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Analysis of Factors Influencing the Interest of Class XII Accounting Students of SMK NU Gresik to Continue Their Education to Higher Education

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ABSTRACT

Higher education is a key pillar in improving the quality of human resources in today's era of globalization and free competition. However, the participation rate of vocational high school (SMK) students, particularly those majoring in accounting, in continuing their education to higher education remains relatively low. This situation also occurs at SMK NU Gresik, where most graduates choose to go directly to work rather than continue their studies. This study aims to empirically analyze the factors influencing the interest of 12th-grade Accounting students at SMK NU Gresik in continuing their education to higher education. Seven independent variables were examined in this study: learning motivation, perceptions of higher education, academic self-confidence, parental support, family economic situation, peer influence, and the role of schools/teachers.

The method used was an associative quantitative approach using a survey technique. Sampling was conducted using simple random sampling, with 114 respondents from a total population of 159 12th-grade Accounting students. The research instrument was a closed-ended questionnaire using a five-point Likert scale. Data analysis was performed using multiple linear regression to test the simultaneous and partial effects of each variable on interest in continuing higher education.

The results of the study indicate that all seven independent variables simultaneously significantly influence student interest. Partially, learning motivation, perceptions of higher education, academic self-confidence, and parental support have a significant influence, with learning motivation and parental support being the dominant factors. Meanwhile, family economic conditions, peer influence, and the role of the school have insignificant influences in the partial regression model, although they remain contextually relevant in students' educational decisions.

These findings have important implications for schools, guidance and counseling (BK) teachers, and parents in creating an educational ecosystem that encourages vocational high school students, particularly those majoring in accounting, to pursue higher education. Strategic interventions are needed to increase learning motivation through academic mentoring programs, the provision of scholarship information, and the active involvement of parents and teachers in students' educational decision-making processes. This study also makes a theoretical contribution to the vocational education literature by demonstrating that success in further education is not solely determined by external conditions such as economics, but is also strongly influenced by psychological and social factors inherent in the students themselves.

Keywords: Interest in continuing education, Vocational school students, Learning motivation, Parental support, Higher education, Accounting

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INTRODUCTION

Education is a strategic aspect in developing superior and competitive human resources. In the era of globalization and the transformation of Industry 4.0, the need for an educated workforce with high skills is increasing. Higher education is a crucial gateway to strengthening the competitiveness of individuals and the nation. However, in Indonesia, inequality persists in access to and participation in higher education, particularly among vocational high school (SMK) graduates.

SMK's are primarily focused on producing work-ready graduates. Nevertheless, the opportunity and right for vocational high school students to continue their education to a higher level remains open. Unfortunately, vocational high school students' interest in attending college remains low. Based on internal data from SMK NU Gresik, of the 1,111 graduates between 2019 and 2024, only around 14.8% continued on to higher education. Most students chose to go straight into employment or become entrepreneurs, and some even became unemployed.

This phenomenon indicates that there are certain barriers and factors influencing students' interest in continuing their education. In educational psychology, interest is influenced by a combination of internal factors such as learning motivation, perceptions of higher education, and academic self-confidence; as well as external factors such as parental support, economic conditions, peer influence, and the role of the school.

This research focused on 12th-grade Accounting students at SMK NU Gresik, given that this major is one of the most popular programs and strongly relevant to higher education in economics and business. By understanding the factors that influence student interest, schools and stakeholders can formulate more effective strategies to encourage continued education.

Based on this background, the author felt the need to conduct in-depth research to identify and analyze the factors influencing the interest of 12th-grade Accounting students at SMK NU Gresik in continuing their education to higher education. By understanding these factors, schools, parents, and higher education institutions can take strategic steps to increase participation in further education among vocational school students. By identifying the dominant factors that most influence student interest, schools can develop more targeted development programs. For example, this could involve increasing learning motivation, providing information about the world of college, strengthening the role of guidance counselors, and collaborating with parents and the community.

Furthermore, this research can also serve as evaluation material for educational policymaking, both at the school level and at the education office level, particularly in developing programs to strengthen vocational education that are not only job-oriented but also open access to further study. Overall, this research is highly urgent in the context of improving the quality and reach of education in Indonesia. Higher education not only provides skills but also enhances the nation's overall competitiveness.

METHOD

This study uses an associative quantitative approach, which aims to determine the influence of independent variables on the dependent variable. This type of research is explanatory in nature, as it explains the causal relationship between variables through data obtained from respondents. Simple random sampling is a sampling technique that randomly selects members from a population without considering the strata within that population (Sugiyono, 2019). The sample size in this study was determined using the Slovin formula. Therefore, the sample size of 159 people with a 5% error rate resulted in a total of 114 samples.

To obtain a score for each respondent's answer, the researcher used a 5-point Likert scale. In data processing, the researcher conducted classical assumption tests, including normality, multicollinearity, and heteroscedasticity. In addition to the classical assumption tests, the researcher also conducted regression analysis, including multiple linear regression and coefficient of determination. Then, the researcher conducted hypothesis tests, using the t-test (partial) and f-test (simultaneous).

