



## What it Means to be A Teacher in the Gen Z Generation in A Phenomenological Approach

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### Abstract

The purpose of this study was to determine the meaning of becoming a teacher in the Gen Z generation in a phenomenological approach and to find out the point of view perspective related to the motivation to become a teacher in the gen Z generation. this research uses a qualitative design using a phenomenological approach, namely researchers trying to enter into the conceptual world of the subjects studied, namely gen z economic education students class of 2020. Data collection techniques include in-depth interviews and documentation. Based on the research results, the findings are obtained 1) The meaning of teachers according to generation Z is that teachers are not smart teachers for themselves but for their students as well, 2) The most dominant encouragement to date is parents, not only parental support peers, the environment and social media also have an influence in determining the next steps. 3) rumors about small salaries, having to do PPG and competing with non-FETP, Teacher Platform. that this is not just a rumor but a serious problem that must be addressed.

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## INTRODUCTION

Education is a basic process in shaping the quality of human resources in every country. The quality of human resources as the main capital in driving the creation of national development progress (Mahadiansar et al., 2020). As the main capital, the best step for policymakers is to create a qualified generation of educators or teachers in accordance with the objectives of national development (Solehudin et al., 2022). As stated in the 1945 Constitution in the 4<sup>th</sup> paragraph which reads "educating the nation's life" this means that since the beginning of independence the government has been committed to the importance of the role of human resources as the foundation of the progress of the country's life.

Indonesia is a country with the 4<sup>th</sup> largest population after India, the number of Indonesian population is dominated by productive age (Kurniawati & Sugiyanto, 2021). So that our country has the advantage of a demographic bonus. This demographic bonus will either remain a bonus to the country's progress or will only be a burden on the country in the future. Efforts that have been made by the government to create quality human resources are being pursued through the ministry of education with various policy programs that have been carried out including the 9-year compulsory education program, the provision of BOS fund scholarships to the emergence of a new policy, namely the 'college card'. This effort must still be pursued to overcome the inequality of the Indonesian population in obtaining access to education. In addition, the problem that often occurs is the lack of prosperity for teachers who are not yet civil servants or are still honored at school. The minimal salary makes student teachers think long and hard about whether they will remain educators or move to other professions. The less prosperous life of teachers makes FETT graduates compete to take the civil service recruitment test whose ratio of those accepted to those who apply sometimes does not make sense. The problem is an afterthought for all parties.

Based on the results of observations at the Faculty of Teacher Training and Education, the following tracer study data is presented for one of the study programs in FKIP, namely the Economic Education Study Program which shows that there are still many graduates from Lampung University Economic

Education who work in non-education fields. The following data is a tracer study of Economic Education at Lampung University for three years, namely 2016, 2017 and 2018.



Source: CCED University of Lampung

Based on tracer study data from the Economic Education Study Program which shows that there are still many graduates from Lampung University Economic Education who work in the noneducation field. Based on tracer study data, it is known that in each year alumni from Economic Education who work in the field of education are relatively low because it can be seen that those who work in the field of education are not yet 50% of the total number of respondents. In 2015 in other fields it reached 64 alumni, this was because there were still many alumni who were looking for work and continuing their studies. Whereas in 2017 and 2018 many Economics Education alumni chose jobs in the non-education field. The strongest reason they chose the non-education professional path was because: (1) higher income, (2) better career prospects, safer and more secure.

## Literature Review

Based on the background and research objectives discussed above, the following will be reviewed theoretically regarding: (1) Motivation Concept (2) Motivation to Become a Teacher (3) Family Socio-Economic Status and (4) Gen Z Concept in the perspective of Peers.

