

STUDENT INTEREST IN CONTINUING THEIR STUDIES TO HIGHER EDUCATION

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Abstract

This study aims to analyze the factors that influence the interest in continuing their studies to higher education. The population of this research is high school students of class XII in the academic year 2021/2022. The number of samples used amounted to 268 students with simple random sampling technique. This study uses a quantitative technique with a Path Analysis approach. In this study there were 5 hypothesis tests with the results showing 4 accepted and 1 rejected. The results showed that the peer environment had a positive and significant effect on the interest in continuing their studies to higher education, the socioeconomic status of parents had a negative and significant effect on the interest in continuing their studies in higher education, learning motivation had a positive and significant effect on the interest in continuing their studies in higher education, the peer environment have an indirect effect on the interest in continuing their studies to higher education through significant learning motivation, the socioeconomic status of parents has an indirect effect on the interest in continuing their studies to higher education through significant learning motivation. Based on these results, it can be concluded that choosing friends is very important, because peers have a big impact on changes in student behavior and psychology. The low socioeconomic status of parents does not discourage students from continuing their studies to higher education. Researchers suggest that every school from the start of students being accepted has directed students' interest to continue their studies.

Keywords: *Peer Environment, Socio-Economic Status, Learning Motivation, Interest in Continuing Studies*

1. INTRODUCTION

Human resources are state assets that must be maintained in quality. Quality resources can be seen from the quality of education (Fatimah, 2018). Education is an opportunity for the nation's successors to improve one's abilities which can be done formally or non-formally in a process (Muhammad, Ali, & Arifin, 2017). Education plays an important role in improving the quality of the nation's next generation (Solfema & Wahid, 2018). Therefore, education can create intelligent and competent resources. As explained by Law No. RI. 20 of 2003 concerning the National Education System that the main function of education is to educate the nation's life (Solfema & Wahid, 2018).

With the development of the times, higher education has always been a general standard in studying as an achievement that must be obtained to obtain a job, social status, and others. Developed countries have focused on higher education for their people to develop competent human resources (Hao, Peng, Yang, & Chen, 2020). So, the nation's generation is required to have a high educational background in order to be able to compete with foreign workers

at home and abroad. Higher education can be interpreted by obtaining education in tertiary institutions with diploma, bachelor, master, specialist, and doctoral education programs (Munira, 2018). There are many domestic companies that require that the last education of school is a college graduate. It can be interpreted that the competition in the world of work is increasing, because the resources must continue to grow by improving self-quality to balance the criteria for employee recruitment by companies in the current era (Munira, 2018).

High school is the final stage of education before entering college. However, high school students are not only faced with the choice to enter college, but there are other options after graduating from high school such as going straight to work, taking courses, continuing their parents' business, opening a personal business, being unemployed, and others (Muhammad et al., 2017). This choice is the right of every student to determine their future plans, so that not all students have the interest to continue their education to college. However, students also have the right to continue their education as high as possible as stated in Law No. RI. 20 of 2003 concerning the National Education System Article 5 paragraph (5) "every citizen has the right to have the opportunity to improve lifelong education" (Arifin & Ratnasari, 2017).

To see how much of the participation of school children in tertiary education can be seen in the College's Gross Enrollment Rate. According to the Badan Pusat Statistik (2020), the Gross Enrollment Rate (GER) is the proportion of the population currently pursuing education at a certain level within an age group divided by a certain level of education. The Gross Enrollment Rate in Indonesia shows that the highest school-age population participation is elementary school education with a percentage above 100% and shows the higher the education level the less participation the school-age population has. This proves that Indonesian education is still relatively low. Then the Gross Enrollment Rate for Higher Education is only around 25% and is still below 50%. This indicates that the Indonesian population's interest in higher education is still relatively low and not many are aware of the importance of education.

Then the researchers conducted a survey on the schools studied. The survey results show that there are still a few students who continue to college. SMAN 30 Jakarta has a percentage of 48.9%, SMAN 77 Jakarta has a percentage of 96.2%, MAN 3 Jakarta has a percentage of 43.3% and SMKN 39 Jakarta has the smallest percentage of only 22% of students who continue to college. Overall, on average, students of SMA/SMK/MA Negeri in Cempaka Putih sub-district who choose to continue to college are still low, because they are still below 50% with a percentage of 48.8% of students. This indicates that the interest in continuing their studies to higher education is still low in SMA/SMK/MA Negeri in Cempaka Putih sub-district. So that researchers want to analyze the factors that influence the interest in continuing their studies to college.

