



INFLUENCE OF TEACHING SKILLS, TEACHER WELFARE, TEACHER PERSONALITY COMPETENCE, AND TEACHING MOTIVATION ON THE INTENTION TO BECOME A TEACHER FOR ECONOMICS EDUCATION STUDENTS AT JAKARTA STATE UNIVERSITY

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Abstrak

The problem in this study is the lack of graduates of students majoring in economic education who become teachers. This study aims to determine the effect of teaching skills, teacher welfare, teacher personality competence, and teaching motivation on interest in becoming a teacher in economic education students at the State University of Jakarta. This study uses the Path Analysis method. The population in this study was 88 students majoring in Economic Education who had practiced teaching skills in schools. The data collection technique was a questionnaire that was distributed via Google Forms. The questionnaire is valid and reliable based on the test results obtained. Then, the data collected from the agent results were analyzed using multiple linear regression. From the analysis, it was found that the Teaching Skills variable (X_1) had a positive but insignificant effect on Teaching Motivation (X_4) with a value of $0.473 > 0.05$. At the same time, the Teacher Welfare variable (X_2) has a positive and significant effect on Teaching Motivation (X_4) with a value of $0.030 < 0.05$. The Teacher Personality Competence variable (X_3) also has a positive and significant impact on Teaching Motivation (X_4) with a value of $0.001 < 0.05$. The Teaching Skills variable (X_1) has a positive and significant effect on the Intention to Become a Teacher (Y) with a value of $0.001 < 0.05$. Teacher Welfare (X_2) has a positive and significant effect on Intention to Become a Teacher (Y) with a value of $0.001 < 0.05$. Teaching Motivation (X_4) has a positive and significant effect on Intention to Become a Teacher (Y) with a value of $0.005 < 0.05$. From the results of the F test, a significance value of 0.001 is obtained, meaning that the value of $0.001 < 0.05$, it can be concluded that the variable PKM (X_1), Teacher Welfare (X_2), the variable Use of Teacher Personality (X_3) and Teaching Motivation (X_4) simultaneously affects the variable Interest in Becoming a Teacher (Y).

Keywords: Teaching skills, teacher welfare, teacher personality, teaching motivation, intention to become a teacher

INTRODUCTION

Education is one of the fundamental rights obtained by every human being. Every individual has the right to pursue education properly for their survival. According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. Education aims to build and develop the potential and abilities of learners for their future, as well as to become human beings who fear and believe in God. One of Indonesia's 2020-2024 strategic plans, namely improving quality and competitive human resources, is to provide quality education for every Indonesian.

One of the components of education is the teacher. According to Law No. 14 of 2005

concerning Teachers and Lecturers, the primary duties of a teacher are to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, primary education, and secondary education. To carry out his duties, a teacher must also plan learning, implement a quality learning process, and assess and evaluate learning outcomes. Therefore, to produce teachers who can serve optimally and carry out their obligations, a teacher must at least have an appropriate educational background.

Teacher education students are equipped with mastery of knowledge in teaching and technological disciplines to carry out their duties as teachers. Debriefing activities before education students graduate with a bachelor of education degree can be called the Teaching Skills Program (PKM). In this activity, students are trained to be able to master eight learning competencies, namely questioning skills, skills to provide reinforcement, skills to hold variations, explaining abilities, skills to open and close lessons, skills to guide small group discussions, class management skills, small group, and individual teaching skills. This PKM activity is expected to provide an overview for education students in preparing for the teacher certification competency test later. The success of teachers in the certification competency test indicates that the teacher has sufficient competence to become a professional teacher.

The definition of motivation itself is a force within oneself that encourages a person to act or do something by doing certain things to achieve their goals (Dr. H. Hamzah B. Uno, 2007). According to Fox (in Han & Yin, 2016), four motivate a person to become a teacher: the desire to work with children or adolescents, the desire to provide knowledge, the opportunity to continue education, and devote his life to society. Extrinsic motivations such as salary, job security, and career status are essential reasons for deciding to teach.