### a. Motivation Concept

Motivation is a condition when someone gets the urge to carry out certain activities in order to achieve a goal. In line with Djaali (2012) motivation is a condition that exists within a person to carry out certain activities in order to achieve a goal. Meanwhile, according to Alma (2016) motivation is the willingness to do something, while motives are needs, desires, urges or impulses. A person's motivation depends on the strength of the motive (Leontyev, 2016). It is the motive with enormous power that will determine a person's behavior. Motivation is closely related to meeting needs, acting to meet needs and achieving these needs, so that if someone does not feel like these needs, he tends not to want to do something to fulfill these needs. If he does an activity, he will feel happy, therefore it can be said that between needs, actions, goals take place because there is encouragement or motivation. The emergence of motivation because someone feels a certain need because the action leads to the achievement of goals, if the goal has been achieved then he will feel satisfied. Actions that have provided satisfaction to a need tend to be repeated, so that the action becomes stronger. Djamarah (2015), reveals that motivation encourages action, and influences and changes actions. So the functions of motivation include: (a) Motivation as a driver of action, b) Motivation as a driver of action, c) Motivation as a director of action. Based on this opinion, it can be concluded that motivation is a characteristic of a person's behavior as a driving or pulling force that involves interest, sharpness of attention, concentration, and perseverance to achieve a certain goal. Some experts suggest that the definition of motivation may vary. Motivation is very important in human life, because motivation is a factor that encourages a person to carry out a certain activity, therefore motivation is often interpreted as a factor driving a person's behavior.

### b. Motivation to Become a Teacher

#### 1) Teacher Concept

The teaching and learning process is the core of the overall educational process with the teacher as the main role holder. According to Usman (2017) a teacher is an occupation or profession that requires

special expertise as a teacher. This job cannot be done by people who do not have the expertise to become teachers. Another definition of a teacher was stated by Martya (2015) who stated that a teacher is a profession which means an occupation or job that requires special expertise as a teacher who will prepare himself specifically through a teacher education institution in order to be able to teach and educate his students to become good citizens who take part in efforts to form potential human resources in the field of development. Teachers as learning agents in Indonesia are required to fulfill three requirements as explained by Samani in Wahyudi (2012), namely minimum educational qualifications, competencies, and educator certification. Based on the opinions of the experts above, it can be concluded that teaching is a profession, which means an office or job that requires special expertise as a teacher. Teachers' duties as a profession include educating, teaching and training. Educating means passing on and developing life values. Teaching means continuing and developing science and technology, while training means developing skills for students. As well as having to fulfill requirements such as minimum educational qualifications, competencies, and educator certification.

## **2) Motivation to Become a Teacher**

A person is motivated to become a teacher will grow within himself, but there are external factors that contribute to the emergence of this motivation. According to Claudia (2015) motivation to become a teacher in general, having a love or passion for teaching, contributing to society and helping others, and positive experiences at school are reported as important intrinsic and altruistic motivations for entering the teaching profession. On the other hand, wanting to work with children is very important for someone in their decision to become an education candidate. Perceived teaching ability also has an important influence on the decision to enter the teaching profession. Another opinion was expressed by Martya (2015) according to him, motivation to become a teacher is a push from outside and from within a person to choose a profession as a teacher. Motivation to become a teacher is a driving force in a person that can cause and direct his behavior to carry out activities related to the teaching position and ensure the continuity of these activities to achieve certain goals, namely becoming a professional teacher.

## **3) Socioeconomic Status**

Family economic status is one part of the family environment that can influence a person's interest. Nasution (2004) reveals that research in the United States seen from the social background of most teachers comes from the lower middle class such as farmers, small entrepreneurs, laborers and only a small percentage whose parents are from the professional class or high class. If the socio-economic status of parents. students work as teachers and have a middle-class position in society, there is a possibility of being interested in becoming a teacher. Based on research by Amalia & Pramusinto (2020), it is stated that the family's economic situation affects students' interest in becoming teachers. This can be seen from the ability of student parents to meet all the needs of students during their education. If the parents' ability to meet all the needs of students during their education is low, it will result in students having a low interest in the teaching profession. Family socioeconomic status is not the only determinant in children's career interest directly, but it can indirectly influence it (Rahayu, 2012). In line with the results of research by Muhammad et al. (2017) who found that there is a significant influence of family socioeconomic factors on interest in determining children's careers. Some students are not sure about becoming a teacher because they want to find another job to help their parents' economy. In addition, students think that they do not have enough provisions to become teachers and must take the PPG program for the sake of teacher certification and welfare, but the high cost and limitations of their parents make them not interested in becoming teachers.

