

Analysis of Factors that Influence Students' Interest in Continuing Their Studies at Semarang University (S1 Management Studies)

Arif Miftanudin^{1*}, Yuniarsih Ekawati², Johanis Souisa³, Desy Cahyaningrum⁴, Retno⁵

Economic Management from University Semarang, Semarang, Central Java

Corresponding Author: Arif Miftanudin arifmiftanudin2331@gmail.com

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ABSTRACT

This research aims to empirically test student motivation, desire and aspirations for student interest. The problem faced by Semarang University is the increasing number of students interested in continuing to higher education. Population study This is a Prospective New Student at Semarang University. Samples used in study This is amounting to 100 respondents. In the study This use Purposive sampling and questionnaire techniques with measurement scale likert. Then the data is obtained researched using SPSS 25 which includes assumption testing classic, analysis multiple linear regression, testing hypothesis through the t test and f test, as well analysis coefficient determination (R²). Test result This show that all variable Independent that is Motivation, Will students, and influential ideals positive and significant towards Student Interests For continue College (Y). Based on mark coefficient determination 0.994 which means 99.4% at Semarang University is influenced by variables Motivation, Will students, and ideals while the rest amounting to 0.06% is influenced by other variables outside the model studied.

INTRODUCTION

Education is investment period long in source Power man, which is mark strategic for civilization man. In this regard, the Indonesian people make education an important and priority issue, as emphasized in the preamble to the 1945 Constitution that one of the national goals of the Indonesian people is to make people's lives smarter. Education has an important contribution to the development of human resources, especially in our country, which must receive special attention from the government in order to increase economic growth and human resource development. The quality of human resources can be improved by improving the quality of education. Raising people's standard of living can be done through self-development work, developing knowledge, developing skills and improving personal quality, and this work cannot be separated from education. According to Fani, Subagio, & Rahayu, (2022) , to improve life, education is needed that can prepare individuals to develop their abilities and knowledge further, one of which is higher education.

The decision to continue education at a higher level, such as first degree, of course a person looks at the advantages of each university. As is known, Semarang University (USM) is one of the universities in the city of Semarang. At this university there is a bachelor's degree program in Economics which is an integral part of the university, and its position is equal to the faculties within the university environment. This is further reinforced by the program vision of the Faculty of Economics, University of Semarang, which is to become a center of excellence that produces high-quality Bachelor of Management, Bachelor of Accounting and Diploma of Company Management programs that are able to compete in the fields of education, science, technology and arts (IPTEKS) which are based on faith and piety. Apart from that, the mission of the Semarang University Faculty of Economics program is to produce graduates in various fields of study and science and technology who have the competence and commitment to develop and apply the knowledge and skills of the benefit, humanity, nation and state.

The economics faculty consists of several study programs, namely Bachelor's Degree in Management, Bachelor's Degree in Accounting and Diploma 3 in Corporate Management. If we look more deeply into the existing study programs, especially the Bachelor of Management study program, we can all see that this field of science is a field of science that discusses several aspects of knowledge. This can be seen from several concentrations in the study program, namely marketing management, human resource management and financial management.

Interest in continuing to study at university shows a person's desire to be able to continue their education to a higher level. This is in line with the theory of Khadijah, Indrawati, & Suarman, (2017) , which states that interest in continuing studies at university is a tendency that

contains elements of feeling happy and interested in continuing one's studies at university after graduating from high school. Arifin & Ratnasari, (2017) , explained that students who want to continue their studies at university of course have very diverse interests, some have great interest, some have little interest or no interest.

There are several factors that can influence students' interest in continuing their studies at university, one of which is the presence of great motivation in studying. Khadijah, Indrawati, & Suarman, (2017) , explained that learning motivation is an urge that arises in individuals to do something that is important to them. in accordance with his goals and impulses, in this case the goal in question is learning. Increasing learning motivation also increases a person's interest in trying to learn to continue their studies at university. Students interested in continuing their education have a great incentive to conduct further research and seek new knowledge not previously acquired in secondary education.

Apart from that, the student's desire factor also influences students in continuing their studies at university. The desire here is shown as an encouragement arises from oneself to do something and try to make what one desires come true. This is in line with Khadijah et al., (2017) , who stated that desire is an encouragement that arises in individuals to continue their studies to college, the willingness of students to continue their studies to college will give parents the influence of consideration to support them. children's choice in continuing their studies to college.

