

The Influence of Teacher Welfare Perception and Self-Efficacy on Interest in Becoming a Teacher among Culinary Arts Education Students

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Abstract

The purpose of this study was to determine the effect of perceptions of teacher welfare and self-efficacy on the interest in becoming a teacher among students in the Culinary Education at Universitas Negeri Jakarta. This research was motivated by the low interest of students from education program in pursuing a career as a teacher. The research employed a quantitative approach with a survey method. The population consisted of active culinary education students from the 2020 and 2021 cohorts. The sampling technique used was purposive random sampling, referring to the Isaac and Michael table with a 5% margin of error, resulting in a sample of 84 students. Data were collected through a questionnaire using a Likert scale. The data analysis technique used was multiple linear regression, processed using SPSS version 25. The results of the F-test show that the calculated F-value 36.980 > F-table value 3.11, with a significance level of 0.000 < 0.05, indicating a significant simultaneous influence. The t-test results show that the teacher welfare perception variable (X1) had a t-value of 3.898 > t-table 1.993, and the self-efficacy variable (X2) had a t-value of 5.367 > t-table 1.993, with each variable having a significance value of 0.000 < 0.05, indicating a significant partial influence. Based on these results, it can be concluded that both simultaneously and partially, teacher welfare perception and self-efficacy significantly influence students' interest in becoming teachers. The coefficient of determination of 0.477 indicates that 47.7% of the interest in becoming a teacher is influenced by these two variables, while the remaining 52.3% is influenced by other factors outside this study.

Keywords: Persepsi Kesejahteraan Guru Efikasi Diri Minat Menjadi Guru

INTRODUCTION

Education is the main foundation in forming the next generation of superior and qualified nation, and has a strategic position in determining the progress of a nation (Muhardi, 2004). Awareness of the importance of education is emphasized in Article 31 of the 1945 Constitution of the Republic of Indonesia, which states that every citizen has the right to education and the government is responsible for organizing the national education system. This mandate is reinforced in Law Number 20 of 2003 concerning the National Education System Article 1 Paragraph 1, which defines education as a conscious and planned effort to develop the potential of students to have intelligence, noble morals, and skills that are beneficial to themselves and the nation. However, until now the education sector in Indonesia still faces serious challenges, especially in realizing equality and improving the quality of education. The gap is clearly visible between urban areas and remote areas, which is characterized by limited teaching staff, infrastructure, and access

to learning technology, especially in the 3T (underdeveloped, frontier, and outermost) areas (Karina, 2025).

Teachers play a central role in the educational process, not only in imparting knowledge or academic aspects, but also in shaping students' character (Adinda, 2024). However, the welfare of teachers in Indonesia, particularly honorary teachers and those working in remote, underdeveloped (3T) areas, remains concerning. Survey results from a research institute Institute for Demographic and Poverty Studies (IDEAS) And Great Edunesia In 2024, Dompot Dhuafa recorded that 74% of teachers earned less than IDR 2 million per month, with 20.5% earning less than IDR 500,000. Most teachers reported that their salaries were insufficient, leading many to seek additional employment. Furthermore, a number of teachers faced debt issues and significant psychological stress (Ridho, 2023). Beyond economic issues, teachers also face social challenges, including the threat of criminalization while carrying out their duties, as evidenced by the case of Supriyani in

Southeast Sulawesi (Parlementaria, 2024). This situation not only impacted teacher motivation and performance but also impacted the overall quality of education.

This situation also influences the interest of the younger generation in choosing teaching as a career. Interest in becoming a teacher is a crucial factor in determining a student's readiness to pursue a career in education. According to Wahyuni & Setiyani (2017), students' interest in becoming teachers is influenced by their readiness and perspective on the profession. Ardyani & Latifah (2014) added that seven factors shape students' interest in becoming teachers, including their perspective on the teaching profession, teacher welfare, academic achievement, teaching experience, friendships, family, and personal character.

Young people's interest in the teaching profession has shown a significant decline. The PISA report (Programme for International Student Assessment) in 2018 recorded that only 0.3% of 15-year-old students in Indonesia aspired to become teachers (Napitupulu, 2024). This phenomenon was also reflected in the 2020 intake of Culinary Arts students at Jakarta State University, where pre-survey results showed that only 13.3% of students were interested in becoming teachers, while the majority preferred other career paths, such as working in the culinary industry or entrepreneurship.

