

**PERCEPTIONS ABOUT TEACHER'S PROFESSION, FAMILY ENVIRONMENT, SELF-EFFICACY, AND PEERS ON INTEREST TO BECOME TEACHER AMONG FACULTY OF ECONOMICS STUDENTS**

**Farah Cantika Azalia**

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: farahcantikaazalia2907@gmail.com

**Christian Wiradendi Wolor**

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: christianwiradendi@unj.ac.id

**Osly Usman**

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: oslyusman@unj.ac.id

**ABSTRACT**

The purpose of this study was to determine the direct and indirect influence between the perceptions about teacher's profession, family environment, self-efficacy, and peers on the interest in becoming a teacher in students of the FE UNJ 2019, either partially or simultaneously. This research design is a quantitative approach to the survey method. Data collection technique with a questionnaire using a Likert scale. The data analysis technique was using multiple linear regression using SPSS 24. This study used the "proportionate stratified random sampling" with the slovin formula calculation so that a sample of 162 students was obtained. The results of multiple linear regression are  $Y = 12.286 + 0.085X_1 + 0.153X_2 + 0.175X_3 + 0.071X_4 + 0.806$ . The results of the F test are F count 21,100 > F table 2.43 and a significance value of  $0.000 < 0.05$ . Then the results of the T test on all independent variables have T count > T table 1.97519 and a significance value < 0.05. So based on these calculations, both simultaneously and partially, the variable X1, X2, X3, and X4 have a positive and significant effect on Y. Perceptions about teacher's profession, family environment, self-efficacy, and peers can explain the bond variable of interest in being a teacher by 35% while the remaining 65% is influenced by other variables outside of this study.

**Keyword: Interest in Becoming a Teacher, Perceptions about Teacher's Profession, Family Environment, Self-Efficacy, Peers**

**ABSTRAK**

Tujuan dari penelitian ini adalah mengetahui pengaruh langsung dan tidak langsung antara persepsi profesi guru, lingkungan keluarga, efikasi diri, dan teman sebaya terhadap minat menjadi guru pada mahasiswa Angkatan 2019 Fakultas Ekonomi Universitas Negeri Jakarta baik secara parsial maupun simultan. Desain penelitian ini adalah pendekatan kuantitatif dengan metode survei. Teknik pengumpulan data dengan kuesioner menggunakan skala likert. Teknik analisis data dengan regresi linier berganda menggunakan bantuan SPSS 24. Penelitian ini menggunakan teknik pengambilan sampel "proportionate stratified random sampling" dengan perhitungan rumus slovin sehingga didapat sampel sejumlah 162 mahasiswa. Hasil regresi linier berganda yaitu  $Y = 12.286 + 0,085X_1 + 0,153X_2 + 0,175X_3 + 0,071X_4 + 0.806$ . Hasil uji F yaitu F hitung 21.100 > F tabel 2,43 dan nilai signifikansi  $0,000 < 0,05$ . Lalu hasil uji T pada semua variabel bebas memiliki T hitung > T tabel 1.97519 dan nilai signifikansi < 0,05. Maka berdasarkan perhitungan tersebut, baik secara simultan maupun parsial, variabel X1, X2, X3, dan X4 berpengaruh positif dan signifikan terhadap Y. Persepsi profesi guru,

lingkungan keluarga, efikasi diri, dan teman sebaya dapat menjelaskan variabel terikat minat menjadi guru sebesar 35% sedangkan sisanya 65% dipengaruhi oleh variabel lain di luar penelitian ini.

**Kata kunci: Minat Menjadi Guru, Persepsi Profesi Guru, Lingkungan Keluarga, Efikasi Diri, Teman Sebaya**

**INTRODUCTION**

The teaching profession in the era of civilization throughout the world which carries a noble task for the process of humanizing, educating, and building human character. In a country, one of the factors for the success of education is the teacher. Teachers are very important for school improvement efforts and teachers are responsible for improving the quality of learning for all students because teachers are in daily contact with students who have the potential to develop the next generation of teachers. Teachers are required to be able to build and develop the potential of students, not just transferring knowledge. It is hoped that through the duties and responsibilities of teachers, students or children of the nation will become smart, moral, civilized and have character. Being a teacher by profession is expected to have ideal behavior that is in accordance with the ethics of the teaching profession and can be a role model for their students. Of course we can conclude that the duties and responsibilities of teachers are not easy. Knowing the importance of the existence of teachers, teachers as a component of the education system must have competence and quality performance.

State University of Jakarta (UNJ) is an education staff educational institution that is expected to be able to produce quality teachers. However, in reality, not all students are interested in becoming educators, especially students from the Department of Education, Faculty of Economics, UNJ. It can be seen in the table 1, the Tracer Study data for FE UNJ alumni 2021 where most of the alumni work in private companies with a percentage of 52.9%, while only 11.8% work in schools.

Table 1. *Tracer Study* Data FE UNJ 2021

No.	Field	Percentage
1	Private Company	52,9%
2	Government Institution	23,5%
3	School	11,8%
4	Entrepreneur	5,9%
5	BUMN/BUMD	5,9%
Total		100%

Source: Tracer Study Document FE UNJ 2021

Students in the field of education should have a great interest in the teaching profession. The low interest of students to become teachers is a serious problem in the world of education. The level of interest of students with educational backgrounds to become teachers is important because low interest in the teaching profession can result in the quality of students as prospective teachers being low and the formation of teacher competence being less than optimal. The researchers made initial observations of the interest of FE UNJ students (education department) to become teachers, which can be seen in the table 2.

Table 2. Preliminary Observation Data (Interest to Become Teacher)

Category	Total Students	Percentage
Interest	5	16,7%
Doubtful	22	73,3%
Not Interest	3	10%
Total	30	100%

Source: Preliminary observation data, processed in 2023

From the table of pre-research results regarding the interest in becoming a teacher in FE UNJ students with a total of 30 students, it shows that only 5 students are interested in becoming teachers with a percentage of 16.7%. Then 22 students hesitated with a percentage of 73.3%. The category of not interested in becoming a teacher is 3 students with a percentage of 10%. The reason for students with an interest in becoming a teacher is that they are happy to be able to share knowledge and think that teaching is a noble job. The reason students hesitate to become teachers is that the average teacher's job is not an easy job and the teacher's welfare is not guaranteed. Then the reasons students are not interested in becoming teachers are they don't have the passion to be teachers, feel they don't have the ability to teach, and want to work in other fields such as entrepreneurship and working in companies.

Jakarta State University, specifically the Faculty of Economics UNJ (department of education) main goal is to produce prospective teachers who have academic abilities, are competent, and professional. So to increase students' interest in becoming teachers it is necessary to examine and pay attention to the variables/factors that influence the interest itself. Interest in becoming a teacher is a person's interest in becoming a teacher. According to Ardyani and Latifah (Rahmadiyahani et al., 2020), factors that influence students' interest in becoming teachers are 1) perceptions of the teaching profession; 2) family environment; 3) educational background; 4) teacher welfare; 5) peers; 6) learning achievement; 7) PPL experience; and 8) self-efficacy. From the factors of students' interest in becoming teachers above, the researchers made preliminary observations regarding which factors more influenced students' interest in becoming teachers.

