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Development and Rasch Validation of a Teacher Profession Perception Scale for Education Students

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ABSTRACT

This study aimed to develop and validate a Teacher Profession Perception Scale for education students using the Rasch Model approach. The instrument was constructed based on the Factors Influencing Teaching Choice (FIT Choice) framework and measured four dimensions: teachers' expert knowledge and job demands, social status of teachers, perception of teacher salary, and social discouragement. A quantitative instrument development design was employed involving expert judgment, readability testing, and field testing with 75 respondents from teacher education related programs. Initially consisting of 33 items, the instrument was reduced to 25 items following screening and refinement procedures. Rasch analysis yielded an item reliability of 0.99, an item separation index of 8.16, a person reliability of 0.55, and a Cronbach's alpha of 0.59. The rating scale analysis confirmed that the seven point response categories functioned appropriately, while Differential Item Functioning analysis indicated that most items were free from substantial demographic bias. Overall, the findings suggest that the Teacher Profession Perception Scale possesses acceptable psychometric properties and can be used as a valid and reliable instrument for measuring education students' perceptions toward the teaching profession.

1. Introduction

Teaching is considered one of the most important professions in improving educational quality and shaping future generations (Darmawati et al., 2025; Murugan, 2025). Teachers play a significant role not only in students' academic achievement but also in social and national development. However, many countries currently face challenges related to the teaching profession, including teacher shortages, declining interest in teaching careers, and difficulties in maintaining teacher commitment and retention (Miuro, 2022). These conditions highlight the importance of understanding how education students perceive the teaching

profession, as their perceptions may influence career decisions, professional commitment, and readiness to become future educators.

Previous studies have shown that education students generally choose teaching careers due to intrinsic and altruistic motivations (Alvariñas Villaverde et al., 2022). Intrinsic motivation refers to personal interest, enjoyment of teaching, and satisfaction in educational activities, while altruistic motivation is related to the desire to contribute to society and support younger generations (Matei et al., 2025). Nevertheless, students' perceptions toward the profession may change during their academic journey because of educational experiences, social influences, and professional practice (Rudberg et al., 2022). Therefore, perceptions toward the teaching profession become an important factor in determining whether prospective teachers remain committed to the educational field.

Despite positive motivations toward teaching, prospective teachers are also aware of various professional challenges (Trihandayani et al., 2025). Teaching is often perceived as a demanding profession that requires high pedagogical competence, professional expertise, emotional readiness, and heavy workloads (Margeviča Grinberga & Šūmane, 2024; Yenita & Andriani, 2025). In addition, teachers are expected to integrate technology and digital literacy into classroom practices to meet current educational demands (Abedi, 2024). However, these professional demands are frequently not balanced with adequate social status and financial welfare. In many contexts, teachers are still perceived as having lower prestige and salary compared to other professions (Akiba et al., 2023). In Indonesia, unequal compensation and insufficient welfare management remain important issues affecting teacher motivation and professional attractiveness (Utami & Inayah, 2024; Syafrudin et al., 2026). Furthermore, social influences from family, peers, and society may either encourage or discourage students from choosing teaching as a career.

The complexity of perceptions toward the teaching profession indicates the need for valid and reliable instruments that can comprehensively measure education students' perceptions. Such instruments are important because they may provide useful information for teacher education institutions and policymakers in improving teacher preparation programs and strengthening professional commitment among prospective teachers (Ekmekci et al., 2025). Similar educational assessment studies have emphasized the importance of instrument with acceptable initial psychometric evidence and Rasch based validation approaches to ensure measurement accuracy and reliability in educational research (Putri & Aini, 2023). However, measurement instruments related to perceptions of the teaching profession still require further psychometric evaluation to ensure their validity and reliability in different educational contexts.

One of the most widely used frameworks in studies related to teaching career choice is the Factors Influencing Teaching Choice (FIT Choice) model developed by Watt and Richardson (2007). The FIT Choice model is based on Expectancy Value Theory, which explains that career decisions are influenced by competence beliefs and subjective task values (Yu et al., 2023). Previous studies have confirmed the

validity of the FIT Choice framework in investigating motivations and perceptions toward the teaching profession across different countries (Alvariñas Villaverde et al., 2022). The framework also continues to develop by incorporating technological readiness and digital competence into teaching career considerations.