Apart from that, several supporting elements, namely lecturers and peers, also have a big influence on continuing your studies to college. This is in line with research conducted by Fani et al., (2022) , which states that one of the elements of the environment that can influence students' interest is lecturers and peers. The family environment can influence students' interest in studying at university, because the family is the most important learning environment for children to gain knowledge, develop personal skills and shape their personality. This is in line with research conducted by Fani et al., (2022) , which states that families can indirectly motivate and advise children to continue their studies at university in order to develop their knowledge and abilities.

Based on the background description previously explained, the aim of this research is to determine students' motivation, desires, aspirations and interests. Therefore, the author is interested in the research paper entitled "Analysis of Factors that Influence Students' Interest in Continuing Studies at Semarang University College (Bachelor of Management Science)".

LITERATURE REVIEW

Student Interests

Interest is a constant tendency to pay attention to and remember several activities and interests which are always followed by feelings of pleasure and from there satisfaction is obtained (Rahmi, Nurmalina, &

Fauziddin, 2020) . According to Rananda, (2020) , interest does not arise alone, there is an element of need, for example interest in learning and so on. Factors that influence interest consist of factors from within the individual and factors from outside the individual (Syardiansah, 2016) . Based on research conducted by Setiaji & Rachmawati, (2017) , it shows that students' interest in learning can produce high quality learning and good conceptual understanding and can foster maturity and adjustment.

Motivation

(Rahman, 2021) , suggests that there are three functions of motivation, namely 1) Motivation as a driver of action, functions to influence a person's attitude in deciding something; 2) Motivation as a driver of action, as forming a person's attitude which then becomes a certain action; 3) Motivation as a director of action, determining what should be done and which actions should be ignored. Likewise, the opinion of (Supriani, Ulfah, & Arifudin, 2020) , believes that there are three functions of motivation, namely 1) encouraging the emergence of a behavior or action; 2) as a director, directing actions towards achieving the desired goals; 3) as a driving force; The size of the motivation will influence how fast or slow a job goes. Motivation is very important for a person, because motivation is needed in determining the intensity of effort for a person.

Student Will

Zahro et al., (2021) in their research stated that Will is an impulse of the will that is directed towards certain life goals, and is controlled with reasonable considerations. This readiness encourages students to continue their studies at university. Will is an impulse that makes a person carry out various actions necessary to achieve certain goals. When there is a student's desire to enter college, the student will try to achieve that goal. According to Andi Agustang, (2016) Students generally have the desire to continue their studies at university. The desire to continue studying at a university is caused by certain goals that students want to achieve. The desire to deepen certain skills also increases students' desire to continue their studies at university.

Personal Dynamic Capabilities

Dreams are the desire to achieve better conditions than the current situation (Santi & Tohirin, 2023) . A person's dreams can make students interested in continuing their studies at university. Every human being has dreams in life, including students. Dreams also influence students' interest in continuing their education at university , and dreams can even be said to be a manifestation of a person's interest in prospects. life in the future so that ideals are always pursued and fought for. Dreams

will influence a person's behavior with the aim of achieving those ideals (Andi Agustang, 2016) .

Framework of Thiking

This research begins with an analysis of student interest in the motivation that students have, where in its implementation the student's willingness to continue college to achieve his or her dreams must be based on, among other things, motivation, the student's will, the student's aspirations and interest in continuing to the program. Bachelor of Management studies at Semarang University. So from the submission of the 3 previous hypotheses and based on the statement above, a research model was formed as below:

- H1: Motivation influences student interest
- H2: Student desire influences student interest
- H3: Dreams influence on student interest

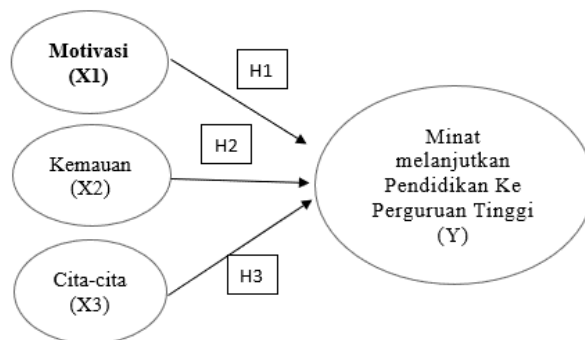


Figure 1. Framework of Thiking

METHODOLOGY

Determining good variables is determined by a theoretical basis supported by a hypothesis and depends on the complexity and simplicity of the research. So, when researchers choose research variables, be they people, objects or certain fields of activity and knowledge, there is bound to be variation. To be able to vary, research must be based on a group of data sources or objects that vary Purwanto, (2019) independent variables and dependent variables.

