

The Influence of Social Media and Motivation on Generation Z Interest in Becoming a Teacher with Teaching Experience as an Intervening Variable

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Abstract

The teaching profession is central to the development of human resources and the advancement of national progress. However, a declining interest among Generation Z in pursuing teaching careers raises concerns about the future availability of qualified educators. This study investigates the influence of social media and motivation on students' interest in becoming teachers, with teaching experience serving as a mediating variable. Employing a quantitative methodology and an explanatory research design, the study surveyed 166 students from the 2021 and 2022 cohorts of the Office Administration Education Program at Surabaya State University. Data were analyzed using Structural Equation Modeling (SEM) with SmartPLS 4.0. The findings reveal that social media does not have a significant direct effect on students' interest in becoming teachers, while motivation shows a positive and significant influence. Individuals with higher motivation are more likely to express interest in a teaching career. Both social media and motivation significantly influence teaching experience, which in turn strongly affects interest in the teaching profession. Furthermore, the study confirms that social media and motivation indirectly influence career interest through teaching experience, highlighting the critical role of hands-on teaching practice in shaping students' aspirations toward educational careers.

Keywords: Social Media; Motivation; Teaching Experience; Career Interest; Teacher Education

INTRODUCTION

Current developments have brought an interesting phenomenon in human resource development, especially in Indonesia, namely the demographic changes in the working-age population, which is currently dominated by Generation Z, with a total of 74.93 million people or 27.94% of the total population (Fajriyanti Yuli, 2023). Gen Z, also known as zoomers, were born between 1997 and 2012 and are often referred to as digital natives. This is because they were exposed to information and communication technology from an early age, making them accustomed to and proficient in using digital devices in their daily lives (Ratna, 2023; Gentina, 2020). Generation Z possesses distinct characteristics compared to earlier generations, marked by their technological proficiency, ability to multitask, quick access to information, and strong responsiveness to social issues (Bencsik et al., 2016; Christiani et al., 2020). With their high adaptability to technology, Generation Z brings both challenges and new opportunities, particularly in terms of the career interests they pursue today (Ratna, 2023). This phenomenon has transformed their perspectives on thinking, interacting, and pursuing careers.

These unique characteristics influence how they view the world of work. Gen Z tends to evaluate career choices based on flexibility, work-life balance, and the social impact they can make (Kyrrousi et al., 2021; Suyatno, 2024). The various career choices that guide the interests of Gen Z can be seen as follows.

Table 1. Career Interest Preferences Among Generation Z in Indonesia

Professional Field	Total
Digital industry	34%
Entrepreneurs	20%
Teachers	16%
Government and law enforcement	10,33%
Economy	3,67%

Source: dataindonesia.id (2023)

According to the data in Table 1, 34% of Generation Z prefer the digital industry, 20% are interested in becoming entrepreneurs, and only 16% choose teaching as a profession. The (OECD, 2021) report in Education at a Glance also emphasizes that the teaching profession faces challenges in attracting young people due to negative perceptions regarding high workloads, low salaries, and a lack of social recognition. Among the various career options available, educators are one of the main focuses of this study regarding Gen

Z career interests. This phenomenon arises because there are signs that Generation Z's interest in education is declining, despite the important role of teachers in shaping the quality of human resources and determining the future of a nation (Shelton Erin, 2024). Based on observations of UNESA Office Administration Education students from the 2021 cohort, 80% stated they were not interested in pursuing a career as a teacher, despite coming from an educational background in teaching. This is a significant concern, given the contribution teachers make to education and the character development of the younger generation (Frandini, 2023).

On the other hand, there is a phenomenon where universities, particularly Surabaya State University, have shown an increase in the number of prospective students admitted to teacher training programs each year. As evidenced by PDDIKTI data from 2024, which states that the field of education is one of the most popular fields of study, with a total of 2,029,739 students. This is also reflected in the number of student admissions at Surabaya State University, particularly in the Office Administration Education program, which has seen an annual increase, as shown below.

