

# The Influence of Person-Job Fit, Self-Efficacy, and Perceptions on Teaching Career Interest

Yanyan Suryana\*, Tasya Ayu Sonia<sup>2</sup>

<sup>1</sup>Magister Manajemen, Universitas Widyatama, Bandung, Indonesia

<sup>2</sup>Magister Manajemen, Universitas Widyatama, Bandung, Indonesia

\*Correspondence email: [yanyan.suryana@widyatama.ac.id](mailto:yanyan.suryana@widyatama.ac.id)

## ARTICLE INFO

### Article history:

Received : 3 July 2025

Accepted : 21 July 2025

Available : 31 July 2025

### Keywords:

Career Interest, Human Resource Management, Person-Job Fit, Self-Efficacy, Teaching Profession.

## ABSTRACT

The declining number of teachers in Bandung over the past five years reflects a growing concern about teacher regeneration and workforce sustainability in the education sector. This study employed a quantitative survey method involving 392 students from Universitas Pendidikan Indonesia, selected through purposive sampling. The data were analyzed using multiple linear regression with SPSS version 27 to examine the influence of Person-Job Fit, Self-Efficacy, and Perception on students' interest in becoming teachers. The findings reveal that students' interest in becoming teachers is significantly shaped by psychological and perceptual factors. Among the three predictors examined, Self-Efficacy appeared as the strongest influence. This indicates that students who have greater confidence in their ability to perform teaching responsibilities tend to be more motivated to pursue the profession. The sense of alignment between personal characteristics and professional demands, as captured in the concept of Person-Job Fit, also contributed meaningfully to their career preferences. Furthermore, positive perceptions of the teaching profession, including its social contribution and moral significance, helped reinforce students' motivation to consider teaching as a career path. The study supports the theoretical frameworks of Person-Environment Fit and Social Cognitive Career Theory. The findings provide practical implications for curriculum design and teacher preparation strategies aimed at fostering career interest among prospective educators in Indonesia.



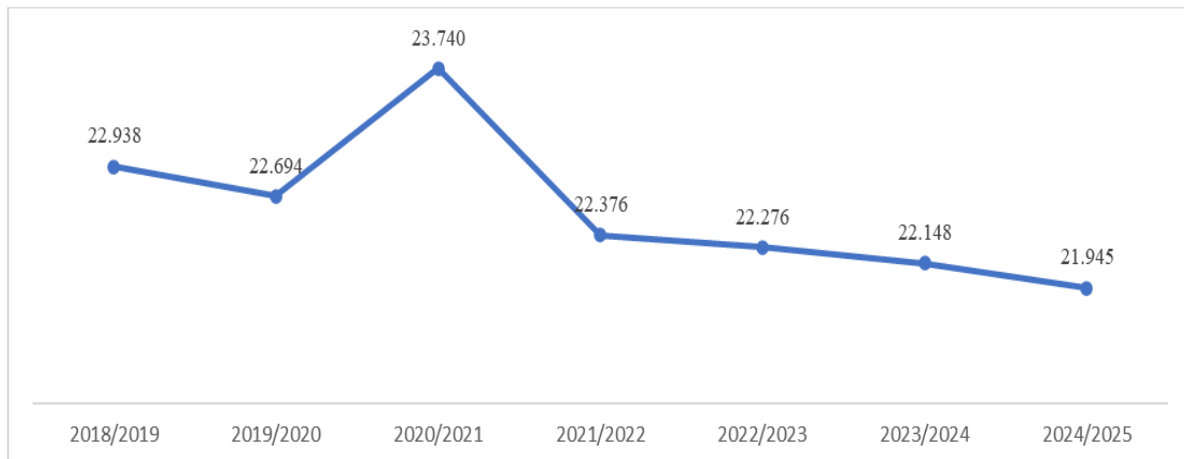
By Authors

This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

## 1. INTRODUCTION

Education serves as a fundamental pillar in shaping a sustainable and progressive national civilization. Within this framework, the role of teachers is profoundly strategic not only as transmitters of knowledge but also as key agents in character formation and the inculcation of national values. The

presence of qualified, professional, and committed educators is a critical indicator of the strength and quality of a nation's education system. Nonetheless, in an era marked by rapid globalization and technological advancement, the teaching profession is encountering significant challenges. One notable concern is the diminishing interest among younger generations in considering teaching as a viable and desirable career path.



