



The Influence of Perception of the Teaching Profession, Self-Efficacy of Natural and Social Sciences Subjects and Family Environment on Interest in Becoming an Elementary School Teacher

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ARTICLE INFO

Article history:

Received Jan 02, 2026

Revised Jan 7, 2026

Accepted Jan 21, 2026

Keywords:

Interest in Becoming a Teacher;
Family Environment;
IPAS Self-Efficacy;
Perception of the Teaching
Profession;
PGMI.

ABSTRACT

This study aims to analyze the influence of the perception of the teaching profession, self-efficacy of the science subjects, and family environment on the interest of students of the Elementary School Teacher Education Study Program (PGMI) to become (MI) Elementary School teachers. The study used a quantitative approach with a survey method. The study population consisted of 52 PGMI fifth semester students, with a sample of 34 students selected using a purposive sampling technique. Data were collected through a Likert-scale questionnaire and analyzed using multiple linear regression with the help of SPSS version 25. The results showed that partially the perception of the teaching profession and self-efficacy of the science subjects did not significantly influence the interest in becoming MI teachers. In contrast, the family environment had a positive and significant influence on students' interest in pursuing the MI teaching profession. However, simultaneously the perception of the teaching profession, self-efficacy of the science subjects, and the family environment significantly influenced the interest in becoming MI teachers. These findings indicate that interest in becoming MI teachers is formed through the interaction of psychological, academic, and social factors, with the family environment as the most dominant factor. This study provides important implications for the PGMI study program in designing a more holistic and contextual strategy for developing prospective teachers.

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INTRODUCTION

The teaching profession plays a strategic role in human resource development in Indonesia, particularly in the field of Islamic elementary education (Arni & Kurdi, 2023; Sukenti et al., 2021;

Widiana et al., 2022). As the vanguard in shaping the character and foundation of early childhood education, Elementary School (MI) teachers require a high level of commitment and interest from prospective educators. Interest in becoming a teacher does not develop instantly, but is influenced by a variety of complex, interrelated factors, including perceptions of the teaching profession, self-confidence in mastering the subject, and support from the family environment (Larasati & Karyaningsih, 2022; Rizkia et al., 2024; Usman & Suciviana, 2022). The declining interest of young people in entering the teaching profession, particularly at the elementary level, is a serious concern for various stakeholders, including the government, educational institutions, and the wider community.

The current Indonesian education context presents significant challenges in terms of teacher availability and quality, particularly in Islamic elementary schools (MI). According to data from the Ministry of Religious Affairs, there is still a shortage of teachers in various regions, particularly in remote and interior areas. This situation is exacerbated by the low interest of university graduates in choosing teaching as their primary career. This phenomenon occurs not only in public schools but also in madrasahs, which should be the foundation of a strong Islamic education. This low interest threatens the sustainability of the quality of basic Islamic education and has the potential to hinder efforts to educate the nation, as mandated by the National Education System Law. Empirical studies indicate a declining trend in interest among education graduates in becoming teachers, reflected in declining enrollment in teacher education programs and a persistent shortage of teachers in madrasahs, particularly in remote areas. This condition has serious implications for meeting future teacher needs and maintaining the quality of Islamic basic education. (Wahyuni, 2025)

The urgency of this research is increasingly important given the shift in educational paradigms brought about by the COVID-19 pandemic and the implementation of the Independent Curriculum. The digital transformation in education demands that teachers possess additional competencies, including technological skills and mastery of online learning materials. This situation influences students' perceptions of the teaching profession, which is often perceived as challenging with a high workload but inadequate compensation (Suharti & Purwohedi, 2023; Wahidi & Widiatami, 2025). Furthermore, Natural and Social Sciences (IPAS) is one of the subjects often considered difficult by prospective teachers, making self-efficacy, or confidence in mastering this material, a determining factor in their interest in becoming MI teachers (Hidayanti & Ibrahim, 2024; Marina & Ridlo, 2021; Octhian & Hura, 2024).

The relevance of this topic is further strengthened when we consider that interest in becoming a teacher is influenced not only by internal individual factors but also by external factors such as the family environment. The family, as the primary and primary social unit, plays a crucial role in shaping one's career aspirations and preferences. Family support or even rejection can significantly influence a student's decision to pursue a teaching career (Larasati & Karyaningsih, 2022; Usman & Suciviana, 2022). The complex interaction between professional perceptions, self-efficacy in science subjects, and family support forms a framework that determines the level of interest of PGMI students in becoming teachers in the future.