Based on this framework, perceptions toward the teaching profession may include several dimensions, such as teachers' expert knowledge and job demands, social status of teachers, perception of teacher salary, and social discouragement. However, limited studies have specifically developed and validated instruments measuring education students' perceptions toward the teaching profession in the Indonesian context using the Rasch Model approach. Therefore, this study aims to develop and validate a Teacher Profession Perception Scale for education students using the Rasch Model approach. The instrument is expected to provide psychometric evidence regarding the quality of the scale and contribute to educational assessment research, particularly in understanding education students' perceptions toward the teaching profession.

2. Methodology

Research Design

This study employed a quantitative instrument development design to develop and validate a Teacher Profession Perception Scale for education students. The study focused on constructing an instrument capable of measuring students' perceptions toward the teaching profession based on the Factors Influencing Teaching Choice (FIT Choice) framework developed by Watt and Richardson (2007). The instrument was designed to assess several dimensions related to perceptions of the teaching profession, including teachers' expert knowledge and job demands, social status of teachers, perception of teacher salary, and social discouragement.

The instrument development process consisted of several stages, including construct identification, item development, expert judgment, readability testing, field testing, and psychometric evaluation (Swan et al., 2023). The initial item pool was developed based on theoretical studies related to the FIT Choice model and perceptions toward the teaching profession. After the items were developed, content validation was conducted through expert judgment involving experts in educational psychology and guidance and counseling (Karim et al., 2025). A readability test was then conducted to ensure that the instructions and statements in the questionnaire could be clearly understood by respondents before the instrument was administered in the field test.

The psychometric evaluation of the instrument was conducted using the Rasch Model approach. Rasch analysis was selected because it provides comprehensive measurement information regarding item functioning, respondent consistency, reliability, and scale quality. In addition, the Rasch Model is considered suitable for analyzing Likert scale data and identifying misfitting items more accurately compared to conventional measurement approaches. Through this approach, the

developed instrument was expected to produce valid and reliable measurements of education students' perceptions toward the teaching profession.

Instrument

The instrument developed in this study was the Teacher Profession Perception Scale designed to measure education students' perceptions toward the teaching profession. The instrument was constructed based on the Factors Influencing Teaching Choice (FIT Choice) framework developed by Watt and Richardson (2007). The scale measured four dimensions of perceptions toward the teaching profession, namely teachers' expert knowledge and job demands, social status of teachers, perception of teacher salary, and social discouragement. The dimensions and distribution of items in the instrument are presented in Table 1.

Table 1. Dimensions of the Teacher Profession Perception Scale

Dimension		Number of Items	Description
Teachers' Knowledge Demands	Expert & Job	10	Perceptions regarding teachers' professional competence and work demands
Social Status of Teachers		7	Perceptions regarding teachers' social recognition and prestige
Perception of Teacher Salary		8	Perceptions regarding teachers' salary and welfare
Social Discouragement		8	Perceptions regarding negative social influences toward the teaching profession

Initially, the instrument consisted of 33 items developed from theoretical indicators derived from the FIT Choice framework and related studies concerning perceptions of the teaching profession. However, only 25 items were retained for the final Rasch analysis after preliminary item screening and refinement procedures. The item reduction process considered indicator representation, statement clarity, and potential overlap in meaning among items within the same dimension. The items were written in the form of positive and negative statements using a seven point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). Higher scores indicated more positive perceptions toward the teaching profession. Content validation was conducted through expert judgment involving three experts in educational psychology and guidance and counseling. The expert validation process aimed to evaluate the relevance, clarity, and appropriateness of the items in representing the measured construct. Based on suggestions and evaluations from the experts, several items were revised to improve sentence clarity, conceptual accuracy, and readability.

A readability test was subsequently conducted involving seven respondents who had characteristics similar to the target participants. The readability test aimed to ensure that the instructions and questionnaire items could be clearly understood by respondents. The results indicated that the respondents considered both the instructions and item statements easy to understand, suggesting that the instrument was appropriate for field testing. Following the revision and readability stages, the instrument was administered in the field test phase. The final version of the

instrument consisted of 25 items distributed across four dimensions of perception toward the teaching profession.

