

THE EFFECT OF SELF-EFFICACY AND SCHOOL ENVIRONMENT ON INTEREST IN CONTINUING EDUCATION TO HIGHER EDUCATION IN SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study aims to determine the effect of self-efficacy and school environment on the interest in continuing education to higher education in high school students 1 Cawang Baru. This research was conducted for 7 months starting from January 2022 to July 2022. The method used in this study is a survey method. The sampling technique used was the saturated sample technique, so that the total population of the total population was obtained, namely the 12th grade students of Cawang Baru 1 Senior High School, totaling 73 respondents. Data was collected through distributing questionnaires using a Likert scale. Based on the results of the research conducted, it was found that self-efficacy has a positive and significant effect on the interest in continuing education to college. School environment has a positive and significant effect on interest in continuing education to college. Self-efficacy and school environment together have a positive and significant effect on students' interest in continuing their education to higher education. In accordance with the research hypothesis.

Keyword: *Self-efficacy, School environment, Student interest in continuing education*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh efikasi diri dan lingkungan sekolah terhadap minat melanjutkan pendidikan ke perguruan tinggi pada siswa SMA 1 Cawang Baru. Penelitian ini dilakukan selama 7 bulan terhitung mulai dari bulan Januari 2022 sampai dengan Juli 2022. Metode yang digunakan dalam penelitian ini adalah metode survei. Teknik pengambilan sampel menggunakan teknik sampel jenuh, sehingga keseluruhan dari total populasi sehingga diperoleh sampel yaitu siswa kelas 12 SMA 1 Cawang Baru yang berjumlah 73 responden. Pengumpulan data dilakukan melalui penyebaran kuesioner dengan menggunakan skala likert. Berdasarkan hasil penelitian yang dilakukan, ditemukan bahwa Efikasi Diri berpengaruh positif dan signifikan terhadap minat melanjutkan pendidikan ke perguruan tinggi. Lingkungan Sekolah berpengaruh positif dan signifikan terhadap minat melanjutkan pendidikan ke perguruan tinggi. Efikasi Diri dan Lingkungan Sekolah bersama-sama berpengaruh positif dan signifikan terhadap Minat Melanjutkan Pendidikan ke Perguruan Tinggi. Sesuai dengan hipotesis penelitian.

Kata kunci: *Efikasi diri, Lingkungan sekolah, Minat melanjutkan Studi*

INTRODUCTION

Indonesia is a country that has a wealth of natural resources and human resources. Schools are places for students to develop their education. Students who have completed their education at school are expected to continue to higher education. Including students who have graduated from high school will definitely be faced with several choices when graduating later, for example continuing their education to college, taking courses, looking for work or being unemployed. For this decision making, an interest that comes from within the student is needed. According to Slameto, interest is a sense of interest in a thing or activity, without anyone telling you to. Interest is needed from within students to choose future plans. The expected plan of graduates from high school is to continue their education to college.

Higher education also contributes to preparing human resources who are professional and able to compete in the era of globalization. To improve human resources in an age that continues to develop can be done by pursuing higher education so as not to be eliminated from the times. Currently, there are many jobs that require workers with high educational qualifications, so if you do not pursue higher education, it will be difficult to compete in this era. In addition, students who come from public high schools do not yet have the skills to work, so continuing their education to higher education is an urgency for students who graduate from public high schools. This is also mentioned in Government Regulation No.19/2005 Article 26 paragraph 3 on National Education Standards, which states that the purpose of General High School is to increase intelligence, knowledge, personality, noble character, and skills to live independently and follow further education. From the Government Regulation, it is not mentioned that the purpose of General High School is to work directly, therefore it is important for General High School graduates to continue their education to college. However, currently there is less interest among high school students to continue their education to college. This phenomenon was found at Cawang Baru 1 Senior High School.

The phenomenon was found after the researcher conducted pre-research to 30 respondents of 12th grade students at Cawang Baru 1 Senior High School. This pre-research is to find out how big the percentage of students' interest in continuing their education to college and the factors that influence the interest in continuing their education to college in Cawang Baru 1 Senior High School students. The questionnaire results obtained by researchers are as follows:

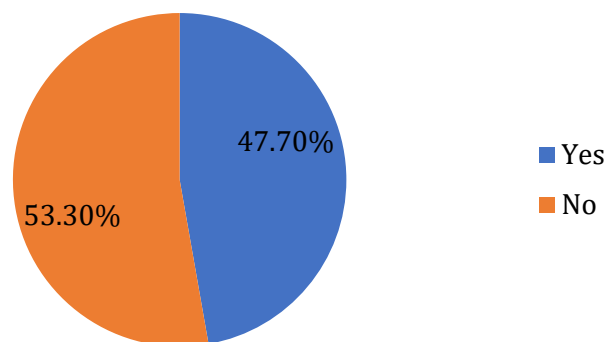


Figure 1. Student Interest in Continuing Education to Higher Education
 Source : Data processed by researchers

Based on the figure of the Percentage of Interest in Continuing Education to College at Cawang Baru 1 Senior High School, it can be seen that out of 30 respondents, 14 people chose interest and 16 people had no interest in continuing their education to college. So it can be concluded that more Cawang Baru 1 Senior High School students do not want to continue their education to college.

