

ABSTRACT

Wanda Azizah, 2026. **The Influence of Self-Efficacy and Perceptions of the Teaching Profession on Students' Interest in Becoming Economics Teachers among Students of the Economics Education Study Program Class of 2022 and 2023, Faculty of Teacher Training and Education, Universitas Siliwangi.** Department of Economics Education, Faculty of Teacher Training and Education, Universitas Siliwangi, Tasikmalaya. Under the supervision of Dr. Yoni Hermawan, M.Pd. and Gugum Gumilar, M.Pd.

This study was motivated by the phenomenon that some students of the Economics Education Study Program still do not have a strong interest in pursuing a career as teachers despite having taken educational courses. The purpose of this study was to analyze the influence of self-efficacy and perceptions of the teaching profession on students' interest in becoming economics teachers, both partially and simultaneously. The research method used was a descriptive method with a quantitative approach through data collection techniques in the form of literature study and questionnaires. The population in this study consisted of all students of the Economics Education Study Program class of 2022 and 2023 at Universitas Siliwangi totaling 261 students, with a sample of 158 respondents obtained through proportional random sampling techniques. The data analysis techniques used were descriptive statistics, classical assumption tests, and multiple linear regression analysis assisted by SPSS 26. The results of the study showed that self-efficacy and perceptions of the teaching profession had a positive and significant influence on students' interest in becoming economics teachers, both partially and simultaneously, with a contribution of 65.5%. The conclusion of this study indicates that confidence in one's abilities and positive views toward the teaching profession can increase students' interest in pursuing a career as educators.

Keywords: Self-Efficacy, Interest in Becoming a Teacher, Perception of the Teaching Profession.