

Influence of TPACK and parental support on students' teaching career interest

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh (1) penguasaan TPACK terhadap minat menjadi guru, (2) dukungan orang tua terhadap minat menjadi guru, serta (3) pengaruh bersama antara penguasaan TPACK dan dukungan orang tua terhadap minat menjadi guru pada mahasiswa Prodi Pendidikan Administrasi Perkantoran FKIP UNS angkatan 2021. Penelitian ini merupakan penelitian kuantitatif dengan teknik sampling jenuh, melibatkan seluruh populasi sebanyak 81 mahasiswa yang telah melaksanakan PLP. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan regresi linear berganda dengan bantuan IBM SPSS 25. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh positif dan signifikan penguasaan TPACK terhadap minat menjadi guru ($t_{hitung} 4,31 > t_{tabel} 1,99$; $sig. 0,00 < 0,05$), (2) dukungan orang tua juga berpengaruh signifikan ($t_{hitung} 2,11 > t_{tabel} 1,99$; $sig. 0,03 < 0,05$), dan (3) secara simultan, TPACK dan dukungan orang tua berpengaruh signifikan terhadap minat menjadi guru ($F_{hitung} 22,13 > F_{tabel} 3,14$). Sumbangan efektif penguasaan TPACK sebesar 25% dan dukungan orang tua sebesar 10%, dengan total kontribusi 35%, sedangkan sisanya dipengaruhi oleh variabel lain di luar penelitian.

Kata kunci: dukungan orangtua; minat menjadi guru; penguasaan TPACK

Abstract

This study examined the influence of (1) Technological Pedagogical and Content Knowledge (TPACK) mastery on interest in teaching careers, (2) parental support on interest in teaching careers, and (3) the combined influence of TPACK mastery and parental support on interest in teaching careers among students in the Office Administration Education program at FKIP UNS, class of 2021. This quantitative study employed a saturated sampling technique, including all 81 students who had completed the Teaching Practice Program (PLP). Data were collected through questionnaires and analyzed using multiple linear regression with IBM SPSS version 25. Results revealed that (1) TPACK mastery exerted a positive and significant influence on interest in teaching careers ($t = 4.31, p < .001$), (2) parental support also demonstrated a significant effect ($t = 2.11, p = .038$), and (3) collectively, TPACK mastery and parental support significantly influenced interest in teaching careers ($F =$

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22.13, $p < .001$). TPACK mastery contributed 25% of the variance, while parental support contributed 10%, yielding a total explained variance of 35%. The remaining 65% may be attributed to variables not examined in this study.

Keywords : parental support; teaching career interest; TPACK mastery

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Introduction

Education serves as a fundamental pillar of national development by equipping younger generations with essential knowledge, skills, and moral values. The quality of education depends primarily on competent human resources, particularly teaching personnel (Ningrum, 2016). Quality education drives national development, with the expectation that higher educational quality produces more capable human resources. Teachers represent one of the critical success factors in educational implementation (Wahyuni & Setiyani, 2017).

Teaching is a profession that plays a vital role in driving educational innovation and development, particularly regarding human resource advancement (Wulan, 2020). Teachers are professionals responsible for planning and delivering instruction, evaluating learning outcomes, providing guidance and training, and conducting research and community service, especially at higher education levels (Rachman, 2018).

Although teachers serve as the cornerstone of education, interest in pursuing teaching careers remains low, even among graduates from Faculties of Teacher Training and Education (Atikah, 2018; Chotimah, 2024; Nasrulloh, 2018). Factors influencing teaching career interest encompass both internal and external dimensions. In the contemporary era, technological proficiency, especially in educational technology, is essential for professional teachers. Fathiya (2021) emphasizes that merely observing technology use in learning environments is insufficient; hands-on experience is necessary. According to Achru (2019), interest is dynamic and evolves over time. Prospective teachers must reflect on educational technology effectiveness to evaluate its value and relevance. Beyond technology skills, teachers must also master content knowledge, which together forms Pedagogical Content Knowledge (PCK)—the ability to transform subject matter into effective learning experiences (Zulhazlinda et al., 2023).

TPACK (Technological Pedagogical and Content Knowledge) is a framework that explicates the integration of technological, pedagogical, and content knowledge that teachers must master (Akhwani & Rahayu, 2021; Eka, 2018). The interaction among these components generates new knowledge domains: Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), Pedagogical Content Knowledge (PCK), and TPACK. Besides TPACK, parental support represents another key factor influencing teaching career interest. As a proximal external influence, family plays a crucial role in shaping career decisions. A student's early interest often stems from observing their parents' professions and experiences, which can significantly impact career aspirations (Rini Yuliani & Abdi, 2020).