Recent trends indicate that perceptions of the teaching profession fluctuate, influenced by various social and economic factors. Recent studies indicate that while some segments of society still respect the teaching profession, perceptions about teacher welfare and career paths remain a major concern (Sholichah & Pahlevi, 2021). This aligns with research that found that perceptions of teaching professional well-being significantly influence students' interest in becoming teachers (Hamidah & Febriana, 2025). This phenomenon demonstrates a gap between the ideals of the teaching profession and the economic realities teachers face today.

The main problem underlying this research is the lack of a comprehensive study that specifically examines the influence of three variables simultaneously (perception of the teaching profession, self-efficacy in science subjects, and family environment) on interest in becoming an MI

teacher. Most previous studies have focused on only one or two variables, so a holistic picture of the factors influencing interest in becoming a teacher remains fragmented. Furthermore, the specific context of PGMI as a study program that prepares teachers for Islamic elementary schools (madrasah ibtidaiyah) has unique characteristics that distinguish it from other teacher training programs, particularly in terms of integrating Islamic values with general education. Beyond variable simultaneity, the most critical gap in previous studies lies in the limited contextualization of teacher interest research within the specific PGMI setting, particularly regarding subject-specific self-efficacy in IPAS and the distinctive socio religious role of madrasah teachers. As a result, existing findings remain insufficient to explain career interest formation among prospective MI teachers in contemporary madrasah contexts.

The knowledge gap addressed by this research is the lack of understanding of how the interaction between perceptions of the teaching profession, subject-specific self-efficacy in science, and family support simultaneously shape the interest of PGMI students. Previous research has demonstrated the partial influence of each variable, but none has examined the synergy between these variables in the context of PGMI. For example, research by Prastiani & Listiadi (2021) has demonstrated the influence of self-efficacy, perceptions of the teaching profession, and family support on interest in becoming a teacher, but this was conducted in the context of Accounting Education students, not PGMI.

Furthermore, there is a gap in understanding the specific role of self-efficacy in science and natural sciences (IPAS) on interest in becoming an MI teacher. As one of the core subjects in Islamic elementary schools (Madrasah Ibtidaiyah), IPAS is often a source of anxiety for prospective teachers, particularly due to the complexity of the concepts and teaching methods required. Self-efficacy in this specific subject can be a strong predictor of interest in teaching the subject, but research specifically examining this in the context of PGMI is still very limited. This phenomenon is in line with the finding that self-efficacy plays a significant role in various academic and professional aspects. (Khoiriyah et al., 2025).

Another gap that needs to be addressed is the lack of understanding of how these three variables interact in the context of modern educational change. The digital era and the implementation of new curricula have transformed the Indonesian educational landscape, which undoubtedly influences students' perceptions of the teaching profession. Self-efficacy in mastering science subjects may also be affected by new technology-based learning methods. Furthermore, family environments may also have different perceptions of the teaching profession in this modern era. This study aims to fill this knowledge gap by providing a comprehensive overview of the dynamics of factors influencing interest in becoming an MI teacher in the current context.

The main objective of this study is to identify and analyze the influence of the perception of the teaching profession, self-efficacy of the science subjects, and the family environment on the interest of students of the Elementary Madrasah Teacher Education Study Program (PGMI) to become teachers. Specifically, this study aims to: (1) determine the influence of the perception of the teaching profession on the interest in becoming MI teachers; (2) determine the influence of the self-efficacy of the science subjects on the interest in becoming MI teachers; (3) determine the influence of the family environment on the interest in becoming MI teachers; and (4) determine the simultaneous influence of these three variables on the interest in becoming MI teachers.

The expected theoretical benefit of this research is the development of a theory on the factors influencing interest in becoming a teacher, particularly in the context of Islamic education. The results are expected to contribute to the academic literature on educational psychology and teachers, as well as provide new insights into the complex interactions between internal and external factors in shaping career interest in teaching. Furthermore, this research is also expected to develop a conceptual model that can serve as a basis for further research in the same field.

Practically, this research is expected to provide valuable input for various educational stakeholders. For universities, particularly PGMI study programs, the results can serve as a

reference for developing more effective curricula and development programs to increase student interest in becoming teachers. For the government and related institutions, the findings can serve as a basis for formulating better policies related to teacher welfare and professional development. For parents and the wider community, the results can provide a better understanding of the importance of family support in shaping the interest of young people in entering the teaching profession.

