

**DETERMINANT FACTORS AFFECTING STUDENT INTEREST IN CONTINUE
EDUCATION TO HIGHER EDUCATION**

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Abstract: *Higher education is a demand in today's digital era, so there is a need for awareness of the younger generation to explore their potential and abilities to go to college. This study aims to determine the effect of intelligence, attitude, talent, motivation, social environment and non-social environment both partially and simultaneously on the interest of students continue the study. This study uses primary data and secondary data obtained through questionnaires, interviews, observation and documentation. The sample in this study were 163 students from both schools, where the determination of the number of samples was carried out using the slovin formula. The data analysis tool used is multiple linear regression. Based on the research results partially reveal that Intelligence, Attitude, Talent, Motivation, Social Environment have a significant effect and positively on students' interest in continuing their education to tertiary institutions. However, the non-social environmental and attitude have not an effect on students' interest in continuing their education to tertiary institutions. The results of this study also proved that simultaneously the independent variables have a significant effect on students' interest in continuing their education to tertiary institutions.*

Keywords: *Student Interests, Intelligence, Attitude, Talent, Motivation, Social Environment, Non-Social Environment*

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their own potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills that are treated by themselves, society, nation and state. Law Number 20 of 2003). Education is a basic right that must be obtained by the people of Indonesia. This has been contained in the 1945 Constitution Article 28c paragraph (1).

One of the levels of formal education in Indonesia is secondary education (including SMA, SMK, and Madrasah Aliyah). Various policies have been formulated and launched by the government, both the central government and regional governments in the context of equitable human resource development through education. One popular policy is the compulsory education program, which was originally 6 years of compulsory education, then developed into 9 years of compulsory education and finally 12 years of compulsory education. These programs are running according to plan, which can be seen from the increase in literacy rates, the emergence of new schools both in cities and in regions and so on. This condition is also found in Rimba Melintang Sub-District, Rokan Hilir Regency, which already has two public high schools, namely SMA Negeri 1 and SMA Negeri 2 Rimbang Melintang. The development of the number

of students in these two state schools from time to time shows an increase. For more details, this can be seen in Table 1.

Table 1. Student Development Classes for SMA Negeri 01 and SMA Negeri 02, Rimba Melintang District, Rokan Hilir Regency, 2019-2022 Period

School name	Number of Class XII Students			
	2019	2020	2021	2022
Public High School 01	106	133	137	150
Public High School 02	83	96	102	126

Source: SMA Negeri 01 and SMA Negeri 02 Rimba Melintang

From Table 1 it can be seen that the number of class XII students for the two schools has increased. This shows that the learning interest of students or school-age residents in the area is high. But the problem that arises at this time is the availability of jobs that require a lot of higher education such as diplomas and degrees. Because, in the Rimba Melintang area in particular and the Rokan Hilir Regency in general, there are many companies that require special expertise and a special level of education for the available workers.

The phenomenon found in the field is that not many class XII students in this area continue their education to tertiary institutions, both public and private universities. This suspicion was strengthened by the results of interviews conducted with the principals of the two public high schools. According to the school principal, only a small proportion of their students continued their education to tertiary institutions. For more details, the following shows the number of class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang who continued their education to higher education.

Table 2. Number of Class XII Students of SMA Negeri 01 and SMA Negeri 02 Rimba Melintang who Continued to Higher Education in the 2018-2019 Period

Year	Public High School 01			Public High School 02		
	Number of Graduates	Carry on to PT	% Continue to PT	Number of Graduates	Continue to PT	% Continue to PT
2019	106	13	12.26	83	6	7.23
2020	133	17	12.78	96	12	12.5
2021	137	15	10.95	102	8	7.84

Source: SMA Negeri 01 and SMA Negeri 02 Rimba Melintang

From Table 2 it can be explained that only a small portion or approximately 10% of the graduates of SMA Negeri 01 and SMA Negeri 02 Rimba Melintang continued their education to tertiary institutions. According to the principal, many students do not continue their education to tertiary institutions due to various factors, including family factors. Such as lack of family support for students to continue their education to tertiary institutions, unsupportive family economic conditions, students' desire to work higher than to continue their education and so on.

Seeing this condition, it is deemed necessary to conduct research on what factors influence students' interest in continuing their education to tertiary institutions. Interest is a tendency and high enthusiasm or a great desire for something (Muhibin, 2009). In other words,

interest is self-inclination towards something because there is an interest in that something. There are actors that affect a person's interests, namely internal factors (*intrinsic*), namely innate traits, and external factors (*extrinsic*), including family, school and surrounding communities. Research conducted by Andanawari (2010), shows that the factors that influence students' interest in continuing to tertiary education are gender, average parental income, and driving factors. Meanwhile, high school students were more interested in continuing their education to tertiary institutions than students from SMK and Madrasah Aliyah schools. However, these differences in interest are based more on parents' income which is indeed different in the three strata of the school.

The next researcher is Indriyanti, Siswandari, and Ivada (2013), where the results of their research show that there are seven factors that influence the interest of vocational students to continue their education to tertiary institutions. The seven factors are self-potential factors, motivational factors, expectation factors, opportunity factors, social environmental factors, situational factors and institutional factors. Furthermore, the results of his research concluded that the factor that most influenced students' interest in continuing their education to tertiary institutions was the potential factor. This factor consists of aptitude variables with indicators of talent development and inner talent, attitudes with indicators of activeness, motivation with indicators of internal drive, ideals with indicators of stability, and achievements with indicators of academic competition.

