Research Article

The Role of Holland's Personality Types (Riaces) in Professional Teacher Readiness Among Pre-Service Teacher Education (PPG) Students

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Abstract

This study investigates the role of Holland's personality types (RIASEC) in predicting professional teacher readiness among pre-service teachers enrolled in the Teacher Professional Education Program (PPG), particularly in the Guidance and Counseling specialization. Using a quantitative correlational design, the study involved 30 PPG students selected through total sampling. Data were collected using a Holland Personality Types (RIASEC) inventory and a professional teacher readiness questionnaire, both of which demonstrated satisfactory validity and reliability. Data analysis was conducted using descriptive statistics and linear regression analysis. The results revealed that Holland's personality types have a significant and positive effect on professional teacher readiness ($\beta = 0.860$, $p < 0.001$), indicating that higher congruence between students' personality characteristics and the demands of the guidance and counseling profession is associated with higher levels of professional readiness. Furthermore, the coefficient of determination ($R^2 = 0.740$) indicates that 74% of the variance in professional teacher readiness can be explained by RIASEC personality types, while the remaining 26% is influenced by other factors beyond the research model. These findings highlight the central role of vocational personality in

shaping professional readiness and suggest that integrating personality-based considerations into teacher education programs may enhance the effectiveness of professional preparation for future guidance and counseling teachers.

Keywords: Holland's Personality Types, RIASEC, Professional Teacher Readiness, Pre-Service Teachers, PPG Students.

INTRODUCTION

Teacher professionalism is widely recognized as a central pillar in improving the quality of education, as it directly affects instructional effectiveness, student learning outcomes, and the overall performance of educational institutions (Darling-Hammond, 2017). Professional teachers are expected not only to master subject matter and pedagogy, but also to demonstrate ethical conduct, interpersonal competence, reflective practice, and a sustained commitment to continuous professional development. These multidimensional expectations position teaching as a complex profession that requires both technical expertise and strong personal dispositions to respond effectively to diverse educational challenges. Consequently, teacher professionalism is increasingly understood as a dynamic construct that develops over time through the interaction of knowledge, skills, values, and personal characteristics.

In Indonesia, the professionalization of teachers is institutionalized through the Teacher Professional Education Program (Program Pendidikan Profesi Guru/PPG), which serves as a formal pathway for preparing pre-service teachers to meet national professional standards. The PPG program emphasizes the integration of pedagogical, personal, social, and professional competencies through structured coursework, supervised teaching practicum, and reflective learning activities (Lunenberg et al., 2017). Through this program, pre-service teachers are expected to internalize professional values and develop readiness to perform their roles effectively in real school contexts. The PPG thus functions not only as a training mechanism, but also as a formative space for shaping professional identity and commitment to the teaching profession.

However, empirical observations indicate that PPG students demonstrate varying levels of professional readiness, even when they are exposed to similar academic instruction and practicum experiences. Some pre-service teachers show high confidence, adaptability, and professional commitment, while others struggle to meet professional expectations despite having comparable educational backgrounds. This variation suggests that professional readiness is shaped not only by external training factors, such as curriculum design, institutional support, and mentoring quality, but also by internal individual characteristics that influence how pre-service teachers engage with professional demands and learning opportunities.

One important internal factor that may contribute to differences in professional readiness is personality. Personality influences how individuals perceive tasks, interact with others, manage stress, and adapt to professional roles (John & Srivastava, 1999). In the context of teacher education, personality dispositions may affect how pre-service teachers respond to classroom challenges, regulate emotions,

build relationships with students and colleagues, and commit to long-term professional growth. Understanding personality-related differences is therefore essential for developing a more comprehensive and nuanced account of professional readiness among pre-service teachers.

One theoretical framework that offers a robust explanation of individual differences in career-related behavior is Holland's Theory of Vocational Personalities, commonly known as the RIASEC model. Holland (1997) proposes that individuals can be classified into six personality types Realistic, Investigative, Artistic, Social, Enterprising, and Conventional each representing distinct interests, competencies, and behavioral tendencies that align with specific work environments. According to this theory, the degree of congruence between an individual's personality type and their occupational environment plays a critical role in determining career satisfaction, persistence, and performance. When such congruence is achieved, individuals are more likely to experience motivation, engagement, and professional effectiveness.