This should be a special concern why these students do not have an interest in continuing their education to college. For this reason, researchers again asked questions about the reasons that prevented them from continuing their education to college, and the following results were obtained:

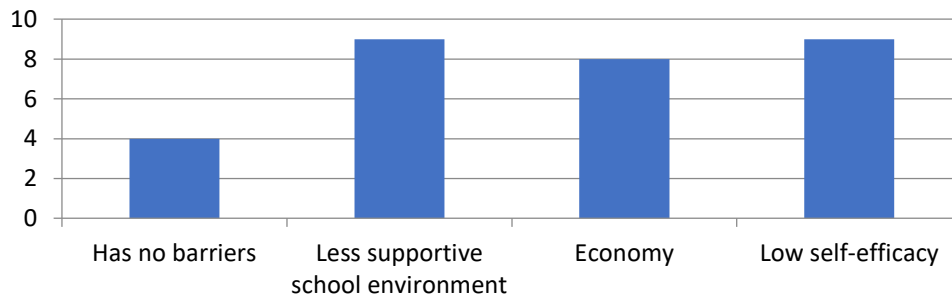


Figure 2. Reasons That Inhibit Students From Continuing Their Education

Source : Data processed by researchers

It can be seen that the factors that hinder students from continuing their education to college are that 4 students have no obstacles, 9 students feel that the school environment is not supportive, 8 students are hampered by economic factors, then as many as 9 students feel they have low self-efficacy and no motivation to continue their education to college. Furthermore, the researcher also asked questions about who influenced him to continue his education to college, and the following results were obtained:

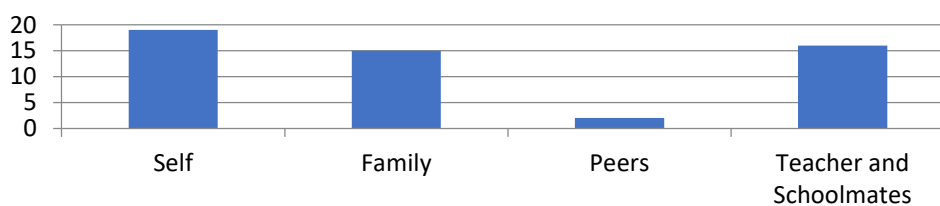


Figure 3. Who Can Influence Students To Continue Their Education

Source : Data processed by researchers

From this question, it is known that 19 students feel that they themselves can influence their interest in continuing. Because self-confidence and self-ability can motivate oneself to have an interest in something. In addition, 15 students felt that family had an influence, then 2 students felt that girlfriends/peers also influenced them and finally 16 students felt that teachers and schoolmates could influence them to continue their education to college. From these questions, the most prominent reasons that can affect students' interest in continuing their education are self-efficacy and the school environment. Based on the background of the

problems that have been described, the researcher is interested in conducting research with the title "The Effect of Self-Efficacy and School Environment on Student Interest in Continuing Education to College". Therefore, researchers formulated a hypothesis in this study, namely:

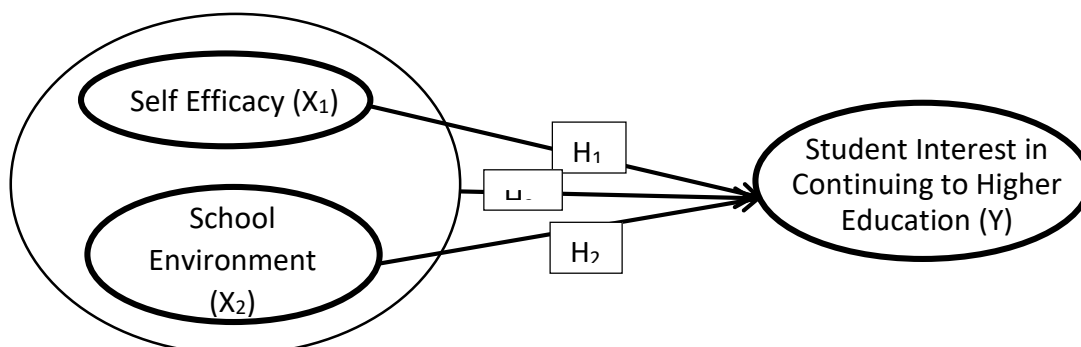


Figure 4. Research Hypothesis

Source : Data processed by researchers

LITERATURE REVIEW

Student Interest in Continuing Education to Higher Education

Interest is related to a sense of pleasure, like, interest in a thing or object. Interest has a big impact on doing an activity. Interest must exist in a person because interest is the basic capital to achieve goals. Interest is closely related to the urge in a person to participate in an activity. Shaleh and Wahab state that interest can be interpreted as a tendency to pay attention and act on other people, activities or situations that are the object of that interest accompanied by pleasure (Solihat et al., 2020). According to Syah in (Prianggita & Ghofur, 2021) states that the desire for something in particular can be interpreted as interest. Then Slameto explained that interest is basically the acceptance of a correlation between oneself and something outside oneself. The stronger the correlation, the greater the interest that arises. In relation to learning activities, interest is used as a stimulus by individuals to move themselves to carry out something. Without interest, learning activities will not run smoothly. Great interest is an asset for a learner to achieve goals. For example, if students have an interest in a particular subject area, it will form an understanding to learn (Sasmi & Fauzi, 2022)

