

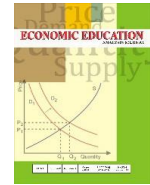


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The Influence of Growth Mindset, Family Environment, School Field Introduction (PLP), and Student Perception of the Teacher Professional Education Program (PPG) on Interest in Becoming an Economics Teacher in East Java

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Abstract

Students' interest in choosing the profession of economics teacher is still relatively low, so it is necessary to study the factors that affect it. Based on Social Cognitive Career Theory, career interests can be influenced by personal and environmental factors. This study aims to analyze the influence of growth mindset, family environment, School Field Introduction (PLP), and student perception of the Teacher Professional Education Program (PPG) on interest in becoming an economics teacher in East Java. This study uses a quantitative approach with a sample of 191 S1 Economics Education students of the class of 2022 from UNESA, UM, and UNEJ who were selected through purposive sampling techniques. Data were collected using questionnaires and analyzed by multiple linear regression. The results showed that growth mindset ($\beta = 0.438$, $t = 5.295 > 1.9728$, $p = 0.000$), family environment ($\beta = 0.198$, $t = 4.686 > 1.9728$, $p = 0.000$), PLP ($\beta = 0.297$, $t = 5.941 > 1.9728$, $p = 0.000$), and PPG perception ($\beta = 0.200$, $t = 4.667 > 1.9728$, $p = 0.000$) so that it is said that all have a positive and significant effect on interest in becoming an economics teacher. This research contributes to enriching the study of career interests in the field of education by integrating psychological and contextual factors, and provides practical implications for universities in designing strategies to increase students' interest in becoming economics teachers.

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INTRODUCTION

The urgency of the need for teachers at the equivalent high school (SMA) level in Indonesia is currently moderate, meaning that the quantity needs to be optimized, including aspects of equity and teacher distribution (Syaekhan et al., 2025; Widiyaningtyas et al., 2019). Referring to Law (UU) No. 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators who hold a crucial and strategic position in enhancing the quality of a nation's education system. However, the challenges that arise today are not only related to the number of teachers, but also the sustainability of the regeneration of the teacher profession. The phenomenon of low interest in education students to pursue the teaching profession offers significant career potential. to affect the availability of prospective professional teachers in the future (Levpušček & Steiner, 2025; Suryani & George, 2021). If this condition continues to occur, the inequality of distribution and quality of teachers will be difficult to overcome. The critical aspect is in the analysis of the root of the problem that occurs, namely in various factors that affect the willingness of students enrolled in education majors to pursue a career in teaching.

Several national researches indicate that there has been an imbalance between the number of teachers, qualifications, and the number of students at the high school level (Maharani et al., 2025; Rahabav et al., 2024). In some areas, teachers are often required to handle multiple subjects as a result of the unequal distribution of teaching staff and the low level of interest in pursuing careers as educators (Dewi et al., 2025). This condition is also reflected at the high school level, especially in economics lessons. In this case, the economics education study program in higher education has an important role.

Several state universities in East Java such as the State University of Surabaya, the State University of Malang, and the University of Jember have an Economics Education Study Program that aims to produce prospective economics teachers. However, based on the findings obtained from the preliminary research conducted in October 2025 on 51 Economics Education students from the three universities, it shows that only 20 students are interested in becoming teachers, while the rest are not. If this condition continues, it will affect the availability of qualified economics teacher candidates in the future.

The potential factors that cause low interest in becoming a teacher need to be reviewed in this regard. Within the framework of Social Cognitive Career Theory (SCCT), one of the career interests as a teacher is shaped by the interaction between personal factors, environmental support, and learning experiences that shape a person's decisions (Shang et al., 2022; Yusoff et al., 2019). One of the internal factors that has great potential is the growth mindset, which is a person's conviction that abilities can develop through the process of learning and experience (Tirri, 2021). Students who possess a growth mindset generally perceive challenges in a positive manner of the teaching profession and are able to see the process of becoming a teacher as part of self-development. In addition, students' perception of the PPG program is also important because it relates to their views on the prospects of professionalism, competence, and future careers as teachers. Meanwhile, potential external factors are reflected through the family environment and experience in the School Field Introduction Program (PLP). The family environment plays a role as a form of emotional and social support in the formation of career choices (Lustig et al., 2017), while PLP provides first-hand

experience regarding the realities of the teaching profession that can strengthen or weaken students' career interests.

