



Teaching Career Choices of Economics Education Students

Khasan Setiaji✉

DOI: 10.15294/dp.v10i2.5105

Faculty of Economics, Universitas Negeri Semarang, Indonesia

History Article

Received 5 October 2015
Approved 15 November 2015
Published 17 December 2015

Keywords

Teaching Career Motivation;
Career Self-Efficacy; Socioeconomic Status; Interest Of Being Teachers; And Academic Achievement

Abstract

This research aims to know the influence of career teaching motivation, career self-efficacy and socioeconomic status toward students' academic achievement through students' interests of being teachers. The research was a quantitative approach. The population of this study was all students of Economics Education on the first semester in academic year of 2012/2013. Data were collected by using questionnaires and documentation, then analysed by using path analysis. Findings show that teaching career motivation, career self-efficacy and socioeconomic status have positive and significant influence on students' academic achievement through the interest of being teachers. Based on the results of this study, it can be suggested that the efforts to foster students' interest for being teachers and academic achievement can be done by improving their career motivation, career self-efficacy, and parents' support. Then, preparation process for being teachers should consider some aspects such as talent, psychological interests, motivation, and career self-efficacy. Moreover, institution should provide learning facilities for students who are from poor families and have difficulties for getting the higher studies.

How to Cite

Setiaji, K. (2015). Teaching Career Choices of Economics Education Students. *Dinamika Pendidikan*, 10(2), 110-118.

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✉ Correspondence Author:
Gedung L2 Lantai 1 Sekaran, Gunungpati, Semarang 50229
E-mail: setiaji@mail.unnes.ac.id

p-ISSN 1907-3720
e-ISSN 2502-5074

INTRODUCTION

The government developed the educator profession as the strong profession and it was honored similar to other professions; it was stated on the Law No. 14 in 2005 on Teachers and Lecturers. Legal protection was necessary on the educational profession to be adequately acknowledged, but it did not guarantee that the individual could improve himself to be an educator, because the ability to develop him or herself individually was the most important thing which could strengthen the educator profession.

There was a shift of students' interest from non-education to education study program because of there were many unemployed graduates from non-education program (Pitalokasari, 2012). The better dignity of teacher profession attracted many students, but it needed more factors to attract young and intelligent students to become professional teachers. The younger generation tended to like the challenges for getting the job because there was a generation gap, as explained with baby boomers, X, Y, and Z theory which occurred in the United States where the people's interests to be civil servants were relatively low (Widiyanto, 2011).

The improvement of teacher professionalism was only focused on in-service teacher training; instead; it should be set on pre-service teacher training also. One of the preparations was input or students as the prospective teachers. Higher education institution should consider the students' psychological aspects; such as interest, motivation, and also intellectual aspect to get the good input. The period at the university was the time when students were actively exploring their careers, it was the phase when individuals specified their career choices but it was not the final one (Zunker, 2002). At the exploratory stage, students explored the positions, and tested the roles to gain the conformity between self-concept and environmental factors around them; such as their education, training, jobs which prepared them on a job based on their realistic and objective considerations.

Career Decision Making

Careers were a set of attitudes and behaviors related to the work experiences and activities during one's life span and a series of ongoing work activities (Gibson & Mitchell, 1995). Super (in Zunker, 2002) argued that the development of individual career consisted of five stages with different developmental tasks, they were:

Growth stage, from the birth up to 14 or

15 years old; Exploration stage, from 15 years old up to 24 years old; Formation stage, from 25 years old up to 44 years old; Maintenance phase, from 45 years old up to 64 years old; Declining stage, from 65 years old and over.

Students at the undergraduate level were into the exploration stage had the tentative characteristics, which students already specified the choice but it was not the final (Zunker, 2002). The main tasks of exploratory career development were exploring the positions, and testing the role to gain the conformity between the self-concept and the environmental factors which prepared them for a position.

Social Cognitive Career Theory (SCCT) based on the sociocognitive theory of Albert Bandura (1986) was one theory which explained the career decision-making process. At some levels, they were similar to Krumboltz (in Brown, 2007: 66) which identified factors which influenced the career decision making, they were; Genes and special abilities factors; Environmental conditions and events; Learning experience; Task approach skills.

There were also other factors which influenced the career decision making; such as: (5) self-generalizations (SOG), (6) generalizations of world view, and (7) career approach and career decision-making skills.

