

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the empirical information and theoretical foundations around students' opinions of their experiences as interns. Internships are an essential part of teacher education and are crucial in forming future teachers. In addition to outlining prior research that highlights the importance of this subject, this chapter will explain important ideas including perspective, internship experiences, and career interests. Additionally, a theoretical framework that will form the basis of this investigation will be developed in this chapter.

A. Interest In Becoming a Teacher

1. Definition of Interest in Becoming a teacher

Interest is one of the psychological factors that influences an individual's progress and success in achieving their goals. According to Slameto (2010), interest is the feeling of liking and attraction a person has toward something or an activity without any external coercion, as well as a tendency to pay extra attention to that object or activity. Meanwhile, Dalyono (2005) states that interest arises within a person due to attractive factors from both within the individual and the external environment.

Furthermore, according to Renninger and Hidi (2016), interest is a psychological construct that not only directs attention and effort but also strengthens engagement with a particular activity over time. In educational

settings, interest acts as a crucial motivator that influences students' commitment and persistence toward achieving their academic and career goals (Renninger & Hidi, 2016).

Interest in the teaching profession does not appear instantly; it develops through experiences and interactions with the educational environment. For English education students, the desire to become a teacher can evolve through direct teaching experiences, such as those provided by a *Asistensi Mengajar* program. This program allows students to experience firsthand how the learning process unfolds in the classroom, which can reinforce or even alter their perceptions of the teaching profession.

According to Law Number 14 of 2005 concerning Teachers and Lecturers, a teacher is a professional educator responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students. A teacher is not only responsible for transferring knowledge but also for shaping character and maximizing the development of students' potential. Therefore, an interest in becoming a teacher must be supported by a thorough understanding of the duties and competencies required in this profession.

Based on the opinions presented above, interest can be defined as a person's liking and attraction toward a particular object, which generates attention and a drive to engage further with it. Interest also acts as a motivation that encourages a person to interact more closely, actively, and deeply both spontaneously and selectively. The interest in becoming a

teacher is the desire and attraction a person feels toward pursuing the teaching profession, leading them to devote greater attention to it. This interest can emerge as a positive internal response influenced by one's experiences and personal perspective on the teaching profession. In this context, a positive response toward the teaching profession can be triggered by various factors. Internal factors include impulses stemming from within, such as the drive to alleviate hunger or pain, which in turn can influence one's interest in becoming a teacher.

In relation to this study, students' interest in becoming teachers can also be understood through the Expectancy Value Theory by Wigfield and Eccles (2000), which emphasizes that individuals' interest toward a specific career choice is shaped by their expectation of success and the value they assign to that activity. This theory aligns with the idea that interest in the teaching profession is not only an emotional attraction, but also built through belief in one's ability to perform teaching tasks effectively and the value students attach to teaching based on their experiences. This perspective complements the previous definitions of interest because it explains why similar teaching experiences can produce different levels of interest among students. Therefore, this theory becomes relevant to analyze how the *Asistensi Mengajar* program shapes English Education students' perceptions and strengthens (or weakens) their interest in becoming teachers through real classroom exposure.

2. Interest Development

According to Mu'nisana (2024), the development of interest is a prolonged psychological process that allows interest to emerge and mature gradually. An individual's attraction to a particular object or field is shaped by various external circumstances beyond the object itself. Interest in something typically arises from the combination of two primary sources: the intrinsic characteristics of the object and the individual's past experiences with it. These experiences are the outcome of interactions between the individual and their environment, while intrinsic factors include elements such as age, gender, physical development, and other personal characteristics.

Similar to the growth of the human body and mind, interest also evolves over time. If an individual's physical and mental health supports it, they will demonstrate genuine enthusiasm toward a particular subject or field. As people age, their interests tend to shift, strengthen, or even diminish. Consequently, if the same group of students is surveyed periodically (for example, annually or biennially), the results may reveal changes in some of their interests. By examining how interests grow and transform over time, it becomes evident that interests reflect the developmental stages experienced by each individual.

The social environment also plays a crucial role in shaping a person's interests. Interests are largely influenced by prior experiences, which are

formed through interactions among the physical environment, the social environment, and the individual's unique characteristics.