Extensive empirical research has supported the applicability of the RIASEC model in explaining various aspects of career development, including career decision-making self-efficacy, career adaptability, and vocational identity formation (Nauta, 2010; Brown, 2019). Within educational and helping professions, Social and Enterprising personality types are often associated with strong interpersonal skills, leadership tendencies, and proactive engagement qualities that are essential for effective teaching and professional functioning in school settings (Ng et al., 2021). These findings suggest that personality characteristics may be closely linked to how pre-service teachers develop readiness for professional roles, particularly in professions that emphasize relational and communicative competence.

Despite the broad use of Holland's theory in vocational psychology and career counseling, research that specifically examines the role of RIASEC personality types in shaping professional readiness among pre-service teachers remains limited. Most studies in teacher education focus on constructs such as teaching self-efficacy, motivation, reflective ability, and pedagogical competence as predictors of readiness (Darling-Hammond, 2017; Wang et al., 2021). While these variables are undoubtedly important, they do not fully capture dispositional factors that may influence how pre-service teachers internalize professional roles, engage with ethical responsibilities, and sustain commitment to the teaching profession over time.

Therefore, the present study aims to examine the role of Holland's RIASEC personality types in predicting professional teacher readiness among students enrolled in the PPG program, particularly in the field of guidance and counseling. By integrating vocational personality theory into the study of teacher professionalism, this research seeks to address an important theoretical and empirical gap in teacher education literature. The findings are expected to contribute theoretically to the advancement of educational psychology and career development research, and practically to the design of personality-informed guidance, selection, and professional development strategies within teacher education programs, especially in supporting pre-service teachers' transition into competent and reflective professional educators.

RESEARCH METHOD

This study employed a quantitative correlational research design to examine the role of Holland's personality types (RIASEC) in predicting professional teacher readiness among pre-service teachers enrolled in the Teacher Professional Education Program (PPG). A correlational approach was considered appropriate because the study aimed to identify the strength and direction of relationships between variables without manipulating them (Creswell & Creswell, 2018). The population consisted of all students enrolled in the PPG Prajabatan Guidance and Counseling (Bimbingan dan Konseling) program at Universitas Atma Jaya for the 2025/2026 academic year. Given the relatively small population size, a total sampling technique was applied, resulting in a final sample of 30 PPG students who fully completed the research instruments (Sugiyono, 2019).

Data were collected using self-report questionnaires administered online via Google Forms. Two instruments were employed: the first measured Holland's Personality Types (RIASEC), consisting of six dimensions Realistic, Investigative, Artistic, Social, Enterprising, and Conventional with a total of six items; the second measured Professional Teacher Readiness, comprising five items reflecting key aspects of professional preparedness, including pedagogical readiness, professional attitudes, and role commitment. All items were rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), which is widely used in educational and psychological research to assess attitudes and perceptions (DeVellis, 2017). Prior to data analysis, the instruments were reviewed to ensure clarity and relevance to the research context.

Item validity was examined using the Corrected Item–Total Correlation method, with items considered valid if their correlation coefficients exceeded the minimum acceptable threshold ($r > 0.30$). Reliability analysis was conducted using Cronbach's Alpha to assess internal consistency, yielding coefficients of 0.855 for the RIASEC personality scale and 0.844 for the professional teacher readiness scale, indicating satisfactory reliability (Hair et al., 2019). Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS), beginning with descriptive statistics and a normality test using the One-Sample Kolmogorov–Smirnov test (Ghasemi & Zahediasl, 2012). Hypothesis testing was performed using multiple linear regression analysis to examine the predictive role of Holland's RIASEC personality types on professional teacher readiness, with a significance level set at 0.05.

RESULTS AND DISCUSSION
Results
Respondent Characteristics

Table 1. Distribution of Respondents by Gender (N = 30)

Gender	Frequency	Percentage
Female	24	80%
Male	6	20%
Total	30	100%

Based on Table 1, the majority of respondents in this study were female, accounting for 80% of the sample. This distribution reflects the general characteristics of students enrolled in the Teacher Professional Education Program (PPG) in Guidance and Counseling, which has historically and empirically attracted a higher proportion of female participants. This tendency is closely related to the nature of the school counseling profession, which demands strong empathetic abilities, emotional sensitivity, interpersonal skills, and a strong orientation toward intensive psychosocial support for students (Gysbers & Henderson, 2012, p. 45). Moreover, the predominance of female respondents is consistent with findings from previous studies in the fields of education and counseling, which indicate that women tend to be more interested in professions centered on interpersonal relationships, caregiving, and psychological support. This respondent composition provides an important contextual background for interpreting the study's findings, particularly in understanding professional readiness among prospective guidance and counseling teachers, which is strongly influenced by the quality of relational skills, communication abilities, and social sensitivity.