Teacher well-being has been shown to influence not only teachers' mental and physical health but also their work engagement and intention to remain in the profession. Well-being also means being able to maximize the abilities available in living life. It is supported by the foundation of psychological well-being, which is utilizing one's capabilities to gain assets that can be useful for a lifetime. In this theory, well-being is seen as happiness in the long term, not as enjoyment and pleasure obtained in the short term. A person is developing, or indeed experiencing, great well-being when he can deal with positive emotions regularly, engage in various activities, establish relationships with others, and achieve his goals (Dreer, 2022).

Based on the tracer study data conducted by the Career Development Center (CDC) of the Faculty of Economics, State University of Jakarta, it is known that the 2016 tracer study conducted on 2014/2015 graduates showed that as many as 25 out of 129 economics education graduates worked as teachers, and became the second job after the first rank of graduates working in private companies. In the 2019 tracer study data, which was collected during the graduation period of the last 5 years, it is known that 78% of the 274 graduates of the Faculty of Economics in 2019 worked in the appropriate

field, namely education. In the 2020 tracer study conducted on 157 graduates in 2017-2019, it was found that 68 graduates of Economic Education worked in private companies and 55 graduates became teachers. Meanwhile, the tracer study in 2021 found that 86 out of 132 alums had worked.

Table 1 Tracer Study FE UNJ

YEAR	Total Graduates	Teachers	Private Employees	Government Employees	Businessman
2016	125	25	80	11	9
2020	175	55	73	28	19

Source: Career Development Center FE UNJ

From the results of the tracer study of the Faculty of Economics, State University of Jakarta, it can be concluded that the most work done by graduates of economic education is to become private employees, followed by number two, namely by becoming a teacher. It is a question of why only a few education graduates work as educators.

LITERATURE REVIEW

Teaching Skills

Teaching Skills Practice is a follow-up to the Micro Teaching practice carried out in learning at the University. Microteaching is a training technique for developing teaching skills in which prospective teachers or educators conduct teaching in a controlled setting with a short period and a small number of students. Microteaching was first introduced by Dwight W. Allen (1963) to allow teachers to practice teaching skills with specific and focused feedback. After students successfully pass this practice, they can practice teaching skills in schools with a larger scale of students and experience teaching directly as a teacher at school.

Teacher Welfare

According to W. J. S. Poerwodarminto, welfare comes from the word *Sejahtera*, which means safe and prosperous, safe from various kinds of disturbances. So, welfare is the condition of a person who is safe and prosperous and has fulfilled all his minimum and basic needs. In essence, prosperity is the fulfillment of physical and mental needs, clothing, food, and shelter.

In the theory of needs proposed by Abraham Maslow (1943), humans have five needs that must be met in stages, from the most basic needs to the need to reach their full potential. In the context of teachers, this theory can be applied to understand how economic needs affect their well-being and motivation. The first is physiological needs, such as a salary sufficient to stay. Security needs are a sense of security and protection in the course of work and stability in employment. Social needs are the need to feel accepted and valued at work. Appreciation needs The need to be recognized and

rewarded for their work: self-actualization needs, namely the opportunity to develop and have a career.

Teacher Personality

Psychologically, personality can be interpreted as the essence of a person's psychology, or in other words, as a biological interaction with his culture, thus giving a pattern to individual behavior, attitudes, ways, and thoughts as a visible phenomenon of psychological activity and adjustment to an individual's abilities (Saifurrahman, 2016). According to Albert Bandura (1977), Social Learning Theory emphasizes two essential things that significantly affect a person's behavior/personality, namely observational learning (modeling) and self-regulation (personality psychology). Some stages in the modeling process are attention, retention, reproduction, and motivation. According to him, personality results from the interaction of a person's environment, behavior, and psychological processes. As an educator, the teacher becomes a model for students who can be imitated, starting from their nature, expertise, and personality. Teachers with good personalities can be positive role models, provide support, and increase students' confidence to improve learning objectives achievement.

Teaching Motivation

Motivation comes from the word motive, defined as the power or effort to encourage someone to do something. Okumbe (1998) states that motivation is physiological or psychological deficiencies or needs that activate behavior or drive to achieve goals or incentives. According to Balunywa (2003), motivation encourages a desired behavior within oneself. Hornby (2000), on the other hand, defines motivation as a stimulus to action or movement. Webster's Dictionary (2002) defines the concept of motivation as the action or process of movement or drive.