3. Factors Influencing Interest

This study is grounded in Self-Determination Theory (Deci & Ryan, 2000), which explains that when educational environments support autonomy, competence, and relatedness, individuals are more likely to internalize external motivations and develop sustainable intrinsic interest in teaching (Guay, 2022). This theoretical foundation is particularly relevant to understanding how the *Asistensi Mengajar* program shapes students' interest in pursuing teaching careers.

a. Intrinsic motivation

Intrinsic motivation arises when individuals experience genuine autonomy, competence, and relatedness in their teaching practice. Autonomy refers to the sense of freedom in selecting materials, methods, and instructional approaches that align with personal values and beliefs, making the teaching activity itself inherently satisfying (Deci & Ryan, 2000). Competence is the belief that one is capable of designing lessons, managing classroom interactions, and facilitating student learning effectively; this sense of “I am capable of doing this” supports long-term interest and sustained intention to teach. Meanwhile, relatedness reflects the emotional bonds and positive social interactions formed with colleagues, mentors, and students, which can further strengthen internal motivation and engagement in teaching (Deci & Ryan, 2000). In the context of this study, direct exposure through the

Asistensi Mengajar program may enhance these three psychological needs, allowing students to experience firsthand enjoyment, capability, and meaningful connection in teaching, which then contributes to the development of their genuine interest in becoming teachers.

b. Extrinsic factors

Extrinsic factors, when appropriately internalized, may also encourage students to pursue the teaching profession. Identified regulation occurs when individuals personally accept and value the importance of teaching, recognizing its positive impact on learners, which then becomes integrated into their identity (Deci & Ryan, 2000). In contrast, introjected regulation reflects external pressures and expectations that are partially internalized but not fully endorsed, often creating inner tension or obligation. Meanwhile, external regulation represents behavior driven by tangible rewards or demands, such as salary, status, job security, or parental expectations. Although these forms of motivation are externally driven, SDT emphasizes that through internalization processes, even externally influenced reasons can gradually shift into more autonomous motivation, ultimately strengthening a more authentic and sustainable interest in teaching. In the context of this research, participation in the *Asistensi Mengajar* program may help students internalize their reasons for teaching by giving them meaningful real-world teaching experiences that transform external motives into personally endorsed commitment toward the profession.

In relation to this research, Expectancy-Value Theory (EVT) and Self-Determination Theory (SDT) complement one another in explaining how students develop interest in becoming teachers. Even though the *Asistensi Mengajar* program is compulsory for English Education students, the way students interpret and internalize their teaching experience varies individually. EVT explains that students' interest may increase when they believe they can be successful in teaching (expectancy) and when they perceive teaching as valuable and meaningful (value). Meanwhile, SDT clarifies how the same mandatory experience can still lead to different motivational outcomes depending on how well their needs for autonomy, competence, and relatedness are fulfilled during the program. Therefore, both theories help explain why similar teaching exposure in the same context (SMP/SMA) can lead to different levels of interest toward becoming a teacher: for some students it strengthens long-term commitment, while for others it may remain neutral or not fully internalized.

4. Functions of Interest in Becoming a teacher

According to Hidi and Renninger (2006), interest plays a crucial role in the process of learning and motivation. They explain that interest has two primary functions. First, interest acts as a cause, serving as a motivator that drives individuals to focus on a particular field or activity over others. This type of interest arises from a sense of curiosity or a desire to learn and explore something more deeply. Second, interest functions as a consequence, meaning that it can emerge as a result of an enjoyable or satisfying

experience. When individuals feel pleased or fulfilled by what they are doing, their level of interest tends to increase, which in turn strengthens their motivation to continue engaging in the activity.

In the context of English education students, the interest in becoming a teacher plays a vital role in shaping their learning motivation and readiness to enter the teaching profession. For instance, the *Asistensi Mengajar* program can influence students' interest by providing practical experience that helps them understand the challenges and advantages of the teaching profession firsthand.

5. Indicators of Interest in Becoming a teacher

According to Abror (2025), the indicators of interest in becoming a teacher can be measured through several aspects:

1. Knowledge about the Teaching Profession: Students interested in becoming teachers will actively seek indepth information about the profession. This information can be gathered from books, academic journals, seminars, personal experiences, and interactions with experienced teachers. The broader the students' knowledge of the teaching profession, the stronger their interest tends to be.
2. Enjoyment of the Teaching Profession: A strong interest in the teaching profession is marked by feelings of happiness and enthusiasm when participating in teaching activities. Students with a high level of interest tend to enjoy the learning process, both as learners and as instructors in programs like *asistensi mengajar*.

