

**THE INFLUENCE OF LEARNING MOTIVATION, PARENTS SOCIO-ECONOMIC STATUS, AND PEER ENVIRONMENT ON INTEREST IN CONTINUE EDUCATION TO HIGHER EDUCATION**

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**ABSTRACT**

This research was conducted to determine the effect of learning motivation, socioeconomic status of parents, and peer environment on the interest in continuing education to higher education in class XII students at SMK N 14 Jakarta. The research method used is a quantitative research method with a descriptive approach. The population used in this study were all students of class XII SMK N 14 Jakarta consisting of 309 students. The number of samples selected using the proportional random sampling technique was 174 students. The research model uses a path analysis model and the data analysis technique used is SEM (Structural Equation Modeling) using the SmartPLS version 4 application. From the results of this study it is known that learning motivation and Peer environment has a positive and significant effect on the interest in continuing education to tertiary institutions. Socioeconomic status of parents has no effect on interest in continuing education to tertiary education. And all of independent variables, have an influence on the interest in continuing education to tertiary institutions.

**Keyword: Learning Motivation, Socioeconomic Status of Parents, Peer Environment, Interest in Continuing Education**

**ABSTRAK**

Penelitian ini dilakukan untuk mengetahui pengaruh motivasi belajar, status sosial ekonomi orang tua, dan lingkungan teman sebaya terhadap minat melanjutkan pendidikan ke perguruan tinggi pada siswa kelas XII SMK N 14 Jakarta. Metode penelitian yang digunakan adalah penelitian kuantitatif dengan pendekatan deskriptif. Populasi yang digunakan adalah siswa kelas XII SMK N 14 Jakarta yang berjumlah 309 siswa. Jumlah sampel yang dipilih menggunakan teknik Proportional random sampling sebanyak 174 siswa. Model penelitian menggunakan model analisis jalur dan teknik analisis data menggunakan aplikasi SEM (Structural Equation Modeling) SmartPLS versi 4. Dari hasil penelitian diketahui bahwa motivasi dan lingkungan belajar teman sebaya berpengaruh positif dan signifikan terhadap niat melanjutkan pendidikan ke perguruan tinggi, sedangkan status sosial ekonomi orang tua tidak berpengaruh terhadap niat melanjutkan pendidikan ke perguruan tinggi, dan secara simultan variabel motivasi belajar, status sosial ekonomi orang tua, dan lingkungan teman sebaya berpengaruh terhadap minat melanjutkan pendidikan ke perguruan tinggi.

**Kata kunci: Motivasi Belajar, Status Sosial Ekonomi Orang Tua, Lingkungan Teman Sebaya, Minat Melanjutkan Pendidikan ke Perguruan tinggi**

**INTRODUCTION**

The role of education for a nation is very important, where education is a benchmark for how advanced a nation is. The ability of the younger generation to develop themselves in a nation depends on the extent of education carried out by the young generation itself. The ability of the younger generation will be the value of how much potential human resources a nation has. Through good education, the young generation of a nation can develop their own potential and abilities so that they can become quality human resources and have a bright future. According to sound National Education Law No. 20 of 2003 which states "National education aims to develop the potential of students to become human beings who believe in God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible in order to educate the life of the nation".

Unfortunately, there is still inequality in the gross enrollment rate at tertiary institutions, especially on the island of Java. This was stated based on data from the Central Statistics Agency (BPS) regarding the Gross Enrollment Rate (APK) for Higher Education (PT) by Province 2020-2022 as follows.

Table 1. Higher Education Gross Enrollment Rate (APK) (PT) by Province 2020-2022

| <b>PROVINCE</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> |
|-----------------|-------------|-------------|-------------|
| DKI JAKARTA     | 40,34       | 40.05       | 39,56       |
| WEST JAVA       | 25.75       | 25,83       | 26.01       |
| CENTRAL JAVA    | 22,62       | 23.86       | 23.95       |
| IN YOGYAKARTA   | 74,69       | 74.90       | 75.59       |
| EAST JAVA       | 29,52       | 29.96       | 30.07       |

Source: Central Bureau of Statistics

Based on the table above, it can be seen that there is an imbalance with a large difference in APK. Even so, over the last three years it can also be seen that each region has experienced an increase in GER. However, this does not apply to DKI Jakarta where for the last three years DKI Jakarta has experienced a decrease in GER. This phenomenon also occurs at SMK N 14 Jakarta, where graduates from SMK N 14 Jakarta have decreased interest in continuing their education to tertiary education. These statements will be explained in the following table.

