

EMOTIONAL INTELLIGENCE AND MOTIVATION IN RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND TPACK ON TEACHER CAREER READINESSSenia Paramesti,^{1✉} Amir Mahmud²DOI: <https://doi.org/10.15294/jeec.v14i1.25598>¹PT Sakura Seal Manufaktur Indonesia, Pemalang, Central Java, Indonesia²Department of Economics Education, Faculty of Economics, Universitas Negeri Semarang, Indonesia**History Article**

Received May, 24 2025

Accepted June, 3 2025

Published June, 26 2025

Keywords:Emotional Intelligence,
Motivation, Family
Environment, TPACK,
Career Readiness
become a teacher**Abstract**

Competitive competition in the world of work requires the world of education to be able to produce human resources who are ready to compete. Therefore, students need to master relevant skills and knowledge So, that they can have career readiness according to industry needs. The purpose of this study is to analyze the readiness of students to become a teacher, including the family environment and the mastery of TPACK which is moderated by emotional intelligence and mediation of motivation to become a teacher. The data collection technique used questionnaires, the data analysis techniques used were percentage descriptive analysis, inferential statistics, and multiple linear regression analysis. Results of the study showed that family environment and TPACK had a significant positive effect on career readiness to become a teacher. Emotional intelligence can be a pure moderator variable, while motivation become teacher is a mediator variable that affects the career readiness become teacher. The advice given in this study is for parents to support their children in preparing themselves to become teachers, students to improve their technological skills and confidence, understand the role of teachers, set clear goals, and manage emotions well which can support their readiness for a career as a teacher.

© 2025 Universitas Negeri Semarang

✉ Correspondence address:

Jalan Raya Comal Baru, Pemalang, Central Java, Indonesia

E-mail: seniaparamesti4@gmail.com

p-ISSN 2301-7341

e-ISSN 2502-4485

INTRODUCTION

Improving the quality of human resources is inseparable from improving education that prepares individuals to compete at the global level. Therefore, preparing qualified teacher candidates is essential to meet the needs of professional educators. One of the Faculties available at Universitas Negeri Semarang is the Faculty of Economics and Business, one of which is the Department of Economics Education. Economics Education graduates have broad career prospects, not limited to the field of education alone, but can also, work in the banking, accounting, and administration sectors. This is supported by (Coates, 2005). *tracer study data* from the Department of Economic Education, State University of Semarang (UNNES) in the following table:

Table 1. Tracer Study Data of The Department of Economics Education, Universitas Negeri Semarang from 2019 to 2023

Field Work	SUM					Total	
	2019	2020	2021	2022	2023	Total	Percentage
Educational Institutions	16	42	55	48	17	178	18,09%
Bank	10	13	19	32	3	77	7,83%
Industrial World	10	21	32	41	10	114	11,59%
Self employed	6	3	5	9	4	27	2,74%
Other Fields	39	83	88	115	29	354	35,98%
Not yet/job seeker	48	69	30	61	26	234	23,78%
TOTAL	129	231	229	306	89	984	100,00%

Source: SPSS output (2025)

Based on the data above, it shows that in the graduate period from 2019 to 2023, a total of 572 graduates or 58.13% of students who graduated from Economics Education at Universitas Negeri Semarang chose not to work as teachers or in educational institutions. In fact, Economics Education graduates should be able to take advantage of their educational background and are expected to devote themselves as teachers.

The family environment is an important factor in the formation of an individual because the attitudes and behaviors that a person has are the result of the process of education and formation instilled by the family from an early age (Hadian et al., 2022). This is in accordance with the findings of research conducted by Rohmatul (2021) which shows that the family environment has a significant positive effect on career readiness to become a teacher. Another external factor that affects a person's readiness become a teacher is the mastery of technology. The demand to follow and utilize technology in education gave rise to an idea of *Technological, Pedagogical, and Content Knowledge* (TPACK) introduced by Mishra & Koehler (2011). A professional teacher is required to master the TPACK (*Technological Pedagogical Content Knowledge*) competency which

combines technological knowledge, pedagogy, and content to achieve effective learning goals (Fitriyana et al., 2021).

This study will not only examine how the direct influence of the family environment and TPACK's mastery on career readiness to become a teacher, but will also, test how the indirect influence through the mediation of motivation become a teacher will then affect the readiness to become a teacher. The findings of the study Hickman et al. (2021) show that another factor that affects a person's readiness become a teacher according to motivation. Motivation is a process or factor that encourages a person to act or behave in a certain way (Mukiat 2010).