This low interest is largely influenced by students' perceptions of teacher welfare. Students perceive teachers' salaries and benefits, especially those of contract teachers, as inadequate, with excessive workloads and challenges in managing classrooms. This aligns with findings (Hasriadi, 2021), which show that perceptions of teacher welfare significantly influence students' interest in becoming teachers. In other words, students tend to be reluctant to choose the teaching profession if they perceive teacher welfare as inadequate.

In addition to perceptions of well-being, self-confidence or self-efficacy, self-efficacy also plays a crucial role in determining students' interest in becoming teachers. Self-efficacy is

understood as an individual's belief in their ability to complete tasks effectively (Wiranata Sa & Purbojo, 2020). Research (Rohmah & Isroah, 2022) shows that self-efficacy has a positive influence on students' interest in choosing the teaching profession, contributing 22.88%. The higher a student's confidence in their teaching abilities, the greater their likelihood of pursuing a teaching career.

Thus, it is important to examine more deeply how students' perceptions of teacher well-being and self-efficacy influence their interest in choosing the teaching profession. This study focused on Culinary Arts Education students from the 2020 and 2021 intakes of Jakarta State University, given their low interest in pursuing a career as educators despite their academic background and practical teaching experience. This study is expected to provide an empirical overview of these two factors affecting students' interest in becoming teachers and serve as a foundation for efforts to develop the quality and motivation of prospective educators in Indonesia.

RESEARCH METHOD

This study uses a quantitative approach with a survey method. This method was chosen based on the research objective, which is to empirically test the influence between variables using data obtained directly from respondents.

The population in this study was all 110 active students in the Culinary Arts Education study program at Jakarta State University, graduating in 2020 and 2021. The sample was determined using a random sampling technique. Purposive Random Sampling with specific criteria, namely students who have completed Teaching Skills Practice (PKM) and Field Work Practice (PKL). Referring to the table Isaac and Michael, the number of samples used was 84 students, this number is considered representative to describe the characteristics of the population studied.

The data collection technique used a questionnaire designed based on relevant theories for each of the variables studied. This

instrument consisted of three research variables: interest in becoming a teacher, with indicators of cognition, emotion, and conation; perception of teacher well-being, with indicators of income, career development, and legal protection and occupational safety; and self-efficacy, with indicators of magnitude, strength, And generality. This instrument has gone through a content validation process (Construct validity) by expert lecturers, then tested using validity and reliability tests, so that this instrument is declared suitable for use in research. Each statement item is measured using a Likert scale with five response categories: Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). Each category is given a score between 1 and 5 according to predetermined criteria.

The research data were analyzed using multiple linear regression analysis with the help of SPSS version 25 software. This analysis was used to determine the influence of teacher welfare perceptions and self-efficacy on the interest in becoming a teacher among Culinary Arts Education students at Jakarta State University.

RESULTS AND DISCUSSION

Research result

This study involved three main variables: interest in becoming a teacher, perceptions of teacher well-being, and self-efficacy among students in the Culinary Arts Education Study Program at Jakarta State University. Data were collected using a questionnaire using a Likert scale, then analyzed descriptively. The results of the analysis can be seen in the following table:

Table 1. Descriptive Statistics

		Statistic		
		Interested in becoming a teacher	Perception of Teacher Welfare	Self-Efficacy
N	Valid	84	84	84
	Missing	0	0	0
Mean		73.75	65.88	76.04
Median		74.00	67.00	76.50
Minimum		53	43	52
Maximum		93	91	97
Sum		6195	5534	6387

Based on table 1, the variable of interest in becoming a teacher was obtained from 84 respondents with data that was entirely valid and without *missing value* errors. The average value is 73.75 with a median of 74.00, minimum score of 53, and maximum score of 93. These results indicate that the level of student interest in becoming a teacher is in the fairly high category. In the variable of teacher welfare perception, the average score was 65.88 with a median of 67.00, minimum score of 43, and maximum score of 91. With valid data and without *missing value*, these results indicate that the perception of teacher welfare is in the good category. Meanwhile, the self-efficacy variable shows an average value of 76.04 with a median of 76.50, a minimum value of 52, and a maximum value of 97. All data are declared valid without any *missing value*. Thus, student self-efficacy is included in the high category.