Table 3. Preliminary Observation Data (Interest to Become Teacher Factors)

No	Factors	Yes (%)	No (%)	Total (%)
<b>1</b>	<b>Perceptions of the teaching profession</b>	<b>98,9</b>	<b>1,1</b>	<b>100</b>
<b>2</b>	<b>Family Environment</b>	<b>91,1</b>	<b>8,9</b>	<b>100</b>
3	Educational Background	32,2	67,8	100
4	Teacher Welfare	34,4	65,6	100
<b>5</b>	<b>Peers</b>	<b>82,2</b>	<b>17,8</b>	<b>100</b>
6	Learning Achievement	43,3	56,7	100
7	PPL Experience	53,3	46,7	100
<b>8</b>	<b>Self Efficacy</b>	<b>85,5</b>	<b>14,5</b>	<b>100</b>

Source: Preliminary observation data, processed in 2023

Preliminary observations were made of 30 students from the Faculty of Economics UNJ class of 2019 (department of education). From table 3 it is known that the perception of the teaching profession most influences interest in becoming a teacher with a percentage of 98.9%, the second biggest factor is the family environment with a percentage of 91.9%, the third biggest factor is self-efficacy with a percentage of 85.5%, followed by peers of 82.2. So with the results of initial observations, researchers used independent variables: perceptions of the teaching profession, family environment, self-efficacy, and peers to see the effect on the interest in becoming a teacher to students.

The results of previous research on the variable perception of the teaching profession were carried out by (Sukma et al., 2020) and (Masrotin & Wahjudi, 2021), namely the interest in becoming a teacher can be significantly influenced by perceptions of the teaching profession. However, the research conducted (Febryanti & Rochmawati, 2021) states that there is a negative impact on the perception of the teaching profession on the interest in becoming a teacher. The results of previous research on family environment variables conducted by (Indrianti & Listiadi, 2021) and (Paulina et al., 2020) namely that there is a positive influence of the family environment on students' interest in becoming teachers. Meanwhile, research

conducted by Hikmah and Yulianto shows that the family environment has a negative effect on interest in becoming a teacher (Nurmala, 2020).

The results of previous research on self-efficacy variables conducted by (Alifia & Hardini, 2022) and (Syofyan et al., 2020) show that there is a positive effect of self-efficacy on the interest in becoming a teacher. However, research conducted (Sholichah & Pahlevi, 2021) shows that self-efficacy has no significant effect on students' interest in becoming teachers. Then the results of previous research on peer variables conducted by (Astuti et al., 2018) and (D. R. C. Sari, 2018) show that peers have a positive effect on interest in the teaching profession. However, research (Wulandari & Pamungkas, 2020) shows that peers do not have a significant effect on interest in becoming a teacher.

The goals that the researchers wanted to achieve in this study were: 1) to find out the effect of perceptions of the teaching profession on the interest in becoming a teacher in students of the Faculty of Economics UNJ 2019, 2) to find out the influence of the family environment on the interest in becoming a teacher in students of the Faculty of Economics UNJ 2019, 3) determine the effect of self-efficacy on the interest in becoming a teacher in students of the Faculty of Economics UNJ 2019, 4) determine the influence of peers on interest in becoming a teacher in students of the Faculty of Economics UNJ 2019, and 5) determine the effect of perceptions of the teaching profession, family environment, self-efficacy, and peers on the interest in becoming teachers for 2019 UNJ students at the Faculty of Economics together.

## **LITERATURE REVIEW**

### **Interest to Become Teacher**

Interest according to Dewey is someone who is actively interested in an object that has meaning/meaning for him (Rautiainen et al., 2018). Interest in becoming a teacher is a feeling of pleasure, or someone's interest in the teacher's work (interest in becoming a teacher) (Haryawan et al., 2019). According to (Hibaturrahman & Wibowo, 2022), interest in becoming a teacher is a condition in which individuals pay great attention to the teaching profession, feel happy, and want to become teachers. In conclusion, the definition of interest in becoming a teacher is a person's sense of interest that has an impact on thoughts, feelings of pleasure, concern, and willingness to become a teacher. An interest in becoming a teacher can be shown by someone finding out more about teaching sciences and the teaching profession, paying more attention to the teaching profession, and being interested in directly teaching. According to (Nasrullah et al., 2018), (Nurmala, 2020), and (Gunawan & Andayani, 2022) indicators of one's interest in becoming a teacher can be measured by cognition; emotion; and conation. So in this study, interest in becoming a teacher can be measured by indicators: cognition, emotion, and conation.

### **Perceptions of the Teaching Profession**

The definition of perception according to Asrori in (Fahmi, 2020) is the way a person interprets and gives meaning to stimuli that come from experience and the learning process. The understanding of the perception of the teaching profession according to (Amalia & Pramusinto, 2020) is a person's interpretation or opinion about the teaching profession that originates from the five senses which are then processed by the brain. According to (Hibaturrahman & Wibowo, 2022), the perception of the teaching profession is the perspective (interpretation) of students towards the teaching profession. It can be concluded that the notion of perception of the teaching profession is a person's process of identifying the teaching profession as sourced from the five senses which are then processed by the brain so that it can be understood. Indicators of perceptions of the teaching profession in research (Prastiani & Listiadi, 2021), namely: perceptions of qualifications; perceptions of teacher competence and certification; perceptions of the rights that teachers have; and perceptions of teacher duties,

development of teacher development. So the researchers used indicators of the perception of the teaching profession, namely: 1) perceptions of teacher qualifications; 2) perceptions of teacher competency; 3) perceptions of teacher certification; 4) perceptions of the rights of teachers; 5) perceptions of the teacher's duties; 6) perceptions of development, teacher training.

### **Family Environment**

Hasbullah (2005) states that the family environment is a place for early education for children because in the family, children will receive education and support from an early age to increase interest in choosing a profession as a teacher later (Indrianti & Listiadi, 2021). The family environment is where children are raised and is the first environment for children to live which can affect the development of the child's soul and experience (Siregar, 2019). It can be concluded that the family environment is the first place a person gets education in shaping that person's behavior. From the family, children receive values or knowledge that will raise children's interest in ideals or professions in the future. Quoted by Hasan (2020), according to Slameto (2003), indicators of the family environment consist of how parents educate, relations between family members, home atmosphere, family economic situation, understanding of parents, and cultural background. Based on this opinion, the researchers used indicators of the family environment, namely: 1) the way parents educate; 2) relations between family members; 3) home atmosphere; 4) family economic situation; 5) understanding of parents; and 6) cultural background.