The findings of the study reveal that a person's motivation or drive become a teacher can be influenced by several factors, namely intrinsic motivation, extrinsic motivation, and altruistic motivation. Yüce et al. (2013) *Intrinsic* motivation become a teacher can be increased with good TPACK skills. By mastering TPACK, prospective teachers can increase their personal satisfaction and success in teaching, thus, their intrinsic motivation is stronger. This is in line with Wiguna et al., (2024) the use of technology in learning to improve teaching quality, motivation, and innovation. Meanwhile, other factors that affect extrinsic motivation become a teacher are external factors or those that come from outside such as job security, salary, social security, social status, influence from others (Chuan, 2013).

Based on the exposure of several previous studies, it still shows inconsistencies in the results of previous research. There are several studies that mention that family environment factors or TPACK mastery show a low influence and some even show that these factors do not affect career readiness to become a teacher. In this study, emotional intelligence is considered to be able to moderate the effects of independent variables on dependent variables. Teachers are not only in charge of delivering learning materials, but also, interacting with students, colleagues, and parents, So, that emotional intelligence is a key factor in determining their success in the world of education (Jennings & Greenberg, 2009).. Research by Kujur (2024) highlights the important role of *Emotional Intelligence (EI)* in the context of family life. Good emotional intelligence, communication between family members becomes more open and empathetic. So, that the potential for misunderstandings and conflicts can be minimized. The findings revealed by show that the emotional intelligence possessed by family members has a strategic role in shaping the quality of the family environment. Sánchez-Núñez et al. (2020)

In the digital era, teachers' ability to integrate *technological content knowledge* does not only depend on technical skills, but also, on supporting emotional intelligence. Research Sarnoto et al. (2023) findings that the use of information technology can have a positive impact to a negative impact depend on each individual user. Therefore, emotional intelligence is important in order for individuals to achieve their goals for personal well-being and to succeed in social interactions.

METHODS

This study uses a survey method with a quantitative approach. There are four variables in this study, including exogenous variables consisting of family environment (X1) and TPACK mastery (X2), endogenous variables, namely readiness to become teachers (Y), and moderation variables, namely emotional intelligence (M), and mediating variables, namely motivation to become teachers (Z). The population in this study is all active students of Economics Education class of 2022 of the Faculty of Economics, State University of Semarang as many as 408 students and a sample of 124 students. *Proportionate stratified random sampling* was used as a sampling technique in this study and data collection using questionnaires.

RESULT AND DISCUSSION

RESULT

Path Analysis

1. Model I Line Coefficients

In model I, the influence of family environment variables (X1) and mastery of TPACK (X2) on career readiness become a teacher (Y) will be tested. Hypothesis testing using the help of SPSS version 30. The following are the results of the SPSS regression model I Test:

Tabel 2. Result of Model I Linear Analysis Test

		Coefficients ^a			
		Unstandardized Coefficients		Standardized Coefficients	t
Model		B	Std. Error	Beta	
1	(Constant)	33.237	1.392		23.873
	Family	0.222	0.016	0.586	13.453
	Environment	0.176	0.016	0.468	10.759
	TPACK Mastery				
a. Dependent Variable: Career Readiness to Become a Teacher					

Source: SPSS output (2025)

The information obtained in table 3 can be found that the results of the t-test, the family environment variable (X1) have a positive and significant influence on career readiness become a teacher (Y) with a t-value of 13.453 > t table 1.65765 and a significance of 0.000 < 0.05, thus, H1 is accepted with an influence of 34.34%. Meanwhile, the TPACK mastery variable (X2) also, had a positive and significant influence on the readiness become a teacher (Y) with a calculated t value of 10.759 > t table 1.65765 and a significance of < 0.05, thus, H2 was accepted with an influence of 21.96%.

2. Model II Line Coefficient

In model II, the influence of family environment variables (X1) and TPACK mastery (X2) on motivation become a teacher (Z) will be tested. Hypothesis testing using the help of SPSS version 30. The following are the results of the SPSS regression model II test:

Table 3. Result of Model II Linear Analysis Test

Coefficients^a					
		Unstandardized	Standardized		
		Coefficients	Coefficients	t	Sig
Model		B	Std. Error	Beta	
1	(Constant)	12.623	3.664		3.446 0.001
	Family	0.153	0.043	0.268	3.539 0.001
	Environment	0.291	0.043	0.511	6.752 0.000
	TPACK				
	Mastery				

a. Dependent Variable: Career Readiness to Become a Teacher

Source: SPSS output (2025)

The information obtained in table 4 can be found that the results of the family environment t-test had a positive and significant effect on motivation become a teacher by 7.17%, thus, H4 was accepted. Meanwhile, mastery of TPACK also, had a positive and significant effect on motivation become a teacher by 26.11%, thus, H5 was accepted

3. Model III Path Coefficient

In model III, the influence of motivation variables become a teacher (Z) on career readiness become a teacher (Y) will be tested. Hypothesis testing using the help of SPSS version 30. The following are the results of the SPSS regression model III test:

Table 4. Result of Model III Linear Analysis Test

Coefficients^a					
		Unstandardized	Standardized		
		Coefficients	Coefficients	t	Sig
Model		B	Std. Error	Beta	
1	(Constant)	39.641	1.874		21.157 0.000
	Motivation	0.516	0.037	0.782	13.844 0.000
	to Become a				
	Teacher				

a. Dependent Variable: Career Readiness to Become a Teacher

Source: SPSS output (2025)

The information obtained in table 5 shows that the t-test results show that motivation become a teacher has a positive and significant effect on career readiness become a teacher by 61.10%, thus, H3 is accepted.

