

THE INFLUENCE OF PERCEPTIONS OF THE TEACHER PROFESSION AND PARENTS' INCOME ON THE INTEREST IN PARTICIPATING IN TEACHER PROFESSIONAL EDUCATION (PPG) IS MEDIATED BY THE MOTIVATION TO BECOME A TEACHER

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Abstract

This study aims to determine the influence of perceptions of the teacher profession, parents' income, motivation to become a teacher, and interest in participating in teacher professional education. The study was conducted for 10 (ten) months starting from March 2021 to December 2021. Quantitative research methods with the type of research, namely explanatory. The sample used in this research amounted to 150 respondents of educational students of the Faculty of Economics, State University of Jakarta. Data on the variables of perception of the teacher profession, parental income, motivation to become a teacher and interest in participating in teacher professional education are primary data using a Likert scale. The data collection technique uses a proportional random technique. The results showed that the perception of the teacher profession has an influence on the interest in following (PPG), parental income has no influence on the interest in following (PPG), motivation being a teacher has an influence on the interest in following (PPG), the perception of the teacher profession has an influence on the motivation to become a teacher, the income of parents has no influence on the motivation to become a teacher, the perception of the teacher profession has an influence on the interest in following (PPG) through motivation to be a teacher as a mediation variable. parents' income has no influence on the interest in participating in PPG through the motivation to become a teacher as a mediation variable.

Keywords:

perception of the teacher profession, parental income, motivation to become a teacher, interest in participating in teacher professional education (PPG).

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh persepsi profesi guru, pendapatan orang tua, motivasi menjadi guru, dan minat mengikuti pendidikan profesi guru. Penelitian dilakukan selama 10 (sepuluh) bulan dimulai dari bulan Maret 2021 hingga Desember 2021. Metode penelitian secara kuantitatif dengan jenis penelitian yaitu eksplanatori. Sampel yang digunakan dalam penelitian ini berjumlah 150 responden mahasiswa kependidikan Fakultas Ekonomi Universitas Negeri Jakarta. Data pada variabel persepsi profesi guru, pendapatan orang tua, motivasi menjadi guru dan minat mengikuti pendidikan profesi guru merupakan data primer dengan menggunakan skala likert. Teknik pengumpulan data menggunakan teknik acak proporsional. Hasil penelitian menunjukkan bahwa persepsi profesi guru memiliki pengaruh terhadap minat mengikuti (PPG), pendapatan orang tua tidak memiliki pengaruh terhadap minat mengikuti (PPG), motivasi menjadi guru memiliki pengaruh terhadap minat mengikuti (PPG), persepsi profesi guru memiliki pengaruh terhadap motivasi menjadi guru, pendapatan orang tua tidak memiliki pengaruh terhadap motivasi menjadi guru, persepsi profesi guru memiliki pengaruh terhadap minat

mengikuti (PPG) melalui motivasi menjadi guru sebagai variabel mediasi. pendapatan orang tua tidak memiliki pengaruh terhadap minat mengikuti PPGr melalui motivasi menjadi guru sebagai variabel mediasi.

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INTRODUCTION

Education as one of the important things to achieve success. Success is as a concept, remaining universal in attractiveness and motivation for its achievement, so the education system needs a selection process to know what predicts a person's success in higher education (Nyström et al., 2018; Cerdeira et al., 2018). Human efforts in continuing education that can be pursued through formal education. However, education is very fundamental for human development, because through education it will build an independent and quality human character.

One of the factors supporting the growth of independent and quality human character in an educational unit is the quality of teaching staff (prospective teachers). Prospective teachers are given interesting challenges in understanding and preparing for their future careers as professional educators (Tang et al., 2020). The importance of professional teachers to produce graduate educators (prospective teachers) as superior and competitive human resources, so that improving the quality of education will be difficult to succeed if it is not supported by professional teachers. This explains that it is necessary to improve the qualification criteria of teachers that affect the quality of education.

Based on the 2016 Global Education Monitoring report, the quality of education in Indonesia is only ranked 10th out of 14 developing countries with the quality of teachers as an important component in Indonesian education is ranked 14th out of 14 developing countries in the world (GEM, 2016). Furthermore, according to the 2018 Programmer for International Student Assessment (PISA) survey, Chairman of Commission X of the House of Representatives of the Republic of Indonesia Syaiful Huda said that Indonesian education globally ranked 75th out of 80 countries is an indicator if the average ability of education based on subjects in the fields of mathematics, science and reading is still far behind compared to other countries such as Singapore, Malaysia, Brunei Darussalam and Thailand (CNNIndonesia, 2020). This shows that the quality of education in Indonesia compared to other countries is still low and there are still many teachers who have not been able to master their competence in carrying out learning as teaching staff.

The education system in Indonesia is currently still undergoing improvements, starting from improving the education curriculum, to the holding of teacher professional education in the hope of being able to improve the quality of education, as well as being globally competitive. Based on data from the Ministry of Education and Culture until 2019, it is stated that almost 50% of teachers with S1 education have not been certified, in addition to the data of Teachers and Education Personnel (GTK) who passed certification in 2018 have reached 694,773 teachers and the results of the Teacher Competency Test (UKG) lastly, that teachers who graduated no more than 30%, meaning that still about 70% of teachers are still in the category of incompetent (Kusumaryono, 2019). This shows that it is important to return teachers to their position as professional teaching staff to their competencies by means of equitable certification in order to have a more sense of responsibility as teaching staff.