According to Munira (2018), interest is a person's desire to focus on something. In line with the opinion of Crow & Crow (1998) that interest is an impulse that causes a person's attention to a certain object and activity. Definitions of interest by experts on average are all not far from the word's attention, activity, interest and object. Khairani (2017) also mentions that feeling happy to paying attention to a certain thing, being interested in a certain thing, doing activities that are liked, the desire to try on a certain object are the main things that interest has. It can be concluded from the understanding of several experts above, that

interest in continuing their studies to college is an interest and concern in higher education that creates a desire in a person to continue his studies to college.

This study uses the basic theory of Person-Object Theory of Interest (POI) which was first coined by Shciefele et al in 1983. Based on the Person-Object Theory of Interest (POI), interest develops through the interaction of individuals with their environment. POI explains that there is a process of interest development that starts from the individual and is then triggered through environmental stimuli. Then there will be situational interest that has been triggered by the environment. After that, situational interests that have settled and deep will turn into individual interests.

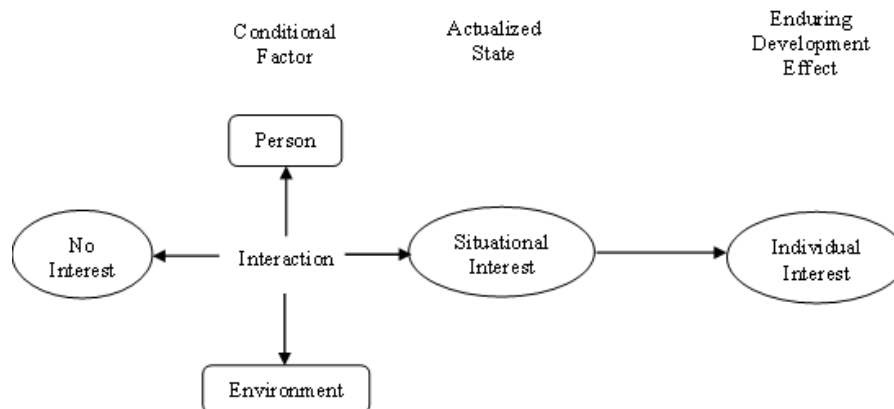


Figure 1 Framework for the Development of Person-Object Theory of Interest (POI)

Based on the figure above, the process of interest development occurs in 3 stages. The first stage of individual interaction with the environment, then the individual's environment will stimulate the emergence of situational interest. After that, the second stage begins to be triggered by situational interest by the environment, situational interest may last or not last long from time to time and situational interest will involve focused attention, persistence, and motivation. Then the last stage of situational interest will develop into individual interest. Individual interest will last a long time and relatively settled in the individual. Individual interest arises because of individual interests or needs. Krapp & Lewalter (2001) suggest that individual interests can also arise which are directly influenced by the individual's environment.

The environment that is always close to students is peers. Peer group according to Santrock (2019) is a group of two or more people who are relatively the same age and interact with each other. Slavin (2018) also stated the same thing by defining the peer environment as interaction between individuals of the same age. The peer environment can occur at school, a place to play, or where they live. Peers are the closest interaction after family. Slavin (2018) suggests that peer friendships that are very close will depend on each other, so that students' social development is strongly influenced by their peers. The following are indicators of the peer environment according to Santrock (2019), namely doing joint activities, providing new experiences, providing support, exchanging information, and trusting each other.

Peers according to Agustina & Afriana (2018) are defined as the closest interaction after family, because peers are often used as friends to vent, share information, share experiences and spend time playing together. So that peers will grow and develop together and will

indirectly imitate each other. Supported by Kori, Pedaste, Altin, Tonisson, & Palts (2016) which shows that peers support each other emotionally and provide support to students. Thus, peer support will foster student interest in higher education. Supported by the findings of Lase, Idris & Azhar. Z. (2018) shows that the peer environment has a positive and significant effect on interest in continuing college. It can be understood that in a peer environment, the more friends who want to continue to college, the higher the student's interest in continuing to college.