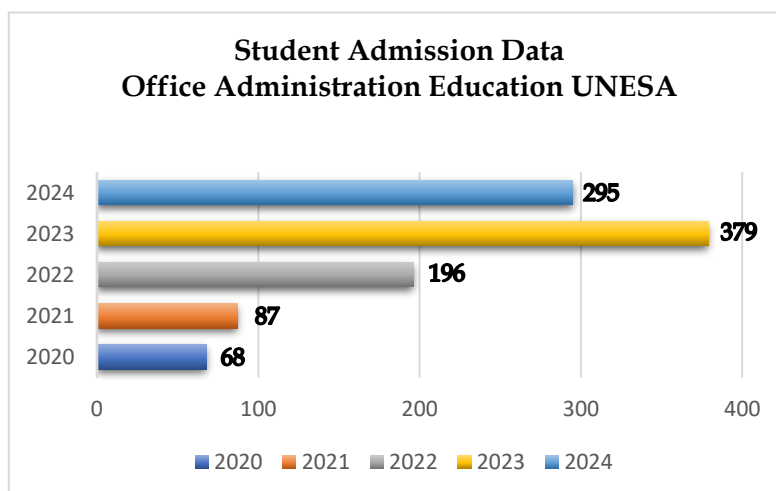


Figure 1. Student Admission Data

Source: Surabaya State University Admissions

Figure 1 illustrates the increased interest in non-educational jobs, yet the number of prospective students admitted into teacher training programs is rising year, according to the statistics above. Therefore, based on an analysis of career preferences, it can be concluded that there are two conflicting sides, which constitute a gap in this study. On the one hand,

data from the DataIndonesia survey report in Table 1 shows that the digital and creative industries are the main career interests for Generation Z students, with only 16% choosing to become educators. This suggests that interest in the digital industry is higher. On the other hand, more and more students are being admitted to universities each year, especially in the field of education. This indicates that the teaching profession remains highly relevant and in demand, as the job prospects for educators are considered to always be necessary.

The declining interest in pursuing a teaching career is driven by several factors, such as inadequate salaries, heavy workloads, and limited social appreciation for the profession (Sholichah & Pahlevi, 2021; Dita & Puspasari, 2024). Additionally, there are findings indicating that some students still show interest in the teaching profession (Nasrullah et al., 2018; Fajar, 2022). However, the reality is that many students in education programs are not interested in pursuing this profession. This is a problem because it contradicts the purpose of the program they are enrolled in. The interest in becoming a teacher is an internal motivation derived from personal interest and enjoyment. This motivation influences an individual's attitudes and behaviors when selecting a teaching profession. According to (Aini, 2018), this interest reflects an internal motivation that shapes an individual's attitudes and decisions regarding a career in education.

Latifah Lyna (2014), there are two primary elements that impact interest in becoming a teacher like external factors like social media and internal aspects like motivation. Specifically, for students in Office Administration Education, social media serves as an external factor that influences individuals interest in pursuing a teaching career. The interests and preferences of Generation Z are currently heavily influenced by the advancement of social media, as these platforms serve as the primary means for accessing information, entertainment, and shaping their self-identity (Nugraeni, 2024). This is reinforced by findings (Valle, 2024), social media has become an essential component of Generation Z's lives, as evidenced by data showing that more than 80% of this generation regularly use social media to gather information, engage with others, and seek inspiration. In the world of education, social media platforms are not only used for entertainment but also as a means to obtain educational information, motivation, and inspiration in making career choices (Halim, 2024). Therefore, in an educational context, social media has significant potential to influence Generation Z students' interest in a particular profession, including the teaching profession (Kaplan & Haenlein, 2017).

Observations of UNESA Office Administration Education students from the class of 2021 show that 80% of them actively utilized social media in their everyday lives. The most popular sites and platforms used are TikTok (34%), Instagram (34%), YouTube (22%), and Twitter (10%). They use social media to obtain references, for entertainment, to communicate with friends and family, and to seek the latest information related to careers or professions, including the teaching profession. Findings from a study conducted by (Halim, 2024) that social media has a positive and significant influence on individuals' career choice preferences.

Motivations has a big impact on students' desire in becoming teachers. According to (Qoirunnada, 2022) there are two sorts of motivation namely, extrinsic motivation, which is impacted by outside forces, and intrinsic motivation, which results from personal wants. Based on initial observations, 80% of the 2021 cohort of student's are not interested in becoming teachers & prefer to pursue careers in non-education sectors such as companies, state-owned enterprises, or banking. The low level of motivation is consistent with findings by (Wibowo & Ayuningtyas, 2024) who reported that most students lack interest in becoming teachers. On the other hand, research by (Qoirunnada, 2022) and (Sari Renita, 2020), shows that students' interest in becoming teachers is significantly and favorably impacted by motivation. These results highlight the essential role of self-motivation in influencing students' career choices.