### **Self-Efficacy**

Self-efficacy according to Baron and Byrne is that a person evaluates his own ability to perform tasks, achieve results or goals, and overcome obstacles (Suciono, 2021). Then, (Ozyilmaz et al., 2018) also argues that self-efficacy is when a person feels confident to do certain tasks or things. According to Lent and Hackett, self-efficacy shows a person's level of confidence that he or she can be successfully involved in tasks related to making career decisions and being committed to a career (Chan, 2018). It can be concluded that self-efficacy is a sense of confidence and confidence in one's own ability to achieve the goals that have been set. According to Bandura in (Nurmala, 2020), indicators for measuring self-efficacy are: magnitude, strength, and generality. Wulandari and Pamungkas (2020) and Aini (2018) in measuring self-efficacy also use indicators: magnitude, generality, and strength. So researchers in measuring self-efficacy use indicators: level of difficulty (magnitude), generality (generality), and strength (strength).

### **Peers**

Santrock in Zulfa et al. (2018) argues that peers are people who are more or less the same age and level of maturity. Peers are people who have the same age, background, interests, and social status and have an important role in adolescent psychosocial development (Rusiana et al., 2021). According to Harris quoted from Liu et al. (2020), peers are an important source of social support for children and function as a context for children's socialization. In contrast to the relationship with parents, children's relationships with peers are based more on equality and common interests and goals. In addition, according to Hartup, children and peers experience the same developmental challenges and face the same expectations (Liu et al., 2020). So it can be concluded that peers are a group of people of almost the same age and maturity level who share information with each other because they have the same interests and goals. Indicators of peers in Fadilla (2020) are peers in the study program environment, there is intensive interaction between peers, there is peer support, they have the same goals, a place to share and exchange ideas. Based on this opinion, the researcher used the peer indicators,

namely: 1) peers in the 2019 FE UNJ environment; 2) there is intensive interaction among peers; 3) peer support; 4) shared goals; 5) a place to exchange ideas.

**Hypothesis Development**

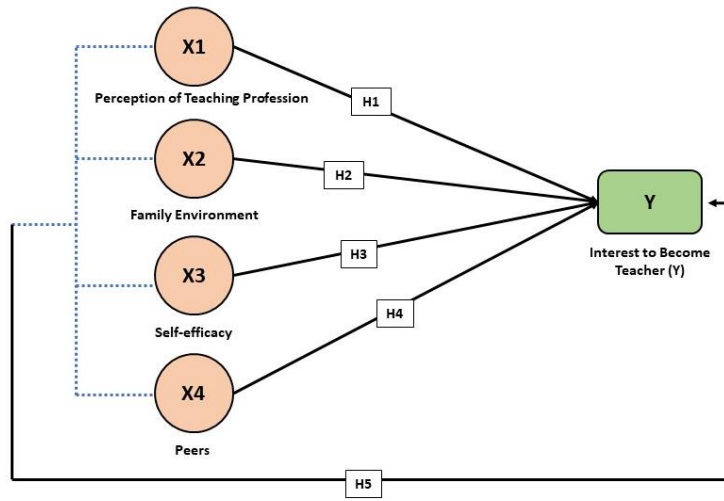


Figure 1. Hypothesis Development

H1: There is a direct influence of the perception of the teaching profession on the interest in becoming a teacher.

H2: There is a direct influence of the family environment on the interest in becoming a teacher.

H3: There is a direct influence of self-efficacy on the interest in becoming a teacher.

H4: There is a direct influence of peers on the interest in becoming a teacher.

H5: There is a direct influence of perceptions of the teaching profession, family environment, self-efficacy, and peers on the interest in becoming a teacher simultaneously.

**METHOD**

This study uses a quantitative approach to the survey method. So that in this study using primary data, namely data distributed through questionnaires to respondents who then collected data directly. This study used a population of students from the Faculty of Economics, State University of Jakarta class of 2019 (S1/D3/D4) with a total of 710 students. The affordable population is FE UNJ students specifically majoring in education, namely: 1) Office Administration Education (76 students); 2) Business Education (79 students); and 3) Economic Education (117 students) so that the total reachable population is 272 students. In this study, the sample used the Slovin formula, which is a method of determining the number of samples used because the population is large and the sampling technique used was proportionate stratified random sampling, which is an appropriate method for sampling in this study because the population members are not homogeneous (stratified) and the sample obtained randomly from each stratum.

Table 4. Sampling Technique

Study Program	Total Population	Calculation	Total Sample
S1 Office Administration Education	76	$(76/272) \times 162$	45
S1 Business Education	79	$(79/272) \times 162$	47
S1 Economic Education	117	$(117/272) \times 162$	70
<b>Total</b>	<b>272</b>		<b>162</b>

Source: Data processed by researchers (2023)

In this study, which uses quantitative, data analysis techniques are directed at testing the hypotheses that have been formulated by estimating the parameters of the regression model

with (Statistical Package for Social Science) SPSS version 24. Multiple regression analysis techniques are used to determine the effect of variable X on one variable Y.

## RESULTS AND DISCUSSION

### Instrument Test

Based on the results of the Y validity test for 30 respondents, 4 statement items were declared dropped, so that 8 statement items on the variable interest in becoming a teacher were considered valid. The results of the X1 validity test for 30 respondents, 2 statement items were declared dropped, so that 13 statement items on the variable perception of the teaching profession were considered valid. The results of the X2 validity test for 30 respondents, 4 statement items were declared dropped, so that 14 family environment variable statement items were considered valid. The results of the X3 validity test for 30 respondents, none of them were declared dropped, so that 12 items of self-efficacy variable statements were considered valid. The results of the X4 validity test for 30 respondents, 2 statement items were declared dropped, so that 13 peer variable statement items were considered valid. Then the results of the reliability test for all variables  $> 0.6$ , which means it can be said to be reliable.

### Requirements Analysis Test

#### Normality Test

The normality test is used to test or find out whether the distribution of each independent variable has a normal distribution or not. The normality test used in this study is the Kolmogorov-Smirnov normality test. In the Kolmogorov-Smirnov test the decision making criteria is if the significance value is  $> 0.05$  then  $H_0$  is accepted which means that it can be said that the data is normally distributed, whereas if the significance value is  $< 0.05$  then  $H_0$  is rejected which means it can be said that the data is not normally distributed.

Table 5. Normality Test Kolmogorov-Smirnov  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		162
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.08265325
Most Extreme Differences	Absolute	.064
	Positive	.055
	Negative	-.064
Test Statistic		.064
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Data processed by researchers (2023)

From the table above, it is known that the significance value is 0.200. So it can be interpreted that the data is normally distributed because the significance value is  $0.200 > 0.05$ .

### Linearity Test

The linearity test in this study was used to determine whether the relationship between variables X and Y had a linear relationship or not. If the significance value for the deviation from linearity is more than 0.05 ( $> 0.05$ ), then there is a significant linear relationship. The following is the linearity test of X against Y as follows:

Table 6. Linearity Test

Variable	Sig.	Description
Perceptions about Teacher Profession (X1)	0.390	Linear

Variable	Sig.	Description
Family Environment (X2)	0.618	Linear
Self Efficacy (X3)	0.098	Linear
Peers (X4)	0.836	Linear

Source: Data processed by researchers (2023)

It is known that the significance value on the deviation from linearity for each variable X is above 0.05. So it can be interpreted that there is a linear relationship between each X and Y.