It is necessary to have interest from within students so that they can motivate themselves to continue their education. So interest in studying in higher education means something that attracts and encourages them to make an effort as a result learners will make various kinds of efforts such as visiting the college website they want and plus using searching for issues about scholarship events at universities (Subarkah & Nurkhin, 2018). Harnanik explained that interest is influenced by several factors including factors from within and actors from outside. Factors that come from within are psychological factors and physical needs factors. While factors that come from outside are family and school factors.

Then according to Shaleh & Wahab in (Prianggita & Ghofur, 2021), factors that come from within can be due to the student's lack of interest in continuing his studies in college. While one of the factors coming from outside is the family and the surrounding environment that does not support students in pursuing further education. Syah revealed that the factors that influence the interest in continuing to college, namely Internal factors are something that makes students interested, which comes from within themselves, including attention, desire,

motivation, needs. While external factors are something that makes students interested that comes from outside themselves, such as: encouragement from parents, encouragement from peers, encouragement from teachers, availability of infrastructure and facilities or facilities and environmental conditions (Ika Zulfa et al., 2018).

Self-Efficacy

According to Bandura, self-efficacy is one's own perception of how well one can function in a particular situation. Furthermore, Kreitner defines self-efficacy as a belief in one's own ability to deal effectively with problem solving. Self-efficacy also means believing that one is capable and successful. They believe that they have the energy (motivation), resources (situational factors), understand the right actions (role perception) and competence (ability) to perform tasks. (Erwananda et al., 2021). Self-efficacy is related to the belief that the self has the ability to perform the expected actions. A learner who from within himself has high self-efficacy will affect learning achievement, because someone already has self-belief or belief in something so that it is easier to develop which has an impact on good learning achievement (Barokah & Yulianto, 2019).

Self-efficacy is a much stronger predictor of how effective one will be at performing a task than one's self-confidence or self-esteem. Those with high self-efficacy are more likely to set higher goals, overcome obstacles, and persevere in the face of challenges. In contrast, someone who has low self-efficacy does not believe in their ability to perform an activity. Low self-efficacy can cause people to doubt themselves and choose not to act at all. People who lack self-efficacy set lower goals, give up easily, and often avoid challenges altogether.

According to Bandura in (Faradhillah et al., 2020) states that self-efficacy consists of 3 stages, first is Level/magnitude, at the level/magnitude stage related to the level of difficulty of the task. This stage refers to the level of task difficulty that individuals believe they can overcome. Second is strength, the strength stage refers to the strength of the assessment of individual abilities. This stage is an individual's belief in maintaining certain behaviors. And the last is generality, the generality stage is a concept that states that a person's self-efficacy is not limited to certain situations. This stage refers to the variety of situations in which self-efficacy assessments can be applied.

The same thing is also listed in the journal (Heni Mutiara, 2021), according to Bandura that self-efficacy consists of 3 indicators, namely level (level), generality (breadth), and strength (strength). Then it is clarified in the journal Septiara & Listiadi (2019) that self-efficacy is composed of the level of difficulty by making various efforts to complete the task, generalization and strength by having an optimistic attitude towards one's own abilities. Based on the above opinion, the indicators of self-efficacy are the level of difficulty (level), the strength of belief in facing the task (strength) and the broad scope of the field (generality). From several theories of self-efficacy that have been described, the researcher concludes that self-efficacy is a belief in one's own ability to do something so that someone will tend to have high spirits and can face challenges to achieve their goals.

School Environment

The school environment consists of 2 words, namely environment and school. Hamalik explains that the environment is something that exists in nature that has a certain meaning or influence on individuals. Then Faliyandra said that school can be defined as a place to carry

out learning activities between teachers as teachers and students as participants, both of whom have a role to succeed in learning goals. (Sasmi & Fauzi, 2022). According to Purwanto, the school environment is a formal institution established by the community or the State to help prepare children to live with sufficient provision of intelligence and skills in a modern society that has a high culture where there are rules and regulations that must be carried out by school residents. The school environment is a variety of factors that affect education or various environments where the educational process takes place. Furthermore, according to Muhibbin, the school environment is the condition of the school where learning takes place which also affects the level of learning success (Azizah et al., 2017).

According to Sukmadinata (2011), the school environment is the second environment after the family environment. Education in schools is more formal, further Sukmadinata (2011) explains that the school environment is formal unlike the family environment because in the school environment there is a curriculum as an educational plan, teachers who are tasked with teaching professionally, infrastructure that supports learning activities, and special educational management (Aini et al., 2017). The school environment itself consists of two aspects, namely physical and social. Included in the physical school environment are school facilities, classroom conditions, and school discipline. Meanwhile, the school's social environment includes relationships with teachers, classmates, and school employees that affect the learning process.

