

Factor Analysis of Education Students' Interest in Becoming a Teacher

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Abstract

The purpose of this research is to determine how the teaching skills practice experience (*praktik keterampilan mengajar* or PKM) and perception of teacher welfare being affect the interest in becoming a teacher among education students in Faculty of Economics and Business, Universitas Negeri Jakarta, through self-efficacy as a mediating variable. This research uses a quantitative method with a purposive sampling technique to collect data from 162 respondents. Data analysis uses the Structural Equation Modelling (SEM) based on Partial Least Square (PLS) with SmartPLS v4.1.0.9 and employs a Likert scale. The research found that: (1) PKM experience has a positive significant effect on interest in becoming a teacher, (2) PKM experience has a positive significant effect on self-efficacy, (3) Perception of teacher welfare has a positive significant effect on interest in becoming a teacher, (4) Perception of teacher welfare has a positive significant effect on self-efficacy, (5) Self-efficacy has a positive significant effect on interest in becoming a teacher, (6) Self-efficacy plays a mediating role in the influence of PKM experience on interest in becoming a teacher, and (7) Self- efficacy plays a mediating role in the influence of perception of teacher welfare on interest in becoming a teacher.

Keywords: interest in becoming a teacher, teaching skills practice experience, perception of teacher welfare, self-efficacy.



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Analisis Faktor Minat Mahasiswa Kependidikan Menjadi Guru

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pengaruh pengalaman praktik keterampilan mengajar (PKM) dan persepsi kesejahteraan guru terhadap minat menjadi guru pada mahasiswa kependidikan Fakultas Ekonomi dan Bisnis, Universitas Negeri Jakarta, melalui efikasi diri sebagai variabel mediasi. Penelitian ini menggunakan metode kuantitatif dengan teknik *purposive sampling* untuk mengumpulkan data sebanyak 162 responden. Analisis data menggunakan metode *Structural Equation Modelling* (SEM) berbasis *Partial Least Square* (PLS) dengan aplikasi SmartPLS v4.1.0.9 dan menggunakan skala *likert*. Penelitian menghasilkan bahwa: (1) Pengalaman PKM berpengaruh positif signifikan terhadap minat menjadi guru, (2) Pengalaman PKM berpengaruh positif signifikan terhadap efikasi diri, (3) Persepsi kesejahteraan guru berpengaruh positif signifikan terhadap minat menjadi guru, (4) Persepsi kesejahteraan guru berpengaruh positif signifikan terhadap efikasi diri, (5) Efikasi diri berpengaruh positif signifikan terhadap Minat Menjadi Guru, (6) Efikasi diri berperan memediasi pengaruh pengalaman PKM terhadap minat menjadi guru, dan (7) Efikasi diri berperan memediasi pengaruh persepsi kesejahteraan guru terhadap minat menjadi guru.

Kata kunci: minat menjadi guru, pengalaman praktik keterampilan mengajar, persepsi kesejahteraan guru, efikasi diri.

INTRODUCTION

To build a character for the nation's generation that can be the foundation for building a better future of the nation, of course, it is inseparable from the role of a teacher. Teachers are the main key in achieving success in the field of education. An educator with high quality and proficiency in teaching can undoubtedly cultivate and foster a remarkable generation for the Indonesian country, reflecting the vision of *Indonesia Emas 2045*. To achieve the vision of Indonesia Emas 2045, it is supported by the presence of teachers as educators to be able to educate the nation's generation. However, the data from the Ministry of Education and Culture, it is noted that in 2024, Indonesia will experience a shortage of teachers of 1,312,759 people (Aisyah, 2023). This is attributable to the widespread retirement of educators and the disinterest of the nation's youth in pursuing a career in teaching. The disinterest of the nation's youth is reflected in statistics from the Badan Pusat Statistik (BPS) in 2023, which reveals a substantial decline in the number of

applicants for education majors over the past five years.

Universitas Negeri Jakarta (UNJ) as one of the universities included in the Education Personnel Education Institution (referred as LPTK), has a goal to produce qualified and professional teacher candidates. Faculty of Economics and Business (FEB) UNJ has four education study programs, including Office Administration Education, Accounting Education, Business Education, and Economic Education. Students in field of education acquire a grasp of the tasks and obligations of teachers. When students have the aspiration or inclination to pursue a teaching career, of course, they will feel motivated to learn more about the theory and practice of teaching. As revealed in the research by Hayati (2021), it states that when students understand and study teaching practices accompanied by a sense of interest and earnestness, good quality is created so that indirectly they have the opportunity to improve the quality of education.