One of the government's efforts related to improving the quality and professionalism of teachers is the implementation of Teacher Professional Education (PPG). The Teacher Professional Education Program (PPG) is a replacement program for deed IV (teaching certification) for an undergraduate graduate who wants to become a competent and qualified teacher. The implementation of PPG requires a long period of education for 1-2 years as a preparation for graduates of S1 Education

and S1 / DIV Non-Education to have jobs with special skill requirements according to national education standards. Education profesi guru has the main objective of producing certified teachers, so that it serves as teacher empowerment (Galih & Iriani, 2018). Based on data obtained through the fe.unj.ac.id webpage, the PPG program from 2006 to 2018 produced 27,935 graduates of PPG participants. Then in 2019/2020, the Ministry of Education and Culture of the Republic of Indonesia stated that the number of participants in the 2019/2020 Ppg Prajabatan Mandiri registration quota provided was 12,000, but only 9,000 registrants for PPG participants and PPG participants passed 1,043 participants or 8.69% of PPG Prajabatan Mandiri graduates. The data, it can be seen that the interest in the PPG prajabatan program is still low, because it has not met the quota target provided by the government.

Students' interest in participating in Teacher Professional Education (PPG) will improve the quality of education, if students have the desire to work as teachers, they will have the readiness to be able to direct their behavior in accordance with the demands in the field of work and will move themselves to realize their goals and will try to find various information related to PPG. The emergence of students' interest in participating in PPG is thought to be caused by several factors such as internal factors and external factors. Based on the results of the pre-ri set with several FE UNJ educational students, it is known that the interest of students who want to take part in PPG is 23.3% and the interest of students who do not want to take part in PPG is 63.3% and the amount of interest students who are still hesitant to take part in PPG by 13.3% after completing the educational study program at the Faculty of Economics UNJ by choosing as a teacher profession. FE UNJ education students who answered not participating in PPG because a lack of information about the teacher profession and the state of the family economy, namely low parental income because to take part in PPG akan requires costs that not a little bit. Other pre-research results showed that some educational students said they were able to have good learning achievement results to continue high education and get support. from the education of parents as well as having a good environment of friends.

This shows that FE UNJ education students still have a low interest in participating in teacher professional education (PPG). Based on the pre-research that has been carried out, researchers suspect that there are several factors that are not interested in participating in PPG in FE UNJ educational students, namely the factor of perception of the teacher profession as large as 90%. Furthermore, the parental income factor was 96.7%. Furthermore, the peer environmental factor was 46.7%. The next factor is the parental education rate of 70%. Another factor is a GPA of 73.3%.

The perception of the teacher profession is one of the factors that is suspected to be able to influence the views of educational students towards the teacher profession, students who have a good perception of the teacher profession will be of the view that from the experience of teaching creativity, learning theory and practice that can effectively have the opportunity to have a career as a teacher and seeks to improve competence in the demands of his profession through educator certificates. The educator certificate is one of the requirements needed as a quality and qualification to become a professional teacher, but only a few know that the certificate was obtained by attending teacher professional education (Hapsari et al., 2020). In addition, although students' perceptions of the teacher profession have been well perceived, this is not the main factor that will affect their interest in choosing a career as a teacher (Oktaviani & Yulianto, 2015). Thereseachers suspected that there was a gap

between the research results of one researcher who had a positive influence and another researcher who did not have a positive influence on the perception variables of the teacher profession, so there was a research gap to be re-examined.

The next factor that is suspected to influence the interest in participating in PPG is the income of parents. Students who have high competitiveness will continue to study in pursuit of higher education, but to pursue a higher education requires a lot of money and sometimes does not fit the economic conditions of the family. Currently, the cost of the PPG program also affects students' interest in participating in PPG. According to Slameto (2015) explained that the economic state of the family is closely related to the child's learning. The family economy is related to the income of parents. The high and low income of parents can affect policies in the education of their children that they will pursue (Triandwenda et al., 2020). If students have a low parental income, it does not necessarily affect students' interest in participating in low PPG as well, while parents with high incomes do not always have children with a high interest in participating in PPG (Pratiwi, 2019). This points to the fact that there is a gap between the research results of one researcher who has a positive influence and the other researcher who does not have a positive influence on the parental income variable, so there is a research gap to be re-examined.

The next factor that influences the interest in participating in teacher professional education is sometimes not present in direct form because the variable is mediated by the phenomenon of mediation variables, namely motivation to become a teacher. According to Setiaji (2015) that interest arises if there are certain motives, namely economic, social and other motives. If students need encouragement to foster an interest in continuing higher education, then this education will be achieved when they have high motivation, enthusiasm and fighting power in learning. Students as prospective teachers will have a strong commitment in increasing motivation to become professional teachers (Hapsari et al., 2020), so that student motivation to become teachers is supported by a high inner impulse based on teaching experience and can realize their desire to take part in teacher professional education (Lee et al., 2019; Pratiwi, 2019). This result proves that students who have the motivation to become guru are supported by a full drive and have positive energy in themselves as an increase in their professional ability, so students will continue their education.

Based on the background of existing phenomena and the results of several previous studies that point to inconsistencies that researchers suspect to be research gaps, this study will examine the "Influence of Teacher Professional Perceptions and Parents' Income on Interest in Participating in Teacher Professional Education in the Mediation by Motivation to Become a Teacher in Educational Students, Faculty of Economics, State University of Jakarta"

THEORETICAL FOUNDATIONS

Interest in Following PPG

The interest in teacher professional education (PPG) is a feeling of pleasure that arises from a person towards his accepted profession, if the profession has an important value towards him, it will be viewed as good. Contributing to the interest in teacher education programs can understand the ideal teacher image that educational students have as professional teachers (Arnon & Reichel, 2007). According to Mahmud (2008) stated that the interest in participating in professional education is a desire that is encouraged because of feelings of interest, participation, not because of coercion and has a directed purpose in participating in professional education. Menurut Pratiwi (2019)

explained that the interest in participating in PPG is someone's interest because of a feeling of excitement and having the desire to participate in the PPG program, someone who is interested in participating in PPG will try to find various information related to the PPG program. It can be concluded that the interest in participating in teacher professional education (PPG) is a sense of interest that is encouraged without any coercion, but with a feeling of pleasure for one's own desires and the importance of participating in teacher professional education to improve the profession as a professional teacher.

