Indonesian Journal of Educational Development (IJED)
Volume 7, Issue 1, 2026, pp. 442-454
ISSN: 2722-1059 (Online); ISSN: 2722-3671 (Print)
DOI: https://doi.org/10.59672/ijed.v7i1.6263

What predicts accounting prospective teachers' career choice? Evidence from the teaching internship program

Nurdian Susilowati*)[1], Amir Mahmud[2], Camelia Yunika Elisabet[3], Puji Novita Sari[4], Arif Santoso[5]
[1]Universitas Negeri Semarang, Semarang, Indonesia; nurdiansusilowati@mail.unnes.ac.id
[2]Universitas Negeri Semarang, Semarang, Indonesia; amirmahmud@mail.unnes.ac.id
[3]Universitas Negeri Semarang, Semarang, Indonesia; cameliayunika97@students.unnes.ac.id
[4]Universitas Negeri Makassar, Makassar, Indonesia; pujinovitasari@unm.ac.id
[5]Politeknik Negeri Jakarta, Depok, Indonesia; arif.santoso@lecturer.pnj.ac.id
*)Corresponding author: Nurdian Susilowati; E-mail addresses: nurdiansusilowati@mail.unnes.ac.id

Article Info

Article history:
Received April 02, 2026
Revised April 29, 2026
Accepted May 14, 2026
Available online May 20, 2026

Keywords: Career choice, Career exploration, Career interest, Self-efficacy, Teaching internship program

Abstract. Prospective teachers should participate in pedagogical competency programs and engage in teaching practice to become professional teachers. The urgency of this study lies in examining the factors that influence career choices and assessing the quality of future professional teachers. This study investigates the effects of career self-efficacy (SE) and career interest (CI) on career choice (CC), with career exploration (CE) as a mediator, during the teaching internship. The population was 675 accounting education students who participated in the teaching internship program. The study used a simple random sampling method, yielding 251 respondents. The questionnaire included the career decision-making career self-efficacy scale-short form (CDMSE-SF), career exploration survey (CES), and career choice. A quantitative approach using structural equation modeling (SEM) was employed in WarpPLS 5.0. The study results show a direct relationship between career self-efficacy, career interest, and career exploration on career choice. Career exploration at the teaching internship also mediates the relationship between career self-efficacy and career interest in teaching career choice. It indicates that teaching internship programs increase students' confidence, thereby strengthening their resolve to pursue a career as an accounting teacher. Future studies may also explore other variables such as outcome expectations and personal background factors.

Introduction

Career choice is a fundamental process for everyone. The process of determining a career has been ongoing since someone entered the world of education. Choosing a career is equivalent to determining a person's role and way of life in society (Mberia & Midigo, 2018). If someone chooses a career or position that suits their personality and abilities, it will undoubtedly be easier for them to carry out their role. Therefore, with careful planning and consideration, one can choose a suitable career that will lead to future success.

In addition to hindering an individual's success, inaccurate career choices will also render resources ineffective (Ng et al., 2017). The Minister of Education, Culture, Research, and Technology stated that in 2024, 80 percent of students in Indonesia were not working in line with their education majors. It certainly makes the education they have taken inappropriate, leading to low competence and professionalism in their work. Moreover, the high number of graduates who do not work in their majors will increase job competition, thereby raising the unemployment rate. The urgency of

career choice has prompted researchers to investigate its determinants more deeply. These studies also yield various theories, answer questions, and address problems related to career choice. Social Cognitive Career Theory (SCCT) explains that individual innate characteristics, learning experiences, career self-efficacy, expected results, and interests can shape a student's career development stage (Lent et al., 2017; Lent & Brown, 2019; Fortin et al., 2019).

Various other studies also show that multiple factors influence a student's career choice, including intrinsic factors such as career interest and personal interest Afzal Humayon et al. (2018); Nagari et al. (2021); Ayodele (2019), personality Ireland & Lent (2018); Ng et al. (2017), behavior Osei et al. (2023), cultural identity Lent & Brown (2019), and self-concept (Taskinen et al., 2013). In addition, extrinsic factors guide a person's career choice, social contacts, role models, the affordability of certain fields, such as science and finance, globalization, racial background, level of education, and the concentration of education chosen (Taskinen, Schütte, and Prenzel, 2013; Nagari et al., 2021).

Several factors shape the future accounting teacher's career choices. First, career self-efficacy is an individual's belief in their ability to perform actions or activities needed to achieve goals or meet educational or career requirements (Brown & Lent, 2019). Furthermore, career self-efficacy is a psychological mechanism reflecting an individual's belief in their cognitive abilities, behavior, and motivation to complete tasks well (Islam et al., 2021). If an individual has the confidence to do a job, their interest in having a career will undoubtedly be high, even if they have adequate abilities.

Previous studies show that career self-efficacy impacts students' career choices (Osei et al., 2023; Asma Shahid Kazi & Abeeda Akhlaq, 2017). With career self-efficacy, students will face various challenges and strive to achieve their goals, even when they encounter difficulties and failures (Mberia & Midigo, 2018; Gulo et al., 2026). However, prior research lacked consistency in their understanding of the intercourse between career self-efficacy and career choice. Besides, career self-efficacy does not affect career decisions for high school students (Nyamwange, 2016). Choosing a career requires strong self-efficacy, as it not only supports individuals in making career decisions but also helps them persist once they enter their chosen field. With high self-efficacy, individuals are better equipped to face challenges and remain committed to achieving their goals despite difficulties and setbacks (Hendra et al., 2025).