**Figure 1. Trend of total number of teachers in Bandung City**

*Source: Data Processed from BPS Report-from academic year 2018/2019 to 2024/2025*

One concrete manifestation of this issue is evident in the declining trend in the number of teachers in Bandung City over the past six years. According to the annual Bandung City in Figures report published by BPS between 2019 and 2025, the total number of teachers decreased from 22.938 in the 2018/2019 academic year to 21.945 in the 2024/2025 academic year. This consistent reduction across successive academic periods not only signifies a quantitative concern but also reveals a deeper problem in the regeneration of the teaching workforce. This phenomenon may be influenced by several factors, including career interest, self-efficacy, and perceptions of the teaching profession.

Numerous prior studies have emphasized that perceptions of the teaching profession significantly shape individuals' interest in pursuing a teaching career. These perceptions encompass various dimensions, such as social status, financial well-being, workload, and the societal values associated with the profession. Research by Amalia and Pramusinto (2020), as well as Zofiroh et al. (2022), indicates that favorable perceptions of teaching are positively correlated with increased intentions among students to pursue a teaching career. This argument is further supported by Aayn and Listiadi (2022), who highlight that school field experience, when coupled with positive

professional perceptions, simultaneously influences students' readiness to commit to a career in education.

In addition to external perceptions, internal psychological factors, particularly self-efficacy also play a vital role in shaping career decisions. Self-efficacy reflects an individual's belief in their capability to perform the responsibilities and duties associated with the teaching role. Studies conducted by Aini (2018) and Ortan et al. (2021) suggest that students with high self-efficacy not only exhibit a stronger initial interest in teaching but also demonstrate greater job satisfaction and a stronger long-term commitment to the profession. These conclusions are reinforced by the findings of Prastiani and Listiadi (2021) and Wahyuni and Setiyani (2017), who underscore the significance of the dynamic interplay between self-efficacy, professional perception, and social environmental support in determining students' career trajectories in the education sector.

Despite the substantial body of literature focusing on perception and self-efficacy within the Indonesian context, research that incorporates both factors alongside the concept of Person-Job Fit remains limited. Person-Job Fit refers to the alignment between an individual's values, interests, and competencies and the characteristics of a specific occupation. A mismatch between these elements can lead to detrimental outcomes, including job stress, diminished motivation, and an increased desire to leave the profession (Silva & Taveira, 2025). Empirical studies by Bergmark et al. (2018), Mangaoil et al. (2017), and Davies and Hughes (2018) reinforce the notion that incompatibility between personal attributes and occupational demands is a key barrier to generating interest in the teaching profession.

At the national level, research adopting an integrative framework that encompasses professional perception, self-efficacy, and person-job fit remains scarce. Most existing studies tend to explore one or two variables in isolation, limiting the ability to capture the complexity inherent in career decision-making processes. In response to this gap, the present study seeks to develop a comprehensive conceptual model by integrating all three variables. The research focuses on students enrolled in teacher education programs at Universitas Pendidikan Indonesia, representing the upcoming generation of prospective educators.

The primary objective of this study is to examine the influence of Person-Job Fit, Self-Efficacy, and Perceptions of the Teaching Profession on students' interest in becoming teachers. Theoretically, this research contributes to the enrichment of career development literature, particularly within the framework of Person-Environment Fit Theory. Practically, the findings are

intended to serve as a reference for educational institutions, LPTKs, and policymakers in designing contextually relevant strategies for preparing future teachers. Such strategies must align with students' psychosocial dynamics and be capable of fostering sustainable interest in teaching as a professional career.