Teaching experience is another element that may affect Generation Z students' desire to become teachers (Wibowo, 2022). Teaching experience is gained through School Field Introduction Practice (PLP) activities, in which students are directly involved in teaching activities at school. According to Mapp in Saparwati (2012), experience includes everything a person has gone through and felt, both in the past and present. Through the PLP, students gain direct experience in the teaching role, which can impact their interest in the profession. Studies by (Zainal et al., 2024) and (Wibowo, 2022), indicates that students' motivation in becoming teacher's is favorably and significantly influenced by the teaching experience they gain throughout PLP.

While many studies have examined Generation Z's professional preferences, the present research gap shows that little attention has been paid to the precise ways that social media and motivation affect their desire to become teachers. In connection with this concern, the function of teaching experience as an intervening variable has also not been

well investigated. This study aims to fill that gap by providing a deeper understanding of the relationship between these variables. The research subjects are students in the Office Administration Education program at Surabaya State University. As education majors, they have the potential to contribute to the field of education, either as teachers or in other roles that support education. Educational institutions and politicians must have a thorough understanding of the elements that influence students' interest in become teacher's in order to devise measures that will increase the teaching profession's attractiveness to Generation Z. In addition to offering insights for developing more successful educational policies, this study attempts to expand knowledge of the factors influencing Generation Z's interest in teaching as a vocation.

METHODS

This study used a quantitative approach with an explanatory research approach. The subjects focused on students in the Office Administration Education study program at Surabaya National University. According to (Sugiyono, 2017), an explanatory approach is used to examine the relationships and influences between variables in a particular phenomenon. Similarly, (Imbeau et al., 2021), In a similar vein, Imbeau et al. (2021) characterize this as a research methodology that uses hypothesis testing to examine the connections and interactions between variables. For this study, questionnaires and unstructured interviews were used to collect primary data, while books, journals, and other scientific publications were used to collect secondary data.

This research was conducted for three months, from March to May 2025. Using the Slovin method with a 5% error rate, 164 respondents were chosen from the study population, which included 276 students. Purposive sampling was the sample strategy employed, and the respondents participation in the School Field Introduction (PLP) activity served as the criteria. Social media and motivation are the study's independent components, teaching experience is the intervening variable, along with interest in teaching is the dependent variable. To ensure the accuracy of the data obtained, the research instrument was tested for validity and reliability after using the questionnaire as a data collection instrument.

Data analysis in this study was carried out using the Structural Equation Modeling (SEM) method based on the Partial Least Square (PLS) approach which was carried out

using SmartPLS software version 4.0. The validity and reliability of the research instruments will be assessed before the hypotheses are tested using the SPSS application. An external sample was used for the validity and reliability testing in this investigation. The purpose of both tests was to evaluate a questionnaire's validity. Validity test results showed that all 46 items from all variables had values > 0.361 , meaning that the items satisfy the $r_{hitung} > r_{tabel}$ criteria for decision making (Yusuf, 2019). The reliability test results in this calculation were obtained using the SPSS application and showed that all variables were reliable, with Cronbach's Alpha coefficients > 0.6 , so the questionnaire items could be used to collect research data.

Important steps in the analysis process include evaluating the structural model (inner model) and the measurement model (outer model). Evaluation of the measurement model is based on several criteria, including convergent validity, indicated by factor loadings ≥ 0.7 , discriminant validity with an (AVE) ≥ 0.5 , and instrument reliability, indicated by composite reliability and Cronbach's alpha ≥ 0.7 (Hair et al., 2022). Hypothesis testing in the structural model is carried out by considering the t-statistic and p-value. A hypothesis is considered statistically significant if the t-value is greater than 1.96 and the p-value is less than 0.05. conversely, a t-value below 1.96 means the hypothesis is rejected (Hair et al., 2022).