Bakar et al. (2014) mentioned the factors that influence the choice of a career to become a teacher (interest in the teacher profession) namely factors from motivation (intrinsic, extrinsic, and altruistic), academic programs, perceptions, family environment, expectations, and gender. In addition, MEnurut Lee et al. (2019) that the factors influencing the interest of the teacher profession are Qualification fit and desire to teach, Influencing others, Benefits, Task return, Teaching as a fallback career, Positive prior learning and teaching experience, Task demand. According to Amiqul & Rediana (2016), Halimah et al (2018), Mufida & Effendi (2019), Syawal & Setiaji (2019) stated that interest indicators following PPG are measured by the following indicators; (1) attention, (2) attraction, (3) feelings of pleasure, (4) engagement, (5) needs.

Perception of the Teacher Profession

A person has a good perception of the teacher profession, then it will affect his behavior to like as a teacher profession (Oktaviani & Yulianto, 2015). According to Bergmark et al (2018) said that educational students having a perception of the teacher profession can be the first step in developing identity as a teacher even at the beginning of the process. According to Miao et al (2020) explained that the teacher profession is expected to help pre-service teachers to be aware of identifying and revising their perceptions that may be based on potential students. It can be concluded that the perception of the teacher profession is the interpretation, assessment and views of students about the teacher profession as the first step in developing identity as a teacher to produce competent teacher candidates.

According to Ivancevich et al (2007) revealed that the process of perception starts from observation, selection and translation. The first process starts from observation, where the process of observing the perception of an object gives rise to stimuli received by a person through the five senses. Secondly, the process of focusing attention on an important, large or intense stimulus. Finally, translation which is the process of one's perception rationalizes the stimulus of the environment, objects, people, and events according to the information received and in the end the perception will give rise to a response or an action.

Indicators about the perception of the teacher profession can be adopted on the basis of the process of perception according to Ivancevich et al (2007) namely observation, selection and translation. According to Indriyani et al (2015), Putri & Latiana, (2020), Hapsari et al (2020) that indicators of perception of the teacher profession are observation, selection, and translation of teacher professional information, the importance of the teacher profession, the purpose of the teacher profession, achievements on the career of the teacher profession, and teacher developers.

Parents Income

Income can affect the status of socioeconomic needs, both materialized societies and traditional societies that value the status of socioeconomic needs for their wealth. Everyday the community has very varied living needs in order to meet the needs of life,

so the community must work to generate income to realize the economic welfare of the family. One of the things that influences the choice and opportunity to pursue a higher education is the income of parents. According to Nature & Islam (2020) explains that socioeconomic status is the proportion of an individual's position or relatively family economy and social position in society based on the level of education of parents, parental work, parental income, community networks and family measurements. According to Triandis et al (2020) that parents' income is related to the ability of parents to finance their children's education.

The importance of children's income towards low parental income, then parental income has no direct effect on children's learning at school, so resources and needs affect psychologically on children's learning patterns (Kiruy et al., 2020). This can be seen from the ability of parents to pay for their children's education in obtaining education in accordance with the interests and talents of the child. If the family's economic situation is fulfilled, the child's learning facilities can also be fulfilled, but on the contrary, if the family's economic situation is not fulfilled, the child's learning facilities cannot be fulfilled and interfere with the child's learning.

According to Eryanto & Swaramarinda (2013) said that parental income is a number of results that parents get within a period of one month in the form of money derived from salary and not salary. According to Mufida & Effendi (2019) said that parental income is the total amount of income received by parents (father and mother) for a job done. It can be concluded that parental income is the income that a person receives within a period of one month for a job done and the remuneration received in the form of wages or salaries, profits, etc. by obtaining from work income or not his work income. According to Triandis et al (2020), Syawal & Setiaji (2019), Pratiwi (2019), Istiqomah et al (2016), Syawal & Setiaji (2019) that the indicator of parental income is the amount of basic income from parents (father and mother), and plus other income.

Motivation to Become a Teacher

something that makes students educated enthusiastic and have the desire to become teachers based on motives that muncul from within and from outside the student (Indraswati et al., 2020). According to Sinclair et al (2006) explained that the activation of being a teacher is on the "right" path if the educational student carries out educational and training activities in preparation for the next professional life. According to Bruinsma & Jansen (2010) that their involvement during teacher training, they will be more motivated, more interested, and more actively participate as teachers who are more likely to stick to their profession. In line with the opinion of Larasati & Suyato (2016) that the motivation to become a professional teacher can arouse enthusiasm to learn more and develop further education for educational students as prospective teachers. It can be concluded that the motivation to become a teacher is the existence of motives that muncul on him and want to more actively participate to become a teacher to study and develop education for prospective professional teachers.

According to Zhao (2011) that there are several motivational factors to become a teacher namely; (1) Teaching background, (2) Motherhood, (3) Second language speaker identity, (4) passion for teaching, (5) Helping, (6) Impact of family members and role mode, (7) Job feature and benefits, (8) Employment, (9) Career change, (10) Subject matter . According to Rivaldi et al. (2018) mentioned that the motivation of students to become teachers is influenced by factors consisting of six factors, namely desire factors, needs factors, personality factors, ability factors, welfare factors and environmental factors. l. Measuring motivation to become a teacher using indicators by Febriana & Wahyudin (2018), Setiowati & Mahmud (2019), and Pamugati & Fachrurrozie (2020) namely

intrinsic motivation (the love of the teacher profession, the ideal of being a teacher, and morale) and extrinsic motivation (family environment, GPA, and knowledge of the teacher profession).