Interest in teaching careers has become a research concern in Indonesia, as student enthusiasm for the profession tends to decline. Although the Office Administration Education (PAP) program aims to produce educators, many students prefer office positions due to heavy workloads and low starting salaries in teaching, particularly for non-civil servants. Fadilla (2020) found that 65.7% of students were not interested in teaching careers, while Chotimah (2024) reported an even higher percentage 88.7% of PAP students at FKIP UNS demonstrated no interest in becoming teachers.

Research Methods

According to Sugiyono (2019), a sample is a subset of the population that reflects its characteristics. This study employed a saturated sampling technique, wherein the entire population served as the sample due to its relatively small size. The population consisted of 81 students from the 2021 cohort of the Office Administration Education program at FKIP UNS who had completed the Teaching Practice Program (PLP). The sampling method was non-probability sampling with a saturated sampling approach, meaning all population members were included based on specific criteria (Sugiyono, 2022).

According to Purnomo (2016), validity testing assesses how accurately a questionnaire measures its intended construct. Items are considered valid if the calculated correlation coefficient (r) exceeds the critical value (r_{table}) at a 5% significance level, and invalid if the calculated correlation coefficient is less than the critical value. Validity in this study was tested using SPSS. The validity test was conducted with Economics program students, comprising 31 respondents. Valid statement items were retained, while invalid items were eliminated.

Validity of Interest in Becoming a Teacher

Table 1 presents the validity test results for the Interest in Teaching Career (Y) variable. Of 13 items, 12 items were valid ($r > 0.361$ at 5% significance level), and one item was invalid.

Table 1

Validity Test Results for Interest in Teaching Career Variable

Item Number	r Count	r Table	Sig	Status
1	0,725	0,361	0,000	Valid
2	0,568	0,361	0,001	Valid
3	0,532	0,361	0,002	Valid
4	0,843	0,361	0,000	Valid
5	0,545	0,361	0,002	Valid
6	0,802	0,361	0,000	Valid
7	0,568	0,361	0,001	Valid
8	0,866	0,361	0,000	Valid
9	0,576	0,361	0,001	Valid
10	0,740	0,361	0,000	Valid
11	0,883	0,361	0,000	Valid
12	0,553	0,361	0,001	Valid

Validity TPACK

Table 2

Validity Test Results for TPACK Mastery Variable

Item Number	r Count	r Table	Sig	Status
1	0,729	0,361	0,000	Valid
4	0,635	0,361	0,000	Valid
5	0,571	0,361	0,001	Valid
6	0,610	0,361	0,000	Valid
7	0,568	0,361	0,001	Valid
8	0,636	0,361	0,000	Valid
9	0,749	0,361	0,000	Valid
10	0,738	0,361	0,000	Valid
11	0,730	0,361	0,000	Valid
12	0,720	0,361	0,000	Valid
13	0,736	0,361	0,000	Valid
14	0,589	0,361	0,000	Valid
15	0,603	0,361	0,000	Valid

Table 2 displays the validity test results for the TPACK Mastery (X_1) variable, which used a 5% significance level with an r_{table} value of 0.361. Of 18 statement items, 13 items were valid, as each item had a calculated r -value greater than the critical value ($r > 0.361$). Five items were invalid and subsequently removed.

Validity of Parental Support

Table 3 presents the validity test results for the Parental Support (X_2) variable, which used a 5% significance level with an r_{table} value of 0.361. Of 14 statement items, 10 items were valid, as each item had a calculated r -value exceeding the critical value ($r > 0.361$). Four items were invalid and were removed from the final instrument.

Table 3
Validity Test Results for Parental Support Variable

Item Number	r Count	r Table	Sig	Status
1	0,509	0,361	0,003	Valid
2	0,562	0,361	0,001	Valid
3	0,569	0,361	0,001	Valid
4	0,654	0,361	0,000	Valid
5	0,635	0,361	0,000	Valid
6	0,513	0,361	0,003	Valid
8	0,515	0,361	0,003	Valid
9	0,535	0,361	0,002	Valid
10	0,664	0,361	0,000	Valid
11	0,506	0,361	0,004	valid

This research examined three variables: two independent variables TPACK Mastery (X_1) and Parental Support (X_2) and one dependent variable Interest in Teaching Career (Y). The sample comprised 81 students from the Office Administration Education program, FKIP UNS, class of 2021, who had completed their Teaching Practice Program (PLP). Data for all variables were collected through a questionnaire containing 35 statement items. Following instrument validation, variable Y retained 12 of 13 items, variable X_1 retained 13 of 18 items, and variable X_2 retained 10 of 14 items. Invalid items were discarded as their respective indicators were adequately represented by valid items. The collected data were analyzed using IBM SPSS version 23.