Second, career interest also essential in encouraging someone to do what they like, accompanied by effort, so that this desire can be achieved (AbouZaid et al., 2014; Afzal Humayon et al., 2018; and Afaq Ahmed et al., 2017). Career interest is an essential factor in determining a student's success in education, work, hobbies, and other activities (Afzal Humayon et al., 2018); (Afaq Ahmed et al., 2017). The prospective teacher with a high interest in teaching tends to be more enthusiastic about pursuing a career and more persistent in their education (Eren, 2012). On the other hand, some students choose a career different from their major because they feel they will not be able to do the job and that their major is not attractive (Karlsson & Noela, 2022). Unfortunately, there are still inconsistencies regarding the effect of career interest on one's career choice. Interest in the careers of entrepreneurial students does not affect their career choices to become entrepreneurs (Karlsson & Noela, 2022). Career interest does not affect the career choice of accounting students who become accountants (Sholihin et al., 2020).

Next, prospective teachers undertake a teaching internship program at schools to apply their pedagogical and professional competencies. The teaching internship program is a career exploration platform that can shape students' career choices. The teaching internship program Based on Super's career development theory, students aged 18 –25 are in the exploratory stage (Hatane et al., 2021). Career exploration at the teaching internship program is observing a career

by gathering information about education, employment, and industry to make career choice decisions based on complete information (Chan, 2018). Career exploration at the teaching internship program is essential to career choice because supporting information and guidance allow an individual to choose the right career (Kwok & Bartanen, 2022)

Many studies have examined the urgency of career exploration at the teaching internship program in determining individual's choice (Chan, 2018; Nagari et al., 2021; Wolf et al., 2021; Kleine, Schmitt and Wisse, 2021; Simanjuntak & Rochmat, 2025). Career exploration activities, such as introductions to the teaching field, microteaching practices, and motivational support from lecturers, significantly influence students' decisions to become teachers. Career exploration at the teaching internship program is associated to career self-efficacy (Suwardika et al., 2026). An investigation is a form of planning and action undertaken by an individual to obtain more comprehensive information about a career (Kleine et al., 2021). To do this, an individual should have confidence in their abilities. By having faith in their abilities, the students will seek deeper information about a career to meet the required qualifications. There has been a proven causal association between career self-efficacy and exploration (Chan, 2018; Tinoco et al., 2022).

By gaining deeper information, an individual will feel more educated, which will increase their confidence to pursue their desired career. The previews result show that career exploration significantly mediates the relationship between career self-efficacy and career choice (Wolf et al., 2021; Jiang et al., 2019; Srijayanti et al., 2023). In psychology, exploration is the arousing and maintaining of an individual's interest in an environment to encourage discovery and new insights into a science (Jiang et al., 2019). Career exploration is a form of action that stems from one's tendency to pay attention to a career to obtain deeper information. Besides, the researcher recommends increasing student career interest (Betz & Voyten, 1997). It is necessary to have an integrated learning program in the work environment.

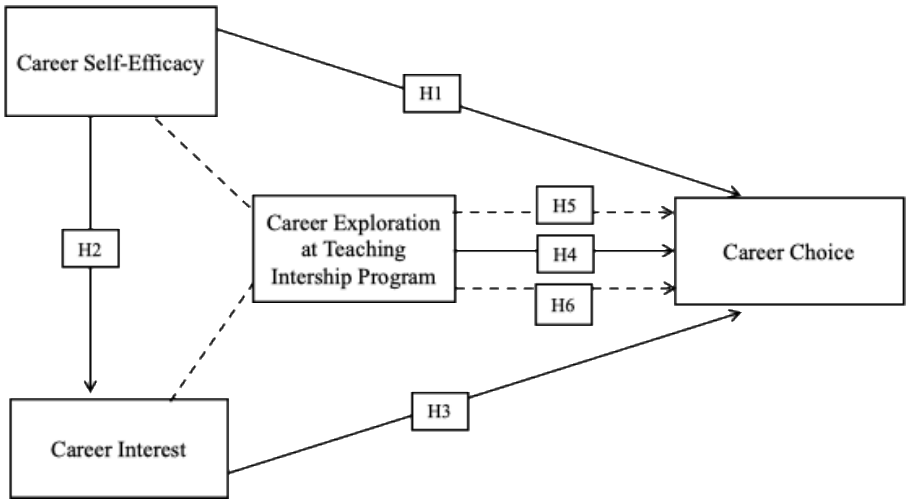

Image 1. Research Model

This study presents six hypotheses: H1:How SE affects CC as a teacher; H2: How SE affects student CI; H3: How CI affects CC as a teacher; H4: How CE in the teaching internship program affects CC as a teacher; H5: How SE affects CC as a teacher through CE in the teaching internship program; and H6: How CI on CC as a teacher through CE in the teaching internship program.

