

Motivational Factors for Becoming a Teacher among Economics Education Students from Rural and Urban Areas

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Abstract: Motivational Factors to Become Teacher in Economic Education Students from Villages and Cities. Objective: Research was conducted to determine differences in motivation factors to become teachers among Economic Education students in Central Java based on place of residence. **Method:** The research sample was 149 students from the UNS, UNNES and UNSOED Economic Education Study Program who had undertaken internships at schools. Test analysis technique uses Independent Sample T-Test. **Findings:** The research results show a significance value of 0.00, less than 0.05. This means, there are different factors that motivate rural and urban students to pursue a career as teachers because socio-cultural differences. **Conclusion:** There level of prospective teachers from villages who are superior in all motives (intrinsic, extrinsic and altruistic). The social dissuasion indicator for urban teacher candidates is higher, while the indicators salary, high demands, career fallback, teaching and learning experience the exhibit similar levels for all respondents.

Keywords: teacher, motivation, city, village.

Abstrak: Faktor Motivasi Menjadi Guru Pada Mahasiswa Pendidikan Ekonomi yang Berasal dari Desa Dan Kota. Tujuan: Penelitian dilakukan untuk mengetahui perbedaan faktor motivasi menjadi guru pada mahasiswa Pendidikan Ekonomi di Jawa Tengah berdasarkan tempat tinggal. **Metode:** Sampel penelitian sejumlah 149 mahasiswa dari Program Studi Pendidikan Ekonomi UNS, UNNES dan UNSOED yang telah menempuh magang di sekolah. Teknik analisis menggunakan Independent Sample T-Test. **Temuan:** Hasil penelitian menunjukkan nilai signifikansi sebesar 0,00 kurang dari 0,05. Artinya terdapat perbedaan faktor yang memotivasi mahasiswa desa dan kota dalam berkarir menjadi guru karena adanya perbedaan sosial budaya. **Kesimpulan:** Tingkat motivasi calon guru dari desa lebih unggul pada semua motif (intrinsik, ekstrinsik, dan altruistik). Pada indikator social dissuasion calon guru kota lebih tinggi, sedangkan indikator gaji, tuntutan kerja, karir fallback, dan pengalaman belajar mengajar memiliki tingkatan yang sama pada semua responden.

Kata kunci: guru, motivasi, kota, desa

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■ INTRODUCTION

The teaching staff crisis is occurring in various countries, UNESCO reports that 69 million teachers are needed to achieve universal basic education by 2030 (UNESCO, 2022). The shortage of teaching staff is a big problem because this profession has an important role in contributing to mobilizing education policies and systems. The problem of teacher shortages in Indonesia has increased in recent years. In 2024, Indonesia will experience a shortage of 1.312.759 teaching staff (Sekretariat Kabinet Republik Indonesia, 2022). This problem is directly proportional to the Tracer study data The Ministry of Education and Culture Research and Technology stated that as many as 176 alumni of Economic Education students at State Universities in Central Java were working in different fields of study out of a total of 926 alumni (Kemendikbud-Ristek, 2022).

A teaching staff deficit can have a negative impact on the quality of education, such as decreasing school performance (Ingersoll & Tran, 2023), so this problem must be addressed immediately. The shortage of teachers is caused by low career satisfaction and individual motivation to choose this profession (Mertler, 2016). Therefore, it is important to research to find out the reasons or factors that underlie people's motivation to choose a career as a teacher. Several countries in the world have conducted similar research, namely Tanzania and Turkey, the aim of which is to find out the factors that motivate you to become a teacher because of the problem of a shortage of teaching staff, as well as difficulties in recruiting and retaining teachers (Htang, 2019; Moses et al., 2017). Indonesia needs to conduct similar research to overcome the problem of a shortage of teaching staff. The results of the research can be useful for the government to serve as a benchmark for decision making in determining policies in the education sector, thereby making it easier to

formulate strategies to overcome these problems (Htang, 2019).