## **2. LITERATURE REVIEW**

This section reviews relevant theories and prior research related to person-job fit, self-efficacy, and perception of the teaching profession. These variables are examined to understand their influence on students' interest in becoming teachers and to support the development of the study's conceptual framework.

### **Person-job fit and Interest in Becoming a Teacher**

The concept of person-job fit originates from the broader framework of Person-Environment Fit Theory, as proposed by Kristof-Brown et al. (2005). This theory emphasizes that alignment between individual characteristics, such as values, interests, and abilities, and the requirements of a specific job plays a critical role in determining job satisfaction, performance, and persistence in a chosen profession. In the educational field, person-job fit refers to the extent to which students perceive their personality, competencies, and professional aspirations as compatible with the expectations and responsibilities of a teaching career. When students perceive a mismatch between their individual traits and the nature of the teaching profession, it often results in reduced interest in pursuing this career path (Bipp et al., 2025; Yongquan and Yuting, 2025).

Findings from previous research suggest that a strong sense of compatibility with the teaching profession is closely associated with long-term commitment, job satisfaction, and the intention to work in education (Ebert et al., 2025). Students who have recognized this compatibility early in their academic journey generally express a greater interest in becoming teachers compared to those who feel disconnected from the demands of the profession.

**H1:** Person-job fit has a significant influence on Interest in Becoming a Teacher.

## **Self-Efficacy and Interest in Becoming a Teacher**

According to Bandura (1997), self-efficacy refers to an individual's belief in their capacity to plan and execute actions required to achieve specific goals. Within the context of teacher education, self-efficacy reflects the degree to which students believe they are capable of performing teaching tasks effectively. This belief is shaped by four key sources: personal mastery experiences, observation of others' success, social persuasion, and individuals' emotional and physiological states.

Numerous studies have demonstrated that self-efficacy significantly influences students' readiness and intention to pursue a teaching career (Chesnut and Burley, 2015; Hussain and Khan, 2022). Students with high levels of self-efficacy tend to be more confident in handling the challenges of the teaching profession and are more likely to commit to it over the long term. In the Indonesian context, similar patterns have been identified in research by Prastiani and Listiadi (2021) and Aini (2018), both of which concluded that self-efficacy serves as a major predictor in the decision to enter the teaching profession.

**H2:** Self-Efficacy as a significant influence on Interest in Becoming a Teacher.

## **Perception of the Profession and Interest in Becoming a Teacher**

Perception of the teaching profession can be understood as an individual's evaluation of teaching as a career, which is formed through personal experience, social interaction, and cultural context. Based on the Expectancy-Value Theory by Eccles and Wigfield (2002), career choices are influenced by the expectation of success and the subjective value that individuals assign to a particular role. When teaching is perceived as being consistent with one's personal values and life goals, individuals are more likely to express interest in the profession.

Empirical research conducted by Amalia and Pramusinto (2020) and Zofiroh et al. (2022) revealed that students who view the teaching profession positively, particularly in terms of social respect, dedication, and economic prospects, tend to display stronger intentions to become teachers. In addition, other studies suggest that such perceptions are shaped through various channels, including teaching practicum experiences, exposure to educational content in the media, and meaningful interactions with inspiring teachers (Wahyuni and Setiyani, 2017).

**H3:** Perception of the Teaching Profession has a significant influence on Interest in Becoming a Teacher.

## Interest in Becoming a Teacher as a Dependent Variable

Interest is a psychological construct that encompasses emotional engagement, personal values, and cognitive involvement in a particular activity (Schiefele et al., 1988). In the context of career development, interest in becoming a teacher refers to one's motivation and commitment to select and pursue a teaching career. This type of interest is often stable and serves as a strong early indicator of an individual's professional intention (Krapp et al., 1998; Super, 1980).

