

ABSTRAK

INDRIATI AYU LESTARI. 2026. ANALISIS FAKTOR-FAKTOR YANG MEMPENGARUHI MINAT MENJADI GURU (Survei Pada Mahasiswa Pendidikan Ekonomi Angkatan 2022 Universitas Siliwangi). Jurusan Pendidikan Ekonomi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya. Di bawah bimbingan Raden Roro Suci Nurdianti S.Pd., M.Pd. dan Rendra Gumilar , S.Pd., M.M.

Penelitian ini dilatarbelakangi oleh rendahnya minat mahasiswa Pendidikan Ekonomi untuk menjadi guru. Hal tersebut dipengaruhi oleh berbagai faktor, baik internal maupun eksternal, seperti persepsi tentang kesejahteraan guru, efikasi diri, dan lingkungan keluarga. Penelitian ini bertujuan untuk mengetahui pengaruh persepsi tentang kesejahteraan guru terhadap minat menjadi guru, pengaruh efikasi diri terhadap minat menjadi guru, pengaruh lingkungan keluarga terhadap minat menjadi guru, serta pengaruh persepsi tentang kesejahteraan guru, efikasi diri, dan lingkungan keluarga secara simultan terhadap minat menjadi guru pada mahasiswa Pendidikan Ekonomi Angkatan 2022 Universitas Siliwangi. Metode penelitian yang digunakan adalah metode kuantitatif dengan pendekatan survei. Populasi dalam penelitian ini adalah seluruh mahasiswa Pendidikan Ekonomi Angkatan 2022 Universitas Siliwangi yang berjumlah 115 mahasiswa. Teknik pengambilan sampel menggunakan sampling jenuh sehingga seluruh populasi dijadikan sampel penelitian. Teknik pengumpulan data dilakukan melalui penyebaran kuesioner. Analisis data menggunakan *Confirmatory Factor Analysis* (CFA) dan *Structural Equation Modeling* (SEM) dengan bantuan program AMOS. Hasil penelitian menunjukkan bahwa: (1) persepsi tentang kesejahteraan guru berpengaruh positif dan signifikan terhadap minat menjadi guru dengan nilai estimate sebesar 0,312, C.R. sebesar 3,805, dan p-value 0,001; (2) efikasi diri berpengaruh positif dan signifikan terhadap minat menjadi guru dengan nilai estimate sebesar 0,428, C.R. sebesar 4,505, dan p-value 0,001; (3) lingkungan keluarga berpengaruh positif dan signifikan terhadap minat menjadi guru dengan nilai estimate sebesar 0,267, C.R. sebesar 3,034, dan p-value 0,002; serta (4) persepsi tentang kesejahteraan guru, efikasi diri, dan lingkungan keluarga secara simultan berpengaruh positif dan signifikan terhadap minat menjadi guru dengan nilai koefisien determinasi (R^2) sebesar 0,680. Berdasarkan hasil penelitian dapat disimpulkan bahwa semakin baik persepsi mahasiswa terhadap kesejahteraan guru, semakin baik efikasi diri, dan semakin suportif lingkungan keluarga, maka semakin baik pula minat mahasiswa untuk menjadi guru.

Kata Kunci: Persepsi Kesejahteraan Guru, Efikasi Diri, Lingkungan Keluarga, Minat Menjadi Guru.

ABSTRACT

INDRIATI AYU LESTARI. 2026. AN ANALYSIS OF THE FACTORS INFLUENCING STUDENTS' INTEREST IN BECOMING TEACHERS (A Survey of the 2022 Cohort of Economic Education Students at Siliwangi University). Department of Economic Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya. Supervised by Raden Roro Suci Nurdianti, S.Pd., M.Pd. and Rendra Gumilar, S.Pd., M.Pd.

This study was motivated by the low level of interest among Economic Education students in pursuing a career as teachers. This condition is influenced by various internal and external factors, including perceptions of teacher welfare, self-efficacy, and the family environment. The study aimed to examine the effect of perceptions of teacher welfare on students' interest in becoming teachers, the effect of self-efficacy on their interest in becoming teachers, the effect of the family environment on their interest in becoming teachers, and the simultaneous effect of perceptions of teacher welfare, self-efficacy, and the family environment on the interest in becoming teachers among the 2022 cohort of Economic Education students at Siliwangi University. This research employed a quantitative method with a survey approach. The population consisted of all 115 students from the 2022 cohort of the Economic Education Department at Siliwangi University. A saturated sampling technique was used, meaning that the entire population was included as the research sample. Data were collected through questionnaires. The data were analyzed using Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM) with the assistance of the AMOS software. The results of the study indicate that: (1) perceptions of teacher welfare have a positive and significant effect on students' interest in becoming teachers, with an estimate value of 0.312, a C.R. value of 3.805, and a p-value of 0.001; (2) self-efficacy has a positive and significant effect on students' interest in becoming teachers, with an estimate value of 0.428, a C.R. value of 4.505, and a p-value of 0.001; (3) the family environment has a positive and significant effect on students' interest in becoming teachers, with an estimate value of 0.267, a C.R. value of 3.034, and a p-value of 0.002; and (4) perceptions of teacher welfare, self-efficacy, and the family environment simultaneously have a positive and significant effect on students' interest in becoming teachers, with a coefficient of determination (R^2) of 0.680. Based on these findings, it can be concluded that the more positive students' perceptions of teacher welfare, the higher their self-efficacy, and the more supportive their family environment, the greater their interest in becoming teachers.

Keywords: Teacher Welfare Perception, Self-Efficacy, Family Environment, Interest in Becoming a Teacher.