

## THE INFLUENCE OF MOTIVATION, SELF-EFFICACY AND FAMILY ENVIRONMENT TO INTEREST TO BECOME A TEACHER

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**Abstract:** *This study aims to identify the influence of motivation, self-efficacy and family environment to interest to become a teacher. This study applied a quantitative approach with a data collection method in the form of a survey with a questionnaire as the research instrument. The population in this study are the Economics and Administration Education Students of, Faculty of Economic and Business, Universitas Negeri Jakarta year 2022. The analysis techniques used in this study are statistical descriptive analysis, multiple linear regression, the classical assumption test, and hypothesis testing analysis. The results of this research shows that: 1) motivation does not affect interest in becoming a teacher, 2) self-efficacy also does not affect interest in becoming a teacher, 3) family environment does affect interest in becoming a teacher by 29.30% and 4) motivation, self-efficacy, and family environment together influence interest in becoming a teacher by 7.10%. The results of this study is expected to contribute to developing knowledge about education, especially for researchers who are interested in analyzing the influence of motivation, self-efficacy, and family environment to interest in becoming a teacher.*

**Keyword:** *Motivation, Self-Efficacy, Family Environment, Interest In Becoming A Teacher*

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## INTRODUCTION

Education is the main key that is expected to produce quality human resources by providing knowledge, skills, and values needed to think critically, analytically, and rationally in facing the complexity of problems in the real world. as stated in the Undang-Undang Republik Indonesia No. 20 Tahun 2003 concerning National Education that national education functions as the formation of character and development of students' potential to become qualified. Therefore, the education system must continue to be adjusted to the dynamics of society so that it remains relevant and can run comprehensively. In realizing these educational goals, of course, it is inseparable from the role of educators, especially teachers. Teachers themselves are one of the components that play an important role in directing students to achieve success in order to educate the nation's life. For this reason, teacher professional development continues to be carried out in improving the quality and abilities of teachers.

Based on data recorded by the Badan Pusat Statistik (BPS), in the 2022/2023 period the number of teachers in Indonesia reached 3.37 million, an increase of 2.70% compared to the previous year. However, Nunuk Suryani, as the Director General of Teachers and Education

Personnel, stated that the number of certified teachers in 2023 decreased to 1.27 million due to the high number of non-certified honorary teachers but minimal input of certified teachers, along with the large number of teachers retiring (Kemendikbud, 2024). This shows that the number of teacher education personnel in Indonesia still needs to be improved.

One way to improve the teaching profession is by optimizing teacher education. Lembaga Pendidikan Tenaga Kependidikan (LPTK) as the organizing institution is expected to provide comprehensive mastery of knowledge that is needed by prospective teachers to be able to carry out their main duties well in the future. Likewise, to obtain the skills and competencies of a teacher as mentioned by Sugiharto (2019), namely pedagogical, personality, professional, and social competencies as supporting factors, therefore studying at the Lembaga Pendidikan Tenaga Kependidikan (LPTK) is an important and appropriate first step with the hope that after graduating, education students can work as professional educators. However, before instilling competencies and improving quality educators, it is necessary to build the interest of education students to become teachers. Students who are interested in becoming teachers will be more serious about studying knowledge, theory and practice in higher education, so that later the competence of a teacher will be achieved.

The level of interest of students with educational backgrounds is certainly also very important to create prospective teachers, because a low level of interest in the teaching profession will certainly affect the quality of students and the lack of optimal formation of prospective teacher competencies. In essence, students of educational study programs are guided to become teachers. However, in reality there are still students majoring in education who choose not to become teachers.

Those un-ideal interests in becoming a teacher, can be influenced by several supporting factors that have not been fulfilled. In the research of Nasrullah et al. (2018), a person's interest in becoming a teacher is influenced by internal and external factors involving three main components: cognition (knowing), emotion (feelings), and conation (will). This means that a person must understand the teaching profession, have positive feelings towards the teaching profession and have a strong will to become a teacher without any coercion from other parties. In other words, this is related to the motivation that must be built by individuals in growing a sense of interest.

Besides, the efficacy factor is also thought to have an influence on the interest in becoming a teacher. Basically, self-efficacy is a person's belief in their ability to plan and carry out the actions needed to achieve certain results, especially in new situations.

In addition to motivational and self-efficacy factors, family environment factors are also thought to influence interest in becoming a teacher. The family environment is an external factor that influences decision making, one of which is the decision to pursue a career as a teacher.