This study used multiple linear regression analysis to analyze the effect of independent variables on the dependent variable and to test the hypotheses. Prior to the main analysis, a series of prerequisite tests were conducted. The following are the testing stages used in this study.

1. Normality Test

Table 2. Normality Test

N	Say. (p-value)	Information
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84	0,200	Normal
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Based on the results of the normality test, a significance value of $0.200 > 0.05$ was obtained. This indicates that the research data is normally distributed, thus fulfilling one of the prerequisites for multiple linear regression analysis.

2. Linearity Test

Table 3. Linearity Test

Variables	F Count	F Table	Sig. Linearity	Information
X1 - Y	1,471	3,109	0,108	Linear
X2 - Y	1,348	3,109	0,169	Linear

The results of the linearity test indicate that the relationship between the independent and dependent variables is linear. The significance values of each ($X1 = 0.108$; $X2 = 0.169$) are greater than 0.05, so the relationship between both variables and interest in becoming a teacher can be stated as linear.

3. Multicollinearity Test

Table 4. Multicollinearity Test

Variables	Tolerance	VIF	Information
Perception of Teacher Welfare (X1)	0,829	1,206	There is no multicollinearity
Self-Efficacy (X2)	0,829	1,206	There is no multicollinearity

Mark *tolerance both* variables are $0.829 > 0.10$ and the VIF value is $1.206 < 10$. Thus, the regression model does not experience symptoms of multicollinearity.

4. Heteroscedasticity Test

Table 5. Heteroscedasticity Test

Variables	Say.	Information
Perception of Teacher Welfare (X1)	0,391	There is no heteroscedasticity
Self-Efficacy (X2)	0,548	There is no heteroscedasticity

Test results of *Glazes* indicates that the significance value of both variables is greater than 0.05. This means that the regression model is free from heteroscedasticity symptoms.

5. Multiple Linear Regression Analysis

Table 6. Multiple Linear Regression Analysis

Variables	B	Std. Error	Beta	t	Say.
constant	21,542	6,134	-	3,512	0,001
Perception of Teacher Welfare (X1)	0,325	0,083	0,344	3,898	0,000
Self-Efficacy (X2)	0,405	0,075	0,474	5,367	0,000

Based on the analysis results displayed in Table 6, the following regression equation was obtained:

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 21.542 + 0.325 + 0.405$$

The results of the multiple linear regression analysis above show the following information:

- 1) The constant value of 21.542 indicates that if the perception of teacher well-being (X1) and self-efficacy (X2) is 0, then the interest in becoming a teacher is at a baseline value of 21.542. In other words, without the influence of the two independent variables, the dependent variable does not change.
- 2) The regression coefficient for teacher welfare perceptions was 0.325, with a significance level of $0.000 < 0.05$, indicating a significant positive effect. This means that any increase in teacher welfare will be followed by an increase in interest in becoming a teacher.
- 3) The efficacy regression coefficient of 0.405, with a significance level of $0.000 < 0.05$, also indicates a significant positive effect. This means that the higher the students' self-efficacy, the higher their interest in becoming teachers.
- 4) Mark *error (and)* of 0.723 reflects the variation in the variable of interest in becoming a teacher that can be explained by the two independent variables. This indicates that there are still other factors outside of the perception of teacher well-being and self-efficacy that influence interest in becoming a teacher. The formula used to determine the value error are as follows:

$$e = \sqrt{1 - R^2} = \sqrt{1 - 0,477} = \sqrt{0,523} = 0,723$$

Mark *and of* 0.723 indicates the portion of the variance in interest in becoming a teacher that has not been explained by the variables of teacher welfare perception (X1) and self-efficacy (X2).

