

ABSTRAK

PENGARUH MINAT MENJADI GURU, SIKAP KEGURUAN, DAN PEMAHAMAN KOMPETENSI KEPRIBADIAN GURU TERHADAP KESIAPAN MENJADI GURU PADA MAHASISWA PENDIDIKAN AKUNTANSI UNIVERSITAS SANATA DHARMA

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Penelitian ini bertujuan untuk mengetahui: (1) pengaruh minat menjadi guru terhadap kesiapan menjadi guru; (2) pengaruh sikap keguruan terhadap kesiapan menjadi guru; (3) pengaruh pemahaman kompetensi kepribadian guru terhadap kesiapan menjadi guru; (4) pengaruh minat menjadi guru, sikap keguruan, dan pemahaman kompetensi kepribadian guru terhadap kesiapan menjadi guru. Jenis penelitian adalah penelitian kuantitatif. Penelitian dilaksanakan pada bulan Maret sampai dengan Juni 2024. Jumlah populasi penelitian sebanyak 136 mahasiswa dan jumlah sampel penelitian sebanyak 101 mahasiswa Program Studi Pendidikan Akuntansi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma. Teknik pengambilan sampel adalah *random sampling*. Metode pengumpulan data adalah kuesioner. Teknik analisis data adalah regresi linear sederhana dan regresi linear berganda.

Hasil penelitian menunjukkan bahwa: (1) minat menjadi guru berpengaruh terhadap kesiapan menjadi guru (nilai signifikansi = $0,030 < \alpha = 0,05$; nilai t hitung = $2,204 > t$ tabel = $1,660$); (2) sikap keguruan berpengaruh terhadap kesiapan menjadi guru (nilai signifikansi = $0,00 < \alpha = 0,05$; nilai t hitung = $9,308 > t$ tabel = $1,660$); (3) pemahaman kompetensi kepribadian guru berpengaruh terhadap kesiapan menjadi guru (nilai signifikansi = $0,000 < \alpha = 0,05$; nilai t hitung = $14,950 > t$ tabel = $1,660$); (4) minat menjadi guru, sikap keguruan, dan pemahaman kompetensi kepribadian berpengaruh terhadap kesiapan menjadi guru (nilai signifikansi = $0,000 < \alpha = 0,05$; nilai F hitung = $80,657 > F$ tabel = $2,70$).

Kata kunci: Minat menjadi guru, sikap keguruan, pemahaman kompetensi guru, kesiapan menjadi guru

ABSTRACT**THE INFLUENCE OF INTEREST IN BECOMING A TEACHER, TEACHER ATTITUDES, AND UNDERSTANDING OF TEACHER PERSONALITY COMPETENCIES ON READINESS TO BECOME A TEACHER FOR ACCOUNTING EDUCATION STUDENTS AT SANATA DHARMA UNIVERSITY**

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This study aims to determine: (1) the influence of interest in becoming a teacher on readiness to become a teacher; (2) the influence of teacher attitudes on readiness to become a teacher; (3) the influence of understanding teacher personality competencies on readiness to become a teacher; (4) the influence of interest in becoming a teacher, teacher attitudes, and understanding of teacher personality competencies on readiness to become a teacher. The type of research is quantitative research. The research was conducted from March to June 2024. The total research population was 136 students and the total research sample was 101 students of the Accounting Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University. The sampling technique is random sampling. The data collection method is a questionnaire. Data analysis techniques are simple linear regression and multiple linear regression.

The results showed that: (1) interest in becoming a teacher affects readiness to become a teacher (significance value = $.030 < \alpha = .05$; $t \text{ value} = 2.204 > t \text{ table} = 1.660$); (2) teacher attitude affects readiness to become a teacher (significance value = $.00 < \alpha = .05$; $t \text{ value} = 9.308 > t \text{ table} = 1.660$); (3) understanding of teacher personality competence affects readiness to become a teacher (significance value = $.000 < \alpha = .05$; $t \text{ value} = 14.950 > t \text{ table} = 1.660$); (4) interest in becoming a teacher, teacher attitude, and understanding of personality competence affect readiness to become a teacher (significance value = $.000 < \alpha = .05$; $F \text{ value} = 80.657 > F \text{ table} = 2.70$).

Keywords: *Interest in becoming a teacher, teacher attitude, understanding of teacher personality competence, readiness to become a teacher*