3. Attention to the Teaching Profession: Students who aspire to become teachers demonstrate a keen interest in various aspects of the profession. They are not only focused on the act of teaching but also on classroom dynamics, teaching methods, and broader educational issues. They actively read news and articles related to the teaching profession and engage in academic discussions about education.
4. Desire to Become a Teacher: The desire to become a teacher emerges as a strong internal motivation. Students with this desire take concrete steps to improve their teaching competencies, such as attending pedagogical training sessions, developing effective teaching strategies, and participating in internships or *Asistensi Mengajar* programs.
5. Confidence in the Teaching Profession: Students who are truly interested in the teaching profession also possess strong confidence in its future. They understand that being a teacher is not merely a job but a calling to educate and guide future generations. Despite the challenges inherent in the profession, they remain optimistic and committed to pursuing a teaching career with dedication.

B. The *Asistensi Mengajar* Program in Teacher Candidate Education

1. Definition of The *Asistensi Mengajar*

The *Asistensi Mengajar* Program is a form of field experience provided to prospective teachers to gain a practical understanding of the learning process in schools. This program is one of the activities in the

Merdeka Belajar Kampus Merdeka (MBKM) initiative, which aims to connect educational theory with real classroom practice, enabling students to develop teaching skills and understand the true dynamics of learning (Darling-Hammond & Oakes, 2019). In the context of Indonesian education, The *Asistensi Mengajar* Program allows students to assist teachers in educational units, providing direct experience in the school environment. Research indicates that such field experience programs help students understand teaching challenges, enhance their pedagogical skills, and build mental and emotional readiness as prospective teachers (Miftahul Fadhila et al., 2024).

2. Objectives and Benefits of *Asistensi Mengajar*

According to Zeichner and Liston (2013), and Korthagen et al. (2001), structured field experiences such as the *Asistensi Mengajar* Program, The *Asistensi Mengajar* program is designed to achieve several important educational goals. One of its primary objectives is to develop students' pedagogical skills through direct and authentic teaching experiences in real classroom settings.

By engaging in the actual teaching process, students can better understand learners' diverse needs and explore effective ways to address them. This experience also helps build their confidence in teaching, as they gain firsthand insight into managing lessons and interacting with students.

In addition, the program encourages participants to engage in professional reflection, which allows them to evaluate and improve their

teaching strategies based on classroom realities. It also familiarizes them with the school culture and administrative responsibilities that teachers encounter in their daily work, helping them adapt to the professional environment of education.

Furthermore, Korthagen et al. (2001) emphasize that structured field experiences such as this can significantly enhance students' motivation to become teachers and foster the development of a professional identity as educators. In the context of this research, the *Asistensi Mengajar* program serves not only as an opportunity to apply pedagogical knowledge but also as a medium for students to discover and strengthen their interest in pursuing a teaching career.

3. Challenges in the Implementation of *Asistensi Mengajar*

Although the *Asistensi Mengajar* program offers many benefits, research also indicates that students often face challenges during its implementation. According to Ingersoll et al. (2018), some of the main challenges include:

- a. **Difficulty in Adapting to the School Environment:** Many students struggle to adjust to the school culture and professional expectations that differ from their academic environment.
- b. **Lack of Experience in Classroom Management:** Prospective teachers often face challenges in managing students with diverse personalities and backgrounds.

- c. Discrepancies between Academic Expectations and Field Reality: The teaching methods taught at the university are not always effectively applicable in real classroom settings.
- d. Lack of Guidance from Mentor Teachers: Some students feel that they do not receive sufficient support or feedback from their mentor teachers.
- e. Challenges in Implementing Innovative Teaching Methods: Students may encounter difficulties in applying innovative teaching strategies due to limited resources or resistance from the school environment.

4. The Impact of *Asistensi Mengajar* on the Interest in Becoming a Teacher

The *Asistensi Mengajar* program has a significant impact on students' interest in pursuing a teaching career. A study by Ronfeldt et al. (2014) indicates that direct teaching experience increases the likelihood that prospective teachers will remain in the profession after graduation. This is supported by research from Rafli (2025), which found that students who participate in both the Pengenalan Lapangan Persekolahan (PLP) and *Asistensi Mengajar* programs show increased interest and motivation in choosing the teaching profession.

Within the context of English education students, the *Asistensi Mengajar* program also allows them to, Improve English communication skills through direct interaction with students, develop effective teaching methods based on real classroom experiences, understand how linguistic theories and language teaching methods can be applied in everyday

teaching, increase flexibility in facing teaching challenges, such as variations in student comprehension levels within a single classroom.

