

Self-Efficacy and Perception of The Teaching Profession: Key Factors in Enhancing Students' Interest in Becoming Teachers

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ABSTRAK

Minat untuk mengejar karir sebagai guru merupakan faktor penting dalam persiapan calon pendidik masa depan, khususnya dalam program pendidikan guru. Tujuan Penelitian ini yaitu 1) untuk mengetahui pengaruh efikasi diri dan persepsi profesi guru secara terhadap minat menjadi guru pada mahasiswa prodi pendidikan kimia, 2) untuk mengetahui pengaruh efikasi diri terhadap minat menjadi guru mahasiswa prodi pendidikan kimia, 3) untuk mengetahui pengaruh persepsi profesi guru terhadap minat menjadi guru mahasiswa prodi pendidikan kimia. Pendekatan korelasional kuantitatif digunakan, dengan peserta yang dipilih melalui pengambilan sampel acak proporsional. Variabel independen meliputi efikasi diri (X1), yang mewakili kepercayaan diri mahasiswa dalam keterampilan mengajar mereka, dan persepsi profesi guru (X2), yang mencakup sikap terhadap citra profesi, tantangan, dan signifikansi sosial. Variabel dependennya adalah minat mahasiswa untuk mengejar karir sebagai guru (Y). Kuesioner digunakan untuk mengumpulkan data, dan reliabilitasnya dinilai dengan menggunakan *Cronbach's Alpha*, validitas konstruk dengan korelasi *product-moment Pearson*, dan konten menggunakan model Gregory. Dampak dari variabel independen terhadap variabel dependen dievaluasi dengan menggunakan analisis regresi. Hasil penelitian menunjukkan bahwa motivasi mahasiswa dalam mengejar karir di bidang pengajaran sangat dipengaruhi oleh pendapat mereka tentang profesi guru dan juga tingkat efikasi diri mereka.

ABSTRACT

Interest in pursuing a career as a teacher is an important factor in the preparation of future educators, especially in teacher education programs. Preparation of future educators, especially in teacher education programs. The objectives of this study are 1) to determine the effect of self-efficacy and perceptions of the teaching profession on interest in becoming a teacher in chemistry education study program students, 2) to determine the effect of self-efficacy on interest in becoming a teacher of chemistry education study program students, 3) to determine the effect of perceptions of the teaching profession on interest in becoming a teacher of chemistry education study program students. A quantitative correlational approach was used, with participants selected through proportional random sampling. Independent variables include self-efficacy (X1), which represents students' confidence in their teaching skills, and perceptions of the teaching profession (X2), which includes attitudes towards the profession's image, challenges, and social significance. The dependent variable was students' interest in pursuing a career as a teacher (Y). A questionnaire was used to collect data, and its reliability was assessed using *Cronbach's Alpha*, construct validity with *Pearson's product-moment correlation*, and content using *Gregory's model*. The impact of the independent variables on the dependent variable was evaluated using regression analysis. The results showed that student's motivation to pursue a career in teaching is strongly influenced by their opinions about the teaching profession and their level of self-efficacy.

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INTRODUCTION

Education is a deliberate and organized effort to offer guidance or assistance in fostering both the physical and mental potential of students provided by adults to help them reach maturity and enable them to perform their life tasks autonomously (Hidayat, 2019). Education, in its implementation, is expected to provide positive contributions so that students have attitudes, knowledge, and skills. Education, as the spearhead of a nation's progress, assumes that education has a very important and indispensable role in any aspect. Education must be carried out as well as possible so as to achieve the expected educational goals, especially in the form of integral development of all children's potential (Dewi & Alam, 2020).

Developing children's potential in the context of formal education involves planned coaching at school, which teachers carry out as those responsible for education. The role of teachers as key implementers of education is essential for the success of the education system. Teachers are the primary factor in enhancing the quality of education (Hidayat, 2019). Thus, collaboration between the government and universities should prioritize efforts to produce qualified teachers, as the teaching profession plays a critical role in improving the education quality in Indonesia. Teachers need to possess academic qualifications and competencies as educators, as well as the ability to realize national education goals. One of the initial steps in this process is for them to meet academic qualifications by enrolling in education programs. The level of interest among students pursuing teaching careers is vital, as a lack of interest in the teaching profession can result in lower teaching quality. Therefore, understanding the factors that influence interest in becoming a teacher is crucial (Sa'diyah, 2024).