The results of research from Tillmann, et al (2020) explain that the reasons for choosing a teaching career are due to self-determination and the influence of the surrounding environment. These results are supported by Heiz who provides the opinion that sociological and cultural factors influence a person's career choices, Hordkinson and Sparkes also highlight that the influence of social networks and cultural traditions can shape actions that limit a person's career decisions (Heinz, 2015). Based on the results of several studies, the existence of different social cultures based on where they live can cause differences in the factors that motivate them to pursue a career as an educator. Expectancy Value Theory supports these results, This theory explains that expectations can influence perceptions and beliefs in choosing a teaching career and values become a determinant in responding to various work tasks as a teacher (Watt & Richardson, 2007). Social Cognitive Career Theory supports that self-efficacy, expectations, and influences from the environment in choosing a teacher career (Zola et al., 2022).

Based on the theoretical explanation above, social culture is one of the causes of differences in motivation among individuals in choosing a career as a teacher. Research from (Michalak-dawidziuk, 2021) explains that there are differences in motivation to become a teacher based on where you live. In line with the research results of Waheed et al. (2016) explained that prospective teachers from cities are less motivated for intrinsic reasons, and are more driven by extrinsic motives than those from villages in choosing a career as educators. However, research conducted by (Htang, 2019) explains that the reasons why prospective teachers choose the teaching profession show that there are no statistically significant differences based on where they live.

Based on the background that has been explained, the inconsistent results of previous research regarding motivational factors to become a teacher have made researchers interested in proving that the existence of socio-cultural gaps can influence differences in motivational factors in choosing a teaching career based on where they live. The aim of carrying out this research is to determine whether there are differences in the factors that motivate Economic Education students in Central Java based on where they live.

■ METHODS

Participants of The Study

The respondents in this research were Economics Education students at State Universities in Central Java who had the criteria of having taken an internship at school with a total sample of 149 students. This research uses a Purposive Random Sampling technique where the sample is adjusted to the number of students from each university with the aim of obtaining a proportional sample. The sample was from Sebelas Maret University (UNS) a total of 45 students, Semarang State University (UNNES) a total of 74 students, and Jenderal Soedirman University (UNSOED) a total of 30 students.

Research Design and Procedures

This type of research is quantitative by describing the differences in motivation factors

to become teachers from cities and villages among Economic Education students in Central Java. The descriptive design is very suitable to explain the differences in each indicator of the motivation factor to become a teacher which is analyzed based on the place of residence of respondents who come from cities and villages. The research questionnaire was given to respondents via Google Form to measure motivation factors in choosing a career as a teacher.

Instruments

The instrument used in this research is the FIT Choice Scale to measure motivation factors to become a teacher which was adapted from research by Watt & Richardson, (2007). Table 1 explains the indicators for the motivational factor variables to become a teacher and place of residence. The number of question items in the FIT Choice Scale is 57 questions. The instrument was tested using validity and reliability tests with the help of SPSS Version 25. The results of the validity test showed that there were 54 question items with a Sig value > 0.361 and there were 3 question items which were declared invalid because the significance of the validity test was less than 0.361, then the Cronbach Alpha value was 0.968 (> 0.70). This means that the instrument used in this research was tested to be valid and reliable and can represent each indicator of the FIT Choice Scale.

Table 1. Variable indicators

Variable	Indicator
Motivational Factors to Become a Teacher	<ol style="list-style-type: none"> 1. Perceived teaching abilities 2. Intrinsic Career Value 3. Expert Career 4. Social Status 5. Salary 6. Fallback Careers 7. High demands 8. Career Satisfaction 9. Social Influence 10. Prior Teaching and Learning Experience 11. Job Security

	12. Time for family
	13. Job Transferability
	14. Social Dissuasion
	15. Shape the Future of Children/Adolescents
	16. Enhance Social Equity
	17. Making Social Contributions
	18. Working with Children or Adolescents
Origin of Residence	1. City
	2. Village