The framework of Social Cognitive Career Theory (SCCT) was known as the career selection process based on Lent et al (1996) can be seen below:

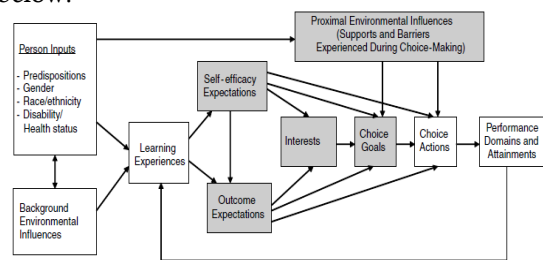


Figure 1. Career Selection Behavior Model (Adapted from Lent, Brown, and Hackett, 1994)

Lent, Brown and Hackett (1994, 2000, and 2002) stated that SCCT examined how the environments formed and affected an individual's career decisions, particularly his/ her beliefs about his/ her ability, expectations about life choices, and the ultimate goal of choice. In this theory, the environment was broadly defined and it included many things; such as the supporting social influences; they were, parents, counselors, other significant elements; and the impact of cultural factors, such as the values of society on gender,

ethnicity, disability, and cultural stereotypes, and other social influences.

Teaching Career Motivation

The framework of FIT-Choice (Factor Influencing Teaching Choice) was built on the expectancy-value theory developed by Watt and Richardson (2006) to provide a comprehensive and coherent model to systematically guide the inquiry of why people choose teaching careers as shown in Figure 2.

The model identified the relevance of a teaching career option and ability related to self-belief. Wigfield and Eccles (2000) (in Watt and Richardson 2006) said the theory of hope and value was the most comprehensive model for explaining academic and career choices. In general, this theory considered the success expectancies and task valuation which would affect motivation in academic choice, as a result of socialization and perception of the previous experience. It was in line with studies conducted in very different socio-cultural contexts such as in Brunei (Yong, 1995), Zimbabwe (Chivore, 1988), Cameroon (Abangma, 1981), and Jamaica (Bastick, 1999) in Watt and Richardson (2006), they found what they called extrinsic motives were more important; they were in the form of salary, job security, and career status.

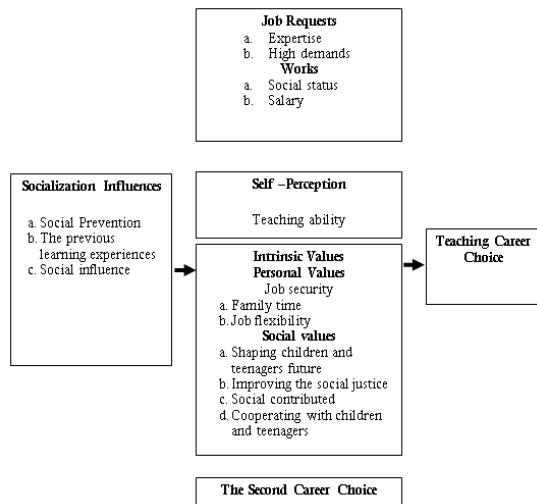


Figure 2. The ‘FIT-Choice’ Framework: Motivations in Selecting the Teaching Careers (Adapted from Watt and Richardson, 2006)

Career Self Efficacy

Self efficacy which was most closely related to career development activities was career self efficacy, it was one’s perception/ judgment on one’s ability to choose and to develop optimally in certain occupations (Betz, 1992). Career self efficacy consisted of two domains; they were

career choice content and career choice process (Betz, 1992). Career choice content referred to the content of the field of study related to a particular career type. Instead; career choice process referred to how a person’s actions in choosing and implementing the option toward a particular career field.

Career self efficacy was a dynamic interaction among three factors: a) behavioral performances, b) internal processes in the form of cognitive, affective and biological events, c) and the external environment (Bandura, 1997). The high level of a student’s career self efficacy could be traced through vocational student’s behavior performances which reflected to the acceptance of the accomplishment sense and its relation to the student’s personal internal process and external environmental factors. The performances of students’ vocational behavior could be seen on his/her behavior on choice, performance, and tenacity in the endeavor (Herr & Cramer, 1984; Betz, 1992).

Socio-Economic Status

The phenomenon of social classification or stratification in social life, according to Persell (1990) and Sanderson (1993) was a fixed and common characteristic in a regular society. Sorokin (in Sukamto, 1990) defined that social stratification was the distinctions of society into hierarchically stratified classes. The social hierarchy described above was also called socioeconomic status.