According to Rahmat (2019), interest does not just appear in a person; several factors influence it, both from within oneself and from outside. Self-efficacy and also perceptions of the teaching profession are some of the factors that influence interest in becoming a teacher. Self-efficacy is a person's belief in organizing, supervising, and performing various actions with the skills possessed to perform functions effectively. Self-efficacy reflects a person's effort and resilience in facing problems (Nani et al., 2020). Someone with good self-efficacy can behave and act in facing all situations and produce something of positive value (Lubis et al., 2022). Meanwhile, the perception of the teaching profession refers to the process of absorbing stimuli into the human brain in the form of all information associated with the teaching profession (Widyaningrum & Suratno, 2023).

If an individual holds a positive perception of the teaching profession, it is also essential for them to possess high self-efficacy in order to achieve their goal of becoming a teacher (Adinata, 2023; Kinanti & Putri, 2023). Self-efficacy refers to an individual's belief in their ability to act, reach specific goals, and take appropriate actions to overcome challenges. A person with strong self-efficacy is able to manage and organize themselves effectively to reach the desired goal of becoming a teacher. Naturally, strong self-efficacy is closely linked to a positive perception of the teaching profession (Pangestu, 2024)

Several previous studies have indicated that self-efficacy significantly affects the interest in becoming a teacher (Prasti & Gufron, 2023; Yunus & Iskandar, 2024), while perceptions of the teaching profession also play a crucial role in the decision to pursue a teaching career (Ardila, 2024; Handayani et al., 2024). However, most research has examined these factors separately without exploring their simultaneous impact. Given the evolving demands of 21st-century teacher professionalism, there are still few studies that address perceptions of the teaching profession in a modern context. Thus, it is essential to conduct research that comprehensively integrates both factors to understand better the interest in becoming a teacher, particularly at the early stages of professional education.

The purpose of this study is to evaluate the simultaneous and individual effects of self-efficacy and perceptions of the teaching profession on interest in becoming a teacher, taking into account the background and difficulties previously stated. The findings of this research are expected to offer theoretical contributions to the advancement of educational science, particularly concerning career choices in teaching, as well as provide practical insights for educational institutions and policymakers in developing coaching programs, training, and motivational support for aspiring teachers, especially during the initial stages of their education.

RESEARCH METHOD

This research uses a quantitative approach with the type of ex post facto research because the independent variables cannot be controlled in the sense that the variables have already occurred or because, basically, these variables cannot be manipulated. The research design can be seen in Figure 1.

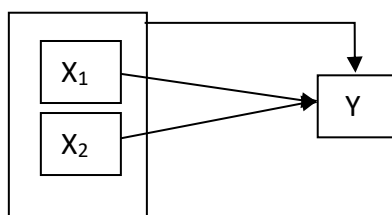


Figure 1. Research Design
(Source: (Pinto et al., 2024))

Population and sample

The population in this study comprised all active students enrolled in the Chemistry Education Study Program at Universitas Negeri Makassar, specifically those from the 2020-2023 cohorts. As shown in Table 1, the research population amounted to 323 students.

Table 1. Research Population

Class	Generation			
	2020	2021	2022	2023
Regular Education	63	60	55	57
Bilingual Education	24	18	17	29
Total	87	78	72	86

The sample size was determined using the Slovin formula. With a population of 323 students and a 5% margin of error, the calculated sample size was 178 students (Slovin, 2010). The sample selection in this study employed the Proportional Random Sampling technique, where the number of samples from each stratum is proportional to the number of individuals in that stratum (Machali, 2021). The number of samples from each cohort is presented in Table 2.

Table 2. Research Sample

Generation	Number of students	Number of samples
2020	87	48
2021	78	43
2022	72	40
2023	86	47
Total	323	178

Operational Definition of Variables

Interest in Becoming a Teacher (Y)

Interest in becoming a teacher is a feeling of pleasure, interest, and full of attention to continue to develop themselves and their knowledge related to the teaching profession so as to give birth to a feeling of responsibility for their obligations as a teacher and the desire to work as a teacher. The interest factor in becoming a teacher can be measured through three indicators, namely (1) cognition (recognizing), (2) emotion (feeling), and (3) conation (will). The measurement was carried out with a questionnaire instrument consisting of 20 statement items.

