

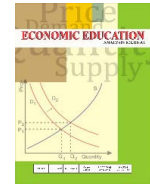


EEAJ 12 (2) (2023) 1-14

Economic Education Analysis Journal

SINTA 3 Accredited

<https://journal.unnes.ac.id/sju/index.php/eeaj>



The Influence of Motivation, Self-Potential, and Socio-Economic Conditions on The Interest in Continuing to Higher Education

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DOI: 10.15294/eeaj.v12i2.66031

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Article History

Received: 04 February 2023
Approved: 20 June 2023
Published: 30 June 2023

Keywords

*Interest; Higher Education;
Motivation; Self-potential; Socio-
economic Condition*

Abstract

This study aimed to analyse the influence of motivation, self-potential, and socio-economic condition of parents on the interest in continuing to higher education for class XI students for the 2022/ 2023 academic year at Public High School 1 Baturraden. This research is quantitative research using survey method. The population in this study were 358 students using probability sampling technique using simple random sampling using the Slovin formula which resulted in 189 samples. The method in collecting research data used questionnaires, and the data processing method used multiple linear regression analysis. The results of the study show that: motivation has a positive influence on the interest in continuing to higher education; Self-potential has a positive influence on interest in continuing to higher education; and Socio-economic conditions of parents have a positive influence on the interest in continuing to higher education.

How to Cite

Widodo, W., Tohir, T., & Mulasiwi, C. M..(2023). The Influence of Motivation, Self-Potential, and Socio-Economic Conditions on The Interest in Continuing to Higher Education. *Economic Education Analysis Journal*, 12 (2), 1-14.

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p-ISSN 2252-6544
e-ISSN 2502-356X

INTRODUCTION

According to Deputy Minister for Coordination of Education Quality Improvement and Religious Moderation of the Republic of Indonesia, Prof. Dr. R. Agus Sartono, M.B.A., every year, there are around 3.7 million students who graduate from high school, Islamic schools, and vocational schools, but only 1.8 million students or 48.65 percent can continue on to higher education (Dariyanto, 2021). This is unfortunate considering that, in the era of the industrial revolution 4.0, higher education has an important role in facing global competition, and higher education is also an inseparable pillar of the cycle of human and cultural development (Aryati, 2019).

In addition, according to Nandasari et al. (2019), education is one of the instruments used not only to liberate humans from backwardness, but also from ignorance and poverty. It is common knowledge that the progress or failure of a country is influenced by educational factors.

Based on Law Number 12 of 2012 concerning Higher Education in article 1 paragraph (1), higher education is defined as the level of education after secondary education which includes diploma programs, bachelor

programs, master programs, doctoral programs, and professional programs, as well as specialist programs, organised by universities based on Indonesian culture. In general, the level of education that a person achieves will affect his / her life in society. Someone who can pursue higher education will affect the quality of the individual’s resources (Fatimah, 2018).

The reality above indirectly requires the community to continue higher education not only stop at secondary education, but can continue to a higher level. As Irmaya et al. (2021) revealed that the role of education is very important in preparing quality human resources, one of which is by increasing students’ interest in education in higher education.

As is the case with Public High School 1 Baturraden which of course wants every student to be able to continue on to higher education after they graduate. This of course will be a great hope and pride for the school when its students are able to study at higher education. The results of observations and data that have been obtained by the researchers regarding the number of graduating students from Public High School 1 Baturraden going on to higher education in 2017-2022 can be seen in teh Table 1.

Table 1. Data on Graduates of Public High School 1 Baturraden Students who Continue to Study in Higher Education in 2017-2022

Academic Year	Number of Class XII Students	Continuing to Higher Education	Percentage of Continuing to Higher Education	Percentage of Increase / Decrease
2017	288	143	49.65%	0.00%
2018	304	138	45.40%	4.25%
2019	298	119	39.40%	6.00%
2020	338	115	34.02%	5.38%
2021	305	94	30.81%	3.21%
2022	352	100	28.41%	2.40%

Source: Processed Secondary Data, 2022

From the Table 1, it can be seen the number of graduates from Public High School 1 Baturraden who have continued on to higher education over the last four years. For 2017, the number of graduates who went on to higher education was 143 students or 49.65 percent. Furthermore, in 2018, there was a decrease of 4.25 percent with a total of 138 students or 45.40 percent of graduates continuing on to higher education.