Then the other factor comes from the family environment. Socio-economic status is always associated with stratification or social status. According to Jailani (2019), status or stratification is the level of a person's position in a society in stages starting from the highest layer to the lowest. Slavin (2018) said that socioeconomic status is a person's position in society, and is determined by income, occupation, education, and social prestige. This indicator determines the socioeconomic status of the students' parents. It can be concluded that the socioeconomic status of parents is the condition or position of parents in society in terms of income, occupation, and level of education.

As noted by Muhammad et al. (2017), the socioeconomic status of parents has a considerable influence on the provision of broad educational opportunities and the formation of children's character. Because if parents are in good financial condition, they can cover the cost of their children's education and enable them to receive a quality education. Socio-economic status is also a child's view of his future plans. When their parents have a high level of education, they tend to want to equalize their education with their parents, and even want to be higher than their parents. This statement is relevant to the research of Nurmasari, Wahyono, & Haryono (2016), the results of the study show that the socioeconomic status of parents has an impact on the future orientation of students.

Before developing into individual interests, situational interests grow first. Individual interest arises because of individual interests or needs. Situational interest will involve focused attention, persistence, and motivation. So that learning motivation is in accordance with the explanation of the theory, that the environment will trigger students by generating student learning motivation or student situational interest, then it will develop into individual student interests such as interest in continuing their studies to college. Like previous research conducted by Khadijah, Indrawati, & Suarman (2017) showed that motivation had a positive and significant influence on the interest of students to continue higher education. The results of this study can be interpreted that the higher the self-motivation of students, the interest of students in continuing higher education is also higher.

Learning motivation is a person's willingness to move forward, learn, and want to continue to develop themselves. Supported by the statement of Hao, Peng, Yang, & Chen (2020) which said that learning motivation refers to the willingness of students to learn so that it can help direct and determine goals in the learning process. It can be concluded from the statements of several experts above, that learning motivation is an effort to encourage a person with certain motives that move him to learning activities. The indicators of learning motivation according to Sardiman (2018) are diligent in facing tasks, tenacious in facing learning difficulties, interest in learning, preferring to work independently, easily bored with routine tasks, defending their opinions, having strong belief in themselves, happy to seek and solve problems on problems.

In contrast to previous studies, this study uses learning motivation as an intervening variable in accordance with the Person-Object Theory of Interest (POI) explanation, that individual interest will grow through situational interest triggered by the environment. This also means that on learning motivation, the stimulus provided by the surrounding environment to students such as the environment of peers and the socioeconomic status of parents will affect student learning psychology such as student learning motivation. Still, when learning motivation grows within, students will feel the need for higher education for themselves. So that interest in continuing their studies to higher education will grow along with the growth of learning motivation. As highlighted by Holland (1997), interest arises because there is a need.

Based on the statement above, this study aims to determine the direct influence of the peer environment on the interest in continuing their studies to college, to determine the direct influence of the socioeconomic status of parents on the interest in continuing their studies to college, to determine the direct influence of learning motivation on the interest in continuing their studies to college, as well as to determine the indirect effect of peer environment on interest in continuing their studies to college through learning motivation, and the indirect effect of parents' socioeconomic status on interest in continuing their studies to college through learning motivation. The independent variables used are peer environment and parents' socioeconomic status. Then the dependent variable is the interest in continuing their studies to college, while learning motivation as an intervening variable.

2. RESEARCH METHOD

This study uses a quantitative research method with a path analysis approach using SPSS version 25 software. According to Ghodang (2020), path analysis is a technique derived from the development of multiple regression analysis. Path analysis analyzes the causal relationship that occurs in multiple regression analysis to examine the influence of independent variables on the dependent variable directly and indirectly. Ghozali (2018) suggests that in testing the strength of the indirect effect, it is carried out through the Sobel test. Hence, the researchers used the Sobel test in testing the indirect effect of the independent variables (X1) and (X2) on the dependent variable (Y) through the intervening variable (Z).