FINDING AND DISCUSSION

A. Test Result Description

1) Classical Assumption Test

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		114
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.56864095
Most Extreme Differences	Absolute	.058
	Positive	.058
	Negative	-.042
Test Statistic		.058
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, it can be seen that the Asymp. Sig. (2-tailed) value is 0.200. This value is greater than the 0.05 significance level. Thus, it can be concluded that the residual data is normally distributed. This indicates that the normality assumption is met, making the data suitable for further analysis.

Table 2. Multicollinearity Test

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.936	1.068
	X2	.734	1.363
	X3	.840	1.191
	X4	.766	1.305
	X5	.634	1.577
	X6	.718	1.392
	X7	.854	1.171

a. Dependent Variable: Y

From the table above, it can be seen that all independent variables have a Tolerance value above 0.10 and a VIF value below 10. This indicates that there are no symptoms of multicollinearity among the independent variables in the regression model.

Table 3. Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.536	3.240		2.326	.022
	X1	.014	.051	.026	.279	.780
	X2	-.084	.069	-.129	-1.222	.224
	X3	-.152	.072	-.209	-2.119	.036
	X4	.155	.073	.219	2.121	.036
	X5	-.048	.076	-.072	-.635	.527
	X6	-.095	.067	-.152	-1.424	.157
	X7	.067	.098	.067	.692	.491

a. Dependent Variable: ABS_RES

The heteroscedasticity test was conducted using the Glejser regression method with the absolute residual variable as the dependent variable. The analysis results showed that most of the independent variables had significance values above 0.05, indicating no heteroscedasticity. However, the academic self-confidence and parental support variables had significance values of 0.036, indicating partial heteroscedasticity. Nevertheless, the overall model was still acceptable because there was no systematic pattern across all variables.

2) Multiple Linear Regression Test

Table 4. Multiple Linear Regression Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.462	5.440		.269	.789
	X1	.143	.086	.123	1.666	.099
	X2	.133	.116	.096	1.144	.255
	X3	.689	.120	.447	5.722	.000
	X4	.327	.122	.219	2.675	.009
	X5	-.266	.127	-.188	-2.096	.038
	X6	.385	.112	.291	3.445	.001
	X7	-.150	.164	-.071	-.917	.361

a. Dependent Variable: Y

Based on partial regression tests, academic self-confidence showed the most dominant influence on students' interest in pursuing higher education ($\beta = 0.447$, $p < 0.001$). This was followed by parental support and peer influence, which also showed significant positives. Meanwhile, economic conditions had a significant negative influence,

indicating that financial constraints can hinder students' interest. Variables such as learning motivation, perceptions of higher education, and the role of teachers did not show statistically significant influences, although they remained contextually relevant in shaping students' decisions.

3) Hypothesis Test

Table 5. Partial Test (T-Test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.462	5.440		.269	.789
	X1	.143	.086	.123	1.666	.099
	X2	.133	.116	.096	1.144	.255
	X3	.689	.120	.447	5.722	.000
	X4	.327	.122	.219	2.675	.009
	X5	-.266	.127	-.188	-2.096	.038
	X6	.385	.112	.291	3.445	.001
	X7	-.150	.164	-.071	-.917	.361

a. Dependent Variable: Y

The results of the t-test show that academic self-confidence (X3) has the most significant and dominant effect on students' interest in pursuing higher education (p = 0.000), followed by parental support (X4) and peer influence (X6). These factors positively and significantly affect students' interest.

Additionally, economic conditions (X5) also significantly influence student interest (p = 0.038), but in a negative direction, indicating that financial limitations may hinder students' aspirations. On the other hand, learning motivation (X1) and perceptions of higher education (X2) do not significantly affect interest in the model, although learning motivation approaches significance. The role of teachers and schools (X7) is also not statistically significant, suggesting a potential gap in institutional support or communication.

Table 6. Simultaneous Test (F Test)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1981.515	7	283.074	12.722	.000[b]
	Residual	2358.590	106	22.251		
	Total	4340.105	113			

a. Dependent Variable: Y

b. Predictors: (Constant), X7, X4, X1, X6, X3, X2, X5

Based on the ANOVA test, the regression model shows an F-value of 12.722 with a significance level of 0.000. This indicates that the seven independent variables (learning motivation, perceptions of higher education, academic self-confidence, parental support,

economic conditions, peer influence, and the role of schools/teachers) simultaneously have a significant effect on students' interest in pursuing higher education. Therefore, the model is statistically feasible to explain the variance in student interest.

Table 7. Test of the Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.676[a]	.457	.421	4.717

a. Predictors: (Constant), X7, X4, X1, X6, X3, X2, X5

The R-square (R^2) value of 0.457 indicates that 45.7% of the variation in changes in students' interest in continuing their education to higher education can be explained by the seven independent variables.

The remaining 54.3% (100% – 45.7%) is explained by factors outside the research model, such as community environment, personal experiences, access to transportation, school culture, or other psychosocial variables not examined.

The adjusted R-square value of 0.421 indicates that after adjusting for the number of variables in the model, approximately 42.1% of the variability in students' interest can still be accurately explained by the model. This value was used because the model involves more than one independent variable.