Result and Discussion

Research Result

This research is titled "The Influence of Mastery of Technological, Pedagogical and Content Knowledge (TPACK) and Parental Support on the Interest in Becoming a Teacher among Students of the Office Administration Education Study Program, FKIP UNS, Class of 2021". It involves three variables: two independent variables TPACK (X_1) and Parental Support (X_2) and one dependent variable Interest in Becoming a Teacher (Y). The sample in this study consists of 81 students from the Office Administration Education Study Program, FKIP UNS, Class of 2021, who have completed their Teaching Practice Program (PLP). The sample was taken using a saturated sampling technique. Data for all variables were collected through the distribution of a questionnaire containing 35 statement items. Before being used for the research, the questionnaire was tested. Based on the instrument trial results: for variable Y , 12 out of 13 items were valid; for variable X_1 , 13 out of 18 items were valid; and for variable X_2 , 10 out of 14 items were valid (results attached). Invalid items were discarded as their respective indicators were already represented by the valid ones. The collected data were then processed and analyzed using IBM SPSS version 23. The descriptive analysis results are as follows

Table 4
Descriptive Statistics

	TPACK Mastery	Parental Support	Teaching Interest
Valid	81	81	81
Missing	0	0	0
Mean	53,55	36,48	40,28
Median	40	35	40
Std. Error of Mean	0.70	0.42	0.62
Std. Deviation	6.31	3,86	5,60
Variance	39,90	14,92	31,43
Range	23	20	33
Minimum	41	28	27
Maximum	64	48	60
Sum	4338	2955	3263

Table 4 presents the descriptive statistics for all study variables. The Interest in Teaching Career variable demonstrated a minimum score of 27, maximum score of 60, mean of 40.28 (SD = 5.60), and total score of 3,263. This variable comprised 12 Likert-scale items (1–5). Using Sturges' formula, eight classes were identified with a data range of 33 and class width of 5.

Multiple Linear Regression Analysis Result

Table 5 displays the multiple linear regression analysis results. The constant value of 6.365 indicates that when both TPACK Mastery (X_1) and Parental Support (X_2) equal zero, the predicted Interest in Teaching Career (Y) score is 6.365. The regression coefficient for X_1 ($B = 0.39$) indicates that a one-unit increase in TPACK mastery, holding parental support constant, corresponds to a 0.39-unit increase in teaching career interest. The coefficient for X_2 ($B = 0.34$) indicates that a one-unit increase in parental support, holding TPACK mastery constant, corresponds to a 0.34-unit increase in teaching career interest. Both coefficients demonstrate positive relationships between the independent variables and teaching career interest.

Table 5
Multiple Linear Regression Coefficients

Model	B	Std. Error	Beta
(Constant)	6,365	5.310	
TPACK Mastery	0,39	0,09	0,44
Parental Support	0,34	0,15	0,23

Table 6.
t Test Result

Model	T _{count}	Significance
(Constant)	1,19	0,23
TPACK Mastery	4,31	0,00
Parental Support	2,30	0,02

The test results in Table 6 show that both TPACK Mastery (X_1) and Parental Support (X_2) have a significant partial effect on Interest in Becoming a Teacher (Y).

For X_1 : Sig. = 0.000 < 0.05 and $t = 4.31 > 1.99 \rightarrow H_0$ rejected

For X_2 : Sig. = 0.000 < 0.05 and $t = 2.30 > 1.99 \rightarrow H_0$ rejected

This confirms that both variables significantly influence students' interest in becoming teachers

Table 7

F Test Result

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	910,397	2	455,199	22,13	0.00
Residual	1604,072	78	20,565		
Total	2514,469	80			

Based on Table 7 above, it can be seen that the probability value in the Sig. column is 0.00, which is less than 0.05. Furthermore, the calculated F-value (Fcount) is 22.13. This result indicates that $F_{count} > F_{table}$, which is 3.14 ($df_1 = 2$, $df_2 = 78$, $\alpha = 0.05$). Based on these results, it can be concluded that H_0 is rejected, which means there is a significant joint effect between the variables of TPACK Mastery and Parental Support on the Interest in Becoming a Teacher among students of the 2021 cohort of the PAP Study Program, Faculty of Teacher Training and Education, UNS."

