

*The Influence of Self-Concept on Interest in Becoming a Teacher in Indonesian Students  
of Mathematics Education*

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**Abstract**

This study aims to determine the influence of self-concept on interest in becoming a student teacher in the Mathematics Education study program at a private university in Indonesia. The method used in this study is a survey method with a descriptive-quantitative approach. The sample used in this study was made up of students of the Mathematics Education study program Class of 2021, with 16 students. Data collection techniques using questionnaires. The total number of respondents used was 16 students. The prerequisite test of analysis consists of a normality test. Test the hypothesis of this study using simple linear regression. The results showed that self-concept had a moderate influence on interest in becoming a teacher with results of 48.1% and 51.9% influenced by other factors, consisting of internal factors such as individual personality factors and external factors such as parental factors, peer factors, gender factors, cost factors, and employment factors. Student self-concept affects students' interest in becoming teachers, for that students need to be given direction and understanding of the importance of good self-concept, especially as holistic educators.

Keywords: Self-Concept, Becoming Teacher, Mathematics Education

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## Introduction

Education become an important role in human life (Aspi & Syahrani, 2022; Illu & Gea, 2021; Subakti & Prasetya, 2022). Indonesian Law Number 20 of 2003 says that education is a conscious effort and is designed to create an atmosphere of learning and learning together (Aspi & Syahrani, 2022; Kurniawati, 2022; Mawati et al., 2023). Students can experience changes in understanding, behavior, and reason to survive and relate to others. Teachers have an important task in the world of education. Because the teacher has the main authority in the classroom to guide students through the learning process. Teachers need to have skills to support their work, including producing quality graduates. The quality of existing education will affect human resources and progress for the Nation. To obtain a quality education, it takes good ability from teachers. Teachers are required to have 4 main competencies in educating and guiding their students (Kirana, 2011). To achieve these 4 potentials, of course, prospective teachers need to be well prepared.

UPH Faculty of Education is a faculty that provides teacher graduates with the study program taken. FIP UPH has a mandatory program that must be taken by students. The program is a Field Experience Program (PPL) taken 2 times in 4 years of study. PPL 1 is given so that students can learn and observe teachers at school. Here students can learn directly at school and observe the learning process carried out by the teacher. Next is PPL 2 which is taken before students compile the Final Project. In PPL 2 students will teach directly at school. Students will practice the knowledge learned during lectures and are invited to learn with students in schools according to their fields. There are many things that students can certainly learn while taking this practical program.

Based on interviews with students, students admitted that the job of being a teacher is not easy. Teachers not only teach in class, but teachers have the responsibility to guide students, show examples for students, and guide students' character to be good. In addition, teachers also need to complete quite a lot of school administration, starting from preparing the RPP / Unit Plan, making teaching materials, making power points, and being active in activities at school outside of class hours. This quite heavy task makes some students begin to think about whether the job of being a teacher is a suitable job for them.

Students of the Mathematics Education Study Program experienced this struggle. When he made observations, he saw that the mathematics teacher he observed made more effort to try to make his students understand the material taught. As it is known that mathematics is a subject that students fear and even avoid (Hidayah & Maemonah, 2022). Students experience anxiety when learning mathematics. This fear makes students reluctant to pay attention to mathematics and results in less-than-optimal grades obtained by students. Mathematics teachers have a tough task because they must give confidence to students and introduce mathematics into a fun lesson. Mathematics teachers need to be creative in providing teaching so that students can easily understand the material taught. Mathematics teachers also need to study the content of mathematics content well to avoid misconceptions of the material. In addition, mathematics teachers must also upgrade their abilities, attend training, and update technological developments.

The challenges of mathematics teachers in conducting mathematics learning have made some UPH FIP students worry about their ability to practice teaching. This can have an impact on their interest in becoming teachers. Interest makes a person have encouragement and pleasure

for the job he wants (Yulianto & Khafid, 2016). Internship is the estuary of all educational programs that are lived throughout their learning years (Wicaksono & Darmawan, 2015).