### Classic Assumption Test

#### Multicholnearity Test

The multicollinearity test is used to see whether or not there is a relationship between X variables. A good regression model is when there is no perfect correlation between the independent variables (X) or multicollinearity does not occur. Whether there is multicollinearity is by using the tolerance value ( $\alpha$ ) and the Variance Inflation Factor (VIF) value. Variable X or independent variables experience multicollinearity if  $\alpha < 0.10$  and  $VIF > 10$  and vice versa, independent variables do not experience multicollinearity if  $\alpha > 0.10$  and  $VIF < 10$ .

Table 7. Multicholnearity Test

Model	Coefficients <sup>a</sup>					Collinearity Statistics	
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Tolerance	VIF
1 (Constant)	12.286	2.458		4.998	.000		
X1	.085	.039	.161	2.178	.031	.754	1.327
X2	.153	.047	.270	3.240	.001	.598	1.673
X3	.175	.062	.231	2.810	.006	.614	1.630
X4	.071	.029	.163	2.472	.014	.952	1.050

a. Dependent Variable: Y

Source: Data processed by researchers (2023)

From the table above, it is known that Tolerance X1 (Teacher Professional Perception) is 0.754, X2 (Family Environment) is 0.598, X3 (Self-Efficacy) is 0.614, and X4 (Peers) is 0.952 which is greater than 0.1 and the value Variance Inflation Factor (VIF) X1 is 1.327, X2 is 1.673, X3 is 1.630, and X4 is 1.050 which is less than 10. This means that the regression model in this study does not have multicollinearity problems.

#### Heterochedasticity Test

The heteroscedasticity test is to see whether there is an inequality of variance from one residual observation to another in the regression model. A good regression model is when there is homoscedasticity and there is no heteroscedasticity (difference). Heteroscedasticity can be done with the Glejser test, namely if the value is more than 0.05 ( $> 0.05$ ), then there are no problems or symptoms of heteroscedasticity.

Table 8. Heterochedasticity Test Glejser

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	2.552	1.473		1.733	.085
X1	-.002	.023	-.008	-.092	.927
X2	.036	.028	.131	1.286	.200
X3	-.020	.037	-.053	-.527	.599
X4	-.023	.017	-.107	-1.318	.190

a. Dependent Variable: Abs\_Res

Source: Data processed by researchers (2023)



From the table above, it is known that the significant value of X1 (Teacher Professional Perception) is 0.927, X2 (Family Environment) is 0.200, X3 (Self-Efficacy) is 0.599, and X4 (Peers) is 0.190, which means that the significance value is > 0.05, so it can be concluded that in the variable regression model there is no heteroscedasticity problem.

**Multiple Linear Regression Test**

Multiple linear regression analysis, namely regression in which Y (the dependent/dependent variable) is linked to more than one independent variable but still shows a linear relationship diagram which is used to measure the direction and magnitude of the influence between the independent/independent variables: perceptions of the teaching profession (X1), family environment (X2), self-efficacy (X3), and peers (X4) with the dependent/bound variable namely interest in becoming a teacher (Y).

Table 9. Multiple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.286	2.458		4.998	.000
X1	.085	.039	.161	2.178	.031
X2	.153	.047	.270	3.240	.001
X3	.175	.062	.231	2.810	.006
X4	.071	.029	.163	2.472	.014

a. Dependent Variable: Y

Source: Data processed by researchers (2023)

$$Y = \alpha + b1X1 + b2X2 + b3X3 + b4X4 + e$$

$$Y = 12.286 + 0,085X1 + 0,153X2 + 0,175X3 + 0,071X4 + 0.806$$

Based on the results of the multiple linear regression analysis equation above, the following information is obtained:

A constant value of 12,286 means that if the perception of the teaching profession, family environment, self-efficacy, and peers is worth 1, then the value of interest in becoming a teacher (Y) is 12,286. This is because if the independent variable does not exist, the dependent variable will not change.

The coefficient of perception of the teaching profession is 0.085, meaning that if the value increases by 1, the interest in becoming a teacher (Y) will increase by 0.085. For the coefficient value shows a positive result, this indicates a positive influence on the perception of the teaching profession on the interest in becoming a teacher (Y).

The family environment coefficient is 0.153, meaning that if the value increases by 1, the interest in becoming a teacher (Y) will increase by 0.153. For the coefficient value shows a positive result, this indicates a positive influence of the family environment (X2) on the interest in becoming a teacher (Y).

The self-efficacy coefficient is 0.175 meaning that if the value increases by 1, the interest in becoming a teacher (Y) will increase by 0.175. For the coefficient value shows a positive result, this indicates a positive influence of self-efficacy (X3) on the interest in becoming a teacher (Y).

The peer coefficient is 0.071, meaning that if the value increases by 1, the interest in becoming a teacher (Y) will increase by 0.071. For the coefficient value shows a positive result, this indicates a positive influence of peers (X4) on the interest in becoming a teacher (Y).

The error value of 0.806 is the statistical value obtained to find out how far the value of the independent variable cannot explain the dependent variable. The formula for knowing that is:

$$e = \sqrt{1 - R^2} = \sqrt{1 - 0.350} = \sqrt{0.65} = 0.806$$

So the e value of 0.806 is the variance of interest in becoming a teacher which cannot be explained by perceptions of the teaching profession, family environment, self-efficacy, and peers.

**Hypothesis Test**

**F Test**

The F test is used to find out that the X variable can simultaneously affect the Y variable. The decision-making criteria for the F test are if F count > F table it can be said that together the independent variables have a significant effect on the dependent variable (and vice versa), then if the significance < 0.05 then together the independent variables significantly influence the dependent variable variables. The following are the results of the simultaneous test (F test) as follows:

Table 10. F Test

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	822.458	4	205.615	21.100	.000 <sup>b</sup>
Residual	1529.943	157	9.745		
Total	2352.401	161			

a. Dependent Variable: Y

b. Predictors: (Constant), X4, X2, X1, X3

Source: Data processed by researchers (2023)

From the table above, it is known that the significance value is 0.000 < 0.05. Then the F table value with a significance level of 0.05 or 5% can be calculated using the formula: (k; n-k-1) or (4; 157) so that the F table value is 2.43. This means that F count 21,100 > F table 2.43, it can be concluded that the variables Perception of the Teacher Profession (X1), Family Environment (X2), Self-Efficacy (X3), and Peers (X4) simultaneously influence the Interest in Becoming a Teacher (Y).

**T Test**

The T test is used to determine the magnitude of the influence of variable X partially/individually on variable Y. The decision-making criteria for the T test are if T count > T table can be said to be significant and if T count < T table can be said to be insignificant, then if significance < 0.05, the independent variable has a significant effect on the dependent variable. The following are the results of the partial test (T test) as follows:

Table 11. T Test

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.286	2.458		4.998	.000
X1	.085	.039	.161	2.178	.031
X2	.153	.047	.270	3.240	.001
X3	.175	.062	.231	2.810	.006
X4	.071	.029	.163	2.472	.014

a. Dependent Variable: Y

Source: Data processed by researchers (2023)

To find the value of T table (significance level of 0.05 or 5%), you can calculate the formula, namely: t = (a/2; n-k) or t = (0.025; 157) so that a T table value of 1.97519 is obtained. The results of the T test are described as follows:

The variable perception of the teaching profession (X1) has a significance value of 0.031 < 0.05. Then the perception of the teaching profession (X1) has T count 2.178 > T table 1.97519. So it means that the variable of perception of the teaching profession (X1) has a significant effect on the variable of interest in becoming a teacher (Y).