According to (Sugiyono, 2016) main data is a source of information that provides direct information to data collectors. The most important sources of information are obtained through interviews and observation or direct observation of researchers in the field. This data acquisition research comes from research objects which come from research objects.

The population in this study were all prospective new students at Semarang University. Sampling in this research used a purposive sampling approach with judgment sampling techniques. The sample was 100 respondents who were prospective new students at the University of Semarang and new students at the University of

Semarang (Ferdinand, 2011). The data collection method uses sheet or Google questionnaires digital foam.

RESEARCH RESULT

Normality test

The normality test tests whether the regression model is normally **distributed** or not. Testing This done with use *One Samples Kolmogorov Smirnov Test*. Data is said to be normal if the values of *asymp, sig* greater than 0.05 then the regression model is normally distributed.

Table 1. Normality Test

		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	,48906435
Most Extreme Differences	Absolute	,133
	Positive	,133
	Negative	-,119
Test Statistic		,133
Asymp. Sig. (2-tailed)		,172 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Data Primary Which in work with spss 25

Multicollinearity Test

The results of the classical assumption test of multicollinearity show that from the large calculated VIF output (VIF Motivation = 8,740, VIF Student Will = 8,284, and VIF F Aspirations = 16,353, above 5% (0.05), it is concluded that there is no difference between the independent variables. Multicollinearity.

Table 2. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1,239	,643		1,927	,057		
	MOTIVASI	,140	,032	,142	4,328	,000	,115	8,704
	KEMAUAN SISWA	,128	,031	,133	4,162	,000	,121	8,284
	CITA-CITA	2,193	,050	1,442	44,197	,000	,061	16,353

a. Dependent Variable: MINAT

Source: Data Primary Which in work with spss 25

Results test multicollinearity showing results as as follows : Motivation (X1) based on tolerance results , which is 0.115, which means >0.1 and based on VIF, which is 8.704, which means <10. Student

Will (X2) based on tolerance results , which is 0.121, which means >0.1 and based on VIF, which is 8.234, which means <10 . Ambition (X3) based on tolerance results that is of 0.061 Which means >0.1 and based on VIF that is as big as 16,353 Which means <10 . This shows that in the variables Motivation, Student Will and Aspirations there is no multicollinearity . So the regression model is suitable for use in testing.

Heteroscedasticity Test

Based on the results of data processing using SPSS 25.0 For Windows heteroscedasticity test or test glejser Also can used For test is whether a regression model contains heteroscedasticity or not. The Glejser test is carried out by conducting a regression between the independent variables and the absolute value as the dependent variable. Absolute value is an unstandardized value residual from the regression process between the independent variable and the dependent variable which is then absolute. The condition is that if the significance is > 0.05 (confidence level), then it does not contain heteroscedasticity . The results of the heteroscedasticity test can be seen in the table below :

Tabel 3. Uji Glejser Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	1,239	,643		1,927	,057
	MOTIVASI	,140	,032	,142	4,328	,000
	WILL STUDENT	,128	,031	,133	4,162	,000
	AMBITION	2,193	,050	1,442	44,197	,000

Source: Data Primary Which in work with spss 25

Multiple Linear Analysis

Multiple linear regression analysis was used to determine the magnitude of the independent variables, namely the influence of student motivation, student desire and aspirations on the dependent variable student interest. Data processing with the SPSS 25 program gave the following results:

Table 4. Multiple Linear Analysis Test Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,239	,643		1,927	,057
	MOTIVATION	,140	,032	,142	4,328	,000
	WILL STUDENT	,128	,031	,133	4,162	,000
	AMBITION	2,193	,050	1,442	44,197	,000

- a. Dependent Variables : STUDENT INTERESTS
 Source: Data Primary Which in work with spss 25

Test the Motivational hypothesis (X1), Student Will (X2), Dreams (x3), Student Interests (Y). Based on the results of the calculations that have been carried out, the t count results obtained are 4,328, 4,162, and 44,197 which have values Positive with results significant as big as $0,000 < 0,05$. Matter This shows that Motivation, Student Will, and Dreams have a significant positive effect on student interest accepted. This means that if students' motivation, desire and aspirations to continue to higher education increase, then student interest will increase will be high.