This decline continued into the following year, namely in 2019, where this year the percentage of decline reached 6 percent with a total of 39.40 percent or 119 students graduating who went on to higher education. Furthermore, another decline occurred from 2019 to 2020 with a percentage of 5.38 percent with a total of graduates who continued their education only 34.62 percent or 115 students.

Then, from 2020 to 2021, a decline also occurred with a percentage of 3.21 percent with a total of graduates continuing their education to higher education of only 30.81 percent or 94 students. The latest data also shows that in 2022 the percentage will decrease by 2.40 percent, with only 28.41 percent or 100 students graduating from continuing their education to tertiary institutions.

Seeing the facts above, it is of course very concerning, because the number of graduates going on to higher education has decreased significantly from year to year. This decrease is a concern for the researchers to examine the interest of Public High School 1 Baturraden students to continue their education to higher education.

According to Khadijah et al. (2017), there are several factors that can influence people in continuing their education to higher education, namely motivation, aspirations, willingness, school environment, and family environment. Meanwhile, according to Indriyanti dan Iyada (2013), the most influential factors influencing interest in continuing to higher education are motivational factors, self-potential factors, parents' socio-economic situation and conditions, future expectation factors, opportunity factors, social environmental fac-

tors, and institutional factors. Triarisanti and Purnawarman (2019) said that motivation is found in the ideals or aspirations of students. This will enable students to learn, understand the purpose of learning, and actualize themselves.

Halima et al. (2016) explained that the interest in continuing to higher education is a sense of interest or desire to continue on to one of the higher levels. This is also supported by the efforts of each individual to achieve this. Factors that influence the interest in continuing to higher education consist of internal factors namely psychological conditions, motivation, future orientation, self-potential, and achievement, while external factors can be influenced by the socio-economic conditions of parents, peers, and so on.

According to Slameto (2010: 180), interest is an attraction, a feeling of preference for a thing, activity or action, and comes from within the individual without any orders. Meanwhile, according to Irwansyah et al. (2020), in higher education, quality human resources will be created if there is a large contribution of interest.

Interest is needed to support the desires, goals, or needs to be achieved. In higher education, quality human resources will be created if there is a large contribution from interest. Interest is needed to support the desires, goals, or needs to be achieved. Interest in continuing to higher education is influenced by various factors, both internal and external. Some indicators of interest are feelings of pleasure, concentration, desire, and interest (Slameto, 2010: 180).

Based on the results of interviews with guidance and counselling teachers at Public High School 1 Baturraden, it is known that, of the various factors that exist, the factors that most influence the interest in continuing to higher education are: (1) motivation, because it is the driving force from within the student; (2) self-potential, because students who believe in their potential will have a tendency to improve their academic and non-academic abilities, one of which is by continuing their

education; as well as (3) the socio-economic conditions of the parents, because, if the students' parents come from underprivileged families, students will be more likely to choose to work after graduating from high school than continuing their education.

According to previous research, according to Erwananda and Usman (2021), student motivation influences interest in continuing to college. Of course, the greater the socio-economic support, the greater the students' interest in continuing higher education. Another study conducted in Italy by Türk (2019) stated that there is inequality in access to higher education in that country which, after being traced, turns out that socio-economic conditions affect the possibility of students going to college. Previous studies have combined the influence of motivational variables and socio-economic conditions on interest in continuing to tertiary education. In contrast, in this study, apart from these two factors, there is a self-potential variable.

In accordance with previous research above and the facts in the field, the factors used to determine interest in continuing to higher education in this study are motivation, self-potential, and socio-economic conditions of parents.

The first factor that can influence interest in continuing to higher education is motivation. According to Nurjan (2015: 160), motivation is defined as the driving force that is within a person to carry out an activity in order to achieve a goal. In addition, according to Triarisanti and Purnawarman (2019), "Motivation is found in the ideals or aspirations of learners. These ideals or aspirations are expected so that learners can learn and understand the goals in learning and can self-actualise themselves". Motivation is found in the ideals or aspirations of students. It is hoped that this will enable students to learn and understand the purpose of learning and actualise themselves.

Meanwhile, according to Arianah et al. (2019), motivation is defined as an urge from within a human being or a person to do somet-

hing either a certain activity or attitude in working, studying, or carrying out other activities in order to achieve the desired goals. Motivation to continue studying is self-motivated or due to external influences to take action / efforts in order to pursue higher education (Ratnasari, et al., 2013). Motivation consists of several indicators, namely the desire and willingness to succeed, the encouragement and need for learning, the hopes and aspirations for the future, the appreciation in learning, the existence of interesting activities in learning, as well as the existence of a conducive learning environment (Uno, 2011: 23).