All activities, both held in the form of lectures, practices, and independent activities, are directed to the formation of teaching skills, which are scheduled, and systematically fostered in this PPL. Then in the implementation of teaching practices in PPL activities, students are expected to gain sufficient teaching experience to support students' readiness to become educators. According to Mardiyono in (Yulianto & Khafid, 2016) For every teacher candidate education, it is necessary to hold teacher practices packaged in Field Experience Practice (PPL)". An internship is expected to prepare prospective teachers to be successful in teacher competency tests. Field Experience Practice is a series of activities programmed for prospective teacher students which include teaching exercises and non-teaching exercises as a place to form and foster professional competencies required by teacher work or other education (Hapsari & Widhianningrum, 2016).

Seeing that PPL is an activity that provides many benefits, PPL is a mandatory program given to students of the UPH FIP Mathematics Education study program. The experience gained by students can provide insight and encouragement for students, especially in students' interest in becoming teachers. Interest is a sense of preference and a sense of interest in something or activity without anyone telling you to (Djaali, 2013). With interest, students will be serious in learning teacher theory and in the end, will be ready to carry out their duties as teachers. Students who have more interest in becoming teachers will be better prepared to become teachers compared to other students whose interest is low or even have no interest in becoming teachers (Kholifah & Hadi, 2017; Ulin & Oktarina, 2014). The results showed that the practice of field experience, interest in becoming a teacher, and learning achievement had an effect both partially and simultaneously on readiness to become a professional teacher (Yulianto & Khafid, 2016). The results of other studies also showed that PPL influenced the interest in becoming a teacher at a university in Tanjungpura Pontianak (Simamora et al., 2018).

With a different learning context, the purpose of this study is to see the influence of PPL on students' interest in becoming teachers for UPH FIP Mathematics Education students. Whether the PPL that has been done by students shows good interest or even vice versa. FIP UPH students are students who received scholarships from the foundation during their studies. In addition, students who graduate will receive official ties by working in foundation schools or even outside foundations that collaborate with Faculties/Foundations. Thus, the results of this research can be useful as a reference for Study Programs to obtain their work placement locations after studying. So that the benefits for the study program and students can be felt. Faculty can also provide briefing with various seminars to further strengthen students' vocation or interest in becoming teachers.

### **Research Methodology**

This type of research is quantitative research while data analysis uses statistical procedures with the help of SPSS. The population in this study is students of the Mathematics Education study program class of 2021 who have gained PPL experience at the Faculty of Education, Universitas Pelita Harapan with a total of 16 students. While the sampling technique used in this study is *purposive* sampling (Lenaini, 2021) where students of the Mathematics Education Study Program class of 2021 were used in this study. This is intended because it is specifically for students of the UPH FIP Mathematics Education study program. Data

collection method using questionnaires. Questionnaires are used to measure variables of self-concept and interest in becoming a teacher. The data analysis method uses validity tests, reliability tests, normality tests, descriptive statistical analysis, linear regression analysis, and determining the coefficient of determination.

The following is Table 1 about questionnaire grids to measure students' self-concept. The questionnaire used was adopted from a study conducted by (Nurlatifah, 2014).

**Table 1. Student Self-Concept Questionnaire Grid**

Variable	Indicator	Sub Indicator	Question Item Number	Total
Self-concept	Identity self	- Understanding yourself	1,2,3,4,5	5
		- Understand your abilities and talents		
	Behavioral self	- Designing self-schematics	6,7,8,9	4
		- Decision		
	Judging self	- Conduct a self-evaluation.	10,11,12,13	4
		- Make a change		
	Physical self	- Understand his physical state	14,15	2
	Moral-Ethical self	- Have good ethics and morals	16,17	2
	Personal self	- Understand yourself physically or in a personal attitude.	18,19,20	3
- Have confidence				
Family self	- Always have parental support and encouragement	21,22,23	3	
Social self	- Able to interact and adapt.	24,25,26,27	4	
	- Favorable environmental conditions			
Total				27

Meanwhile, the following is Table 2, which contains a grid of student questionnaires regarding interest in becoming a teacher. The questionnaire used is a modification of the results of the research conducted by (Nurlatifah, 2014).