RESULTS

Measurement Model Results (Outer Model)

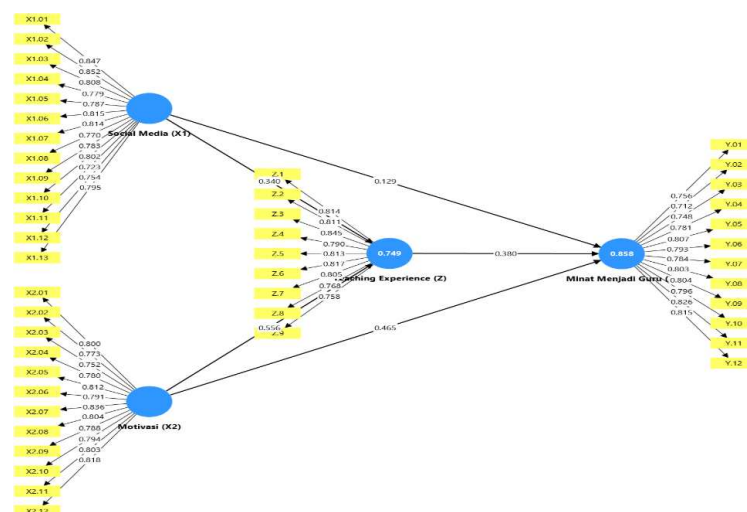


Figure 2. SmartPLS Research Model

According to Figure 2, the outer model results display the outer model values of each indicator tool for every variable, such as motivation, social media, interest in teaching, and teaching experience. A reliability test and two validity evaluations convergent and discriminant validity are part of the outer model test. This model, also referred to as the measurement model or outer relation, functions to define the characteristics of a construct through the manifest variables that represent it (Hair et al., 2022).

Convergent validity is assessed based on the factor loading values of each indicator. An indikator is considered valid if the loading value is above 0.7. As shown in Figure 2, all variables meet this criterion, with loading factor values exceeding 0.7, confirming their validity (Hair et al., 2022). Based on the results, all items are considered to have met convergent validity. Since each indicator shows a loading factor above 0.7, The following step involves looking at the AVE values:

Table 2. AVE values

Variable	Average Variance Extracted (AVE)	Information
Social Media	0,618	Valid
Motivation	0,634	Valid
Interest to become a teacher	0,632	Valid
Teaching Experience	0,644	Valid

Table 2 shows that each variable's AVE value are higher than 0.5. Consequently, these AVE value meet the requirements for convergent validity.

Cross-loading can be used to evaluate discriminan validity. If an indicator loading on the relevant construct is higher than its loading on other constructs a threshold of more than 0.70 is advised it is considered legitimate (Hair et al., 2022). The study demonstrates that the indicator's effectively measure their intended variables, confirming acceptable discriminant validity. As a result, the model meets the criteria for further inner model evaluation. Additionally, the reliability of latent variables is assessed through composite reliability (Hair et al., 2022). In this study, both composite reliability and Cronbach's alpha exceed the required threshold of > 0.70 , as shown below:

Table 3. Composite Reliability and Cronbach's Alpha

<u>Variabel</u>	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Cronbach's Alpha
Social media	0,952	0,957	0,944
<u>Motivasi</u>	0,948	0,954	0,947
Interest in becoming a teacher	0,944	0,951	0,944
Teaching experience	0,932	0,942	0,931

Table 3 indicates that the construct values for each variable exceed 0.7, demonstrating that the questionnaire items are reliable and align with the specified measurement criteria. (Hair et al., 2022).

Structural Model Results (Inner Model)

The connections between latent variables and the indicators that relate to them are examined using the inner model (Chua, 2024). This study is divided into two main sections: the predictive relevance (Q2) and the coefficient of determination (R2) (Hair et al., 2022). uses the R-squared test to ascertain the degree to which the independent variables may explain the variation in the dependent variable. Each relationship is then evaluated for significance using the corresponding t-statistic values for each path. The R-square test results are presented as follows:

Table 4. R-Square Results

	R-Square	R-Square adjusted
Interest to become a teacher	0,858	0,856
Teaching Experience	0,749	0,746

As shown in Table 4, the interest in becoming a teacher is explained by 85.8% (R-square = 0.858) through the influence of Social Media (X1), Motivation (X2), and Teaching Experience (Z). Furthermore, Teaching Experience is affected by Social Media and Motivation, with an R-square values of 0.749 (74.9%). Based on these values, the R-square results in this study fall into the moderate category.