Furthermore, this research aims to analyze the determinants of career choice using SCCT theory. Career self-efficacy plays a significant role in determining performance outcomes because it can

serve as motivation to achieve goals (Lent et al., 2017; Lestari et al., 2023; Widana et al., 2019). Someone will choose a career that suits their interests (Ireland & Lent, 2018). It is because interest not only encourages someone to pay more attention to something but also to pursue what they are interested in. Therefore, someone interested in a career will try harder to achieve that career (Humayon et al., 2018). This study highlights the important role of career interest in shaping career choices, as explained by social cognitive career theory. Career interests motivate students to set clear career goals. Additionally, the teaching internship program helps students develop critical thinking skills as they explore and evaluate knowledge about their prospective profession, allowing them to make well-informed decisions.

Method

Research Design

This research uses a quantitative approach to explain facts about the object under study by performing numerical data analysis using testing tools and statistical analysis to test predetermined hypotheses. This descriptive and causal research aims to explain each variable and the associations between the variables under study. The research investigates both the direct and indirect relationships between career self-efficacy and career interest in becoming an accounting teacher, with the career exploration during the teaching internship as a mediating. This study used a survey method, collecting primary data via a questionnaire.

Sample Technique

The population was 675 accounting education students in Semarang City who participated in the teaching internship program. The research used a probability sampling approach, ensuring that every member of the population had an equal chance of being selected. The sampling technique used is simple random sampling. The study employed a sample size calculated using the Slovin formula with a 5% degree of error, resulting in a sample of more than 251 respondents.

Variables

CC to become a teacher is when someone chooses to make teaching their profession. To measure students' career choices to become teachers, researchers used measures aligned with the social cognitive career theory by Lent & Brown (2019), which include several indicators: a career goal to become a teacher and actions taken to achieve that goal. SE refers to an individual's belief in their ability to prepare for a teaching career. Then, the indicators used to measure student career self-efficacy were adapted from the CDSE-SF proposed by Betz & Voyten (1997), consisting of self-assessment, job data, goal choice, planning, and problem-solving.

Career interest (CI) is an individual's interest in a particular career that motivates them to take action to pursue or pursue a job in that career. These indicators include concern for the teaching profession, pleasure in the teaching profession, pride in the teaching profession, and action or participation in an activity related to the teaching profession (Karlsson & Noela, 2022). Career exploration (CE) is an activity to collect evidence about a career so that an individual can determine whether the career is a good fit and make career choices. The indicators include environmental exploration, self-exploration, systematic, and planned exploration (Jiang et al., 2019). All instruments in this study used a 5-point Likert scale.

Data Analysis

The data selection technique used a closed-ended questionnaire. After the data were collected, the next step was to process and test the hypotheses. The data analysis technique used was Structural Equation Modeling (SEM), with the alternative Partial Least Squares (PLS) method, implemented in WarpPLS.

Validity and Reliability

This study adopted a previously used research instrument and adapted it to the conditions of the prospective accounting student-teachers. This instrument also met the research needs in terms of a language context that was acceptable to students. The prospective accounting student teachers understood the questionnaire items. To demonstrate that the research data are valid and reliable, it is necessary to test the research instrument. The technique used to test the validity of the data in this study is the reliability and validity test, also called the measurement model. The reliability tests consist of an indicator reliability test and an internal consistency reliability test. The validity test consists of convergent and discriminant validity. A variable is considered valid if the average variance extracted (AVE) is > 0.50 (Latan & Ghozali, 2014). The instrument is considered reliable if it has a loading factor value and a composite reliability > 0.7. The measurement model results show that all indicators of career exploration and career choice variables have loading factor values above 0.7.

Results and Discussion

Measurement models

Before conducting further analysis, it is necessary to determine the overall reliability and validity of the indicators and constructs through an outer model evaluation. Only after each construct has been tested for reliability and validity can the research proceed to the next stage. Based on the outer model results, 14 out of 39 statements were found to be invalid. The next step was to re-estimate the research model to determine the validity and reliability of the data.

Reliability Test

The composite reliability scores for career self-efficacy, career interest, career exploration, and career choice were 0.927, 0.907, 0.906, and 0.914, respectively. These results indicate that overall, each variable is reliable. Table 1 displays the reliability test.

Table 1. Reflective Indicator Loadings And Reliability Test

Variables	Item	Loading	Cronbach's alpha	Composite Reliability	AVE
Career self-efficacy	SE.2	0.801	0.905	0.927	0.679
	SE.8	0.819			
	SE.9	0.802			
	SE.12	0.891			
	SE.13	0.868			
	SE.14	0.757			
Career interest	CI.3	0.729	0.877	0.907	0.621
	CI.4	0.759			
	CI.5	0.807			
	CI.6	0.797			
	CI.7	0.838			
	CI.8	0.790			
Career exploration at the teaching internship program	CE.2	0.740	0.879	0.906	0.581
	CE.3	0.704			
	CE.4	0.723			
	CE.6	0.762			
	CE.7	0.783			
	CE.8	0.813			
	CE.9	0.804			
Career choice	CC.1	0.817	0.882	0.914	0.680
	CC.2	0.848			

Variables	Item	Loading	Cronbach's alpha	Composite Reliability	AVE
	CC.3	0.860			
	CC.5	0.829			
	CC.6	0.765			

Convergent and Discriminant Validity

The convergent validity test indicates that the AVEs for career self-efficacy, career interest, career exploration, and career choice are > 0.5, namely 0.679, 0.621, 0.581, and 0.680, respectively, and are valid. Table 2 presents the results for convergent validity.