**Table 2. Student Learning Interest Grid**

Indicator	Sub Indicator	Question Item Number	Number of Questions
Feeling Happy	- Feeling good when teaching	9,12	7
	- Enthusiasm for obtaining educational knowledge	10,13,15,16,17	
Attention	- Information about education	1, 2	4
	- Views on teachers	7,8	
Interest	- Interest in becoming a teacher	3,4,5,6,11	5
Motivation	- Reasons to want to be a teacher	14,18,19,20	4

The following are the categories used to see the level of self-concept and interest in becoming a teacher based on the scores obtained after filling out the questionnaire (Simamora et al., 2018).

**Table 3. Categories Self-Concept and Interest in becoming a teacher**

Category	Criteria	Score Interval	Self-concept		Interest in becoming a teacher	
			Freq	%	Frequency	%
High	$X \geq (M + SD)$	$X \geq 94,04$	3	18,75		
Middle	$(M - SD) \leq X < (M + SD)$	$75,34 \leq X < 94,04$	11	68,75	7	44
Low	$X < (M - SD)$	$X < 75,34$	2	12,5	11	56
Total			16	100		100

## Results and Discussion

### Results

The research was conducted in the Mathematics Education Study Program at a private university in Tangerang, Indonesia. One of the courses that must be studied by students is an internship program where students make observations at school by looking at teachers while teaching. This can provide an overview for students of how conditions are in the classroom, the procedures given even in arranging administration at school. The variable studied here is the self-concept of students with student interest in becoming teachers. Because students of the Mathematics Education study program are expected to produce graduates who become teachers. The subjects of the research conducted were 16 students where the internship places were spread across several different schools with different characteristics.

The following table shows the value of descriptive statistics of students regarding variables of self-concept and student interest in becoming teachers.

**Table 4.** *Descriptive Statistics*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Self-concept	16	66	100	1355	84.69	9.350	87.429
Interest become a teacher	16	60.00	93.75	1188.75	74.2969	8.58740	73.743
Valid N (listwise)	16						

The average self-concept of students is 84.69 which means that the student's self-concept is included in the medium category. While the interest in becoming a teacher shows the average generated is 74.3 which means that the interest in becoming a teacher is included in the low category. The resulting standard deviation on students' self-concept is 9.35 while the standard deviation on interest in becoming a teacher is 8.59 which means the data is quite varied.

### Self-Concept and Interest in Being a Teacher

Self-concept data is obtained from the scores of questionnaire data processing that have been filled in by students. The following is the total score obtained by each student and their categories.

**Table 5. Student Self-Concept**

Student	Student Self-Concept		Interest in becoming a teacher	
	Score	Category	Score	Category
1	82	Middle	71.25	Low
2	89	Middle	72.5	Low
3	72	Low	60	Low
4	98	High	86.25	Middle
5	85	Middle	77.5	Middle
6	94	Middle	77.5	Middle
7	83	Middle	68.75	Low
8	83	Middle	70	Low
9	100	High	93.75	Middle
10	88	Middle	66.25	Low
11	87	Middle	78.75	Middle
12	66	Low	77.5	Middle
13	95	High	83.75	Middle
14	78	Middle	70	Low
15	78	Middle	68.75	Low
16	77	Middle	66.25	Low

**Figure 1. Percentage of Self Concept and Interest become Teachers**



In Figure 1. There are 69% of students or 11 students have a medium self-concept, 19% of students or 3 students have a high self-concept and 12% of students or 2 students have a low self-concept.

Data on interest in becoming a teacher were also obtained using questionnaires. From the diagram, the circle shows that 56% of students or 11 students have low interest while 44% or 7 students have moderate interest. At least in this class, none of them have high interest.