6. F Test (Simultaneous)

Table 7. F Test

Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	3744.675	2	1872.337	36.980	.000 ^b
	Residual	4101.075	81	50.631		
	Total	7845.750	83			

Based on the table, a significance value of $0.000 < 0.05$ was obtained. This indicates that the hypothesis is accepted, so that the perception of teacher well-being and self-efficacy simultaneously have a significant effect on the interest in becoming a teacher. In addition, the calculated F value of $36.980 > F$ table 3.09, which further confirms that the two independent variables jointly influence the dependent variable.

7. t-test (Partial)

Table 8. Uji t

		B	Std. Error	Beta	t	Say.
1	(Constant)	21.542	6.134		3.512	.001
	Perception of Teacher Welfare	.325	.083	.344	3.898	.000
	Self-Efficacy	.405	.075	.474	5.367	.000

The t-table value at a significance level of 5% is determined using the formula $t = (a/2; n - k - 1)$ or $t = (0,025; 81)$, so that the t-table value obtained is 1.993. The results of the t-test show that:

- 1) The variable of teacher welfare perception (X1) has a significance value of $0.000 < 0.05$ with a calculated t of $3.898 > t$ table of 1.993. This indicates that teacher welfare perception has a partial significant effect on interest in becoming a teacher.
 - 2) The self-efficacy variable (X2) has a significance value of $0.000 < 0.05$ with a calculated t of $5.367 > t$ table of 1.993. Thus, self-efficacy is also proven to have a significant partial effect on interest in becoming a teacher.
8. Coefficient of Determination (R^2)

Table 9. Coefficient of Determination

Model	R	R Square	Adjust R Square	Std. error of the Estimate
1	0,691	0,477	0,464	7,116

Based on Table 9, the R Square value obtained was 0.477 or 47.7%. This indicates that the perception of teacher well-being (X1) and self-efficacy (X2) together contributed 47.7% to the variable of interest in becoming a teacher (Y), while the remaining 52.3% was influenced by other variables outside this study. To see the contribution of each independent variable more specifically, the effective contribution (SE) calculation was carried out as shown in the following table.

Table 10. Effective Contribution (CE)

Variables	Regression Coefficient (Beta)	Correlation Coefficient (r)	SE (%)
Perception of Teacher Welfare (X1)	0,344	0,540	18,6%
Self-Efficacy (X2)	0,474	0,616	29,1%

The effective contribution calculation shows that the variable of perceived teacher well-being contributes 18.6% to the interest in becoming a teacher, while self-efficacy contributes significantly more, at 29.1%. Therefore, it can be concluded that self-efficacy has a more dominant influence than perceived teacher well-being in determining students' interest in becoming teachers.

Discussion

a) The Influence of Perception of Teacher's Well-Being on Interest in Becoming a Teacher

The results of the study showed that the majority of students assessed teacher welfare as being in the moderate category, indicated by the highest frequency in the 64–70 score interval class at 26.19%. The career development indicator obtained the highest score of 36%. This finding indicates that students have a positive view of efforts to improve teacher competency, reflecting an appreciation for training programs and professional development policies, as emphasized by (Sinurat et al., 2025) who emphasized the importance of career

development in improving teacher professionalism. Furthermore, the legal protection and occupational safety indicator obtained a score of 35%, indicating that aspects of teacher protection are starting to be considered even though their implementation is not yet fully optimal. This condition is in line with research (Maulana, 2025) which states that teacher protection regulations are still unevenly distributed in the field. Conversely, the income indicator scored the lowest at 29%, indicating that students' assessment that teacher welfare from a financial perspective is still low. This is supported by data (IDEAS, 2024) which reported that most honorary teachers receive salaries below the living standard. The

results of the linearity test showed a linear relationship, and the t-test yielded a value of 3.898, greater than 1.993, with a significance level of 0.000, less than 0.05. Thus, the perception of teacher welfare was proven to have a significant influence on interest in becoming a teacher. These results are in line with research by (Afdita, 2022), (Hasriadi, 2021), (Indrianti & Listiadi, 2021), (Maryati & Mudrikah, 2024), and (Diyantini et al., 2016), which generally concluded that positive perceptions of teacher welfare encourage increased student interest in choosing the teaching profession as a career.