Motivation has a major influence on the interest in continuing to higher education, because motivation will encourage someone to do something in order to achieve the desired goals, including continuing to a higher level of education in order to achieve the expected goals. This is in accordance with the research of Oryza and Listiadi (2021) which states that learning motivation has a positive and significant influence on interest in continuing to higher education.

The second factor that influences the interest in continuing to higher education is self-potential. According to Wiyono (2006: 37), self-potential is a basic ability or skill of something which is still hidden within a person and waiting for one day to be manifested into something real power and develop within a person. Self-potential can also be interpreted as a power that is still hidden in the form of physical, character, interests, talents, intelligence, and values contained within but has not been utilised optimally (Fatimah, 2018). Self-potential has several indicators such as likes to learn and is willing to see his / her own shortcomings, has a flexible attitude, dares to make changes for improvement, does not want to blame other people or circumstances, has a sincere attitude not cunning, has a sense of responsibility, accepts criticism and suggestions from outside, as well as has an optimistic spirit and not easily give up (Fatimah, 2018).

Self-potential has a significant influence on the interest in continuing to higher educa-

tion, because the potential that students have both academically and non-academically will increase students' confidence in continuing their education to a higher level, including going to higher education. In addition, people who have high self-potential by continuing their education will make themselves increase their potential both academically and non-academically. This is in accordance with the results of research that was previously conducted by Kharisma and Latifah (2015) which state that self-potential has a positive effect on interest in continuing to higher education.

The third factor that influences interest in continuing to higher education is the socio-economic condition of the parents. According to Dalyono (2005: 133), social conditions are all people or other humans that affect individuals. The social environment that greatly influences the process and results of education is friends, neighbours, and activities in the community. In addition, the socio-economic conditions of a family in the community will also affect the education received by family members, namely children (Arianah et al., 2019).

Meanwhile, Irwansyah et al. (2020) stated "the contribution of parents is needed for the continuity of their children's education going forward. It states the economic situation of parents will be a supporter of facilities and infrastructure in the learning process of children. So, it is currently undeniable that most students after graduating from school are more willing to work directly to help the family economy".

Parents' contribution is needed for the continuity of their children's education in the future. The economic conditions of parents will support facilities and infrastructure in the child's learning process. So, it is undeniable that currently most students after graduating from school prefer to work directly to help the family economy. The socio-economic conditions of parents have several indicators, namely parents' education, parents' income, parents' occupation, social status, as well as facilities and infrastructure (Herdiyanti, 2016).

The socio-economic conditions of parents have a major impact on the interest in continuing to higher education, because parents of students who have the ability to guarantee the fulfilment of all the needs needed when continuing their education will make students more confident in choosing to continue their education to a higher level. This is in accordance with previous research by Agustina and Afriana (2018) which states that socio-economic conditions of parents have a positive and significant influence on interest in continuing to higher education.

Based on the explanation of the above phenomenon, namely the high influence of motivation, self-potential, and socio-economic conditions of parents in previous studies, the researchers were interested in conducting further research with the aim of analysing the influence of motivation, self-potential, and socio-economic conditions of parents on the interest in continue to higher education in Class XII students at Public High School 1 Baturraden. The researchers were interested in conducting research with the title "The Influence of Motivation, Self-Potential, and Socio-Economic Conditions of Parents on the Interest in Continuing to Higher Education".

Through this research study, it is hoped that it can provide consideration for schools always to motivate their students to improve their quality by continuing higher education. Apart from that, it can also increase the school's active communication with parents of students to provide economic and social encouragement for their children.

METHODS

This research is quantitative research with a survey method that aims to analyse the influence of motivation, self-potential, and socio-economic conditions of parents on the interest in continuing to higher education for Class XI students in the 2022 / 2023 academic year of Public High School 1 Baturraden. The population in this study were 358 students using probability sampling technique using

simple random sampling using the Slovin formula which resulted in 189 samples. The variables used in this study were motivation (X1), self-potential (X2), socio-economic conditions of parents (X3), and interest in continuing to higher education (Y).