Based on the results of the multiple linear regression equations that have been carried out, a path analysis model can be formed which can be presented in figure 1 as follows:

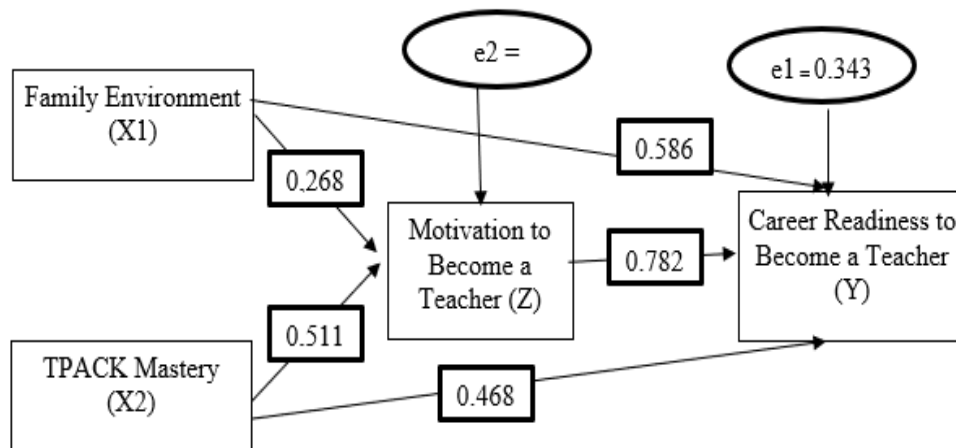


Figure 1. Path Analysis Model

The information obtained from figure 1 is that the family environment (X1) has a total influence of 55.29% on career readiness become a teacher (Y), with a direct influence of 34.34% and an indirect influence of 20.95% through motivation become a teacher (Z). Meanwhile, the mastery of TPACK (X2) had a total effect of 61.92% on the readiness become a teacher (Y), with a direct influence of 21.96% and an indirect influence of 39.96% through motivation become a teacher (Z).

Sobel Test

The sobel test in this study was carried out by examining the strength of the indirect influence of the independent variables X1 and X2 on the dependent variable (Y) through the mediation variable (Z). The sobel test through the online application Sobel Test Calculator for The Significance of Mediation through [the website www.danielsoper.com](http://www.danielsoper.com) presented in the following image:

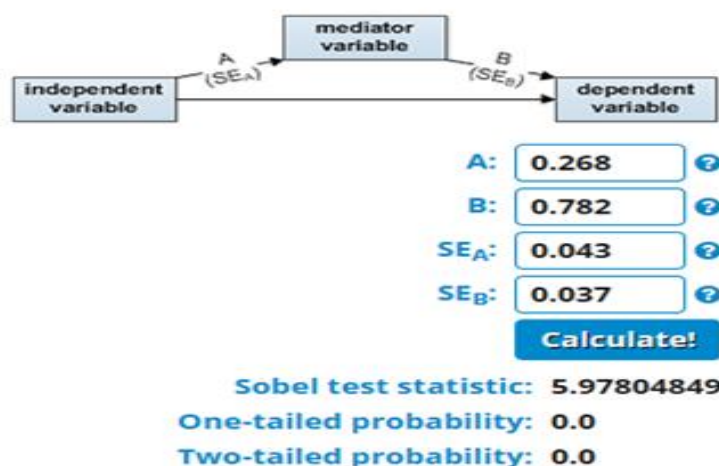


Figure 2. Result of Sobel X1 Test on Y through Mediation (Z)

The information obtained from figure 2 is through *the sobel test* application a value of t calculated 5.97804 with a *one-tailed probability* value of 0.000. The result of the calculation is larger than the t table which is 1.65765 at a significance of 0.05. So, it can be concluded that H6 is accepted.