Based on the description above, it can be formulated the problem in this study: 1) how are students' interest in continuing their education to tertiary institutions, 2) how are internal factors and external factors that influence students' interest in continuing their education to tertiary institutions, 3) how are internal factors influenced, namely intelligence, attitude, talent and motivation on students' interest in continuing education to tertiary institutions, 4) how the influence of external factors, namely social environmental factors and non-social environmental factors on students' interest to continue their education to tertiary institutions, and how simultaneously influence internal factors and external factors on students' interest to continue their education to tertiary institutions.

The aims of this study were 1) to identify and analyze students' interest in continuing their education to tertiary institutions, 2) to identify and analyze internal factors and external factors that influence students' interest in continuing their education to tertiary institutions, 3) to identify and analyze the influence of internal factors namely intelligence, attitude, talent and motivation on students' interest in continuing their education to tertiary institutions, 4) to determine and analyze the influence of external factors, namely social environmental factors and non-social environmental factors on students' interest to continue their education to tertiary institutions, 4) to determine and analyze the simultaneous influence of internal factors and external factors on students' interest in continuing their education to tertiary institutions.

2. Literature Review

Perceptions of Students in Continuing Education

Slameto (2004) says that perception can be interpreted as a process involving the entry of messages or information into the human brain. Through human perception, they continually make contact with their environment. Walgito (2012), perception is a stimulus that is sensed by the individual, organized, then interpreted so that the individual is aware of and understands what is sensed which is interpreted by the thoughts, feelings, individual experiences. The process of the occurrence of perception in the individual does not just take place, but through a process.

The process of perception is a two-way event that is as a result of action and reaction. According to Walgito (2012), perception occurs through a process, through several stages as follows: First, an object or target causes a stimulus, then the stimulus is captured by the senses. This process takes place naturally and is related to the physical aspect. This process is called natural process. Second, Stimulus of an object received by the senses, then channeled to the brain through sensory nerves. Third, The brain then processes the stimulus until the individual is aware of the object received by his senses. This process is called a psychological process. In this case there is a process of perception, namely a process in which the individual knows and is aware of an object based on the stimulus regarding his sensory organs. In this study, what is meant by students' perceptions of the usefulness of continuing their studies at tertiary institutions is how one perceives or interprets something and processes involving the inclusion of messages or information about the knowledge and benefits of graduates from tertiary institutions.

Student Interest Concept

Interest is a desire or tendency of a high heart towards something (Sutarno, 2006; Purwohandoko et al, 2020; Jatiningrum et al, 2021). This is in line with Mulyasa (2004) which states that interest is a person's tendency to do something. Slameto (2010) views that interest is a constant tendency to pay attention to and remember some activities and interests are always followed by feelings of pleasure and from there satisfaction is obtained. Great interest in learning tends to produce high learning achievement, on the other hand, less interest in learning will result in low achievement (Dalyono, 2012). Safran (1988) classifies interest into four types, namely expressed interest, manifested interest, and inventoried interest (Sukardi, 1993). Interest can develop if someone has special attention to the things he is interested in. Attention is the concentration of all individual activities aimed at something or a group of objects.

Then interest can be interpreted as a tendency from within the individual to be attracted to an object or like an object, the stronger or closer the relationship, the greater the interest. Interest is shown through statements that show preference for something and can also be expressed in the form of participation in activities of interest. Higher education is the level of formal education after secondary education and is the highest level of education in Indonesia (Rohman, 2011). Factors that influence interest are: (1) motivation and aspirations; (2) attitude towards an object; (3) family; (4) facilities; (5) social friends (Ahmadi, 2007). Interest in continuing their studies to tertiary institutions has elements of feelings of pleasure, desire, attention, interest, need, hope, encouragement, and willingness to continue their education to a higher level after graduating from high school, namely tertiary education. Empirical results based on educational research show that social class, individual characteristics such as intelligence affect one's interest in learning processes and outcomes (Noerhartati & Jatiningrum, 2021).

In this study, the definition of socio-economic is based on the above definition of family or parents' economic background as measured by the level of education, type of work, and income level of parents. Abdulsyani (2002) argues that indicators that can determine socio-economic are: 1) having wealth that has economic value; 2) basic status of function in work; 3) errors in religion; 4) basic hereditary status; 5) social background and the length of time a person lives in a place; and 6) status based on gender and age. Nitisusastro (2013) revealed that the most prominent differentiating factors within community groups were: (1) level of education; (2) type of work; (3) income level. In relation to the interest in continuing their studies, parents play an active role in encouraging the achievement of their child's goals. Parents who have a good educational background and have qualified materials will always provide motivation for their

children to continue their studies to a higher level and always pay for their children to get a good education.

The results of Arsyad's research (2015) state that there is a positive and significant influence between parents' socio-economics on the interest in continuing to tertiary education. Similar to the research conducted by Andanawari, it was found that there was a positive and significant influence between parents' education (socio-economic) on interest in continuing their studies to tertiary institutions. However, there is research by Sari (2015) which states that there is no significant effect of parental income (socio-economic) on interest in continuing their studies to tertiary institutions. Therefore, it is necessary to carry out further research to explain the causal relationship between socio-economic and interest in continuing their studies to tertiary institutions .