Richard M. Ryan and Edward L. Deci (1985) have developed several theories of motivation, one of which is the Self-Determination Theory (SDT). This theory suggests that individuals' intrinsic and extrinsic motivation is influenced by the fulfillment of three basic psychological needs: autonomy, competence, and relationships.

Intention To Become a teacher

Fishbein and Ajzen (1975) state that intention is a desire to do something that gives rise to a specific pattern of behavior in implementing this intention. According to Bandura, referred to in Hergenhahn (2009), intention is a determination to carry out certain activities. According to Bandura, intention influences a person to act by his determination. The Theory of Vocational Choice developed by John L. Holland (1959) suggests that the match between individual personality and work environment influences career decisions. Holland identified six personality types and work

environments, known as RIASEC. Realistic is the tendency to work with objects, tools, or machines. Being investigative means being interested in investigation, research, and problem-solving. Artistic is self-expression through art and creativity. Social is the desire to help and work with others. Enterprising is an interest in leading, selling, or influencing others. Conventional is the tendency to work with data, details, and routines.

METHODS

Quantitative research uses data in numbers or statements that can be analyzed using statistical analysis. This research method is a survey to find data directly using a questionnaire. The subjects in this study were all undergraduate students of the Economics Education class of 2020 who had undergone Teaching Skills Practice, totaling 88 people. The data collection technique used is a questionnaire in the form of a closed statement list via a Google Forms link. Data analysis uses the Validity Test, Reliability Test, Normality Test, Heterokedestitas Test, Path Analysis, and Sobel Test using IBM SPSS Statistics 25. The hypothesis in this study is as follows:

H₁: Teaching skills affect teaching motivation.

H₂: Teacher welfare affects teaching motivation.

H₃: Teacher personality competence affects teaching motivation.

H₄: Teaching skills affect the intention to become a teacher.

H₅: Teacher welfare affects the intention to become a teacher.

H₆: Teacher personality competence affects the intention to become a teacher.

H₇: Teaching motivation affects the intention to become a teacher.

H₈: Teaching skills affect the intention to become a teacher through teaching motivation.

H₉: Teacher welfare affects the intention to become a teacher through teaching motivation.

H₁₀: Teacher personality competence affects the intention to become a teacher through teaching motivation.

RESULTS AND DISCUSSION

Normality Test

Table 2 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		88
Normal Parameters ^b	Mean	,0000000
	Std. Deviation	1,46612646
Most Extreme Differences	Absolute	,058
	Positive	,058
	Negative	-,046

Test Statistic	,058
Asymp. Sig. (2-tailed) ^c	,200 ^d

Source: SPSS Processing Results

Based on the normality test results with a significance value of 0.05, the results of the normality test with Kolmogorov Smirnov can be seen from the Asymp. Sig. (2-tailed) value of 0.200. Moreover, since the residual value of the regression model in the normality test is more than 0.05, it can be concluded that all variables are normally distributed.

Path Analysis Sub Structure 1

a. Coefficient of Determination R Square (R^2) structure 1

Based on the R Square (R^2) value, the magnitude of the influence of the PKM variable (X_1), Teacher Welfare (X_2), and Teacher Personality (X_3), simultaneously on the Learning Independence variable (X_4), is 0.291 or 29.1%. Meanwhile, the remaining influence can be calculated by subtracting the number 1 from the R Square value, then $1 - 0.291 = 0.709$ or 70.9% is influenced by other variables outside the regression equation or not examined.

b. Hypothesis t-test structure 1

The t-test aims to determine whether the independent variables partially or individually influence the dependent variable.

Table 3 T-test Structure 1

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,196	11,516		,017	,098
	PKM	,080	,111	,072	,722	,473
	Teacher Welfare	,162	,074	,205	2,204	,030
	Teacher Personality	,556	,107	,507	5,203	<,001
a. Dependent Variable: Teaching Motivation						

Source: SPSS Processing Results

Based on the t-test table showing that the significance value of the PKM variable (X_1) is 0.473, where the value of $0.473 > 0.05$, it can be concluded that the PKM variable (X_1) has a positive but insignificant effect on the Teaching Motivation variable (X_4), so the hypothesis H_a is rejected, and H_o

is accepted.