Self-efficacy (X1)

Self-efficacy is a person's belief about his or her ability to act, achieve certain goals, and produce an action to overcome the problems faced properly. Someone who has good self-efficacy is able to control himself and can organize himself to achieve the expected goal of a career as a teacher. Self-efficacy factors are obtained from the results after the chemistry education study program. Students fill out a questionnaire with indicators, namely (1) Magnitude, (2) Strength, and (3) Generality. Measurement is done with a questionnaire instrument consisting of 20 statement items.

Perception of Teacher Profession (X2)

Perception of the teaching profession is the processing of information about the profession carried out through the five senses, which are then processed in the brain. If the stimulus is interpreted as a positive perception of the teaching profession, it will encourage students to be interested in becoming teachers. The perception factor of the teaching profession is obtained from the results after the Chemistry Education

study program students fill out a questionnaire with three indicators, namely (1) the needs of the teaching profession, (2) pedagogical competence, and (3) professional competence. Measurement is done with a questionnaire instrument consisting of 20 statement items.

Data collection techniques

The data collection method used in this research is a questionnaire. This technique is carried out by submitting clear statements to respondents, who then provide their responses. The target respondents for this questionnaire were Chemistry Education students in the 2020-2023 class. The instrument used was a questionnaire sheet designed using a Likert scale with five answer categories: strongly agree, agree, undecided, disagree, and strongly disagree.

Interest in becoming a teacher is measured using three indicators based on (Kurniawan & Sugiarto, 2024), namely cognition indicators, emotion indicators, and conation indicators. Self-efficacy is measured using three indicators based on the opinion of (Chasanah et al., 2023), which states that self-efficacy can be measured through three indicators. Namely, magnitude refers to the perception of tasks that are considered difficult, strength refers to the strength of one's self-efficacy in dealing with tasks or problems, and generality refers to the level of confidence and ability to generalize previous tasks and experiences. Perceptions of the teaching profession are measured using three indicators based on the opinion of (Ardiansyah et al., 2020), namely indicators of the needs of the teaching profession with sub-indicators, namely 1) a sense of security, and 2) respect for the profession, pedagogical competence with sub-indicators, namely 1) understanding students, 2) designing learning, and 3) implementing learning. Moreover, professional competence The sub-indicator is mastering the scientific substance related to the field of study.

Content Validity

The degree to which the statements, tasks, or items in an instrument may accurately and proportionately depict the behavior of the sample being tested is known as content validity. This implies that the instrument may accurately represent the entire subject or content under examination. Experts can use the Gregory testing model content validity test to test the instrument's content validity by considering the views of two experts who will evaluate the items' appropriateness based on the indicators of each variable in the instrument, such as score 1 (not relevant), score 2 (slightly relevant), score 3 (relevant), and score 4 (very relevant). Based on the calculation results, the validator's internal consistency coefficient is 1 (100%) or greater than 0.75 (75%). These results indicate that the internal consistency coefficient of the two validators is in the high category, meaning that all statement items are valid according to the agreement of the two validators.

Empirical Validity

Empirical validity is carried out after the validator implements content validity. Empirical validity is a series of trials on subjects outside the actual subjects in the study, with details of these subjects having similarities in all aspects. The number of trial respondents was 120 people taken from students of the Chemistry Education Class of 2019 and 2024. The level of accuracy used is $\alpha = 5\%$ and obtained r table = 0.176. Based on the results of the product-moment correlation coefficient analysis, questionnaire items on perceptions of the teaching profession were declared valid, and 20 self-efficacy questionnaire items were declared valid.

Reliability

The reliability test is conducted to assess a questionnaire as an indicator of the variable. This test aims to determine the degree to which the instrument can be trusted or relied upon. According to the results of the Cronbach's Alpha test using SPSS version 25, the reliability coefficient for the 20 questionnaire items on the perception of the teaching profession was 0.895, which is greater than 0.60 (indicating reliability). Similarly, the 20 self-efficacy questionnaire items yielded a reliability coefficient of 0.873, also exceeding the 0.60 threshold (reliable).

Data analysis techniques

The Prerequisite Assumption Test

The prerequisite assumption test is carried out to determine whether the data analysis for hypothesis testing can be continued or not. This study uses linearity and multicollinearity test analysis as its prerequisite assumptions. A linearity test is conducted to see whether there is a linear relationship between variables. The calculation is done using the Test of Linearity with a significance level of 5% or 0.05. The multicollinearity test is used to see the relationship/correlation between each variable. If

multicollinearity occurs, then a variable that is strongly correlated with other variables in the model, its predictive power is unreliable and unstable, so the test is expected to have no multicollinearity symptoms.