Factors Affecting Interest

Continuing studies to tertiary institutions is continuing studies from secondary education to higher education. activities carried out in tertiary institutions are learning to improve knowledge and skills. In this case the activity is learning, the factors that affect interest in continuing their studies to tertiary institutions in this study are equated with factors that affect learning. According to Slameto (2010) there are two factors that can influence student learning, namely internal factors and external factors.

1. *Internal factors* are factors within the individual who is learning. This factor includes three aspects: a) Physical factors, such as: health factors, body defects. b) The Psychological factors, such as: intelligence, attention, interest, motive talent, readiness maturity. c) fatigue factor.
2. *External factors* are factors that are outside the individual. This factor includes three aspects, namely: a) Family factors, including: how parents educate, relations between family members, home atmosphere, family economic situation, understanding of parents, cultural background. B) School factors, including: teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, learning tools, school time, lesson standards above size, building conditions, learning methods, homework. c) Community factors, including: student activities in the community, mass media, friends hanging out, forms of community life.

There are five aspects, each of which includes a number of things or initial state factors on the part of students that play a role in a condition in students in learning: 1) Character-Desire-Willing. All of this relates to the direction and purpose of learning. Character or character refers to an aspect of personality. 2) Motivation to learn. The entire psychic driving force within the student that gives rise to learning activities, guarantees the continuity of learning activities, and gives direction to the learning activities in order to achieve a goal. 3) Feelings, Attitudes, and Interests Psychic activity is the tendency of the subject to accept or refuse to feel attracted to a certain field and feel happy to be involved in that field. 4) Environment. The whole situation that surrounds students with their presence has an influence on student development. The living environment here is limited to the living environment of the student's family, in terms of socio-economic and socio-cultural conditions. The socio-economic situation refers to the financial ability of students and the material equipment owned by students in this condition can be good-enough-less. The socio-cultural situation refers to the cultural environment in which students move every day. 5) Personality Development. The physical state refers to the stage of growth, physical health, state of the sense organs. Psychic state refers to mental stability/labability

According to Saleh (2018), intelligence is the ability to adapt to new circumstances by using thinking tools according to their goals. In other words, intelligence is a person's ability to adapt to new or different situations using the ability to think according to their needs or goals. According to the Intelligence Committee, the meaning of intelligence is based on Stren's opinion, which emphasizes the problem of intelligence in the matter of adjustment or adaptation to the problems it faces. This means that intelligence is a person's intelligence to deal with a problem effectively and efficiently. The talent possessed by a child is closely related to the educational environment. Where education is one place to develop student talents. Education is an effort to form an environment for children that is useful in stimulating the development of the potentials and talents of students. Talents are born and grow in childhood and youth. The process of developing his talents is influenced by experience and mindset in the family, school and surrounding communities (Sukardi, 2009: 108).

A child's talent needs encouragement and support. If the talent is left without support, the talent possessed will not develop optimally. This form of support is obtained from the surrounding environment, both the family environment, school and social circles. Because later the character and personality of the child will reflect how the environment around him. The role of talent in this globalization era is very important and needs to be developed. In this case the teacher has a very big role in developing students' talents. Research on the factors that influence students' interest in continuing their education to tertiary institutions has been carried out by previous researchers, including Setiaji and Rachmawati (2017), conducting research with the title Interest in Continuing Higher Education Studies of Semarang City Vocational High School Students. Based on the results of the research and discussion, the researcher can draw conclusions that there is a socio-economic influence and self-potential on the interest in continuing their studies to tertiary institutions in class XI students of State Vocational Schools throughout Semarang City for the 2017/2018 academic year simultaneously by 40.7%. There is a socio-economic influence on the interest in continuing their studies to tertiary institutions in class XI students of State Vocational Schools throughout Semarang City in the 2017/2018 academic year, partially by 22.6%. The factor that most influences the interest in continuing their studies to tertiary institutions is self-potential with a partial influence of 50.9%.

Gede Rai Sutarna, Ketut Agustini, Nyoman Sugihartini (2016), conducted research with the title Analysis of Interests for High School and Vocational High School Students in the Buleleng Regency Applying the 2013 Curriculum for Further Study in the Informatics Engineering Education Department, Undiksha Singaraja. Based on the research results, the biggest factor influencing high school students' interest in continuing their studies in the PTI major with the implementation of the 2013 curriculum is the goal factor which has a percentage of 72%, then the opportunity factor with a percentage of 71%, the potential factor with a percentage of 67%, social environmental factors with a percentage of 66% and motivational factors which have the smallest percentage of 63%. While the biggest factor influencing the interest of SMK students to continue their studies in the PTI major is the goal factor with a percentage of 81%, then the opportunity factor with a percentage of 79%, the self-potential factor with a percentage of 75%, the social environmental factor with a percentage of 73% and the motivational factor with the percentage the smallest is 71%.

Arifin and Ratnasari (2017), conducted research with the title Relationship of Interest in Continuing Education to Higher Education with Student Learning Motivation. students of SMA Negeri 3 Wayabula Morotai are in the high category and student learning motivation is also in the high category. There is a significant positive relationship between the interest in continuing education to tertiary education and the learning motivation of class XII students at SMA Negeri

3 Wayabula Morotai which are in the very strong category based on the interpretation of the r value, because the r count value is 0.900 so it is in the interval 0.800 - 1.000 or the very category strong. Siti Nurmala (2012), conducted a study entitled Factors Influencing Students' Interests to Continue to Vocational High Schools. The results of the study show that first, the interest of students to continue on to SMK has high competence in health nurse expertise. Second, there is a positive and significant direct effect of knowledge of job opportunities, self-understanding, family culture, and economic background on students' interest in continuing to vocational competency skills in health nurses. Third, there is a positive and significant indirect effect between family economic background and knowledge of job opportunities on students' interest in continuing to vocational competence in health nurse skills. Based on the description and discussion above, the research model can be described as in Figure 1.