Socioeconomic status was grouping of people based on their job/work, education and other similar economic characters. Generally, the community member had: a) different jobs and prestiges; some people with higher employment status had more accesses than others; B) different levels of education, some had more opportunities to get higher levels of education than others; C) different economic resources; d) different levels of power affecting a community institution (Santrock, 2003). Meanwhile, according to Gilbert and Kahl (in Engel, 1994) there were several determinants which should be considered in measuring the social class; they were: a) economic variables (work, income, and wealth), b) interaction variables (personal prestige, association and socialization) C) political variables (power, class consciousness and mobility).

Carpenter and Western (in James, 2002) stated that socioeconomic status influenced a student’s choice and opportunities for getting the access to higher education. For the rich parents, it was possible to provide opportunities and ease of

learning to develop the abilities and achievements of their children career (Albatch, et al., 1982, Sukamto, 1990, Woolfok, 1993).

Interest on Economic Teachers Profession

Interest was a sedentary tendency in the subject, and to feel interested in a particular field or thing and to feel good on working in that field Winkel (1996). Therefore; a person's interest to an object was marked by the desire emergence to engage directly and feeling interested or happy about an object. According to Gunarsa (1989), interest would arise from something already known, and we could know something through learning. It means that the more learning, the wider the interest field. The more often the interest expressed in the activity, the stronger the interest was (Farzier et al., 2008). Interest could be the cause of an activity and the results to be gained. It was in line with Tuharjo, (in Wati, 2010), he stated that an activity done imparallel with the interest, the results would be less favorable.

According to Abror (1993) and Hurlock (2010) interest consisted of elements: cognition (knowing), emotion (feeling), and conation (the will). Therefore; interest was considered as a conscious response because; otherwise the interest would not have any meaning for someone. It was in line with the opinions of Handoyo, T. and Mulyani M. S. (1992) which stated that an individual who had an interest in the teaching profession was an individual who had an awareness that the teaching profession was important to him. Wiegarsma (in Haditono, 1982) said that choosing a job or a work interest was determined by essential and accidental factors. Meanwhile, according to Super and Crites cited by Slameto (1995) interest was influenced by many factors; they were work, socioeconomic status, talent, age, gender, personality, and environment.

Academic Achievement

Achievement was a proof of an effort which could be achieved (Winkel, 1987). The achievement was achieved because doing certain activities, so it was the achievement level of activities. Bloom pointed out that there were three domains as a reference to the measurement of learning outcomes, it was the Bloom Taxonomy; they were cognitive, affective and psychomotor (Bloom in Elliot et al., 1996). The results of the learning evaluation provided a mastery overview of a number of capabilities were achieved or not planned previously

Dalyono (1997) and Slameto (2003) explained that there were two factors which influen-

ced a person's learning achievement, they were: (1) Internal factors were factors existed within the individual consisting of three factors; i.e. (a) physical factors, they were health, disability, (b) psychological factors, they were intelligence, attention, interest, talent, motive, maturity and loneliness, and (c) fatigue factors, they were physical fatigue and spiritual fatigue: (2) External factors were factors existed outside the individual. External factors which affected the individual were: (a) family factors, (b) school factors, (c) community factors.

Based on the theories, opinions and research results explained above, and then the hypotheses were: (1) There was a direct influence of teaching career motivation on academic achievement of economics students at Universitas Negeri Semarang; (2) There was a direct influence of career self-efficacy on the academic achievement of economics students at Universitas Negeri Semarang; (3) There was a direct influence of socio-economic status on the academic achievement of economics education students at Semarang State University; (4) There was a direct influence of the interest of teachers to the academic achievement of economics education students at Semarang State University; (5) There was an indirect influence of teaching career motivation on academic achievement of economics students at Universitas Negeri Semarang through the interest of becoming a teacher; (6) There was an indirect influence of career self-efficacy on the academic achievement of economics students at Universitas Negeri Semarang through the interest of becoming a teacher; (7) There was an indirect influence of socio-economic status on the academic achievement of economics students at Universitas Negeri Semarang through the interest of becoming a teacher.

METHODS

It was an explanatory research with quantitative approach. The subjects of this study were students of Economics Education Study Program semester I in the Academic Year of 2012/2013 Faculty of Economics, Universitas Negeri Semarang, they were 99 students. They were on the first semester because they recently experienced a career development process with career choice proses and career choice content (Betz, 1992: 24). The samples were taken by proportional random sampling technique.