## LITERATURE REVIEW

### Interests to Become a Teacher

According to Djamarah (2008), interest is a feeling of preference and attraction to something or an activity without being told to do so. In essence, interest arises because of a person's interest in something that comes from outside or within their hearts. In addition, Aini (2018) also stated that interest is a feeling of interest from within an individual that drives and influences a person's behavior to realize their desires.

Thus, based on the above understanding, the interest in becoming a teacher can be defined as a deep interest in the teaching profession, marked by efforts to find out more about the profession, feeling joy in it, and finally having a strong desire to become a teacher. In accordance with Djaali's statement (2015) where the interest in becoming a teacher is a person's desire to become a professional teacher with its manifestation through a sense of joy, concentration, and curiosity about the teaching profession.

According to Ahmadi (2009) there are several attributes used to measure interest to become a teacher. However, some of those used in this study are cognition, emotion, and conation.

### **Motivation**

According to Uno (2008), the term motivation comes from the word "motive" which means the power within an individual, which causes the individual to act or do something. Hamalik (2013) also states that motivation is a change in energy from within a person which is marked by the emergence of feelings and reactions to achieve a certain goal. In addition, Uno (2008) stated that there are several attributes used to measure motivation. However, some of those used in this are the existence of desire and passion, the existence of motivation and need, the existence of hope and ideals, and the existence of a good environment.

### **Self-efficacy**

Self-efficacy is the belief in oneself to master a situation and create positive results. Alwisol (2010) stated that self-efficacy is a self-perception of how successful one is in doing something in a particular situation. Meanwhile, Ghufroon & Risnawitaq (2017) stated that self-efficacy in general is a person's belief in their abilities to overcome various situations that arise in their life. In essence, self-efficacy is not related to the skills that a person has, but rather to the individual's beliefs about what can be done with the skills they have, no matter how great. Tifani & Wahjudi (2022) also added that this self-efficacy arises because of the feeling of confidence that each individual has talent and potential within themselves, so that they have the effort and determination to complete their responsibilities or tasks well. Additionally, Smith et al. (2006) stated that there are four attributes used to measure self-efficacy which are confidence in one's own abilities, optimistic, objective, responsible, also rational and realistic.

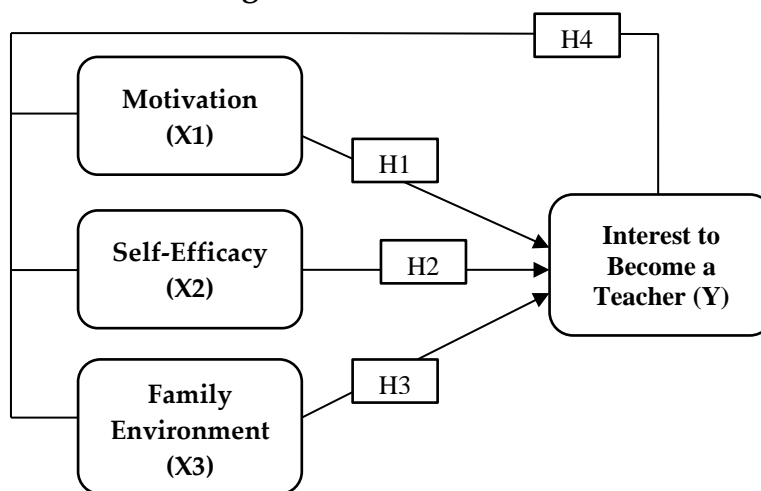
### **Family Environment**

An environment certainly plays a role in influencing a person, including the family environment. The family plays an important role in shaping a child's character and personality, including in terms of the ability to make independent and responsible decisions, especially in choosing a career (Febryanti & Rochmawati, 2021). In addition, Yuniasari & Djazari (2017) state that the family environment is a conscious effort by normative adults to influence children's development in terms of education. Serving (2017) also added that the family environment is the basic and initial education that a child will receive. Thus, based on research by Slameto (2010) there are several family environment attributes such as how parents educate, relationship between family, home atmosphere, family economic conditions, understanding parents, background. However, the attributes used in this study are family support, family economic conditions, and family educational background.

## METHODS

This study used a quantitative approach to analyze the influence between motivation, self-efficacy, family environment, and interest in becoming a teacher of Economics and Administration education students of Faculty of Economics and Business UNJ year 2022. The population of the study was all education students in the study program, while sampling technique used proportionate stratified random sampling technique in probability sampling so that 178 respondents were obtained. The data collection technique was carried out through a questionnaire distributed online. The data obtained were then analyzed using statistical descriptive analysis, multiple linear regression, the classical assumption test, and hypothesis testing analysis.