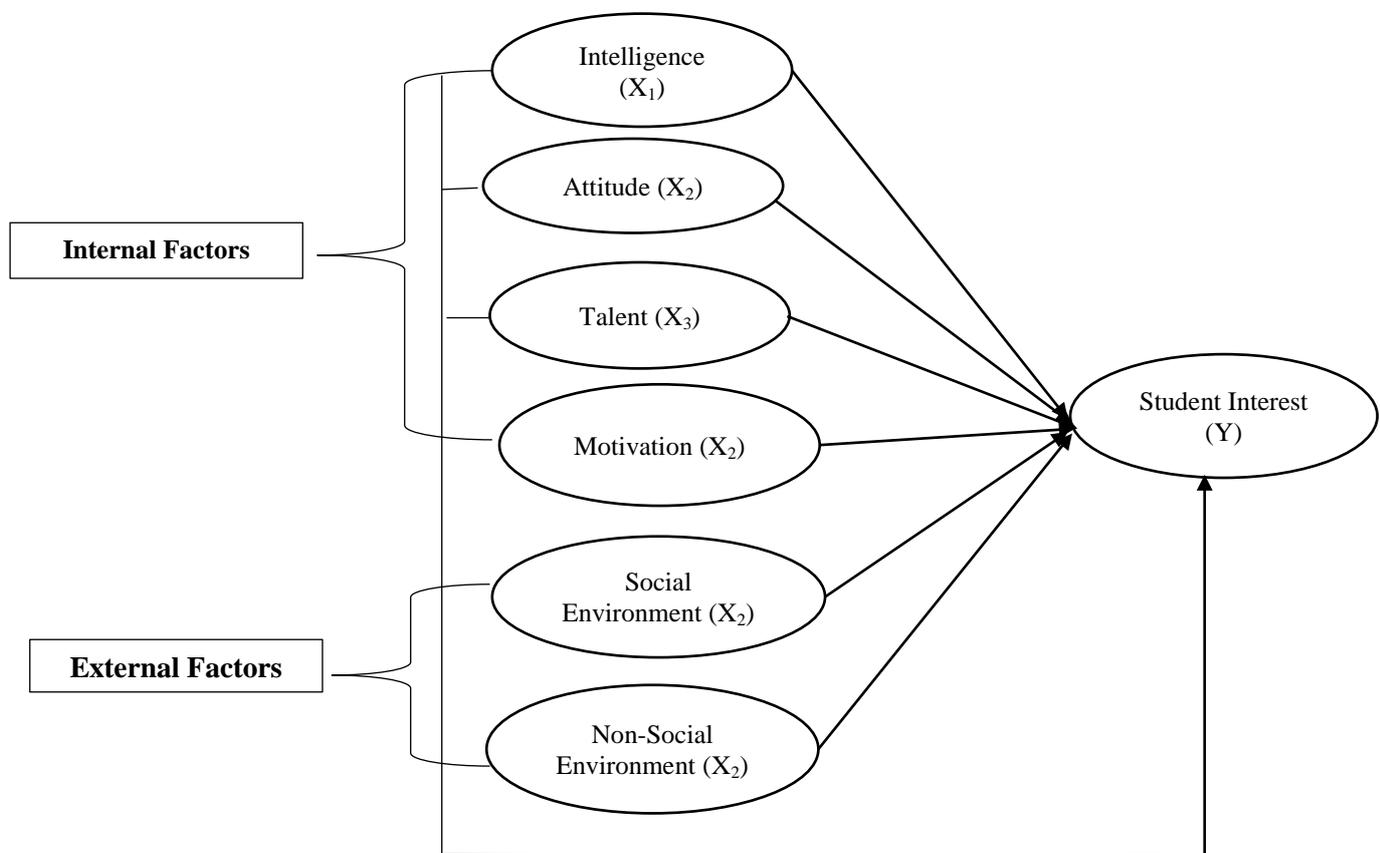


Figure 1. Research Model

Based on the description and explanation above, a hypothesis can be formulated in this study:

H1: Internal factors (intelligence) have a positive effect on students' interest in continuing their education to tertiary institutions.

H2: Internal factors (attitudes) have a positive effect on students' interest in continuing their education to tertiary institutions.

H3: Internal factors (talent) have a positive effect on students' interest in continuing their education to tertiary institutions.

H4: Internal factors (motivation) have a positive effect on students' interest in continuing their education to tertiary institutions.

H5: External factors (social factors) have a positive effect on students' interest in continuing their education to tertiary institutions.

H7: External factors (non-finance) have a positive effect on students' interest in continuing their education to tertiary institutions.

Operational Definition of Research Variables

The definition of each variable, as well as indicators and measurement scales can be seen in Table 3.