The indicators used for the motivation variable are: (a) the desire and willingness to succeed; (b) there is encouragement and need in learning; (c) there are hopes and aspirations for the future; (d) there is an appreciation in learning; (e) there are interesting activities in learning; as well as (f) the existence of a conducive learning environment.

Then, according to Fatimah (2018), the indicators used for the self-potential variable are: (a) like to learn and want to see their own shortcomings; (b) have a flexible attitude; (c) dare to make changes for improvement; (d) do not want to blame other people or circumstances; (e) have a sincere attitude, not cunning; (f) have a sense of responsibility; (g) accept criticism and suggestions from outside; (h) have an optimistic spirit and not easily give up; as well as i) socio-economic conditions.

Furthermore, according to Herdiyati (2015), the indicators used for the variable of socio-economic condition of parents are: (a) parents' education; (b) parents' income; (c) parents' occupation; (d) social status; as well as (e) facilities and infrastructure. The following is a table of distribution of respondents based on class.

The method of collecting research data is using a questionnaire. The data analysis techniques used validity and reliability tests to test research instruments. The classic assumption test used normality, multicollinearity, heteroscedasticity, and linearity tests. The data processing method used multiple linear regression analysis. The hypothesis testing used the coefficient of determination, t test, and F test using SPSS.

This research was carried out with the initial stages of testing the research instrument in all classes XI with a sample size of 50 respondents. After the results of the re-trial were analyzed and it could be concluded that the instrument was suitable for use, the research

was conducted in XI MIPA 1 – XI MIPA 6 and XI IPS 1 – XI IPS classes.

RESULTS AND DISCUSSION

The scope of this research is limited to the variables studied, namely motivation, self-potential, and socio-economic conditions of the parents of Class XI students at Public High School 1 Baturraden. Respondents in this study were students of SMA Negeri 1 Baturraden consisting of two majors, namely Mathematics and Natural Sciences (MIPA) and Social Sciences (IPS), which were divided into 10 study groups, in which there were six MIPA classes and four IPS classes. Each class has a capacity of 35-36 students. The respondents in this study were students in class XI MIPA 1 – MIPA 6 and XI IPS1 – IPS 4, with a total sample of 189 students.

Table 2. Respondents Based on Class

No.	Class	Number of Students	Percentage
1	XI MIPA 1	18	9.6%
2	XI MIPA 2	19	10.1%
3	XI MIPA 3	19	10.1%
4	Xi MIPA 4	19	10.1%
5	XI MIPA 5	19	10.1%
6	XI MIPA 6	18	9.6%
7	XI IPS 1	19	10.1%
8	XI IPS 2	19	10.1%
9	XI IPS 3	19	10.1%
10	XI IPS 4	19	10.1%
Total		189	100%

Source: Processed data, 2022

Based on Table 2, it is known that the number of respondents to Class XI MIPA 1 and MIPA 6 is less than other classes with a total of 18 students, while other classes such as XI MIPA 2 to XI MIPA 5 and XI IPS 1 to XI IPS 4 have respondents with a greater number of 19 students per class.

Table 3. Respondents Based on Gender

No	Class	Gender		Percentage		Total
		Male	Female	Male	Female	
1	XI MIPA 1	10	8	5.32%	4.26%	9.57%
2	XI MIPA 2	9	10	4.79%	5.32%	10.1%
3	XI MIPA 3	9	10	4.79%	5.32%	10.1%
4	XI MIPA 4	10	9	5.32%	4.79%	10.1%
5	XI MIPA 5	10	9	5.32%	4.79%	10.1%
6	XI MIPA 6	10	9	5.32%	4.79%	10.1%
7	XI IPS 1	7	12	3.72%	6.38%	10.1%
8	XI IPS 2	8	11	4.26%	5.85%	10.1%
9	XI IPS 3	13	6	6.91%	3.19%	10.1%
10	XI IPS 4	9	9	4.79%	4.79%	9.57%
Total		95	93	50.50%	49.50%	100%

Source: Processed primary data, 2022

Based on Table 3, the number of respondents based on gender in Class XI MIPA 1 for male students is 10 people, and female students is 8 people. Furthermore, for Class XI MIPA 2, there are 9 male students and 10 female students. For Class XI MIPA 3, there are 9 male students and 10 female students. In Class XI MIPA 4, the number of male students is 10 people, and there are 9 female students. Then, for Class XI MIPA 5, the number of male students is 10 people, and the number of female students is 9 people. Furthermore, for Class XI MIPA 6, there are 10 male students and 9 female students.