Multiple Regression Analysis

It aims to find the influence or contribution of two or more predictor variables with the criterion variable (Sudjana, 2003). In this study, multiple regression analysis was used to determine the contribution and self-efficacy (X1) and perceptions of the teaching profession (X2) with interest in becoming a teacher (Y). Significance testing with multiple regression analysis uses the F formula, where if $F_{count} > F_{table}$, then H1 is accepted, H0 is rejected, and vice versa. The regression model equation used is:

$$Y = a + b_1X_1 + b_2X_2 + e_i$$

Description:

Y = interest in becoming a teacher

X1 = self-efficacy factor perception factor of the teaching profession

X2 = perception factor of the teaching profession

a = constant value

ei = confounding factor

b1, b2, , = regression coefficient

Simple Regression Analysis

It intends to investigate the nature of the link between the independent and dependent variables as well as to calculate and estimate the dependent variable's value based on the independent variable's value (Tiro, 2010). The t formula, which states that if $t_{count} > t_{table}$, then H1 is accepted and H0 is rejected, and vice versa, is used for significance testing in simple regression analysis. The regression model equation used is:

$$\hat{Y} = \beta_0 + \beta_1X$$

Description:

\hat{Y} = The dependent variable

β_0 = Constant

β_1 = Regression coefficient

X = Independent variable

RESULT AND DISCUSSION

Result

To ascertain whether the data analysis for hypothesis testing can move forward, a prerequisite assumption test is carried out prior to conducting the hypothesis test. The prerequisite assumptions for this study are the linearity and multicollinearity tests. The linearity test is used to ascertain whether the variables have a linear connection. The test of Linearity is used to conduct the test using a significance threshold of 5%, or 0.05. The results of the analysis are shown in Table 3. The self-efficacy variable (X1) and the motivation to become a teacher variable (Y) both have significant values of 0.169 in the departure from the linearity column. Because $0.169 > 0.05$, it is concluded that there is a linear relationship between self-efficacy and the desire to become a teacher. In the departure from the linearity column, the significant value for the variables of interest in becoming a teacher (Y) and perception of the teaching profession (X2) is 0.764. Given that $0.764 > 0.05$, it is concluded that there is a linear relationship between perceptions of the teaching profession and the desire to become a teacher.

Table 3. Linearity Test

	Variable	df	Mean Square	F	Sig.
Self-efficacy (X1)	Linearity	1	1989.537	84.662	.000
	Deviation from linearity	23	30.782	1.310	.169
Perception of the teaching profession (X2)	Linearity	1	2121.197	86.551	.000
	Deviation from linearity	27	19.262	.786	.764

Furthermore, the multicollinearity test is conducted to examine the relationship or correlation between each variable. The analysis results, as shown in Table 4, indicate that the tolerance values for the self-efficacy factor (X1) and the perception of the teaching profession factor (X2) are 0.726 and 0.700, respectively. Meanwhile, the variance inflation factor (VIF) values are 1.378 and 1.429, respectively. According to the test criteria, it can be concluded that there is no multicollinearity between the independent and dependent variables.

Table 4. Multicollinearity Test

Variable	Tolerance	VIF
Self-Efficacy (X1)	0.726	1.378
Perception of the teaching profession (X2)	0.700	1.429

The results of the prerequisite assumption test indicate that the data is linear and free from multicollinearity issues, allowing for the continuation of the analysis with multiple regression and simple regression tests.

Table 5. Multiple Regression Test

Model Summary						
R	R Square	Adjust R Square	Std. The error of the estimate	R Square Change	F Change	Sig. F Change
.700	.490	.481	4.29375	.490	55.779	.000
ANOVA						
Model	Sum of squares	df	Mean Square	F	Sig.	
Regression	3085.079	3	1028.360	55.779	.000	
Residual	3207.910	174	18.436			
Total	6292.989	177				

According to Table 5 in the Model Summary, the coefficient (r) is 0.70, indicating a strong correlation between the independent and dependent variables. The F-test was used to test the hypothesis further and its significance. Based on Table 5, for hypothesis 1, the F-test calculation resulted in an F value of 55.779, which is greater than the F table value of 2.656, with a p-value of 0.00, which is less than $\alpha = 0.05$. These results confirm that there is a significant relationship between the self-efficacy factor (X1) and the perception factor of the teaching profession (X2) on the interest in becoming a teacher (Y) among Chemistry Education students.