Table 2. Convergent Validity

Variable	Loading Factor	AVE	Description
Career self-efficacy	0.817	0.679	Valid
Career interest	0.787	0.621	Valid
Career exploration	0.761	0.581	Valid
Career choice	0.824	0.680	Valid

Furthermore, the discriminant validity test indicates that the AVEs for CE, CI, CE, and CC exceed the inter-construct correlations, with values of 0.824, 0.788, 0.762, and 0.824, respectively. That is, each variable has been shown to be valid, and the data can be processed for measurement at a later stage. Table 3 shows the results for convergent validity

Table 3. Fornell-LarckerTest

	Career self-efficacy	Career interest	Career exploration	Career choice
Career self-efficacy	0.824			
Career interest	0.642	0.788		
Career Exploration	0.537	0.679	0.762	
Career choice	0.796	0.686	0.653	0.824

Structural model assessment

Structural model assessment purpose to assess the size of the structural model to identify the relationships among variables. The structural model consists of R^2 (explained variance) and f^2 (effect size). The adjusted R^2 value for CI is 0.413 (less than or equal to 0.5), indicating moderate strength. Furthermore, CE has an adjusted R^2 of 0.516 (< 0.5), indicating moderate strength. Finally, the adjusted R^2 value for CC is 0.721, indicating a high level of strength. So, the higher the R^2 value, the better the predictive performance of the research model (Latan & Ghozali, 2014). Table 4 presents the R^2 results.

Table 4. R^2 Value

Variable	R Square (R^2)	Adjusted R^2
Career interest	0.416	0.413
Career exploration	0.520	0.516
Career choice	0.724	0.721

Based on Table 4, the coefficient of determination for the CI variable is 41.6%, for the CE variable is 52%, and for the CC variable is 72.4%. This shows that the CI variable is significant relative to the SE variable by 41.6%, while the remaining variables are influenced by factors outside this study. Furthermore, the CE variable is affected by SE and career interest variables by 52%, while the

remaining percentage is impacted by other variables outside this study. The CC variable is 72.4% shaped by SE, CI, and CE variables, while the remaining 27.6% is improved by variables outside this research model.

Furthermore, the contribution of each research variable can be seen from the effect size (F^2). The relationship between SE and CC variables has the greatest effect, namely 0.454. This indicates that SE has a strong impact on CC. The CI variable has a small contribution to CC with an effect size (F^2) of 0.115. The average effect size across the six relationships was 0.277, which falls within the medium category. Table 5 displays the effect size results.

Table 5. Effect Size (F^2)

	Effect Size	Description
Career self-efficacy -> Career interest	0.416	Large
Career self-efficacy -> Career exploration	0.127	Weakness
Career self-efficacy -> Career choice	0.454	Large
Career interest-> Career exploration	0.393	Large
Career interest-> Career choice	0.115	Weakness
career exploration-> Career choice	0.155	Medium
Average	0.277	Medium

Structural model relationship

SE influences the career choice of becoming a teacher, with a path coefficient of 0.567 and a p-value <0.05 (i.e., <0.001). It means that SE has a direct and significant impact on CC. Then, the p-value for SE with respect to CI is <0.001, with a path coefficient of 0.645. It shows that SE has a significant direct effect on CI. The impact of CI on CC to become a teacher shows a p-value <0.05 (0.004) and a path coefficient of 0.165, indicating that CI directly has a significant influence on CC to become a teacher. Furthermore, the p-values of CE on CC are more than <0.05, which is <0.001, with a path coefficient value of 0.237. Table 6 shows the direct results.

Table 6. Direct effect

Hypothesis	Variable (explanatory)	Variable (response)	Path Coefficient	p- Values	Description
H1	Career self-efficacy	Career choice	0.567	<0.001	Accepted
H2	Career self-efficacy	Career interest	0.645	<0.001	Accepted
H3	Career interest	Career choice	0.165	0.004	Accepted
H4	Career exploration	Career choice	0.237	<0.001	Accepted

The study shows that CE mediates the effect of SE on CC. This is evident from the p-value of 0.005, which is less than 0.05. The path coefficient for career self-efficacy in choosing to become a teacher, based on career exploration, is 0.158. Furthermore, CE mediates the effect of CI on CC. The p-values are <0.001, indicating p-values < 0.05. The path coefficient of CI on CC is 0.133. Table 7 presents an indirect result.

Table 7. Indirect Effect

Hypothesis	Variable (explanatory)	>	Variable (mediating)	>	Variable (response)	Path Coeff.	p-Values	Description
H5	Career self-efficacy	>	Career exploration	>	Career choice	0.158	0.005	Accepted
H6	Career interest	>	Career exploration	>	Career choice	0.158	<0.001	Accepted

Based on the hypothesis tests, all hypotheses are supported. Here, image 2 shows the SEM-PLS output.