In the next class, namely XI IPS 1, the number of male students is 7 people, and the number of female students is 12 people. For Class XI IPS 2, the number of male students is 8 people, and the number of female students is 11 people. Then, for Class XI IPS 3, the number of male students is 13 people, and the number of female students is 6 people. For the last class, namely XI IPS 4, the number of male students is 9 people, and the number of

female students is also 9 people. Respondents in this study were mostly male students with a percentage of 50.5 percent, while female students with a percentage of 49.5 percent.

Table 4. Respondents' answers Interest in Continuing to Higher Education

Alternative Answers	Score	Frequency	Percentage
Positive Statement			
Strongly agree	5	335	44.3 %
Agree	4	248	32.8 %
Neutral	3	168	22.2 %
Don't agree	2	4	0.53 %
Strongly Disagree	1	1	0.13 %
Total		756	100 %

Source: Processed primary data, 2022

Table 5. Respondents' Answers Variable Motivation

Alternative Answers	Score	Frequency	Percentage
Positive Statement			
Strongly agree	5	450	40%
Agree	4	409	36.36%
Neutral	3	256	27.76%
Don't agree	2	10	0.889%
Strongly Disagree	1	0	0%
Total		1125	100%

Source: Processed primary data, 2022

Table 6. Respondents' Answers Self Potential Variables

Alternative Answers	Score	Frequency	Percentage
Positive Statement			
Strongly agree	5	442	29.9%
Agree	4	676	45.7%
Neutral	3	349	23.6%
Don't agree	2	11	0.74%
Strongly Disagree	1	1	0.07%
Total		1479	100%

Source: Processed primary data, 2022

Table 7. Respondents' Answers Variable Socio-Economic Conditions of Parents

Alternative Answers	Score	Frequency	Percentage
Positive Statement			
Strongly agree	5	563	30.9%
Agree	4	628	34.5%
Neutral	3	436	23.9%
Don't agree	2	148	8.12%
Strongly Disagree	1	47	2.58%
Total		1822	100%

Source: Processed primary data, 2022

The instruments for this research have passed instrument tests, namely validity and reliability tests, then for prerequisite tests or classical assumptions which include normality, multicollinearity, heteroscedasticity, and linearity tests that the data is normally distributed, free from multicollinearity symptoms, no problems occur heteroscedasticity in this research model, or in other words all the independent variables in this study have the same variance, and have a linear relationship between the independent and dependent variables.

Based on Table 8, hypothesis testing was carried out with the F-test to test whether or not there is an influence between the independent variables simultaneously on the dependent variable. The number of samples is 189 people with an error rate of 0.05, then

Table 8. F-test Results

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	775.078	3	258.359	67.115	.000 ^b	
1 Residual	712.160	185	3.850			
Total	1487.238	188				

a. Dependent Variable: Total_Y_Interest_in_Continuing_to_Higher_Education

b. Predictors: (Constant), TOTALX3_Parents_Economic_Condition, TotalX2_Self-potential, TotalX1_Motivation

Source: Processed primary data, 2022

the F-table is 2.65. When compared with the F-count, it is known that F-count > F-table, namely 67.115 > 2.70 with a significance of 0.000 < 0.05 which means H_a is accepted and H_o is rejected. That is, there is an influence between the variables of motivation, self-potential, and the socio-economic conditions of parents together on the variable of interest in continuing to higher education.

Table 9. Coefficient of Determination Test Results

Model	R-square
1	.521

Source: Processed primary data, 2022

Based on Table 9, the coefficient of determination was used to measure the model's ability to explain the dependent variable. The coefficient of determination of the R-square results is 0.521. That is, the ability of the model to explain the dependent variable or interest in continuing to higher education is 52.1 percent. Or, in other words, the ability of the variables of motivation, self-potential, and socio-economic conditions of parents to be able to explain the variable of interest in continuing to higher education is 52.1 percent, while the remaining 47.9 percent can be explained by other factors that influence interest in continuing to higher education.

Based on the Table 10, the variable of motivation (X1) has t-count > t-table, namely

Table 10. t-test Results

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	.338	.032			
1 TotalX1_Motivation	.441	.064	.546	6.894	.000	
TotalX2_Self-potential	.100	.048	.143	2.108	.003	
TOTALX3_Parents_Economic_Condition	.087	.050	.111	2.013	.004	

a. Dependent Variable: Total_Y_Minat_Melanjutkan_Pendidikan_Ke PT

Source: Processed primary data, 2022

6.894 > 1.97287 with a significance of 0.000 < 0.05 which means H_a is accepted and H_o is rejected. Based on the results of the analysis, it is known that the influence of the variable of motivation on the interest in continuing to higher education has a positive direction. Thus, it can be concluded that there is a positive influence of motivation on the interest in continuing to higher education.