**Table 6. Percentage of Self-Concept and Interest in Becoming a Teacher Based on Each Indicator**

Variable	Indicator	Average Per Indicator
Self-concept	Identity self	73,63
	Behavioral self	67,97
	Judging self	80,86
	Physical self	75,56
	Moral-Ethical self	81,67
	Personal self	83,33
	Family self	85
	Social self	80,86
Interest in becoming a teacher	Feeling happy	73,66
	Attention	85,55
	Interest	75,63
	Motivation and drive	62,5

The results of the self-concept questionnaire show that the highest indicator here is personal self while the lowest is the behavioral self-indicator. While in the variable of interest in becoming a teacher, the highest indicator is attention and the lowest is motivation and drive.

### Normality Test

This test is conducted to determine whether self-concept variables affect students' interest in becoming normally distributed teachers or not. Normality test using Kolmogorov-Smirnov with the help of SPSS (Pratama & Permatasari, 2021). The stipulation in the calculation is that if the significance level is more than 0.05 then the data is normal (Mariana & Zubaidah, 2015). The following are the results.

**Table 7. Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-concept	.090	16	.200*	.980	16	.967
Interest become Teacher	.145	16	.200*	.954	16	.555

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Figure 2. Boxplot of Self Concept and Interest Become Teachers**

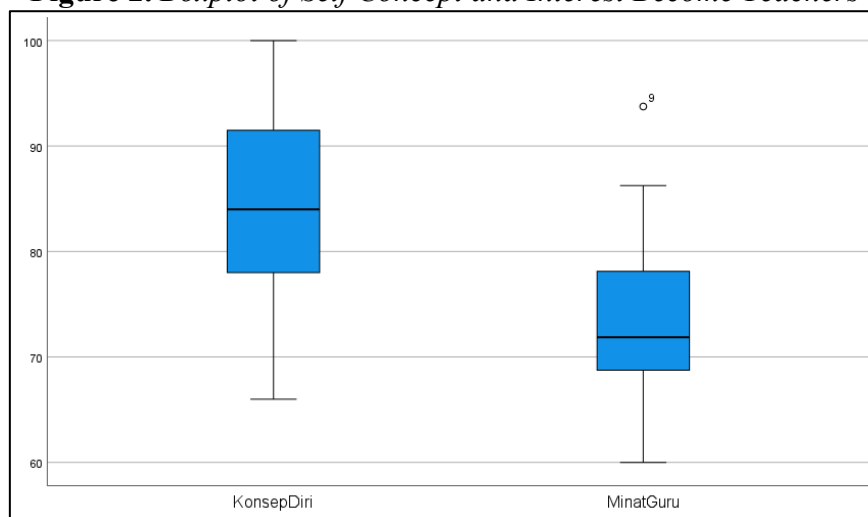


Table 7 and Figure 2 show that the data on students' self-concept and interest in becoming a teacher show normal data. This is indicated in the significance that the value is more than 0.05. In the boxplot, the data also tends to be normal, although there are outliers in the variable of interest in becoming a teacher, but it can still be said to be normal.

### Linearity Test

The linearity test was conducted in this study to determine whether the two variables, namely the field experience practice variable (variable  $x$ ) and the variable of interest in becoming a teacher (variable  $y$ ) have a linear relationship or not by looking at the significance value if it is more than 0.05 then the two data are linearly bound and vice versa (Simamora et al., 2018). With SPSS the linearity test uses the Test for Linearity at a significance level of 0.05.

**Table 8. ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	531.948	1	531.948	12.970	.003 <sup>b</sup>
	Residual	574.204	14	41.015		
	Total	1106.152	15			

a. Dependent Variable: Interest in becoming a teacher

b. Predictors: (Constant), Self-concept

In Table 8. F count obtained is 12.970 and significance obtained is 0.003 so it can be said that there is an influence between self-concept and interest in becoming a teacher.