The environment has a big impact on the future and development process of students. For example, the school environment is an educational environment that contains interactions from students and teachers, interactions between teachers, interactions between students, learning facilities, and school regulations. According to Havighurs, schools have a great responsibility and role in helping students to achieve their development and tasks (Ayuni & Wahjudi, 2021). According to Abu Ahmadi and Nur Uhbiyati, the school environment has two functions. First, helping the family environment to educate, teach and deepen the innate family behavior of learners and help develop their talents. Second, developing the personality and character of students because half a day students spend in the school environment and what has been instilled in the family will be continued in the school environment. Barokah revealed that the school environment variable is measured by four indicators, namely: (1) The relationship between teachers and students in the category is quite good, (2) Student relations with students in the good category, (3) School discipline in the very good category, and (4) Learning facilities in the good category.

Furthermore, according to Slameto (2013) in (Usman & Rahayu, n.d.) said that the indicator factors of the school environment are teaching methods, curriculum, teacher and student relationships, student-student relationships, school discipline, school facilities, building conditions, and learning methods. The same thing is also said by Sukmadinata (2004) in (Solihat et al., 2020) (Solihat et al., 2020) which explains that the school environment includes: (1) The physical environment of the school such as learning facilities and infrastructure, learning resources, and learning media, (2) The social environment of the school concerns students' relationships with their friends, teachers, and other school staff, (3) The academic environment is the atmosphere of the school and the implementation of teaching and learning activities and various curricular activities. Based on several theories about the school environment, it can be concluded that the indicators of the school environment are the

relationship between teachers and students, the relationship between students, and learning facilities at school.

METHOD

In this study, the research method used by researchers is a quantitative research method with survey data collection techniques. The sample used in this study were 73 students from grade 12 of Cawang Baru 1 Senior High School. The measurement scale used in this questionnaire is a Likert scale. According to Sugiyono, the Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sasmi & Fauzi, 2022). In this study, it will be explained about the influence between the independent variables, namely self-efficacy and the school environment on the dependent variable, namely students' interest in continuing their education to college. The selection of these variables is based on validity tests and reliability tests. The validity test is used to measure whether a questionnaire is valid or not and a variable can be said to be reliable if it produces the same results even though it is measured many times. The reliability test in this study used the Cronbach's Alpha method. According to Suharsimi Arikunto (2010), Cronbach's Alpha is used to find the reliability of instruments whose scores are not 1 or 0.

Interest in continuing education to college is a person's interest so that he will make various efforts to continue his education to college. Interest in continuing education to college can be influenced by factors from within the individual and from the environment. Students' interest in continuing their education to college will be measured through statements that include indicators. Indicators that can measure student interest in continuing their education to college are desire, need, and encouragement.

Table 1. Results of the Validity Test of the Interest in Continuing Education to College Variable

No	Y.1	Y.2	Y.3	Y.4	Y.5	Y.6	Y.7	Y.8	Y.9	Y.10	Y.11	Y.12	TOTAL
1	4	4	4	2	4	2	4	4	2	4	4	2	40
2	4	4	5	2	5	2	3	5	2	5	4	1	42
3	5	5	5	2	5	2	5	5	1	5	5	1	46
4	4	2	1	1	3	4	2	1	1	5	4	1	29
5	5	5	5	4	4	4	4	4	4	4	4	1	48
6	4	4	5	3	5	2	4	4	1	3	4	1	40
7	5	4	4	1	4	1	4	5	1	4	4	1	38
8	5	4	4	2	3	2	4	5	4	4	5	1	43
9	5	5	4	2	5	3	4	5	2	4	3	2	44
10	4	3	5	3	5	2	3	4	1	4	1	1	36
11	2	4	4	3	4	2	4	4	4	4	4	2	41
12	5	1	5	1	5	1	5	5	1	5	5	1	40
13	5	4	5	2	5	1	5	5	1	5	3	1	42
14	4	4	3	3	3	2	2	4	3	4	4	1	37
15	5	4	3	2	5	2	4	5	2	4	4	1	41
16	4	3	5	1	4	3	3	5	1	5	5	1	40
17	4	5	4	2	4	2	3	4	2	4	4	2	40
18	5	5	5	2	4	2	5	4	5	5	5	3	50
19	5	5	4	2	4	2	5	5	4	5	5	4	50
20	5	4	5	5	3	2	4	5	4	4	5	1	47
21	4	4	4	1	4	3	3	3	4	4	4	5	43
22	5	4	3	2	5	3	4	5	3	5	5	2	46
23	5	3	4	1	3	2	3	2	4	3	4	4	38
24	5	5	4	2	5	3	5	5	3	5	5	1	48
25	5	4	4	2	3	1	3	4	4	2	3	1	36
26	1	3	5	3	4	5	4	5	5	5	5	2	47
27	5	5	3	1	4	1	2	4	3	4	4	1	37
28	5	4	5	5	5	2	5	5	4	5	4	5	54
29	5	5	4	1	5	2	5	4	5	5	4	5	50
30	5	5	5	1	4	1	4	4	4	5	2	1	41
Rhitung	0,147	0,483	0,488	0,431	0,373	0,182	0,753	0,538	0,537	0,427	0,409	0,501	
Rtabel	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361
KET	DROP	VALID	VALID	VALID	VALID	DROP	VALID	VALID	VALID	VALID	VALID	VALID	
Jumlah Valid		11	92%										
Jumlah Drop		1	8%										