The scale of the questionnaire measurements was using the Guttman scale. Before the data were analyzed by descriptive analysis and

path analysis, they were tested their validity and reliability by conducting the prerequisite analysis tests. In this research, exogenous and endogenous variables were motivation of teaching career (X1), career self-efficacy (X2), socioeconomic status (X3), and interest to become teacher (X4), and students' academic achievement (Y).

RESULTS AND DISCUSSION

The results of the study were divided into two types; they were: (1) The results obtained from the data processing by using descriptive statistics, it was useful to describe the distribution scores of exogenous and endogenous variable; (2) The results obtained from the data processing by using path analysis, which was used to find the direct or indirect influence of a set of exogenous variables on endogenous variables.

The result of descriptive analysis showed that the motivation of teaching career, career self-efficacy, socio-economic status, and interest to be a teacher, and students' academic achievement were in high category. For more detailed, it can be seen in Table 1 and Figure 3.

Table 1. The Frequency Distribution of Variables

No	Interval	Category	Frekuensi	Percentage
Teaching Career Motivation				
1.	51%- 100%	High	61	77
2.	0% - 50%	Low	18	23
Career Self-Efficacy				
1.	51%- 100%	High	60	76
2.	0% - 50%	Low	19	24
Interests of Being a Teacher				
1.	51%- 100%	High	59	75
2.	0% - 50%	Low	20	25
Socio-Economic Status				
1.	51%- 100%	High	67	85
2.	0% - 50%	Low	12	15

Based on Table 1, it can be seen that students of Economics Education Study Program at FE UNNES who selected Economics Education as their study program showed that at the career options stage, they provided the highest rating on the high category for career motivation variable was 77%, career self efficacy was 76%, interest of being a teacher was 75%, and coming from a

family with high socioeconomic status was 85%.

There were common reasons for students to choose teaching professions; the reasons were generally divided into three groups: altruistic motivation, intrinsic motivation, and extrinsic motivation. The highest level of motivation which influenced the student to choose a teaching career was from the personal value consisting of career intrinsic value, the second career options, job security, family time and work flexibility. They considered the profession of economics teacher was appropriate to their abilities and potentials.

From the GPA or achievement index, it showed that there were 80% students in the 1st semester at Economics Education Study Program were in good category GPA. It can be seen Figure 3.

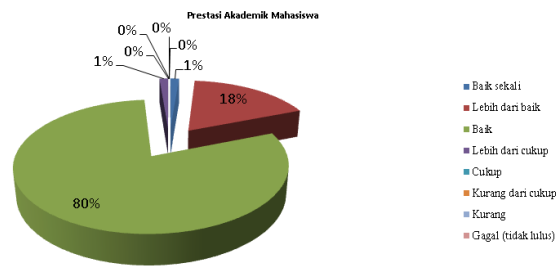


Figure 3. The Frequency Distribution Chart of Students' Academic Achievement

With those circumstances, it could be concluded that generally students of Economics Education Program at FE UNNES who chose economics teachers as their careers had good academic achievement.

The Statistic Data Analysis showed the output data as seen in Table 2. Based on Table 2, the results of the analysis can be concluded that: a) there was a direct positive and significant influence (sig <0.05) of motivation career teaching, career self efficacy, and socioeconomic status variables on students' academic achievement, and b) there was an indirect positive and significant influence (sig <0,05) through the interest of being a teacher.

Furthermore; the value of the coefficient of determination total was 0.77, it means that the diversity of data which could be explained by the path analysis model was 77% and 23% was explained by other variables which could not be explained in the model and error. After the hypotheses were tested, the path diagram model could be described Figure 4.

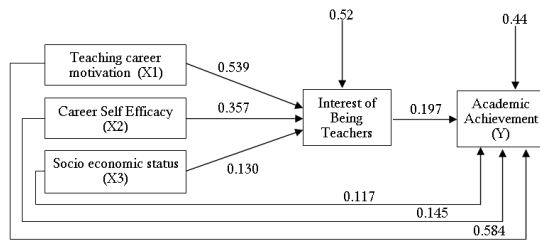


Figure 4. The Path Diagram Model

The results showed that the direct coefficient value influenced all variables greater than the indirect coefficient value. However, the total influence of coefficient values became greater. It means that to improve students' academic achievement, it was not necessarily through the interest of being teachers, but it could be improved by improving the teaching career motivation, the belief to be successful and to develop in career self efficacy and improving the support and encouragement of parents' socio-economic status of Economics Education Study Program students at FE UNNES.

