession. Students' understanding of the teaching profession can be shown by indicators of students' perceptions of the duties and competencies of teachers. Students' perceptions of the duties and competencies of teachers will shape students' understanding of becoming good teachers. Perception is a process of understanding that involves the entry of information into the student's brain. The existence of perception will help humans understand and adapt to the environment (Bertus, 2019; Slameto, 2010). The results obtained indicate that students' interest in becoming teachers can be seen from students' efforts in understanding the duties and competencies of being a teacher. As is known, the main task of teachers is to educate, teach, guide, direct, train, assess and evaluate students in early childhood education, primary and secondary education through normal education channels (Darmadi, 2015; Sartika et al., 2018). Students' enthusiasm to learn to understand the duties and competencies of teachers significantly more often choose to enter the profession of becoming a teacher (Rots et al., 2014; Wardana, 2018).

Students' understanding of the teaching profession is a very important factor. Students' understanding of the teaching profession will create students' confidence about their role and expectations of their role (Makovec, 2018; Sartika et al., 2018). Teacher expectations determine students' understanding of their role as teachers. Teachers' expectations are influenced by the experience and knowledge they gain during their education for the teaching profession, as during this period teachers begin to build their professional image as a teacher. Therefore, quality education during on-campus learning is important in shaping expectations and ideas about the role of teachers (Coman et al., 2020; Rodrigues et al., 2018). The role of teachers is not only as subject matter experts with a strong subject base in their field. Teachers also need to have didactic knowledge in order to provide good teaching to

their students (Poom-Valickis et al., 2012). At the same time, teachers must also create a supportive learning environment for students by using optimal learning methods and strategies (Radovan, 2011).

The fifth factor is the image of the teaching profession. The indicator of the image of the teaching profession is the prestige of the teacher. The image of the teaching profession can affect students' interest in becoming teachers (Sartika et al., 2018; Wildan et al., 2016). This is because society views teachers as role models for students and others so that they can increase a person's prestige in their environment. Based on the results of these studies, Effective teaching will have a positive impact on student performance, depending on the quality of teachers, school administration, parents and an environment that is conducive to teaching and learning. It is proven that students are more successful in academic achievement, in a society where teachers regard their profession as valued (Fauziah et al., 2021; Poom-Valickis et al., 2012). The effectiveness of educational staff can be increased in several ways such as creating a conducive school environment, fast payment of salaries and allowances, provision of teacher education development (Uyenne et al., 2020). Some of these things need to be improved because of the important role of the teacher both in schools and in society. It can be seen that the image of the teaching profession can be the reason students are interested in becoming teachers. Many students gave their opinion that they were interested in becoming a biology teacher because they liked biology when they were in high school, and thought that being a teacher was a noble job.

The last factor is educational background. The education and skills that students gain before entering college and while studying in the biology education study program can influence students' interest in becoming teachers (Wildan et al., 2016). Based on the results of the study, it is known that educational background affects students' interest in becoming teachers. Many students gave the opinion that they entered the biology education study program because they liked the subject of biology and wanted to study it in depth. In addition, the learning situation faced by students during high school and currently studying on campus also supports students' Biology teacher education on campus is one of the important variables to generate student interest in becoming teachers. The extent to which student teachers were almost ready to become teachers was a significant predictor of their choice to enter employment after graduation (Gorard et al., 2021; Rots et al., 2014). The role of the lecturer as a mentor is very important in this research. This is because student teachers who receive lecturer support during practical training affect their choice to teach after graduation. This finding is an initial motivation of student teachers to work as a teaching profession. Practical training conducted by students requires practical support by mentors because most student teachers stated that during practical training they experienced emotional challenges, worries, intense crises, and other possible problems (Deng et al., 2018; Fauziah et al., 2021; Poom-Valickis et al., 2012).

Based on the research conducted, it can be seen that the analysis of student interest in becoming a teacher in the 2020 and 2021 batches has percentage results that are not too much different. During the Covid-19 pandemic, student interest in becoming a teacher was still in the good and very good categories on several observed factors. The factors of student interest in becoming teachers are categorized as good and very good, namely intrinsic and extrinsic motivation, understanding of the teaching profession, the image of the teaching profession, and educational background. The influence factor of the family environment with indicators of family encouragement and the influence of parents has a fairly good percentage of the category for both 2020 and 2021 students, while the influence of biology teachers is very good. Supposedly, families and parents who play a major role in directing students so that they generate interest in becoming teachers. The teacher welfare factor on student interest in becoming a teacher in the class of 2020 is in the fairly good category and the class of 2021 is in the good category with a difference of several percent. These results indicate that not all students are interested in becoming teachers because of the teacher's welfare factor. Students think that they are interested in becoming teachers because teaching is a noble profession and they like biology subject matter, so they choose to become teachers.

This research is expected to provide information about students' interest in becoming teachers, especially during the Covid-19 pandemic. The results of this study are a guide to increasing student interest in the teaching profession, especially during the Covid-19 pandemic. This is because during the pandemic students did not get the opportunity to practice directly to deepen their role as teachers because learning was carried out online. Even though ideally, students need to learn directly through practical activities on biology material or teaching practice activities. The limitations of this study are that the research objects are only students of class 2020 and 2021 who are currently in their first semesters 1 and 3. Recommendations for further research are expected to conduct research involving populations and samples with comparisons between early semester students and final semester students. This is done to find out whether students' interest in becoming teachers has increased or decreased. This research also needs to be carried out further whether it is true that most students have an interest in becoming teachers

not because of family encouragement and parental influence but because of environmental influences at school such as teachers who teach their preferred subjects so they choose this profession.

4. CONCLUSION

In this study it can be concluded that the analysis of students' interest in becoming teachers has a percentage that has not decreased due to the Covid-19 pandemic. It turns out that there are still many biology students who have a good interest in becoming teachers during the Covid-19 pandemic. However, there are environmental and family influence factors as well as teacher welfare which have quite good category percentage results. In fact, the environment and family, as well as teacher welfare play a very important role in increasing students' interest in becoming teachers.

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