b) The Influence of Self-Efficacy on Interest in Becoming a teacher

The results of the study showed that the majority of students had self-efficacy in the fairly good category, indicated by the highest frequency in the 73–79 score interval class at 27.38% of *generality achieved* the highest score of 35%, reflecting students' confidence in their abilities in various learning situations. This is in line with the theory (Bandura, 1997) which states that self-efficacy can be applied broadly to various activities. Furthermore, the indicator strength obtained a score of 34%, indicating the students' steadfastness in maintaining self-confidence when facing difficulties. Meanwhile, the indicator-magnitude scored the lowest at 31%, indicating that students still have doubts about facing tasks with a high level of difficulty. This is in line with research findings (Klassen & Chiu, 2010), which found that students' confidence tends to be lower when dealing with tasks that require high levels of skill.

The results of the linearity test indicate a linear relationship, and the t-test yielded a value of 5.367, greater than 1.993, with a significance of 0.000, less than 0.05. Thus, self-efficacy is proven to have a significant effect on interest in becoming a teacher. This finding supports the research results of (Rohaniah, 2023), (Septiana, 2021), (Rahmadiyani et al., 2020), (Tifani &

Wahjudi, 2022), (Yohana & Umami, 2024), and (Yunanto et al., 2023) which consistently state that self-efficacy has an important contribution in encouraging students' interest in pursuing a career as a teacher.

Furthermore, the analysis of Teaching Skills Practice (PKM) scores showed that the majority of students earned an A, with an average self-efficacy score of 961.99. This demonstrates a positive relationship between success in teaching practice and student self-confidence. In other words, the better students' performance in PKM activities, the higher their self-efficacy, which ultimately contributes to their interest in choosing the teaching profession.

c) The Influence of Perception of Teacher Well-Being and Self-Efficacy on Interest in Becoming a teacher

The F-test analysis shows that the perception of teacher welfare and self-efficacy simultaneously have a significant effect on the interest in becoming a teacher. This is evidenced by the calculated F value of 36.980 which is greater than the F table of 3.109 and a significance of 0.000 which is smaller than 0.05. The t-test also shows a partial effect, where the perception of teacher welfare obtained a calculated t of 3.898 which is greater than the t table of 1.993 with a significance value of 0.000. Meanwhile, self-efficacy obtained a calculated t of 5.367 which is greater than the t table of 1.993 with a significance value of 0.000. These results confirm that the more positive the students' assessment of the condition of teacher welfare and the stronger their self-confidence, the greater their tendency to pursue a career as a teacher.

The coefficient of determination of 0.477 indicates that the combination of the two variables is able to explain 47.7 p of the variation in interest, while the rest is influenced by other factors outside the study. In the interest indicator, cognition occupies the highest percentage at 40%,

reflecting students' understanding of the role, responsibilities, and social values of the teaching profession. The emotion indicator is in second place at 32%, while conation is the lowest at 28%, indicating that the drive to realize interest in real action is still limited.

These findings align with research (Afdita, 2022), which demonstrated that perceptions of teacher well-being and self-efficacy are positively related to students' interest in becoming teachers. Students with a positive view of teacher well-being and high self-efficacy tend to be more prepared to choose the profession. Furthermore, the results of the Teaching Skills Practice (PKM), which were predominantly achieved by category A students, also support these findings, demonstrating strong mastery of the practice, along with high self-confidence, which fuels interest in becoming teachers.

CONCLUSION

Based on the research results, it can be concluded that perceptions of teacher well-being and self-efficacy have a positive and significant influence on the interest of Culinary Arts Education students from the 2020 and 2021 intakes in pursuing a career as teachers. Partially, perceptions of teacher well-being show a significant influence on interest in becoming teachers, where the better students' assessments of teacher well-being, the higher their tendency to pursue the teaching profession. Furthermore, self-efficacy also has a significant positive influence, indicating that students who have high confidence in their abilities tend to be more motivated to choose the teaching profession.

Simultaneously, the combination of perceived teacher well-being and self-efficacy significantly contributed to increasing student interest in becoming teachers. These findings confirm that developing positive perceptions of teacher well-being and enhancing student self-efficacy are important factors that can support

career interest in education. Thus, the results of this study strengthen empirical evidence that both internal and external factors play a significant role in shaping student interest in pursuing a career as a teacher.

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