Table 2. Student Graduation Data SMK N 14 Jakarta

| <b>No.</b> | <b>School year</b> | <b>Number of Graduates</b> | <b>Continue</b> |          |
|------------|--------------------|----------------------------|-----------------|----------|
|            |                    |                            | <b>Amount</b>   | <b>%</b> |
| 1          | 2017/2018          | 264                        | 94              | 35,61    |
| 2          | 2018/2019          | 268                        | 86              | 32.09    |
| 3          | 2019/2020          | 278                        | 88              | 31.65    |
| 4          | 2020/2021          | 309                        | 90              | 29,13    |

Source: SMK N 14 Jakarta

Based on the table above, it is known that the interest of students who wish to continue their education to tertiary institutions in the last four years has decreased. In the 2017/2018 academic year students who continued their education to tertiary institutions were quite high at 35.61% of the total school graduates. Then in the 2018/2019 school year students who continued their education to tertiary institutions decreased to 32.09% of the total school graduates. The decline in interest in continuing education to higher education also occurred again in the 2019/2020 school year to 31.65%. And in the 2020/2021 school year graduates who continue their education to tertiary institutions have again decreased to 29.13%.

Students who come from high school (SMA) may have been directed and are expected to continue their education to tertiary institutions. In contrast to students who come from Vocational High Schools (SMK), where students are prepared to have a professional attitude at work in order to enter the workforce and become a professional workforce. It is mentioned in Government Regulation (PP) No.29 Article 1 paragraph 3 Concerning Secondary Education, 1990 which reads "Vocational secondary education is education at the secondary education level that prioritizes developing students' abilities to carry out certain types of work" further explained also in article 3 paragraph 2 the purpose of vocational high schools namely "Vocational secondary education prioritizes preparing students to enter the workforce and develop a professional attitude".

But it cannot be denied, in fact students from SMK, especially SMK N 14 Jakarta, still have an interest in continuing their education to tertiary institutions which is still relatively low. Based on the results of pre-research conducted on 32 students at SMK N 14 Jakarta, there are several factors that cause the low interest of students to continue their education to tertiary institutions.

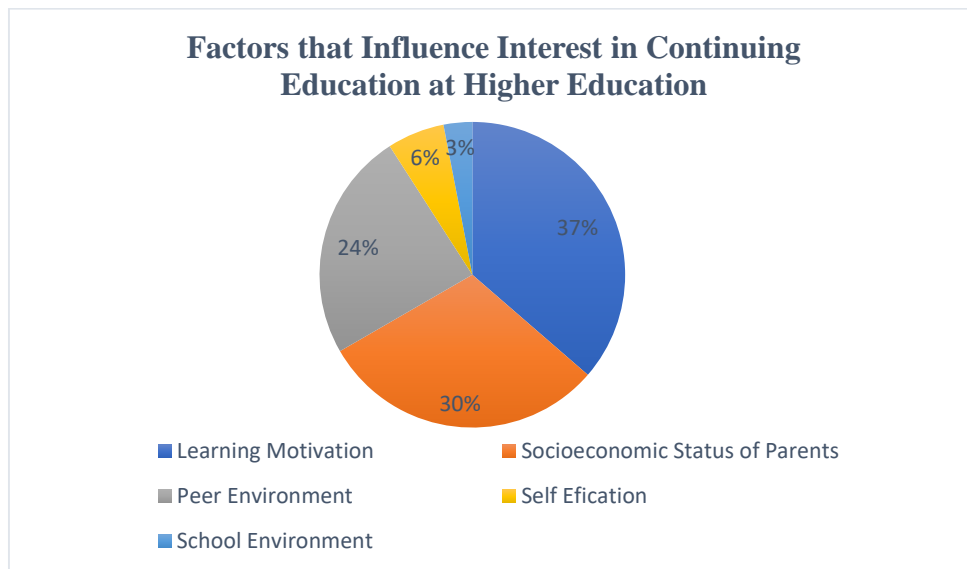


Figure 1. Pre-Research Factors Influencing Interest in Continuing Education to Higher Education  
Source: Data processed by researchers (2023)

Based on the results of the pre-research above, the factors that cause interest in continuing education to tertiary education are triggered by the school environment by 3%, self-efficacy by 6%, peer environment by 24%, socioeconomic status of parents 30%, and learning motivation by 37%.