Determination Coefficient Test

The coefficient of determination test (R²) is used to test how much influence the independent variable has on the dependent variable. Data processing with the SPSS 25 program gave the following results:

Table 5. Determination Coefficient Test

Model Summary ^b

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics		Durbin - Watson
				R Square Change	F Change	

1	,997 a	,994	,994	,497	,994	5088,10 3	2,005
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a. Predictors : (Constant), AMBITION, MOTIVATION, WILL STUDENT

b. Dependent Variables : INTEREST STUDENT

Source: Data Primary Which in work with spss 25

Based on Figure 4.14, it shows that the coefficient of determination test results obtained a value of (Adjusted RSquare) obtained amounted to 0.994 which means 99.4% in higher education is influenced by the variables Motivation, Student Will and ideals, while the remaining 0.06% is influenced by other variables outside the model studied.

DISCUSSION

The Influence of Motivation on Student Interest

The results of hypothesis testing produced a t value of 4.328 which was positive with a significant result of $0.000 < 0.05$. This shows that motivation has a significant positive effect on student interest accepted. That is, if Motivation students to continue to large universities, then the student's interest will increase.

The Influence of Student Willingness on Student Interest

Results hypothesis produce mark t count as big as 4,162 worth Positive with significant results of $0.000 < 0.05$. This shows that student willingness has a significant positive effect on student interest accepted. This means that if the student's desire to continue to university is higher, the student's interest will increase.

The Influence of Ideals on Students' Interests

The hypothesis results produce a calculated t value of 44,197 which is positive with a significant result of $0.000 < 0.05$. This shows that the Aspirations Facility has a significant positive effect on student interest in being accepted. This means that if the ideals get better, students' interest will increase.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research regarding the influence of analysis of factors that influence students' interest in continuing their studies at Semarang University (S1 Management studies), the conclusion was obtained: Motivation has a positive and significant effect on student interest. This is proven by the calculated t value being higher than the t table, namely, $4,328 > 1.661$ and a significant value of $0.000 > 0.05$. Student willingness has a positive and significant effect on student interest. This is proven by the calculated t value being greater than the t table, namely, $4,162 > 1.661$ with a significant value of $0.000 > 0.05$. Aspirations have a positive and significant effect on student interest. This is proven by the calculated t being greater than the t table, namely $1,442 < 1661$ with a significance value of $0.000 > 0.005$.

Based on the results and conclusions above, the suggestions that can be given by researchers which are expected to be useful in increasing the level of interest of higher education students are as follows: From the results of respondents regarding motivation, it was found that several respondents had high motivation. From this information, it can be suggested to company management to pay more attention to the level of motivation so that student interest in the company will increase. From the results of respondents regarding Student Willingness, it was found that several respondents experienced high levels of Student Willingness. From this information, it can be suggested that management pay more attention to the level of student interest so that the number of students interested in higher education will increase. From results respondents regarding Dreams obtained that a number of respondents experienced satisfaction with the ideals given. From this information, it can be suggested to management to further improve their aspirations so that the number of students interested in higher education will increase.

ADVANCED RESEARCH

As for Limitations in study This that is: The obstacle faced by researchers when conducting this research was when distributing questionnaires to respondents. In this study, the researcher only focused on three independent variables, namely Motivation, Student Will and Aspirations for Student Interest with a value of 99.4% and the remaining value of 0.04% was influenced by other extra-study variables which were not investigated. Based on the limitations carried out in this research, in subsequent research it is necessary to add research objects. Further research needs to be done on the factors that influence student interest other than motivation, student desire, and aspirations. For example, culture university, image University, and University Commitment, etc.

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