The location of this research is in SMA Cempaka Putih District. The schools consist of SMAN 30 Jakarta, SMAN 77 Jakarta, SMKN 39 Jakarta, and MAN 3 Jakarta. The population of this study consist of 12th grade high school students for the academic year 2021/2022. In determining the number of samples, the researchers used a simple random sampling technique using the formula developed by Issac and Michael. Thus, as many as 268 students were determined as the sample of this study.

This study uses primary data using a questionnaire as a data collection technique for this research which will be conducted online using a google form. The questionnaire according to Sugiyono (2013) is a data collection technique by giving several questions or written statements to be answered by respondents.

Since current research is a path analysis, hence the first step is to make a path diagram. The path diagram aims to present problems and hypotheses in the form of charts or pictures

so that a structural equation model can be determined. Based on the research path diagram below, there are 2 structural equation models that explain the relationship between variables.

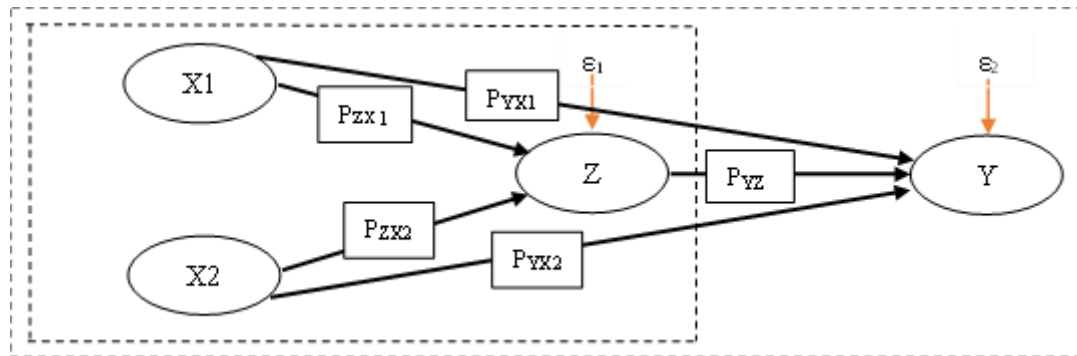


Figure 2 Research Path Diagram

Information:

PZX1 = Path Coefficient of Peer Environment on Learning Motivation

PZX2 = Path Coefficient of Parents' Socio-Economic Status on Learning Motivation

PYX1 = Coefficient of Peer Environment Path towards Interest in Continuing Study in Higher Education

PYX2 = Path Coefficient of Parents' Socio-Economic Status on Interest in Continuing Study in Higher Education

PYZ = Path Coefficient of Learning Motivation on Interest in Continuing Study in Higher Education

ε_1 = prediction error or residual

ε_2 = prediction error or residual

3. RESULT AND DISCUSSION

3.1. Result Research

3.1.1. Structural Model 1

Table 1 Structural Model Regression Analysis Results 1
 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.375	1.407		-.266	.790
Peer Environment (X1)	1.478	.040	.889	36.537	.000
Parents' Socio-Economic Status (X2)	.211	.054	.095	3.886	.000

a. Dependent Variable: Learning Motivation (Z)

Source: Processed Primary Data, 2022

The following regression equation can be derived from the table shown above:

$$Z = -0,375 + 0,889X_1 + 0,095X_2 + e_1$$

The equation shows that the constant value of the learning motivation variable has a coefficient value of -0.375. That is, if the peer environment variables and socioeconomic status have a fixed value (constant) then the coefficient value of the learning motivation variable is -.0375. The peer environment variable coefficient has a value of 0.889 with a significance value <0.05 of 0.000. That is, the peer environment variable has a positive and significant influence on the learning motivation variable. The variable coefficient of the socioeconomic status of parents has a value of 0.095 with a significance value <0.05 of 0.000. Hence, the variable of parents' socioeconomic status has a positive and significant influence on the variable of learning motivation.

Table 2 Structural Model F Significance Test 1
ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40695.449	2	20347.725	1185.726	.000 ^b
	Residual	4547.547	265	17.161		
	Total	45242.996	267			

a. Dependent Variable: Learning Motivation (Z)

b. Predictors: (Constant), Parents Socio-Economic Status (X2), Peer Environment (X1)

Source: Processed Primary Data, 2022

Based on the table above, structural model 1 has a significance value of <0.05 of 0.000. So, it can be concluded that the variables of peer environment and parents' socioeconomic status simultaneously have a significant influence on learning motivation.