The Indirect Influence of Teaching Career Motivation on Students' Achievement through Students' Interests of Being Teachers

According to Gunarsa (1989), interest would arise from something already known, and we could know something through learning, therefore; the more learning, the wider the interest field. Interest arose if there was a motive, and the motive was natural as a result of individual development. Students who were interested to become an economics teacher were also encouraged because of the certain motives; such as, economic, social, and other motives.

The empirical reality showed that the government's attention to the educators' profession was a strong and respected profession parallel to other professions with the Law No. 14 in 2005 on Teachers and Lecturers. It was one factor which made public interest on the profession of teachers increased rapidly.

Each student got the student's achievement was not same since many factors influenced it; such as motivation. Students continued to higher education and chose a certain field of science based on the certain reasons; one of them was career motivation. The role of career motivation became the reason to achieve the academic achievement.

The findings of this study were related to the influence of teaching career motivation on students' academic achievement at the Economics Education Study Program, FE UNNES shown by the coefficient was 0.584 with the probability value was 0.000. It means that there was a direct influence of teaching career motivation on students' academic achievement. The positive influence of teaching career motivation implied that the better teaching career motivation, then students' academic achievement would be good also. Conversely, if the teaching career motivation was not good then the students' academic achievement would not be good also.

The results of this study strengthened Dalyono's opinion (1997) and Slameto's opinion (2003), they said that a person's learning achievement was influenced by psychological factors included motivation. A person who had motivation would have a harder effort to achieve what was motivated.

Lent, Brown and Hackett (1994, 2000, and 2002) suggested that the environment forms influenced an individual's career decisions, parti-

Table 2. Summary of Path Analysis Results

The Influence of Variable	Influence coefficient			R ² _{yx}	Sig
	Direct	Indirect through X4	Total		
X1 towards Y	0.584	0.106	0.69	-	0.000
X2 towards Y	0.145	0.070	0.215	-	0.046
X3 towards Y	0.117	0.026	0.143	-	0.038
X4 towards Y	0.197	-	0.197	-	0.047
X1 towards X4	0.539	-	0.539	-	0.000
X2 towards X4	0.357	-	0.357	-	0.000
X3 towards X4	0.130	-	0.130	-	0.046
ε ₁	0.52	-	-	-	-
ε ₂	0.44	-	-	-	-
X1, X2, X3 toward Y through X4	-	-	-	0.77	-

cularly people's beliefs about ability, expectations about life choices, and the ultimate goal of his choice.

The results of this study answered the question of what motivated Economics Education Study Program students at FE UNNES to choose the teaching careers. Personal value became the first motivation because 76% of respondents chose personal value as the reason to choose for being teachers; it was in high category. Personal values included; a) career intrinsic value, b) job security, c) time for family, and d) work flexibility. Social value became the second motivation; it could be seen from 73% of respondents chose social value in high category. Social values included; a) shaping the future of children and youth, b) improving the social justice, c) contributing socially, d) cooperating with children and youths, e) teaching and learning experiences and f) Social influences. Then, job advantages became the third motivation; it was seen from 70% of respondents chose job advantages in high category. Teacher's job advantages were in the form of salary, social status, and job satisfaction. While the job demands became the fourth motivation which made student choose the career teaching, it can be seen from 57% of respondents chose job demands in high category. The job demands included skills and difficulties.

Moreover; other factors which influenced students' academic achievement was interest. Interest could be the reason of an activity and the results to be gained. Furthermore; interest could influence the certain motives to choose a particular field of science based on interest in career in higher education institutions. Students who were interested in becoming teachers would tend to pay greater attention to achieve the goals of the teaching professions, i.e. working in education and teaching fields.

The findings of this study were related to the influence of the interest of being teachers toward the Economics Education Study Program students' academic achievement at FE UNNES shown by the coefficient was 0.197 with the probability value of 0.047. It means that there was a direct influence of the interest of being teachers on the academic achievement. The positive influence on interest of being a teacher implied that the better interest of being teachers, then students' academic achievement would be good also; and vice versa.

Interest could be the reason of an activity and the results to be gained. It was in line with Tuharjo's opinion, (in Wati, 2010) that an activity which was not in line with the interest, it would

result the less favorable achievement. Interests work well for humans because interest could lead a person to achieve his life purpose (Whitherington, 1999). Students' interest could serve to direct the purpose of life; whereas students would give greater attention to understand and to learn about the teaching professions, i.e. in education and teaching fields.