The regression equation model formed in this study is $Y = 7.534 + 0.341X1 + 0.321X2$. The regression equation model explains that if the self-efficacy (X1) and perception of the teaching profession (X2) are zero, then the interest in becoming a teacher has a constant value of 7.534. Then, the value of $\beta_1 = 0.341$ (positive) means that interest in becoming a teacher will increase by 0.341 for an increase in self-efficacy by one score. Furthermore, the value of $\beta_2 = 0.321$ (positive) means that interest in becoming a teacher will increase by 0.321 for an increase in perception of the teaching profession by one score.

Table. 6 Simple Regression Test

Coefficients					
Model	B	Std. Error	Standardized coefficients beta	t	Sig.
Self-Efficacy (X1)	.341	.065	.334	5.265	.000
Perception of the teaching profession (X2)	.321	.062	.335	5.185	.000

Based on Table 6. obtained t value of 5.265, which is greater than the t table value of 1.97, and $\text{sig } P = \frac{0,0001}{2} = 0,00005 < \text{sig } \alpha = 0,05$. Based on the results of these calculations, It can be concluded that there is a positive correlation between the self-efficacy factor and the interest in becoming a teacher among Chemistry Education students. For the perception of the teaching profession variable, the t-value is 5.185, which exceeds the t-table value of 1.97, and $\text{sig } P = \frac{0,0001}{2} = 0,00005 < \text{sig } \alpha = 0,05$. Based on the results of these calculations, it can be revealed that there is a positive relationship between the perception factor of the teaching profession and interest in becoming a teacher in chemistry education study program students.

The regression equation model formed in this study is $Y = 7.534 + 0.341X1 + 0.321X2$. The regression equation model explains that if self-efficacy (X1) is zero, then the interest in becoming a teacher has a constant value of 7.534. Then, the value of $\beta_2 = 0.341$ (positive) means that interest in becoming a teacher will increase by 0.321 for an increase in self-efficacy by one score. In addition, The regression equation model formed in

this study is $Y = 7,534 + 0.321X_1$. The regression equation model explains that if the perception of the teaching profession (X_2) is zero, then the interest in becoming a teacher has a constant value of 7.534. Then, the value of $\beta_1 = 0.321$ (positive) means that interest in becoming a teacher will increase by 0.321 for an increase in the perception of the teaching profession by one score.

Discussion

One internal aspect that affects the desire to become a teacher is how the teaching profession is perceived. The degree of self-efficacy is another internal aspect that influences this interest. The belief that one can do particular actions that can affect one's life is known as self-efficacy. Table 5 displays the findings of a multiple correlation study using data collected from 178 Chemistry Education students at Universitas Negeri Makassar.

These results point to a strong and favorable correlation between Makassar State University Chemistry Education students' motivation in teaching and their perceptions of the teaching profession and self-efficacy. The coefficient of determination (R^2) was 0.49, or 49%, to evaluate the combined impact of self-efficacy and perceptions of the teaching profession on interest in becoming a teacher. This indicates that 49% of the variation in students' motivation to become teachers may be explained by their impressions of the teaching profession and their level of self-efficacy.

Other factors not covered by this approach have an impact on the remaining 51%. Another factor that influences interest in becoming a teacher is that direct experience such as PPL supports the professional readiness of prospective teachers. Environmental factors, especially family and social factors, also have a significant influence. In addition, learning readiness and educational facilities also contribute to the career choice of becoming a teacher (Ardyani & Latifah, 2020; Indrianti & Listiadi, 2021; Selviani, 2020).

The study's findings are consistent with those of (Saniyatus Sholichah, 2021), who found that self-efficacy and perceptions of the teaching profession were related to influencing accounting education students from the 2017 cohort at the Faculty of Administration, UNESA, who were interested in becoming teachers. Based on the study's analysis and results, self-efficacy, opinions about teaching, and desire to teach are all positively and significantly correlated, especially among Universitas Negeri Makassar students studying chemistry education.

Perceptions of the teaching profession include students' views on the challenges and rewards associated with the teaching profession, which can influence their decision to choose a career as a teacher. Self-efficacy, or students' belief in their ability to teach, also plays an important role in shaping their interest in becoming a teacher, as students who feel capable are more likely to choose the profession. The interaction between these two factors shapes students' interest in entering the world of education, with self-efficacy and perceptions of the teaching profession functioning as internal factors that have a significant influence on students' decision to become a teacher in the future.

