



## The Influence Of Teaching Readiness, Perception Of The Teaching Profession, And Family Environment On Interest In Becoming A Teacher

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| Article Info  | Abstract   |
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| <b>Article History</b><br>Received: May 2023<br>Revised: May 2023<br>Published: June 2023   | Economic Education FKIP University of Lampung is one of the study programs that produce prospective teacher graduates. Becoming a teacher requires an interest in students. Therefore, this study aims to determine the influence of teaching readiness, perception of the teaching profession, and family environment on interest in becoming a teacher in Economic Education students of the University of Lampung. The method used in this study is a survey method with a quantitative approach. The population in this study was 235 students, with a simple random sampling technique of 148 students. Data were tested using partial and simultaneous analysis. The results of the hypothesis show that there is a partial and simultaneous influence on teaching readiness, perception of the teaching profession, and family environment on interest in becoming a teacher of Economic Education students at the University of Lampung. Teacher education programs should prioritise the development of effective teaching skills and knowledge, so they need to be supported by improving image, family environment, and policymakers. |
| <b>Keywords:</b><br>Family environment,<br>Interest in becoming a teacher,<br>Perception of the teaching profession,<br>Readiness to teach, |  |
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### INTRODUCTION

Education is one of the things that plays an important role in improving the quality of Human Resources (HR). Knowledge, competence, skills, and life order can be obtained through education, not only that, education can also be a determination in deciding the profession in the future. The increasingly advanced era demands conciliation in the world of education, one of which is the existence of professional educators. Pursuing a profession as an educator requires interest from within a person (Yulaini, 2018).

Interest is a feeling of pleasure towards something that exists in a person without any suggestion from others (Slameto in Rahmadiyahani et al., 2020). According to this view, it can be said that interest will arise in oneself. Interest is basically a reaction to a correlation between oneself and things outside oneself (Selviani, 2018). The closer the relationship, the greater the interest in a person. Someone interested in becoming a teacher will feel happy with the work of a teacher without anyone forcing them and will take the initiative to improve their quality as a professional teacher candidate. This can arouse students' desire to become a teacher.

Economic Education is one of the Study Programs at the Faculty of Teacher Training and Education, University of Lampung. Although there are several job prospects after graduation, Economics Education Students are designed and focused on becoming professional teachers, so students should be interested in becoming teachers when choosing the Economics Education Study Program. In fact, students who study in education study programs do not necessarily have an interest in becoming teachers. Some students of the education study program have an argument that they choose this study program because of the direction of parents, the invitation of friends or because alumni of the education study program can work in two fields, namely the field of education or outside education (Rahmadiyahani et al., 2020). The preliminary research results are that most students have no interest in becoming teachers after graduation; of the 37 students prefer to work as an employee in a company, and the rest choose other professions or even continue S2. Then 56.8% of students, when selecting the Economic Education study

program, are not interested in becoming teachers. Even though it is natural for students to choose the Economic Education Study Program to have an interest in becoming teachers, this phenomenon shows that every student has a desire to work in other professions which is certainly influenced by several factors.

Two factors influence interest: internal and external (Aini, 2018). Internal factors arise from within a person, such as feelings of ability, perception, motivation, talents, mastery of knowledge, and emotions. At the same time, external factors are factors that arise from the environment around individuals (Korompot et al., 2020; Monika, et al., 2022). Based on preliminary research conducted on Economic Education students of the University of Lampung, it is suspected that several factors allegedly affect students' interest in becoming teachers, namely teaching readiness factors, perceptions of the teaching profession, and family environment.

Readiness is a condition where a person has the mental, physical, social, and emotional ability and can carry out something along with all the risks he faces to achieve predetermined goals (Maipita & Mutiara, 2018). If the interest is associated with the interest in becoming a teacher, then a great interest in becoming a teacher will cause a person to be better prepared to become a teacher. If the interest in becoming a teacher is low, someone is not ready to become one. Based on preliminary research, it is known that as many as 51.4% of students feel that they are not ready to become teachers because they do not have enough knowledge and experience. This readiness to teach is considered one factor in students' interest in becoming a teacher. If students are not ready and unable to adapt to the increasingly advanced times, it allows low student interest in choosing a teaching profession.

