

**The Influence of Schooling Fields and Family Environment on Interest  
in Becoming a Teacher**

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**Abstract**

Based on the phenomenon that happened to Surabaya State University students who had implemented the *Pengenalan Lapangan Persekolahan (PLP)* program, it showed that there was a lack of interest in becoming a teacher. One of the internal factors is teaching experience in the form of the PLP program and the external factor is the family environment. Goal of the study was to analyze the impact of school district (PLP) introduction and home environment on the educational interests of students in administrative education at Surabaya State University. This kind of examination is quantitative using explanatory. The subjects of this research were all students of the Surabaya State University Office Administration Study Program class of 2019 and then had taken PLP courses with a total of 54 people. The instrument used was a questionnaire with a Likert scale of 5. Data analysis techniques include testing for validity also reliability. Classical acceptance tests consist of normality, multicollinearity, also heteroscedasticity tests, and include hypothesis testing using several linear regression tests consisting of t-tests, F-tests, and coefficient-of-squares tests. The outcome of the t-test showed that the introduction of school fields had a positive and significant effect on interest in becoming a teacher, and the family environment had a positive and significant effect on interest in becoming a teacher. The introduction of school fields and family environment has had a positive and significant impact on students' savor in becoming a teacher in University Office Administration Education students Surabaya Country.

**Keywords:** PLP, family environment, interest in becoming a teacher

## **INTRODUCTION**

The development of human resources is important to improve the standard of quality of life and to support the progress of a country, one of these can be achieved through education. Education plays an important role in shaping the nation's succession, namely by preparing educators or prospective teachers. The role of the teacher here needs to be considered because weak education is marked by low human resources in it. To produce this success, it is necessary for prospective teachers who are able to play a role in preparing an effective learning process. So that teachers are required to increase the creativity of their teaching and learning process, because the teaching and learning process is the main activity in a school (Azzahra et al., 2021). To support the existence of an educational study program as well as to create professional educators,

According to Nani & Melati (2020), teachers play a major role in the educational process, and have a great responsibility in shaping students' abilities. The goal of education is to form physically and mentally mature individuals. Therefore, teachers must have the necessary competencies to become reliable and effective educators, and be able to develop students' abilities independently. During the education process, it is crucial for instructors to be competent in using a variety of engaging and effective tactics and approaches to achieve these goals (Suardi, 2018). It means that future teachers, good training and education are essential to prepare them to become qualified teachers.

Surabaya State University is a Teaching Personnel Education Institute which has an Office Administration Education Study Program that prints its graduates to become an administration teacher. Teaching Personnel Education Institute should further improve competency for prospective teachers. These skills include pedagogical competence, social competence, personal competence and professional competence. These competencies can be achieved by growing and increasing interest in becoming a professional teacher (Rahmadiyah et al., 2020). Choosing to be a teacher or educator is not an easy thing, because teachers or educators not only provide material in class but also provide guidance and form various kinds of student characters (Aini, 2018). Many factors influence students' interest in becoming teachers, namely internal and external factors (Ardiyani & Latifah, 2014). Internal factors include attention to the quality of education, high social value, having challenges, affordable costs, being useful for others, aspirations to become a teacher, attending seminars about teachers, having teaching experience. External factors include family environment and friends' environment. Teaching experience is one of the internal factors influencing interest in teaching. As students who choose to study in the field of education, of course they are taught about the duties and responsibilities of being a teacher and implemented in teaching practice in the form of Introduction to School Fields. PLP is a series of activities programmed for students of Education Personnel Producing Institutions, which include both teaching practice and training outside of teaching (Hamalik, 2015).

Basically, the main purpose of PLP according to Asril (2015) is to help prospective teachers become individuals who have all the values, knowledge, and skills they need for their work. This program also guides prospective teachers to have a good personality in their profession and be able to develop knowledge in accordance with their field of education. And guide prospective teachers to be more skillful in teacher activities. According to Asril, (2010), PLP provides direct benefits for prospective teachers in teaching practice. This program prepares them physically and mentally to face challenges in the field. Indriani (2021) adds that PLP provides students with various benefits, such as expanding their understanding and appreciation of the education and learning process

in schools or institutions. In addition, they can increase their capacity to engage in interdisciplinary collaboration, improve their reasoning abilities in analyzing, formulating, and solving educational challenges faced in an educational setting, and gain valuable teaching experience and skills.