The growth mindset in SCCT is closely related to self-efficacy. Lent et al. (1994) explained that self-efficacy is neither passive nor static, but rather develops through the interaction of personal, behavioral, and environmental factors. In line with that, Bandura (1988) said that abilities are dynamic, can continue to be improved to improve previous competencies. Thus, growth mindset is related to self-efficacy because it both emphasizes a belief in the development of one's own abilities. Students who possess a growth mindset believe that their abilities and skills can continuously improve through sustained effort and ongoing learning (Carol, 2016). Students who possess a growth mindset tend to be more proactive in finding solutions when facing obstacles and viewing challenges as part of the self-development process (Cao et al., 2025). In the context of a career, the teaching profession is seen as a long-term learning process, so failure is considered an opportunity to continue to grow, not something to be avoided (Rissanen et al., 2018). Therefore, we suspect that growth mindset can influence students' interest in becoming economics teachers. Research by Buenconsejo & Alfonso D. Datu (2020); Liat Wungubelen et al. (2025); Meierdirk et al. (2022); Puspitasari et al. (2024); Subu & Tambun (2024) explained that growth mindset has an effect on student career adaptability and resilience. Meanwhile, research by Febriyanti & Sahrani (2024) shows that mindset does not affect career choice. These inconsistent results motivated to investigate the influence of a *growth mindset* on further career interests in different respondents' contexts and characteristics.

The family environment in SCCT includes a form of contextual support that contributes to career development.

Emotional support, information, and a positive outlook on a profession can increase confidence and self-confidence in career choices (Diao & Yao, 2025). The family environment as the closest environment can strengthen or diminish the interest in pursuing a teaching career, depending on the level of support and the perception of the teaching profession formed within students (Aulia et al., 2025). Thus, we suspect that the family environment can influence students' interest in becoming economics teachers. Abu-Gweder research (2024); Diao & Yao (2025); Karyantini & Rochmawati (2021); Lee & Hung (2024); Nugraheni et al. (2025) show that the family environment influences career decisions to become teachers. However, the research of (Putri & Hestiningrum, 2025) found different results, where there was no influence between the family environment on the teacher's career. These differences suggest that further research is still relevant to be conducted on different respondent characteristics.

The School Field Introduction Program (PLP) in SCCT is part of a learning experience that strengthens students' understanding of the teaching profession. Through PLP activities, prospective teachers have the opportunity to carry out teaching practices and apply the knowledge and skills that have been learned in the real school environment (Mononen et al., 2023). Therefore, students can understand the real conditions of the teaching profession, starting from the learning process to responsibilities as educators. The direction of the teacher and the feedback obtained during PLP also help students develop teaching skills and strengthen their confidence in their abilities as prospective teachers. Thus, we suspect that PLP can influence students' interest in becoming economics teachers. Akarsu research (2025); Johnston & Dewhurst (2021); Putri & Hestiningrum (2025) show the

results that teaching experience affects the interest and readiness of prospective teachers. However, Faharani & Rakhmawati (2025) found that PLP had no effect on interest in becoming a teacher. Therefore, further research is still relevant to be conducted on the characteristics of different respondents.