Wahyuni and Setiyani (2017) identified several key factors that influence students' interest in teaching, including self-efficacy, perception of the profession, and social environmental support. These factors do not operate in isolation. Rather, they interact dynamically and shape students' orientation toward a teaching career.

Building on this understanding, the present study examines both the individual and combined effects of person-job fit, self-efficacy, and perceptions of the teaching profession on students' interest in becoming teachers. This research is based on the theoretical perspective that interest does not emerge from a single dimension but is the result of the integration of personal compatibility with job characteristics, confidence in one's teaching ability, and meaningful assessments of the profession's value and significance

**H4:** There is a significant simultaneous influence between Person-job fit, Self-Efficacy, and Perception of the Profession of Interest in Becoming a Teacher.

## 3. METHODS

This study employed a quantitative approach with an explanatory design to investigate the influence of Person-Job Fit, Self-Efficacy, and Perception of the Profession on Interest in Becoming a Teacher. The research population comprised 18,303 undergraduate students at Universitas Pendidikan Indonesia (UPI), Main Campus Bandung. A total of 392 final-year students were selected purposively using the Slovin formula with a 5 percent margin of error.

Data were collected through an online questionnaire distributed via Google Forms. The instrument was developed based on established theoretical frameworks and utilized a five-point Likert scale to measure responses.

Primary data were obtained from the questionnaire results, while secondary data were sourced from official publications such as BPS reports



and university archives. Data analysis was conducted using SPSS version 27, which included validity and reliability testing through Cronbach's Alpha, as well as classical assumption tests covering normality, multicollinearity, autocorrelation, and heteroscedasticity. The relationships among variables were examined using multiple linear regression, with the t-test and F-test employed to assess significance, and the coefficient of determination ( $R^2$ ) used to evaluate the explanatory power of the model.

#### 4. RESULTS AND DISCUSSION

The primary aim of this study was to analyze the influence of Person-Job Fit ( $X_1$ ), Self-Efficacy ( $X_2$ ), and Perception of the Teaching Profession ( $X_3$ ) on Interest in Becoming a Teacher ( $Y$ ) among education students at Universitas Pendidikan Indonesia. The results of the multiple linear regression analysis indicated that all three independent variables had a statistically significant joint effect on the dependent variable. The F-test produced a value of 91.323 with a significance level below 0.001, confirming that the regression model has strong predictive validity in explaining students' interest in pursuing a teaching career.

**Table 1. Results of Multiple Linear Regression Analysis on Interest in Becoming a Teacher**

Predictor Variable	B	Std. Error	Beta	t	Sig.
(Constant)	2.908	2.409	-	1.207	0.228
Person-Job Fit ( $X_1$ )	0.441	0.043	0.403	10.334	< .001
Self-Efficacy ( $X_2$ )	0.585	0.057	0.397	10.186	< .001
Perception of the Teaching Profession ( $X_3$ )	0.327	0.053	0.243	6.233	< .001

*Source: SPSS 27 Research Output, 2025*

Individually, the variable Person-Job Fit was found to have a significant contribution to students' interest in becoming teachers, with a regression coefficient of 0.441 and a significance value of less than 0.001. This result indicates that the greater the alignment between students' personal attributes and the requirements of the teaching profession, the higher the likelihood that they will choose this profession as a career. This finding supports the perspective of Person-Environment Fit Theory, as proposed by Kristof-Brown et al. (2005), which emphasizes that individuals' perceptions of compatibility with their work environment strongly influence their motivation and career choices.

Self-Efficacy, on the other hand, emerged as the most dominant factor. With a regression coefficient of 0.585 and a highly significant p-value ( $p < 0.001$ ), the analysis shows that students' belief in their ability to perform teaching roles has a substantial impact on their interest in the profession. This supports the theoretical foundation of Social Cognitive Theory developed by Bandura (1997), which identifies self-efficacy as a central determinant in the career decision-making process, particularly in challenging professions such as teaching.