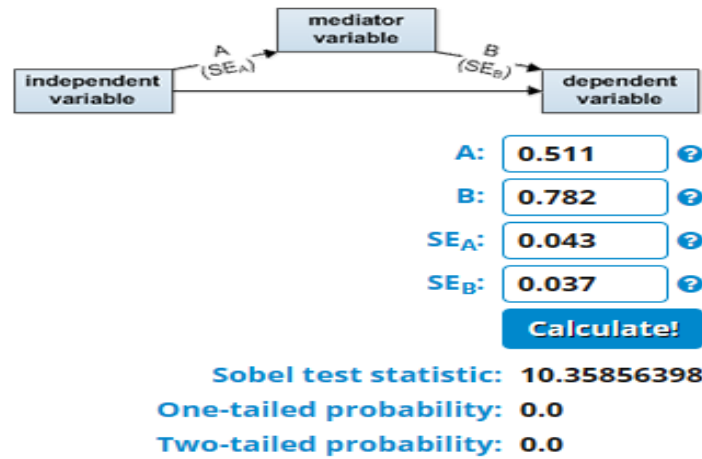


Figure 3. Result of Sobel X2 Test on Y through Mediation (Z)

The information obtained from figure 3 is through *the sobel test* application a value of 10.35856 with a *one-tailed probability* value of 0.000. The results of the two calculations are smaller than the t table, which is 1.65765 at a significance of 0.05. So, it can be concluded that H7 is accepted.

Moderate Regression Analysis (MRA)

MRA was used to test the role of moderation variables. The following are the results of regression analysis with the help of the IBM SPSS statistics 30 program:

Table 5. Moderated Regression Analysis (MRA) Test Results

Model	Coefficients ^a					Correlations		
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.			
	B	Std. Error	Beta			Zero-order	Partial	Part
1 (Constant)	22.308	8.390		2.659	0.009			
Emotional Intelligence	0.159	0.124	0.234	1.283	0.202	0.415	0.117	0.047
Family Environment	0.646	0.115	1.707	5.602	0.000	0.807	0.458	0.205
TPACK	-0.064	0.127	-0.170	-0.505	0.614	0.746	-0.046	-0.019

LK*KE	-0.006	0.002	-1.515	-3.707	0.000	0.788	-0.323	-0.136
PT*KE	0.004	0.002	1.000	1.978	0.050	0.686	0.179	0.072

a. Dependent Variable: Career Readiness Become a Teacher

Source: SPSS output (2025)

The information obtained from table 5 emotional intelligence (M) moderated the influence of the family environment (X1) on career readiness become a teacher (Y) with a negative effect of 10.43%, thus, H8 was accepted. Meanwhile, emotional intelligence (M) also, moderated the influence of TPACK (X2) mastery on career readiness become a teacher (Y) with a positive effect of 3.21%, thus, H9 was accepted.

Discussion

The Influence of the Family Environment on Career Readiness to Become a Teacher

The results of this study are in line with *the Social Cognitive Career Theory* (SCCT) from the fact that in order for individuals to achieve Lent et al. (1994) their career goals or goals starting from personal factors (*personal inputs*) and environment (*contextual background*).

The findings of this study are in line with research conducted by the University of Wisconsin, which reveals that in Rifa'i & Anni (2016) Tianyi et al. (2024) parental involvement in school education has a significant positive impact on children, including improved academic achievement, social skills, and better mental well-being. Thus, parental involvement can be an important factor in supporting children's success. In this case, a supportive family environment will create children's readiness to be able to have a career as a teacher in the future. Other research by showing; Huan et al. (2024); Yuniasari & Djazari (2017) Septiani & Widiyanto (2021) that the family environment has a positive and significant effect on career readiness to become a teacher.

The Influence of TPACK Mastery on Career Readiness become a teacher

The findings of this study are in line with Thorndike's theory in the theory of connectionism that learning is formed through the relationship between *stimulus* and response that is increasingly strengthened when done repeatedly. The consistent and continuous implementation of TPACK reflects the principle of *the law of exercise*, where habits will strengthen *the response*.

The findings of this study are in line with research conducted by Kuru Gönen & Safiye İpek (2019) integrating technology in language learning not only improving students' skills, but also, helping aspiring teachers prepare themselves to create innovative and motivating learning environments, thus, increasing their readiness to teach in the classroom. In line with the research that revealed that TPACK which consists of three components, namely Abubakir & Alshaboul (2023) *technological knowledge* (TK), *pedagogical knowledge* (PK) and *content knowledge* (CK) has an effect on the career readiness become a teacher of Qatari *pre-service* students where the highest influence is obtained from *the content knowledge* (CK) component.

The Influence of Motivation on Career Readiness to Become a Teacher

The findings of this study are in line with *the Social Cognitive Career Theory* (SCCT) theory that Lent et al., (2002) individuals tend to prepare their careers according to their interests in the context of this research is the motivation to become a teacher.