**Figure 1. Research Model**



Source: data processed by researchers, 2024

## RESULTS AND DISCUSSION

### Descriptive Statistical Analysis

**Table 1. Descriptive Statistical Analysis**

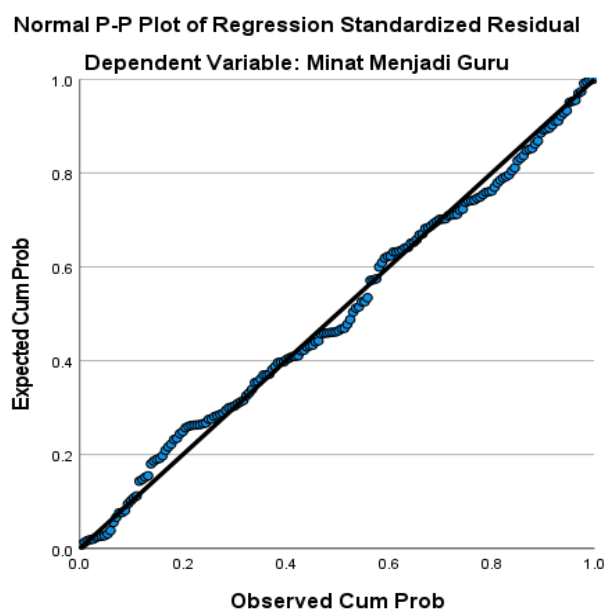
		Interest to Become a Teacher	Motivation	Self-efficacy	Family Environment
N	Valid	178	178	178	178
	Missing	0	0	0	0
Mean		27.35	32.15	35.65	27.01
Median		27.00	32.00	35.50	27.00
Mode		26	34	35	27
Std. Deviation		4.465	4.570	4.691	4.387
Range		24	26	22	24
Minimum		17	21	24	16
Maximum		41	47	46	40
Sum		4868	5722	6346	4808

Source: data processed by researchers, 2024

Based on the calculation results written in the table above, it can be explained that the difference between the highest and lowest values (range) of interest to become a teacher is 24. Then the average value (mean) is 27.53, the most frequently occurring value (mode) is 26, the middle value (median) is 27.00, and the standard deviation is 4.465. Then the difference between the highest and lowest values of (range) of motivation is 26. Then the average value (mean) is 32.15, the most frequently occurring value (mode) is 34, the middle value (median) is 32.00, and the standard deviation is 4,570. Also, the difference between the highest and lowest values (range) of self-efficacy is 22. Then the average value (mean) is 35.65, the most frequently occurring value (mode) is 35, the middle value (median) is 35.50, and the standard deviation is 4.691. Meanwhile the difference between the highest and lowest values (range) of family environment is 24. Then the average value (mean) is 27.01, the most frequently occurring value (mode) is 27, the middle value (median) is 27.00, and the standard deviation is 4.381.

## Normality Test

**Figure 2. Normality Test**



Source: data processed by researchers, 2024

Based on the plotting data above, it can be seen that the plotting data (dots) follow the diagonal line. So it can be concluded that motivation, self-efficacy, family environment, and becoming a teacher have a normal distribution.

## Multicollinearity Test

**Table 2. Multicollinearity Test**

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Motivasi	0.976	1.025

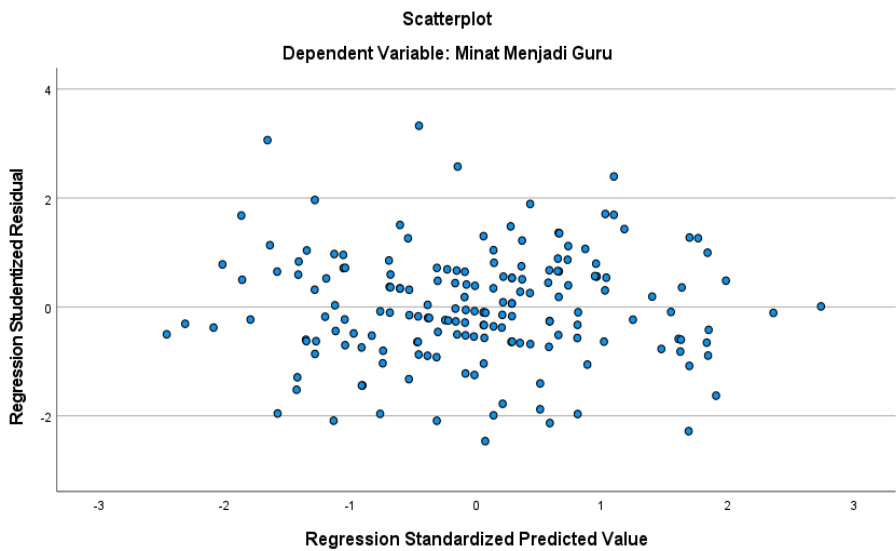
	Efikasi Diri	0.983	1.017
	Lingkungan Keluarga	0.987	1.013

Source: data processed by researchers, 2024

Based on the results above, shows that the variables of motivation, self-efficacy, and family environment have VIF values <10. It can be concluded that the regression model used does not experience multicollinearity.