Table 2. Distribution of Respondents by Age

Age Range	Frequency	Percentage
≤ 23 years old	19	63.3%
24–26 years old	7	23.3%
27–29 years old	1	3.3%
≥ 30 years old	3	10%
Total	**30**	**100%**

The majority of respondents in this study were aged ≤ 23 years, which falls within the early adulthood stage. This developmental phase is characterized by active career exploration, the formation of professional identity, and the search for meaning and commitment toward future occupational roles (Super, 1990, p. 112). At this stage, individuals begin to integrate personal values, interests, and abilities with the demands of their chosen profession; therefore, professional readiness is not yet fully stable and remains strongly influenced by learning experiences and individual personality characteristics.

In the context of professional education for guidance and counseling teachers, early adulthood represents a critical period, as prospective counselors are in the process of developing professional self-confidence, role understanding, and emotional readiness to provide effective services to students. Consequently, the predominance of respondents within this age range makes the examination of Holland's RIASEC personality types particularly relevant, as personality serves as a key internal factor shaping professional readiness during the transition from academic preparation to professional practice.

Table 3. Distribution of Respondents by Undergraduate Major

Undergraduate Major	Frequency	Percentage
Guidance and Counseling	23	76.7%

Psychology	3	10%
Education (non-GC)	3	10%
Others	1	3.3%
Total	**30**	**100%**

The majority of respondents in this study came from educational backgrounds that were academically aligned with the profession of guidance and counseling teachers. This academic linearity has the potential to strengthen the professional readiness of prospective school counselors, as these students have been equipped with foundational disciplinary competencies, theoretical understanding, and initial practical skills related to guidance and counseling services since their undergraduate education. Through a relevant curriculum, students with a background in guidance and counseling are generally familiar with psychological assessment concepts, individual and group counseling services, and professional counseling ethics, enabling a more effective adaptation process during professional teacher education (Permendikbud, 2020).

Moreover, alignment between academic background and professional role allows students to internalize the identity of guidance and counseling teachers more rapidly and to demonstrate higher levels of confidence in performing professional tasks. Nevertheless, the presence of a small proportion of respondents from non–guidance and counseling backgrounds also contributes positively by introducing diverse academic perspectives, which may enrich the practice of guidance and counseling services within school settings.

Descriptive Statistics of Research Variables

Tabel 4. Statistik Deskriptif Variabel

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Tipe Kepribadian Holland (RIASEC) (X1)	30	6	29	21.27	6.384
Kesiapan Profesional Guru (X2)	30	6	25	17.00	5.490
Valid N (listwise)	30				

The mean scores indicate that the levels of Holland's personality types (RIASEC) and teacher professional readiness fall within the moderate to high category. This finding suggests that students enrolled in the Guidance and Counseling Teacher Professional Education Program (PPG) generally possess personality tendencies that are relatively congruent with the demands of the guidance and counseling teacher profession. Such congruence is reflected in personality characteristics that support the role of school counselors, including a strong social orientation, effective interpersonal interaction skills, empathy, and a

tendency to help and guide others (Holland, 1997:36).

Furthermore, the relatively high level of professional readiness indicates that students have been able to integrate academic competencies, professional attitudes, and role understanding into their preparedness to perform their duties as educators and counselors. Nevertheless, the classification of these variables in the moderate–high range also implies that there remains room for further development. In particular, strengthening personality aspects that are closely aligned with the demands of professional practice may enhance the professional readiness of guidance and counseling teachers in a more optimal and sustainable manner.

Instrument Validity and Reliability Test

The results of the validity test indicate that all items measuring Holland's personality types (RIASEC) and teacher professional readiness have Corrected Item–Total Correlation values greater than 0.30 and are statistically significant at the 95% confidence level ($p < 0.05$). These findings demonstrate that each item adequately represents the construct being measured and shows good discriminative power with respect to the total scale score. Accordingly, all items are considered valid and appropriate for measuring Holland's personality types and teacher professional readiness among students in the Guidance and Counseling Teacher Professional Education Program. Good item validity also suggests that the instruments are well aligned with the research context and the characteristics of the respondents, allowing the data obtained to accurately reflect empirical conditions (Azwar, 2017:98).