Data Collection

Data collection was conducted during the field testing stage of the Teacher Profession Perception Scale. The participants of this study consisted of 75 respondents with educational backgrounds related to teacher education programs, including active university students, first year students, and alumni. The respondents were selected to represent individuals who had experiences and perspectives relevant to the teaching profession. The instrument was distributed using an online questionnaire platform to facilitate broader participation and more efficient data collection. Prior to completing the questionnaire, respondents were provided with information regarding the purpose of the study and instructions for completing the instrument. Participation in this study was voluntary, and respondents were asked to complete all questionnaire items independently based on their personal perceptions toward the teaching profession. The data collection process was carried out after the instrument had undergone expert validation and readability testing. Responses obtained from the field test were then compiled and prepared for psychometric analysis using the Rasch Model approach. The collected data were used to evaluate item functioning, respondent consistency, and the overall quality of the developed instrument

Data Analysis

The collected data were analyzed using the Rasch Model approach to evaluate the psychometric quality of the Teacher Profession Perception Scale. Rasch analysis was selected because it provides more precise measurement calibration for ordinal data and allows comprehensive evaluation of item functioning, reliability, and respondent consistency (Pierobon & Krägeloh, 2026). In addition, the Rasch Model is effective in identifying misfitting items and providing comprehensive information regarding item functioning, reliability, and measurement quality. The initial instrument consisted of 33 items distributed across four dimensions, namely Teachers' Expert Knowledge and Job Demands, Social Status of Teachers, Perception of Teacher Salary, and Social Discouragement (Mufrihah et al., 2025). However, after preliminary item screening and refinement procedures, the number of analyzed items was reduced to 25 items. Item selection was conducted by considering indicator representation, statement clarity, and potential redundancy among items within the same dimension.

The Rasch analysis procedures included the evaluation of person and item reliability, separation index, item difficulty level, item fit statistics, and Wright Map analysis. Person and item reliability were used to examine the consistency of respondents' answers and the stability of item measurements. The separation index was used to determine the ability of the instrument to distinguish respondents and items across different levels of perception. Item difficulty analysis was conducted to identify the distribution of item difficulty levels within the scale. Furthermore, item fit analysis was conducted using infit and outfit mean square (MNSQ) statistics

to determine whether the items functioned appropriately according to the Rasch measurement model. The Wright Map was also utilized to visualize the distribution between respondent abilities and item difficulty levels on the same measurement continuum. Through these analyses, the psychometric quality of the developed instrument could be comprehensively evaluated before being used in broader educational contexts.

3. Results and Discussion

Item Screening and Refinement

Prior to conducting the final Rasch analysis, the initial pool of 33 items underwent rigorous screening and refinement. Based on expert feedback, readability issues, conceptual overlap, and statement clarity, eight items were discarded. This reduction aimed to minimize redundancy while preserving a well balanced representation of the four dimensions within the FIT Choice framework. The elimination of the 8 items was carried out after the expert judgment, readability testing, and preliminary screening stages. Items were removed when they demonstrated conceptual redundancy, ambiguous wording, insufficient clarity, or overlapping content with other items, while ensuring that all four dimensions of the FIT Choice framework remained adequately represented in the final instrument. As a result, 25 items were retained for the definitive Rasch evaluation.

The retained items continued to represent all four dimensions of the FIT Choice framework, ensuring that no dimension was omitted during the refinement process. These remaining items were considered sufficient for capturing perspectives on the teaching profession, specifically concerning teachers' specialized knowledge and job demands, social status, salary perceptions, and social discouragement. Similar refinement procedures have been reported in instrument development studies, where items are removed to reduce redundancy and improve construct representation before psychometric validation (Woldemariam et al., 2025). As a result, 25 items were retained for the definitive Rasch evaluation. These remaining items were considered sufficient for capturing perspectives on the teaching profession, specifically concerning teachers' specialized knowledge and job demands, social status, salary perceptions, and social discouragement.

Reliability and Separation Analysis

Reliability and separation analysis was conducted to evaluate the consistency and discrimination ability of the Teacher Profession Perception Scale. In the Rasch Model approach, reliability and separation indices are important indicators for examining the quality of items and the instrument's ability to distinguish respondents across different levels of perceptions. The reliability and separation statistics obtained from the Rasch analysis are presented in Table 2.