Seven factors were found to influence students' motivation to become teachers, according to research by Azizah and Nurkin (2022): teaching experience, perceptions of teacher welfare, perceptions of teaching profession, academic accomplishment, peer influence, family environment, personality traits, and self-efficacy.

Simultaneously, research by Wildan et al., (2020) identified multiple factors influencing the inclination to pursue a teaching career, including perceptions of teacher welfare, personality traits, motivation, familial environment, family characteristics, academic performance, peer influence, and educational experiences.

Judging from previous research, there are still research gaps, such as differences in results among previous researchers and there are not many studies that specifically analyze that self-efficacy intervenes in the relationship between teaching skills practice experience and perception of teacher welfare. This study is different because it relies on a quantitative method with Structural Equation Model analysis based on Partial Least Square (SEM-PLS) data processing application. This is different from the last study, which used the SPSS data processing application.

Alifia & Hardini (2022), states that interest in becoming a teacher is a person's commitment to meeting the educational and professional standards necessary for entering the teaching profession. Furthermore, the meaning of interest in becoming a teacher is the hope that emerges from oneself to become a teacher, as well as

carrying out the obligation to be a teacher without any coercion (Sholekah et al., 2021). The indicators used to measure interest in becoming a teacher were adopted in this research, as proposed by Nasrullah et al. (2018), Prastiani & Listiadi (2021), and Wulandari et al. (2023), namely cognition, emotions, and conation. Cognition includes appropriate knowledge and information about the teaching profession, emotions include one's experience of being a teacher accompanied by a sense of pleasure and interest, and conation includes one's willingness and desire to become a teacher.

Teaching Skills Practice Experience (referred as PKM) is one of the stages of preparing and introducing prospective teachers to their profession (Sholekah et al., 2021). Meanwhile, according to Kumala & Patrikha (2024) PKM is one of the stages of preparing prospective professional teachers that are shown for education students by giving assignments to be able to implement learning outcomes on campus through schools or educational institutions. This research uses indicators to measure teaching skills practice experience according to Rahmadiyahani et al. (2020), Nashrulloh (2020), and Masrotin & Wahjudi (2021) It consists of four indicators, namely teaching skills, behavioural traits, social skills, and work-related skills.

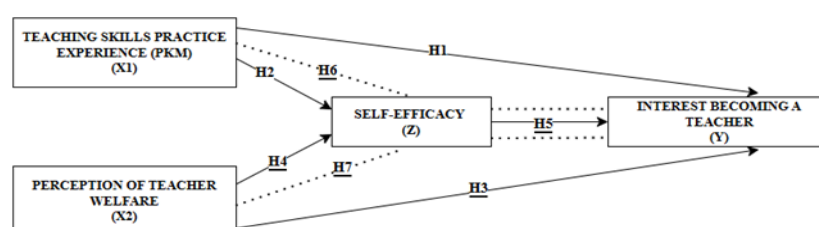
Perception of Teacher Welfare, according to Pamugati (2020) is a person's assumption through the interpretation of rights, security, adequate salary and old age guarantee for teachers so that teachers get a decent life for their duties and responsibilities. According to Hasriadi (2021), interpreting the perception of teacher welfare as a student's view of teachers' rights so that teachers get a decent life for their profession. The indicators used in this research adopted according to Hasanah et al. (2021), Wildan et al. (2020), Hasriadi (2021), and Ma'rifah (2023), namely salary, benefits, opportunities to advance, and job security. The greater and more fulfilled the welfare of teachers, it will impact teacher's performance in executing and enhancing their professionalism in fulfilling their responsibilities as educators.

Bandura (as cited in Anindya, 2023) interpreting an individual's belief in their own skills is what is meant by the term "self-efficacy", which influences behaviours and informs the decisions necessary to attain desired objectives. Rahmadiyahani et al. (2020) define self-efficacy as the personal evaluation of one's own ability to undertake tasks necessary for goal attainment. Hasanah et al. (2021) Self-efficacy means that every individual must have strong motivation and determination, try their best, and believe in their ability to achieve goals in life. Indicators to measure

self-efficacy according to Bandura have been used in prior studies by Rahmadiyani et al. (2020), Hasanah et al., (2021), and Ekayana (2024), which are as follows: (1) level, individuals feel capable and confident in their ability to complete tasks or jobs of varying levels of difficulty; (2) strength, the level of conviction a somebody possesses regarding their capabilities; and (3) generality, an individual's confidence in their capabilities in many situations. Research Interest: "The Influence of Teaching Skill Practice Experience (PKM) and Teacher Well-being Perception on the Interest in Becoming a Teacher Through Self-efficacy as a Mediating Variable Among FEB UNJ Education Students." This study will build on the researcher's prior work in explaining the phenomenon and providing theory supported by the data.