Students' perceptions of the PPG Program in SCCT reflect outcome expectations. PPG is a development program to produce qualified professional teachers (Pinardi et al., 2023). Professional teachers are not only required to have teaching competence, but also the ability and readiness to continuously develop their competencies through experience and interaction in the educational environment (Major & Levin, 2026). Positive perceptions of PPG can increase students' interest in becoming teachers, while negative perceptions can decrease it (Intan & Nisa, 2025). Previous research by Nuryatin et al. (2025); Pinardi et al. (2023); Rukua et al. (2025) show that students' perception of the PPG program affects their interest in becoming a teacher. However, Maulidiyah & Bahtiar (2025) found different results, students' perception of the PPG program did not have a significant effect on their interest in becoming a teacher. These differences suggest that further research is still relevant to be conducted.

Previous research generally still discusses psychological, environmental, and learning experience factors separately in explaining interest in becoming a teacher. In fact, from the perspective of Social Cognitive Career Theory, these factors interact with each other in shaping an individual's career interests. In addition, the results of previous research still show inconsistent findings and research that integrates growth mindset, family environment, PLP, and PPG perception in Economics Education students in Indonesia is also still limited. Based on this, this study aims to analyze

the influence of growth mindset, family environment, PLP, and student perception of the PPG program on interest in becoming an economics teacher in Economics Education students in East Java. This research is important because the interest of education students in the teaching profession affects the sustainability of the regeneration of prospective economics teachers in the future.

The novelty of this research lies in the integration of personal factors (growth mindset), contextual support (family environment), learning experience (PLP), and outcome expectations (PPG perception) in the framework of SCCT to explain the interest in becoming an economics teacher. Theoretically, this research is expected to strengthen the development of SCCT studies in the context of teacher education in Indonesia. Practically, the results of the research can be considered for universities in designing programs to strengthen student interest in the teaching profession.

METHOD

Study Design

The study adopted a quantitative explanatory research method to analyze the influence of growth mindset, family environment, School Field Introduction (PLP), and student perception of the Teacher Professional Education Program (PPG) on interest in becoming an economics teacher in East Java. The quantitative approach was chosen because this study focuses on empirically testing the relationship between variables through statistical analysis. This research was carried out from October 2025 to February 2026.

Sample Selection and Data Collection

This research was conducted in the Economics Education study program of

the State University of Surabaya (UNESA), State University of Malang (UM), and University of Jember (UNEJ) with a data collection process from December 2025 to January 2026. The three universities were chosen because they represent state universities in East Java that organize teacher education programs with relatively similar academic characteristics.

The population consists of 367 students of the class of 2022 who have completed the School Field Introduction Program (PLP). Students who have completed PLP are specifically selected because they already have first-hand experience with the school environment and teaching activities, thus allowing them to provide more relevant feedback regarding their interest in becoming an economics teacher. The sample was determined using purposive sampling, resulting in 191 respondents consisting of 51 students from UNESA, 75 students from UM, and 65 students from UNEJ. Purposive sampling is used because this study requires respondents with specific characteristics that are relevant to the purpose of the research, especially students who have implemented PLP and have prior experience of the teaching profession through learning practices in schools. The data utilized in this study were primary data gathered from online questionnaires using a five-point Likert scale.

Instrument Development

Growth mindset indicators include the belief that efforts improve abilities and skills, the ability to control and direct self-development, the view that practice develops abilities and skills, openness to challenges and new things, orientation to the learning process, efforts to make it stronger, willingness to develop oneself, and confidence in abilities (Sigmundsson & Haga, 2024). Family environmental indicators include financial support, family expectations, values and beliefs,

and informational support (Fouad et al., 2016). PLP indicators include professional and institutional socialisation, learning and professional development, socio-emotional aspects, support/resources/supervision, and support/resources/supervision (Caires & Almeida, 2005). Indicators of PPG program perception include the PPG program, PPG goals, PPG requirements, PPG costs, and the length of PPG studies (Hartanti, 2021). Indicators of interest in becoming a teacher include subject interest, didactic interest, educational interest (Schiefele et al., 2013).

The indicators for each of these variables are adapted and adjusted to the context of Economics Education students in Indonesia. The questionnaire is reviewed through expert assessment and language adaptation to ensure clarity and contextual appropriateness.

