

ABSTRAK

PENGARUH PERSEPSI PROFESI GURU, LINGKUNGAN KELUARGA, DAN KOMPETENSI PEDAGOGIK TERHADAP KESIAPAN MAHASISWA MENJADI GURU AKUNTANSI

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Penelitian ini bertujuan untuk mengetahui pengaruh persepsi profesi guru, lingkungan keluarga, dan kompetensi pedagogik terhadap kesiapan mahasiswa menjadi guru akuntansi pada mahasiswa angkatan 2022 dan 2023 Program studi Pendidikan Ekonomi Bidang Keahlian Khusus Pendidikan Ekonomi dan Pendidikan Akuntansi Universitas Sanata Dharma Yogyakarta. Penelitian ini dilakukan dengan pendekatan kuantitatif dengan desain korelasional. Penelitian dilaksanakan di Kampus 1 Universitas Sanata Dharma pada bulan April – Mei 2026. Populasi dalam penelitian ini berjumlah 129 mahasiswa dan jumlah sampel sebanyak 100 mahasiswa. Teknik penarikan sampel adalah *simple random sampling*. Teknik pengumpulan data menggunakan kuesioner. Teknik analisis data dengan menggunakan *Partial Least Squares-Structural Equation Modeling* (PLS-SEM) dengan bantuan perangkat lunak *SmartPLS*.

Hasil penelitian menunjukkan bahwa: persepsi profesi guru, lingkungan keluarga, dan kompetensi pedagogik secara simultan berpengaruh terhadap kesiapan mahasiswa menjadi guru akuntansi dengan nilai *R-Square adjusted* 0,485 atau 48,5%.

Kata Kunci: Persepsi profesi guru, lingkungan keluarga, kompetensi pedagogik, kesiapan mahasiswa menjadi guru akuntansi

ABSTRACT

***THE INFLUENCE OF TEACHER PROFESSIONAL PERCEPTION,
FAMILY ENVIRONMENT, AND PEDAGOGICAL COMPETENCY ON
STUDENTS' READINESS TO BECOME ACCOUNTING TEACHERS***

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This study aims to determine the influence of perceptions of the teaching profession, family environment, and pedagogical competence on students' readiness to become accounting teachers at Economics Education students, majoring in Economics and Accounting Education, Sanata Dharma University, Yogyakarta. The research approach was quantitative and ex post facto. The study was conducted in the Accounting Education Study Program and the Economics Education Study Program, Department of Social Sciences Education, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta, from March to April 2026. The study population was 129 students. The sample size was 96 students. The sampling technique used proportionate stratified random sampling. Data collection was a questionnaire. Data analysis used Partial Least Squares-Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS software.

The results showed that: 1) perceptions of the teaching profession, family environment, and pedagogical competence simultaneously influenced students' readiness to become accounting teachers (adjusted R-Square 0.485 or 48.5%).

Keywords: *Perception of the teaching profession, family environment, pedagogical competence, students' readiness to become accounting teachers*