METHOD

This research was done from October 2024 to July 2025. Faculty of Economics and Business (FEB) in Universitas Negeri Jakarta (UNJ) was the location where this research was carried out. According to Swarjana (2022), the population is a group of individuals, items, the measurements required in making conclusions. This study's population consists of all students registered in the education study program, specifically Office Administration Education, Accounting Education, Business Education, and Economics Education from the class of 2021, totaling 279 students. The study makes use of sampling techniques, especially non-probability sampling in the form of purposive sampling. It uses the Krejcie and Morgan formula. A total of 162 students participated in the study. This research employs a quantitative methodology. This study's method for collecting data is a questionnaire that was filled out using Google Form. This study uses a SEM-PLS analysis technique is a variance-based structural equation model (SEM) capable of evaluating integrates measurement and structural models simultaneously through SmartPLS version 4.1.0.9.



Source: the researchers (2025)

Figure 1. Research Constellation

There are four variables in the research model, namely teaching skills practice experience and perception of teacher welfare as independent variables, interest in becoming a teacher as a dependent variable, and self-efficacy as a mediating variable. The interest in becoming a teacher is assessed using indicators of cognition, emotion, and conation (Nasrullah et al., 2018; Prastiani & Listiadi, 2021; Wulandari et al., 2023) and consisted of 15 statement items. The teaching skills practice experience is measured by pedagogical, personality, social, and professional competence (Rahmadiyahani et al., 2020; Nashrulloh, 2020; Masrotin & Wahjudi, 2021) and consisted of 14 statement items. The perception of teacher welfare is measured by salary, allowance, opportunity to advance, and safety at work (Hasanah et al., 2021; Wildan et al., 2020; Hasriadi, 2021; Ma'rifah, 2023) and consisted of 14 statement items. And, self-efficacy is measured by level, strength, and generality (Rahmadiyahani et al., 2020; Hasanah et al., 2021; Ekayana, 2024) and consisted of 15 statement items.

FINDINGS AND DISCUSSION

This study's criteria for respondents include education students from the FEB at UNJ, namely those from the class of 2021 who have engaged in the teaching skill practice program (PKM). This study encompassed a population of four educational programs, including 279 students with a sample size of 162 responses. Respondents are classified into two categories based on gender. The subsequent Figure 2 presents descriptive data regarding the respondent's gender.

No.	Gender	Frequency	Percentage (%)
1	Male	43	26,5%
2	Female	119	73,5%
Sum		162	100%

Figure 2. Characteristics of Respondents by Gender

Drawing on the convergent validity findings of the indicators for the four variables, teaching skills practice experience, perception of teacher welfare, interest in becoming a teacher, and self-efficacy yield loading factors surpassing 0,7, which denotes that the entire research construct is both qualified and valid.

Variable	Composite Reliability	Cronbach's Alpha	Average Variance Extracted (AVE)
Teaching Skills Practice Experience (PKM) (X1)	0.948	0.941	0.567
Perception of Teacher Welfare (X2)	0.953	0.947	0.591
Interest in Becoming a Teacher (Y)	0.964	0.960	0.643
Self-Efficacy (Z)	0.965	0.961	0.645

Figure 3. Composite Reliability, Cronbach's Alpha, AVE

According to figure 3, the composite reliability and Cronbach's alpha values exceed 0.7, indicating that all variables exhibit strong reliability and that the research instruments are consistent and dependable. The Average Variance Extracted (AVE) values for the variables are as follows: teaching skills practice experience (X1) is 0.567, perception of teacher welfare (X2) is 0.591, interest in becoming a teacher (Y) is 0.643, and self-efficacy (Z) is 0.645. Consequently, it can be concluded that all variables possess an AVE value exceeding 0.5, thereby satisfying the criteria for discriminant validity (Ghozali & Latan, 2021).