PLP also provides benefits to specific schools or institutions. This program can help institutions in carrying out learning development by getting support from the competencies that students bring. With this explanation, the PLP program provides benefits for students, schools or institutions that cooperate in implementing this program. According to Indriani (2021), the specific purpose of the PLP program is to allow prospective teachers to develop and utilize their knowledge and potential in accordance with their profession. In the Surabaya State University PLP-MBKM guidebook (2022), it's explained such as main motivation of PLP activities is to help students further strengthen academic competence in the field of education and studies studied, and improve critical thinking skills. In this program students will learn as a teacher who carries out learning in class, prepares all learning tools and plans learning models. With the hope of forming prospective teachers who have attitudes, knowledge, skills and strong mental values so that they can be applied appropriately in the learning process later. With the experience gained during this PLP activity, students have an interest in a career as a teacher. Meanwhile, one of the external factors influencing interest in teaching is the home environment. The family environment greatly influences a person's career because the family can form and lay the foundations for children's development so that children can develop well. In their careers as prospective teacher students, the family environment is thought to have influenced since students are taking teacher education in order to prepare themselves to become teachers. If the family has a positive attitude towards the teaching profession, it will support the child to become a teacher.

The family environment includes a close-knit social unit consisting of parents and children, characterized by relatively stable interpersonal relationships. In line with that, Suwarno (2017) asserts that the family is the main and most important educational environment for children. Given that children spend most of their formative years in the family environment, this exerts a great influence on the development of their personality and character. The family environment refers to all the stimuli received by a person from the womb to the end of life. These stimuli can be in the form of traits, interactions, tastes, in terms of the basis for shaping personality (Dalyono, 2012).

According to Hasbullah (2012), The main environment for children is their families, where they spend most of their lives. It should be borne in mind that personality formation of a child is highly influenced by family environment. When the family environment creates a positive influence, it may help to shape your child's personality and contribute to his or her promising future. According to Hasbullah (2015), the family is the primary environment for children, which plays an important role in their development by fulfilling five important functions. First, the family environment provides early experiences for children, which are very important in shaping their physical and psychological growth. Secondly, the family also ensures the emotional life of the child and shapes the child's personality through the direction of behavior and attitudes modeled by parents. Third, the basics of moral education are taught to children in a family environment. Fourthly, a family provides the basic educational needs of children that are essential for their development as socially competent individuals. The family also plays a part in establishing the values of religion within children's lives, through adapting and practicing those values for their personality. In this way, the household environment will

form a child's personality and influence his or her future career choices Syah (2011), defines interest as a persistent tendency or high desire for an object. According to Slameto (2013) describes interest as a feeling of preference or high interest or higher willingness towards something or activity. Nasrullah et al., (2018) state that interest is an impulse that encourages individuals to wholeheartedly engage and concentrate on activities that arouse their passion. Therefore, it can be summarized that interest in individuals is a genuine interest and involvement in interesting activities that captivate their attention and cause cognitive stimulation.

WHO suggests that the function of the family environment consists of five things, namely biological, psychological, socialization, economic, and educational functions that are interconnected (Ratnasari, 2011). Biological functions include reproduction, nurturing, and fulfilling nutritional needs. The psychological function in terms of providing affection and character between family members. The socialization function also includes assistance in the child's socialization process and the growth and development of the child's normal character. The economic function of the family includes the fulfillment of financial needs in the present and in the future. In practice, it can relate to income development, savings and investment and other efforts in the financial future. Last but not least, the educational function in the use of forming as well as developing behavior and mindset to become adults in the future according to their level of development. All of these functions must continue to be synergized and fulfilled in accordance with the child's level of development.