The results obtained based on partial testing in Table 6. concluded that H_0 in this test is rejected and H_1 is accepted. In other words, the self-efficacy factor influences interest in becoming a teacher in Chemistry Education study program students at Universitas Negeri Makassar. To increase the interest in becoming a teacher among students in the Chemistry Education program, it is crucial to have high self-efficacy. The findings of this study align with those of Pangestu et al. (2024), which show a positive effect of self-efficacy on the interest in becoming a teacher among Economic Education students at FKIP UNS. This indicates that a strong sense of self-efficacy in students can enhance their interest in pursuing a career in teaching. Moreover, Yohana et al. (2024) also discovered a positive connection between self-efficacy and the desire to become a teacher. Self-efficacy, which reflects students' confidence in their ability to succeed as teachers, plays a vital role in shaping their attitudes and significantly impacts their decision to choose teaching as a career.

Albert Bandura explained that self-efficacy is a person's belief in their ability to organize and carry out the actions needed to achieve a certain performance. In the context of interest in becoming a teacher, self-efficacy plays an important role in determining whether a person feels confident in being able to undergo the teaching profession (Kusuma Dewi & Santosa, 2020). In this context, self-efficacy acts as a very important internal factor in shaping interest in becoming a teacher. Students with high self-efficacy not only feel capable of carrying out the role of a teacher but are also more motivated to face the challenges that exist in the world of education.

The results obtained based on partial testing of the effect of the perception factor of the teaching profession on interest in becoming a teacher in Table 6 determined that H_0 in this test is rejected and H_1 is approved; in other words, students in the Chemistry Education study program at Universitas Negeri Makassar have a positive association between their opinion of the teaching profession and their interest in becoming teachers.

Perception of the teaching profession is a perspective, response, and assessment made by someone conscious about the teaching profession based on the reality and conditions of a teacher. If someone has a good perception of the teaching profession, it will foster interest in him so that he will try to find out and achieve his goals, in this case, becoming a teacher (Wulandari, 2020). In this context, perceptions of the teaching profession act as an internal factor that influences students' career decisions. Factors such as low salary, high workload, and career instability in the teaching profession are often considerations that can reduce the attractiveness of this profession for students.

According to Maryamah et al. (2024), Positive perceptions of the profession shape positive attitudes, which drive intentions and interest in the profession. In addition, in accordance with the Expectancy-Value Theory, these perceptions increase the expectancy of success (expectancy) and the value of the profession (value), thus triggering intrinsic motivation and a strong interest in becoming a teacher. Students' interest in becoming teachers is greatly increased when they have a favorable opinion of the teaching profession. The findings of this study are in line with those of Azzis and Feri's (2023) investigation, which discovered that perceptions of the teaching profession significantly and favorably impact interest in teaching. Students are more likely to become really interested in the field if they have a positive opinion of it. According to a study by Damayanti et al. (2022), students' desire to pursue a career in teaching was also strongly influenced by their impressions of the teaching profession. Consequently, students' interest in becoming teachers tends to increase when they have a favorable opinion of the field.

CONCLUSION

From the results of the study on the factors influencing the interest in becoming a teacher among students in the Chemistry Education program, this study concludes that Students in the Chemistry Education program's motivation in becoming teachers is significantly and favorably impacted by their self-efficacy beliefs and views of the teaching profession. The r coefficient value of 0.70 indicates this in a positive direction, and the hypothesis test findings show that the $p.sig (0.00) < \alpha (0.05)$ and the F value is $55.779 > 2.656$ (F table). Self-efficacy factors influence the interest in becoming a teacher in Chemistry Education study program students. This was revealed from the results of hypothesis testing, which resulted in a t value of $5.265 > 1.97$ (t table) and $sig. P = \frac{0,0001}{2} = 0,00005 < sig \alpha = 0,05$, then there is a positive relationship between self-efficacy and interest in becoming a teacher. The perception factor of the teaching profession influences the interest in becoming a teacher in Chemistry Education study program students. This was revealed from the results of hypothesis testing, which resulted in a t value of $5.185 > 1.97$ (t table) and $sig P = \frac{0,0001}{2} = 0,00005 < sig \alpha = 0,05$, so there is a positive relationship between perceptions of the teaching profession and interest in becoming a teacher.

Future research should explore other factors that also influence interest in becoming a teacher for students in education. These factors can come from within the individual as well as those that come from outside the individual.

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