METHOD

This research was conducted using quantitative research methods with explanatory research types. The population of Educational students of the Faculty of Economics, State University of Jakarta class of 2017 amounted to 296 students. The number of samples in this study amounted to 150 students with a sampel retrieval technique, namely proportionate stratified random sampling, which is a technique used because the population of members or elements is not homogeneous and stratified pro posional. Datacollection is carried out online with instruments in the form of questionnaires through the google form platform. In this study, it will be explained about the influence between free variables (independent), namely Teacher Professional Perception, Parental Income, Motivation to Become a Teacher on the dependent variable is the Interest in Following PPG.

The interest in participating in PPG is a sense of interest that is encouraged without any coercion, but with a feeling of pleasure for one's own desires and the importance of participating in teacher professional education to improve the profession as a professional teacher. Interest in following PPG can be measured through statements that can be measured using indicators according to (Amiql & Rediana, 2016), (Halimah et al., 2018), (Mufida & Effendi, 2019), (Syawal & Setiaji, 2019) namely; attention, attraction, feelings of pleasure, involvement, need. Interest in following PPG includes primary data obtained through kuesionae using a 5-point likert scale.

The definition of the teacher profession is the interpretation, assessment and individual views of the teacher profession for prospective teachers related to the purpose of the teacher profession, the importance of the teacher profession, and others in accordance with the information obtained. Perceptions of the teacher profession can be measured through statements that can be measured by indicators according to (Indriyani et al., 2015), (Putri & Latiana, 2020), (Hapsari et al., 2020) i.e. observation, selection, and translation. Perceptions of the teacher profession include primary data obtained through kuesionar using a 5-point likert scale.

Parental income is the income that a person receives within a period of one month for a job done and repayment of services received in the form of wages or salaries, profits, etc. by being obtained from income from work or not his work income. Parental income can be measured by indicators according to (Triandwenda et al., 2020), (Syawal & Setiaji, 2019), (Pratiwi, 2019), (Halimah et al., 2018), (Istiqomah et al, 2016) namely the amount of basic income from parents (father and mother) , and plus other income. Parents' income includes primary data obtained through questionnaires using the category of parents' monthly income groups.

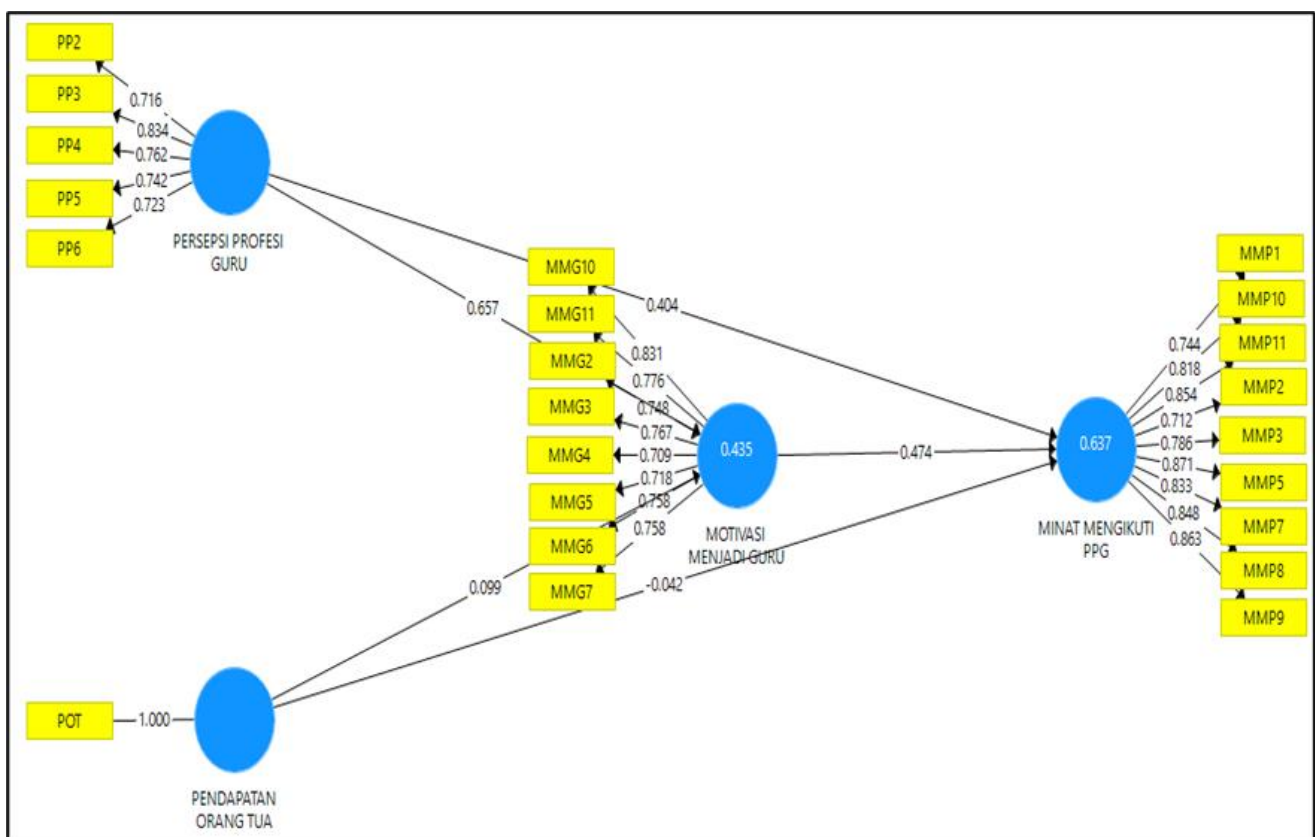
The motivation to become a teacher is the motive that muncul on him and want to be more active in participating to become a teacher to study and develop education for prospective professional teachers. Motivation to become a teacher can be measured through statements that include indicators. Motivation to become a teacher can be measured by indicators according to Febriana & Wahyudin (2018),

Setiowati & Mahmud (2019), and Pamugati & Fachrurrozie (2020), namely intrinsic motivation (the love of the teacher profession, the ideal of being a teacher, and the spirit of work) and extrinsic motivation (family environment, GPA, and knowledge of the teacher profession). Motivation to become a teacher includes primary data obtained through questionnaires using a 5-point likert scale.