Furthermore, the significance value of the Teacher Welfare variable (X₂) is 0.030, where the value of 0.030 < 0.05, it can be concluded that the Teacher Welfare variable (X₂) has a direct and significant effect on the Teaching Motivation variable (X₄), so the hypothesis H_a is accepted and H₀ is rejected.

The significance value of the Teacher Personality variable (X₃) is 0.001, where the value of 0.001 < 0.05, it can be concluded that the Teacher Personality variable (X₃) has a direct and significant effect on the Teaching Motivation variable (X₄), so the hypothesis H_a is accepted and H₀ is rejected.

c. Hypothesis Testing F test structure 1

From the results of the F test, the significance value is 0.001, meaning that the value of 0.001 < 0.05, it can be concluded that the PKM variable (X₁), Teacher Welfare (X₂) and the variable Use of Teacher Personality (X₃) simultaneously affect the Teaching Motivation variable (X₄).

Analisis Jalur Sub Struktur 2

a. Coefficient of Determination R Square (R²) structure 2

Based on the value of R Square (R²), the influence of the PKM variable (X₁), Teacher Welfare (X₂), Teacher Personality (X₃), and Teaching Motivation (X₄) simultaneously on the Intention to Become a Teacher (Y) variable is 0.700 or 70%. Meanwhile, the remaining influence can be calculated by subtracting the number 1 from the R Square value, then 1 - 0.700 = 0.30 or 30% is influenced by other variables outside the regression equation or variables not included in the study. It means that the variable Intention to Become a teacher, which can be explained by the variables of PKM, Teacher Welfare, Teacher Personality, and Teaching Motivation, is 70%.

b. Hypothesis t-test structure 2

Table 4 T-test Structure 2

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	96,157	4,881		19,701	<,001
	Teaching Skill	,551	,043	,821	12,845	<,001
	Teacher Welfare	,217	,031	,448	7,014	<,001
	Teacher Personality	,167	,050	,231	3,320	,001
	Teaching Motivation	,127	,045	,199	2,856	,005

a. Dependent Variable: Intention to become a teacher
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Source: SPSS Processing Results

Based on the table, it is shown that the significance value of the PKM variable (X1) is 0.001, where the value of $0.001 < 0.05$, it can be concluded that the PKM variable (X1) has a significant effect on the dependent variable Intention to Become a Teacher (Y), so the hypothesis H_a is accepted and H_o is rejected.

Furthermore, the significance value of the Teacher Welfare variable (X2) is 0.001, and if the value is $0.001 > 0.05$, it can be concluded that the Teacher Welfare variable (X2) has a significant effect on the dependent variable, the Intention to Become a Teacher (Y), so the hypothesis H_a is accepted and H_o is rejected.

The significance value of the Teacher Personality variable (X3) is 0.027, where the value of $0.001 < 0.05$, it can be concluded that the Teacher Personality variable (X3) has a significant effect on the dependent variable Intention to Become a Teacher (Y), so the hypothesis H_a is accepted and H_o is rejected.

The significance value of the Teaching Motivation variable (X4) is 0.005, where the value of $0.005 < 0.05$, it can be concluded that the Teaching Motivation variable (X4) has a significant effect on the dependent variable Intention to Become a Teacher (Y), so the hypothesis H_a is accepted and H_o is rejected.

c. Hypothesis Testing F test structure 2

From the results of the F test, the significance value is 0.001, meaning that the value of $0.001 < 0.05$, it can be concluded that the PKM variable (X1), Teacher Welfare (X2), the variable Use of Teacher Personality (X3) and Teaching Motivation (X4) simultaneously affect the variable Intention to Become a Teacher (Y).