Source : Data processed by researchers

Table 2. Results of the Reability Test of the Interest in Continuing Education to College Variable

Reliability Statistics

Cronbach's Alpha	N of Items
.646	11

Source : Data processed by researchers

From the validity test result, it is known that 11 statements are valid and 1 statement is dropped, and from the results of the reliability test, the Cronbach's Alpha value is 0.646, this shows that the reliability coefficient is included in the high category. Self-efficacy is a belief in one's own ability to do something so that someone will tend to have high enthusiasm and can face challenges to achieve their goals. Self-efficacy will be measured through statements that include indicators. By using a Likert scale instrument. Indicators that can measure self-efficacy are the level of difficulty (level), strength or resilience (strength) and the scope of the field (generality).

Table 3. Results of the Validity Test of the Self-Efficacy Variable

No	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	TOTAL
1	4	4	4	2	4	4	2	4	4	4	4	4	4	4	4	56
2	4	4	4	2	4	4	1	4	4	4	4	4	4	4	4	55
3	3	4	3	2	4	4	1	4	5	4	4	4	4	5	4	56
4	2	5	4	2	3	4	2	3	3	4	4	3	4	4	4	51
5	3	4	4	4	5	4	4	4	5	4	4	4	4	5	4	62
6	2	4	1	2	3	5	1	4	5	5	5	4	5	5	5	56
7	3	4	3	1	4	4	2	4	5	4	4	5	4	4	3	54
8	3	4	3	2	4	4	1	4	4	5	4	3	4	4	4	53
9	2	4	2	3	3	4	2	3	5	4	4	3	4	4	4	51
10	3	4	3	3	4	3	1	5	5	5	5	5	5	5	5	61
11	3	4	3	2	4	4	2	4	5	4	4	4	4	4	4	55
12	4	5	5	1	4	5	1	5	5	5	5	5	5	5	5	65
13	3	5	4	2	3	4	1	4	5	4	4	4	4	5	4	57
14	3	5	4	3	3	4	3	4	4	4	4	4	4	4	4	57
15	3	4	4	3	4	4	3	4	4	4	4	4	4	5	5	60
16	3	4	3	3	4	5	1	3	4	3	3	2	4	3	5	50
17	2	4	3	3	3	4	3	4	3	3	4	4	4	3	3	50
18	5	4	5	3	4	4	2	4	5	5	5	5	5	5	4	65
19	5	4	5	2	5	4	1	4	5	5	3	4	4	5	4	60
20	5	4	5	2	4	5	1	5	4	5	5	2	5	5	3	60
21	2	4	4	3	4	4	2	4	4	3	3	4	4	4	4	53
22	5	4	5	5	4	5	1	5	5	4	5	4	2	5	5	64
23	1	4	4	1	3	3	4	4	4	4	3	4	4	3	4	50
24	5	5	4	5	5	4	5	4	5	4	3	4	4	4	5	66
25	4	4	3	2	3	4	3	3	4	4	4	3	4	4	4	53
26	5	3	5	5	4	5	4	5	4	5	3	5	4	4	5	67
27	1	1	4	3	2	5	4	3	5	4	3	2	4	4	4	49
28	5	4	5	2	5	4	1	5	5	5	4	2	5	5	4	61
29	2	5	5	2	5	5	1	5	5	4	5	5	3	5	4	61
30	1	5	3	1	3	5	1	4	5	4	3	4	5	5	4	53
Rhitung	0,732	0,212	0,585	0,447	0,647	0,168	0,026	0,717	0,406	0,559	0,549	0,337	0,191	0,672	0,326	
Rtabel	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	
KET	VALID	DROP	VALID	VALID	VALID	DROP	DROP	VALID	VALID	VALID	VALID	DROP	DROP	VALID	DROP	
Jumlah Valid		14	93%													
Jumlah Drop		1	7%													

Source : Data processed by researchers

Table 4. Results of the Reability Test of the Self Efficacy Variable

Reliability Statistics

Cronbach's Alpha	N of Items
.679	14

Source : Data processed by researchers

From the validity test result, it is known that 14 statements are valid and 1 statement is dropped, and from the results of the reliability test, the Cronbach's Alpha value is 0.679, this shows that the reliability coefficient is included in the high category.

The school environment is a condition that exists in schools as a place where a person gets the main education. The school environment is an external factor that can affect a person's intelligence and personality. By using a Likert scale instrument. Indicators that can measure the school environment are the relationship between teachers and students, relationships between students, and learning facilities at school.