The next stage is the result of According to (Hair et al., 2022), when the Q-Square value is > 0 , then the model can be said to have predictive relevance or is increasingly fit with the data, and if Q-Square is < 0 , then the model can be said to have less predictive relevance. The outcomes are as follows:

Table 5. Q-Square Results

	Q-Square
Teaching Experience (Z)	0,728
Interest become a teacher (Y)	0,815

Table 5 presents the Q-square test results, showing a Q^2 value of 0.728 for teaching experience and 0.815 for interest in becoming a teacher. Since both values are greater than 0, it can be concluded that the Q-square values meet the required threshold for predictive relevance.

Hypothesis Testing

Hypothesis testing in this study consists of two parts: analysis of direct effects using the Direct Effect model and analysis of indirect effects using the Indirect Effect model. A hypothesis is considered statistically significant if the p-value is less than 0.05 and the t-statistic is greater than 1.96. Conversely, a hypothesis is considered unacceptable or rejected if the t-statistic is less than 1.96 (Hair et al., 2022).

1. Direct Effect :

Table 6. Path Coefficients

	Original Sample (O)	T-statistics	P-value	Information
$X1 \rightarrow Y$	0.129	1.625	0.104	Not accepted
$X2 \rightarrow Y$	0.465	4.345	0.000	Accepted
$X1 \rightarrow Z$	0.340	2.508	0.012	Accepted
$X2 \rightarrow Z$	0.556	4.260	0.000	Accepted
$Z \rightarrow Y$	0.380	4.033	0.000	Accepted

2. Indirect Effect:

Based on the Table 6 and 7, we can see the answers to the hypotheses from the analysis test in the research assisted by the SmartPLS 4.0 application. The following section presents a discussion of the results from the hypothesis test:

Table 7. Specific Indirect Effect

	Original Sample (O)	T- statistics	P-value	Information
$X1 \rightarrow Z \rightarrow Y$	0.129	2.083	0.037	Accepted
$X2 \rightarrow Z \rightarrow Y$	0.211	2.821	0.005	Accepted

DISCUSSION

The Influence of Social Media on the Interest in Becoming a Teachers

According to the findings, the first hypothesis (H1), which postulates a connection between social media use and a desire to educate, is unsupported. This result is supported by a t-statistic of 1.625 below 1.96 and a p-value of 0.104 above the 0.05 significance level. These results imply that students' ambition to become teachers is unaffected by social media. As a result, H1 is rejected. This implies that students at Surabaya State University studying office administration education have favorable opinions and career-related interests molded by social media, which do not substantially affect their desire to become teachers.

This inconsistency in results can also be explained through (Bandura, 1971) Social Learning Theory, it highlights how crucial it is to learn from observation, modeling, and social interaction. In this context, social media should function as a medium for social learning; however, if the platform does not provide adequate interactive experiences, positive feedback, or strong community support, its influence on changing interests becomes minimal. These research findings align with studies by (Santoso, 2021) and (Arni, 2023), which also state that social media use does not directly influence specific career intentions because the content accessed may not be strong enough to shape deep career perceptions. Additionally, These conclusions are confirmed by (Gloor et al., 2018) and (Al Saiqal et al., 2019), which show that the influence of social media on career interests is not direct but is mediated by other variables such as self-confidence or participation in learning communities. As a result, the study's rejection of Hypothesis H1 highlights how

complicated social media impact on teachers career ambitions is, suggesting that these impacts are more indirect and mediated by other variables.

The Influence of Motivation on Interest in Becoming a Teachers

The results of the study indicate that the second hypothesis (H2), which states that motivation has a positive and significant influence on interest in becoming a teacher, is supported. Support for this hypothesis is indicated by a t-statistic value of 4.345, which exceeds the significance threshold of 1.96, and a p-value of 0.000, which is below the threshold of 0.05. These findings show that increasing students' interest in becoming teachers requires incentive. Specifically, higher levels of motivation correlate with a stronger interest in becoming a teacher. This supports the claim made by Hasanudin & Puspita (2017), that motivation is an inner force that propels people to take action in order to achieve their objectives.

The findings of this study align with previous research by (Qoirunnada, 2022), which reported a positive and significant relationship between motivation and students' interest going into teachers. Similarly, (Sari Renita, 2020) found that self-motivation influences students' interest in the teaching profession, indicating that higher levels of self-motivation correspond to greater interest. Manehat (2024) also identified a positive link between strong motivation and the intention to pursue a teaching career. All things considered, the study's results lend credence to the idea that students' interest in teaching is significantly and reliably predicted by their motivation.