According to Nasrullah et al. (2018), the tendency to become a teacher refers to a person's strong desire and interest to dedicate themselves to the teaching profession, which encourages them to prioritize self-development in that field. According to Slameto (2015), interest is a sense of excitement that grows intrinsically from within a person, without being influenced by external factors. According to this theory, it can be said that basically interest will grow within us by itself without any influence from other people around us. If it is related to the interest in becoming a teacher, of course someone who has an interest in becoming a teacher will feel happy with the job as a teacher without anyone telling him and will try to improve his quality as a professional prospective teacher. This will increase students' interest in becoming a teacher. However, in reality there are still many students taking the Education Department but these students are not interested in becoming teachers, there are also students who take this Education Department because it is the wrong major and there is also encouragement from their parents.

With good PLP experience and high family support, I hope that the students will be interested in becoming teachers. However, in reality the interest of students is still lacking. This is evident from the interviews the researchers conducted with several Surabaya State University students who had implemented the PLP Program which showed that there were some students who lacked interest in becoming a teacher. This is due to several influencing factors including the absence of parental support to become a teacher, being raised by a family environment that works as an entrepreneur, the economic situation of the parents, the income or salary of being a small teacher the income or salary of being a small teacher, is not appropriate with passion, lack of skills in conveying material to students, teacher welfare is still not guaranteed, feels that being a teacher is not easy and does not have sufficient competence to become a teacher so that they do not show high interest in becoming a teacher. This is inversely proportional to previous research by Alifia & Hardini (2022) and Jayanti (2022) who has shown that the PLP is

beneficial for students in their desire to become teachers which means that a high PLP experience can foster students' interest in becoming teachers. And supported by research by Indrianti & Listiadi (2021) and Prastiani & Listiadi (2021) It indicates that there is a positive and significant impact of family background on teacher interest, implying that the support of a large family background can encourage students' interest in teaching.

With this in mind, the researcher was interested in knowing the impact of introduction to the school field and home environment on students' interest in becoming teachers among FEB students of Surabaya State University's Office Management Studies program in 2019 class. So the researchers took the title "The Influence of the Introduction to School Fields and the Environment Families of the Interest in Becoming a Teacher for Office Administration Education Students at Surabaya State University".

## **METHOD**

In this study measuring the perceptions of the three variables, namely PLP, family environment and interest in becoming a teacher from each respondent's answers. These three variables have different perceptions and are not the same, so the appropriate data collection technique to use is a questionnaire. Questionnaire is a form containing written questions as a data collection technique (Mardalis, 2008). In order to analyse the effects of the variables expressed in numerical terms, this study uses a quantitative explanatory research approach (Silalahi, 2010). According to Sugiyono (2017), explanatory research is a category of investigation such uses quantitative methods to explain the position of several variable under study also the effect of one variable on another.

The population consisted of students in the Office Administration Education Class of 2019, Surabaya State University, totaling 54 students. Within that study, saturated sampling was used to sample the entire population. This technique is recommended by Sugiyono (2013) for populations of less than 100 people. This research was conducted at the Office Administration Education Study Program, Faculty of Economics and Business, Surabaya State University which is located at Jl. Ketintang, Surabaya City.

In this study measuring the perceptions of the three variables, namely PLP, family environment and interest in becoming a teacher from each respondent's answers. Perceptions of respondents' answers from the three variables are different and not the same as each other. So that the data collection technique used to measure perceptions by using a questionnaire. Questionnaire is a form containing written questions as a data collection technique (Mardalis, 2008). In the study, research subjects were interviewed by researchers in a closed questionnaire with Likert scale who had been determined to measure the level of opinion of the research indicators (Supriadi, 2022). The Likert scale uses alternative answers on a scale of 1-5, where the questionnaire is distributed to research subjects using the Google form which is distributed via WhatsApp.

The data analysis technique in this study uses various techniques and stages including Multiple Linear Regression Analysis, Instrument testing, including validation tests and reliability tests that are applied to assess the validity and reliability of each questionnaire statement item. Validity test aims to ensure the accuracy of a measuring instrument in carrying out its functions, namely measuring the desired variable (Darma, 2021). In addition, the classic hypothesis test consisting of normality, multicollinearity and heteroscedasticity tests. As a condition for statistical testing in multiple regression models, it is important to use normal data. Normal data distribution will affect other test outcome and hypotheses (Yusuf & Daris, 2019). This test determines whether there is variance inequality across all observations in the residuals of the linear regression model.