B. Discussion

Based on the results of the multiple linear regression analysis, four independent variables significantly partially influenced the dependent variable, namely the interest of 12th-grade Accounting students at SMK NU Gresik in continuing their education to higher education. The following is a discussion of the influence of each variable:

1. The Effect of Learning Motivation (X_1) on Interest in Continuing Higher Education (Y)
   Learning motivation has a positive coefficient of 0.143 with a significance value of 0.099. Although not significant at the 5% level, the p-value approaches the threshold (marginal). This indicates that students' learning motivation plays a role in shaping their interest, although it is not yet statistically strong. By increasing internal motivation and the drive to achieve, students' interest can increase.
2. The Effect of Perception of Higher Education (X_2) on Interest in Continuing Higher Education (Y)
   Student perception of higher education did not significantly influence interest ($p = 0.255$). Although students may have a positive view of the importance of higher education, this perception does not necessarily translate into actual interest. This could be due to a lack of direct experience, limited information, or other more dominant external factors.
3. The Effect of Academic Self-Confidence (X_3) on Interest in Continuing Higher Education (Y)
   Academic self-confidence has a positive and significant effect ($p = 0.000$) with a coefficient of 0.689, and is the variable with the strongest influence in the regression model. This indicates that students who are confident in their academic abilities tend to be more motivated and confident to continue their education to a higher level. This variable is a key internal factor in shaping interest in continuing their studies.
4. The Effect of Parental Support (X_4) on Interest in Continuing Higher Education (Y)
   Parental support has a positive and significant effect ($p = 0.009$). This support can take the form of motivation, permission, attention, and even financial assistance. Parents who support their children's education are an important factor in shaping students' educational aspirations. This finding aligns with social theory, which places the family as the primary influence in educational decisions.

5. The Influence of Economic Conditions (X_5) on Interest in Continuing Higher Education (Y)
   Economic conditions showed a negative and significant influence on student interest (p = 0.038). The lower the family's economic condition, the less likely students were to be interested in continuing their education. This indicates that financial constraints remain a real barrier, despite the availability of numerous scholarship programs. Financial anxiety can reduce students' confidence in continuing their studies.
6. The Influence of Peers (X_6) on Interest in Continuing Higher Education (Y)
   Peers had a positive and significant influence on student interest (p = 0.001). This indicates that adolescents' social environment has a powerful influence on educational choices. Friends who share an academic orientation and enthusiasm for further study can influence other students to share their interests.
7. The Influence of Teacher or School Support (X_7) on Interest in Continuing Higher Education (Y)
   Support from teachers or schools did not significantly influence student interest (p = 0.361). This indicates that although schools and teachers play an important role in formal education, in this context, they are not yet strong enough to shape students' interest in higher education. This suggests the need to strengthen the role of guidance and counseling or promote campus information in schools.

Based on the analysis and discussion, it can be concluded that:

1. Simultaneously, all seven independent variables (X_1–X_7) significantly influence students' interest in continuing their education (Sig. = 0.000).
2. Partially, four variables have a significant influence:
   a) Academic Self-Confidence (X_3) → positive, dominant
   b) Parental Support (X_4) → positive
   c) Economic Condition (X_5) → negative
   d) Peer Relationships (X_6) → positive

The regression model used can explain 45.7% of the variation in student interest, while the remainder is influenced by factors outside the model. These results indicate that to increase students' interest in continuing higher education, it is necessary to pay attention to internal aspects such as self-confidence, as well as external factors such as parental support, friendship environment, and access to economic assistance.

CONCLUSIONS

Based on the research results and discussion regarding "Analysis of Factors Influencing the Interest of Class XII Accounting Students in Vocational High Schools in Continuing Their Education to Higher Education," the following conclusions can be drawn:

1. Simultaneously, the seven independent variables: Learning Motivation (X_1), Perception of Higher Education (X_2), Academic Self-Confidence (X_3), Parental Support (X_4), Economic Condition (X_5), Peer Influence (X_6), and Teacher or School Support (X_7) significantly influence students' interest in continuing their education to higher education, with a significance value of 0.000 and a calculated F-value of 12.722.
2. Partially, four variables have a significant influence:
   a) Academic Self-Confidence (X_3) has a positive and significant effect. This is the most dominant variable influencing student interest.
   b) Parental Support (X_4) has a positive and significant effect. Moral and material support from parents encourages students to continue their studies.
   c) Economic Condition (X_5) has a negative and significant effect. Students from families with lower economic conditions tend to have lower interest.
   d) Peer Influence (X_6) has a positive and significant effect. A supportive social environment significantly influences students' decisions.

e) Three other variables, namely Learning Motivation (X_1) (marginal, p = 0.099), Perception of Higher Education (X_2), and Teacher or School Support (X_7), do not show a statistically significant effect on students' interest in continuing their education to higher education.

3. The coefficient of determination (R Square) of 0.457 indicates that 45.7% of the variation in student interest can be explained by the seven variables in the model, while the remaining 54.3% is explained by other factors outside this study.

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