## **4) The concept of Gen Z in the perspective of Peers**

Peers are one of the driving factors for a person in determining the decisions taken by each Gen Z generation. As Alma (2013) said encouragement comes from friends, family environment, friends where they can discuss everything, be it ideas or problems faced and ways to solve problems. "Friends are always a source of ideas" (Daryanto, 2013). In a peer group, if the majority of members have something in common, then directly or indirectly there will be influence between one another to follow the fun. Someone is closer to their peers because they think peers can understand and support their wishes so

that the child is encouraged and encouraged to be more enthusiastic. As Tirtarahardja (2005) says that peer groups consist of a number of individuals whose average age is about the same who have certain interests that are temporary. Intensive social interactions that can occur at any time and through imitation and acceptance/rejection mechanisms between peers have an impact on a person (Rubin et al., 2013). Peers are the second family after parents and siblings. In fact, it is not uncommon for peers to know more than family. Peers are a group of adolescents who have like-minded interests, values and opinions, and one of their functions is as a source of information and exchange of ideas. In peer groups, if the majority of members have similar perspectives and viewpoints, then directly or indirectly there will be influence between one another to follow. A person is closer to their peers because they think peers can understand and support their wishes.

## **METHODS**

### **A. Type of Research**

The research was conducted at the Economic Education undergraduate study program at FKIP, University of Lampung. Gen Z who were involved as samples in this study were 7<sup>th</sup> semester students (Seven) of the economic education generation of FKIP FKIP, University of Lampung. The type of research in this study uses a qualitative design with a phenomenological approach, namely researchers trying to enter into the conceptual world of the subjects studied, namely gen z students of economic education class of 2020. The phenomenological approach is a research strategy in which researchers identify the nature of human experience about a particular phenomenon (Creswell, 2013).

### **B. Data management and analysis**

Data analysis activities are carried out by researchers through the process of systematically searching and compiling data obtained from the field. Researchers conducted data analysis using four activity streams, namely data collection, data reduction, data presentation and conclusion drawing/verification. Data collection is carried out through the process of collecting data consisting of notes about Generation Z's attitudes and behaviors in the meaning of being a teacher. Data collection was carried out by conducting in-depth interviews, participant observation and documentation studies with photographs of activities and sound recordings. Furthermore, the data obtained from the results of in-depth interviews, observations and documentation were then reduced, namely the process of selecting, focusing on simplifying, and transforming the rough data that emerged from written field notes.

### **C. Data Validity Checking**

To obtain the credibility of the research results, it is necessary to validate the research results, namely: 1.) Extension of Observation Time, Researchers extend the research time by increasing the time of participation in the research field with the aim that the saturation of data collection is completely fulfilled, 2) Triangulation, which is an attempt to see the phenomenon from several angles. Researchers verified the findings through triangulation of sources and techniques. For source triangulation, the way researchers obtain valid answers from informants is by comparing and rechecking informants' answers with other family members, children and neighbors, 3) Expert opinion is a form of validation carried out by asking for responses from experts and practitioners.

## **RESULTS AND DISCUSSION**

### **Overview of Z Generation**

Generation Z is the generation born between 1998 and 2012. The term Gen Z is derived from the previous generations, Gen X and Y, so the generation born after them is called generation Z. Gen Z is also called the iGeneration. The term was inspired by the names of the world's leading technology products, namely Apple. So, iGeneration means that generation z is an internet generation that utilizes the internet and technology to live life. According to Nabila (2023) Generation Z has several characteristics that show that they are children of the era. The most visible characteristics of gen Z are: 1) They also tend to adapt to technology faster than previous generations, 2) Accustomed to communicating in Cyberspace, The use of technology makes a tendency to be more active in communicating through cyberspace, 3)