Table 5. Results of the Validity Test of the School Environment Variable

No	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	TOTAL
1	2	4	2	2	4	4	4	2	2	2	4	4	2	38
2	2	3	4	2	3	3	4	2	2	4	4	4	2	39
3	2	4	4	2	5	4	5	2	2	4	5	5	4	48
4	2	4	3	2	4	2	2	3	3	3	3	4	3	38
5	4	5	4	1	5	5	5	2	2	3	4	4	4	48
6	3	2	5	1	5	2	5	2	1	3	1	5	2	37
7	2	4	4	2	4	4	4	1	1	4	4	4	3	41
8	2	4	4	1	5	4	4	1	1	5	4	4	3	42
9	2	5	3	2	4	3	4	3	2	4	4	4	2	42
10	2	3	3	1	5	5	5	1	1	5	5	3	3	42
11	2	4	4	1	4	4	4	1	2	4	4	4	4	42
12	1	5	5	1	3	1	1	3	3	1	5	5	5	39
13	1	5	4	2	3	3	3	1	1	1	5	3	5	37
14	3	4	3	3	4	3	4	1	2	2	3	3	4	39
15	3	3	4	2	4	4	4	1	1	5	4	4	4	43
16	3	2	1	1	3	5	5	3	3	3	5	5	1	40
17	3	3	4	2	4	4	4	2	2	4	3	3	3	41
18	5	5	5	4	5	4	5	2	2	5	5	4	5	56
19	5	4	5	5	4	5	4	5	2	5	5	4	5	58
20	1	4	5	2	5	3	5	2	3	5	5	4	5	49
21	4	3	4	2	4	4	4	2	4	5	4	3	4	47
22	5	4	5	5	4	5	3	5	2	5	5	4	5	57
23	1	2	3	4	5	5	4	1	3	4	4	2	4	42
24	1	5	4	3	5	4	5	2	5	4	5	4	5	52
25	1	4	4	3	5	5	4	1	3	4	4	3	4	45
26	2	5	4	2	5	4	5	3	2	5	5	2	5	49
27	1	4	4	2	5	5	5	1	5	4	3	2	5	46
28	1	5	5	3	4	5	4	1	3	4	5	5	4	49
29	1	4	5	5	5	5	4	5	2	5	4	5	4	54
30	4	5	4	1	4	3	4	1	3	4	5	4	4	46
Rhitung	0,386	0,346	0,538	0,679	0,413	0,515	0,279	0,512	0,242	0,638	0,476	0,072	0,604	
Rtabel	0,361	0,361												
KET	VALID	DROP	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	
Jumlah Valid	12													
Jumlah Drop	1													

Source : Data processed by researchers

Table 6. Results of the Reability Test of the School Environment Variable

Reliability Statistics

Cronbach's Alpha	N of Items
.657	12

Source : Data processed by researchers

From the validity test result, it is known that 12 statements are valid and 1 statement is dropped and from the results of the reliability test, the Cronbach's Alpha value is 0.657, this shows that the reliability coefficient is included in the high category. This study was analyzed using multiple regression analysis using SPSS 25.0.

RESULTS AND DISCUSSION

Normality Test Result

Based on the calculation of the Kolmogorov-Smirnov normality test above, it is known that the significance value of self-efficacy, school environment and interest in continuing

education to college is 0.200. The value of $0.200 > 0.05$. So it can be stated that the data of the three variables are normally distributed.

Table 7. Normality Kolmogorof Smirnov Test Result

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		73
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.85324047
Most Extreme Differences	Absolute	.079
	Positive	.079
	Negative	-.041
Test Statistic		.079
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.

Source : Data processed by researchers

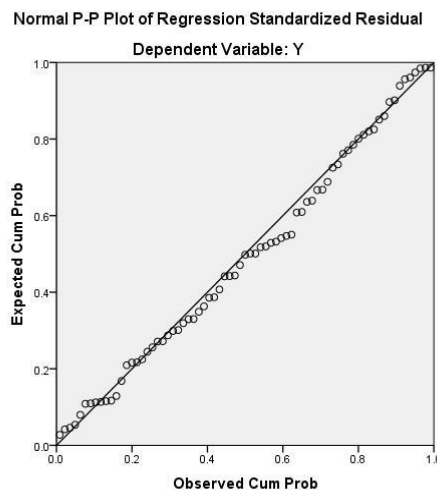


Figure 5. Normality Probability Plot Test Result

Source : Data processed by researchers

Linearity Test Result

It can be seen in the Table 8, that the Linearity value is $0.000 < 0.05$ and the Deviation From Linearity value is $0.286 > 0.05$. Thus it can be concluded that the self-efficacy variable with interest in continuing education to college has a linear relationship.