**Heteroscedasticity Test**

**Figure 3. Heteroscedasticity Test**



Source: data processed by researchers, 2024

The figure above shows that the data is spread out so that the regression model does not experience heteroscedasticity.

**Partial test (t Test)**

**Table 3. Partial Test**

Model		t	Sig.
1	(Constant)	4.135	0.000
	Motivasi	1.366	0.174
	Efikasi Diri	-0.02	0.981

		4	
	Lingkungan Keluarga	3.952	0.000

Source: data processed by researchers, 2024

Based on the result above, it shows sig. values of motivation (X1) is 0.174, self-efficacy (X2) is 0.981, and family environment (X3) is 0.000.. Ho is rejected for the family environment variable (X3). Partially, it can be concluded that there is no significant influence between the motivation and self-efficacy variables on the interest in becoming a teacher. Meanwhile, the family environment variable has a significant effect on the interest in becoming a teacher in education students of the Economics and Administration Study Program, FE UNJ, class of 2022.

### Simultaneous test (f Test)

**Table 4. Simultaneous Test**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	307.337	3	102.446	5.534	.001b
Residual	3221.068	174	18.512		
Total	3528.404	177			

Source: data processed by researchers, 2024

Based on the results above, shows a sig. value of 0.001 or  $<0.05$ , so Ho is rejected and Ha is accepted. There is an influence between the variables of motivation (X1), self-efficacy (X2), and family environment (X3) together on the interest in becoming a teacher (Y) in educational students of the Economics and Administration Study Program, FE UNJ, class of 2022.

### Determinant Coefficient Test ( $r^2$ test)

**Table 5. Determinant Coefficient Test**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.295a	0.087	0.071	4.303

Source: data processed by researchers, 2024

Based on the results above, show that the coefficient of determination ( $R^2$ ) is 0.071 or 7.10%. So it can be said that 7.10% of interest in becoming a teacher is influenced by motivation, self-efficacy, and family environment. While the remaining 92.9% is influenced by other variables not examined in this study.

## Multiple Linear Regression Analysis

**Table 6. Multiple Linear Regression Analysis**

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	16.340	3.952
	Motivasi	0.098	0.072
	Efikasi Diri	-0.002	0.070
	Lingkungan Keluarga	0.293	0.074

Source: data processed by researchers, 2024

Based on the table above, can be concluded that  $y = 16.340 + 0.098 X_1 - 0.002 X_2 + 0.293 X_3$ . This regression model predicts that when motivation, self-efficacy, and family environment are all zero, interest in teaching is 16.340. Increases in motivation and family environment scores positively correlate with increased interest in teaching, while increases in self-efficacy have a negligible negative impact.

### H1: The influence of Motivation to Interest to become a Teacher

Based on partial calculations, the influence of motivation on interest in becoming a teacher obtained a significance value of 0.174 and a regression coefficient of 0.098. However, because the significance value  $t > 0.05$ , the first hypothesis is rejected. This shows that every one unit increase in the motivation variable will increase interest in becoming a teacher by 0.098. However, this variable cannot be considered a strong influence.

The results of this study contradict the research of Nur Fatimah (2020) entitled "Pengaruh Motivasi dan Persepsi tentang Profesi Guru terhadap Minat Menjadi Guru MI pada Mahasiswa PGMI Angkatan 2017 UIN Walisongo Semarang" where the study found a large influence between motivation and interest in becoming a teacher. Motivation that arises from within the individual, both driven from within and from outside will help increase interest in becoming a teacher. However, on the other hand, the results of this study are comparable to the research of Arif Firman Alim, et al. (2016) entitled "Faktor-Faktor yang Mempengaruhi Minat Profesi Guru Mahasiswa Program Studi Pendidikan Teknik Bangunan (S1) Jurusan Teknik Sipil FT UNP". The study found that motivation has a low influence on interest in becoming a teacher. In other words, interest in becoming a teacher is influenced by other factors that have a more significant impact.