Furthermore, the reliability test results show that the Holland personality type (RIASEC) instrument achieved a Cronbach's Alpha coefficient of 0.855, while the teacher professional readiness instrument obtained a coefficient of 0.844. Both values exceed the minimum threshold of 0.70, indicating very good internal consistency. The high reliability coefficients suggest that the items within each scale are strongly interrelated and are able to measure the constructs in a stable and consistent manner. Therefore, the instruments used in this study can be considered reliable for further analysis, particularly in examining the relationship and predictive effect of Holland's personality types on teacher professional readiness (Nunnally & Bernstein, 1994:265).

Normality Test

The results of the normality test using the Kolmogorov–Smirnov method show a significance value of 0.200 ($p > 0.05$), indicating that the residual data in this study are normally distributed. The fulfillment of the normality assumption is an important prerequisite in linear regression analysis, as normally distributed residuals allow regression parameter estimates to be obtained accurately and without bias. With this assumption satisfied, the results of hypothesis testing conducted through linear regression can be interpreted validly and with a higher level of confidence. Moreover, data normality suggests that variations in teacher professional readiness scores can be proportionally explained by variations in Holland's personality types (RIASEC), indicating that the analytical model employed in this study is appropriate

and adequate for explaining the relationships among the variables (Ghozali, 2018:161).

Linear Regression Analysis

Table 5. Linear Regression Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.273	1.839		.692	.494
	Tipe Kepribadian Holland (RIASEC)	.740	.083	.860	8.916	.000

a. Dependent Variable: Kesiapan Profesional Guru

The results of the regression analysis indicate that Holland's personality types (RIASEC) have a significant effect on teacher professional readiness, as evidenced by a regression coefficient of β = 0.860 with a significance level of p < 0.001. This finding demonstrates a strong positive relationship between the congruence of students' personality types and the characteristics of the guidance and counseling teaching profession and their level of professional readiness. The greater the alignment between students' personality traits and the demands of the school counselor role such as interpersonal competence, empathy, effective communication, and a service-oriented orientation the higher their readiness to perform professional duties as guidance and counseling teachers. The relatively large regression coefficient further indicates that Holland's personality types (RIASEC) constitute an important predictor in explaining variations in teacher professional readiness, suggesting that personality factors are not merely supportive but play a substantive role in shaping the professional readiness of pre-service guidance and counseling teachers in professional education programs.

Table 6. Coefficient of Determination

R	R Square	Adjusted R Square
0,860	0,740	0,730

The R Square value of 0.740 indicates that 74% of the variance in teacher professional readiness can be explained by Holland's personality types (RIASEC) possessed by students enrolled in the Guidance and Counseling Teacher Professional Education (PPG) program. This finding suggests that personality type is a dominant factor contributing to the development of professional readiness among pre-service guidance and counseling teachers, particularly in terms of professional attitudes, interpersonal competence, and readiness to perform counseling and guidance service roles in school settings. Meanwhile, the remaining 26% of the variance in professional readiness is influenced by factors outside the research model, such as

field practice experience, intrinsic motivation, institutional support, the quality of PPG learning processes, as well as environmental and social factors. Therefore, although Holland's RIASEC personality types make a substantial contribution, the development of professional readiness among guidance and counseling teachers should still adopt a comprehensive approach that integrates both personal and contextual factors.

Discussion

The findings of this study confirm that Holland's personality types (RIASEC) play a significant role in shaping professional teacher readiness among students enrolled in the Teacher Professional Education Program (PPG), particularly in the Guidance and Counseling specialization. This result strengthens the core assumption of the person–environment fit theory, which posits that individuals tend to demonstrate higher levels of performance, satisfaction, and work readiness when their personality characteristics are congruent with the demands and expectations of their professional environment (Holland, 1997:4; Nauta, 2010:428). In this regard, the alignment between vocational personality and the counseling-oriented teaching environment becomes a critical factor in fostering professional readiness among pre-service teachers.