Table 3: Operational Definition of Research Variables

No	Variables	Definition	Indicators	Scale
1	Student Interest (Y)	Interest is a desire or tendency of a high heart towards something (Sutarno, 2006)	a. Attractive campus environment b. Amazed by the success of highly educated people c. Interested in the world of education d. Proud to continue education e. Likes to read books f. Happy news about the campus world	Ordinal
2	Intelligence (X1)	Is the ability to adapt to new circumstances by using the means of thinking according to its purpose (Saleh, 2018:85)	a. <i>Spatial relations</i> b. <i>Perceptual seeds</i> . c. <i>verbal comprehension</i> d. <i>Word fluency</i> . e. <i>number facility</i> f. <i>Associative memory</i> . g. <i>Induction</i>	Ordinal
3	Attitude (X2)	Attitude is a tendency to react to things, people or things with likes , dislikes or indifference.	a. Looking for information about campus information b. Find out the development of science c. Discuss campus choices. d. Think creative and innovative e. Looking for information about opportunities after college	Ordinal
4	Talent (X3)	Talent (<i>aptitude</i>) is a special ability that is most dominant in a person (Rini, 2009:12)	a. Self-development potential b. Academic ability c. Non-academic abilities	Ordinal
5	Motivation (X4)	Is a desire that exists in an individual that stimulates to take actions (Marno and Trio Supriatno, 2008)	a. Promising job b. Better job opportunities c. Improved social status d. Increased knowledge e. Ability enhancement	Ordinal
6	Social Factors	The social environment is the environment around students consisting of school, family,	a. Teacher support b. Peer support c. Family support d. Community support	Ordinal

		community and classmates		
7	Non Social Factors	The non-social environment consists of the target campus building and its location, study program factors, study time, living conditions, learning tools	a. Location of target universities b. The study program to be addressed c. Study/study time d. home situation e. Saprass studied	Ordinal

3. Research Methods

The design of this research is quantitative research and verification research. The method used in this research is descriptive and empirical method. This research was conducted at two public high schools in Rimba Melintang District, Rokan Hilir Regency, namely State High School 01 which is located on Jalan Pendidikan Rimba Melintang, Rokan Hilir Regency, Riau, 28953. And State High School 02 which is located on Jalan Perkebunan-Lenggadai Hulu, Rimba Melintang District. Rokan Hular Regency, Riau. This research was conducted for six months starting from preparation to implementation of the research.

This study uses primary data and secondary data obtained by distributing questionnaires, observations, interviews and research files. Then the population of this study which became the population were all class XII students of SMA Negeri 01 Rimba Melintang, totaling 150 students and all students of class XII SMA Negeri 02 Rimba Melintang, totaling 126 students. Thus the total population in this study were 276 students. The sample is part of the population that is representative of the population as a whole. Determining the number of samples in this study was carried out using the Slovi formula, and the calculation results are as follows:

$$n = \frac{N}{1 + Ne^2}$$

Note: N = total population n = total sample e² = error rate r (5% = 0.05).
 Based on this formula, the number of samples obtained in this study is as follows:

$$n = \frac{276}{1 + 276 \cdot 0,05^2} = 163.31 = 163 \text{ siswa}$$

Therefore the number of samples used in this study were 163 students. Sampling was carried out using the *proportional simple random sample method*, thus the number of samples from each SMA is as follows:

Table 4: Total Population and Sample

No	School name	Total Population	Number of Samples
1	Public High School 01	150	$\frac{150}{276} \times 163 = 89 \text{ Siswa}$
1	Public High School 02	126	$\frac{126}{276} \times 163 = 74 \text{ Siswa}$
Number of Samples			163 Students

Source: Processed Data

Data analysis in this study was carried out in several stages, namely;

1. Descriptive analysis, which aims to assess respondents' perceptions of each of the variables studied, namely student interest, intelligence, attitude, talent and motivation, internal and external environment.
2. Hypothesis Testing Analysis. Hypothesis testing in this study was carried out using multiple linear regression equations, with the following equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \varepsilon$$

Information

Y = Student Interests; β_0 = Constant; X_1 = Intelligence; X_2 = Attitude; X_3 = Talent; X_4 = Motivation

X_5 = Social Environment; X_6 = Non Social Environment; β_{1-6} = Regression coefficient
 ε = Error Term (Disturbing Factor)

However, before using the equation above as a data analysis tool, there are several stages of testing carried out, namely;

1. Instrument Testing

- a. Validity Testing, which aims to test the accuracy or accuracy of a measuring instrument in measuring what is being measured. To find out the validity level of the construction of a research instrument, you can use *Pearson's Product Moment correlation* using the following formula:

$$r_{hitung} = \frac{n (\sum XY) - (\sum X) (\sum Y)}{\sqrt{(n \sum X^2 - \sum(X)^2)(n \sum Y^2 - \sum(Y)^2)}}$$

Information;

r_{count} = Correlation Coefficient ; X = Independent Variable Y = Dependent Variable

n = Number of Samples

- b. Reliability Testing, is a test that shows whether an instrument used to obtain information can be trusted to disclose information in the field as a data collection tool. Reliability testing uses the following *Alpha Cronbach's formula* ;

$$r_x = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma^2} \right)$$

Information;

r_x = coefficient of reliability (*alpha cronbach's*); n = Number of statement items

$\sum \sigma^2_t$ = Total variance of each item; σ^2_t = Total variance

c. test of the Classical Assumptions

The classic assumption test that will be carried out in this study is;