A person's interest in something has something to do or has to do with the perception that someone has (Anwar, 2021). Perceptions arising from within a person vary; some are positive, and some are negative (Portillo et al., 2020; Haryawan et al., 2020). This depends on the individual's ability to process, interpret, understand and interpret stimuli the surrounding environment provides (Sukma et al., 2020). The preliminary research results show that all students agree that being a teacher is a big responsibility and not easy. In addition, as many as 86.5% of respondents think that currently, the rights of teachers are not in accordance with the workload they have, for example, on honorary teachers, where the welfare of honorary teachers is still quite low.

The family environment is one of the external factors closest to the individual (Spinelli et al., 2020). Interest for each child is an important factor in life in general education. Therefore, parents must support their children's interests to increase their interests (Nugroho et al., 2016). The Economic Education study program has the main job prospects as a teacher; students naturally have an interest in becoming a teacher. This interest can arise of them from the influence of the family environment, as many as 54.1% of students have families who want students to become teachers because the teaching profession is considered guaranteed welfare in the future. The greater the support from the family for students in choosing a teaching profession, of course, the more motivating students to become a teacher.

The problem that arises is that from the beginning of entering Economic Education, as many as 56.8% of students have not been interested in becoming teachers. This problem must be resolved so that interest in becoming a teacher in students increases from the beginning of entering college to graduation. Therefore, interest in becoming a teacher needs to be researched because by knowing the factors that positively influence, related parties such as students, lecturers, and educational institution practices can improve these factors.

This research offers a new perspective in understanding the factors that influence the interest of Economic Education students of the University of Lampung to become teachers (Irawan, et al, 2022). Although similar studies have been conducted before, this study is unique in looking specifically at students of economic education programs, not just students of education in general. It is also one of the first studies to specifically examine the role of teaching readiness, perceptions of the teaching profession, and family environment in this context. The study also looked at these influences partially and simultaneously, which made it possible to get a more detailed and nuanced picture of how these factors interact with each other and contribute to students' interest in becoming teachers. The main purpose of this study is to understand and examine the influence of teaching readiness, perceptions of the teaching profession, and family environment on the interest of Economic Education students of the University of Lampung to become teachers.

## METHODS

This research uses a type of quantitative research because the data used are numbers and can be classified, concrete, and measurable. This quantitative research will analyse the data using statistics (Qomusuddin & Romlah, 2021). The method used is a verification descriptive method, using an ex-post facto approach and survey method. Data collection techniques in this study using questionnaires were carried out by providing a list of questions and written statements to respondents and also with documentation techniques. The population used in this study is active students of the Economic Education study program at the University of Lampung, namely the class of 2019, 2020, and 2021 which amounted to 235 students. The sampling technique used is Simple Random Sampling, then calculated by the Slovin formula, where a sample of 148 students was obtained. The hypothesis testing technique uses the F-test with analysis prerequisite tests.

## RESULTS AND DISCUSSION

### A. Results

#### 1. Linearity Test

The regression linearity test is used to prove whether the regression model to be used in this study is linear or non-linear. Based on the results of data processing in the ANOVA table using SPSS states that Sig. from Deviation from Linearity for all variables = 0.05 so that H0 is accepted, which means linear regression.

#### 2. Multicollinearity Test

The multicollinearity test is used to measure and prove whether there is a linear relationship between one independent variable and another. Based on data processing, it can be known that the correlation coefficient value of the Teaching Readiness variable is  $-0.527 < 0.70$ , then the Teacher Professional Perception variable (X2) is  $-0.014 < 0.70$ , and the Family Environment variable (X3) is  $-0.270 < 0.70$ . Thus it can be known that there is no multicollinearity in the data.

#### 3. Autocorrelation Test

Autocorrelation tests are used to prove whether there is a correlation between observational data. The method in this study uses Durbin-Watson statistics. based on the Durbin-Watson value,  $DU < DW < (4-DU) = 1.7729 < 1.776 < 2.2271$ . So it can be known that in the regression model, there is no autocorrelation.

#### 4. Heteroscedasticity Test

The heteroscedasticity test is performed to test whether, in the regression model, there is an inequality of residual variance from one observation to another. Based on data processing, it is known that the independent variables consisting of Teaching Readiness (X1), Perception of the Teacher Profession (X2), and Family Environment (X3) have a significance value greater than 0.05, so there is no heteroscedasticity problem.