### Simple Linear Regression Test

A simple linear regression test is performed to determine the extent of the causal relationship between the dependent and independent variables. Based on the results obtained, it is known that the value of coefficients obtained is 20.361, this means that it can be interpreted that if self-concept is zero, then interest in becoming a teacher is positive 20.361. While the positive regression value of 0.637 can be interpreted as every increase of 1% in self-concept variables, it will be followed by an increase in the average variable of interest in becoming a teacher of 0.637. So, the regression equation is  $Y = 20.361 + 0.637X$ .

**Table 9. Simple Linear Regression Calculation Results**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	20.361	15.062		1.352	.198
	Self-Concept	.637	.177	.693	3.601	.003

a. Dependent Variable: Interest Become Teachers

To calculate how much the correlation value or relationship between the practice of field experience and interest in becoming a teacher can be seen in Table 10. The magnitude of the correlation value or relationship (R) is 0.693. Based on the stipulated conditions, this figure lies between 0.60 – 0.799 which is included in the strong category.

**Table 10. Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.693 <sup>a</sup>	.481	.444	6.40426

a. Predictors: (Constant), Self-concept

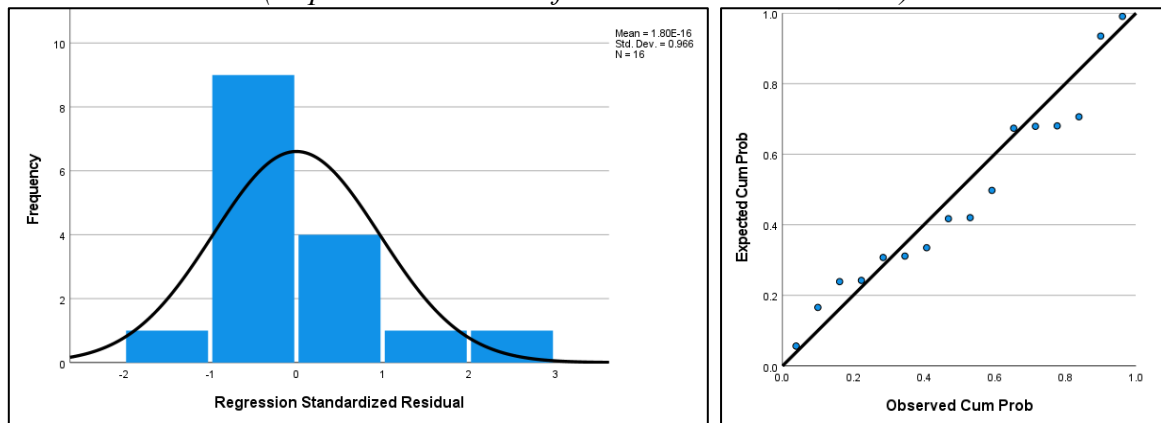
b. Dependent Variable: Interest become Teacher

The R value obtained is 0.693 which means there is a correlation or relationship (R) of 0.693. In addition, the R square obtained a value of 0.481 which means 48.1% or there is an influence between self-concept variables and interest in becoming a teacher.

Figure 3 shows the influence between self-concept and interest in becoming a teacher. The curve formed shows a positive influence.



**Figure 3.** Histogram and Normal Q-Q Plot of Regression Standardized Residual  
(Dependent Variable of Interest become Teachers)



## Hypothesis Test

The basis for decision making in this hypothesis test is that if the significance of  $t_{\text{counts}} \leq t_{\text{table}}$  then  $H_1$  is rejected, and  $H_0$  is accepted and if the significance  $t_{\text{counts}} \geq t_{\text{table}}$  then  $H_0$  is rejected and  $H_1$  is accepted. The  $t$  table value for significance  $0.05/2$  with degrees of freedom  $df = n - k$  or  $16 - 2 = 14$  is 2.145. While the calculated  $t$  value that can be seen in Table 9 obtained a value of 3.601. Based on existing hypothesis decision making,  $H_1$  is accepted, and  $H_0$  is rejected because  $t_{\text{counts}} > t_{\text{table}}$  ( $3.601 > 2.145$ ), so it can be concluded that there is a significant positive influence between self-concept on interest in becoming a teacher in mathematics education students in Indonesia.