Pilot Study

A pilot study was conducted on 30 respondents beyond the selected research sample to test the validity and reliability of the instruments. The validity results confirmed that all questionnaire items met the validity criteria, which was indicated by the Sig. (2-tailed) value < 0.05 . A positive result is shown by the Pearson correlation coefficient, accompanied by an r -count value exceeding the r -table value. Internal consistency was subsequently measured using the Cronbach's Alpha coefficient in the reliability test, and the results revealed that all variables were highly reliable, namely growth mindset of 0.814, family environment of 0.897, PLP of 0.848, perception of PPG of 0.783, and interest in becoming an economics teacher of 0.894. These results show that the research instrument has met the valid and reliable criteria so that it is suitable for use in the main study.

Data Analysis

Using SPSS, data analysis in this

study was carried out through multiple linear regression. This approach was selected because it is suitable for testing both the joint and individual effects of several independent variables on a dependent variable. "The analysis involved descriptive statistics, classical assumption tests (normality, multicollinearity, heteroscedasticity, and linearity), and hypothesis testing using t-tests, F-tests, and the coefficient of determination."

RESULTS AND DISCUSSION

Descriptive Analysis

It is done to provide an overview of data on each research variable. Respondents came from three universities, with the State University of Malang as the largest contributor (75 people or 39.27%), followed by the University of Jember (65 people or 34.03%), and the State University of Surabaya as the least (51 people or 26.70%). Although the number is different, the proportion is still relatively balanced. Of the total 191 respondents, 28 people (14.7%) were male and 163 people (85.3%) were female.

Table 3. Descriptive Analysis Results

	N	Min.	Max.	Mean	Std. Deviation
X1	191	20	40	33.47	4.315
X2	191	21	60	46.36	7.247
X3	191	27	70	56.79	6.356
X4	191	34	65	53.21	7.363
Y	191	23	55	44.69	6.323

Source: Data processed, 2026

Based on Table 3, all variables have relatively high average values. The average growth mindset variable was 33.47, family environment was 46.36, PLP was 56.79, perception of the PPG program was 53.21, and interest in becoming an economics

teacher was 44.69. These results show that respondents tend to have a growth mindset, family environment support, PLP experience, and a fairly good perception of PPG, thus supporting students' interest in becoming economics teachers. In addition, the standard deviation value for all variables was smaller than the average value, thus showing that the research data had a relatively good distribution.

Classic Assumption Test

Classical assumption tests are performed to ensure the feasibility of the research model.

Normality Test

The normality test states that data are normally distributed when the significance value is greater than 0.05. Based on the Kolmogorov-Smirnov test, the significance value obtained is 0.200 (> 0.05) confirming normal distribution of the data.

Table 4. Normality Test Results

One-Sample Kolmogorov-Smirnov Test	
Asymp. Sig. (2-tailed)	0.200

Source: Data processed, 2026

Multicollinearity Test

The multicollinearity test was carried out to see whether there is a correlation between independent variables. The results showed that all variables had a Tolerance value of > 0.10 and a VIF of < 10 ($X_1=0.494$; $X_2=0.671$; $X_3=0.625$; $X_4=0.632$; $VIF=2.024$; 1.490; 1.601; 1.581), so it can be concluded that there is no multicollinearity in the research model.

Table 5. Multicollinearity Test Results

Variabel	Collinearity Statistics	
	Tolerance	VIF
Growth Mindset	0.494	2.024

Family Environment	0.671	1.490
PLP	0.625	1.601
PPG Perception	0.632	1.581

Source: Data processed, 2026

Heteroscedasticity Test

The heteroscedasticity test was carried out using the Park method with the help of SPSS. The results showed that all variables had a significance value > 0.05 ($X_1=0.354$; $X_2=0.176$; $X_3=0.928$; $X_4=0.659$), so it can be concluded that there is no heteroscedasticity or homoscedasticity data.