The variable Perception of the Teaching Profession also demonstrated a significant influence on students' career interest, although its effect was relatively smaller compared to the other two variables. A regression coefficient of 0.327 with a significance level below 0.001 suggests that students who hold positive views regarding the teaching profession, including its social status, moral values, and contribution to society, are more likely to be interested in pursuing a teaching career. This finding is in line with the core idea of Expectancy-Value Theory as formulated by Eccles and Wigfield (2002), which posits that individuals are more inclined to engage in careers they perceive as meaningful and aligned with their personal values.

**Table 2**  
**Summary of Regression Model Fit**

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>F Value</b>	<b>Sig.</b>	<b>Durbin-Watson</b>
0.643	0.414	0.409	91.323	< .001	1.962

*Source: SPSS 27 Research Output, 2025*

The regression model used in this study yielded a correlation coefficient (R) of 0.643 and a coefficient of determination ( $R^2$ ) of 0.414. These figures indicate that approximately 41.4 percent of the variation in students' interest in becoming teachers can be explained by the three independent variables analyzed, while the remaining portion is attributed to other factors outside the scope of this model. Nevertheless, the  $R^2$  value suggests that the model has a reasonably strong capacity to represent the phenomenon under investigation.

These results further affirm the relevance of the three primary theoretical frameworks employed in this research: the Person-Environment Fit Theory, the Social Cognitive Career Theory, and the Expectancy-Value Theory. Collectively, these frameworks provide a comprehensive explanation of how personality alignment with work, confidence in managing professional demands, and the symbolic meaning attached to the teaching profession interact to shape students' career preferences. This multidimensional



structure illustrates the psychological complexity behind the decision to pursue a teaching career.

In terms of implications, this study offers valuable contributions in both theoretical and practical domains. Theoretically, it enriches the understanding of career decision-making by integrating cognitive, emotional, and value-based dimensions, thereby moving beyond a purely rational framework. Practically, the findings can inform the design of more student-centered teacher education programs. Such programs should aim to foster positive perceptions of the teaching profession, enhance students' confidence in their teaching capabilities, and provide learning experiences that closely reflect the realities of professional life in education.

## 5. CONCLUSION

This study demonstrates that Person-Job Fit, Self-Efficacy, and Perception of the Profession significantly affect students' interest in pursuing a teaching career. Based on data collected from 392 students enrolled in education programs at Universitas Pendidikan Indonesia, the three variables were found to have a positive and statistically significant impact, both individually and collectively. Among them, Self-Efficacy emerged as the most influential factor, highlighting the critical role of self-belief in shaping students' professional aspirations. Person-Job Fit also showed a strong influence, reinforcing the importance of perceived alignment between individual traits and the demands of the teaching role. Although its relative impact was smaller, Perception of the Teaching Profession still contributed meaningfully to students' motivation to enter the teaching field.

Theoretically, these findings validate the relevance of Person-Environment Fit Theory and Social Cognitive Career Theory in explaining career decision-making processes within the educational context. These frameworks provide a valuable lens through which the psychological, social, and cognitive factors influencing teaching career interest can be understood.

For future research, it is recommended to broaden the range of variables by incorporating additional factors such as intrinsic motivation, cultural values, family support, and practical teaching experiences. Employing alternative methodologies, including mixed-method approaches or structural

equation modeling, may also offer deeper analytical insights and enrich the interpretation of findings.

## 6. REFERENCES

### Book chapters:

Krapp, A., Renninger, K., & Hoffman, L. (1998). Some thoughts about the development of a unifying framework for the study of individual interest. In *Interest and learning: Proceedings of the Seeon Conference on Interest and Gender* (pp. 455–468).

### Books:

Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. W. H. Freeman and Company.