Data Analysis

The data analysis technique used in this research is the Independent Sample T-Test. The analysis technique used to determine the differences in motivation factors to become a teacher among respondents from urban and rural areas. This test can be carried out by fulfilling several prerequisite tests, namely the normality test and homogeneity test. This research also analyzes in more detail the differences in motivation to become a teacher for each indicator. The results of the research show the average respondents' answers to each indicator of the motivation factor to become a teacher, presented in graphical form which can show the level of differences based on their place of residence in urban and rural areas and to see the significance of the differences using the Mann-Whitney U test.

RESULTS AND DISCUSSION

Normality Test

The normality test aims to determine whether the data used is normally distributed. The statistical results of the normality test with a Kolmogorov-Smirnov statistical value from the village of 0.077 and the city of 0.067. The significant value in

population data from cities and villages is 0.200 (>0.05). This means that the normality test is met and the data used in this study is normally distributed.

Homogeneity Test

The homogeneity test is useful to determine whether the variance in the data in two sample groups is similar. The results of the homogeneity test show that the Sig Based on Mean value is $0.902 > 0.05$, so it is concluded that the data variance in groups from cities and villages is similar. All prerequisite tests have been fulfilled, so that the Independent Sample T-Test analysis technique can be carried out.

The presentation of the Independent Sample T-Test statistical test results in Table 2 shows a significant value of 0,000 ($<0,05$). Based on these results, it was concluded that there were significant differences in the motivation factors to become a teacher based on urban and rural residence. This research analyzes in more detail the differences in each indicator of motivation factors to become a teacher based on place of residence using the Mann-Whitney U test.

Table 2. Independent sample t-test results

Independent Sample T-Test .					
	Q	df	Mean Difference	Std. Error Difference	Sig.
Equal Variances assumed	-5.357	147	-21.735	4.057	.000
Equal variances not assumed	-5.258	104.216	-21.735	4.134	.000

Table 3. Mann-whitney u test results

Indicator	Mann-Whitney U	Wilcoxon W	Z	Sig
Perceived teaching abilities	1398.500	2883.500	-4.652	.000
Intrinsic Career Value	1609.000	3094.000	-3.796	.000
Expert career	1887.000	3372.000	-2.714	.007
Work demands	2355.000	3840.000	-.850	.395
Social status	1759.000	3244.000	-3.201	.001
Salary	2261.000	3746.000	-1.211	.226
Career Fallback	2494.500	7054.500	-.281	.779
Career Satisfaction	1601.000	3086.000	-3.869	.000
Prior learning and teaching experience	2286.000	3771.000	-1.124	.261
Social influence	1660.500	3145.500	-3.594	.000
Social Dissuasion	2114.500	6674.500	-1.800	.072
Job Security	2298.500	3783.500	-1.062	.288
Time for family	1529.000	3014.000	-4.106	.000
Job transferability	1980.500	3465.500	-2.326	.020
Shape the future of children/adolescents	1511.000	2996.000	-4.220	.000
Enhance Social Equity	1428.500	2913.500	-4.570	.000
Make a social contribution	1559.000	2913.500	-4.046	.000
Working with children or adolescents	1612.000	3097.000	-3.788	.000

Table 3 shows that indicators with a significant value of 0.00 are less than 0.05, meaning there is a difference, and conversely, indicators with a significant value greater than 0.05 indicate there is no difference. Figure 1 shows the high and low levels of respondents' motivation for each indicator based on where they live. Those from rural areas are superior in indicators of perceived teaching abilities, intrinsic career value, expert career, social status, career satisfaction, social influence, job security, time for family, job transferability, shape the future of children/adolescents, enhance social equity, making social contributions, and working with children or adolescents. Respondents who come from cities are superior on the social dissuasion indicator. The indicators of salary, prior teaching and learning experience, high demands, and fallback careers have the same level urban and rural areas.