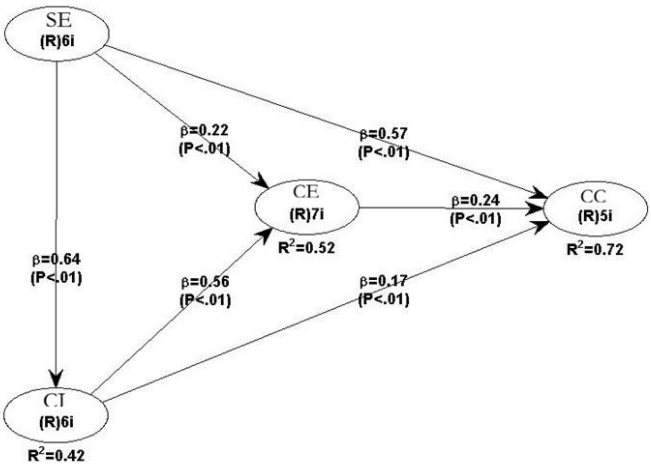

Image 2. Output of SEM PLS (Direct and indirect effect results)

SE plays an essential role in career development. Based on the SCCT, SE is an internal factor within an individual that affects career development (Brown & Lent, 2019). Someone with a high level of SE tends to be more confident when facing career challenges. An individual's confidence in his abilities will lead to expectations about the results he can achieve with these abilities (Lent et al., 2017). Therefore, students who believe in their abilities will be more resilient in facing various challenges because they believe they can solve them, including choosing a career (Chan, 2018). SE determines students' CC behavior (Kleine et al., 2021). Others have shown that SE, as a cognitive factor, shapes career choice (Tinoco et al., 2022; Khasanah et al., 2021). SE has an essential role in career interest because students with high career self-efficacy will try harder and focus on the career they are interested (Karlsson & Noela, 2022; Łukasik et al., 2018). It will be challenging for someone to be interested in a job if they are unsure if they can do it (Brown & Lent, 2019).

SCCT explains that, in addition to having SE, the students will also have expectations about the outcomes of their abilities. Therefore, someone with low career self-efficacy will doubt themselves because they feel their abilities will not yield good results. Ultimately, those with low career self-efficacy will not look for insight or learn more about it. This study also found that students' common interest in becoming teachers was primarily due to their low career self-efficacy. Thus, to increase students' interest in teaching careers, they must first get a stimulus to improve SE. Career interests improve accounting teachers' career choices. Accounting prospective teachers will choose a career that aligns with their passions (Lanero et al., 2016). The relationship between career interest and career choice to become a teacher aligns with previous research (Humayon et al., 2018). Career interests can guide prospective accounting teachers in selecting their future professions. To choose a future career, the student should gather data about it. With more knowledge, someone will know whether the chosen career is really as expected. An individual must explore a career to gain a view of it. CE in the teaching internship program involves seeking and gathering input about a career (Chan, 2018). When individuals obtain comprehensive career information, they become more confident in making their career choices. Super's career development theory posits that students are in the career exploration stage, during which they can explore a job and understand its characteristics (Tinoco et al., 2022).

Furthermore, career exploration enhances career choice. Career exploration shapes students' career decisions (Osei et al., 2023). Consistent with empirical studies, career exploration significantly

contributes to students' decisions to pursue teaching careers (Kwok & Bartanen, 2022). The experience students gain through integrated learning programs in the work environment, such as the teaching internship program, consequently affects career choices (Wolf et al., 2021; Nagari et al., 2021). According to SCCT, an individual should have high career self-efficacy to choose a career. High career self-efficacy is necessary in the career choice process because an individual's belief in their abilities will determine how much they dare to explore, consider, and make career choices. Individuals with high self-efficacy tend to be more active in seeking out data, trying new experiences, and engaging in activities related to their career interests, thereby optimizing career exploration. Through this exploration process, individuals gain a more realistic understanding of career demands and opportunities, which then strengthens their interest and confidence in determining career choices. Therefore, career self-efficacy not only has a direct influence but can also be mediated by career exploration. This process is an important mechanism in forming more informed career decisions (Brown & Lent, 2019).

However, SE will only be able to develop career choices with prior learning experience. By conducting career exploration, students will learn various aspects of a career, which will be incorporated into SCCT as a learning experience. Thus, an individual's SE increases after engaging in CE, which affects students' CC. By engaging in career exploration activities during the teaching internship program, students become increasingly confident in their ability to become teachers and choose a career in teaching. It supports Cahyani's (2021) statement that every activity connecting students with the world of work will guide them in the career choice process. Career exploration can mediate the relationship between career self-efficacy and career choice because, in the career decision-making process, self-confidence (self-efficacy) does not always translate directly into career decisions; rather, it first drives individual exploration behavior (Osei et al., 2023; Talib et al., 2015). The teaching internship program can be a means for education students to build their career self-efficacy in teaching. SCCT explained that an individual's interest is determined by experience (Jiang et al., 2019; Brown & Lent, 2019).