According to Darling-Hammond (2017), rich and reflective teaching experiences are crucial in shaping professional and dedicated prospective teachers. Therefore, the *Asistensi Mengajar* program must be well-designed to provide optimal benefits for teacher candidates.

C. Previous Studies

In this study, several previous studies relevant to the topic have been reviewed as references to strengthen the theoretical and methodological foundation of the research. The following are five previous studies related to students' interest in becoming teachers and their experiences in the *Asistensi Mengajar* program:

First, Rizaldi, Qamariah, and Haryana (2023) conducted a relevant study entitled “Students' Perception of Teaching as a Graduate Career In English Education”. Their research aimed to understand students' motivations and reasons for considering teaching as a post-graduate career option. The findings indicated that while students generally held a favorable perception, the decision to pursue teaching was influenced by a mix of perceived value, passion, and practical concerns. This study highlighted that understanding these motivations is critical for educators to prepare future teachers effectively, providing valuable insights into the factors that shape career aspirations.

Similarly, Bahri and Kuncoro (2024) examined the influence of several factors on students' interest in becoming teachers in their study titled "Pengaruh Asistensi Mengajar, Efikasi Diri, dan Persepsi Profesi Guru terhadap Minat Menjadi Guru." Their research showed that *Asistensi Mengajar*, self-efficacy, and perceptions of the teaching profession each had a significant positive effect on teaching interest. With *Asistensi Mengajar* being one of the strongest predictors, the results emphasized the value of teaching exposure in shaping students' professional aspirations. While this study highlighted practical experience, it also incorporated psychological variables, making it broader than the current research, which focuses specifically on students' reflections and interest after participating in the *Asistensi Mengajar* program (Bahri & Kuncoro, 2024).

Furthermore, a study by Lestari, I., & Arfiandhani, P. (2019, October) investigated the types of motivation that influence participants in a teacher training program in Yogyakarta. Using a mixed-methods approach, the study found that pre-service English as a Foreign Language (EFL) teachers were dominantly motivated by altruistic and intrinsic motives in choosing to be EFL teachers. Extrinsic motivation (e.g., salary, benefits), on the other hand, contributed the least to their decision. These findings highlight the importance of internal drive and a desire to serve in shaping teaching aspirations, which aligns with the current research's focus on internal motivations and personal experiences.

Moreover, Fajaria and Nurhasanah (2022) conducted research titled “Exploring Students’ Interest in Becoming a Teacher through the ‘Kampus Mengajar’ Program.” The study explored how involvement in the Kampus Mengajar program influenced students’ interest in teaching. Their findings showed that practical involvement in schools, direct interaction with learners, and opportunities to apply pedagogical skills significantly increased students’ enthusiasm for teaching. Although this study shares similarities with the current research in terms of experiential learning, it focuses specifically on the Kampus Mengajar program, which operates at a broader national scale, while the present study focuses on *Asistensi Mengajar* within a more localized institutional context.

Lastly, Almira (2023) conducted a study titled “Students’ Perception of English Teaching Profession.” This qualitative narrative inquiry explored how English education students viewed the teaching profession based on their experiences, motivations, and concerns. The findings revealed that students’ perceptions were shaped by personal factors such as passion and calling, as well as external factors including salary, work environment, and teacher workload. The study highlighted that while many students perceived teaching positively, some concerns such as stress, expectations, and limited financial incentives added complexity to their decision-making process. Although this study does not specifically examine *Asistensi Mengajar*, it provides valuable insights into how students conceptualize the teaching profession, which is highly relevant to understanding interest formation among English education students.

Based on the previous studies discussed above, it can be seen that most research has focused on the influence of teaching practice programs such as *Asistensi Mengajar* or Kampus Mengajar and on students' perceptions of the teaching profession in shaping their interest in becoming teachers. These studies highlight the importance of direct teaching experiences, emotional engagement, and professional reflections in forming students' teaching motivation. However, they tend to emphasize general outcomes or broader influencing factors rather than examining the specific experiences and reflections English education students develop after participating in the *Asistensi Mengajar* program. Unlike Kampus Mengajar, *Asistensi Mengajar* is implemented in more limited institutional settings and may present unique challenges depending on school environments, such as pesantren-based education.

Therefore, the present study aims to fill this gap by exploring not only the level of students' interest but also the underlying experiences, emotions, and reflections that shape their intention to become teachers after participating in the *Asistensi Mengajar* program.