Table 8

Result of the Determination Coefficient (R2) Test

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.60	0.36	0.34	4,53

Based on Table 8 above, it can be seen that the coefficient of determination (R Square) is 0.36. This result means that 0.36 or 36% of the interest in becoming a teacher is influenced by TPACK mastery and parental support. The remaining 64% is likely influenced by other factors or variables not examined in this study."

Discussion

The Mastery of Technological, Pedagogical, and Content Knowledge Affects the Interest in Becoming a Teacher among 2021 Cohort PAP FKIP UNS Students."

The analysis demonstrated that TPACK mastery exerted a positive and significant influence on students' interest in teaching careers within the Office Administration Education program, class of 2021. The t-test result ($t = 4.31$, $p < .001$) confirmed this finding, indicating that enhanced TPACK mastery increases students' teaching career interest by strengthening their foundation for success in the education field.

This finding aligns with Koehler and Mishra (2018), who emphasized that technological, pedagogical, and content knowledge are essential for professional teaching. Supporting studies (Gonen, 2019; Istiqomah et al., 2022; Kurniawan et al., 2015; Miguel-Revilla et al., 2020) also confirmed TPACK's role in teacher preparation. However, Backfisch et al. (2020) argued that motivation and self-confidence are more critical than TPACK in readiness for technology-based teaching.

Questionnaire data revealed the highest score (350) on item 5, related to technological developments, and the lowest score (290) on item 11, concerning material delivery. This pattern suggests weak content mastery, which may contribute to low teaching career interest.

Parental Support Influences 2021 Cohort PAP FKIP UNS Students.

Parental support demonstrated a positive and significant impact on students' interest in teaching careers within the Office Administration Education program, class of 2021. The t-test result ($t = 2.30$, $p = .024$) confirmed that greater parental support increases interest in teaching careers.

According to Rini Yuliani and Abdi (2020), parental support helps children develop interests, take initiative, and feel confident in their choices, fostering a sense of security when pursuing teaching careers. Similarly, Sawitri (2021) noted that such support shapes future career interests, while Kusumaningrum and Sugiasih (2022) and Solikhati and Saraswati (2021) highlighted the importance of parental involvement in providing resources, guidance, and encouragement.

Questionnaire results revealed the highest score (363) on item 3, indicating that parental support is perceived as the most valuable form of support. The lowest score appeared on item 10, reflecting insufficient parental appreciation or recognition.

TPACK Mastery and Parental Support Jointly Influence the Interest in Becoming a Teacher among 2021 Cohort PAP FKIP UNS Students

Research by Erlina and Maria Ulfah (2022) demonstrated that TPACK mastery and parental support jointly influenced 56% of students' interest in teaching careers. Data analysis ($F = 22.13$, $p < .001$) confirmed a significant combined effect of both variables on students in the 2021 PAP FKIP UNS cohort.

Arin Ananda (2024) added that TPACK significantly affects teaching readiness, with Pedagogical Content Knowledge (PCK) exerting the greatest impact. Enhanced TPACK mastery and parental support strengthen students' interest in teaching careers.

Questionnaire results showed the highest score (361) on item 7, reflecting high appreciation for the teaching profession. The lowest score (178) appeared on item 2, indicating insufficient understanding of the profession, likely attributable to limited content mastery.

Conclusion

The results of the study show that mastery of TPACK has a greater influence than parental support on the interest in becoming a teacher, although both variables still play a significant role together. Therefore, it is recommended that the Office Administration Education Study Program at FKIP UNS enhance the development of students' TPACK competencies through training, workshops, or integration into the curriculum, as well as build collaboration with parents to strengthen students' emotional support and motivation. Lecturers are also expected to play an active role in providing guidance, practical experience, and positive feedback to boost students' confidence and readiness to face the workforce. Students need to independently and formally improve their TPACK mastery and establish good communication with lecturers and parents in planning their careers in education. Furthermore, it is important to explore other variables that may influence the interest in becoming a teacher, considering that TPACK mastery and parental support only contribute 36% to this interest. Thus, based on the research data obtained by the researcher, the variables of TPACK Mastery and Parental Support together have an influence on the Interest in Becoming a Teacher by 36%. This means that there are 64% of other variables that can influence the interest in becoming a teacher. Future researchers are expected to consider other variables that are suspected to influence students' interest in becoming teachers, in order to enrich the theoretical framework related to the interest in becoming a teacher, as the results of this study show that the variables of TPACK Mastery and Parental Support together influence the Interest in Becoming a Teacher.

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