ABSTRACT

The study aims to find out the effect of Teacher Professional Education (PPG), Family Support on Career Decision Making to Become Prospective Teachers both partially and simultaneously. The research method used is a survey method with an explanatory design. Economic Education students in 2019 and 2020 became a population of 219 students with saturated sampling techniques so that all students were taken as respondents. The data collection technique used a questionnaire and was analyzed using multiple linear regression analysis techniques. Students who register or who enter the economic education department do not fully have the desire to become teachers. Because the career of becoming a teacher, especially in Indonesia, does not have clear career certainty such as the length of the career or the additional period of study and also not a few students who are still experiencing confusion in deciding their career. This causes that they do not have good career planning so that it impacts on career decisions that are less mature. This is a problem in this research. The focus of this research is related to the decision-making process to become prospective teachers in students majoring in economics education as seen from students' perceptions of additional education for teacher professional education and family support. The results showed that there was a positive and significant influence between Teacher Professional Education, Family Support on Career Decision Making to Become Prospective Teachers both partially and simultaneously.

Keywords: Career Decision, Perception, Family Support