This stage is considered mandatory, because it is a function that must be fulfilled, otherwise the model is considered invalid as a predictive tool (Yusuf & Daris, 2019). Multicollinearity shall be observed if a tolerance limit exceeds 0.10 or the Variance Inflation Factor (VIF) value is below 10 (Ghozali, 2016). Hypothesis testing with a number of linear regression tests, such as t-tests, F-tests, also the coefficient of determination test.

**FINDINGS AND DISCUSSION**

In this study, after the data was obtained, in the use of SPSS version 25 software, this data has been analysed through a range of techniques and stages. The data must be known to have been in good condition for this analysis test, so as to achieve a good result.

*Validity test*

The validity assessment involved 34 different respondents from the original sample. Validity was determined using the Product Moment Correlation Technique. To determine the validity, the criterion used is  $r_{count} > r_{table}$  with a significant level of 0.05%. For N as many as 34, the critical value of r based on Product Momenty Correlation was found to be 0.338. The results of the validity test are presented below to provide further details:

Table 1. Validity test

Variables	No. Items	r count	r table	Information
PLP (X <sub>1</sub> )	1	0,927	0,338	Valid
	2	0,814		
	3	0,388		
	4	0,701		
	5	0,912		
	6	0,599		
	7	0,584		
	8	0,815		
	9	0,772		
	10	0,817		
Family environment (X <sub>2</sub> )	1	0,741	0,338	Valid
	2	0,803		
	3	0,812		
	4	0,751		
	5	0,632		
	6	0,712		
	7	0,373		
	8	0,749		
	9	0,860		
	10	0,817		
Interest in Becoming Teacher (Y)	1	0,475	0,338	Valid
	2	0,618		
	3	0,831		
	4	0,866		
	5	0,806		
	6	0,817		
	7	0,938		
	8	0,863		
	9	0,793		
	10	0,905		
	11	0,761		

Reliability Test

Table 2. Reliability Test

Variable	Cronbach's <i>alpha</i>	Information
PLP (X <sub>1</sub> )	0,895	Reliable
Family Environment (X <sub>2</sub> )	0,881	Reliable
Interest in Becoming a Teacher (Y)	0.941	Reliable

A classic assumption test shall be performed in order to verify the hypotheses which have been developed after collection of data:

Normality Test

This study uses a normal probability plot graph. Outcome of the analysis of the p-plot graph are as follows:

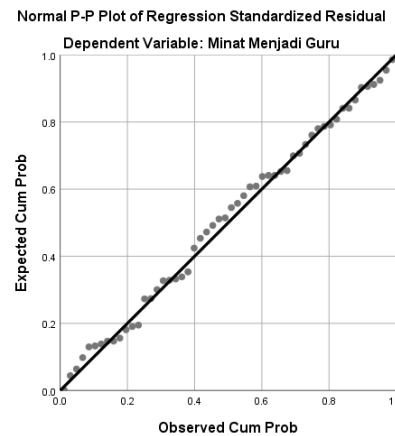


Figure 1. Normality Test

Based on Figure 1, It may be interpreted as the distribution of data on a normal basis which is shown from the spread of the points that are close to the diagonal line.

Heteroscedasticity Test

The outcomes of the heteroscedasticity test using the scatterplot are shown below, namely:

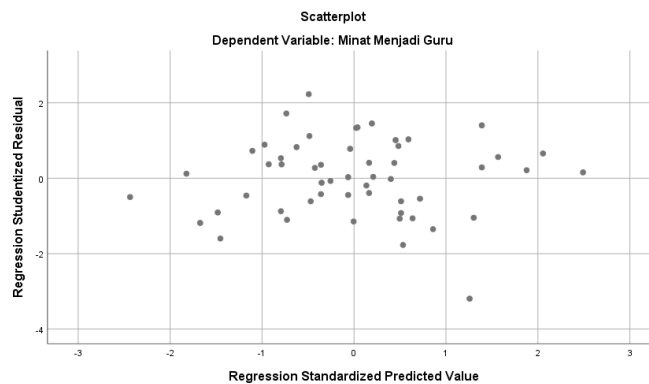


Figure 2. Heteroscedasticity Test

As can be seen from Figure 2, the distribution of points is random, extending up and on the y axis, down to zero. That means that in this study there is no

heteroscedasticity. In order to measure the level of interest in teaching based on the independent variable, namely Introduction to the School Field and family environment, making the regression model feasible to use.