### H2: The influence of Self-Efficacy to Interest to become a Teacher

Based on partial calculations, the influence of self-efficacy on interest in becoming a teacher obtained a significance value of 0.981 and a regression coefficient of -0.002. Because the significance value  $t > 0.05$  and the regression coefficient value is negative, the second hypothesis is also rejected. This shows that there is an inappropriate influence if self-efficacy increases by one value, it will decrease interest in becoming a teacher by -0.002.



The results of this study are in line with the research of Renita Sari & Rusdarti (2020) entitled "Pengaruh Motivasi Dan Lingkungan Keluarga Melalui Self Efficacy Terhadap Minat Menjadi Guru". The study shows that self-efficacy does not have a significant influence on interest in becoming a teacher. Thus, it can be said that the self-efficacy variable does not have a positive and significant influence on interest in becoming a teacher.

### **H3: The influence of Family Environment to Interest to become a Teacher**

Based on partial calculations, the influence of the family environment on interest in becoming a teacher obtained a significance value of 0.000 and a regression coefficient of 0.293 (29.30%). Since the significance value of  $t < 0.05$  and the regression coefficient value is positive, the third hypothesis is accepted. This means that the more positive and supportive a student's family environment is, the more likely the student is to have a strong interest in becoming a teacher. The results of this study are in line with the research of Whan Azizah Afifa & Margunani (2023) "The Influence of Self Efficacy, Family Environment, and Teachers' Perceptions of Welfare on the Interest to Become an Accounting Teacher". Thus, the family environment plays an important role in building and fostering students' interest in becoming teachers. Strong support from the family can have a significant positive impact on students' interest in becoming teachers.

### **H4: The influence of Motivation, Self-efficacy and Family Environment to Interest to become a Teacher**

The results of the study show that  $H_a$  is accepted and  $H_o$  is rejected so that there is an influence of motivation, self-efficacy, and family environment together on the interest in becoming a teacher in education students of the Economics and Administration study program, FEB UNJ, class of 2022. This is indicated by the results of the F test obtained with a sig. value of 0.001 or  $< 0.05$ . The contribution given is indicated by the results of the multiple regression test which obtained a value that the coefficient of determination ( $R^2$ ) was 0.071 (7.10%). So it can be said that 7.1% of interest in becoming a teacher is influenced by motivation, self-efficacy, and family environment. While the remaining 92.9% is influenced by other variables not examined in this study.

This results are also in line with research by Dinda Putri Larasati, et al. (2022) entitled "The Influence of Family Environment and Self-Efficacy on Interest in Becoming a Student Teacher in the Education Study Program, Faculty of Economics, Jakarta State University 2018" which strengthens the idea that the family environment and self-efficacy play a very significant role in shaping a person's interest in becoming a teacher.

A supportive family environment, characterized by open communication, harmonious relationships, and strong emotional support, creates a solid foundation for the growth and development of interest in becoming a teacher. This support can even encourage students' motivation in achieving their goals, including becoming a teacher. On the other hand, high self-efficacy reflects a person's belief in their ability to achieve their goals. Students with high self-efficacy tend to be more proactive, persistent, and able to overcome the obstacles they face.

## CONCLUSION AND RECOMMENDATION

Based on the results above, there are several conclusions that can be explained, which are that motivation has a positive influence on interest to become a teacher, but not significantly. This is indicated by the values obtained in t test was  $0.174 > 0.05$  and a regression coefficient of 0.098. H1 is rejected. Self-efficacy has no significant and positive influence on interest to become a teacher. This is indicated by the values obtained in t test  $0.981 > 0.05$  and a regression coefficient of -0.002. H2 is also rejected. Family environment has a significant and positive influence on interest to become a teacher. This is indicated by the values obtained in t test  $0.000 < 0.05$  and a regression coefficient of 0.293. H3 is accepted. Motivation, self-efficacy, and family environment together influence interest in becoming a teacher positively and significantly. This is indicated by the values obtained in f test  $0.001 < 0.0$  and the coefficient of determination ( $R^2$ ) was 0.071 (7.10%). H4 is also accepted.

The suggestion that can be given is educational institutions and guidance counselors should emphasize the importance of a supportive family environment in fostering students' interest in teaching. Programs and workshops could be designed to educate parents and families on how to effectively support their children's aspirations to become teachers.

In addition, educational institutions also need to provide a supportive learning environment to build soft skills such as communication, teamwork, problem solving, and leadership. These skills will increase their confidence in facing challenges.

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