Research from states that motivation become a teacher is an internal drive that comes from personal values to choose and prepare for a career in education. The intensity of this motivation is influenced by various contextual factors and has an impact on the quality and effort of their teaching duties. Another study states that motivation become a teacher creates a driving force for prospective teachers to be able to collaborate, work effectively, and integrate in achieving career readiness to become a teacher. The findings of this study are in line with Han & Yin (2016) kumari & Kumar (2023) Lehtinen et al. (2025) Fauziyah & Widiyanto (2019) revealed that motivation become a teacher consisting of extrinsic, intrinsic and altruistic affects career readiness to become a teacher.

The Influence of Family Environment on Motivation to Become a Teacher

The theory of connectionism helps explain how the family environment can provide a significant *stimulus* in shaping students' motivation to become teachers, both through pleasant experiences and routines that strengthen positive habits related to the world of education. When support from family results in feelings of comfort, acceptance, and value, the relationship between *stimulus* (family environment) and *response* (motivation to become a teacher) becomes stronger.

The study conducted by By Lin et al. (2024) found that when the family environment is supportive, individuals feel more motivated in their family. In line with the opinion that parents who adopt a supportive and free thinking style thus, they are more motivated to achieve their own goals. The findings of this study are in line with the conclusion that family support can be a source of strong motivation So, that not only has an impact on family life but also, increases individual readiness at work. In line with Catur Tias & Amir (2017); Menges et al. (2017); Hallarte et al. (2024) that highly motivated individuals are individuals who have the support of strong parents. This support strengthens the drive to achieve their goals. This shows that the quality of the relationship between parents and children has a direct impact on motivation.

The Effect of TPACK Mastery on Motivation Become a Teacher

Research by Schubatzky et al. (2023) revealed that prospective teachers who have confidence in using technology or using digital media can provide their motivation to continue using it in learning, So, that individuals can be more effective in implementing digital media in the teaching process. The research suggests that prospective teachers can create a learning environment that utilizes instructional technology tools more often. With the ability to use technology, they will have high confidence and motivation to create quality and innovative learning (Torun, 2020). TPACK research Solissa et al., (2023) consisting of technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) has a positive effect on intrinsic motivation.

The Influence of Family Environment on Career Readiness become a teacher through Mediation of Motivation to Become a Teacher

The findings of this study are supported by research Gustina et al. (2024) that investigates that parental support can increase individual psychological capital, namely in the form of motivation, hope, resilience, confidence and optimism play an important role as an important bridge to career readiness. With strong psychological capital, individuals can build confidence and be better prepared to face future job challenges. In line with showing motivation can mediate parental support, the role of parents in fostering intrinsic motivation and self-regulation is important to support students' academic success. With the right support and guidance, parents can help children develop motivation from within to learn and reach their best potential (Hallarte et al. 2024) .

The Effect of TPACK on Career Readiness through Mediation of Motivation to Become a Teacher

The findings of this study are supported by research Zhang & Yan (2024) that parental involvement has a positive correlation with children's mastery motivation where mastery motivation refers to the inherent drive in individuals to achieve competence and master challenging tasks. In line with that motivation from within (*intrinsic*) can mediate the relationship with the creativity that individuals have Karimi et al. (2022) .

Individuals who have inner drive or motivation can encourage creativity by triggering positive emotions, increasing flexibility of thinking, encouraging healthy risk-taking, and strengthening perseverance in finding innovative solutions. In line with the findings Solissa et al. (2023) that with high motivation, prospective teachers will be better able to face challenges and overcome obstacles in developing TPACK. The prospective teacher has a strong internal drive to continue learning and developing, So, that challenges are not a barrier, but an opportunity to improve their abilities. The ability to use technology effectively in teaching and have a strong commitment to continuously improve oneself will have a positive effect on their readiness to become effective and qualified teachers.

The Influence of Family Environment on Career Readiness through Emotional Intelligence Moderation

The findings of the study Abdullah et al. (2024) and Zulhijah et al. (2024) show that the weak influence of the family environment on job readiness is due to the lack of family support and attention to children. The weak influence of the family environment on the readiness become a teacher after being moderated with emotional intelligence is due to students who have high emotional intelligence, So, they are able to manage themselves and can manage their own learning and can overcome challenges without the need to depend on their family environment.

This is in line with research Yarza et al. (2024) findings from the study that children with behavioral and emotional needs need more active and intensive parental involvement to help them overcome difficulties and improve their abilities. However, it is different if

children have good emotional intelligence, they are better able to resolve conflicts, manage stress, make responsible decisions, and build positive relationships. A similar thing is also, expressed by that strong emotional intelligence helps a person understand themselves, feelings, and motivations, thus, they can make better decisions and solve problems more effectively. By understanding themselves, children can think more clearly and be able to make their own choices that are more appropriate (Gugu 2021).