Next to find out how much influence between the independent variable and the dependent. See Table 10. The number of R square will be converted into percent which means to find out how much the percentage of influence of the independent variable on the dependent variable. The R square value is 0.481. The magnitude of the influence of self-concept on interest in becoming a teacher in students is 0.481, meaning that the percentage of student self-concept affects interest in becoming a teacher by 48.1%, while the remaining 51.9% is influenced by other factors that were not studied in this study.

## Discussion

### *Self-Concept*

Self-concept has a significant role in determining individual behavior in viewing themselves. The benefit of knowing self-concept is that individuals are optimistic, confident, always think and behave and behave positively. The results showed that the average self-concept of students was 84.69, which means that the students' self-concept is included in the medium category. The resulting standard deviation in students' self-concept is 9.35 which means the data is quite varied. In addition, 69% of students or 11 students have a medium self-concept, 19% of students or 3 students have a high self-concept and 12% of students or 2 students have a low self-concept. The results of the self-concept questionnaire show that the highest indicator is personal self, while the lowest is the behavioral self-indicator.

Self-concept is the overall view of oneself, that is, how one sees, assesses, and responds to oneself. When someone has a wrong self-concept, the person will find it difficult to conduct the life process to achieve success. This is because the problems that arise often come from

us, the longer the problems that come from within us are not realized then it will create a series of problems that may have a fatal impact on ourselves.

Self-concept in a person is the result of the learning process that occurs from childhood to adulthood, things that affect self-concept can come from environmental factors, parenting or experiences during the life process. These factors impact the formation of a person's self-concept. The attitude of parents and the environment will be a source of information for them to know who "themselves" are. Self-concept is the basis of a person interacting or behaving with his environment (Melguizo-Ibáñez et al., 2022; Piccirillo et al., 2021; Rohmalimna et al., 2022).

In general, self-concept has two forms, namely positive self-concept and negative self-concept, here is the explanation (Widiarti, 2017):

a. Positive self-concept

Individuals who have a positive self-concept will tend to be more optimistic, show confidence, and always be positive about everything, even the failures experienced during the process of life. Individuals who have a positive self-concept will always respect themselves and see everything from the positive side to achieve success in every process of life. Positive self-concept is the key to success in life.

b. Negative self-concept

Individuals who have a negative self-concept will always look at and believe that they are weak, helpless, unable to do anything, incompetent, failed, unattractive, disliked, and other negative thoughts in looking at themselves. This individual will tend to be pessimistic or easily discouraged about life and the opportunities he faces, seeing challenges as obstacles or obstacles not as opportunities that must be faced and conquered.

Individuals who have a negative self-concept will easily give up and despair when they find a little obstacle in each process, will always be overshadowed by the fear of failure, and usually, if they experience failure will blame themselves excessively on others.

In forming a self-concept, several components must be owned to form a complete self-concept, these 3 components (Basiroh & Suyato, 2020) It consist of self-ideal, self-image, and self-esteem. 1. Ideal Self: the figure of a person who is judged perfectly and admired and coveted and who wants to be imitated to become an ideal self-model for the individual. 2. Self-image: Self-image is a way of seeing ourselves and judging ourselves in that moment. Always think positively then we will always be positive in every aspect of life. 3. Self-esteem: The higher one's self-esteem, self-acceptance, and respect for oneself as someone valuable and meaningful, the higher one's self-esteem.

As for the factors that can affect a person's self-concept (Asri & Sunarto, 2020), These include parenting, failure, depression, and internal criticism.