Table 6. Heteroscedasticity Test Results

Model	Significance Value
(Constant)	0.276
Growth Mindset	0.354
Family Environment	0.176
PLP	0.928
PPG Perception	0.659

Source: Data processed, 2026

Linearity Test

Based on the linearity test results, all independent variables show a significance value of $0.000 < 0.05$, indicating that a linear relationship exists between the variables.

Table 7. Linearity Test Results

Variabel	Linearity	
	Significance Value	Results
Growth Mindset	0.000	Linearitas
Family Environment	0.000	Linearitas
PLP	0.000	Linearitas
PPG Perception	0.000	Linearitas

Source: Data processed, 2026

Multiple Linear Regression Analysis

$$Y = - 6.673 + 0.438 X_1 + 0.198 X_2 + 0.297 X_3 + 0.200 X_4$$

The interpretation of the equation is: the value of the constant obtained with a negative value of - 6,673 does not have a direct practical meaning because the condition when all independent variables have a value of zero is difficult to occur in a real context. The interpretation of the research focuses on the direction and extent of each independent variable's influence on interest in becoming an economics teacher.

The growth mindset variable possesses the highest coefficient value of 0.438, which indicates that psychological factors play the most dominant role in increasing interest in becoming an economics teacher compared to other variables. Indicates that students who have the assumption that their abilities may continue to grow through learning experiences tend to be more interested in pursuing the teaching profession.

The family environmental factor has a coefficient value of 0.198, which shows that support and family environment assist in raising students' interest in becoming economics teachers. Families who provide informational, financial, hopeful, value, and beliefs support help shape students' interest in careers in education.

The PLP variable has a coefficient of 0.297, which indicates that practical experience in school contributes quite strongly in increasing interest in becoming an economics teacher. The experience during PLP helps students understand the real condition concerning the teaching profession so that it may strengthen their interest in the world of education.

The PPG perception variable has a coefficient of 0.200, which shows that positive perceived understanding of the PPG program also affects

interest in becoming an economics teacher. The better the student's understanding of the program, objectives, requirements, costs, and length of PPG study, the higher the level of their interest in the teaching profession.

Test Hypothesis

T Test

The t-test is used to determine the effect of each independent variable on the dependent variable. The decision criterion states that if the significance value is less than 0.05, the variable is considered to have a significant influence. Table 8 shows that: (1) Growth mindset has a significance value of $0.000 < 0.05$ and t calculation $5.295 > 1.97280$. Thus the first hypothesis (H1) in this study is declared accepted. Growth Mindset is influential, there is an interest in becoming an economics teacher. (2) The Family Environment has a significance value of $0.000 < 0.05$ and t count $4.686 > 1.97280$. Thus the second hypothesis (H2) in this study is declared accepted. The family environment has an influence on the interest of becoming an economics teacher. (3) PLP has a significance value of $0.000 < 0.05$ and t count $5.941 > 1.97280$. Thus the third hypothesis (H3) in this study is declared accepted. PLP is influential and there is an interest in becoming an economics teacher. (4) PPG perception has a significance value of $0.000 < 0.05$ and t count $4.667 > 1.97280$. Thus the fourth hypothesis (H4) in this study is declared accepted. The perception of PPG has an effect on the interest of becoming an economics teacher.

Table 8. Partial Test Results (T Test)

Variable	tcount	ttable	Sig.	Sig. Level
GM	5.295	1.97280	0.000	0.05
LK	4.686	1.97280	0.000	0.05
PLP	5.941	1.97280	0.000	0.05
PPG	4.667	1.97280	0.000	0.05

Source: Data processed, 2026

Test F

The simultaneous effect of the independent variables on the dependent variable was analyzed using the F-test. The basis for decision-making is that a significance value under 0.05 indicates a significant joint influence, "the independent variables collectively have a significant influence. Table 9 presents an F-statistic value of 112.113 with a significance level of $0.000 < 0.05$, indicating that all independent variables simultaneously exert a significant effect on students' interest in becoming economics teachers. Therefore, the fifth hypothesis (H5) is accepted."