The results of the Independent Sample T-Test show that in this study there are significant differences regarding motivation factors to become a teacher based on urban and rural

residence. These results are supported by previous research from Takupiwa et al (2013), Hitka et al (2015), and Michalak-dawidziuk (2021) who explain that motivational factors in choosing a career as a teacher differ between samples from cities and villages. Different places of residence can influence individuals in determining a career as a teacher. Social interaction and support from the environment are factors in a person's career choice. The influence of the living environment can shape individual perceptions regarding the teaching profession. Cultural differences between people from cities and villages can influence individual motivation because of differences in the activities they value. In line with the opinion of Suryani et al., (2013) that culture influences individual choices regarding the focus of education and career they wish to pursue. Apart from that, the differences in extrinsic motives between being a teacher in cities and villages can influence individual motivation (Takupiwa et al., 2013).

The results of this research support the Social Cognitive Career Theory which explains

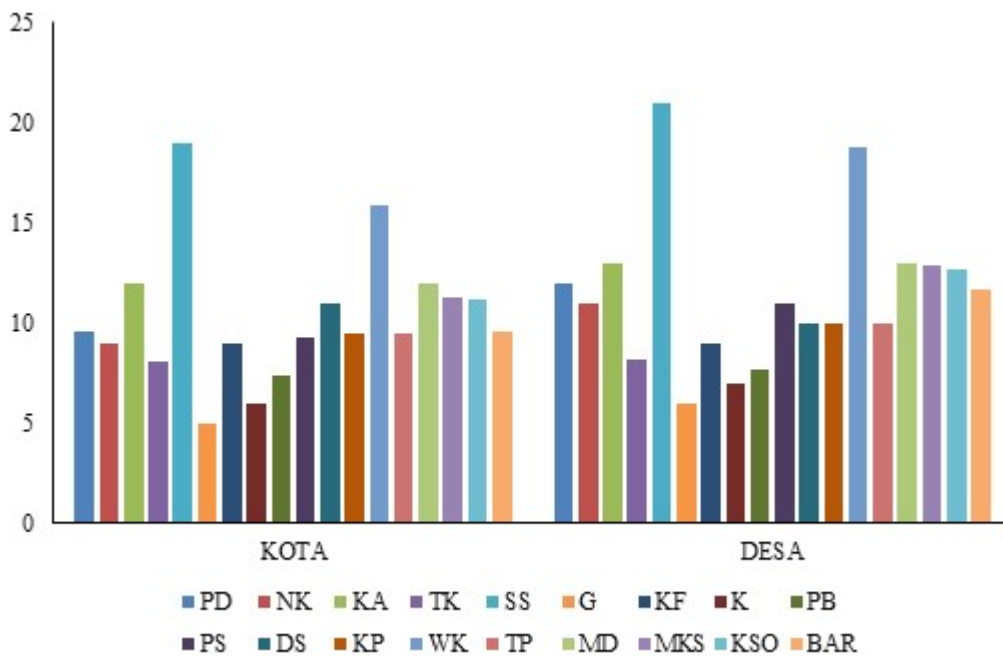


Figure 1. Mean Diagram of Motivation Factors to Become a Teacher Based on Residence Perceived Teaching Abilities (PD), Intrinsic Career Value (NK), Expert Career (KA), High Demands (TK), Social Status (SS), Salary (G), Fallback Careers (KF), Career Satisfaction (K), Prior Teaching and Learning Experience (PB), Social Influence (PS), Social Dissuasion (DS), Job Security (KP), Time for Family (WK), Job Transferability (TP), Shape The Future of Children/Adolescents (MD), Enhance Social Equity (MKS), Making Social Contributions (KSO), and Working With Children or Adolescents (BAR).

the existence of a mutually influencing relationship between humans and their environment (Kwee, 2020). The existence of individual confidence to pursue teaching activities is due to the influence of the environment which encourages individuals to be motivated to pursue a career as an educator. Apart from that, the results of this research also support the Expectancy-Value Theory that individuals are motivated to choose the profession of becoming a teacher because of their beliefs and expectations regarding the results they will obtain when pursuing this career. In line with Expectancy-Value Theory, it provides an explanation regarding career choices based on beliefs about how well and to what extent individuals value their career activities (Suryani et al., 2013).