Table 3 Coefficient of Determination Test Results (R²) Structural Model 1
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.948 ^a	.899	.899	4.143	2.128

a. Predictors: (Constant), Parents Socio-Economic Status (X2), Peer Environment (X1)

b. Dependent Variable: Learning Motivation (Z)

Source: Processed Primary Data, 2022

Based on the table above, structural model 1 has an R-Square value of 0.899. This figure is almost close to 1 (one), so it can be concluded that the environmental variables of peers and the socioeconomic status of parents are able to explain the variable of learning motivation by 89.9% and the remaining 10.1% is explained by other factors. In addition, the value of e₁ can be obtained from the results of the calculation of $\sqrt{1-R^2}$ of 0.317.

3.1.2. Structural Model 1

Table 4 Results of Structural Model Regression Analysis 2

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	3.245	.873		3.716	.000
Peer Environment (X1)	.633	.062	.579	10.260	.000
Parents Socio-Economic Status (X2)	-.070	.035	-.048	-2.015	.045
Learning Motivation (Z)	.274	.038	.417	7.182	.000

a. Dependent Variable: Interest in Further Study at PT (Y)

Source: Processed primary data, 2022

Based on the table above, the following regression equation can be obtained:

$$Z = 3,245 + 0,579X_1 + (-0,048X_2) + 0,417Z + e_2$$

In this equation, the constant value of the learning motivation variable has a coefficient value of 3.245. That is, if the variables of peer environment, socioeconomic status, learning motivation have a fixed value (constant) then the coefficient value of the variable interest in continuing their studies to college is 3.245. The peer environment variable coefficient has a value of 0.579 with a significance value of <0.05 of 0.000. Hence, the peer environment variable has a positive and significant influence on the variable of interest in continuing their studies to college. The variable coefficient of the socioeconomic status of parents has a value of (-0.048) with a significance value of <0.05 of 0.045. Thus, the variable of parents' socioeconomic status has a negative and significant influence on the variable of interest in continuing their studies to college. Meanwhile, the coefficient of learning motivation variable has a value of 0.417 with a significance value <0.05 of 0.000. In other words, the variable of learning motivation has a positive and significant influence on the variable of interest in continuing to study in college.

Table 5 Structural Model F Significance Test 2
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	17768.810	3	5922.937	896.265	.000 ^b
Residual	1744.634	264	6.608		
Total	19513.444	267			

a. Dependent Variable: Interest in Further Study at PT (Y)

b. Predictors: (Constant), Learning Motivation (Z), Parents Socio-Economic Status (X2), Peer Environment (X1)

Source: Processed primary data, 2022

Based on the table above, structural model 2 has a significance value of <0.05 of 0.000. Therefore, it can be concluded that the variables of peer environment, parents' socioeconomic status, and motivation to study simultaneously have a significant influence on the interest in continuing their studies to college.

Table 6 Coefficient of Determination Test Results (R^2) Structural Model 2
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.954 ^a	.911	.910	2.571	1.665

a. Predictors: (Constant), Learning Motivation (Z), Parents Socio-Economic Status (X2), Peer Environment (X1)

b. Dependent Variable: Interest in Further Study at PT (Y)

Source: Processed primary data, 2022

Based on the table above, structural model 2 has an R-Square value of 0.911. This figure is almost close to 1 (one), so it can be concluded that the variables of peer environment, parents' socioeconomic status, learning motivation are able to explain the variable of interest in continuing their studies to college by 91.1% and the remaining 8.9% is explained by factors -other factors. In addition, the value of e_2 can be obtained from the results of the calculation of $\sqrt{1-R^2}$ of 0.298.