Robbins, S. P., & Judge, T. A. (2024). *Organizational Behavior* (19<sup>th</sup> ed.). Pearson Education, Inc.

### Journal articles with no doi:

Davies , Geraint and Hughes, S. (2018). Why I chose to become a teacher and why I might choose not to become one : a survey of student teachers ' perceptions of teaching as a career . *Teacher Education Advancement Network Journal*

Hussain, M. S., & Khan, D. S. A. (2022). Self-Efficacy of Teachers: A Review. In *Jamshedpur Research Review* (Vol. 1, Issues 50 (January-February)).

Rahmadiyah, S., Hariani, L. S., & Yudiono, U. (2020). Interest in Becoming a Teacher: Perception of the Teaching Profession, Introduction to the School Field (PLP) and Self-Efficacy. *Journal of Economic Education Research*, 5(1), 10–23.

Wahyuni, D., & Setiyani, R. (2017). The Influence of Perception of the Teacher Profession, Family Environment, Self-efficacy Against the Interest of Becoming a Teacher. *Economic Education Analysis Journal*, 6(3), 669–683.

Yongquan, M., & Yuting, L. (2025). Why Do Teachers From Other Provinces Choose to Settle Down in Xinjiang: A Mixed-Methods Study From the Perspective of Rational Choice Theory. 41(1).

### Journal articles with doi:

- Aayn, S. L., & Listiadi, A. (2022). The Influence of the Influence of School Field Introduction, Perception of the Teacher Profession and Self-efficacy Regarding Readiness to Become a Teacher (Students of the UNESA Accounting Education Study Program). *Journal of Teacher Studies and Learning*, 5(1), 132-140. <https://doi.org/10.30605/jsgp.5.1.2022.1738>
- Aini, E. N. (2018). Influence Self-efficacy and Perceptions of Interest in Becoming an Economics Teacher Among Students of the 2015 Economics Education Study Program, UNESA.JPEKA: Journal of Economics, Management and Finance Education, 2(2), 83. <https://doi.org/10.26740/jpeka.v2n2.p83-96>
- Amalia, N. N., & Pramusinto, H. (2020). The Influence of Perception, Self-efficacy And Family Environment Towards Interest in Becoming a Teacher. *Business and Accounting Education Journal*, 1(1), 84-94. <https://doi.org/10.15294/baej.v1i1.38939>
- Bergmark, U., Lundström, S., Manderstedt, L., & Palo, A. (2018). Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice. *European Journal of Teacher Education*, 41(3), 266-281. <https://doi.org/10.1080/02619768.2018.1448784>
- Chesnut, S. R., & Burley, H. (2015). Self-efficacy as a predictor of commitment to the teaching profession: A meta-analysis. *Educational Research Review*, 15, 1-16. <https://doi.org/10.1016/j.edurev.2015.02.001>
- Ebert, T., Bipp, T., & Debus, M. E. (2025). Stability, Reciprocity, and Antecedent-Outcome Relations of Different Job Crafting Forms. <https://doi.org/10.1007/s41542-025-00230-5>
- Eccles, J. S., & Wigfield, A. (2002). Motivational Beliefs, Values, and Goals. *Annual Review of Psychology*, 53(February 2002), 109-132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>
- Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of Individuals' Fit At Work: a Meta-Analysis of Person-Jo. *Personnel Psychology*, 58, 281-342. <https://doi.org/https://doi.org/10.1111/j.1744-6570.2005.00672.x>
- Mangaoil, A. B., Rungduin, T. T., Abulencia, A. S., & Reyes, W. M. (2017). Why I Want to Teach: Exploring Factors Affecting Students' Career Choice to Become Teachers. *The Normal Lights*, 11(2), 236-263.