Table 2. Reliability, Separation, and Discrimination Statistics

Indicator	Real Value	Model Value	Interpretation
Person Reliability	0.55	0.63	Moderate
Person Separation	1.11	1.30	Fair
Item Reliability	0.99	0.99	Excellent
Item Separation	8.16	8.55	Excellent
Cronbach Alpha (KR 20)	0.59		Moderate

Table 2 shows that the instrument demonstrated excellent item reliability, with values of 0.99 for both real and model estimations. Similarly, the high item separation indices indicate that the items were well distributed across different levels of difficulty and were capable of distinguishing respondents with varying levels of perceptions toward the teaching profession. According to Lestari et al. (2022), high item separation reflects adequate spread of item difficulty and indicates strong measurement precision within the Rasch framework. These findings suggest that the retained items consistently represented the construct of perceptions toward the teaching profession.

In contrast, person reliability was categorized as moderate, with values of 0.55 (real) and 0.63 (model). The person separation values also indicated that the instrument was able to classify respondents into approximately two levels of perception. This result may indicate that respondents tended to demonstrate relatively homogeneous perceptions regarding the teaching profession. Similar findings have been reported among education students, where respondents generally showed positive orientations toward teaching careers due to shared educational backgrounds and professional motivations (Rice et al., 2024). Consequently, although the instrument effectively differentiated item difficulty levels, the variation of respondent perceptions in this study remained relatively limited.

The Cronbach Alpha value of 0.59 further indicated moderate internal consistency of the instrument. Taken together, the reliability and separation findings suggest that the Teacher Profession Perception Scale possessed adequate psychometric quality, particularly in terms of item functioning and measurement consistency. However, the moderate person reliability and Cronbach Alpha values indicate that the instrument was less effective in distinguishing respondents with substantially different levels of perceptions toward the teaching profession. This pattern may stem from the homogeneity of the sample, which exclusively comprised individuals embedded in teacher education pathways (including freshmen, current students, and graduates). Having already committed to this career trajectory, these participants likely shared comparable preconceptions and expectations, thereby compressing response variance. Within Rasch psychometric theory, such restricted variance inherently suppresses the model's capacity to differentiate among distinct levels of the latent trait (Pierobon & Krageloh, 2026). Furthermore, the modest sample size may have compromised the stability of person estimates. Consequently, while item level metrics are acceptable, future replication studies should recruit larger and

more heterogeneous cohorts to optimize person level dependability and generalizability.

Item Difficulty and Wright Map Analysis

Item difficulty analysis was conducted to examine the distribution of item difficulty levels within the Teacher Profession Perception Scale. In the Rasch Model approach, item difficulty reflects the extent to which respondents tend to endorse or agree with particular statements. The summary of item difficulty levels is presented in Table 3.

Table 3. Item Difficulty Distribution

Category	Item	Rasch Scaled Measure
Most Difficult	PPG16	62.69
Most Difficult	PPG18	62.05
Most Difficult	PPG15	61.62
Easiest	PPG10	30.18
Easiest	PPG1	34.02
Easiest	PPG2	34.97

The findings indicate that the item difficulty values were distributed across a relatively wide range, suggesting that the instrument was capable of measuring varying levels of perceptions toward the teaching profession. The mean item measure was centered around the transformed Rasch scale value of 50.00 with a standard deviation of 9.25, indicating adequate variation in item difficulty. Item PPG16 demonstrated the highest difficulty level, followed by PPG18 and PPG15. These items were relatively more difficult for respondents to endorse positively, indicating that the statements represented perceptions requiring stronger agreement toward the teaching profession. This pattern suggests that issues related to teacher salary, welfare, and professional recognition may still be perceived critically by education students. Previous studies similarly reported that prospective teachers often perceive teaching as professionally demanding while simultaneously considering teacher welfare and social prestige to be relatively limited (Gorard et al., 2022). In contrast, items PPG10, PPG1, and PPG2 represented the easiest items, indicating that respondents generally agreed more easily with these statements. Easier items may reflect aspects of the teaching profession that are more universally accepted among education students, particularly regarding the social and educational importance of teaching.

The Wright Map in Figure 1 illustrates the distribution between respondent perception levels and item difficulty levels on the same measurement scale. Most respondents were distributed in the middle to upper range of the scale, indicating generally positive perceptions toward the teaching profession. In addition, most respondents were positioned above the average item difficulty level, suggesting that the majority of items were relatively easy for respondents to endorse.