The Influence of Social Media on Teaching Experience

The study's findings support the third hypothesis (H3), which states that social media use and teaching experience have a favorable and substantial relationship. This support is indicated by a t-statistic of 2.508, which exceeds 1.96, and a p-value of 0.012, which is below the 0.05 significance level. By demonstrating that more usage of social media in educational contexts is associated with improved student learning experiences, this study answers the research question. Social media enables students to creatively explore, observe, and practice various teaching strategies, thereby fostering their self-confidence and improving their pedagogical skills.

As explained by Susilawaty (2022), social media is an interactive medium that offers users the opportunity to access various types of content, and this interaction can increase students' motivation and interest in pursuing a career in education by allowing them to see diverse perspectives and best practices from teachers. The study's conclusions are consistent with Siemens (2005) connectivism theory, which states that learning in the digital age can be obtained through extensive networks and information connections, including through social media. Students that participate in online communities such as TikTok and Instagram can easily access a variety of learning content, such as microteaching videos, teaching tips, and interactive educational materials, which directly or indirectly enrich their teaching experience.

These findings are supported by research by (Lau, 2018), (Wilson, 2021), and (Martínez-Domingo et al., 2025) the study came to the conclusion that social media use improves aspiring teachers' pedagogical abilities. These results theoretically imply that social media might serve as a useful tool for experience digital learning that enhances teaching abilities. From a practical standpoint, the findings highlight how crucial it is to include social media into teacher education as a tactical instrument to facilitate microteaching, encourage teamwork, and investigate diverse teaching modalities.

The Influence of Motivation on Teaching Experience

With a t-statistics values of 4.260, more than 1.96, and a p-value of 0.000, less than 0.05, it is evident that motivation significantly and favorably affects the teaching experience. Thus, hypothesis (H4) is approved. This implies that the way that Office Administration Education students are taught is greatly influenced by their motivation. Specifically, higher levels of motivation correlate with improved quality of teaching experience during their academic studies. This finding aligns with (Peng & Zhang, 2024), who reported that motivation significantly impacts the practical teaching abilities of prospective teachers, noting that students with high motivation are more proactive in seeking practical opportunities, diligent in completing learning tasks, and exhibit strong initiative in developing their pedagogical competencies. Motivation serves as the driving force that encourages students to participate maximally in every learning process, including teaching practice in the field.

Students who view the teaching profession as a means of self-development demonstrate strong intrinsic motivation, which is an internal drive to continue growing and developing through the teaching process. This result is supported by (Liao et al., 2024), who assert that the educational practice abilities of prospective teachers are closely related to their achievement motivation. Specifically, higher levels of achievement motivation correspond to greater competence in educational practice.

The Influence of Teaching Experience on Interest in Becoming a Teachers

The result show that students' motivation in becoming teachers, particularly those enrolled in the Office Administration Education program, is favorably and significantly influenced by their teaching experience. This is supported by a p-value of 0.000, which is less than 0.05, and t-statistics of 4.033, which is greater than 1.96. As a result, hypothesis number five (H5) is approved. These results suggest that teaching experience not only enhances students' pedagogical competencies but also significantly influences their attitudes and career interest in the teaching profession. The teaching experience referred to here includes various activities such as School Field Practice (PLP), microteaching, and direct involvement in real classroom settings at schools.

This finding aligns with research (Batane & Ngwako, 2016) which confirms that positive teaching experience can strengthen students' confidence in their abilities as prospective teachers. In essence, Having more teaching experience is linked to being more interested going into teachers. This research is in line with that of (Nurcahyani et al., 2022) who discovered that students' motivation in teaching is positively and significantly impacted by their teaching practice experience. Students' motivation in becoming teachers is bolstered by field experience, which gives them a realistic perspective of the field. Similarly, (Wibowo, 2022; Sari & Rohmah, 2023) highlight the importance of microteaching and school-based teaching practice (PLP) in developing this interest. Students who actively participate and reflect during these activities are more likely to choose teaching as a career. Key elements that raise interest in the teacher's profession are successful classroom management, positive PLP experiences, and encouraging relationships with students and school personnel.