In the family environment variable (X2) a significance value of  $0.001 < 0.05$ . Then the family environment (X2) has T count  $3.240 > T$  table 1.97519. So it means that the family environment variable (X2) has a significant effect on the interest variable to become a teacher (Y).

The self-efficacy variable (X3) has a significance value of  $0.006 < 0.05$ . Then self-efficacy (X3) has T count  $2.810 > T$  table 1.97519. So it means that the self-efficacy variable (X3) has a significant effect on the interest variable to become a teacher (Y).

In the peer variable (X4) a significance value of  $0.014 < 0.05$ . Then peers (X4) have T count  $2.472 > T$  table 1.97519. So it means that the peer variable (X4) has a significant effect on the variable interest in becoming a teacher (Y).

### Coefficient of Determination Test

The coefficient of determination is used to find out how much the percentage of the independent variable (X) contributes to the dependent variable (Y). If the value of the coefficient of determination shows a value close to one, then the independent variable (X) can provide all the information needed to predict the dependent variable (Y), whereas if the value is close to zero, it means that the independent variable (X) has very limited ability to explain the dependent variable. (Y). Following are the results of the coefficient of determination test as follows:

Table 12. Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.591 <sup>a</sup>	.350	.333	3.122

a. Predictors: (Constant), X4, X2, X1, X3

Source: Data processed by researchers (2023)

From the table above, it is known that the value of R<sup>2</sup> (R square) or the influence between perceptions of the teaching profession (X1), family environment (X2), self-efficacy (X3), and peers (X4) on interest in becoming a teacher (Y) is 0.350 or 35%. So that this value indicates that the independent variable Teacher Professional Perception (X1), Family Environment (X2), Self-Efficacy (X3), and Peers (X4) can explain the dependent variable Interest in Becoming a Teacher (Y) by 35% while the remaining 65% is influenced by other variables outside this study.

### Discussion

#### Teacher Professional Perceptions Against Interest in Becoming a Teacher (H1)

From the calculation results above, it is known that there is a positive and significant influence of the perception variable of the teaching profession (X1) on the interest in becoming a teacher (Y). The variable perception of the teaching profession has T count  $> T$  table of  $2.178 > 1.97519$ . The results of multiple regression calculations obtained  $Y = 12,286 + 0.085X1 + 0.153X2 + 0.175X3 + 0.071X4 + 0.806$ . From the regression equation, it can be seen that the constant value is 12,286, which means that if the perception of the teaching profession (X1) is 0, then the value of interest in becoming a teacher (Y) is 12,286.

The regression coefficient value is 0.085, which means that every time there is an increase in the perception variable of the teaching profession (X1) by 1%, the interest in becoming a teacher (Y) increases by 0.085 and vice versa. The coefficient value X1 is positive so that it can be said that the direction of the influence of the variable perception of the teaching profession (X1) on the interest in becoming a teacher (Y) is positive. This means that the better the perception of the teaching profession of 2019 FE UNJ students, the higher the interest of students to become teachers, and vice versa.

The results of this study are in line with research conducted by (Abdillah & Rochmawati, 2022), (Aulia, 2021), (Fajri, 2021), (Masrotin & Wahjudi, 2021), (Prastiani & Listiadi, 2021), (Sholichah & Pahlevi, 2021), (Amalia & Pramusinto, 2020), (Sukma et al., 2020), (Wulandari & Pamungkas, 2020), (Haryawan et al., 2019), (Luthfie, 2019), (Septiara & Listiadi, 2019), and (Aini, 2018), namely the perception of the teaching profession has a positive and significant effect on interest in becoming a teacher. The more positive and better the perception of the teaching profession that students have, the higher the interest of students to become teachers. Students who have good perceptions of the teaching profession will increase their interest in becoming teachers because perceptions influence a person's decision making.

Students who have a positive perception of the teaching profession will influence their attitude towards the teaching profession. In order to foster students' interest in becoming teachers, it is necessary to be well prepared for the teaching profession, according to Arikunto in (Sholichah & Pahlevi, 2021), there are three elements that can influence readiness to engage in the teaching profession, namely 1) general knowledge, 2) perceptions of the profession teacher, and 3) behavior as a teacher. From the results of the research that the researchers have done and referring back to previous research, it can be concluded that perceptions of the teaching profession have a positive and significant effect on interest in becoming a teacher. The better the perception of the teaching profession held by 2019 FE UNJ students, the better or higher the interest in becoming a teacher for students.

### **Family Environment Against Interest in Becoming a Teacher (H2)**

From the calculation results, it is known that there is a positive and significant influence of the family environment variable (X2) on the interest in becoming a teacher (Y). The family environment variable has T count > T table of  $3.240 > 1.97519$ . The results of multiple regression calculations obtained  $Y = 12,286 + 0.085X1 + 0.153X2 + 0.175X3 + 0.071X4 + 0.806$ . From the regression equation, it can be seen that the constant value is 12,286 which means that if the family environment (X2) is 0, then the value of interest in becoming a teacher (Y) is 12,286.

The regression coefficient value is 0.153, which means that every time there is an increase in the family environment variable (X2) of 1%, the interest in becoming a teacher (Y) increases by 0.153 and vice versa. The coefficient value X2 is positive so that it can be said that the direction of the influence of the family environment variable (X2) on the interest in becoming a teacher (Y) is positive. That is, the higher the influence and support of the family environment in the choice of a career as a teacher for 2019 FE UNJ students, the higher the interest in becoming a teacher for students.

The results of this study are in line with research conducted by (Zofiroh et al., 2022), (Aulia, 2021), (Indrianti & Listiadi, 2021), (Prastiani & Listiadi, 2021), (Amalia & Pramusinto, 2020), (Paulina et al., 2020), (Marzuki et al., 2020), (Nurmala, 2020), (Haryawan et al., 2019), (Luthfie, 2019), and (Valentin et al., 2019), namely family environment influences significant positive effect on students' interest in becoming teachers. The family environment is where the child first gets education (values and norms) in forming personality. The role of the family environment greatly influences children's interest in becoming teachers. The family environment has an important influence in guiding and directing children who are confused about career choices or work later after graduation. From the results of the research that the researchers have done and referring back to previous research, it can be concluded that the family environment has a positive and significant effect on the interest in becoming a teacher. The higher the influence and support of the family environment in choosing a career to become a teacher for 2019 FE UNJ students, the higher the student's interest in becoming a teacher.