Table 9. Simultaneous Test Results (F Test)

Fcount	Ftable	Sig.	Sig. Level
112.113	2.42	0.000	0.05

Source: Data processed, 2026

Coefficient of Determination Test (R2)

R^2 is applied to determine how well the model accounts for the dependent variable. R^2 shows how much X_1 , X_2 , X_3 , and X_4 together contribute to the interest of becoming an economics teacher. Table 10 indicates that the Adjusted R Square value of 0.701 indicates that the variables of growth mindset, family environment, PLP, and PPG perception are "able to explain 70.1% of the variation in interest in becoming an economics teacher. Meanwhile, the remaining 29.9% was influenced by

other factors outside the study. This shows that the research model has a fairly strong explanatory ability.”

Table 10. Determination Coefficient Test Results

Model Summary			
Model	R	R Square	Adjusted R Square
1	0.841*	0.707	0.701

Source: Data processed, 2026

Discussion

The Influence of Growth Mindset on Interest in Becoming an Economics Teacher

These findings show that the higher the confidence of students about their ability to develop through business, the higher their interest in choosing a career as an economics teacher. Growth mindset is the variable with the largest regression coefficient compared to other variables, which means that psychological factors contribute importantly to shaping students' career decisions interests as teachers.

In line with SCCT Lent et al. (1994) and Halim et al., (2023) career interests are influenced by personal factors such as self-efficacy that can develop through experience and interaction with the environment. This view is in line with the concept of growth mindset from Dweck (2006) which emphasizes that ability is something that can continue to develop. Students with a growth mindset tend to have better self-efficacy, are easy to work with, and are confident in the process of becoming teachers (Meierdirk et al., 2022). Be open to a learning approach that prioritizes the needs and development of each student's learning abilities as part of the teacher's professional role

(Laine & Tirri, 2023). They consider teaching practice and self-evaluation as part of self-development, so they are more adaptable and do not give up easily when facing challenges. Thus, they are better prepared to live a teaching profession that requires the readiness to persist in develop and survive in the face of educational dynamics.

The results of this study are in line with the research of Buenconsejo & Alfonso D. Datu (2020); Liat Wungubelen et al. (2025); Meierdirk et al. (2022); Puspitasari et al. (2024) who show that growth mindset has a positive effect on individual career adaptation. This study expands on previous findings that growth mindset is not only related to career adaptation, but also encourages the interest of Economics Education students to choose the teaching profession. “However, this result is different from the research of Febriyanti & Sahrani (2024) that *mindset* does not have a significant effect on career choice. The difference in results is suspected to be influenced by differences in the research context and the characteristics of the respondents.” The participants in this research are Economics Education students who have been academically prepared to become prospective teachers and have gained educational experience, so that confidence in the development of self-ability becomes more relevant in forming career interests in the field of education.

These findings produce practical implications for the need for reflective learning experiences, problem-solving-based teaching practices, and evaluations oriented to the competency development process so that interest in becoming a teacher grows within the university scope. Students who feel that their teaching

ability can develop tend to be more interested in choosing a teacher's career, so lecturers and study programs need to reduce an evaluation approach that only focuses on mistakes and emphasizes more on the progress of students' abilities during the learning process and teaching practice. Some examples of intervention strategies that can be applied are intensive microteaching, mentoring with outstanding teachers, and providing constructive feedback.

The Influence of Family Environment on Interest in Becoming an Economics Teacher

These findings show that the better the support and condition of the family environment felt by students, the higher their interest in choosing the profession of economics teacher. Although the regression coefficient is the smallest, the family environment remains an important contextual factor in the formation of students' career interests.