The data analysis techniques that will be carried out in this study are descriptive analysis and verifiable analysis with smartpls tool version 3.0. Descriptive analysis aims to describe the answer index of respondents from various constructs developed. Verifiable analysis with smartpls tools aims to resolve multiple regressions when specific problems occur in the data, such as the size of the research sample is very small, the presence of missing data, and multicollinearity. Analysis using SEM-Partial Least Square because with this model researchers can test data that the number of sample is not too much and test the normality of the data.

RESULTS AND DISCUSSIONS

OUTER MODEL IMAGES



Outer Model Image

Source : Data processed by Researchers (2021)

Based on the figure obtained values such as Convergent Validity, Average Variance Extracted (AVE), Discriminant Validity, Composite Reliability and Cronbach Alpha. So that it can show that the data used in this study is valid and reliable data to be used in this study.

CONVERGENT VALIDITY

Table 1 Outer Loading Factor

	INTEREST FOLLOWING PPG	MOTIVATION BECOME A TEACHER	INCOME PARENTS	PERCEPTION OF THE TEACHER PROFESSION
MMG10		0,831		
MMG11		0,776		
MMG2		0,748		
MMG3		0,767		
MMG4		0,709		
MMG5		0,718		
MMG6		0,758		
MMG7		0,758		
MMP1	0,744			
MMP10	0,818			
MMP11	0,854			
MMP2	0,712			
MMP3	0,786			
MMP5	0,871			
MMP7	0,833			
MMP8	0,848			
MMP9	0,863			
POT			1,000	
PP2				0,716
PP3				0,834
PP4				0,762
PP5				0,742
PP6				0,723

Source : Data processed by Researchers (2021)

The table shows that the loading factor value of each indicator item has met the validity requirement with a > 0.7 , so it can be concluded that all variables in this study have been built with valid measuring items.

Table 2. Average Variance Extracted (AVE)

	Average Extracted Variance (AVE)
Interest in Participating in Teacher Professional Education	0,666
Motivation to Become a Teacher	0,576
Parental Income	1,000
Perception of the Teacher Profession	0,573

Source : Data processed by Researchers (2021)

Based on the table, the AVE value in the free variable of perception of the teacher profession is 0.573, the value in the parental income variable is 1,000, in addition to the motivation variable to become a teacher, the AVE value is 0.576, and in the interest variable for participating in teacher professional education the AVE value reaches 0.666. So it can be concluded that the results of the AVE value

of all variables in this study have met the requirements with a value of > 0.5 and it can be said that this variable indicator item has a high correlation validity.

Discriminant Validity

Table 3. Cross Loading

	INTEREST IN FOLLOWING PPG	MOTIVATION TO BE A TEACHER	PARENTAL INCOME	PERCEPTION OF THE TEACHER PROFESSION
MMG10	0,555	0,831	0,131	0,531
MMG11	0,475	0,776	0,053	0,424
MMG2	0,589	0,748	0,001	0,655
MMG3	0,519	0,767	0,129	0,384
MMG4	0,637	0,709	-0,060	0,432
MMG5	0,558	0,718	0,063	0,399
MMG6	0,536	0,758	0,053	0,490
MMG7	0,562	0,758	0,050	0,577
MMP1	0,744	0,506	-0,056	0,557
MMP10	0,818	0,666	0,072	0,567
MMP11	0,854	0,594	0,026	0,546
MMP2	0,712	0,545	-0,033	0,576
MMP3	0,786	0,625	-0,023	0,610
MMP5	0,871	0,674	-0,026	0,589
MMP7	0,833	0,608	-0,064	0,636
MMP8	0,848	0,537	-0,005	0,568
MMP9	0,863	0,609	-0,115	0,590
POT	-0,031	0,066	1,000	-0,049
PP2	0,499	0,464	0,029	0,716
PP3	0,604	0,613	-0,021	0,834
PP4	0,470	0,507	-0,018	0,762
PP5	0,590	0,447	-0,076	0,742
PP6	0,530	0,418	-0,104	0,723

Source : Data processed by Researchers (2021)

Based on the table , the cross loading value of each variable has met the requirement that it has a value of > 0.7 . So it can be concluded that each of the variable indicator items has met the requirements of the discriminant validity test.

Table 4. Composite Reliability and Cronbach Alpha

	Cronbach's Alpha	Composite Reliability
Interest in Participating in Teacher Professional Education	0,937	0,947
Motivation to Become a Teacher	0.895	0.916
Parental Income	1,000	1,000
Perception of the Teacher Profession	0,813	0,870