The variable of self-potential (X2) has t count > t table, namely $2.108 > 1.97287$ with a significance of $0.003 < 0.05$, meaning that H_a is accepted and H_o is rejected. Based on the results of the analysis, it is known that the influence of the variable of self-potential on the interest in continuing to higher education has a positive direction. Thus, it can be concluded that there is a positive influence between self-potential on interest in continuing to higher education.

The variable of socio-economic conditions of parents (X3) has t -count > t -table, namely $1.991 > 1.97287$ with a significance of $0.004 < 0.05$ which means H_a is accepted and H_o is rejected. Based on the results of the analysis, it is known that the influence of the variable of socio-economic conditions of parents on the interest in continuing to higher education has a positive direction. Thus, it can be concluded that there is a positive influence between the socio-economic conditions of parents on the interest in continuing to higher education.

The regression models formed in this study are:

$$Y = 0.338 + 0.441 X_1 + 0.100 X_2 + 0.87 X_3$$

Based on the equation above, it can be seen that the constant in the equation above is 0.338. That is, if motivation (X1), self-potential (X2), and socio-economic conditions of parents (X3) are 0, then interest in continuing to higher education (Y) is 0.338. The regression coefficient of the variable of motivation (X1) is 0.441. That is, if the variable of motivation increases by one unit, the interest in continuing to higher education (Y) will increase by 0.441 units assuming that the other

independent variables have a fixed value. The regression coefficient of the variable of self-potential (X2) is 0.100. That is, if the variable of self-potential increases by one unit, the interest in continuing to higher education (Y) will increase by 0.100 units assuming that the other independent variables have a fixed value. The regression coefficient of the variable of socio-economic conditions of parents (X3) is 0.087. That is, if the variable of socio-economic conditions of parents increases by one unit, then the interest in continuing to higher education (Y) will increase by 0.087 units assuming that the other independent variables have a fixed value.

The Influence of Motivation on Interest in Continuing to Higher Education

The results showed that there is a positive and linear influence between motivation on interest in continuing to higher education for Class XI students of Public High School 1 Baturraden with a multiple regression value of 0.441 in a positive direction. These results prove that motivation plays a role in increasing interest in continuing to higher education.

Motivation is very important in every individual. This is because high motivation will make it easier for individuals to achieve the desired target or goal (Oryza & Listiadi, 2021). One of them is in continuing to higher education.

Based on the research conducted, it is known that, of the 6 items of a closed questionnaire about motivation, 40 percent of respondents chose the answer strongly agree that Public High School 1 Baturraden students are motivated and fulfil 6 variable indicators, namely the desire and desire to succeed, the urge and need in learning, there are hopes and aspirations for the future, there are interesting activities in learning, and there is a conducive learning environment.

The results of this study support previous research conducted by Agustina and Afriana (2018) which showed that there was a positive influence between motivation on the interest in continuing education to a

bachelor's degree in accounting for private vocational students in Banjarmasin. In addition, research from Oryza and Listiadi (2021) found that there was a positive influence between motivation and interest in continuing to higher education.

Hanifah et al. (2018) stated that students need a future orientation to have high interest and motivation to continue their studies at university. Students of SMA Negeri 1 Baturraden who are highly motivated to continue their studies in higher education are generally active students and have a clear future orientation about what career they want.

The Influence of Self Potential on Interest in Continuing to Higher Education

The results of the study show that there is a positive influence between self-potential on the interest in continuing to higher education for Class XI students of Public High School 1 Baturraden. Where, the results of multiple regression analysis get a value of 0.100 in a positive direction. Thus, the better and higher self-potential possessed by students, it will increase the interest in continuing to higher education.

Self-potential is one factor that is quite important for every individual, especially to be a determinant in continuing to higher education. According to Indriyanti dan Iyada (2013), high self-potential both related to academic and non-academic achievements will increase students' self-confidence in determining whether to continue or not to continue to higher education.