- a. Normality Test, aims to see whether the residual values are normally distributed or not. A good regression model is to have normally distributed residuals.
- b. Multicollinearity test, aims to determine whether there is a high correlation between the independent variables in the multiple linear regression model.

c. Heteroscedasticity test, aims to assess whether the residual variance from one observation to another observation is constant. If it is not fixed or different then it is called heteroscedasticity. Hypothesis test

d. Partial Hypothesis Test (t-test)

Partial hypothesis testing aims to see the effect of the independent variables on the dependent variable individually. Testing is done by t test with the formula;

$$t_{hit} = \frac{\beta_i}{SE_{\beta}}$$

Information; t_{hit} = t count value; β_i = i-th regression coefficient; SE = Standard Error

e. Simultaneous Hypothesis Testing (F-Test)

The F test is known as the simultaneous/simultaneous test or the Model test/ Anova test, which is a test to see how all the independent variables influence the dependent variable together. Or to test whether our regression model is good/significant or not good/significant. Calculation of the value of F can be used the formula below;

$$F_{hitung} = \frac{R^2/(n-1)}{(1-R^2)/(n-k)}$$

Information; F_{count} = F count value; n= Number of Samples; R^2 = Coefficient of Determination

k = Number of Independent Variables

4. Result

Knowing how interested class XII students are in continuing their education to tertiary institutions by conducting research at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang, several indicators are used which are described in the statements, where each statement is assessed using a Likert scale of 1-5. Based on the results of the data tabulation, the respondent's perception of the variable of student interest in continuing their education to tertiary education was obtained with a TCR value of 69.26% with fairly good assessment criteria. These results explain that in general students at the school have an interest in continuing their education, but this interest is still not maximized or only quite interested. Respondents' responses to statements related to students' interests, obtained an average score of respondents' responses obtained 3.46 which is in the unfavorable criteria. This means that in general students at these schools have a low interest in continuing their education to tertiary institutions.

The first independent variable from internal factors is student intelligence. Assessment of student intelligence was seen by the TCR value of the response scores of class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang of 73.95% which were in the criteria of good enough. This result explains that class XII students in both schools have good intelligence, but it is still not optimal. Therefore, the school should always explore the potential of students, so that the intelligence level of students can be increased or maximized. And in the end students in both schools can compete well with students in other schools and even students in cities. The second independent variable is the attitude of the student. The assessment of the attitude variable uses several indicators which are described in several statements, and each statement is assessed using a Likert scale of 1-5. The results of respondents' responses to the student attitude variable obtained a TCR value of 69.30%. This figure explains that in general class XII students at SMA

Negeri 01 and SMA Negeri 02 Rimba Melintang have a fairly good attitude in terms of creating their interest in continuing their education to tertiary education.

The third independent variable in this study is aptitude. Assessing the perceptions of class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang regarding their talents, several indicators are used which are described in several statements, and each of these statements will be assessed using a Likert scale of 1-5. The TCR value of the respondent's response is related to the variable of student talent in education which is obtained at 70.78% with quite good criteria. These results explain that class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang have quite good talent in the world of education, but this talent is not optimal. Therefore, school faculty should be able to explore the talents or potentials that exist in these students, so that this can increase the interest of the students concerned to continue their education to tertiary institutions.

The fourth independent variable in this study is student motivation. Assessment of students' motivation in continuing their education to tertiary education in this study was carried out using several indicators described in several statements, each of these statements will be assessed using a Likert scale of 1-5. The TCR value of the respondents' responses to statements related to student motivation, where a TCR value of 69.20% was obtained with good enough criteria. These results explain that in general class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang have low or not optimal motivation to continue their education. Therefore, the school should provide motivation to its students so they can change the mindset of their students so that they are interested in continuing their education to a higher level, which will ultimately increase students' interest in continuing their education.

In assessing the social environment of students, several indicators are used which are stated in several statements, where each statement is assessed using a Likert scale of 1-5. The TCR value for the social environment variable obtained was 70.83% with good enough criteria. These results confirm that in general class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang said that the social environment support for students in continuing their education to tertiary institutions is quite good, but still not optimal.

The sixth independent variable in this study is non-social environmental support for students to continue their education to tertiary institutions. The TCR value for the non-social environmental support variable obtained was 70.94% with good enough criteria. These results explain that in general class students of SMA XII Negeri 01 and SMA Negeri 02 Rimba Melintang state that social environmental support such as campus location, study program, study time, place of residence and facilities and infrastructure is good enough for students to be able to continue their education in tertiary education.

Before testing the hypothesis in this study, first look at the results of multiple linear regression as shown in Table 5

Table 5. Multiple Linear Regression Results

No	Variable	Coefficient	Se	t hits	Sig	Alpha	Ket
1	Constant	16,480	-	-	-	0.050	
2	Intelligence	0.149	0.065	2,305	0.022		Significant
3	Attitude	0.036	0.092	0.396	0.693		No Sig
4	Talent	0.155	0.077	2013	0.045		Significant
5	Motivation	0.263	0.083	3,619	0.000		Significant
6	Social environment	0.256	0.097	2,639	0.008		Significant

7	Non-Social Environment	0.002	0.085	0.024	0.981	No Sig
F Count		3,829	Significance of F Hit = 0.031			
R(Correlation)		0869				
R Square (Adj R ²)		0.755				

Source: Results of Data Processing

From Table 5 the results of multiple linear regression can be presented in the form of the following equation;

$$Y = 16.480 + 0.149X_1 + 0.036X_2 + 0.155X_3 + 0.263X_4 + 0.256X_5 + 0.002X_6$$

The calculated t value of the intelligence variable is 2.305 with a significance value of 0.022. These results explain that there is a significant partial and positive influence of student intelligence on the interest in continuing their education to tertiary institutions. Thus the first hypothesis of this study is accepted at the 95% confidence level. This means that student intelligence is indeed a determining factor whether or not students are interested in continuing their education to higher education. The more intelligence possessed by students, the more interested students are in continuing their education to tertiary institutions and vice versa.