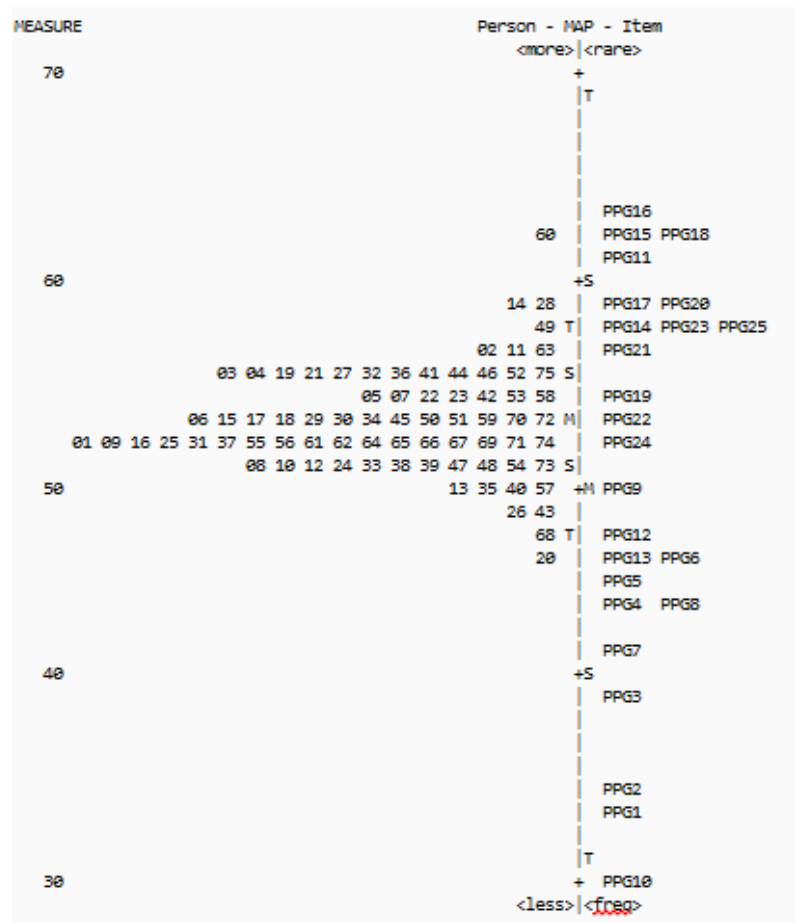


Figure 1. Wright Map of the Teacher Profession Perception Scale

This finding aligns with previous studies suggesting that education students often possess intrinsically and altruistically driven motivations toward teaching careers (Rice et al., 2024). However, a noticeable gap appeared at the lower end of the scale, where relatively few respondents were located below the lower measurement range. This pattern may indicate that the instrument was less sensitive in detecting extremely negative perceptions toward the teaching profession. Collectively, the item difficulty distribution and Wright Map analysis indicate that the instrument possessed adequate coverage in measuring varying levels of perceptions toward the teaching profession.

Item and Person Fit Analysis

Item and person fit analyses were conducted to evaluate the consistency of item functioning and respondent response patterns within the Rasch measurement model. Fit statistics were examined using infit and outfit mean square (MNSQ) values to identify items and respondents that did not conform to the expected measurement pattern. Table 4 demonstrates that most items showed acceptable fit to the Rasch Model, indicating that the items functioned consistently in measuring perceptions toward the teaching profession. Nevertheless, several items showed

indications of misfit. Item PPG24 demonstrated the highest level of misfit, while PPG3, PPG15, and PPG16 showed slight misfit patterns.

Table 4. Summary of Item Fit Statistics

Item	Infit MNSQ	Outfit MNSQ	Interpretation
PPG24	1.85	2.05	Misfit
PPG3	1.43	1.35	Slight Misfit
PPG15	1.26	1.65	Slight Misfit
PPG16	1.41	1.27	Slight Misfit
PPG9	0.52	0.52	Overfit
PPG12	0.52	0.52	Overfit

Table 4 demonstrates that most items showed acceptable fit to the Rasch Model, indicating that the items functioned consistently in measuring perceptions toward the teaching profession. Nevertheless, several items showed indications of misfit. Item PPG24 demonstrated the highest level of misfit, while PPG3, PPG15, and PPG16 showed slight misfit patterns. Misfitting items in Rasch analysis do not necessarily indicate poor items, but may instead reflect multidimensional interpretations, ambiguous wording, or differences in respondents' experiences and beliefs (Hope et al., 2025). For example, items related to teacher salary and professional prestige may evoke varied interpretations depending on respondents' academic backgrounds and personal expectations toward teaching careers.