Table 8. Linearity X1, Y Test Result

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y* X1	Between Groups	(Combined)	780.124	22	35.460	4.012	.000
		Linearity	556.067	1	556.067	62.913	.000
		Deviation from Linearity	224.056	21	10.669	1.207	.286
	Within Groups		441.931	50	8.839		
	Total		1222.055	72			

Source : Data processed by researchers

It can be seen in the Table 9, that the Linearity value is $0.000 < 0.05$ and the Deviation From Linearity value is $0.624 > 0.05$. Thus it can be concluded that the school environment variable with interest in continuing education to college has a linear relationship.

Table 9. Linearity X2, Y Test Result

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Y*X2	Between Groups	(Combined)	592.041	20	29.602	2.443	.005
		Linearity	392.959	1	392.959	32.434	.000
		Deviation from Linearity	199.082	19	10.478	.865	.624
Within Groups			630.014	52	12.116		
Total			1222.055	72			

Source : Data processed by researchers

Multicollinearity Test Result

Based on the Table 10, it can be seen that the Tolerance value of the Self-Efficacy and School Environment variables is $0.734 > 0.1$ and the VIF value is $1.363 < 10$. So it can be concluded that there are no multicollinearity symptoms in the regression model of this study. So that the regression model has fulfilled the classic multicollinearity assumption test.

Table 10. Multicollinearity Test Result

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.415	4.110		.831	.409		
	X1	.398	.074	.521	5.386	.000	.734	1.363
	X2	.291	.094	.298	3.088	.003	.734	1.363

a. Dependent Variable: Y

Source : Data processed by researchers

Heteroscedasticity Test Result

Based on the Table 11, it can be seen that the significance value of Self-Efficacy (X1) is $0.777 > 0.05$, the significance value of School Environment (X2) is $0.915 > 0.05$. So it can be concluded that the regression model in this study does not occur symptoms of heteroscedasticity.

Table 11. Heteroscedasticity Test Result

Correlations					
		X1	X2	Unstandardized Residual	
Spearman's rho	X1	Correlation Coefficient	1.000	.373**	-.034
		Sig. (2-tailed)	.	.001	.777
		N	73	73	73
X2		Correlation Coefficient	.373**	1.000	.013
		Sig. (2-tailed)	.001	.	.915
		N	73	73	73
Unstandardized Residual		Correlation Coefficient	-.034	.013	1.000
		Sig. (2-tailed)	.777	.915	.
		N	73	73	73

** . Correlation is significant at the 0.01 level (2-tailed).

Source : Data processed by researchers

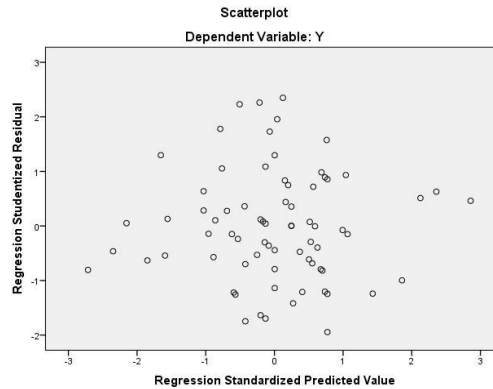


Figure 6. Scatterplot Heteroscedasticity Test Result

Source : Data processed by researchers

Based on the picture above, it can be seen that the points spread above and below the number 0 on the Y axis and do not form a certain pattern. So it can be said that there are no symptoms of heteroscedasticity in this regression model. So that the regression model has fulfilled the classic heteroscedasticity assumption test.

Multiple Linear Regression Test Result

Based on the Table 12, the multiple regression equation is obtained, namely $Y = 3.415 + 0.398X_1 + 0.291X_2$.

Table 12. Multiple Linear Regression Test Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.415	4.110		.831	.409
	X1	.398	.074	.521	5.386	.000
	X2	.291	.094	.298	3.088	.003

a. Dependent Variable: Y

Source : Data processed by researchers

F Test Result

Based on the F-test Table 13, it can be concluded that self-efficacy and school environment have a joint (simultaneous) effect on the interest in continuing education to college because the F-count is $37.971 >$ F-table value of 3.13.

Table 13. F Test Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	635.904	2	317.952	37.971	.000 ^b
	Residual	586.151	70	8.374		
	Total	1222.055	72			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source : Data processed by researchers

t Test Result

From the Table 14, it is known that the t-count value is $5.386 >$ t-table value of 1.99444, it can be said that the self-efficacy variable (X1) has a significant positive effect on the interest in continuing education to college (Y). As for the school environment variable (X2), the t-count value is $3.088 >$ the t-table value of 1.99444, so it can be concluded that the school environment variable (X2) has a significant positive effect on the interest in continuing education to college (Y).

Table 14. t Test Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.415	4.110		.831	.409
	X1	.398	.074	.521	5.386	.000
	X2	.291	.094	.298	3.088	.003

a. Dependent Variable: Y

Source : Data processed by researchers

Determination Coefficient Test Results

It is known that R² is 0.520 which indicates that 52% of the Interest in Continuing Education to Higher Education can be explained by the independent variables in this study, namely Self-Efficacy and School Environment, the remaining 42% is explained outside the variables of this study.