Career exploration in teaching internship programs serves as a mediator between career interests and career choices, as career interests do not fully translate into career decisions without reinforcement through real-life experiences. Accounting prospective teachers gain an empirical understanding of the work environment, tasks, and demands of the teaching profession, thereby enabling them to evaluate the alignment of their interests and abilities with the realities of the profession and ultimately strengthening career decision-making through career exploration activities. Career exploration mediates the relationship between career interests and students' career choices, with career interests more effectively enhancing career choice decisions when students engage in an active, in-depth career exploration process (Lent et al., 2017; Guan et al., 2017). Students with strong career interests tend to be motivated to seek guidance, explore career options, and assess how their interests align with available opportunities. Students can make more focused and realistic career decisions. Thus, career exploration serves as a bridge, strengthening students' career interests through experience.

Conclusion

Career self-efficacy plays a vital role in the development of an individual's career choices. Someone with high career self-efficacy will be more confident in facing career challenges because they believe they can handle them effectively. This belief also makes a person more confident about studying a career field in depth. Accounting prospective students' career interests lead them to choose a career as teachers. Someone interested in something will feel happy and proud, and want to participate in activities that interest them. Career exploration directly affects career choice and, by mediating the indirect effects of career self-efficacy and career interest, shapes the decision to become a teacher.

It is necessary to engage in the learning process and try to solve a career-related problem to build confidence in one's abilities. By joining the teaching internship program, students learn about teaching careers firsthand and can complete assignments related to them. In the end, students will become more convinced that they can fulfill their duties and roles as teachers and will choose to pursue a career in teaching. During the teaching internship, students will learn more about careers in teaching. As more insight is obtained, students will show greater interest in the teaching career. Therefore, by engaging in career exploration, students' interests will grow, making them more confident in choosing a career in teaching. The practical implications of this study are that teacher education institutions need to develop learning programs that focus not only on academic competencies but also on strengthening career self-efficacy, career interests, and career exploration. First, teacher education programs need to strengthen field practice and teaching internships to ensure that students gain hands-on experience in school settings. These real-life experiences can boost students' confidence in their teaching abilities and deepen their understanding of the roles and responsibilities of the teaching profession. Second, teacher education institutions need to provide career guidance and development programs, such as professional seminars, mentoring with experienced teachers, career counseling, and self-development training. These programs can help students explore career options and strengthen their commitment to the teaching profession. Third, the learning process needs to be designed to be more participatory and reflective through microteaching, project-based learning, case studies, and learning simulations. These strategies can help students build mastery experiences, which are crucial for enhancing career self-efficacy. Fourth, teacher education programs need to create an academic environment that fosters interest in the teaching profession. Lecturer support, positive learning experiences, and exposure to the values and meaning of the teaching profession can increase students' motivation to choose a career in education. Fifth, this study shows that career exploration plays a crucial role in strengthening students' career decisions. Therefore, teacher education institutions need to provide more opportunities for students to become familiar with the world of education through school observations, teaching assistantship programs, school collaborations, and other professional development activities. Further researchers can examine factors that may shape students' mindsets toward becoming accounting teachers, such as teacher welfare issues, government policies, social barriers, and technological mastery. Furthermore, research on career choice can be conducted by integrating variables such as outcome expectations and individual characteristics, including gender.

Acknowledgements

The authors would like to thank the Rector and Deans for providing opportunities and support for this research.

Bibliography

AbouZaid, L., Nabil, N., AlFadil, S., Abdulaziz Alatmi, A. A., & Saeed, A. (2014). Career choice and its influencing factors: Perception of senior medical students. *Journal of Contemporary Medical Education*, *2*(3), 168. https://doi.org/10.5455/jcme.20140911043239

Ayodele, T. O. (2019). Career choice of real estate students in Nigeria: The explaining influences in comparative perspective. *Property Management*, *37*(1), 154–176. https://doi.org/10.1108/PM-02-2018-0013

Betz, N. E., & Voyten, K. K. (1997). Efficacy and outcome expectations influence career exploration and decidedness. *Career Development Quarterly*, *46*(2), 179–189. https://doi.org/10.1002/j.2161-0045.1997.tb01004.x

Brown, S. D., & Lent, R. W. (2019). Social cognitive career theory at 25: Progress in studying the domain satisfaction and career self-management models. *Journal of Career Assessment*, *27*(4), 563–578. https://doi.org/10.1177/1069072719852736

Cahyani, N. L. P. (2021). Pengaruh mata kuliah micro teaching dan kegiatan pengenalan lingkungan Persekolahan (PLP) terhadap kesiapan mengajar mahasiswa calon guru pada FKIP Universitas Mahadewa Indonesia tahun 2020 (The influence of micro teaching courses and school environment introduction (PLP) activities on the teaching readiness of prospective student teachers at the Faculty of Teacher Training and Education, Mahadewa Indonesia University in 2020). *Widyadari*, *22*(2), 677–684. https://doi.org/10.5281/zenodo.5576032

Chan, C. C. (2018). The relationship among social support, career self-efficacy, career exploration, and career choices of Taiwanese college athletes. *Journal of Hospitality, Leisure, Sport and Tourism Education*, *22*(September 2017), 105–109. https://doi.org/10.1016/j.jhlste.2017.09.004i

Eren, A. (2012). Prospective teachers' interest in teaching, professional plans about teaching and career choice satisfaction: A relevant framework? *Australian Journal of Education*, *56*(3), 303–318. https://doi.org/10.1177/000494411205600308