In contrast, items such as PPG9 and PPG12 demonstrated overfit patterns, indicated by relatively low MNSQ values. Although overfit items generally function consistently, excessively predictable responses may reduce the discrimination power of the instrument because respondents tend to answer similarly across the scale (Ferrando & Morales Vives, 2023). Person fit analysis indicated that most respondents demonstrated acceptable response consistency according to the Rasch Model expectations. However, several respondents showed misfit response patterns, particularly respondents 20PZB, 60PYA, and 05LYA, who demonstrated relatively high infit and outfit MNSQ values. These findings may indicate random responding patterns, inattentive answering behavior, or unique personal interpretations toward the teaching profession. Despite the presence of several misfitting items and respondents, the majority of the response patterns remained sufficiently consistent to support the validity of the instrument. Therefore, the Teacher Profession Perception Scale generally functioned well within the Rasch measurement framework, although several items may require minor revision to improve clarity and response consistency.

Differential Item Functioning (DIF) Analysis

Differential Item Functioning (DIF) analysis was conducted to examine whether the items functioned differently across respondent groups. DIF analysis is important for evaluating measurement fairness and identifying potential item bias based on demographic characteristics such as gender, academic year, and faculty background. The results of the Differential Item Functioning (DIF) analysis are summarized in Table 5.

Table 5. Summary of Differential Item Functioning (DIF) Analysis

Group	Item	DIF Contrast	p value	Interpretation
Gender	PPG9	7.55	0.0076	Significant DIF
Academic Year	PPG9	6.81	0.0110	Significant DIF
Faculty	PPG3	5.32	0.0356	Significant DIF
Faculty	PPG4	5.48	0.0416	Significant DIF
Faculty	PPG5	4.03	0.0351	Significant DIF
Faculty	PPG6	4.92	0.0351	Significant DIF
Faculty	PPG23	4.72	0.0176	Significant DIF
Faculty	PPG25	4.36	0.0293	Significant DIF

The results showed that most items were relatively free from substantial bias. However, item PPG9 demonstrated significant DIF based on both gender and academic year. This finding indicates that the item functioned differently between male and female respondents as well as between alumni and active students. Gender differences in item functioning may reflect variations in social expectations, career motivations, or professional experiences between male and female respondents. Previous studies have shown that perceptions toward teaching careers are often influenced by gender related socialization and professional expectations (Soylu & Esen, 2022).

Similarly, DIF identified across academic year groups may indicate that educational experiences contribute to differences in how students perceive teaching related challenges and professional realities. Alumni and senior students may possess more realistic perceptions toward the profession due to greater exposure to academic and field experiences compared to first year students. Several items also demonstrated significant DIF based on faculty background, particularly PPG3, PPG4, PPG5, PPG6, PPG23, and PPG25. These findings suggest that differences in academic environments and disciplinary cultures may influence respondents' perceptions toward teaching. Although several items demonstrated significant DIF, the majority of items did not exhibit substantial bias across respondent groups. Therefore, the instrument can generally be considered sufficiently fair for use across different demographic categories. Nonetheless, several DIF identified items may require further revision to improve measurement equivalence and item fairness.

Rating Scale Effectiveness

Rating scale effectiveness analysis was conducted to evaluate the functioning of the seven point Likert scale used in the Teacher Profession Perception Scale. In the Rasch Model approach, category functioning is evaluated through observed averages, threshold ordering, and category probability patterns to determine whether each response category operates appropriately. The findings indicate that the observed averages increased consistently from category 1 to category 7, suggesting that higher response categories corresponded to higher levels of perceptions toward the teaching profession. Furthermore, the Andrich thresholds demonstrated a monotonically increasing pattern across categories, indicating that the response options functioned sequentially without category disordering. According to Chong et al. (2021), properly functioning rating scale categories should demonstrate ordered thresholds and increasing observed averages, both of

which were identified in this study. The absence of category disordering suggests that respondents were able to distinguish appropriately between adjacent response categories.