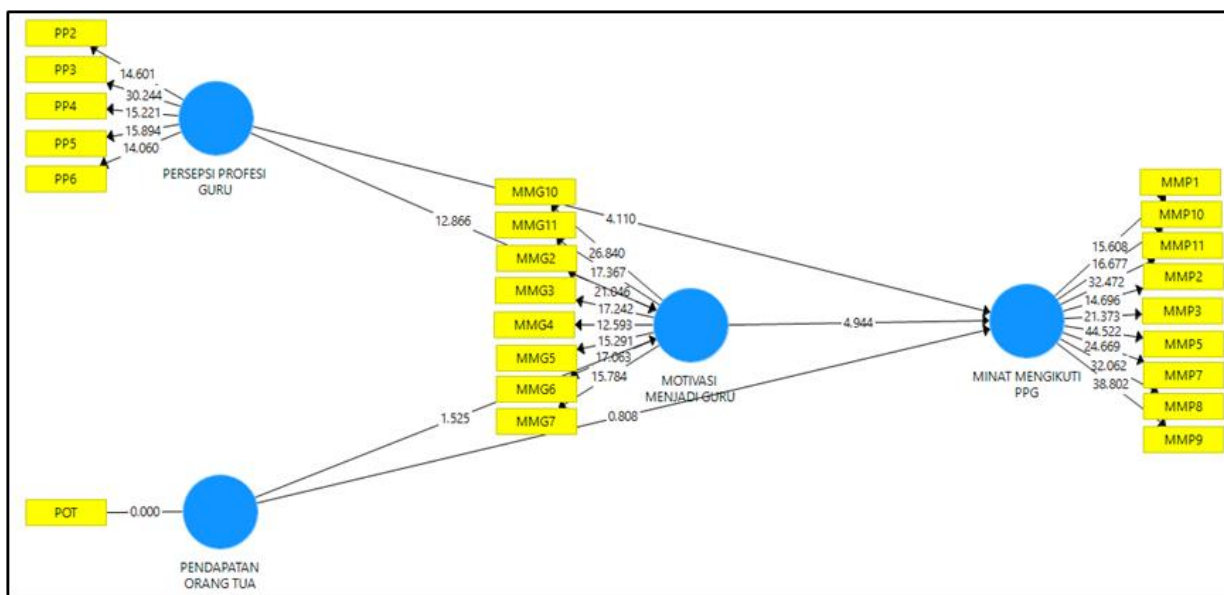
Source : Data processed by Researchers (2021)

Based on the table , it can be seen that the value given to composite reliability

has shown that each variable in this study has a value of > 0.7 . The variable of interest in participating in teacher professional education was 0.947. The variable value of the perception of the teacher profession is 0.870. In the variable income parents have a value of 1,000. Meanwhile, the motivation variable to become a teacher has a composite value of 0.916.

Furthermore, cronbach alpha also showed that each variable in this study had a value of > 0.6 . There is a variable interest in participating in teacher professional education of 0.937. On the variable value of the perception of the teacher profession is 0.813. In the variable income parents have a value of 1,000. While the motivation variable to become a teacher has a value of 0.895. It can be concluded that the composite reliability and cronbach alpha values on the instrument measured by each construct variable are declared reliable and have high consistency for subsequent testing.

Inner model Analysis



Source : Data processed by Researchers (2021)

Inner Model is an evaluation carried out to predict the relationship between latent variables based on substantive theory through the bootstrapping resampling method procedure so that stability and data estimation are obtained. In the Inner Model test , there are several items that must be analyzed, namely by using R-Square for dependent constructs, f-Square, Q2 predictive relevance and Variance Inflation Factor (VIF).

Table 5. R-Square

	R Square
Interest in Participating in Teacher Professional Education (Y)	0,637
Motivation to Be a Teacher (Z)	0,435

Source : Data processed by Peneliti (2021)

Based on the table , it shows that the motivation variable to become a teacher as a mediation variable has a nilai R2 0.428 or 43% which means that the constructive ability of the variable perception of the teacher profession and the income of parents in explaining the motivation to be a teacher is weak. Meanwhile,

the variable of interest in participating in teacher professional education as a dependent variable has an R value of 2 of 0.637 or 64%, meaning that the constructive ability of the teacher profession perception variable and parental income in explaining the interest in participating in teacher professional education is strong.

Table 6. *f-Square* (f^2)

	Interest in Participating in Teacher Professional Education	Motivation to Become a Teacher
Motivation to Be a Teacher (Z)	0,349	
Parent Income (X2)	0,005	0,017
Perception of the Teacher Profession (X1)	0,254	0,763

Source : Data processed by Peneliti (2021)

Based on the table states that the relationship that has a great influence is the relationship between X1 to Y, X2 to Y, Z to Y. While for relationships that have a weak influence , namely between X1 to Z and X2 to Z . So it can be concluded that the entire relationship relatif in this study has a large and weak value.

Q² Predictive Relevance

Based on the results of Q² predictive relevance, it is pointed outthat the variables of perception of the teacher profession (X1) and parental income (X2) have a Q² value of 0.238 to the motivation to become a teacher (Z). Meanwhile, the motivation variable to become a teacher (Z) has a Q² value of 0.409 against the variable of interest in participating in teacher professional education (Y), so it can be concluded that the dependent variable in this study can be predicted by independent variables.

Table 7. Variance Inflation Factor (VIF)

Interest in Following PPG	VIF	Motivation to Become a Teacher	VIF	Perception of the Teacher Profession	VIF	Parental Income	VIF
MMP1	2,052	MMG10	2,638	PP2	1,502	POT	1,000
MMP10	3,109	MMG11	2,167	PP3	1,945		
MMP11	4,072	MMG2	1,738	PP4	1,634		
MMP2	1,869	MMG3	2,089	PP5	1,606		
MMP3	2,533	MMG4	1,619	PP6	1,499		
MMP5	3,677	MMG5	1,778				
MMP7	2,841	MMG6	2,052				
MMP8	3,461	MMG7	1,891				
MMP9	3,158						

Source : Data processed by Researchers (2021)

Cholinearity testing is used to show correlations between constructs. If there is a strong correlation, it means that the correlation model contains problems. If the

VIF value > 5.00 there is a collinearity problem, while if the VIF value < 5.00 there is no collinearity problem in the correlation model. In this study, all constructs have a VIF value of < 5.00 which proves that there is no collinearity problem in this correlation model.