The Effect of TPACK Mastery on Career Readiness become a teacher through Emotional Intelligence Moderation

A 21st century skill that individuals must possess is the ability to access information. The internet has become one of the main sources for students and teachers to access and share information, the use of information and communication technology in education has allowed for a more interactive and flexible learning process. By mastering these skills, individuals can be better prepared to face the challenges of the world of work in the digital era (Kaya et al., 2023) .

The findings of the study Wardhani (2020) reveal that the use of information technology can have a positive impact to a negative impact depending on each individual user. If individuals in the use of technology are not directed or do not master, it can cause problems. Unlike if a person has high emotional intelligence, which means they can control their emotions well, the use of technology can bring many benefits, especially for students as a material to solve a problem.

CONCLUSION

This study shows that family environment, TPACK mastery, and motivation become a teacher have a positive and significant influence on the readiness become a teacher in Economics Education students of Universitas Negeri Semarang, with contributions of 34.34%, 21.96%, and 61.1%, respectively. In addition, motivation become a teacher mediated the influence of the family environment and TPACK mastery on career readiness become a teacher by 55.29% and 61.92%. Emotional intelligence also, plays a role as a moderator, with an influence of 10.43% on the relationship between family environment and career readiness and 3.21% on the relationship between TPACK mastery and career readiness.

Based on the results of the research, it is recommended that parents provide guidance to their children, students increase confidence in using technology, develop intrinsic motivation, and improve the ability to manage emotions to increase their readiness for a career as teachers. This research has limitations because it focuses on certain variables. So, the next research is expected to explore other factors to gain a more comprehensive understanding of career readiness to become a teacher.

REFERENCES

- Abdullah, a. S., Natuna, D. A., Ramadhani, M., & Idris, A. (2024). Pengaruh lingkungan keluarga terhadap kesiapan kerja anak smk di desa sibuk kecamatan tapung kabupaten kampar. *Jurnal ilmiah ilmu pendidikan*, 7, 11895–11900.
- Abubakir, H., & Alshaboul, Y. (2023). Unravelling efl teachers' mastery of tpack: technological pedagogical and content knowledge in writing classes. *Heliyon*, 9(6), e17348. <https://doi.org/10.1016/j.heliyon.2023.e17348>
- Catur Tias, P., & Amir, M. (2017). Pengaruh gaya belajar dan pola asuh orang tua terhadap prestasi dengan motivasi sebagai variabel intervening. *Economic education analysis journal*, 6(2), 517–529. <https://journal.unnes.ac.id/sju/eeaj/article/view/16440>
- Chuan, C. L. (2013). Pre-service teachers' motivation for choosing teaching as a career. *Jurnal penyelidikan ipg kbl*, 11.
- Coates, h. (2005). The value of student engagement for higher education quality assurance. *Quality in higher education*, 11(1), 25–36. <https://doi.org/10.1080/13538320500074915>
- Fauziyah, K. N., & Widiyanto. (2019). Pengaruh lingkungan keluarga, prestasi belajar, dan motivasi mahasiswa terhadap kesiapan menjadi guru. *Eeaj*, 8(2), 620–634. <https://doi.org/10.15294/eeaj.v8i2.31497>
- Fitriyana, H., Setyosari, P., & Ulfa, S. (2021). Analisis kemampuan technological knowledge calon guru sekolah dasar. *Jktp: jurnal kajian teknologi pendidikan*, 4(4), 348–357. <https://doi.org/10.17977/um038v4i42021p348>
- Gugu, N. (2021). Facilitation of emotional intelligence for the purpose of decision-making and problem-solving among nursing students in an authentic learning environment: a qualitative study. *International journal of africa nursing sciences*, 15, 100375. <https://doi.org/10.1016/j.ijans.2021.100375>
- Gustina, A., Liu, J. S., Indartono, S., Endarwati, M. L., & Darmawati, A. (2024). Connecting the dots: how parent support shapes career readiness through psychological capital. *Sa journal of human resource management*, 22. <https://doi.org/10.4102/sajhrm.v22i0.2540>
- Hadian, V. A., Maulida, D. A., & Faiz, A. (2022). Peran lingkungan keluarga dalam pembentukan karakter. *Jurnal education and development institut pendidikan tapanuli selatan*, 10(1), 240–246. <https://journal.ipts.ac.id/index.php/ed/article/view/3365/2189>
- Hallarte, D. K., Camaongay, Q. M., Congson, J., Cuamag, S., Datosme, J., Laude, V. K. B., milano, m. L., gonzales, r., & gonzales, g. (2024). Modeling self-regulation in learning mathematics through teacher-promoting interaction and parental support among stem learners: the mediating role of intrinsic motivation. *Social sciences & humanities open*, 10, 101135. <https://doi.org/10.1016/j.ssaho.2024.101135>
- Han, J., & Yin, H. (2016). Teacher motivation: definition, research development and implications for teachers. *Cogent education*. <https://doi.org/10.1080/2331186x.2016.1217819>
- Hickman, C., Marks, E., Pihkala, P., Clayton, S., Lewandowski, R. E., Mayall, E. E., Wray, B., Mellor, C., & Van Susteren, I. (2021). Climate anxiety in children and young people