Based on the research conducted, it is known that, of the 7 items of a closed questionnaire about self-potential, 45.7 percent of respondents chose the answer agree that students' self-potential is good and fulfil the 7 self-potential variable indicators, namely like to learn and want to see their own shortcomings, be flexible, dare to make changes, do not want to blame other people or circumstances, be sincere, be responsible, as well as provide criticism and suggestions from anyone.

The results of this study are in line with

the results of research from Fatimah (2018) which showed that there was a positive influence between self-potential on interest in continuing to higher education. Another study conducted by Indriyanti dan Iyada (2013) found that there was a positive influence between self-potential and interest in continuing to higher education in Class XII Accounting students at Public Vocational High School 6 Surakarta in 2013.

Students' self-potential related to learning processes and outcomes includes three aspects, namely cognitive, affective, and psychomotor aspects which will later influence self-understanding, which is also related to the achievements to be achieved in life (Setiaji & Rachmawati, 2017). Norawati et al. (2022) stated in their research that a child's potential needs encouragement and support, one of which is obtained from the school. This is in line with the conditions in the field where students who have self-potential get full support from the school, one of which is through coaching and participation in various competitions so that they have a high interest in going to college.

The Influence of Socio-Economic Conditions of Parents on Interest in Continuing to Higher Education

The results of the study indicate that there is a positive influence between the socio-economic conditions of parents on the interest in continuing to higher education. Where, the value of the multiple regression analysis is 0.087 with a positive direction. Thus, the better the socio-economic conditions of the parents, the higher the interest in continuing to higher education.

The socio-economic conditions of parents are one of the main factors in determining whether students continue or not continue to higher education. This is because parents are influential from a social and economic perspective which determines whether or not they can finance student at higher education (Fatimah, 2018).

Based on the research conducted, it is

known that, of the 10 items of a closed questionnaire about the socio-economic conditions of parents, 34.5 percent of respondents chose the answer agree that the socio-economic conditions of parents influence and fulfil 4 variable indicators, namely parents' education, parents' income, parents' occupation, and social status.

This research is in line with the results of previous research conducted by Oryza and Listiadi (2021) which found that there was a positive influence between the socio-economic conditions of parents on the interest in continuing to higher education. In addition, research from Fatimah (2018) showed the results that there was an influence of the socio-economic conditions of parents on the interest in continuing to higher education.

Sandeen (2008), in his research on the generational perspective on the interest in continuing to tertiary education, stated that the more recent the generation level, the higher their preference for the interest in continuing to higher education, so schools need to devise a good socialization strategy adapted to the generational level. The students of SMA N 1 Baturaden, the respondents, are Generation Z, synonymous with digitalization. Therefore, it is necessary to introduce the world of higher education through a digitalization perspective.

CONCLUSION

Based on the results of the research described above, it can be concluded that there is a positive influence between motivation on the interest in continuing to higher education, there is a positive influence between self-potential on the interest in continuing to higher education, and there is a positive influence between the socio-economic conditions of parents interest in continuing to higher education. The existence of a positive influence shows that, the better the socio-economic conditions of parents such as materials, facilities, facilities, and infrastructure that students get from their parents, the higher the students' interest in continuing to higher education,

and there is a simultaneous positive influence between motivation, self-potential, and socio-economic conditions of parents on the interest in continuing to higher education.

The implications of the research above are as follows; (1) Schools as formal educational institutions always increase students' motivation and self-potential so that interest in continuing their education to tertiary institutions can be increased, (2) Students must be more self-motivated and also optimize their potential to increase their interest in continuing their education to tertiary institutions. This is because a person's success starts from within himself, both from the motivation and self-potential they have; (3) Parents, as one of the determining factors that increase students' interest in continuing their education at tertiary institutions, must be able to motivate and provide material support so that their sons/daughters can achieve his dreams and aspirations.

Even though the results of this study are in line with the theory and results of previous studies, the researcher realizes that there are still limitations to the study, including: This research is only based on the objective assessment of students as respondents. Therefore, they are still lacking in filling out questionnaires from the school or the parents of students.; There are limitations for researchers in supervising the filling of questionnaires by respondents because filling out through online media, so there is a possibility some respondents need to be more careful in answering the questionnaire; The factors that influence the interest in continuing their education at tertiary institutions are limited to the parents' motivation, potential and socio-economic conditions. Meanwhile, several factors still influence the interest in continuing their education at tertiary institutions, such as attention, feelings of pleasure, expectations of needs, environment, friends, and teachers.

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