HYPOTHESIS TEST

Direct Effect Analysis: Path Coefficient

Table 7. Path Coefficient

	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Motivation to Become a Teacher -> Interest in Participating in Teacher Professional Education	0,474	0.478	0.096	4,944	0,000
Parents' Income -> Interest in Participating in Teacher Professional Education	-0,042	-0.046	0.052	0.808	0.419
Parents' Income -> Motivation to Become a Teacher	0.099	0.095	0,065	1,525	0.128
Perceptions of the Teacher Profession -> Interest in Participating in Teacher Professional Education	0,404	0.402	0.098	4,110	0,000
Perception of the Teacher Profession -> Motivation to Become a Teacher	0,657	0.663	0,051	12.866	0,000

Source : Data processed by Peneliti (2021)

Based on the terms of PLS-SEM, the hypothesis test is seen from the t-statistic > t table 1.96 (signifikansi 5%) and the p-value < 0.05. Here's a hypothesis test on the discussion of each hypothesis:

Hypothesis 1

Based on descriptive research data , it is known that the perception of the teacher profession has a positive and significant effect on the interest in participating in teacher professional education in FE UNJ education students in 2017 with a coefficient value of 0.404, t-statistics 4. 110 > 1.96 and P values 0.000 < 0.05.

The results of this study show that the direction of the relationship between variable perceptions of the teacher profession and the interest in participating in teacher professional education is positive. The better the student's perception of PPG in choosing a teacher profession, the more students will be happy and can be accepted well if they take part in teacher professional education. These results are

in accordance with research by Larasati & Suyato (2016) proves that the better the perception of the teacher profession, the more a person will respond and be accepted well to attend teacher professional education. Seperti expressed by Lee et al (2019) that student perceptions develop more realistic expectations on the demands of tasks related to the teacher profession as students continue their academic careers in teacher education programs. About the teacher profession forms diverse perceptions from various parties, especially for educational students who are expected to be able to become professional teachers when participating in PPG.

Hypothesis 2

In the variable p , parents did not have a significant influence on the interest in participating in teacher professional education with a coefficient value of -0.042, t-statistics $0.808 < 1.96$ and P Values of $0.419 > 0.05$ in FE UNJ education students class of 2017.

Based on these results, it shows that the direction of the relationship of the variables of parental income and interest in following PPG is negative, therefore it can be concluded that the variable income of parents has a weak relationship and determines the low interest in attending the education of the teacher profession. These results are inconsistent with research by Lee et al (2019) which explains that the socioeconomic status of the majority of students comes from upper-middle-class families, their reference groups of high status and high-paying groups, which may help the learning needs of (students) of pre-service teachers in teacher education programs. Research conducted by Syawal & Setiaji (2019) which revealed that parents' income is important in meeting the cost of education and learning facilities so that it can arouse students' interest in continuing PPG.

As explained in the description analysis data, most of the parents' income in FE UNJ education students class of 2017 is in the moderate group category of Rp. 1,000,000 to Rp. 3,999,999 as much as 54%. If students have a high interest in continuing their education, it is not possible to fulfill their wishes due to low parental income, so they expect educational assistance such as scholarships as a support for those who are underprivileged to fulfill their desire to continue their education even if their parents' income is low.

Hypothesis 3

In the variable motivation of being a teacher for the interest in participating in teacher professional education has a positive and significant influence on fe UNJ educational students with a coefficient value of 0.474, t-statistics $4.944 > 1.96$ and P Values value $0.000 < 0.05$.

Based on these results, it shows that the motivation variables to become teachers have a strong relationship and there is an encouragement to become a teacher to improve their professionalism by participating in teacher professional education. The results of this study are in accordance with previous research conducted by Hapsari et al (2020) explaining that students with high motivation will continue their learning opportunities by participating in PPG can increase their motivation to become professional teachers, with a t-statistics value of $7.864 > 1.96$. Another opinion expressed by Lee et al (2019) that prospective teachers have the motivation to become teachers based on learning and teaching experience so that

they can improve professional teachers by running teacher education programs. If students have a high motivation to become teachers, students will make efforts to achieve their desire to become teachers, including by participating in teacher professional education.

Hypothesis 4

From the results of research on variable p, the perception of the teacher profession has a positive and significant effect on motivation to become a teacher, with a coefficient value of 0.657, t-statistics $12.866 > 1.96$ and a P Values value of $0.000 < 0.05$ in FE UNJ education students.

The results of this study are in accordance with research by Hapsari et al (2020) which proves that students' perceptions of the teacher profession produce good views, then views in the form of encouragement as a result of perceptions of motivation to become teachers, with a t-statistics value of $2,928 > 1.96$. Seperti expressed by Setiowati & Mahmud (2019) explained that a person has a good perception of the teacher profession, so a person will be higher motivated to become a teacher. If students' ability to observe the importance of knowledge about the teacher profession as an increase in student motivation to become a teacher, then student achievement to have teaching skills is increasingly mature in a professional career to become a teacher.

Hypothesis 5

In the variable p, parents' income did not have a positive and significant effect on the motivation to become a teacher in FE UNJ educational students, with a coefficient value of 0.099, t-statistics $1.525 < 1.96$ and P Values value $0.128 > 0.05$.

The results of this study are not in accordance with research by Riyanda (2020) proving that high parental income has a positive effect on their children's motivation extrinsically, with a t-statistics value of $2.172 > 1.96$. Another discussion was revealed by Lee et al (2019) that the family's socioeconomics will strengthen their children to encourage their decisions as professional teachers. If the student already has motivation, the student will try how to achieve his goals. This includes collecting information related to PPG financing, which currently has a subsidized PPG program and the SM3T program. Thus, the problem of PPG financing is increasingly helped for students with low-income parents. So, even if students have parents with low incomes, it does not necessarily affect the motivation of students to follow PPG to be low. Conversely, parents with high incomes do not always have children with a high motivation to follow PPG.