Based on the background previously described, research on learning motivation, socioeconomic status, and peer environment with an interest in continuing their education to tertiary institutions has been conducted by Nugraha (2019) which states that there is a positive influence on Learning Motivation, Peer Environment, and Parents' Socio-Economic Status together on Interest in Continuing Study at Higher Education Class XII Students of Accounting Skills Competency at SMK Negeri 2 Purworejo Academic Year 2018/2019. Strengthened by research conducted by Listyaningrum (2021) where the research was conducted on class XII IPS students at SMA Negeri 1 Kayen Pati which stated that learning motivation, peers, and socioeconomic status each had an influence on students' interest in continuing their education to tertiary institutions. Based on the description of the background above and supported by previous research, this research was conducted to determine the effect of learning motivation,

socioeconomic status of parents, and peer environment on the interest in continuing education to higher education in class XII students at SMK N 14 Jakarta

## **LITERATURE REVIEW**

### **Interest in Continuing Education to Higher Education**

The existence of interest does not come by itself, the emergence of a person's interest can be caused by certain factors and can come from the heart of the individual. As stated by Dalyono (2005) Interest can arise with the attraction from outside and also comes from the heart. According to Syah (2009) interest in continuing their education to tertiary institutions is a student's interest in continuing their studies to tertiary institutions that grows consciously within these students. Syah (2009) also explained that the interest in continuing their studies to tertiary institutions is a tendency that directs students to choose tertiary institutions as a continuation after graduating from high school which is marked by feelings of pleasure, the desire, attention, encouragement and will, needs and hopes. Slameto (2015) also mentions the dimensions that affect interest in learning, namely: (a) Feelings of pleasure, (b) Interest relates to the attractiveness of students towards something, (c) Attention, and (d) Student involvement.

### **Motivation to learn**

According to Purwanto (2010) Motivation is a conscious effort to influence a person's behavior so that he is moved to act to do something so as to achieve a certain result or goal. Within the scope of education motivation is needed for students as encouragement or driving force to study hard. This is in line with Sardiman (2007) who argues that in learning activities the notion of motivation is the overall driving force within students which gives rise to learning activities that ensure the continuity of learning activities, and which gives direction to learning activities, so that the goals desired by the subject of learning can be achieved.

### **Parents Socioeconomic Status**

According to Santrock (2009) "Socio-economic status is the categorization of people according to their economic, educational and occupational characteristics.". Different from Soekanto (2010) which defines that "Social status is the place of a person in general in society with respect to other people, in the sense of his social environment, his achievements, and his rights and obligations". According to Suryani (2008) who argue that there are several variables that are often used as indicators to measure socio-economic status, including employment, income, and level of education. Strengthened by (Mahmud) 2009) which states that socio-economic status includes, among other things, education level, income level, type of work, special facilities and valuables in the house such as radios, televisions, refrigerators, etc.

### **Peer Environment**

According to Slavin (2001) , the peer environment is people who have the same age and status that influence each other in interactions. Next, according (Izzaty et al. (2007) Peers are school friends or friends outside of school who influence growth, speech, interests, appearance and behaviour. Meanwhile, according to Ihsan (2003) The peer environment is everything that exists around a social unit consisting of two or more individuals who have held social interactions that are quite intensive and regular that are of equal age and can influence the development of life. According to Santosa (2006) the indicators of the peer group are: (a)

Cooperation, (b) Competition, (c) Opposition, (d) Compliance/Accommodation, and (e) Fusion/Assimilation.

**METHOD**

This research is included in correlational research because this study aims to determine whether learning motivation, socioeconomic status of parents and peer environment influence students' interest in continuing their education to tertiary education or not. Data collection was carried out by researchers using a survey method which will be distributed online using Googleform to obtain primary data. Thus the research approach used is a quantitative approach to test the hypotheses that have been set. To measure the questionnaires that have been sent to respondents, researchers use a Likert scale measurement tool. In this study the Likert scale model used consisted of five criteria, namely Strongly Disagree (STS), Disagree (TS), Doubtful (R), Agree (S).