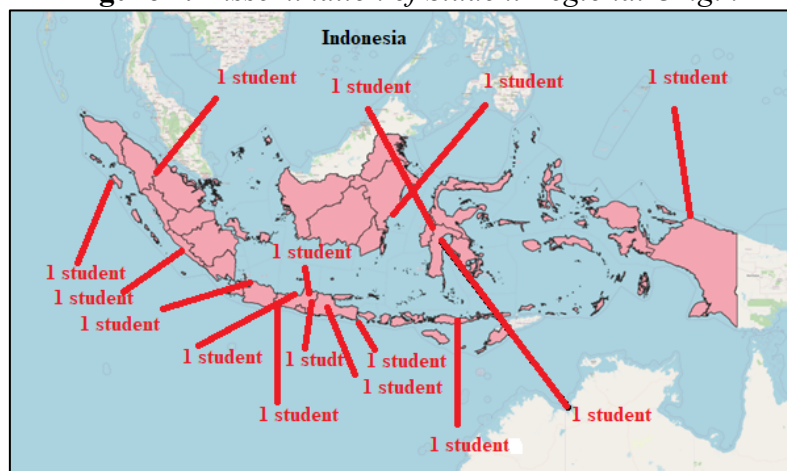
Here are steps that need to be taken to have a positive self-concept: 1) Be objective in recognizing yourself, 2) Respect yourself, 3) Do not be hostile to yourself, 4) Think positive and rational. So, how important is self-concept in increasing learning motivation? The answer must be particularly important, talking about self-concept is never separated from a confident and optimistic attitude.

## Interest in Becoming a Teacher

The results of research on the variable of interest in becoming a teacher were conducted in the medium and low categories with the average produced being 74.3 which means that interest in becoming a teacher is included in the low category. The resulting standard deviation of interest in becoming a teacher is 8.59 which means the data is quite varied. Data on interest in becoming a teacher were also obtained using questionnaires. From the pie chart, it shows that 56% of students or 11 students have low interest while 44% or 7 students have moderate interest. While in class no one has a high interest. The variable of interest in becoming a teacher indicator is highest is attention and the lowest is motivation and drive. This means that students are less interested in becoming teachers because of lack of motivation and encouragement in themselves. It can be said that after students make observations in class, it turns out that students are less interested in becoming teachers.

The students studied have diverse backgrounds spread from various regions in Indonesia.

**Figure 4.** Dissemination of Student Regional Origin



Students who study have different ethnicities and divergent backgrounds. Some backgrounds because parents become teachers so that they recommend and provide full support for their children to become teachers. In addition, there are also those who have a background of pastor children, farmer children and various kinds of jobs. So, this can also be a factor that influences students' interest in becoming teachers. In addition, students have also seen for themselves how difficult it is to be a teacher. The task of the teacher is not only to teach but also to complete administration and educate students to have good character. This resulted in the influence of self-concept by 48.1%, the rest was from other factors.

## Conclusion

Based on the results of the research that has been done, it can be concluded as follows: Student self-concept is categorized as medium, with a percentage of 84.69%. This figure is in the medium category (80.1%-100%). The interest in becoming a teacher in mathematics education students in this study can be categorized as low, with a percentage of 74.29%. This can be seen from the results of the questionnaire consisting of 4 indicators, namely feelings of pleasure, interest, attention, and motivation. Students are less interested in becoming teachers because of the moderate self-concept factor of 48.1% and 51.9% due to other factors.

Based on the results of the research and conclusions, the researcher provides several suggestions, namely: (1) For mathematics education study programs, should be able to improve students' self-concept by providing support and enthusiasm to fulfill their vocation as prospective teachers. So that the self-concept of moderate students can be high. (2) Students should be serious and maximal in implementing PPL so that useful experience is obtained for students. For students who want to enter the Faculty of Education, Mathematics Education needs to have an interest as a teacher because graduates are expected to become teachers. (3) Further researchers should examine other variables that can influence such as environmental factors, parents, information about the world of work and oneself (willpower).

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