Sobel Test

Used to determine whether the relationship through a mediating variable is significantly able to mediate the relationship. In this study, there are three tests of sobel test results:

1. Teaching motivation cannot mediate the teaching skills practice variable on the intention to become a teacher because the soil test results show that the p-value is 0.48498336 ($p < 0.05$).
2. Teaching motivation cannot mediate the variable of teacher welfare on the intention to become a teacher because the Sobel test results show that the p-value is 0.82722401 ($p < 0.05$).
3. Teaching motivation can mediate teacher personality variables on intention to become a teacher because the sobel test results show that the p-value is 0.01313674 ($p < 0.05$).

DISCUSSION

The effect of teaching skills on teaching motivation

Teaching Skills Practice has a positive but insignificant effect on learning outcomes. Similar research results were studied by Anna Hartl and Doris Holzberger (2022), who identified teacher motivation and the changes that occurred from teacher education to teaching practice. This research shows that teachers' teaching motivation is related to their self-efficacy, engagement in teaching, and job satisfaction, which can affect their teaching skills. However, there could also be influences on aspects such as learner engagement and learning outcomes rather than technical teaching skills. The Self Determination Theory developed by Edward Deci and Richard Ryan (in Roth et al., 2007) emphasizes the importance of three basic psychological needs: autonomy, competence, and connectedness. In this case, competence in the practice of teaching skills is needed by a teacher in order to motivate him to teach.

The effect of teacher welfare on teaching motivation

Teacher welfare has a positive and significant influence on teaching motivation. In line with the results of research conducted by Munandar, Wibowo, and Rosita (2019) on the influence of welfare and teaching motivation, which shows that the variables of teacher welfare and teaching motivation together have a positive and very significant relationship with teacher professional competence. Teaching is crucial not only for the profession but also for financial and personal reasons. (Sinclair et al., 2006). Septiani & Widiyanto (2021) state that a person will feel physically and mentally prosperous in life if his needs are met; on the other hand, if his needs are not met, the person will feel less prosperous in life.

The influence of teacher personality on teaching motivation

Teacher personality has a positive influence on the intention to become a teacher. The results of this study are similar to research conducted by Kartika and Ambara (2021), who examined Personality Competence and Teaching Motivation in PAUD teachers. The results of their research found that personality competence has a significant influence on teacher motivation to teach. Competent teachers will complete their responsibilities correctly, exerting all their hearts and minds to help students become achievers, independent, and noble. High teacher personality competence will provide strong encouragement/motivation for teachers to work well to produce maximum performance.

Effect of Teaching Skills Practice on intention to become a teacher

Teaching Skills Practice positively influences the intention to become a teacher. The results of this study are similar to research conducted by Saptono (2020) in that teaching skills partially have a

positive and significant effect on the intention to become a teacher. It means that if students' perceptions of PKM increase, the intention to become a teacher in students will increase, and vice versa; if students' perceptions of PKM decrease, the intention to become a teacher in students will also decrease. Another study conducted by (Maipita and Mutiara (2018) also found that there is an effect of Field Experience Program Practice (PPL) on Readiness to become a Teacher for Students of the Department of Economic Education at Medan State University.

Effect of Welfare on intention to become a teacher

Teacher welfare positively and significantly influences the intention to become a teacher. It is in Putri, Harini, and Nugroho's (2018) research on the effect of student perceptions of teacher welfare and learning achievement on interest in becoming an economics teacher. They stated that there was a positive and significant relationship between student perceptions of teacher welfare and interest in becoming an economics teacher among students of the FKIP UNS Economic Education Study Program. Students' perceptions of the teaching profession cannot be separated from the social welfare obtained from the teaching profession. Good welfare increases engagement and motivation in work, which supports the intention to remain a teacher. According to the Effort Reward Imbalance theory (in Babamiri et al., 2022), Job demands, which include workload, responsibility, time pressure, and task complexity, must be balanced with appropriate rewards.

The effect of teacher personality competence on intention to become a teacher

Teacher personality has a positive influence on the intention to become a teacher. Amoako (2024) conducted research on personality as a predictor of job satisfaction among prospective teacher students in Ghana. The results of this study state that there is a significant between the personality variables of prospective teacher students and the prediction of job satisfaction of these prospective teacher students. The Big Five theory, which experts widely develop, explains the characteristics of the teacher's personality: openness, which includes curiosity, imagination, and diversity of values. This trait encourages teachers to explore new ideas and approaches in their teaching. Teacher abilities reflect a mature, sturdy, dignified, stable, and wise personality. The teacher's personality competence will undoubtedly make students feel happy, comfortable, and interested in the learning delivered. Ultimately, the teacher's goal in providing subject matter will be more readily accepted, and the results will be maximized.