#### 5. Simple Linear Regression Test

Table 1. Regression Coefficients X1, X2, and X3 Against Y

|       |                | Coefficients <sup>a</sup>   |            |                           |       |      |
|-------|----------------|-----------------------------|------------|---------------------------|-------|------|
| Model |                | Unstandardized Coefficients |            | Standardized Coefficients | T     | Sig. |
|       |                | B                           | Std. Error | Beta                      |       |      |
| 1     | X <sub>1</sub> | .397                        | .105       | .291                      | 3.780 | .000 |
|       | X <sub>2</sub> | .183                        | .079       | .152                      | 2.321 | .022 |
|       | X <sub>3</sub> | .418                        | .077       | .401                      | 5.404 | .000 |

If  $t_{count} > t_{table}$  with  $dk = n-2$  or  $148 - 2 = 146$  and  $\alpha = 0.05$  then  $H_0$  is rejected, otherwise,  $H_0$  is accepted. If probability (sig.)  $< 0.05$ , then  $H_0$  is rejected, otherwise,  $H_0$  is accepted. The results of data processing analysis with SPSS obtained the Readiness variable (X1) showed a significance value of  $0.000 < 0.05$ , and the statistical results of the t-test showed a calculated t value = 3,780 greater than in t table 1.976, so the hypothesis  $H_0$  was rejected and  $H_a$  was accepted which means that for the variable Teaching Readiness 4.0 (X1), there is a partial influence on the Interest in Becoming a Teacher (Y).

The variable Perception of the Teacher Profession (X2) shows the significance value is  $0.022 < 0.05$ , and the statistical results of the t-test show the value of t count = 2.321 is greater than in t table 1.976, so the hypothesis  $H_0$  is rejected and  $H_a$  is accepted which means that for the variable Perception of the Teacher Profession (X2), there is a partial influence on Interest in Becoming a Teacher (Y).

The Family Environment variable (X3) shows the significance value is  $0.000 < 0.05$  and the statistical results of the t-test show the calculated t value = 5.404 is greater than the table t 1.976, so the hypothesis  $H_0$  is rejected and  $H_a$  is accepted, which means that for the Family Environment variable (X3) there is a partial influence on Interest in Being a Teacher (Y).

## 6. Multiple Linear Regression Test

Table 2. Test the Hypothesis of Variables X1, X2, and X3 Against Y

| ANOVA <sup>a</sup> |            |                |     |             |         |       |
|--------------------|------------|----------------|-----|-------------|---------|-------|
|                    | Model      | Sum of Squares | Df  | Mean Square | F       | Sig.  |
| 1                  | Regression | 5782.402       | 3   | 1927.467    | 683.408 | .000b |
|                    | Residual   | 7102.301       | 144 | 49.322      |         |       |
|                    | Total      | 12884.703      | 147 |             |         |       |

a. Dependent Variable: Y

b. Predictors: (Constant), X<sub>3</sub>, X<sub>1</sub>, X<sub>2</sub>

Based on the results of the F test in the table above, it can be known that the  $F_{calculate}$  value is 39.080, the signification value is  $0.000 < (\alpha) 0.05$ , and the  $F_{table}$  value in the F distribution table is 2.67. From the values above, it can be seen that the value of  $F_{calculate} = 39.080$  is greater than the value of  $F_{table} = 2.67$ . So it can be said, according to the criteria of hypothesis testing, that  $H_0$  is rejected and  $H_a$  is accepted. This means that simultaneously all independent variables consisting of variables of Teaching Readiness (X1), Perception of Teacher Profession (X2), and Family Environment (X3) have a significant effect on Interest in Becoming a Teacher (Y).

## B. Discussion

### The Effect of Teaching Readiness (X1) on Interest in Becoming a Teacher (Y)

Testing the results of SPSS that have been analyzed is known that teaching readiness has an influence on interest in becoming a teacher. This teaching readiness variable has an influence with an  $R^2$  value of 0.315 or 31.5%, then the statistical results of the t-test show a calculated t value = 3,780 greater than the table t of 1.976, with Sig.  $< 0.05$ , which is 0.000. This proves that teaching readiness significantly affects an interest in becoming a teacher..

Readiness can affect interest in becoming a teacher because the results show that the data description is high in influencing interest in becoming a teacher in Economic Education students of the

University of Lampung. This can be seen from student answers related to teaching readiness indicators. In this study, teaching readiness influenced interest in becoming a student teacher by 31.5%. Readiness to teach can affect interest in becoming a teacher because if students have the readiness to teach well, it will make the person able to carry out something and be ready for the risks that will be faced to achieve the goals set, in this case, namely becoming a teacher. Vice versa, if students do not have readiness will make asking to teach low. This is certainly related to the teacher competence that students already have, teacher skills that have been mastered, and student career knowledge related to the teaching profession.