The t value for the student attitude variable is 0.036 with a significance value of 0.693. These results explain that there is no partial significant effect of the attitude variable of class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang on the interest in continuing their education to tertiary education. Thus the second hypothesis of this study is rejected. This means that the attitude of students in determining their interest in continuing their education is not a determining factor for students' interest in continuing their education to higher education. The t value for the aptitude variable is 2.013 with a significance value of 0.045. These results explain that there is a significant partial and positive influence of student talent on the interest in continuing their education to tertiary institutions. Thus the third hypothesis of this study is accepted at the 95% confidence level. This means that student talent is indeed a determining factor whether or not students are interested in continuing their education to higher education.

The calculated t value of the motivation variable is 3,619 with a significance value of 0,000. These results explain that there is a significant partial and positive effect of student motivation on the interest in continuing their education to tertiary institutions. Thus the fourth hypothesis in this study is accepted at the 95% confidence level. This means that student motivation is indeed a determining factor whether or not students are interested in continuing their education to higher education. The calculated t value of the social environment variable is 2.639 with a significance value of 0.008. These results explain that there is a significant partial and positive influence from the social environment on students' motivational interest to continue their education to tertiary institutions. Thus the fifth hypothesis in this study is accepted at the 95% confidence level. This means that the social environment is indeed a determining factor whether or not students are interested in continuing their education to higher education.

The regression coefficient of non-social environmental variables is obtained at 0.002 units. The calculated t value of non-social environmental variables is 0.024 with a significance value of 0.869. These results explain that there is no significant partial and positive effect of the non-social environment on the motivational interest of class XII students of SMA Negeri 01 and SMA Negeri 02 Rimba Melintang to continue their education to tertiary education. Thus the sixth hypothesis in this study was rejected.

Furthermore, simultaneous hypothesis testing can be carried out with the F test. From Table 5, the calculated F value is 3.829 with a significance value of 0.031. These results explain

that there is a significant influence simultaneously from the variables of intelligence, attitude, aptitude, motivation, social environment and social environment on students' interest in continuing their education to tertiary institutions. Thus the seventh hypothesis can be accepted at the 95% confidence level.

5. Discussion

1) The Influence of Intelligence on Students' Interest in Continuing Education to Higher Education

The results of this study prove that student intelligence has a significant influence on the interest of Class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang to continue their education to tertiary institutions. This is evidenced by the significant t value of the intelligence variable which is lower than alpha. Thus the first hypothesis in this study is accepted. This means that intelligence is indeed a determining factor whether or not students are interested in continuing their education to tertiary institutions.

The results of this study are in line with research conducted by Lili Andriani (2021), where the results of her research based on the TCR value show that the intelligence factor of 74% influences students' interest in continuing their education to tertiary institutions. Besides that, the research of Mohaji Prianggita and Muhammad Abdul Ghofur (2021), also proves that intelligence as described from work performance has a significant effect on students' interest in continuing their education to tertiary institutions. One's intelligence or intelligence is believed by scientists to be one of the factors of a student's academic achievement. Intelligence is included in internal factors, namely in a person's psychological factors. Intelligence can be in the form of a student's ability to adapt to a situation very well or effectively in a short time. According to Muhibbin Syah (2005) intelligence is defined as the psycho-physical ability to react to stimuli or adapt to the environment using the right way.

2) The Effect of Attitudes on Students' Interest in Continuing Education to Higher Education

The results of the study have not been able to prove that student attitudes can affect the interest of class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang, because the significance value of the t count of the attitude variable is greater than the alpha value. Thus the attitude of students is not a determining factor of student interest in continuing their education to tertiary institutions. The results of this study are not in line with research conducted by Ninuk, et al (2013) where the results of his research explain that the group of variables that affect student interest can be grouped into several parts. Where the first group is the self-potential factor which represents the talent variable with indicators of talent development and inner talent, attitude with indicators of activeness, motivation with indicators of internal drive, ideals with indicators of stability, and achievements with indicators of academic competition. The second factor that influences student interest is motivation which represents personality variables with indicators of confidence and self-development, achievement with indicators of scholarships, friends with indicators of conversational material, motivation with indicators of parental support, and attitudes with business indicators.

3) The Effect of Talent on Students' Interest in Continuing Education to Higher Education

The results of this study prove that student talent has a significant effect on the interest of class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang, because the significance value of the t count of the talent variable is lower than the alpha value. Thus it can be stated that the talent possessed by students is a determining factor in students' interest in continuing their education to tertiary institutions. The results of this study support research conducted by Mahyudi (2018) and Indriyanti, Siswandari, and Ivada (2013) showing that there are seven factors that influence the interest of vocational students to continue their education to tertiary institutions. Among these factors are self-potential factors which represent talent variables with indicators of talent development and inner aptitude, attitudes with indicators of activeness, motivation with indicators of internal drive, ideals with indicators of stability, and achievements with indicators of academic competition. Motivational factors representing personality variables with indicators of confidence and self-development, achievements with indicators of scholarships, friends with indicators of conversational material, motivation with indicators of parental support, and attitudes with indicators of effort.