Independent, Generation z is said to be an independent generation. This is due to the easier access to information obtained along with the development of technology, 4) Ambitious, Gen Z also tends to be ambitious because they feel never satisfied (Karina et al., 2021). What it means to be a teacher for prospective teachers The meaning of teachers according to generation Z is that teachers are not smart for themselves, but also smart in making their students intellectual and moral and have a sense of empathy for others. teacher is a profession which means an office or job that requires special expertise as a teacher who will prepare themselves specifically through teacher education institutions in order to be able to teach and educate students to become good citizens who take part in efforts to form potential human resources in the field of development. This is in line with generation Z who interpret that teachers must have, be competent in their scientific fields, be able to analyze the circumstances and conditions of students, be able to know what students need, and be able to be good role models for students (Szymkowiak, 2021). Generation Z also interprets teachers as teachers who are not smart for themselves, but are also smart in making their students intellectual and moral and have a sense of empathy for others. Teachers also not only teach academic lessons to their students, but are also able to fulfill the role of being a parent at school. Teachers also not only teach academic subjects to their students, but are also able to fulfill the role of being a parent at school (Barge & Loges, 2003). And most importantly, teachers who are competent in their scientific fields, can analyze the circumstances and conditions of students, can find out what students need, and can be good role models for students.

Motivation to Become a Teacher in Generation Z That the motivation to become a teacher for gen z is a driver and driver that exists in a person who can cause and direct his behavior to carry out activities related to the position of teacher. In this case generation z in becoming a teacher has the most dominant encouragement to date is parents (Mendoza, 2018). The role of parents, which is very large in every process, is one of the factors that is very influential. This support is carried out to support careers during lectures. Family support is very influential for each informant in determining future steps. The support provided is not only material but also non-material, parents become encouragers who motivate each informant to do their best at every step. The most dominant encouragement to date is parents. The enormous role of parents in every process is one of the factors that really affects. This support is carried out to support careers during lectures. Family support is very influential for each informant in determining future steps. The support provided is not only material but also non-material, parents become encouragers who motivate each informant to do their best at every step. Not only parental support, peers, the environment and social media are also influential in determining the next steps. this is in line with what is conveyed Peers are one of the driving factors for a person in determining the decisions taken by each Gen Z generation. As Alma (2013) said encouragement comes from friends, family environment, friends where they can discuss everything, be it ideas or problems faced and ways to solve problems. Key Issues of Being a Teacher for Gen Z. Rumors about small salaries, having to PPG and compete with non-FETP, teacher platform. that this is not just a rumor but a serious problem that must be addressed. The government must take a clear policy, so that there is no overlap in the clarity of the position of teacher faculty graduates and the welfare of teachers. The four informants also agreed that being a teacher must have clear qualifications so that the teaching profession is not considered a job because it is limited to administrative tasks and "teaching". This is very much related to the quality of being an ideal teacher. 3. Regarding the ideal teacher, according to the conclusions of the four informants, the ideal teacher is a teacher who truly understands his profession, his presence is always desired and longed for by his students. the teacher is a figure who can guarantee the entire educational process. Teachers who have special skills in preparing themselves to be able to teach and educate their students and become teachers who can transfer knowledge well to students. who not only provide knowledge but life knowledge. Teachers who can build student character, and are able to answer the needs of students.

## **CONCLUSIONS**

Based on the analysis that has been carried out by the researcher in order to answer the purpose of writing that has been described in the introduction, the researcher then draws a red thread to answer the question that has been arising, whether they study at FKIP to actually become a teacher or because there are other motivations, it is obtained, based on a brief survey conducted by researchers from the

number of students who filled in as many as 48 students, 30 answered that they did not want to become teachers and 18 students wanted to become teachers. While gen z who interpret a teacher thinks that a teacher is competent in his scientific field, can analyze the circumstances and conditions of students, can find out what students need, and can be a good example for students. to become a teacher the four informants who are gen z agree that parental encouragement is the most dominating impetus, not only parental encouragement, peers, environment and social media also influence the next steps to make choices.

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