In line with SCCT Lent et al. (1994), the family environment as a background contextual affordances can strengthen students' beliefs and interest in the teaching profession. Social-emotional support in the form of attention and motivation helps students be better prepared to face academic and career challenges (Diao & Yao, 2025; Zhu et al., 2024). Information support helps students gain an overview of the teaching profession and career prospects in the field of education. Family financial support helps meet educational needs and supports the competency development of prospective teachers through adequate learning facilities (Abu-Gweder, 2024). The family's positive values and expectations of the teaching profession also shape students' views that the teaching

profession is a viable and meaningful career (Lee & Hung, 2024). These various supports ultimately build positive emotions that support the learning process and student career development (Balayar & Langlais, 2021).

The findings of this study align with previous research of Abu-Gweder (2024); Karyantini & Rochmawati (2021); Nugraheni et al. (2025) which shows that the family environment affects the intention to pursue a teaching career. However, in contrast to Putri & Hestiningrum (2025) "who stated that the family environment has no effect on interest in becoming a teacher. These differences in results are likely influenced by differences in research indicators. This study uses broader family environment indicators, including informational support, finances, family values and beliefs, and family expectations, so that the influence on interest in becoming a teacher is more clear."

These findings provide practical implications that family support needs to be involved in the process of developing the career of prospective teachers. Families need to provide more constructive support through open career communication, motivation, support for learning needs, appreciation of the student learning process, and strengthening a favorable view in the teaching profession context. This support can ultimately strengthen students' confidence to pursue a teaching career (Christensen et al., 2019; Wu et al., 2026).

The Influence of School Field Introduction on Interest in Becoming an Economics Teacher

These findings show that the better the student experience during PLP, the higher the student's interest

in becoming an economics teacher. The contribution of PLP variables is quite large to the interest in becoming an economics teacher, so that direct learning experience can strengthen students' career decisions as teachers.

In line with SCCT Lent et al. (1994), learning experiences are one of the important factors in the formation of career interest. In this study, PLP provides direct experience to students to understand the teaching profession through teaching activities, classroom management, interaction with students, and adaptation to the school environment (Mononen et al., 2023). This experience helps students gain a realistic understanding of the teaching profession and increase confidence in their abilities as prospective educators (Johnston & Dewhurst, 2021). Other positive experiences during PLP, such as teaching success, teacher support, and good relationships in the school environment can increase students' confidence and motivation as prospective economics teachers (Akarsu, 2025; Bayraklı, 2026; Dai et al., 2026; Hooper & Johnson, 2025).

The results of this research support Akarsu research (2025); Johnston & Dewhurst (2021); Majidah et al. (2024); Mononen et al. (2023); Putri & Hestiningrum (2025) who show that field direct experience affects interest in pursuing a career as the teacher. In contrast to the research of Fazarani & Rakhmawati (2025), PLP has no effect on interest in becoming a teacher. These differences may be influenced by the quality of practical experience, support of the school environment, and student readiness during PLP. In this study, practical experience and positive environmental support make PLP more meaningful in forming an interest in pursuing a career as an economics teacher.

The practical implication is that universities need to strengthen the quality of PLP implementation through more structured and competency-oriented guidance. In addition, coordination between DPL and partner schools also needs to be improved so that students' practical experience is more relevant to the readiness and interests of the teacher's profession (Alifah & Hastuti, 2023; Liu et al., 2025). Schools and teachers need to create an open and collaborative practice environment through constructive feedback, reflective discussions, and student involvement in school activities. A positive and meaningful PLP experience can strengthen students' interest in pursuing the profession of economics teacher.

The Influence of Students' Perception of Teacher Professional Education Programs on Interest in Becoming an Economics Teacher

These findings indicate that the more positive students' perceptions of the PPG program, the higher their interest in becoming economics teachers. SCCT Lent et al. (1994), outcome expectations influence individual career interests and choices. In this study, students' perceptions of PPG reflect expectations regarding increased competence, professional readiness, career opportunities, and recognition as professional teachers (Asmare, 2025a). When students view PPG as a useful program that supports career development, the interest in becoming a teacher tends to be stronger. These aspects are the basis for students to assess the extent to which PPG can support their career development as prospective teachers. The assessment is reflected in students' understanding of the objectives, benefits, costs, conditions,

and duration of PPG studies. Students tend to see PPG not only as a certification program, but also as a means of building professional identity and responsibility as educators (Major & Levin, 2026). In addition, professional development programs are also considered to be able to improve teaching competence, the use of technology in learning, and professional relationships with peers (Asmare, 2025b; Murray, 2021; Salifu et al., 2025).