The Influence of Social Media and Motivation on the Interest in Becoming a Teachers

Based on the t-statistic of 2.083, which exceeds the threshold of 1.96, and the p-value of 0.037, which is below the significance level of 0.05, the sixth hypothesis (H₆), which states that social media influences teaching interest through teaching experience, is considered significant and accepted. Furthermore, the influence of motivation on teaching interest through teaching experience is also significant, as indicated by the t-statistic of 2.821 and the p-value of 0.005. The research findings indicate that social media and motivation positively and significantly influence student's interest in becoming teachers, with teaching experience acting as a mediating factor. This study shows that teaching experience in UNESA Office Administration Education program influences students' desire in becoming teachers and mediates the relationships between motivation & social media. The results of this study indicate that, the teaching experience dimension's indicators such as teaching experience during PLP, students' opinions of the school environment, and students' relationships with both teachers and other students reinforce the idea that social media, motivation, and interest in teaching are all mediated by teaching experience.

Students who have teaching experience are exposed to the dynamics of the classroom in a practical setting. Students are more likely to want to become teachers if they have had good teaching experiences, such as getting good feedback from their peers, feeling comfortable running a classroom, and being able to present the topic clearly. Conversely, if students face difficulties in teaching, such as dealing with unresponsive students or struggling to convey material, their interest in becoming teachers may diminish. This aligns with the Social Cognitive Career Theory (Lent, R. W., Brown, S. D., & Hackett, 2019) which states that direct experience influences self efficacy and outcome expectation, ultimately shaping student's career interests. Additionally, these findings are supported by studies by (Greenhow & Lewin, 2016) and (Bülbül & Özelçi, 2024), which show that digital media and practical experience mutually reinforce professional reflection and career identity among prospective teachers.

The interaction between social media, motivation, and teaching experience demonstrates a dynamic relationship. When students have strong motivation and consume positive social media content about the teaching profession, positive teaching experiences

further strengthen their interest in pursuing the teaching profession. Conversely, unpleasant experiences during PLP can reduce interest even if students initially have high motivation. In summary, teaching experience acts as a moderating element that amplifies the impact of motivation and digital media (social media) on students' desire to become teachers.

CONCLUSION

The findings from the research are used to develop the study's conclusion, which demonstrates that:

1. Students' interest in becoming teachers is not significantly impacted by the social media variable. This indicates that merely being exposed to teaching-related content on social media is not enough to shape their career intentions in education. It backs up the idea that social media has an indirect impact on job decisions and depends on mediating and contextual factors.
2. Students' interest in becoming teachers is positive and significant impacted by motivation, underscoring the importance of internal elements like future objectives, professional interest, and the urge for self-actualization in influencing their decision to pursue a career in education.
3. Students' teaching experiences are positively and significantly impacted by social media. Its interactive features and educational content help broaden students' pedagogical understanding, enhance their teaching practice, and build confidence in classroom settings.
4. Motivation also significantly influences teaching experience. Students with high motivation tend to show active participation in teaching practices, seek broader learning opportunities, and create more meaningful learning experiences during their education.
5. Students' interest in becoming teachers is significantly and favorably impacted by teaching experience, underscoring the critical role that practical experience plays in influencing career decisions. Direct interaction with students, successful classroom management, and experiences gained during the PLP program are key factors that strengthen students' commitment to the teaching profession.

6. Teaching experience acts as a mediator in the interaction among social media, motivation, and interest in teaching. Social media has a big influence when it improves the quality of the educational experience, even while it doesn't directly affect interest. Likewise, the effect of motivation on interest is strengthened when students gain positive teaching experiences.

The study has limitations in that it focuses only on Students of the UNESA Administration Education program who have completed their School Field Practice (PLP). This constraint indicates that the results cannot be readily extrapolated to the broader community of students from different educational programs, much less to the cohort of non-education students at the same university or at other institutions. The social media platforms used in this study are also limited to TikTok and Instagram. Furthermore, in light of other studies on the same subject, this study has limitations. In academic research, the link between social media and interest in teaching especially when considering teaching experience as a mediating variable remains understudied. This research's breadth is further limited by the absence of previous studies that directly address or evaluate similar hypotheses.

According to the study's findings, information from students' social circle such as friends and family should be made more interactive and pertinent in order to effectively engage them and pique their interest in becoming teachers. To have a more thorough grasp of how social media affects interest in becoming a teacher, future study is advised to look at social media sites other than Instagram and TikTok. To obtain results that are more widely applicable, it is advised that future research broaden the study's scope by involving students from various faculties or academic programs. To learn more about the elements that affect students' desire in becoming teachers, future research is also urged to use a mixed-methods or qualitative approach.

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