3.1.3. Sobel Test

Table 7 Sobel Test Results

Indirect Influence	t-statistic	Std. Error	P-Value
X1 → Z → Y	7,077	0,057	0,000
X2 → Z → Y	3,435	0,016	0,000

Source: Processed primary data, 2022

Based on the table above, the t-statistical value of the effect of mediation X1 on Y through Z is 7.077. So, it is proven that the peer environment (X1) has an indirect influence on the interest in continuing studies to college (Y) through learning motivation (Z) significantly, because the t-statistical value > 1.96 (t-table Sig. 0.05%). Likewise, the t-statistical value of the effect of X2 mediation on Y through Z was 3.435. So, it is proven that the socioeconomic status of parents (X2) has an indirect influence on the interest in continuing studies to college (Y) through learning motivation (Z) significantly, since the t-statistical value > 1.96 (t-table Sig. 0.05%).

3.2. Discussion

Table 8 Research Path Coefficient Value

Variable Path	Direct Influence	Indirect Influence	Hypothesis
X1 → Y	0,579		Accepted
X2 → Y	-0,048		Rejected
Z → Y	0,417		Accepted
X1 → Y Melalui Z		0,3707 (0,889×0,417)	Accepted
X2 → Y Melalui Z		0,0396 (0,095×0,417)	Accepted

Source: Processed primary data, 2022

3.2.1. The Influence of Peer Environment on Interest in Continuing Study to Higher Education

According to the results of the regression analysis, the peer environment has a significant influence on students' desire to continue their education in college (sig. 0.05 = 0.000). These findings are consistent with Schiefele et al. Person-Object Theory of Interest (POI) (1983). According to the theory proposed by Schiefele et al. (1983), the growth of interest results from the interaction between individuals and their surroundings. An individual's interest can be stimulated by environmental stimuli. Person-Object Theory of Interest (POI) conceptualizes interest as a relational concept, so that it can be interpreted that interest can develop due to a unique relationship between a person and the object in his "living space."

Peers are a student environment that frequently influences a person's behavior and mental state. According to research conducted by Agustina & Afriana (2018), peers are the next closest interaction after family because they are frequently used as friends to vent, share information, share experiences, and play together. So that students will indirectly develop in accordance with their peers' environmental conditions.

With a coefficient value of 0.579, the results of the regression analysis indicate that the peer environment has a positive effect on students' desire to continue their education in college, thus confirming the hypothesis. In a peer environment, the greater the number of friends who want to continue to college, the greater the student's interest in doing so. In accordance with Devianti (2015) assertion that students tend to identify with their peers, students will share the same likes, interests, and thoughts as their peers. The social development of these students will be significantly influenced by their peers, as their friendships are so close that they depend on each other.

Consistent with previous research by Lase et al. (2018). This study's hypotheses include the peer environment's effect on students' desire to continue their education in college. The findings indicated that the peer environment had a positive and significant effect on the students' desire to continue their education in college. In addition, according to research conducted by Wardayanti & Wirakusuma (2021), the peer environment also highlight a positive effect on students' desire to pursue a master's degree in accounting.

3.2.2. The Influence of Parents' Socio-Economic Status on Interest in Continuing Study to Higher Education

Based on the results of the regression analysis showed that learning motivation has a significant influence on the interest in continuing their studies to college with a sig. < 0.05 is 0.045. In accordance with the explanation of the Person-Object Theory of Interest (POI) from Schiefele et al. (1983) that the growth of interest in a person comes from external factors, namely the surrounding environment. The surrounding environment will stimulate students through activities or experiences carried out together. Person-Object Theory of Interest (POI) explains that environmental conditions will affect the development of interest in a person. The closest environment for students is family. The socioeconomic status of parents is an environmental condition that comes from the family. The socioeconomic status of parents greatly triggers students' interest in continuing their studies to college.

Based on the results of the regression analysis, socioeconomic status has a positive influence on the interest in continuing their studies to college with a coefficient value of - 0.048 and indicates the hypothesis is rejected. In other words, if the socioeconomic status of parents is low, the interest in continuing their studies in higher education will be high. It can be concluded that the low socioeconomic status of parents does not discourage students from having an interest in higher education. On the other hand, if the socio-economic status of parents is high, the interest in continuing their studies in higher education will be low. There are many causes that reduce student interest when the socioeconomic status of parents is high, one of which is parental attention. Although the socioeconomic status of parents is high, if parents' attention to students is not, the student's interest in continuing their studies to college will be low, because there is no guidance and direction given. This finding is supported by Pratiwi (2017) that several parental roles must be carried out, one of which is parental guidance. Guiding and directing students in education is the role of parents and one form of parental attention to students. So that the guidance given by parents will make students more focused, as well as guiding and directing students to continue their education to college.