Table 15. Determination Coefficient Test X1, X2, Y Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 ^a	.520	.507	2.894

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source : Data processed by researchers

Discussion

Based on the results of data analysis, all hypotheses are accepted. It is necessary to have interest from within students so that they can motivate themselves to continue their education. So interest in studying in higher education means something that attracts and encourages them to make an effort as a result learners will make various kinds of efforts such as visiting the college website they want and plus using searching for issues about scholarship events at universities (Subarkah & Nurkhin, 2018). Harnanik explained that interest is influenced by several factors including factors from within and actors from outside. Factors that come from within are psychological factors and physical needs factors. While factors that come from outside are family and school factors.

Then according to Shaleh & Wahab in (Prianggita & Ghofur, 2021), factors that come from within can be due to the student's lack of interest in continuing his studies in college. While one of the factors coming from outside is the family and the surrounding environment

that does not support students in pursuing further education. Syah revealed that the factors that influence the interest in continuing to college, namely Internal factors are something that makes students interested, which comes from within themselves, including attention, desire, motivation, needs. While external factors are something that makes students interested that comes from outside themselves, such as: encouragement from parents, encouragement from peers, encouragement from teachers, availability of infrastructure and facilities or facilities and environmental conditions (Ika Zulfa et al., 2018).

Self-efficacy is a much stronger predictor of how effective one will be at performing a task than one's self-confidence or self-esteem. Those with high self-efficacy are more likely to set higher goals, overcome obstacles, and persevere in the face of challenges. In contrast, someone who has low self-efficacy does not believe in their ability to perform an activity. Low self-efficacy can cause people to doubt themselves and choose not to act at all. People who lack self-efficacy set lower goals, give up easily, and often avoid challenges altogether.

According to Bandura in (Faradhillah et al., 2020) states that self-efficacy consists of 3 stages, first is Level/magnitude, at the level/magnitude stage related to the level of difficulty of the task. This stage refers to the level of task difficulty that individuals believe they can overcome. Second is strength, the strength stage refers to the strength of the assessment of individual abilities. This stage is an individual's belief in maintaining certain behaviors. And the last is generality, the generality stage is a concept that states that a person's self-efficacy is not limited to certain situations (Adha et al., 2023). This stage refers to the variety of situations in which self-efficacy assessments can be applied.

The environment has a big impact on the future and development process of students. For example, the school environment is an educational environment that contains interactions from students and teachers, interactions between teachers, interactions between students, learning facilities, and school regulations. According to Havighurs, schools have a great responsibility and role in helping students to achieve their development and tasks (Ayuni & Wahjudi, 2021). According to Abu Ahmadi and Nur Uhbiyati, the school environment has two functions. First, helping the family environment to educate, teach and deepen the innate family behavior of learners and help develop their talents. Second, developing the personality and character of students because half a day students spend in the school environment and what has been instilled in the family will be continued in the school environment. Barokah revealed that the school environment variable is measured by four indicators, namely: (1) The relationship between teachers and students in the category is quite good, (2) Student relations with students in the good category, (3) School discipline in the very good category, and (4) Learning facilities in the good category.

CONCLUSION AND RECOMMENDATION

Conclusion

This section contains conclusions from research results and suggestions from researchers. If necessary, the implications and limitations of the research can be added. Based on the data processing that has been carried out, the description of the data that has been described, as well as the analysis and discussion in this study, it can be concluded that there is a positive and significant influence between self-efficacy on interest in continuing education to college with $t\text{-count } 5.386 > t\text{-table } 1.99444$. School environment and the interest in continuing education to college have a significant effect with $t\text{-count } 3.088 > t\text{-table } 1.99444$.

And there is a simultaneous influence between self-efficacy and school environment on the interest in continuing education to college at Cawang Baru 1 Senior High School students. This means that the more self-efficacy and school environment increase, the interest in continuing education to college also increases. And vice versa. It can be seen from F-count $37.971 > F$ -table 3.13.

Recommendation

For the school, it should be more frequent to provide guidance and motivation regarding vocations in college so that students have an overview of life in college. This is because the lowest indicator value on the school environment variable is the relationship between teachers and students, which is 31.13%. The school must also pay more attention to the grades of its students so that the school can help students to solve problems that students cannot do on their own. The school must also be a forum for its students to understand the difficulties that their students are afraid of so that the teacher can help find a way out. This is because the lowest indicator value of self-efficacy is the level of difficulty (level) with a percentage of 32.9%.

For the university should be able to help the school to provide guidance to students at school about campus life and about the learning that will be learned in each department. For the school, teachers can provide counseling to students about the importance of students from high school to continue their education to tertiary institutions, so that these students become aware that continuing their education to tertiary institutions is important to increase knowledge and knowledge, so that they can compete. in the world of work. This is because the lowest indicator value of interest in continuing education to tertiary institutions is the need with a percentage of 26.5%.

For the other researchers who want to use similar variables, it is recommended to improve the results of this study and previous research by adding or using other variables related to the variables studied in this paper to improve the results of this study and previous research. This also includes adding the number of research samples, replacing research objects that can affect research results so that the results of further research are more varied.

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