<https://doi.org/10.56278/tnl.v1i2.536>

Ortan, F., Simut, C., & Simut, R. (2021). Self-efficacy, job satisfaction and teacher well-being in the K-12 educational system. *International Journal of Environmental Research and Public Health*, 18(23).  
<https://doi.org/10.3390/ijerph182312763>

Ortega-Sanchez , D. , Sanz de la Cal , E. , Ibanez Quintana , J. , & Encabo-Fernandez , E. (2025). Editorial: Teaching controversial issues in secondary education. *Frontiers in Education*, 10.  
<https://doi.org/10.3389/feduc.2025.1574469>

Pinardi, J., Azahari, A. R., & Basuki, B. (2023). The Influence of Students' Perceptions of the PPG Program and the Teaching Profession on Their Interest in Becoming a Teacher. *Kanderang Tingang Scientific Journal*, 14(2), 521-530. <https://doi.org/10.37304/jikt.v14i2.280>

Prastiani, D. A., & Listiadi, A. (2021). The influence of self-efficacy, perception of the teaching profession and family environment on the interest in becoming an accounting teacher in undergraduate students of accounting education at UNESA. *Journal of Economic Education Research*, 6(2), 47-59.  
<https://doi.org/10.21067/jrpe.v6i2.5712>

Silva, A. D., & Taveira, M. do C. (2025). Aspirations for teaching career: what we need to know and what we need to do. *Frontiers in Psychology*, 16.  
<https://doi.org/10.3389/fpsyg.2025.1525153>

Super, D. E. (1980). A life-span, life-space approach to career development. In *Journal of Vocational Behavior* (Vol. 16, Issue 3, pp. 282-298).  
[https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)

Zofiroh, F., Wardani, D. K., & Sangka, K. B. (2022). The Influence of Perception of the Teaching Profession and Family Environment on Interest in Becoming an Economics Teacher Mediated by Motivation. *Journal of Economic Education (JUPE)*, 10(3), 172-180.  
<https://doi.org/10.26740/jupe.v10n3.p172-180>

### Conference proceedings:

Schiefele, U., Krapp, A., & Winteler, A. (1988). Conceptualization and measurement of interest. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, United States. <https://eric.ed.gov/?id=ED292885>

**Internet Documents and Government Publication:**

- Badan Pusat Statistik Kota Bandung. (2019). Bandung City in Figures 2019.  
<https://bandungkota.bps.go.id/id/publication/2019/08/16/bd52ff3d885d75c04ddcfb17/kota-bandung-dalam-angka-2019.html>
- Badan Pusat Statistik Kota Bandung. (2020). Bandung City in Figures 2020.  
<https://bandungkota.bps.go.id/id/publication/2020/04/27/0a1cfa49906db067b3fb7e5e/kota-bandung-dalam-angka-2020.html>
- Badan Pusat Statistik Kota Bandung. (2021). Bandung City in Figures 2021.  
<https://bandungkota.bps.go.id/id/publication/2021/02/26/2fb944aeb2c1d3fe5978a741/kota-bandung-dalam-angka-2021.html>
- Badan Pusat Statistik Kota Bandung. (2022). Bandung City in Figures 2022.  
<https://bandungkota.bps.go.id/id/publication/2022/02/25/60310fb12862b40d688a3578/kota-bandung-dalam-angka-2022.html>
- Badan Pusat Statistik Kota Bandung. (2023). Bandung City in Figures 2023.  
<https://bandungkota.bps.go.id/id/publication/2023/02/28/13fd9c9d27b1f2c450de2ed4/kota-bandung-dalam-angka-2023.html>
- Badan Pusat Statistik Kota Bandung. (2024). Bandung City in Figures 2024.  
<https://bandungkota.bps.go.id/id/publication/2024/02/28/991b8451fdb9bdd7d374894/kota-bandung-dalam-angka-2024.html>
- Badan Pusat Statistik Kota Bandung. (2025). Bandung City in Figures 2025.  
<https://bandungkota.bps.go.id/id/publication/2025/02/28/5f20d72de754dde9b0a7d707/kota-bandung-dalam-angka-2025.html>