In addition, the socioeconomic status of parents has an influence on the future orientation of students. This finding also in line with previous research conducted by Nurmasari et al. (2016). The results of this study indicate that the socioeconomic status of parents has a direct influence on the future orientation of children. The study explains that the socioeconomic status of parents plays a very important role in education, especially the level of education and income of parents. Students will tend to follow their parents' last education and even try to be higher than their parents' last education. So that if the socioeconomic status of parents is low, students will try to improve the economy of their parents. One of them is by trying to improve their education to be higher than their parents, so that students have a high interest in continuing their studies to college. Based on the results of the research analysis, it can be shown that the socioeconomic status of parents affects students' interest in continuing their studies to college.

3.2.3. The Effect of Learning Motivation on Interest in Continuing Study to Higher Education

Based on the results of the regression analysis showed that learning motivation has a significant influence on the interest in continuing their studies to college with a sig. <0.05 is 0.000. These results are in line with the Person-Object Theory of Interest (POI) from Schiefele et al. (1983). The theory suggests that the development of interest is divided into

two, namely situational interest and individual interest. Situational interest involves focused attention, persistence, motivating. Researchers use learning motivation as situational interest because learning motivation is also characterized by attention, persistence and motivation. Situational interest grows first and will develop into individual interest. Individual interest can arise because of situational interest that persists and persists, so that it will give rise to individual interests or needs and grow into persistent individual interests. So that learning motivation has the potential to grow individual interests such as interest in continuing their studies to college. Students who have the motivation to learn will feel the need for a higher education for themselves so that it will foster interest in continuing their studies to college. As noted by Holland (1997), that the fulfillment of a need is what sparks interest. Based on the results of the regression analysis, learning motivation has a positive influence on the interest in continuing their studies to college with a coefficient value of 0.417 and indicates the hypothesis is accepted. This means that students who have high learning motivation will have a high interest in continuing their studies to college. Students who have high learning motivation will think ahead regarding learning, supported by the statement of Hao, Peng, Yang, & Chen (2020) which emphasize that learning motivation refers to students' willingness to learn so that they can help direct and determine goals in the learning process. So that learning motivation can lead students to achieve the desired goals.

In line with the research conducted by Khadijah et al. (2017). The results of this study indicate that motivation has a positive and significant influence on interest in continuing higher education. The research also shows that motivation has a very high influence. In addition, it is also in line with previous research conducted by Kwon (2016). The results of the study prove that learning motivation in engineering has a positive and significant correlation with interest in engineering. The study also proves that motivation to study in engineering has the greatest influence on interest in engineering. Based on the results of this research analysis, it can be concluded that the higher the student's learning motivation, the higher the student's interest in continuing their studies to college.

3.2.4. The Influence of Peer Environment on Interest in Continuing Study in The Higher Education through Learning Motivation

Based on the results of the analysis, the peer environment has an indirect influence on the interest in continuing their studies to college through learning motivation significantly with a t-statistic value > 1.96 (t-table) of 7.077. In addition, the indirect effect has a path coefficient value of 0.3707. This means that the peer environment has a positive and significant indirect effect on the interest in continuing their studies to college through learning motivation which shows the hypothesis is accepted.

In line with the theory highlighted by Schiefele et al. (1983), namely the Person-Object Theory of Interest (POI) which explains that individual interest will develop through situational interest triggered by the environment. Situational interest will grow because of the interaction of individuals with their environment, then situational interests will arise which will develop into individual interests. The growth of individual interest can be marked by the existence of individual interests and needs, so that interest will be deep, lasting and permanent.

In line with research conducted by Triansari & Widayati (2019) research. The results showed that the peer environment had a positive and significant effect on learning

motivation. The study explains that the conditions of a conducive peer environment, working together in learning, supporting each other will increase students' motivation in learning. Then it is reinforced by the results research of Kwon (2016) which proves that motivation to learn in engineering has a positive and significant correlation with interest in engineering. Based on the results of this study, it can be concluded that in growing interest in a particular field, it is necessary to first strengthen intrinsic factors such as motivation.