Based on the average motivation factors for becoming a teacher, each indicator shows differences based on place of residence. Indicators of perceived teaching abilities and intrinsic career value which include intrinsic motives show significant differences between respondents from urban and rural areas, but those from rural areas have higher levels of motivation in these two indicators. This explains that respondents from villages have a high level of self-efficacy, meaning that in terms of their teaching abilities they have better self-confidence. They also have an interest in pursuing the teaching profession as a future career. In contrast to urban respondents who showed low levels of intrinsic motivation due to a lack of interest in teaching as teachers. In line with research by Takupiwa et

al., (2013), teachers who come from rural areas have high intrinsic motivation. There is low interest in a career as a teacher in urban areas because the work environment is considered to place heavy and varied work demands on teacher quality (Gaikhorst et al., 2015).

The results of this research show that there are significant differences between altruistic motives and the indicators, namely shaping the future of children or adolescents, enhance social equity, making social contributions, and working with children or adolescents. The level of motivation in the altruistic aspect of this study explains that village respondents are higher compared to those from cities. This is supported by research (Htang, 2019) explaining that the altruistic motivation of prospective teachers living in areas is higher. The difference in altruistic levels between rural and urban respondents is due to the different socio-cultural characteristics inherent in their community groups. City people are nicknamed *gesellschaft* because they have an attitude of individualism, while *gemeinschaft* is the term for village people with their high level of social sensitivity (Belanche et al., 2021). Differences in attitudes and behavior can influence a person's empathy, this is what underlies individuals' altruistic behavior. Therefore, village respondents with a high level of altruism choose to teach because this profession can provide social benefits. Teaching is also considered a profession that can help society become better (Padhy et al., 2015). The low altruistic motivation of respondents from urban areas is due to their individualism, they pursue careers as educators because they are more concerned with the personal benefits they will obtain later.

Respondents career satisfaction in choosing a teaching career shows significant differences based on where they live, those from the city have a lower level of motivation on this indicator. Respondents from urban areas were less satisfied with their careers as educators due to the many

types of jobs with more promising career paths than the teaching profession. Singh et al., (2022), and Jiang (2022) explain the low level of satisfaction in choosing a teaching career among urban respondents due to the influence of salary, social status, and less promising promotional opportunities. Apart from that, internal factors can also influence an individual's level of satisfaction with a career as an educator (Singh et al., 2022). The results of this research show that respondents from the city have a low level of intrinsic motivation, which they feel less satisfied with working as teachers. In contrast to rural respondents who showed higher intrinsic motives, they were more satisfied with choosing a career as an educator. Satisfaction itself can contribute not only to teacher motivation and improvement but to student learning and development as well (Yeboah & Adom, 2016).

This research shows that there are significant differences in indicators of job transferability and social status of teachers between respondents from urban and rural areas, but those from urban areas have low motivation. They think that careers are less appreciated and respected in society. This is because the variety of types of work in urban areas causes teachers to be considered equal to other types of professions. Therefore, in urban areas the qualifications of teaching staff are less recognized. This is different from rural areas where the social status of teachers is considered high. Educators are used as community figures who have an important role in being good role models and being responsible for the sustainability of education in the community so that teacher qualifications are much more respected. This is supported by Barrett's opinion that teachers in rural areas are much more respected as a special profession (Takupiwa et al., 2013). Apart from that, those who come from villages think that having a profession as an educator can make it easier to travel or work in city schools. The intention to teach in urban areas

is in line with the increasing tendency of Indonesian people to migrate from villages to cities with the aim of obtaining better life opportunities through work (Suryani, 2020).