The positive influence of teaching readiness on interest in becoming a teacher is also in line with research conducted by Bintan & Margunani (2018), which discusses the relationship between interest in becoming a teacher and teaching readiness, where this study shows that the higher the interest in becoming a teacher owned by students, the higher the readiness of students to teach as a teacher. The results of the study showed that interest in becoming a teacher had an influence on the readiness of students to become teachers in the Accounting Education students class of 2013 FE Unnes.

The positive and significant influence of teaching readiness on interest in becoming a teacher can be interpreted in the same direction; if students have teaching readiness, it will increase student interest in becoming teachers. The study of relevant theories and research reinforces these results. Based on the law of readiness conveyed by Thronkide that the relationship between stimulus and response will be easily formed when there is a readiness in the individual (Ari Bowo, 2019). Having readiness makes students serious about learning teacher theories and will be ready to carry out their duties as teachers. Other factors that might influence student interest also need to be considered, but these results suggest that teaching readiness has an important role to play. In practical terms, this means that students who feel ready to teach – whether in terms of subject knowledge, teaching skills, or confidence – tend to be more interested in becoming teachers. This makes sense, as such readiness can reduce anxiety about their ability to carry out teacher duties and increase their confidence that they can succeed in the profession.

The results of this study are also in line with other research in this field. For example, Roisah & Margunani (2018) found a positive relationship between interest in becoming a teacher and teaching readiness. This research provides strong evidence that developing teaching readiness is an effective strategy to increase student interest in becoming teachers. This suggests that teacher education programmes should prioritise developing teaching readiness, for example, through practical training, innovative pedagogical approaches, and support to build confidence in teaching. Thus, the results of this study have important implications for the design and implementation of teacher education programs.

### **The influence of the perception of the teaching profession (X2) on interest in becoming a teacher (Y)**

Testing the results of SPSS that have been analyzed is known that the perception of the teaching profession has an influence on interest in becoming a teacher. This teaching readiness variable has an influence with an R2 value of 0.105 or 10.5%, then the statistical results of the t-test show a calculated t value = 2.321 greater than the table t 1.976, with Sig. < 0.05, which is 0.000. This proves that the perception of the teaching profession significantly affects interest in becoming a teacher.

This perception can affect interest in becoming a teacher because the better the student's perception of the teaching profession, the more interest in becoming a teacher (Bergmark et al., 2018; Alves et al., 2021). This perception differs from student to student, this is measured by the perception of Economics education students on educational qualifications, competencies, certifications, perceptions related to the rights of teachers, and regarding the main duties of teachers. If the teaching profession is seen as challenging but fulfilling, has a high status and rewards, offers good career opportunities and provides a positive social impact, then a person's interest in choosing this profession tends to be high. Conversely, negative perceptions of the teaching profession, such as being seen as a stressful job, low in wages, having limited career opportunities, and being undervalued by society, can reduce a person's interest in becoming a teacher. In other words, how a person views the teaching profession can influence their decision to enter and stay in the profession.

In accordance with Dalyono's statement, Haryawan et al., (2019) explained that interest is not just formed in a person. Several factors affect interest, one of which is influenced by internal factors, namely

factors originating from within students that affect interest, one of which is perception (Astuti et al., 2019). The perception of the teaching profession can be interpreted as the process of interpreting the teaching profession in a person so that it can affect students' interest in becoming teachers. Student perceptions of the teaching profession certainly vary. This is in line with the research of Wahyuni & Setiyani (2015), which shows that although more and more students choose education study programs at state universities, they also have different views and perceptions of the teaching profession.

With a good perception of the teaching profession, it will be able to arouse the interest of Economic Education students to choose a career as a teacher. This is in line with Nani & Melati (2020) research which discusses the influence of the perception of the teaching profession on interest in becoming a teacher, showing a positive direction, which means that the better the student's self-efficacy, the better the student's interest in becoming a teacher.

### **The influence of the family environment (X3) on interest in becoming a teacher (Y)**

Testing the results of SPSS that have been analyzed is known that the family environment has an influence on interest in becoming a teacher. This family environment variable has an influence with an R2 value of 0.348 or 34.8%, then the statistical results of the t-test show a calculated t value = 5.404 greater than in the table t of 1.976, with Sig. < 0.05, which is 0.000. This proves that the family environment significantly affects interest in becoming a teacher.