Within the context of teacher education, professional readiness is not solely determined by mastery of pedagogical knowledge and academic competence, but is also strongly influenced by personality-related factors that shape how individuals interact, make decisions, regulate emotions, and manage their professional roles. Brown (2019:57) emphasizes that personality constitutes a foundational element in career choice and career development processes, particularly in socially oriented professions such as teaching and counseling. For guidance and counseling teachers, dispositions such as empathy, social sensitivity, responsibility, and proactive engagement are essential for responding effectively to students' academic, personal, and socio-emotional needs.

The high coefficient of determination ($R^2 = 0.740$) found in this study indicates that Holland's personality types contribute substantially to explaining variations in professional teacher readiness. This finding is consistent with international research highlighting that teacher quality and professional effectiveness are significantly shaped by internal factors, including personal dispositions, professional values, and identity development formed during professional education (Darling-Hammond, 2017:298; Lunenberg et al., 2017:30). Such evidence underscores the importance of considering personality characteristics as integral components of teacher preparation, rather than treating them as peripheral or secondary factors.

More specifically, PPG Guidance and Counseling students who exhibit dominant Social and Enterprising personality types tend to demonstrate higher levels of professional readiness. This is understandable, given that the role of school counselors requires strong interpersonal communication skills, empathy, service-oriented leadership, and the ability to build supportive and trusting relationships with students. Contemporary approaches to teacher education also emphasize

reflective dialogue, emotional engagement, and democratic interaction as key elements in creating safe, inclusive, and supportive learning environments (Parker & Bickmore, 2020:6). These demands align closely with the behavioral tendencies associated with Social and Enterprising personality profiles.

From a methodological perspective, the high validity and reliability coefficients obtained in this study strengthen the credibility of the research findings. These results are in line with principles of psychological scale development, which emphasize internal consistency and construct accuracy as fundamental criteria for high-quality quantitative instruments (DeVellis, 2017:112). Furthermore, the fulfillment of the normality assumption supports the appropriateness of using multiple linear regression analysis, ensuring that parameter estimates are unbiased and statistically sound (Ghasemi & Zahediasl, 2012:488; Hair et al., 2019:74).

The findings of this study are also relevant to professional teacher education approaches that emphasize self-reflection and the development of professional identity. Creswell and Creswell (2018:217) argue that quantitative research in education not only serves to test relationships among variables, but also provides an empirical foundation for evidence-based policy making and program development. In this sense, the present study offers empirical support for incorporating personality considerations into the design and evaluation of teacher professional education programs.

The practical implications of this research suggest that PPG programs should integrate personality assessment and personality development initiatives as part of pre-service teacher preparation. Strengthening professional readiness cannot rely solely on technical training and pedagogical instruction; it must also involve facilitating self-regulation, self-efficacy, and career maturity among students (Wang et al., 2021:755; Wilhelm & Hirschi, in press). Such an integrative approach may help ensure that future guidance and counseling teachers are not only technically competent, but also psychologically prepared to meet the complex demands of their profession.

In conclusion, this study reinforces the view that Holland's RIASEC personality types constitute a key factor in shaping professional teacher readiness, particularly among students in the Guidance and Counseling Teacher Professional Education Program. Integrating personality-based perspectives into teacher professional education is expected to contribute to the development of guidance and counseling teachers who are competent, reflective, and committed to continuous professional growth and sustainability.

CONCLUSION

This study concludes that Holland's personality types (RIASEC) have a substantial influence on the professional readiness of Guidance and Counseling (BK) teacher candidates in the PPG program. The findings indicate that personality characteristics are closely related to the development of professional attitudes, interpersonal competence, and readiness to carry out guidance and counseling services in school contexts. The strong contribution of personality factors highlights the importance of person–environment fit in teacher preparation, particularly in

ensuring that prospective BK teachers possess personal attributes that align with the demands of their professional roles.

Nevertheless, professional readiness is a multidimensional construct that is not shaped by personality alone. A portion of readiness is influenced by other factors outside the research model, such as field practice experiences, intrinsic motivation, institutional support, the quality of learning processes within the PPG program, and social and environmental contexts. Therefore, the development of professional readiness among BK teacher candidates should be approached comprehensively by integrating personality development with pedagogical training, experiential learning, and supportive institutional environments. These findings provide both theoretical support for the application of Holland's RIASEC theory in teacher education and practical implications for improving the design and implementation of PPG programs in Guidance and Counseling.

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