Using SmartPLS v4.1.0.9, researchers conducted hypothesis testing using two analyses: outer model and inner model. The hypothesis testing examined the statistical t-value associated with the path coefficient result. This study performed two hypothesis tests: one by assessing the direct effect through the path coefficient and the other by evaluating the indirect effect derived from the findings of the specific indirect effect analysis.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (O/STDEV)	P values
Teaching Skills Practice Experience (PKM) (X1) → Interest in Becoming a Teacher (Y)	0.305	0.306	0.053	5.775	0.000
Teaching Skills Practice Experience (PKM) (X1) → Self-Efficacy (Z)	0.385	0.385	0.063	6.119	0.000
Perception of Teacher Welfare (X2) → Interest in Becoming a Teacher (Y)	0.324	0.322	0.055	5.898	0.000
Perception of Teacher Welfare (X2) → Self-Efficacy (Z)	0.427	0.426	0.069	6.197	0.000
Self-Efficacy (Z) → Interest in Becoming a Teacher (Y)	0.330	0.330	0.050	6.540	0.000

Figure 4. Direct Effect

H1: Teaching Skills Practice Experience (PKM) directly influences Interest in Becoming a Teacher

The results based on figure 4, indicate that the variable of teaching skills

practice experience (PKM) significantly influences interest in becoming a teacher, evidenced by a t-statistic of 5.775, which exceeds 1.65, a p-value of 0.000, which is less than 0.05, and an original sample value of 0.305, denoting a positive correlation. Thus, it may be inferred that H1 is both acceptable and favorable. The experience of teaching skills practice (PKM) has a direct, positive, and considerable impact on the desire to pursue a teaching career. Experience is an inherent aspect that influences an individual's interest, specifically concerning PKM experience. Consequently, favorable experiences, including teaching success, students' rapport with the school environment, and recognition from teachers, supervisors, and peers during PKM, will significantly enhance students' interest in pursuing a teaching career. The results of earlier studies by Rahmadiyah et al. (2020), Masrotin & Wahjudi (2021), Sholekah et al. (2021), Luqman & Dewi (2022), Wulandari et al. (2023), and Kumala & Patrikha (2024) support the findings of this study, which indicate that interest in becoming a teacher is positively and significantly influenced by teaching skill practice experience (PKM).

H2: Teaching Skills Practice Experience (PKM) directly influences Self- Efficacy

The path coefficient test results indicate that the variable of teaching skills practice experience (PKM) significantly influences self-efficacy, evidenced by a t-statistic of 6.119, which exceeds 1.65, a p-value of 0.000, which is less than 0.05, and an original sample value of 0.385, denoting a positive correlation. In conclusion, H2 is deemed acceptable and favorable. The experience of teaching skills practice (PKM) has a direct, positive, and significant impact on self-efficacy. If the PKM experience is effectively implemented and students see success in its execution, it might inherently enhance their confidence or self-efficacy in managing the problems and hurdles associated with the teaching profession. According to earlier studies by Masrotin & Wahjudi (2021), Tuti & Anasrulloh (2022), Wulandari et al. (2023), and Kumala & Patrikha (2024), self-efficacy and teaching skill practice experience (PKM) have a positive and significant relationship.

H3: Perception of Teacher Welfare directly influences Interest in Becoming a Teacher

The results of the path coefficient indicate that the variable perception of teacher welfare on the interest in becoming a teacher has a t-statistic of 5.898, which exceeds 1.65, a p-value of 0.000, which is less than 0.05, and an original sample

value of 0.324, denoting a positive correlation. In conclusion, H3 is deemed acceptable and favorable. The perception of teacher welfare directly and significantly influences the desire to pursue a teaching career. When students believe that pursuing a teaching career will yield satisfactory benefits, this may influence their career choice. This is in line with other studies by Wildan et al. (2020), Indrianti & Listiadi (2021), Hasriadi (2021), and Anggraini (2021), which found that interest in becoming a teacher is positively and significantly impacted by perception of teacher welfare.

H4: Perception of Teacher Welfare directly influences Self-Efficacy

The path coefficient test findings indicate that the variable perception of teacher welfare regarding self-efficacy has a t-statistic of 6.197, above 1.65, a p-value of 0.000, which is less than 0.05, and an original sample value of 0.427, denoted by a positive sign. Thus, it may be inferred that H4 is both acceptable and favorable. The perception of teacher welfare directly and significantly influences self-efficacy. When students view the welfare of teachers favorably in terms of compensation, benefits, advancement prospects, and job security within the teaching profession, it favorably influences their self-efficacy. In line with the findings of Hasanah et al. (2021), which demonstrated a positive and significant correlation between perception of teacher welfare and self-efficacy.