In this study, teaching readiness influenced interest in becoming a student teacher by 34.8%. The family environment that influences the interest in becoming a teacher is described through the way parents of students educate, relationships between family members, home atmosphere, economic conditions, parents' understanding in understanding children's interests, and also cultural background. The family environment has an important influence on a person's interest in becoming a teacher, as it is the initial source of the formation of individual perceptions and values. A supportive family environment and provides a positive understanding of the teaching profession can increase interest in entering the profession (Diana, et al, 2022). For example, if in the family, there are members who are teachers and they show satisfaction and pride in their work, this can be a motivation for other family members to choose the same profession. In addition, support and encouragement from families to become teachers also play an important role. Families that value education and consider the teaching profession as an important and dignified career can instil interest and passion for becoming teachers in their members. In other words, the family environment can shape an individual's views and aspirations regarding their career choices, including becoming a teacher.

This research is in line with the research of Haryawan et al. (2019), which discusses the influence of the family environment on the interest in becoming teachers in the Department of Economic Education, Faculty of Economics, Padang State University students. The results of the study stated that the family environment had a significant effect on interest in becoming a teacher. This shows that if the family environment improves, the interest in becoming a teacher in the Economic Education Students of the Department of Economic Education, Faculty of Economics, Universitas Negeri Padang, Class of 2014 will also increase.

Interest for each child is an important factor in life in general education (Haug, 2017); therefore , parents have an obligation to support children's interests to increase their interest (Nugroho et al., 2016). The family environment in this study includes indicators of how parents educate, relationships between family members, home atmosphere, parents' economic conditions, parents' understanding, and the cultural background of Economic Education students of the University of Lampung.

### **The Influence of Family Environment (X1), Facilities at School (X2), and Learning Motivation (X3) on Learning Interest (Y)**

The result of the F test is obtained  $F_{\text{calculate}} = 39.080$  with a value (Sig.) of 0.000 and known  $F_{\text{table}}$  with degrees of freedom (dk / df) for the numerator = 2 and the denominator  $n-k-1 = 148-2-1 = 145$  and  $\alpha = 0.05$  from the list  $F_{\text{table}}$  obtained = 2.67 thus  $F_{\text{calculate}} > F_{\text{table}}$  or  $39.080 > 2.67$  then  $H_0$  is rejected and accepts  $H_1$  which states simultaneously the variable of teaching readiness (X1), perception of the teaching profession (X2), and family environment (X3) have a significant effect on interest in becoming a teacher (Y) in Economic Education Students of FKIP University of Lampung.

The three X variables studied showed that overall influence interest in becoming a teacher. Interest in becoming a teacher itself is influenced by intrinsic and extrinsic factors. One of the extrinsic factors is the family environment. The family environment is influential because it is the closest environment to students. Furthermore, teaching readiness is one of the factors within students. Students who have a more mature readiness will allow for increased interest in becoming teachers. Meanwhile, the perception of the teaching profession affects the interest in becoming a teacher because students' views on the teaching profession vary. The more positive the perception of students, the more interest in becoming a teacher.

Teaching readiness includes relevant skills and knowledge as well as emotional readiness to face teaching challenges, which can affect students' interest if they feel ready and able to teach (Bandura, 1977). Perceptions of the teaching profession, which include understanding teachers' duties and responsibilities, status and rewards, career opportunities, and the social impact of being a teacher, can influence their interest in the profession (Watt & Richardson, 2008). Finally, the family environment is also influential, where values and attitudes towards education and the teaching profession transferred within the family can influence students' career decisions (Eccles, 1994). So, teaching readiness, perceptions of the teaching profession, and family environment all play an important role in influencing economic education students' interest in becoming teachers.

From the three X variables, teaching readiness and perception of the teaching profession can be grouped as internal factors and family environment as external factors that affect the interest of Economic Education students of the University of Lampung. If all three variables X are maximized simultaneously, it will increase interest in becoming a teacher.

## **CONCLUSION**

Partial readiness to teach can affect interest in becoming a teacher. The more prepared students are, the more interested they will become teachers. The perception of the teaching profession can also partially affect interest in becoming a teacher. If the better the perception of students towards the teaching profession, it will increase interest in becoming a teacher. In addition, the family environment can partially affect the interest in becoming a student teacher. If the better the condition of the student's family environment, it will increase interest in becoming a teacher. Therefore, teaching readiness, perception of the teaching profession, and family environment support can affect interest in becoming a student teacher.

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