Based on the statistical description, it was known that the Economics Education Study Program students at FE UNNES generally had high interest of being teachers, it was 77%, and 23% had low interest in the teaching profession. It was in line with Pitalokasari (2012) who said that there has been a shift interest in prospective students from non-educational program into educational program. Furthermore; the increasing interest could also be seen at the entrance test at higher education institutions.

The Indirect Influence of Career Self-Efficacy on Students' Achievement through Interests of Being Teachers

The emergence of students' interest in teaching career was marked by the emergence of the desire to engage directly and feel interested or happy about the teaching profession. It was manifested in the career selection and the study content related to the career type. Confidence to be successful and evolving in an efficacy belief and expected outcomes would directly influence the development of interest.

People who had feelings of pleasure would enhance their interest which would strengthen the positive attitude, because happiness was a state of the soul due to the events on the subject concerned. People who had positive confidence and hope (positive expectation) would serve as a booster on one's actions.

Based on the statistics description, it was known that the Economics Education Study Program students at FE UNNES generally had a high career self efficacy for 76%, and 24% had low career self efficacy. Then, the high career self efficacy was able to increase Economic Education Study Program students' interest at FE UNNES on the profession of economics teacher.

The results of this study strengthen Bandura's opinion (1997) and Elliot et al (2000) which said that self-confidence meant the belief of a person to be able to master well the behavior needed to achieve an achievement. Furthermore, the results of this study also proved the theory proposed by Sullivan and Mahalik (2002), they suggested self-efficacy was considered as a cognitive structure created by the accumulation of

learning experiences leading to the belief or hope which one could successfully perform the certain tasks or activities.

Students' perceptions of his ability to choose and develop optimally in the field of teaching would affect the thinking patterns, emotional reactions, and decisions making. Therefore; career self efficacy could be the determinant of the performance success and job implementation. When career self-efficacy was high then students would have the drive to work, and toughness in responding to tasks related to specific study fields and employment to achieve good academic preservation; and vice versa if career self efficacy was low then students tended to be lack to achieve the good academic achievement.

Career self efficacy which was owned by Economics Education Study Program students of FE UNNES was high, 76% of students had high career self efficacy and 24% had the low one. It could be interpreted that students had high confidence and hope to succeed for being economics teachers.

The Indirect Influence of Socio-Economic Status on Students' Achievement through Interests of Being Teachers

The family was the first place of learning which became the foundation of the pattern of behavior, character, intelligence, talents, interests and potential of children to be able to develop optimally Walgito (2003). The parents' job would affect their children's orientations and aspirations in the future. Parents' interest ; such as their jobs tended to be taught to their children in the process of daily communication. Therefore, we often found the child's career was same to his parents' career; for example, the parents of educational program students were the teachers.

The result of this research also showed that parents jobs of Economics Education Study Program students at FE UNNES was quite varied, i.e. farmers / laborers, private employees, and civil servants.

The factors which caused the relationship between socioeconomic status with academic achievement as disclosed by Dalyono (1997) and Slameto (2003) that learning facilities would affect learning achievement. The learning facilities were certainly influenced by the parents' financial ability. For the high earning parents, it was possible to provide opportunities and ease of learning to develop their children's abilities and achievements (Albatch, et al., 1982, Sukamto, 1990, Woolfok, 1993).

CONCLUSIONS

Based on the research data and statistical analysis, it could be concluded that this study proved that what was indicated that teaching career motivation, career self efficacy, and socioeconomic status were predicted to have positive influence on students' academic achievement through the interest of being teachers were fully applicable at Economics Education Study Program, FE, UNNES.

Based on the above conclusions, it can be suggested that: Lecturers of Economics Education Department at FE, UNNES should design a learning which was able to foster teaching career motivation and career self efficacy because the better career motivation and career self efficacy will improve students' career interest which will eventually become the motivation to obtain the best academic achievement.

The parents should encourage and support their children career choices so that career motivation and career self efficacy will improve their career interest and academic achievement. The head, the secretary and the lecturers of Economics Education Department FE UNNES needs to pay attention on psychology aspects; such as talent, interest, motivation, and career self efficacy to get the good quality input. Moreover; it was necessary to provide learning facilities for students, especially from the poor families who face difficulties to study at universities.

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