The Effect of Teaching motivation on intention to become a teacher

Teaching motivation positively and significantly influences the intention to become a teacher. Sharif, Hossan, and McMinn (2014) examined the motivation to teach in university students in the United Arab Emirates. The results were that intrinsic motivation and extrinsic motivation had

significantly higher effects on participants who intend to teach than participants who do not intend to teach after graduation.

The Influence of Teaching Skills Practice on Intention to become a Teacher through teaching motivation

According to Granziera and Perera (2019), who examined the relationship between teacher self-efficacy beliefs and job satisfaction from a social view, teaching motivation cannot mediate the indirect effect of teaching skills practice on the intention to become a teacher. They stated that the practice of teaching skills is essential to develop self-competence. However, it only sometimes significantly affects students' motivation or intention to become teachers. Therefore, it is essential to maintain motivation because when teachers are externally motivated in terms of job security, rewards, and compensation for performance, their intention to become a teacher will be high (Kumari & Kumar, 2023). According to Collie and Martin (2017), motivation consists of three adaptive and three maladaptive factors. The adaptive factors are self-efficacy, judgment, and mastery orientation. As relevant to teaching, self-efficacy refers to teachers' assessment of their ability to teach and perceptions of developing competence and knowledge in teaching skills. The maladaptive factors are anxiety and not being able to control the work. In this case, teachers feel anxiety that arises when doing their work, uncertainty about how to control or achieve specific results at work, and fear of failure so that they can disappoint others. It can occur because prospective teachers need more confidence in their teaching abilities and teaching skills, thus reducing their intention to pursue a career as a professional teacher.

The effect of teacher welfare on intention to become a teacher through teaching motivation

Teaching motivation cannot mediate the indirect effect of teacher welfare on the intention to become a teacher. Based on research by Assaf and Antoun (2024), teacher salaries in Lebanon are substandard. Due to the depreciation of the Lebanese currency (Lira), which fell drastically, many teachers chose to leave the profession. Those who remain in the teaching profession are very worried about this drop in income in meeting their basic needs, especially among those aged 41-50, as they have more extensive teaching experience. On the other hand, young teachers who want to improve their professional skills are also constrained because they are prevented from developing their skills.

The influence of teacher personality on intention to become a teacher through teaching motivation

Teaching motivation can mediate the indirect effect of a teacher's personality on the intention to become a teacher. According to Pavin Ivanec and Defar's (2023) research on Motivation for Choosing

the Teaching Profession, The Role of Prospective Teacher Personality Traits, Emotional Competence, and Life Satisfaction. Extroverted and open individuals are also more likely to choose professions with intrinsic motivation, which can also be attributed to the results obtained in this study, which show that higher extraversion predicts the importance of higher intrinsic value in motivation to teach. Since extroverted individuals are sociable and communicative, this characteristic would relate to their profession, which favors constant interpersonal interaction and increases their intensity in becoming teachers.

CONCLUSION

From the results of the analysis and discussion through the tests conducted, it can be concluded that teacher welfare and personality competence positively and significantly influence teaching motivation. Teaching skills, teacher welfare personality competence, and teaching motivation also positively and significantly influence the intention to become a teacher. The effect of teacher personality competence on the intention to become a teacher through teaching motivation also has a positive and significant relationship. If a teacher's personality competence increases, his teaching motivation and intention to become a teacher will also increase. Meanwhile, teaching skills have a positive but insignificant effect on teaching motivation. Teaching skills also provide positive but insignificant results on the intention to become a teacher through teaching motivation. Teacher welfare also provides positive but insignificant results on the intention to become a teacher through teaching motivation. It can occur due to the need for teaching skills a prospective teacher possesses, thus reducing teaching motivation and intention to become a teacher.

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