The long-term implications of this research contribute to efforts to improve the quality of Islamic basic education in Indonesia by providing qualified and highly committed teachers. By understanding the factors influencing interest in becoming a teacher, various parties can collaborate to create an educational ecosystem that supports the development of the teaching profession as an attractive and dignified career choice. This aligns with the national education development vision of creating qualified and globally competitive human resources, while upholding the character and Islamic values that underpin madrasah education.

RESEARCH METHODOLOGY

This study uses a quantitative approach with a survey method to analyze the influence of perceptions of the teaching profession, self-efficacy in science subjects, and family environment on students' interest in becoming MI teachers. The quantitative approach was chosen because it allows for objective measurement of research variables and generalizable statistical analysis (Memon et al., 2020; Sugiyono, 2013). The survey research design allows researchers to collect data from a representative sample to accurately describe the population's condition.

The population in this study included all 52 PGMI students in the 5th semester at the Islamic University of Kalimantan MAB Banjarmasin. A sample of 34 students was selected using a purposive sampling technique, which is a sampling technique based on certain criteria relevant to the research objectives. The criteria used include: (1) students have taken Science Education, Science Learning Development and Social Studies Education courses (2) are willing to be research respondents. This sample size is considered adequate based on considerations of population limitations and the rule of thumb principle in regression analysis of at least 10–15 respondents per independent variable (Memon et al., 2020). And using the Slovin formula.

Slovin's Formula

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{52}{1 + 52(0,10)^2}$$

$$n = \frac{52}{1 + 52(0,01)}$$

$$n = \frac{52}{1 + 0,52}$$

$$n = \frac{52}{1,52} = 34,21 = 34$$

Description:

n = number of samples

N = population (52)

e = margin of error

10%

Number of samples = 34 respondents

Data were collected using a closed-ended Likert-scale questionnaire (1–5) distributed online via Google Form. The instrument consisted of four sections: (1) perception of the teaching profession (Prastiani & Listiadi, 2021; Sholichah & Pahlevi, 2021), (2) self-efficacy in science subjects (Hidayanti & Ibrahim, 2024; Prastiani & Listiadi, 2021), (3) family support Prastiani & Listiadi (2021), and (4) interest in becoming an MI teacher (Prastiani & Listiadi, 2021; Valentin et al., 2019). In this study, perception of the teaching profession (X1) refers to students' evaluative views of the role of MI teachers, including Teacher Competence, Teacher Rights, and Teacher Obligations; self-efficacy in science subjects (X2) indicates confidence in mastering and teaching science content, which refers to Magnitude, Generality and Strength; family environment (X3) reflects emotional,

motivational, and value-based support for a teaching career; while interest in becoming an MI teacher (Y) indicates intentions, commitments, and career preferences that are aligned with the MI context. Before use, the instrument was tested for validity and reliability, resulting in a CVI (Content Validity Index) value of > 0.80 and Cronbach's alpha of > 0.70 for all scales, indicating the instrument's feasibility (Aiken, 1985; George & Mallery, 2024).

Data were analyzed using multiple linear regression analysis to examine the simultaneous and partial effects of the three independent variables on teacher interest. The analysis was conducted after meeting the classical assumptions (normality, multicollinearity, and heteroscedasticity). The entire analysis process was conducted using SPSS version 25 software. The results were then interpreted descriptively and inferentially to answer the research questions. This approach is expected to produce valid and reliable findings and provide empirical contributions to the development of teacher education policies in madrasah environments.

RESULTS AND DISCUSSIONS

Research result

This study aims to analyze the influence of teachers' professional perceptions, self-efficacy in science subjects, and family environment on their interest in becoming MI teachers. Data analysis was conducted using Statistical Package for the Social Sciences (SPSS) version 25 software with a quantitative approach. The following is a systematic presentation of the research results.

Respondent Characteristics

This study involved 34 students in the Elementary School Teacher Education (PGMI) study program. Respondent characteristics based on gender showed that 91% (31 students) were female and 9% (3 students) were male, reflecting the general demographic characteristics of PGMI students.

Instrument Validity and Reliability Test

Before conducting further data analysis, the research instrument was tested for validity and reliability. Validity testing on the Teacher Perception variable using the Pearson Product Moment technique with a significance level of 5% showed that all instrument items were declared valid with a calculated r value greater than the table r (0.339), which indicates that each item has good ability in measuring the construct (see table 1).