### **Self-Efficacy Against Interest in Becoming a Teacher (H3)**

From the results of the calculations above, it is known that there is a positive and significant effect of the self-efficacy variable (X3) on the interest in becoming a teacher (Y). The self-efficacy variable has T count > T table of  $2.810 > 1.97519$ . The results of multiple regression calculations obtained  $Y = 12,286 + 0.085X1 + 0.153X2 + 0.175X3 + 0.071X4 + 0.806$ . From the regression equation, it can be seen that the constant value is 12,286 which means that if self-efficacy (X3) is 0, then the value of interest in becoming a teacher (Y) is 12,286.

The regression coefficient value is 0.175, which means that every time there is an increase in the self-efficacy variable (X3) of 1%, the interest in becoming a teacher (Y) increases by 0.175 and vice versa. The coefficient value X3 is positive so that it can be said that the direction of the influence of the self-efficacy variable (X3) on the interest in becoming a teacher (Y) is positive. That is, the higher the student's self-efficacy, the higher the interest of FE UNJ 2019 education students to become teachers, and vice versa.

The results of this study are in line with research conducted by (Abdillah & Rochmawati, 2022), (Alifia & Hardini, 2022), (Aulia, 2021), (Masrotin & Wahjudi, 2021), (Fajri, 2021), (Prastiani & Listiadi, 2021), (Amalia & Pramusinto, 2020), (Rahmadiyah et al., 2020), (Syofyan et al., 2020), (Wulandari & Pamungkas, 2020), (Septiara & Listiadi, 2019), and (Aini, 2018) shows that self-efficacy has a positive effect on interest in becoming a teacher. The higher the student's self-efficacy, the higher the interest in becoming a teacher. With strong self-efficacy, it will form an interest in becoming a strong teacher as well. Students with high self-efficacy will be confident and able to face and solve all existing situations. Interest in becoming a teacher can arise when students are confident in their abilities. As we know, the teaching profession has very difficult duties and responsibilities, which is why it needs to be supported by self-efficacy to foster interest by increasing self-confidence in one's abilities. From the results of the research that the researchers have done and referring back to previous research, it can be concluded that self-efficacy has a positive and significant effect on the interest in becoming a teacher. The higher the student's self-efficacy, the higher the interest of FE UNJ 2019 education students to become teachers.

### **Peers Against Interest in Becoming a Teacher (H4)**

From the results of the calculation above, it is known that there is a positive and significant influence of the peer variable (X4) on the interest in becoming a teacher (Y). The peer variable has T count > T table of  $2.472 > 1.97519$ . The results of multiple regression calculations obtained  $Y = 12,286 + 0.085X1 + 0.153X2 + 0.175X3 + 0.071X4 + 0.806$ . From the regression equation, it can be seen that the constant value is 12,286 which means that if peers (X4) have a value of 0, then the value of interest in becoming a teacher (Y) is 12,286.

The regression coefficient value is 0.071, which means that every time there is an increase in the peer variable (X4) by 1%, the interest in becoming a teacher (Y) increases by 0.071 and vice versa. The coefficient value of X4 is positive so that it can be said that the direction of the influence of the peer variable (X4) on the interest in becoming a teacher (Y) is positive. That is, the higher the influence of peers in choosing a career as a teacher for 2019 FE UNJ students, the higher the interest in becoming a teacher for students.

The results of this study are in line with research conducted by (Astuti et al., 2018), (D. R. C. Sari, 2018), and (Riani et al., 2019) showing that peers have a significant positive effect on interest in becoming a teacher. Great peer support will increase interest in becoming a teacher. The higher the influence of peers in influencing someone to become a teacher, the higher the person's desire to become a teacher. From the results of the research that the researchers have done and referring back to previous research, it can be concluded that peers have a positive and significant effect on the interest in becoming a teacher. The higher the

influence and support of peers in choosing a career to become a teacher for 2019 FE UNJ students, the higher the interest in becoming a teacher for students.

### **Perceptions of the Teacher Profession, Family Environment, Self-Efficacy, and Peers Against Interest in Becoming a Teacher (H5)**

Based on the results of the F test that has been done, it is known that the F table value is 2.43 and the F count value is 21,100 which means  $F \text{ count} > F \text{ table}$ , then a significance value of  $0.000 < 0.05$  which means there is a simultaneous influence. For the results of the T test on the variable perception of the teaching profession (X1), it is known that the T table value is 1.97519 and the T count value is 2.178 which means  $T \text{ count} > T \text{ table}$  so that the perception of the teaching profession variable (X1) has a positive and significant effect on the interest variable to become a teacher (Y). The results of the T test on the family environment variable (X2), it is known that the T table value is 1.97519 and the T count value is 3.240 which means  $T \text{ count} > T \text{ table}$  so that the family environment variable (X2) has a positive and significant effect on the interest variable to become a teacher (Y). Furthermore, the results of the T test on the self-efficacy variable (X3), it is known that the T table value is 1.97519 and the T count value is 2.810 which means  $T \text{ count} > T \text{ table}$  so that the self-efficacy variable (X3) has a positive and significant effect on the interest variable to become a teacher (Y). Then for the results of the T test on the peer variable (X4), it is known that the T table value is 1.97519 and the T count value is 2.472 which means  $T \text{ count} > T \text{ table}$  so that the peer variable (X4) has a positive and significant effect on the variable interest in becoming a teacher (Y).

From the results of the coefficient of determination test, it is known that the value of  $R^2$  (R square) or the influence between perceptions of the teaching profession, family environment, self-efficacy, and peers on interest in becoming a teacher is 0.350 or 35%. So that this value indicates that the independent variable perceptions of the teaching profession (X1), family environment (X2), self-efficacy (X3), and peers (X4) can explain the dependent variable interest in becoming a teacher (Y) by 35% while the remaining 65% is influenced by other variables outside this study.

So, based on the calculation results above, it can be concluded that the variable perceptions of the teaching profession (X1), family environment (X2), self-efficacy (X3), and peers (X4) simultaneously influence the interest in becoming a teacher (Y). This is in line with research conducted by (Wulandari & Pamungkas, 2020) in which there is a significant positive effect on the variable perceptions of the teaching profession, self-efficacy, social environment (family environment, peers, community) on the interest in becoming a teacher. Students who have the perception that the teacher's work is good, believe in their own abilities, are also strengthened through the support of a positive family and peer environment, which makes students' interest in becoming teachers better.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

Based on the explanation of the results of the research and discussion, the conclusions are formulated as follows; (1) There is a positive and significant influence between the perceptions of the teaching profession on the interest in becoming a teacher for 2019 UNJ Faculty of Economics students; (2) There is a positive and significant influence between the family environment on the interest in becoming a teacher for 2019 UNJ Faculty of Economics students; (3) There is a positive and significant influence between self-efficacy on the interest in becoming a teacher for 2019 UNJ Faculty of Economics students; (4) There is a positive and significant influence between peers on the interest in becoming a teacher for 2019 UNJ Faculty of Economics students; and (5) There is a positive and significant influence between

perceptions of the teaching profession, family environment, self-efficacy, and peers on the interest in becoming a teacher for 2019 UNJ Faculty of Economics students together.