The findings obtained in this study are aligned with previous research of (Nuryatin et al., 2025; Pinardi et al., 2023; Rukua et al., 2025) showing that students' views of the PPG program have an impact on their interest in becoming teachers. However, in contrast to the research of Maulidiyah & Bahtiar (2025) which states that the perception of PPG has no effect on interest in becoming a teacher. These differences are allegedly influenced by differences in research indicators. This study uses more comprehensive indicators, so that students' perception of the PPG program as a teacher professionalization program is more clearly depicted and plays a more role in shaping interest in becoming an economics teacher.

The practical implication is that universities need to strengthen socialization about the PPG program and career prospects after participating in PPG through career seminars, alumni sharing, and the integration of PPG information in educational lectures. The government as a regulator needs to ensure more equitable, transparent, and sustainable access to PPG, including related to selection information and certainty of teachers' professional paths. These efforts are important so that PPG is seen as a realistic path for teacher

professionalization and supports long-term career development.

The Influence of Growth Mindset, Family Environment, Introduction to the School Field, and Student Perception of the Teacher Professional Education Program on Interest in Becoming an Economics Teacher

The results reveal show that interest in becoming a teacher is formed by a combination of personal factors, environment, learning experience, and expectations for related outcomes. In line relation to the SCCT framework of Lent et al. (1994), career interests are formed through the interaction of personal factors, learning experiences, background contextual affordances, and outcome expectations. In this study, the growth mindset is related to students' confidence in their ability to become teachers, the family environment provides support and career expectations, PLP presents direct experience about the teaching profession, while the perception of PPG reflects expectations for professional development and career opportunities. These results show that intention to pursue the economics teaching profession is formed through the relationship of various factors that support each other. Students with a growth mindset tend to be more confident in facing the professional demands encountered by teachers (Asbury & Carstensen, 2026; Schwiering & Heyder, 2026), especially when supported by the family environment, a positive PLP experience, and the perception that PPG can strengthen professionalism and career certainty as a teacher.

The findings of this study are consistent with previous research by Padhy et al., (2015) and Putri & Hestiningrum (2025) that

environmental factors and teaching experience affects the intention to pursue a teaching career. This study provides additional findings that a combination of psychological and contextual factors has a stronger influence in shaping students' career interests in the field of education. Therefore, universities, families, partner schools, and the government need to build integrated support to strengthen students' interest in becoming economics teachers.

CONCLUSION

This study finds that the mindset, family environment, PLP, and students' perception of the PPG program plays a significant role in shaping the interest of Economics Education students in East Java to become teachers, both partially and simultaneously. Among these four factors, the growth mindset shows the strongest influence, which indicates the crucial role of students' self-confidence in their ability to continue to develop in building career interests as teachers.

This research provides a contribution to development of previous studies on career interests in education by integrating personal and contextual factors within the framework of SCCT to explain students' interest in becoming teachers. Practically, universities need to create more reflective and supportive learning to encourage student growth mindsets, optimize the implementation of PLP, and strengthen socialization about the PPG program. In addition, partner schools, families, and the government need to build more targeted and sustainable support for students to gain a positive learning experience, stronger career confidence, and a more realistic view of the economics teacher profession.

The study still has limitations, particularly in the use of purposive

sampling techniques and cross-sectional design, which limit broader generalizations and do not fully capture changes in career interests over time. Therefore, Further research is suggested to utilize a broader and more varied sample and consider more comprehensive analytical techniques such as Structural Equation Modeling (SEM) so that the relationships between variables can be analyzed in more depth, including the possibility of mediating relationships and indirect influences on interest in becoming teachers.

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