In this study, there was a motivation variable to become a teacher which was used as a mediation variable. Based on the calculation results obtained the results of the specific indirect effect table as follows:

Tabel Specific Indirect Effect

	T Statistics	P Values
Perception of Teacher Profession -> Motivation to Become a Teacher -> Interest in Participating in Teacher Professional Education	4,302	0,000

Parents' Income -> Motivation to Become a Teacher -> Interest in Participating in Teacher Professional Education	1,488	0.137
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Hypothesis 6

In the Specific Indirect Effect shows that the t-statistic value indicates that the > 1.96 which is 4.302 and the P-value is $0.000 < 0.05$. The results of this study are in line with previous research conducted by Setiowati & Mahmud (2019) proving that there is a positive and significant influence between the perception of the teacher profession on the interest in teacher professional education and the motivation to become a teacher as a mediation variable with a t-statistic value of $4,729 > 1.96$. These results show that the motivation to become a teacher is able to mediate positively and significantly the influence of the perception of the teacher profession on the interest in participating in teacher professional education.

In accordance with the theory explained by the research of Bergmark et al (2018) that the implementation of teacher education programs refers to various motives, which are expected to make a positive contribution to completing teacher education and teacher retention in the profession in the future. Another study expressed by Larasati & Suyato (2016) that having a high motivation to become a professional teacher is an effort to improve his professionalism by participating in teacher professional education. Thus, a good student's view of the teacher profession will encourage himself to improve his professional competence to become a teacher so that the expected achievements to meet student satisfaction by participating in PPG become better.

Hypothesis 7

In the table Specific Indirect Effect shows that the value of t-statistic indicates that the < 1.96 which is 1.488. The P-value was $0.175 > 0.05$. The results of this study are not in accordance with previous research conducted by Hanifah et al (2018) proving that the economic stability of parents starts from supporting the education needs of students (students) such as being able to meet the tools and equipment used for learning, being able to finance education and living costs during study, with a t-statistic value of $4,729 > 1.96$.

The findings of this hypothesis are not in line with the researcher Kiruy et al (2020) that the effect of low parental income on the child, will not have a direct effect on the child's learning at school, but resources and basic needs affect the child's psychological and learning patterns. Seperti expressed by Trianwenda et al (2020) that individuals with high motivation supported by the economic situation of parents will make themselves confident and determined to continue their education. Thus, the income of parents through low parental income indicators is able to affect the learning facilities of students, the cost of education and the determination of his motivation to become a teacher does not guarantee to be interested in participating in the education of the teacher profession.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis on the research on the influence of teacher professional perceptions and parents' income on the interest in participating in teacher professional education mediated by the motivation to become a teacher in

educational students of the Faculty of Economics, State University of Jakarta, it can be concluded as follows:

1. There is a positive and significant influence between the perception of the teacher profession on the interest in participating in teacher professional education. This is proven through the calculation results of Path Coefficient with original sample values of 0.404, t-statistics of $4.110 > 1.96$ and P Values values of $0.000 < 0.05$. Thus, it can be concluded that, the higher the perception of the teacher profession that is viewed by students, the higher the interest of students to take part in teacher professional education.
2. There is no positive and significant influence between parents' income on the interest in participating in teacher professional education. This is proven through the calculation results of Path Coefficient with the original sample value of -0.042, t-statistics $0.808 > 1.96$ and P Values $0.419 > 0.05$. Thus it can be concluded that, the income of parents in the low category to finance continuing education will affect the interest of students in attending the education of the teacher profession.
3. There is a positive and significant influence between the motivation to become a teacher and the interest in participating in teacher professional education. This is proven through the calculation results of Path Coefficient with the original sample value of 0.474, t-statistics $4.944 > 1.96$ and P Values $0.000 < 0.05$. Thus, it can be concluded that, the motivation to become a teacher owned by students can support in increasing the competencies they have and there is an interest in participating in teacher professional education.
4. There is a positive and significant influence between the perception of the teacher profession on the motivation to become a teacher. This is proven through the calculation results of Path Coefficient with original sample values of 0.657, t-statistics $12.866 > 1.96$ and P Values values of $0.000 < 0.05$. Thus, it can be concluded that students' perceptions of teacher professional knowledge as an encouragement for students to become teachers to have expertise and competence, will make students have determination in carrying out their profession.
5. There is no positive and significant influence between parents' income on motivation to become a teacher. This is proven through the calculation results of Path Coefficient with the original sample value of 0.099, t-statistics $1.525 > 1.96$ and P Values $0.128 > 0.05$. Thus, it can be concluded that students who have parents with low incomes, do not necessarily affect the motivation of students to attend teacher professional education to be low. Conversely, parents with high incomes do not always have children with a high motivation to follow PPG.
6. There is a positive and significant influence between the perception of the teacher profession affecting the interest in participating in teacher professional education through the motivation to become a teacher as a mediation variable. The t-statistics value influences the perception of the teacher profession affects the interest in participating in teacher professional education through motivation to become a teacher by $4.302 > 1.96$ is greater than the t-statistics value of the influence of the perception of the teacher profession on the interest in participating in teacher professional education directly. So it can be concluded that the indirect influence of motivation to become a teacher is able to predict well the influence between the perception of the teacher profession on the interest in participating in teacher professional education.

7. There is no positive and significant influence between parents' income affecting the interest in participating in teacher professional education through motivation to become a teacher as a mediating variable. The t-statistics value influences the perception of the teacher profession affects the interest in participating in teacher professional education through motivation to become a teacher by 1.488 < 1.96 is greater than the t-statistics value of the influence of parents' participation in the interest in attending teacher professional education directly. So it can be concluded that if the influence of parents' income will be greater when connected directly without going through mediation variables.

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