Table 1.
Validity of Teacher Perception Variable Test (X1)

Item	r Account	r Table	Note
X1_1	0.817	0.339	Valid
X1_2	0.742	0.339	Valid
X1_3	0.812	0.339	Valid
X1_4	0.789	0.339	Valid
X1_5	0.663	0.339	Valid
X1_6	0.631	0.339	Valid
X1_7	0.661	0.339	Valid

Then the validity test on the self-efficacy variable of the science subject using the Pearson Product Moment technique with a significance level of 5% showed that all instrument items were declared valid with a calculated r value greater than the r table (0.339), which indicates that each item has good ability in measuring the construct (see table 2).

Table 2.
Validity of the Self-Efficacy Variable Test for Natural Sciences Subjects (X2)

Item	r Account	r Table	Note
X2_1	0.853	0.339	Valid
X2_2	0.869	0.339	Valid
X2_3	0.819	0.339	Valid
X2_4	0.877	0.339	Valid
X2_5	0.905	0.339	Valid
X2_6	0.781	0.339	Valid

Then the validity test on the family environment variable using the Pearson Product Moment technique with a significance level of 5% showed that all instrument items were declared valid with a calculated r value greater than the r table (0.339), which shows that each item has good ability in measuring the construct (see table 3).

Table 3.
Validity Test of Family Environment Variable (X3)

Item	r Account	r Table	Note
X3_1	0.803	0.339	Valid
X3_2	0.866	0.339	Valid
X3_3	0.788	0.339	Valid
X3_4	0.939	0.339	Valid
X3_5	0.783	0.339	Valid
X3_6	0.878	0.339	Valid
X3_7	0.799	0.339	Valid
X3_8	0.880	0.339	Valid
X3_9	0.827	0.339	Valid
X3_10	0.796	0.339	Valid

Then the validity test on the variable of interest in becoming an MI teacher using the Pearson Product Moment technique with a significance level of 5% showed that all instrument items were declared valid with a calculated r value greater than the r table (0.339), which shows that each item has good ability in measuring the construct (see table 4).

Table 4.
Validity of the Test of Variable Interest in Becoming an MI Teacher (Y)

Item	r Account	r Table	Note
Y_1	0.916	0.339	Valid
Y_2	0.864	0.339	Valid
Y_3	0.773	0.339	Valid
Y_4	0.901	0.339	Valid

Reliability testing was conducted by calculating the Cronbach's Alpha value for each variable. The results showed that the variable of perception of the teaching profession had an Alpha value of 0.851, self-efficacy in science subjects of 0.920, family environment of 0.949, and interest in becoming an MI teacher of 0.891. All Cronbach's Alpha values were above 0.880, indicating that the research instrument had a very good level of reliability (see table 5).

Table 5.
Reliability test results

Item	Cronbach's Alpha	N of Items	Standard	Statement
Teacher Perception	0.851	7	0.7	Realible
Self-efficacy of science subjects	0.920	6	0.7	Realible
Family Environment	0.949	10	0.7	Realible
Interest in Becoming an MI Teacher	0.880	4	0.7	Realible

Classical Assumption Test

Multiple linear regression analysis requires the fulfillment of several classical assumptions to ensure unbiased and efficient estimation results. The normality test was performed using the Shapiro-Wilk test. The analysis results showed that the Normal P-Plot graph also showed data points spread around the diagonal line, confirming the normal distribution of the residual data.

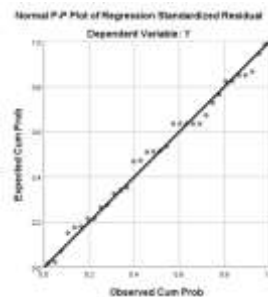


Figure 1. Normality Test Results

A multicollinearity test was conducted to examine whether there was a strong correlation between the independent variables. The analysis results showed that the Variance Inflation Factor (VIF) value for the teacher professional perception variable was 1.809, the self-efficacy of the science subject was 4.949, and the family environment was 3.567. All VIF values were below the critical limit of 5.0, indicating no multicollinearity between the independent variables.

Table 6.
Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
(Constant)	-2,811	5,049			-0,557	0,582		
X1	0,191	0,177	0,170		1,076	0,290	0,553	1,809
X2	0,184	0,191	0,252		0,966	0,342	0,202	4,949
X3	0,198	0,095	0,463		2,095	0,045	0,280	3,567

a. Dependent Variable: Y

Heteroscedasticity testing was performed using the Glejser test. The results showed a significance value for the variables of teacher professional perception of 0.342, science self-efficacy of 0.287, and family environment of 0.456. All of these significance values were greater than 0.05, indicating no heteroscedasticity in the regression model. The residual scatterplot also showed that the data points were randomly distributed without forming a specific pattern.