### Recommendation

Several recommendations were formulated for further researchers, namely; (1) This study uses only four independent variables. For further research it is recommended to use other independent variables which are factors of interest in becoming a teacher, for example, parental work background, teacher welfare, PPL/PKM experience, learning achievement and so on; (2) The population in the study were 2019 FE UNJ students majoring in education. It is hoped that for further research it can replace students outside of the class, for example, parents or lecturers; and (3) This study uses a quantitative approach. It is hoped that future research can use a qualitative approach, mix method, and so on in order to expand or develop the results of previous research.

### REFERENCES

- Abdillah, M. A., & Rochmawati, R. (2022). Pengaruh Microteaching, Persepsi Profesi Guru terhadap Minat Menjadi Guru Akuntansi dengan Efikasi Diri sebagai Variabel Inteverning. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 3369–3381. <https://doi.org/10.31004/edukatif.v4i3.2615>
- Aini, E. N. (2018). Pengaruh Efikasi Diri dan Persepsi terhadap Minat Menjadi Guru Ekonomi Pada Mahasiswa Program Studi Pendidikan Ekonomi 2015 UNESA. *JPEKA: Jurnal Pendidikan Ekonomi, Manajemen Dan Keuangan*, 2(2), 83–96. <https://doi.org/10.26740/jpeka.v2n2.p83-96>
- Alifia, A., & Hardini, H. T. (2022). Pengaruh Pembelajaran Microteaching, Praktik Lapangan Persekolahan, dan Efikasi Diri Terhadap Minat Menjadi Guru SMK Akuntansi. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 1182–1192. <https://doi.org/10.31004/edukatif.v4i1.2075>
- Amalia, N. N., & Pramusinto, H. (2020). Pengaruh Persepsi, Efikasi Diri dan Lingkungan Keluarga Terhadap Minat Menjadi Guru. *Business and Accounting Education Journal*, 1(1), 84–94. <https://doi.org/10.15294/baej.v1i1.38939>
- Astuti, M. O., Syamwil, S., & Susanti, D. (2018). Analisis Faktor Minat Mahasiswa Pendidikan Ekonomi Untuk Menjadi Guru Melalui Program Pendidikan Profesi Guru. *Jurnal Ecogen*, 1(4), 766–775. <https://doi.org/10.24036/jmpe.v1i4.5655>
- Aulia, S. (2021). *Pengaruh Persepsi Mahasiswa Tentang Profesi Guru, Efikasi Diri, dan Lingkungan Keluarga Terhadap Minat Menjadi Guru Pada Mahasiswa Pendidikan Ekonomi di Universitas Negeri Jakarta*. Universitas Negeri Jakarta.
- Chan, C. C. (2018). The relationship among social support, career self-efficacy, career exploration, and career choices of Taiwanese college athletes. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 22, 1–5. <https://doi.org/10.1016/j.jhlste.2017.09.004>
- Fadilla, S. A. (2020). *Pengaruh Persepsi Profesi Guru dan Teman Sebaya Terhadap Minat Menjadi Guru Pada Mahasiswa Pendidikan Administrasi Perkantoran FKIP UNS*. Universitas Sebelas Maret.
- Fahmi, D. (2020). *Persepsi: Bagaimana Sejatinnya Persepsi Membentuk Konstruksi Berpikir Kita*. Anak Hebat Indonesia. <https://books.google.co.id/books?id=1HRHEAAQBAJ>
- Fajri, H. M. (2021). Pengaruh Efikasi Diri, Kelompok Referensi dan Persepsi Mahasiswa Tentang Profesi Guru Terhadap Minat Menjadi Guru Pada Mahasiswa Pendidikan Akuntansi Universitas Negeri Yogyakarta. *Kajian Pendidikan Akuntansi Indonesia*, 10(3), 19–41.

- Febryanti, E. F., & Rochmawati, R. (2021). Pengaruh Efikasi, Persepsi, Informasi Terhadap Minat Menjadi Guru Akuntansi dengan Lingkungan Keluarga Sebagai Variabel Moderating. *Jurnal Edukasi (Ekonomi, Pendidikan Dan Akuntansi)*, 9(1), 25–34.
- Haryawan, S., Muchtar, B., & Syofyan, R. (2019). Pengaruh Persepsi Mahasiswa Tentang Profesi Guru dan Lingkungan Keluarga Terhadap Minat Menjadi Guru. *Jurnal Ecogen*, 2(3), 218–226. <https://doi.org/10.24036/jmpe.v2i3.7328>
- Hasan, M. (2020). *Literasi dan Perilaku Ekonomi: Transfer Pengetahuan Kewirausahaan dalam Perspektif Pendidikan Ekonomi Informal*. Media Sains Indonesia. <https://books.google.co.id/books?id=9fEIEAAAQBAJ>
- Hibaturrahman, D., & Wibowo, T. W. (2022). Pengaruh Persepsi Profesi Guru, PLP, dan Lingkungan Terhadap Minat Mahasiswa Prodi Pendidikan Teknik Mesin Universitas Negeri Surabaya Menjadi Guru. *JPTM*, 11(2), 21–27. <https://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-teknik-mesin/article/view/44135%0Ahttps://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-teknik-mesin/article/view/44135/38241>
- Hidayah, S., & Wulandari, R. N. A. (2022). Pengaruh Persepsi Profesi Guru dan Lingkungan Keluarga Terhadap Minat Mahasiswa Menjadi Guru dengan Self Efficacy Sebagai Variabel Intervening. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 6(4), 992–1004. <https://doi.org/10.33578/pjr.v6i4.8815>
- Zulfa, Ika N., Heryaningsih, S Mega., Saputra, M Ridho., & Putri, M Kurnia. (2018). Pengaruh Teman Sebaya Terhadap Minat Melanjutkan Studi Ke Perguruan Tinggi Pada Siswa SMA. *Journal of Innovative Counseling : Theory, Practice & Research*, 2(2), 69–74. [http://journal.umtas.ac.id/index.php/innovative\\_counseling](http://journal.umtas.ac.id/index.php/innovative_counseling)
- Indrianti, E. D., & Listiadi, A. (2021). Pengaruh Lingkungan Keluarga, Prestasi Belajar, dan Kesejahteraan Guru Terhadap Minat Menjadi Guru Akuntansi. *Jurnal Pendidikan Akuntansi (JPAK)*, 9(1), 13–24. <https://doi.org/10.26740/jpak.v9n1.p13-24>
- Liu, L., Xu, L., Xiao, X., Liu, L., & Li, Y. (2020). Positive influence of peers' interpersonal character on children's interpersonal character: The moderating role of children's and peers' social status. *Journal of Adolescence*, 79(March 2019), 157–172. <https://doi.org/10.1016/j.adolescence.2020.01.003>
- Luthfie, I. S. (2019). Pengaruh Lingkungan Keluarga, Prestasi Belajar, dan Persepsi Mahasiswa tentang Profesi Guru terhadap Minat Menjadi Guru. *Jurnal Kajian Pendidikan Akuntansi Indonesia (KPAI)*, 8(1), 1–16.
- Marzuki, A., Armereo, C., Septianti, D., & Seto, A. A. (2020). Pengaruh Kompensasi, Motivasi dan Lingkungan Terhadap Minat Menjadi Guru Pada Lulusan SMA di Kota Palembang. *E-Mabis: Jurnal Ekonomi Manajemen Dan Bisnis*, 21(2), 127–136. <https://www.journal.unimal.ac.id/emabis/article/view/484>
- Masrotin, & Wahjudi, E. (2021). Peran Efikasi Diri Dalam Memediasi Pengaruh Pengenalan Lapangan Persekolahan (PLP) dan Persepsi Profesi Guru Terhadap Minat Menjadi Guru Akuntansi. *Jurnal Pendidikan Akuntansi (JPAK)*, 9(2), 178–189. <https://doi.org/10.26740/jpak.v9n2.p178-189>
- Nasrullah, M., Ilmawati, I., Saleh, S., Niswaty, R., & Salam, R. (2018). Minat Menjadi Guru Pada Mahasiswa Program Studi Pendidikan Administrasi Perkantoran Fakultas Ilmu Sosial Universitas Negeri Makassar. *Jurnal Ad'ministrare*, 5(1), 1–6.
- Nurmala, A. (2020). Pengaruh Lingkungan Keluarga, Kepribadian, dan Efikasi Diri Terhadap Minat Menjadi Guru Pada Mahasiswa Pendidikan Administrasi Perkantoran FE Unnes [Universitas Negeri Semarang]. In *Universitas Negeri Semarang*. <https://lib.unnes.ac.id/29614/1/7101413025.pdf>
- Ozyilmaz, A., Erdogan, B., & Karaeminogullari, A. (2018). Trust in organization as a moderator of the relationship between self-efficacy and workplace outcomes: A social