Fortin, A., Viger, C., Deslandes, M., & Callimaci, A. (2019). Accounting students ' choice of blended learning format and its impact on performance and satisfaction. *Accounting Education*, *28*(4), 353–383. https://doi.org/10.1080/09639284.2019.1586553

Guan, Y., Zhuang, M., Cai, Z., Ding, Y., Wang, Y., Huang, Z., & Lai, X. (2017). Modeling dynamics in career construction: Reciprocal relationship between future work self and career exploration. *Journal of Vocational Behavior*, *101*(April), 21–31. https://doi.org/10.1016/j.jvb.2017.04.003

Gulo, R. S., Niswanto, Ismail, & Handayani, N. (2026). Coaching-based academic supervision to enhance teachers' pedagogical competence. *Indonesian Journal of Educational Development (IJED)*, *6*(4), 1294–1305. https://doi.org/10.59672/ijed.v6i4.5683

Hatane, S. E., Setiono, F. J., Setiawan, F. F., Semuel, H., & Mangoting, Y. (2021). Learning environment, students' attitude and intention to enhance current knowledge in the context of choosing accounting career. *Journal of Applied Research in Higher Education*, *13*(1), 79–97. https://doi.org/10.1108/JARHE-06-2019-0156

Hendra, R., Habibi, A., Ridwan, A., Sembiring, D., Wijaya, T., Denmar, D. & Widana, I. (2025). The impact of perfectionism, self-efficacy, academic stress, and workload on academic fatigue and learning achievement: Indonesian perspectives. *Open Education Studies*, *7*(1), 20250071. https://doi.org/10.1515/edu-2025-0071

Humayon, A. A., Raza, S., Khan, R. A., & ul ain, N. A. (2018). Effect of family influence, personal interest and economic considerations on career choice amongst undergraduate students in higher educational institutions of Vehari, Pakistan. *International Journal of Organizational Leadership*, *7*(2), 129–142. https://doi.org/10.33844/ijol.2018.60333

Ireland, G. W., & Lent, R. W. (2018). Career exploration and decision-making learning experiences: A test of the career self-management model. *Journal of Vocational Behavior*, *106*(October 2017), 37–47. https://doi.org/10.1016/j.jvb.2017.11.004

Islam, S. A., Rahman, G. M., Al, M., & Nibir, M. (2021). Perceived factors influencing career choice of the undergraduate students of public universities in Bangladesh. *Canadian Journal of Business and Information Studies*, *3*, 70–79. https://doi.org/10.34104/cjbis.021.070079

Jiang, Z., Newman, A., Le, H., Presbitero, A., & Zheng, C. (2019). Career exploration: A review and future research agenda. *Journal of Vocational Behavior*, *110*(October 2017), 338–356. https://doi.org/10.1016/j.jvb.2018.08.008

Joshi, A., & Vinay, M. (2020). Impact of coronavirus pandemic on the Indian education sector : perspectives of teachers on online teaching and assessments. *Interactive Technology and Smart Education*. https://doi.org/10.1108/ITSE-06-2020-0087

Karlsson, P., & Noela, M. (2022). Beliefs influencing students' career choices in Sweden and reasons for not choosing the accounting profession. *Journal of Accounting Education*, *58*, 100756. https://doi.org/10.1016/j.jaccedu.2021.100756

Kazi, A. A., Sharif, N., & Ahmad, N. (2017). Factors influencing students' career choices: Empirical

evidence from business students. *Journal of Southeast Asian Research*, *2017*, 1–15. https://doi.org/10.5171/2017.718849

Kazi, A. S., & Akhlaq, A. (2017). Factors affecting students' career choice. *Journal of Research and Reflections in Education*, *2*(December 2017), 187–196.

Khasanah, F., Muyassaroh, N., & Subhi, M. R. (2021). Penerapan teori sosial kognitif karir pada bimbingan karir dalam upaya membantu pengambilan keputusan karir (Implementation of social cognitive career theory to career guidance in an effort to assist career decision making). *Jurnal Inovatif Ilmu Pendidikan*, *2*(1), 65–72. https://doi.org/10.23960/jiip.v2i1.21813

Kleine, A. K., Schmitt, A., & Wisse, B. (2021). Students' career exploration: A meta-analysis. *Journal of Vocational Behavior*, *131*(February), 103645. https://doi.org/10.1016/j.jvb.2021.103645

Kwok, A., & Bartanen, B. (2022). Examining early field experiences in teacher education. *Teaching and Teacher Education*, *118*, 103820. https://doi.org/10.1016/j.tate.2022.103820

Lanero, A., Vázquez, J. L., & Aza, C. L. (2016). Social cognitive determinants of entrepreneurial career choice in university students. *International Small Business Journal: Researching Entrepreneurship*, *34*(8), 1053–1075. https://doi.org/10.1177/0266242615612882

Lent, R. W., & Brown, S. D. (2019). Social cognitive career theory at 25: Empirical status of the interest, choice, and performance models. *Journal of Vocational Behavior*, *115*(April), 103316. https://doi.org/10.1016/j.jvb.2019.06.004

Lent, R. W., Ireland, G. W., Penn, L. T., Morris, T. R., & Sappington, R. (2017). Sources of career self-efficacy and outcome expectations for career exploration and decision-making: A test of the social cognitive model of career self-management. *Journal of Vocational Behavior*, *99*, 107–117. https://doi.org/10.1016/j.jvb.2017.01.002