*Multicollinearity Test*

Confirm that the data phase obeys the normal distribution. Therefore, the next step is to use multicollinearity tests to ensure that the relationship of each dependent variable is known from the regression model.

Table 3. Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
PLP	0,815	1.228
Family Environment	0,815	1.228

Out of Table 3, we can see for each variable, the VIF values and tolerances shall be below 10 and above 0.1. As a result, it was concluded that the regression model has no multicollinearity.

The concluding stage of exploration is to answer the research hypothesis. To answer this, the required test process is:

*T-test*

Table 4. T-test

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	-9.370	7.003	-1.338		
PLP	.422	.187	2.255	.815	1.228
Family Environment	.896	.151	5.948	.815	1.228

a. Dependent Variable: Interest in Becoming a Teacher

The outcome of the t-test of this study showed that the significance value of the PLP variable (X1) for interest in being a teacher (Y) was 0.028 and the t-number was 2.255, leading to the conclusion that H1 was accepted. This means that the PLP (X1) had no influence on interest in the teaching profession (Y). Meanwhile, the home environment variable (X2) for interest in teaching (Y) is 0.000 and the T-counter is 5.948. From this it can be concluded that H2 is accepted, which means that there is an influence on the home environment (X2) about interest in becoming a teacher (Y).

*Test F*

Table 5. Test F

Model	Sum of Squares	df	Mean Square	F	Sig.
1. Regression	2701.302	2	1350.651	31.927	.000 <sup>b</sup>
Residual	2157.531	51	42.306		
Total	4858.833	53			

a. Dependent Variable: Interest in Becoming a Teacher

b. Predictors: (Constans), Family environment, PLP

Out of Table 5 above, the significant value for the simultaneous influence of PLP (X1) and family environment (X2) on interest in becoming a teacher (Y) is known based on the findings in table 5 above H3 is approved because the above value is 0.000 and the estimated F value is 31.927, indicating that PLP (X1) and family environment (X2) have an effect on interest in being a teacher (Y) simultaneously.

*Test the Coefficient of Determination (R<sub>2</sub>)*

Table 6. Test the Coefficient of Determination (R<sub>2</sub>)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746 <sup>a</sup>	.556	.539	6.504

a. Predictors: (Constant), Family environment, PLP

b. Dependent Variable: Interest in Becoming a Teacher

From Table 6 above, it can be seen that the R-squared value is 0.556. That measure such the size of the independent variable explains 55.6% of the dependent variable.

***The Effect of PLP on Interest in Becoming a Teacher***

The findings revealed a significantly beneficial effect, which addressed the first study problem's formulation regarding the impact of school field introduction a desire to be a teacher. The value of the obtained is 2.255, which is greater than the 1.673 crucial t value, leading to the acceptance of hypothesis H<sub>1</sub>. This suggests that the introduction of the training field (X<sub>1</sub>) and the interest in becoming a teacher (Y) have a favorable and substantial link. The study yielded a significance value of 0.028.

The Introduction to the School Field variable's data description also demonstrates a strong category, further demonstrating the factor's significance in influencing students in the class of 2019 at Surabaya State University's interest in becoming teachers. According to this study, the level of interest in teaching is increasing as teachers become more familiar with education. The findings of this study concur with of Hidayat (2019) assertion that the Field Introduction Program (PPL) has an internal influence on students' desire in becoming teachers. Moreover, earlier research also supports the findings of this study by Luqman & Dewi (2022) and Rahmadiyahani et al., (2020) and others. Also support the results of this study, which show a positive and significant influence of the School Field Introduction (PLP) on students' interest in pursuing a teaching career in a similar educational environment.