- cognitive theory-based examination. *Journal of Occupational and Organizational Psychology*, 91(1), 1–24. <https://doi.org/10.1111/joop.12189>
- Paulina, S. S., Sawiji, H., & Murwaningsih, T. (2020). Pengaruh Magang Kependidikan 3 dan Lingkungan Keluarga Terhadap Minat Menjadi Guru Pada Mahasiswa PAP FKIP UNS. *Jurnal Informasi Dan Komunikasi Administrasi Perkantoran*, 4(3), 74–83.
- Prastiani, D. A., & Listiadi, A. (2021). Pengaruh Self Efficacy, Persepsi Profesi Guru dan Lingkungan Keluarga Terhadap Minat Menjadi Guru Akuntansi Pada Mahasiswa S1 Pendidikan Akuntansi UNESA. *Jurnal Riset Pendidikan Ekonomi*, 6(2), 47–59. <https://doi.org/10.21067/jrpe.v6i2.5712>
- Rahmadiyahani, S., Hariani, L. S., & Yudiono, U. (2020). Minat Menjadi Guru: Persepsi Profesi Guru, Pengenalan Lapangan Persekolahan (PLP) dan Efikasi Diri. *Jurnal Riset Pendidikan Ekonomi*, 5(1), 1–14. <https://doi.org/10.21067/jrpe.v5i1.4304>
- Rautiainen, M., Mäensivu, M., & Nikkola, T. (2018). Becoming Interested during Teacher Education. *European Journal of Teacher Education*, 41(4), 418–432. <https://doi.org/10.1080/02619768.2018.1462329>
- Riani, R. M., Surtani, & Nofrion. (2019). Studi Tentang Minat Mahasiswa Prodi Pendidikan Geografi Terhadap Profesi Guru. *Jurnal Buana*, 3(1), 15–22.
- Rusiana, H. P., Istianah, Supinganto, A., Suharmanto, Setyawati, I., Budiana, I., Purqoti, D. N. S., Zulfiana, Y., Herlina, S. M., & Thoyibah, Z. (2021). *Pendidikan Teman Sebaya: Solusi Problematika Pendidikan dan Kesehatan*. Penerbit NEM. <https://books.google.co.id/books?id=JfwYEAQAQBAJ>
- Sari, D. R. C. (2018). Pengaruh Pengalaman Ppp, Lingkungan Keluarga Dan Teman Sebaya Terhadap Minat Menjadi Guru Pada Mahasiswa Pendidikan Ekonomi. *Jurnal Pendidikan Ekonomi (JUPE)*, 6(3), 161–168.
- Septiara, V. I., & Listiadi, A. (2019). Pengaruh Persepsi Profesi Guru, Efikasi Diri dan Program Pengelolaan Pembelajaran (PPP) Terhadap Minat Menjadi Guru Akuntansi Mahasiswa Prodi Pendidikan Akuntansi 2015 Fakultas Ekonomi Unesa. *Jurnal Pendidikan Akuntansi UNESA*, 07(3), 315–318.
- Sholichah, S., & Pahlevi, T. (2021). Pengaruh Persepsi Profesi Guru dan Efikasi Diri Terhadap Minat Menjadi Guru. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(2), 187–194. <https://doi.org/10.17977/um027v4i12021p187>
- Siregar, B. (2019). Education Process Form Of The Early Children's Achievement In The Family Environment As The Efforts To Overcome The Youth Level. *International Halal Conference & Exhibition*, 234–241. <https://journal.pancabudi.ac.id/index.php/ihce/article/view/634>
- Suciono, W. (2021). *Berpikir Kritis (Tinjauan Melalui Kemandirian Belajar, Kemampuan Akademik dan Efikasi Diri)*. Penerbit Adab. <https://books.google.co.id/books?id=h1YsEAAAQBAJ>
- Sukma, A. N., Karlina, E., & Priyono. (2020). Pengaruh Persepsi Profesi Guru Terhadap Minat Menjadi Guru Pada Mahasiswa Pendidikan Ekonomi Universitas Indraprasta PGRI. *Research and Development Journal of Education*, 1(1), 110–116. <https://journal.lppmunindra.ac.id/index.php/RDJE>
- Syofyan, R., Hidayati, N. S., & Sofya, R. (2020). Pengaruh Program Pengalaman Lapangan Kependidikan (LPK) dan Efikasi Diri Terhadap Minat Menjadi Guru. *Jurnal Inovasi Pendidikan Ekonomi*, 10(2), 151–162. Jurnal Inovasi Pendidikan Ekonomi Available at h
- Valentin, C., Budiwibowo, S., & Sulistyowati, N. W. (2019). Determinan Minat Mahasiswa Menjadi Guru. *Jurnal Muara Pendidikan*, 4(2), 366–378. <https://doi.org/10.52060/mp.v4i2.173>

- Wulandari, L., & Pamungkas, H. P. (2020). Pengaruh Efikasi Diri, Persepsi Profesi Guru dan Lingkungan Sosial Terhadap Minat Menjadi Guru Ekonomi. *Jurnal Pendidikan Ekonomi (JUPE)*, 10(3), 268–277.
- Zofiroh, F., Wardani, D. K., & Sangka, K. B. (2022). Pengaruh Persepsi Profesi Guru dan Lingkungan Keluarga Terhadap Minat Menjadi Guru Ekonomi Dimediasi Oleh Motivasi. *Jurnal Pendidikan Ekonomi (JUPE)*, 10(3), 172–180. <https://doi.org/10.26740/jupe.v10n3.p172-180>