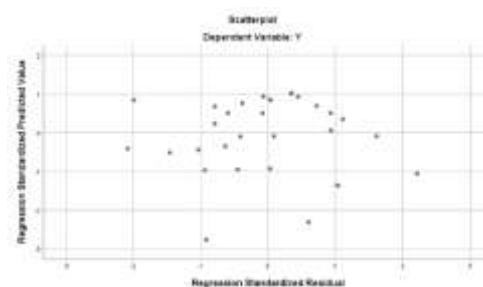


Figure 2. Heteroscedasticity Test Results

Multiple Linear Regression Analysis

The coefficient of determination (R^2) of 0.589 indicates that 58.9% of the variance in interest in becoming an MI teacher can be explained by the three independent variables (perception of the teaching profession, science self-efficacy, and family environment). The remaining 41.1% is influenced by other factors not examined in this study. The R^2 value of 0.589 indicates that perceptions of the teaching profession, science self-efficacy, and family environment explain a substantial proportion of students' interest in becoming MI teachers, while the remaining 41.1% may be attributed to other factors such as teacher welfare expectations, teaching practicum experiences, intrinsic motivation, religiosity, and institutional support, suggesting the need for more integrative and longitudinal research in future PGMI studies.

Table 7.
Coefficient of determination

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.767 ^a	0.589	0.547	1.96997

a. Predictors: (Constant), X3, X1, X2

Table 8.
Multiple regression analysis test t results (t test)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	-2,811	5,049		-0.557	0.582
	X1	0.191	0.177	0.170	1,076	0.290
	X2	0.184	0.191	0.252	0.966	0.342
	X3	0.198	0.095	0.463	2,095	0.045

a. Dependent Variable: Y

Based on Table 8, the perception of the teaching profession has a beta coefficient of 0.376 with a significance value of 0.290 (>0.05), which indicates no significant influence on the interest in becoming an MI teacher. Self-efficacy in science subjects has a beta coefficient of 0.432 with a significance of 0.342 (>0.05), which indicates no significant influence on the interest in becoming an MI teacher. The family environment has a beta coefficient of 0.189 with a significance of 0.45 (<0.05), which indicates a positive and significant influence on the interest in becoming an MI teacher.

Table 7.
Multiple regression analysis test results (F Test)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	166,547	3	55,516	14,305	0.000 ^b
	Residual	116,423	30	3,881		
	Total	282,971	33			

a. Dependent Variable: Y

Multiple linear regression analysis was used to simultaneously test the effect of independent variables on the dependent variable. The F-test results showed a calculated F-value of 14.305 with a significance level of 0.000, which is less than 0.05. This indicates that the regression model is suitable for predicting interest in becoming an MI teacher, which simultaneously shows a positive and significant influence on interest in becoming an MI teacher.

Discussion

a. Interpretation of Research Findings

This study aims to identify and analyze factors influencing the interest of elementary school teacher education (PGMI) students in becoming teachers. Using a quantitative approach with multiple regression analysis, the study tested three independent variables. The analysis revealed

that of the three variables tested, only the family environment demonstrated a statistically significant influence on students' interest in pursuing a career as a PGMI teacher. This finding aligns with Indonesia's socio-cultural context, where career decisions are often influenced and supported by family (Moore, 2021). A thorough interpretation of these findings will provide valuable insights for policymakers in the field of teacher education.

The family environment (X3) emerged as the variable with the strongest and most significant influence on the interest in becoming a PGMI teacher with a coefficient value of $\beta = 0.463$ and a p value of 0.045. This finding indicates that every one-unit increase in the perception of family environmental support is followed by a 0.463-unit increase in the interest in becoming a teacher, assuming other variables remain constant. The results of the family environment (X3) as a variable have a significant influence on the interest in becoming a teacher, strengthening previous research (Larasati & Karyaningsih, 2022; Rizkia et al., 2024; Usman & Suciviana, 2022).