- and their beliefs about government responses to climate change: a global survey. *The lancet planetary health*, 5(12), e863–e873. [https://doi.org/10.1016/s2542-5196\(21\)00278-3](https://doi.org/10.1016/s2542-5196(21)00278-3)
- Huan, M., Huang, C. P., Zou, J. M., & Zhong, Y. (2024). Social support and work readiness of chinese final-year nursing students: the moderating role of psychological resilience. *Journal of psychology in africa*, 34(1), 88–94. <https://doi.org/10.1080/14330237.2023.2291231>
- Jennings, Patricia A, & Greenberg, Mark T. (2009). The prosocial classroom: teacher social and emotional competence in relation to student and classroom outcomes. *Review of educational research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
- Karimi, S., Ahmadi Malek, F., & Yaghoubi Farani, A. (2022). The relationship between proactive personality and employees' creativity: the mediating role of intrinsic motivation and creative self-efficacy. *Economic research-ekonomska istraživanja*, 35(1), 4500–4519. <https://doi.org/10.1080/1331677x.2021.2013913>
- Kaya, E., Karatana, Ö., & Yıldırım, T. Ö. (2023). The relationship between the online learning process, 21st century skills and work readiness in senior nursing students. *Nurse education in practice*, 73, 103801. <https://doi.org/10.1016/j.nepr.2023.103801>
- Kementrian Pendidikan dan Kebudayaan. (2024). *Laporan menteri pendidikan dan kebudayaan kebutuhan perekrutan guru pns*. Moz-extension://ff2063b5-cde4-49c7-b910-0566fc918572/enhanced-reader.html?Openapp&pdf=https%3a%2f%2frepositori.kemdikbud.go.id%2f11383%2f1%2f6.%2520paparan%2520pemenuhan%2520kebutuhan%2520guru%2520makassar%2528rohimat%2529.pdf
- Khofiya Nur Fauziyah, & Widiyanto. (2019). Pengaruh lingkungan keluarga, prestasi belajar, dan motivasi mahasiswa terhadap kesiapan menjadi guru. *Economic education analysis journal*, 8(2), 620–634. <https://doi.org/10.15294/eeaj.v8i2.31497>
- Kujur, V. (2024). Fostering holistic formation through emotional intelligence. In *dharmaram journal of psycho-spiritual formation: vol. Xv (issue 2)*.
- Kumari, J., & Kumar, J. (2023). Influence of motivation on teachers' job performance. *Humanities and social sciences communications 2023 10:1*, 10(1), 1–11. <https://doi.org/10.1057/s41599-023-01662-6>
- Kuru Gönen, & Safiye Ipek. (2019). A qualitative study on a situated experience of technology integration: reflections from pre-service teachers and students. *Computer assisted language learning*, 32(3), 163–189. <https://doi.org/10.1080/09588221.2018.1552974>
- Lehtinen, A., Veermans, K., & Jaakkola, T. (2025). Finnish pre-service primary and science teachers' motivations to enrol into teacher education and their perceptions of teaching. *European journal of teacher education*. <https://doi.org/10.1080/02619768.2025.2484756>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of vocational behavior*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
- Lent, R. W., BROWN, S. D., & Hackett, G. (2002). *Career choice and development* (vol. 4).