So based on the results of the study, that the peer environment greatly affects students' learning motivation. Because students will be motivated if they are in a conducive peer environment, cooperate in learning, support each other. Then the high motivation to learn will increase students' interest in continuing their studies to college. Because the high motivation to learn makes students have a desire to have a high education. So, it can be concluded that learning motivation mediates the indirect influence of the peer environment on the interest in continuing their studies to college.

3.2.5. The Influence of Parents' Socio-Economic Status on Interest in Continuing Study in The Higher Education through Learning Motivation

Based on the results of the analysis, the socioeconomic status of parents has an indirect effect on the interest in continuing their studies to college through learning motivation significantly with a t-statistic value > 1.96 (t-table) of 3.435. In addition, the indirect effect has a path coefficient value of 0.0396. That is, the socioeconomic status of parents has a positive and significant indirect effect on the interest in continuing their studies to college through learning motivation which shows the hypothesis is accepted.

In accordance with the explanation of the Person-Object Theory of Interest (POI) proposed by Schiefele et al. (1983), individual interest will develop through situational interest triggered by the environment. In addition to the peer environment, the socioeconomic status of parents is also a stimulus that comes from the environment to trigger individual interest through situational interest. Santrock (2017) suggests that students who are in socioeconomic status will affect their psychological development. The last education of parents provides an overview for students towards education. Then the income of parents is also closely related to students' learning motivation, when students' income can support learning facilities it will increase students' learning motivation and through learning motivation will foster interest in continuing their studies to college.

In line with research conducted by Khansir, Jafarizadegan, & Karampoor (2016). The results of the study prove that there is a positive and significant relationship between socioeconomic status and learning motivation. The study explains that socioeconomic status is closely related to the continuity of the learning process. The good economic conditions of parents will make students motivated because learning needs are met so that the learning process is not disrupted. Then reinforced by the results of research by Agustina & Afriana (2018) which shows that learning motivation has a positive and significant effect on students' interest in continuing their education to college. This study explains that learning motivation is an impetus for students to improve their self-quality and abilities through higher education. According to the study's findings, parents' socioeconomic status has a significant impact on their children's motivation to learn. Since students' learning needs are satisfied so that the learning process is not interrupted and since students tend to wish to have a greater or equal educational background than their parents, hence the economic status of caring parents will

drive students. Learning motivation will therefore encourage students' interest in continuing their studies in college by providing an opportunity for them to increase their quality and abilities through college. As a consequence, it can be said that learning motivation mediates the indirect impact of parents' socioeconomic status on their children's interest in continuing their studies to higher education.

4. CONCLUSION

On the basis of the data and preceding discussion, it can be stated that the peer environment has a significant influence on a person's behavior and psychological condition. Therefore, students must choose friends who do not have a negative influence. Therefore, the low socioeconomic condition of parents does not discourage students from continuing their education in college, because students are driven to try to improve their parents' economic situation by completing their education. In addition, learning motivation is a motivation for students to improve their quality and skills through higher education; hence, learning motivation is required as a mediating variable.

The findings of the study have provided the researchers with a number of recommendations, which they want to present to a number of different groups. Students should be aware that obtaining a higher education is critical to their success in the future. As a result of the fact that having a good educational background is essential to supporting their professions in the modern day, students who are now enrolled in high school are expected to continue their studies at the college level. In addition, it is expected of students to choose their peer environments wisely so that they do not accidentally find themselves in the wrong setting, which could have a negative affect on them. It is intended that parents would become more conscious of the peer environment that their child is a part of. This is done to ensure that their children are not exposed to negative influences from their peers. Because the findings of the study indicate that students are significantly influenced by the environment that they follow, especially with regard to their desire to advance their education and attend college, this is worth pointing out. Additionally, it is hoped that parents of students of any socio-economic position would continue to give strong learning support for their children in order for those children to have high levels of motivation in regards to studying. It is envisaged that the future research will include other aspects in addition to the surroundings in order to broaden the scope of the investigation into the factors that influence a person's interest in completing their education by enrolling in college.

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