4) The Effect of Motivation on Students' Interest in Continuing Education to Higher Education

College is the level of education after senior secondary education. There are several factors that encourage someone to continue their studies at a university based on the experts above. These factors are the desire to improve one's abilities academically so as to increase job opportunities, the need to meet the demands of the business world for the sake of welfare and concern in deepening knowledge so that one can be more independent through higher education. The results of this study prove that student motivation has a significant effect on the interest of class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang to continue their education to tertiary institutions. This result is because from the results of data processing the significance value for the motivational variable is lower than the alpha value. This explains that motivation is indeed a determining factor whether or not students are interested in continuing their education.

The results of this study support the research conducted by Sri Rahayu (2013), from the results of his research it was concluded that the variables of students' interest in continuing their studies to tertiary institutions were influenced by the variables of learning achievement, learning motivation and parents' socioeconomic status. This study also supports research conducted by I'ana Umma (2015), the results of the study found that there was an effect of learning motivation (46.38%), family economic conditions (3.42%), and no effect of learning achievement on students' interest in continuing their education to college.

5) The Influence of the Social Environment on Students' Interest in Continuing Education to Higher Education

The results of this study prove that the social environment is indeed a determining factor in the interest of class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang to continue their education to tertiary institutions. This is evidenced by the significant t value of the social environment variable which is lower than alpha. Based on *the grand theory* used, especially the three basic views of John Holland's theory of personality development, different environmental models of a person will determine different interests. Its relation to the interest in continuing education to tertiary institutions in class XII students of SMA Negeri 01 and SMA

Negeri 02 Rimba Melintang is evidenced by the results of the research, proving that the use of social environment variables claimed by researchers is a variable capable of representing students' environmental models in influencing interest in continuing education to higher education. college is considered appropriate.

6) The Influence of Non-Social Environment on Students' Interest in Continuing Education to Higher Education

The results of this study prove that the non-social environment has no significant influence on students' interest in continuing their education to tertiary institutions. These results are evident from the significance value of t calculated non-social environmental variables is greater than the value of alpha, so that the sixth hypothesis in this study was rejected. This explains that non-social factors consisting of campus location, class schedule, living conditions and so on do not have an impact on the interest of class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang to continue their education. The results of this study are not in line with research conducted by Lili Andriani (2021) where in this study it was concluded that external factors consisted of 17 alternative questions consisting of, 66% social environment, and 60% non-social environment. With an average yield of 64.47%. The family environment, community and non-social environment greatly influence students' desire to continue their education to tertiary institutions. So it can be said that external factors greatly influence students' interest in continuing on to college.

7) The Influence of Intelligence, Attitude, Talent, Motivation, Social Environment and Non-Social Environment on Students' Interests

The results of the study simultaneously prove that the variables of intelligence, attitude, aptitude and motivation as well as the social and social environment have a significant effect on students' interest in continuing their education to tertiary institutions by surveying class XII students at SMA Negeri 01 and SMA Negeri 02 Rimba Melintang. This conclusion can be drawn, because the calculated F significance value is lower than alpha. Therefore, this explains that whether or not students are asked to continue their education to tertiary institutions is indeed jointly determined by these six variables. then from the seventh hypothesis hitu in this study can be accepted with a confidence level of 95%. This result is reinforced by the correlation coefficient obtained by 75.5%. This explains that most of the students in class XII SMA Negeri 01 and SMA Negeri 02 Rimba Melintang in continuing their education are determined by intelligence, attitude, talent, motivation which are internal factors as well as the social environment and non-social environment which are external factors, while the rest another 24.5% is determined by factors not analyzed in this study, such as parents' education, social status, parents' income and so on.

6. Conclusion

Based on the results of the research and discussion in the previous chapter, the following conclusions can be drawn. The results of this study were descriptive statistics found that students' interests, intelligence, attitudes, talents, motivation, social environment and non-social environment were in a fairly good category or still not optimal.

The intelligence variable has a partial and positive significant effect on the interest of class students to continue their education to tertiary institutions. This means that if the intelligence or intelligence of students increases, the interest of students to continue their education to tertiary institutions will also increase and vice versa. For the attitude variable has no significant effect

partially on students' interest in continuing their education to tertiary institutions. The aptitude variable has a partial and positive significant effect on the interest of k students to continue their education to tertiary institutions. If a student's talent changes, the meaning of student talent is optimally explored, then the student's interest in continuing higher education also changes. While, the motivational variable has a partial and positive significant effect on students' interest in continuing their education to tertiary institutions. This means that if student motivation increases, then student interest in continuing their education to tertiary education will also increase and vice versa. The social environment variable also has a partial and positive significant effect on students' interest in continuing their education to tertiary institutions. If the support of the social environment increases, the interest of students to continue their education will also increase and vice versa.

Non-social environmental variables have no significant effect partially and on students' interest in continuing their education to tertiary institutions. Intelligence, attitude, aptitude, motivation, social environment and non-social environment variables have a significant simultaneous and positive effect on students' interest in continuing their education to tertiary institutions

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