Lestari, T. A., Idrus, A., & Sofyan, S. (2023). The influence of self-efficacy, self-actualization, and learning environment on achievement motives of class XII students of SMA Adhyaksa I Kota Jambi. *Indonesian Journal of Educational Development (IJED)*, *4*(1), 8-14. https://doi.org/10.59672/ijed.v4i1.2737

Łukasik, J. M., Jagielska, K., Duda, A., Koperna, P., Mróz, A., Sobieszczańska, K., & Mróz, A. (2018). Pedagogical competencies of teachers at the beginning of their professional career. *Advances in Social Science, Education and Humanities Research*, *221*(CEED), 21–25. https://doi.org/10.2991/ceed-18.2018.5

Mberia, A., & Midigo, R. (2018). Understanding career choice dilemma in Kenya: Issues of informed choices and course availability *Journal of Education and Practice*, *9*(December), 35–40. https://www.researchgate.net/publication/324536660_Understanding_Career_Choice_Dilemma_in_Kenya_Issues_of_Informed_Choices_and_Course_Availability/link/5c1361e992851c39ebebc042/download

Nagari, P. M., Susilowati, N., Taprihanto, T., Risyadayana, S., & Lestari, P. (2021). Faktor penentu pilihan karir mahasiswa pendidikan akuntansi (tinjauan social cognitive career theory) (Determining factors of career choice of accounting education students (social cognitive career theory review). *Business and Accounting Education Journal*, *2*(2), 129–138. https://doi.org/10.15294/baej.v2i2.50578

Ng, Y. H., Lai, S. P., Su, Z. P., Yap, J. Y., Teoh, H. Q., & Lee, H. (2017). Factors influencing accounting students' career paths. *Journal of Management Development*, *36*(3), 319–329. https://doi.org/10.1108/JMD-11-2015-0169

Nyamwange, J. (2016). Influence of students' s interest on career choice among first-year university students in public and private universities in Kisii County, Kenya. *Journal of Education and Practice*, *7*(4), 96–102. www.iiste.org

Osei, H. V., Tepprey, E., & Mensah, P. O. (2023). Effects of cognitive-person factors on career choice of tertiary students: the moderating role of chance events. *Journal of Applied Research in Higher Education*, *15*(4), 919–932. https://doi.org/10.1108/JARHE-04-2022-0115

Simanjuntak, A. D., & Rochmat, S. (2025). Border museum as pedagogical space: Strengthening students' nationalism through contextualized history learning in Anambas. *Indonesian Journal of Educational Development (IJED)*, *6*(2), 323–339. https://doi.org/10.59672/ijed.v6i2.5101

Sholihin, M., Candra, R., Yuniarti, N., & Ilyana, S. (2020). A new way of teaching business ethics : The evaluation of virtual reality-based learning media ☆. *The International Journal of Management Education*, *18*(3), 100428. https://doi.org/10.1016/j.ijme.2020.100428

Srijayanti, N. P. S. ., Kristiantari, M. G. R. ., & Adji, S. S. . (2023). The relationship between teacher pedagogical competence, career expectations, and school infrastructure and learning outcomes of grade VI students. *Indonesian Journal of Educational Development (IJED)*, *4*(2), 219-229. https://doi.org/10.59672/ijed.v4i2.3046

Suwardika, G., Sopandi, A. T., Indrawan, I. P. O., & Masakazu, K. (2026). AI-enhanced flipped classroom design thinking to improve self-efficacy in open distance learning. *Indonesian Journal of Educational Development (IJED)*, *6*(4), 1159–1172. https://doi.org/10.59672/ijed.v6i4.5702

Talib, J. A., Salleh, A., Amat, S., Ghavifekr, S., & Ariff, A. M. (2015). Effect of career education module on career development of community college students. *International Journal for Educational and Vocational Guidance*, *15*(1), 37–55. https://doi.org/10.1007/s10775-014-9279-x

Taskinen, P. H., Schütte, K., & Prenzel, M. (2013). Adolescents' motivation to select an academic science-related career: the role of school factors, individual interest, and science self-concept. *Educational Research and Evaluation*, *19*(8), 717–733. https://doi.org/10.1080/13803611.2013.853620

Tinoco, O., Bayon, F., Chandra, M., Vargas, M., & Guillermo. (2022). Entrepreneurial career choice intentions among secondary students in Colombia: the role of entrepreneurial exposure. *International Journal of Emerging Markets*, *17*(1), 277–298. https://doi.org/10.1108/IJOEM-10-2019-0872

Widana, I. W., Suarta, I. M., & Citrawan, I. W. (2019). Work motivation and creativity on the teacher's ability to develop HOTS-based assessments. *International Journal of Social Sciences and Humanities*, *3*(3), 188-200. https://doi.org/10.29332/ijssh.v3n3.378

Wolf, A. G., Auerswald, S., Seinsche, A., Saul, I., & Klocke, H. (2021). German student teachers' decision process of becoming a teacher: The relationship among career exploration and decision-making career self-efficacy, teacher motivation and early field experience. *Teaching and Teacher Education*, *105*, 103350. https://doi.org/10.1016/j.tate.2021.103350