Table 6. Summary of Rating Scale Category Functioning

Category	Observed Average	Andrich Threshold	Interpretation
1	7.50	20.49	Functioning Well
2	4.98	9.92	Functioning Well
3	2.11	4.56	Functioning Well
4	0.32	0.56	Functioning Well
5	3.85	3.68	Functioning Well
6	7.96	10.00	Functioning Well
7	12.48	22.84	Functioning Well

The category structure analysis also showed that each response category possessed a distinct measurement range, indicating that the seven point Likert scale effectively captured gradual differences in respondents' perceptions. Although the extreme categories demonstrated slightly higher outfit values, these values remained within acceptable limits and did not indicate substantial category malfunction. Taken together, the findings suggest that the seven point rating scale functioned effectively and was appropriate for measuring education students' perceptions toward the teaching profession.

Overall Instrument Quality

Overall, the results of the Rasch analysis indicate that the Teacher Profession Perception Scale demonstrated generally acceptable psychometric properties. The instrument showed excellent item reliability and separation, suggesting that the items were well distributed and capable of measuring varying levels of perceptions toward the teaching profession. In addition, the rating scale analysis confirmed that the seven point Likert scale functioned effectively and was able to capture gradual differences in respondents' perceptions. Most items demonstrated acceptable fit to the Rasch Model, indicating that the instrument consistently measured the intended construct. Furthermore, the majority of items were relatively free from substantial Differential Item Functioning (DIF), suggesting that the scale generally functioned fairly across different respondent groups. These findings support the validity and measurement consistency of the developed instrument.

Nevertheless, several limitations were identified. Person reliability remained in the moderate category, indicating that respondents' perceptions tended to be relatively homogeneous. In addition, several items demonstrated slight misfit and significant DIF, suggesting the need for minor revisions to improve item clarity and measurement equivalence. Future studies are recommended to involve larger and more diverse samples to strengthen the psychometric properties of the scale and evaluate its applicability across broader educational contexts. Overall, the findings provide preliminary evidence that the Teacher Profession Perception Scale demonstrates acceptable psychometric properties. The instrument demonstrated

adequate evidence of reliability, validity, item functioning, and rating scale effectiveness within the Rasch measurement framework.

The study also contributes to the growing body of literature concerning teacher career perceptions and psychometric instrument development in educational contexts, particularly within Indonesia. Considering the increasing challenges surrounding teacher recruitment, retention, and professional commitment, instruments capable of accurately measuring students' perceptions toward teaching careers are becoming increasingly important for educational institutions and policymakers. Despite these strengths, future research is encouraged to examine the scale using larger and more heterogeneous samples and to evaluate additional psychometric properties such as dimensionality and construct invariance across broader educational populations.

4. Conclusion

This study successfully developed and validated the Teacher Profession Perception Scale for education students based on the FIT Choice framework using the Rasch Model approach. The instrument was designed to measure four dimensions of perceptions toward the teaching profession, namely teachers' expert knowledge and job demands, social status of teachers, perception of teacher salary, and social discouragement. The findings demonstrated that the instrument generally possessed acceptable psychometric properties, particularly in terms of item reliability, item separation, item functioning, and rating scale effectiveness. Most items showed acceptable fit to the Rasch Model and functioned consistently in measuring perceptions toward the teaching profession.

The results also indicated that the seven point Likert scale effectively captured gradual differences in respondents' perceptions. Although several items demonstrated slight misfit and Differential Item Functioning across demographic groups, the majority of items functioned fairly and consistently. The instrument demonstrates acceptable initial psychometric evidence and shows potential for use as a measurement tool, although further validation using larger and more heterogeneous samples is recommended.

Nevertheless, several limitations were identified, particularly regarding moderate person reliability and the relatively homogeneous perceptions of respondents. Future studies are recommended to involve larger and more diverse samples and to further refine several items identified as showing misfit or DIF. Overall, this study contributes to educational assessment research by providing a psychometrically evaluated instrument that can support future investigations concerning education students' perceptions and professional commitment toward teaching careers. The developed instrument may also serve as a useful tool for teacher education institutions in identifying students' perceptions toward the teaching profession and supporting efforts to strengthen professional commitment toward teaching careers.

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