H5: Self-Efficacy directly influences Interest in Becoming a Teacher

The path coefficient test indicates that the variable of self-efficacy concerning interest in being a teacher has a t-statistic of 6.540, which exceeds 1.65, a p-value of 0.000, which is less than 0.05, and an original sample value of 0.330 with a positive sign. It can be concluded that H5 is both acceptable and favorable. Self-efficacy exerts a direct, positive, and considerable influence on the interest in pursuing a teaching career. This self-efficacy is derived from students' experiences in executing teaching and learning activities and the problems encountered during the teaching process, thereby fostering confidence in their abilities as educators. It is asserted that self-efficacy has a positive and substantial impact on the interest in becoming a teacher, following the results of prior research conducted by Amalia & Pramusinto (2020), Nani & Melati (2020), Rahmadiyah et al. (2020), Masrotin & Wahjudi (2021), Hidayah & Wulandari (2022), Abdillah & Rochmawati (2022), and Tiara & Listiadi (2024).

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (O/STDEV)	P values
Teaching Skills Practice Experience (PKM) (x1) → Interest in Becoming a Teacher (Y) → Self-Efficacy (Z)	0.127	0.126	0.024	5.383	0.000
Perception of Teacher Welfare (X2) → Interest in Becoming a Teacher (Y) → Self-Efficacy (Z)	0.141	0.141	0.033	4.245	0.000

Figure 5. Specific Indirect Effect

H6: Teaching Skills Practice Experience has an indirect effect on Interest in Becoming a Teacher through Self-Efficacy

As derived from path coefficient test indicate that the variable of teaching skills practice experience (PKM) influences interest in becoming a teacher through self-efficacy, evidenced by t-statistics of $5.383 > 1.65$, P values of $0.000 < 0.05$, and a positive original sample value of 0.127. Consequently, it is established that H6 is both accepted and positive. The experience of teaching skill practice (PKM) influences the desire to pursue a teaching career through self-efficacy as a mediating factor. During PKM, students must assume a teacher-like position, fulfilling the obligations and responsibilities associated with teaching. The successful navigation of all processes by pupils will positively influence the development of self-efficacy. The self-efficacy developed from this experience enhances students' confidence and interest in pursuing a teaching career. The finding is corroborated by the research conducted by Masrotin & Wahjudi (2021), Abdillah & Rochmawati (2022), Nurcahyani et al. (2022), Suharti et al. (2023), and Wulandari et al. (2023). These studies have demonstrated a positive and substantial correlation between the interest in becoming a teacher and teaching skills practice experience (PKM).

H7: Perception of Teacher Welfare has an indirect effect on Interest in Becoming a Teacher through Self-Efficacy

The path coefficient test results in the figure above indicate that the variable perception of teacher welfare on the interest in becoming a teacher through self-efficacy has t-statistics of 4.245, which exceeds 1.65, P values of $0.000 < 0.05$, and an original sample value of 0.141, which is positive. Consequently, it is established that H7 is acknowledged and favorable. The impression of teacher welfare influences their desire to pursue a teaching career through self-efficacy as a mediating factor.

CONCLUSION

The following conclusions can be derived in light of the findings of statistical data processing as well as the interpretation found in the study conducted, is (1) The interest in becoming a teacher and the approval of H1 shows strong and positive direct relationship with the experience of teaching skills practice (PKM), (2) The self-efficacy and the approval of H2 has a direct and significant positive effect from the experience of teaching skills practice (PKM), (3) The interest in becoming a teacher and the approval of H3 are directly and significantly positively influenced by the perception of teacher welfare, (4) The self-efficacy and the approval of H4 are directly and significantly positively influenced by the perception of teacher welfare, (5) The interest in becoming a teacher and the approval of H5 is strongly and positively affected by self-efficacy, (6) H6 is accepted, as positive and significant self-efficacy serves as a mediator of the influence of teaching skills practice experience (PKM) on interest in becoming a teacher, and (7) H7 accepted, as positive and significant self-efficacy mediates the influence of perception of teacher welfare on interest in becoming a teacher.

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