The research results show that there are significant differences based on place of residence regarding social influences, and the motivation of respondents from villages is higher due to support from their social environment. There is no difference in social dissuasion, but the motivation of respondents from the city regarding this indicator is higher. The easier it is to share the latest information regarding the job prospects of teaching staff, it can influence on individuals who want to pursue a career as a teacher. The impact of mass media coverage regarding the current living and working conditions of teachers, which are financially low with heavy workloads, influences individual motivation to become educators (Suryani et al., 2013). The influence of mass media is one of the factors that influences the perceptions of respondents from urban areas, which is exacerbated by the results of this research showing that they receive less support from the surrounding environment who do not like the careers of teaching staff because they are considered less promising. The social dissuasion indicator for respondents from rural areas is lower due to the social influence of the surrounding environment, namely family and friends who provide support to become teachers, so they are not influenced by information spread through mass media.

The motivation of urban and rural respondents regarding salary and high demands shows that there are no significant differences and is at the same level and is relatively low. This similarity in perception is due to regulations from the Indonesian government regarding the salaries and work demands of teachers in rural and urban areas. Provisions regarding work demands as educators are regulated in *Undang-Undang RI Nomor 14 Tahun 2005 tentang Guru dan*

Dosen (<https://peraturan.bpk.go.id/Details/40266/uu-no-14-tahun-2005>). The salaries of teaching staff are regulated in *Peraturan Pemerintah Republik Indonesia Nomor 41 Tahun 2009 tentang Tunjangan Profesi Guru dan Dosen, Tunjangan Khusus Guru dan Dosen, serta Tunjangan Kehormatan Profesor* (<https://peraturan.bpk.go.id/Details/4962/pp-no-41-tahun-2009>). This regulation is considered inappropriate because the heavy workload as an educator is not commensurate with the salary offered, this can have a negative impact on the welfare and career satisfaction of individuals who choose to work as educators. Tambunan et al., (2016) in their research explained that teacher dissatisfaction was caused by salaries, housing arrangements, allowances, workload, and the less promising status of the teaching profession in society.

Expert career indicators show that there are significant differences based on rural and urban residence. Those from rural areas believe that teaching is a professional job compared to those from cities. Self-efficacy is very important to improve interventions that can influence professionalism as a teacher (Camacho & Parham, 2019). Based on this research, it shows that the level of self-efficacy of urban respondents is lower than that of those from rural areas, which influences the low perception of urban respondents regarding the professionalism of teaching work.

There are differences in perceptions between rural and urban respondents regarding time for family, and those from rural areas show superiority in this indicator. Differences in reasons related to quality of life, such as allowing more time for family, secure income, and opportunities to travel (Watt et al., 2012). Differences in quality of life can influence individual perceptions of the teaching profession. quality of life of urban respondents who believe that free time is used as best as possible to gather with family without

involving other activities, especially those related to work. In general, they understand the portion of their work as educators, namely that their work is not only limited to teaching but more than that, namely creating teaching modules, questions, and correcting exam results. This is what causes city respondents to think that the teaching profession does not provide enough free time for the family. This is different from respondents from rural areas who think that they must carry out all forms of work demands as a teacher. The teaching profession offers long holidays and work assignments that can be done anywhere, making those from rural areas interested in becoming teachers because this profession can give them more time to spend with their families.

Based on place of residence, there are no significant differences regarding motivation for job security reasons. However, the level of motivation of respondents from villages is higher, meaning they have the perception that job prospects as teachers are promising compared to those from cities. This is because the profession as an educator in rural schools offers better job security regarding work contracts and career paths (Cuervo & Acquaro, 2018). Low motivation in choosing a teaching career is due to less promising promotional opportunities (Singh et al., 2022). The lack of motivation among urban respondents to work as educators is due to the difficulty of promotion due to the high level of job competition between teachers in urban areas.