- Lin, M., Li, Y., Fan, X., & Wang, Y. (2024). Why does family motivation occur and matter? Evidence from hotel and cruise ship employees. *International journal of hospitality management*, 123, 103933. <https://doi.org/10.1016/j.ijhm.2024.103933>
- Martinez-Yarza, N., Solabarrieta-Eizaguirre, J., & Santibáñez-Gruber, R. (2024). The impact of family involvement on students' social-emotional development: the mediational role of school engagement. *European journal of psychology of education*. <https://doi.org/10.1007/s10212-024-00862-1>
- Menges, J. I., Tussing, D. V., Wihler, A., & Grant, A. M. (2017). When job performance is all relative: how family motivation energizes effort and compensates for intrinsic motivation. *The academy of management journal*, 60(2), 695–719. <http://www.jstor.org/stable/26157450>
- Mishra, P., & Koehler, M. J. (2011). Technological pedagogical content knowledge: a framework for teacher knowledge. *British journal of surgery*, 98(3), 450–457. <https://doi.org/10.1002/bjs.7342>
- Moekijat. (2010). *Manajemen sumber daya manusia*. Cv. Mandar maju.
- Rifa'i Rc, A., & Anni, C. T. (2016). *Psikologi pendidikan (edisi revisi)* (edisi revisi). Unnes press.
- Rohmatul, Laili. (2021). Pengaruh lingkungan keluarga dan literasi ekonomi terhadap kesiapan menjadi guru. *Jpeka: jurnal pendidikan ekonomi, manajemen dan keuangan*, 5(2), 95–102.
- Sánchez-Núñez, M. T., García-Rubio, N., Fernández-Berrocal, P., & Latorre, J. M. (2020). Emotional intelligence and mental health in the family: the influence of emotional intelligence perceived by parents and children. *International journal of environmental research and public health*, 17(17), 1–21. <https://doi.org/10.3390/ijerph17176255>
- Satya Zulhijah, M. P., Hamid Halin, & Endah Dewi Purnamasari. (2024). Pengaruh lingkungan keluarga dan praktik kerja lapangan dalam kesiapan kerja siswa-siswi perhotelan smk negeri 3 palembang. *Jemsi (jurnal ekonomi, manajemen, dan akuntansi)*, 10(2), 1339–1349. <https://doi.org/10.35870/jemsi.v10i2.2313>
- Schubatzky, T., Burde, J. P., Große-Heilmann, R., Haagen-Schützenhöfer, C., Riese, J., & Weiler, D. (2023). Predicting the development of digital media pck/tpack: the role of pck, motivation to use digital media, interest in and previous experience with digital media. *Computers & education*, 206, 104900. <https://doi.org/10.1016/j.compedu.2023.104900>
- Septiani, D. H., & Widiyanto. (2021). Pengaruh praktik pengalaman lapangan, lingkungan keluarga, dan kesejahteraan terhadap kesiapan menjadi guru. *Economic education analysis journal*, 10(1), 130–144. <https://doi.org/10.15294/eeaj.v10i1.44663>
- Solissa, E. M., Farizawati, F., Maq, M. M., Aldina, F., & Wantu, H. M. (2023). Technological pedagogical content knowledge (tpack): an overview through self-efficacy and motivation to become a professional teacher. *Edumaspul: jurnal pendidikan*, 7(2), 2562–2571. <https://doi.org/10.33487/edumaspul.v7i2.6711>
- Tianyi, Tellegen, C., & Sanders, M. (2024). The role of parenting self-efficacy on teacher-child relationships and parent-teacher communication: evidence from an australian national longitudinal study. *Journal of school psychology*, 103, 101296. <https://doi.org/10.1016/j.jsp.2024.101296>

- Torun, F. (2020). The effect of a textbook preparation process supported by instructional technology tools on the tpack self confidence levels of prospective social studies teachers. *Review of international geographical education online*, 10(2), 115–140. <https://doi.org/10.33403/rigeo.691943>
- Wardhani, M. K. (2020). Persepsi dan kesiapan mengajar mahasiswa guru terhadap anak berkebutuhan khusus dalam konteks sekolah inklusi. *Scholaria: jurnal pendidikan dan kebudayaan*, 10(2), 152–161. <https://doi.org/10.24246/j.js.2020.v10.i2.p152-161>
- Wiguna, A., Sekolah, n. B.-b. L. B., & 2024, undefined. (2024). Hubungan penguasaan technological pedagogical content knowledge (tpack) guru terhadap motivasi guru dalam penggunaan. *Journals2.ums.ac.idac wiguna, n budimanbuletin literasi budaya sekolah*, 2024•journals2.ums.ac.id. <https://doi.org/10.23917/blbs.v6i2.7853>
- Yüce, K., Şahin, E. Y., Koçer, Ö., & Kana, F. (2013). Motivations for choosing teaching as a career: a perspective of pre-service teachers from a turkish context. *Asia pacific education review*, 14(3), 295–306. <https://doi.org/10.1007/s12564-013-9258-9>
- Yuniasari, T., & Djazari, Moh. (2017). Pengaruh minat menjadi guru, lingkungan keluarga, dan praktik pengalaman lapangan (ppl) terhadap kesiapan menjadi guru akuntansi mahasiswa pendidikan akuntansi angkatan 2013 fe uny. In *jurnal pendidikan akuntansi indonesia: vol. Xv* (issue 2).
- Zain Sarnoto, A., Hidayat, R., Hakim, L., Alhan, K., & Dian Sari, W. (2023). Analisis penerapan teknologi dalam pembelajaran dan dampaknya terhadap hasil belajar. *Journal on education*, 06(01), 82–92.
- Zhang, Y., & Yan, N. (2024). Comparing upward: how parental social comparisons shape children's self-concept and mastery motivation in china. *Journal of experimental child psychology*, 247, 106048. <https://doi.org/10.1016/j.jecp.2024.106048>