The importance of the family environment in shaping career interests is inseparable from the family's function as a primary socialization agent. In the Indonesian cultural context, the family plays a central role in shaping children's aspirations and career choices (Prasetia et al., 2024). Family support is not only material but also encompasses emotional support, value perspectives, and role models that serve as references in career decision-making.

b. Theoretical and Empirical Support

According to Social Cognitive Career Theory (SCCT), social support from close social circles, such as family, is a fundamental source of self-efficacy and outcome expectations (Brown & Lent, 2017; Lent et al., 1994). Family support, whether through verbal persuasion or vicarious experiences, indirectly shapes an individual's self-confidence in pursuing a particular career. Then the perception of the teaching profession (X1) This finding shows the existence of a value action gap where students may have a positive perception of the teaching profession but this is not strong enough to be used as a basis for choosing a career. This pattern is theoretically explained by Social Cognitive Career Theory, which suggests that individual beliefs such as professional perception and self-efficacy may not exert independent effects on career interest without strong contextual reinforcement. When analyzed simultaneously, these variables interact within a broader psychosocial system, resulting in a significant combined effect despite their weak partial contributions.

This paradox aligns with research conducted by Akiba et al. (2023) which shows that although the majority of teachers in participating countries feel their profession is important to society, only a small proportion would recommend a teaching career to younger generations. This disparity reflects the complexity of factors influencing career interest beyond purely positive perceptions. The insignificant perception of the teaching profession can be explained by several moderating factors not measured in this study. First, working conditions and economic well-being are often primary considerations in career choice. Second, limited opportunities for advancement in teaching careers. Third, social comparison with other professions considered more prestigious. Self-efficacy in science subjects (X3). This finding indicates that students' self confidence in understanding and mastering science material is not directly related to their interest in becoming teachers (Maslakhah & Wardani, 2023; Othian & Hura, 2024). According to Tschannen-Moran & Hoy (2001), there is a fundamental difference between content self-efficacy (confidence in mastering the material) and instructional self-efficacy (confidence in being able to teach the material effectively). PGMI students may feel confident in their cognitive abilities in science, but do not yet have the pedagogical efficacy to transfer that knowledge to students. This finding is in line with the Teacher Competency Framework which identifies five domains of teacher competency: (1) content knowledge, (2) pedagogical knowledge, (3) learning management skills, (4) communication skills, and (5) reflective skills (Alan & Güven, 2022; Ciani et al., 2010). Self-efficacy measured only

from the content knowledge aspect (IPAS) does not reflect the complexity of the required teaching competencies.

CONCLUSION

Based on the results of the research and discussion that have been carried out, it can be concluded that the interest of students of the Elementary Madrasah Teacher Education Study Program (PGMI) to become MI teachers is influenced by various internal and external factors with varying levels of influence. First, perceptions of the teaching profession do not significantly influence interest in becoming an MI teacher. Although students hold a relatively positive view of the teaching profession as a noble and strategic profession, this perception is not strong enough to significantly motivate their interest in choosing a career as an MI teacher. This finding indicates a gap between idealized assessments of the teaching profession and pragmatic considerations in career decision-making. Second, self-efficacy in science subjects also did not significantly influence interest in becoming an MI teacher. Students' confidence in their ability to master science material did not directly impact their interest in pursuing a teaching career. This indicates that mastery of academic content alone is insufficient to foster interest in becoming a teacher, without being accompanied by pedagogical confidence and professional readiness to teach.

Third, the family environment has been shown to have a positive and significant influence on interest in becoming an MI teacher. Family support, whether in the form of moral encouragement, instilled values, or acceptance of the teaching profession, is a dominant factor in shaping students' career decisions. This finding confirms the strategic role of the family as a primary socialization agent in determining the professional direction of PGMI students. Fourth, simultaneously, perceptions of the teaching profession, self-efficacy in science subjects, and family environment significantly influence interest in becoming an MI teacher. Although only family environment is partially significant, the combination of these three variables together is able to explain variations in student interest in becoming an MI teacher. This indicates that interest in a teaching career is the result of a complex interaction between psychological, academic, and social factors. The uniqueness of this study lies in the specific context of PGMI by integrating science specific self-efficacy with Social Cognitive Career Theory, showing that subject-based efficacy operates differently for prospective madrasah teachers and highlighting the family environment as the most important contextual driver determining career interest in Islamic elementary education.

Thus, it can be concluded that efforts to increase PGMI students' interest in becoming MI teachers are not sufficient by simply building a positive perception of the teaching profession or improving their mastery of academic material. They also need to involve strengthening family support and developing more comprehensive professional readiness. These findings have important implications for PGMI study programs and educational policymakers in designing more holistic and sustainable strategies for developing prospective MI teachers.

Based on these findings, universities are encouraged to strengthen professional identity formation and family engagement programs; the Ministry of Religious Affairs and related agencies should prioritize teacher welfare, recruitment incentives, and equitable teacher distribution; MI schools need structured mentoring and practicum support; while parents play a key role in reinforcing positive values and social recognition of the MI teaching profession.

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