There is no difference in teaching and learning experiences between urban and rural respondents and they have the same level. These results show that respondents from villages and cities have teachers who serve as staff or role models in teaching. This means that teaching staff in rural and urban schools can create a pleasant classroom atmosphere for students. This is shown by the research results of Yidana et al., (2023) that teachers from rural areas can engage with students, while urban areas can manage classes

well. Apart from that, the existence of an Introduction to Schooling Field (PLP) internship program or other programs implemented in schools can provide a pleasant experience for respondents from cities and villages. Learning and teaching experiences can provide opportunities for prospective teachers to apply and reflect on their pedagogical competencies. These internship activities can also create a fun and memorable learning experience, thereby increasing their motivation to become teachers.

fallback career reasons among respondents from urban and rural areas show no significant differences and the level is the same. They have in common not being accepted into their first choice of study, being unsure about their future career, and choosing to teach because they have no other choice (Suryani et al., 2013). This explains that respondents placed the teaching profession as their final career choice, even though the majority of them planned to become teachers after completing their studies. However, individuals who are motivated by a fallback career are considered less committed to teaching, they will tend to make the teaching profession a choice (Wong et al., 2014).

Individual motives regarding motivation factors to become a teacher can determine an individual's commitment when they become an educator. Malmberg explained that intrinsic motivation can have a positive effect on teaching strategies and job satisfaction, and students who are taught by teachers with high intrinsic motivation enjoy their tasks more and are interested in learning. Intrinsic motivation plays an important role in accessing teacher studies to remain employed and committed to their work as a teacher (Fokkens-Bruinsma & Canrinus, 2014), whereas according to intrinsic values, social values and perceptions of teaching ability are the most important motives in choosing a career as an educator. Intrinsic, extrinsic, and altruistic factors can determine how long an

individual is committed to the choice to work as an educator (Heinz, 2015). Knowledge of the underlying reasons for choosing a teaching career can be a benchmark for increasing individual motivation to become a teacher.

■ CONCLUSIONS

Based on the research results, shows that there are significant differences in motivation factors to become a teacher based on city and village residence. The diverse socio-cultural environment in which you live can influence the motivating factors to become a teacher. Respondents from rural areas showed higher intrinsic and altruistic motives than those from urban areas. Intrinsic motives consist of indicators of perceived teaching abilities and intrinsic career value, then altruistic motives consist of indicators of shaping the future of children/adolescents, enhance social equity, making social contributions, and working with children or adolescents. The level of extrinsic motives of respondents from villages is superior in indicators of social status, career satisfaction, social influence, job security, time for family, and job transferability. The extrinsic motives of urban respondents show that indicators of social dissuasion are superior to those from villages, while indicators of salary, prior teaching and learning experience, high demands, and fallback careers have the same level for all respondents.

Overall, respondents' motivation for a teaching career is classified as moderate. Therefore, educational institutions can hold webinar activities with resource persons who are practitioners in the field of education. The content of the webinar is more focused on discussing careers as educators so that through this activity students can change bad perceptions about the teaching profession. Students can also take advantage of various programs that have been facilitated by the government to increase their motivation and competence, such as being able

to take part in Teaching Campus activities for students who are still actively studying and for fresh graduates they can take part in Teacher Professional Education (PPG). This program can be a solution for students to improve pedagogical and motivating abilities in various aspects, namely intrinsic, extrinsic, and altruistic.

This research has limitations, namely that it only analyzes the differences in factors that become teachers from Economic Education students in Central Java who come from cities and villages to pursue a career as teachers. Future researchers need to expand the research subject which is not only focused on one major of the study program. Apart from that, other research can be carried out looking at the existence of social cultural differences in an ethnic group or based on gender. It is important to carry out further research to find out the reasons that motivate individuals to choose a teaching career, so that the results of this research can later be used as material to overcome the problem of a shortage of teaching staff.

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