Overall, these studies show a significant relationship between PLP and Interest in Becoming a Teacher, which confirms the importance of the PLP program in fostering students' interest in the teaching profession.

***The influence of the family environment on the interest in becoming a teacher***

To answer the second research problem formulation regarding the effect of family environment on savor in become a teacher, the results showed a significant positive effect. The t value obtained is 5.948, exceeding the critical t table value of 1.673, which leads to the acceptance of hypothesis H<sub>2</sub>. This indicates that there's a positive also significant relationship between Family Environment (X<sub>2</sub>) and savor in become a Teacher (Y). Furthermore, the significance value obtained from the study is 0.000.

The data description of the Family Environment variable shows sufficient categorization. This highlights the important role of the Family Environment in shaping Interest in Becoming a Teacher in Office Administration Education Students Class of 2019, Surabaya State University. As the quality of the Family Environment increases, the Interest in Becoming a Teacher also increases.

The results of this study are in line with the opinion of Shaleh & Wahab (2004) who emphasize the influence of external factors, including The family atmosphere, in respect of a person's interest in teaching. The family environment serves as a supporting factor in the preparation of prospective teachers, and with adequate family support, individuals become better prepared to pursue a teaching career. In addition, The results of that study are in line with the conclusions drawn from earlier studies by Islamati & S (2023), which showed a significant influence between the family environment on interest in becoming a teacher among Economics Education Students at Padang State University. Likewise, Prastiani & Listiadi's research (2021) It confirms that the family environment is of considerable influence on students' motivation to become a teacher.

Overall, The results of the study lead to a significant and favourable relationship between the Family Environment and Interest in Becoming a Teacher, highlighting the influential role of the family environment in shaping students' interest in the teaching profession.

#### ***The influence of PLP and the family environment on the interest in becoming a teacher***

The results indicated that the variables of Introduction to the School Field (PLP) and the family environment simultaneously (together) had a positive and significant effect on interest in becoming a teacher because the statistical results of the F test came to 31.927 with a significance value of 0.00 to address the formulation of the third research problem, the effect of Introduction to the School Field (PLP) and the Family Environment on Interest in Becoming a Teacher. The independent variables may account for 55.6% of the variation in the dependent variable, according to the R Square coefficient of 0.556. Other factors outside the scope of this investigation are responsible for the remaining 44.4%. The findings of this study are in line with investigations made by Ardyani & Latifah (2014) who identified seven variables perceptions of the teaching profession, teacher welfare, academic success, PPL experience, socialization with friends, family environment, and personality.

The experience gained through the Introduction to School Field (PLP) has significant meaning and benefits for students. Their interaction with teachers and fellow students in the school environment during PLP fosters mutual respect and builds positive relationships as influencing variables that affect students' interest in becoming teachers. In addition, the family environment also plays an important role in shaping one's career development, as the family lays the foundation for proper growth and development. In the context of becoming a teacher, support and encouragement from the family is very influential, thus increasing students' enthusiasm to pursue a career as a teacher. Therefore, when students have a positive PLP experience and receive great support from their families, their interest in becoming teachers is likely to increase. In conclusion, the findings indicated that Introduction to Schooling Field (PLP) and Family Environment have a favorable also significant influence that it's important to be a teacher. Students' PLP experience and a supportive family environment are important factors that contribute to increasing their interest in pursuing a career as a teacher.

## CONCLUSION

The purpose of this study was to answer these questions and look for questions raised by previous researchers regarding the impact of introducing the school field and family environment on interest in becoming a teacher. The results of this research report lead to the conclusion that the introduction of the school field and family environment partially and simultaneously influence the interest in becoming a teacher. PLP itself is an activity created by the university as a means to gain hands-on experience teaching in class and can be used as a means of adaptation to the educational environment. From the experience gained during the Introduction to the School Field, students have a good idea of the teaching profession. This can help students in deciding their interest in becoming a teacher. And also supported by a family environment that supports career decisions as a teacher. For further research by looking at the variables and problems in this study, it is hoped that they can explore variables that were not examined in this study or add new variables so that they get a different subject matter from this research with notes that the selected variables can make further contributions to things that have interest in becoming a teacher.

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