The population in this study were all students at SMK N 14 Jakarta, with an affordable population of 309 students in class XII. The sampling technique used by the researchers is the proportional random sampling technique using the slovin formula with a 95% confidence level and a 5% error rate. Based on the sample calculation, a sample of 174 students was obtained from a population of 309 students.

Data processing in this study uses smart PLS SEM (Partial Least Square – Structural Equation Modeling) Software. PLS (Partial Least Square) is a component or variant based SEM structural equation model. According to Latan and Ghozali (2012) the purpose of PLS-SEM is to develop theory or build theory (predictive orientation). PLS is used to explain whether there is a relationship between latent variables (predictions). PLS-SEM analysis is divided into two sub-models, namely the measurement model or outer model and the structural model or inner model.

**RESULTS AND DISCUSSION**

**Measurement Model Analysis (Outer Model)**

Outer model analysis is carried out to find out how the relationship between latent variables and their indicators is. This analysis aims to measure the extent to which the level of validity and reliability of the model.

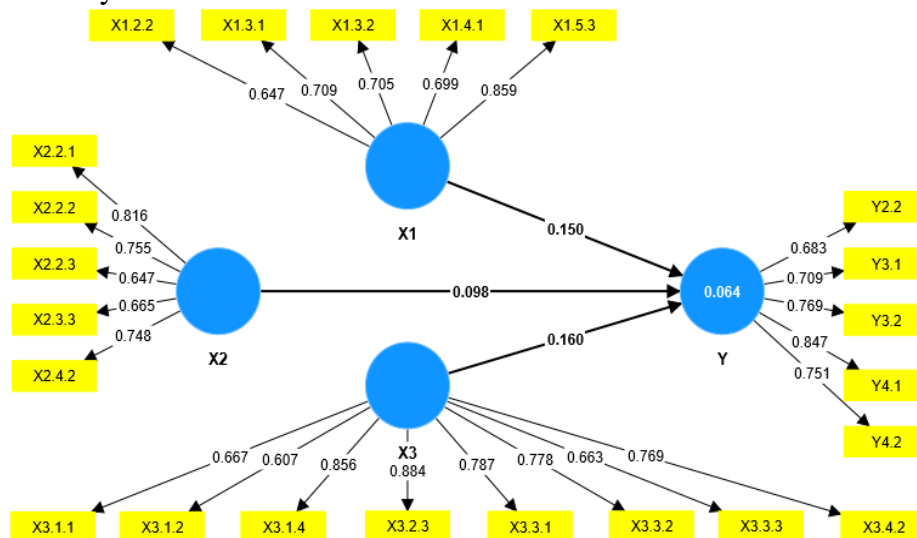


Figure 2. Outer Model

Source: Data processed by researchers (2023)

It is known that the value of the outer model has a value of > 0.70, although there are still some values <0.70, but the results are close to the value of the loading factor so that the value can be said to be valid. The following is the result of the outer loading calculation:

Table 3. Outer Loading Table

|        | X1    | X2    | X3    | Y     |
|--------|-------|-------|-------|-------|
| X1.2.2 | 0.647 |       |       |       |
| X1.3.1 | 0.709 |       |       |       |
| X1.3.2 | 0.705 |       |       |       |
| X1.4.1 | 0.699 |       |       |       |
| X1.5.3 | 0.859 |       |       |       |
| X2.2.1 |       | 0.816 |       |       |
| X2.2.2 |       | 0.755 |       |       |
| X2.2.3 |       | 0.647 |       |       |
| X2.3.3 |       | 0.665 |       |       |
| X2.4.2 |       | 0.748 |       |       |
| X3.1.1 |       |       | 0.667 |       |
| X3.1.2 |       |       | 0.687 |       |
| X3.1.4 |       |       | 0.856 |       |
| X3.2.3 |       |       | 0.884 |       |
| X3.3.1 |       |       | 0.787 |       |
| X3.3.2 |       |       | 0.778 |       |
| X3.3.3 |       |       | 0.663 |       |
| X3.4.2 |       |       | 0.769 |       |
| Y2.2   |       |       |       | 0.683 |
| Y3.1   |       |       |       | 0.709 |
| Y3.2   |       |       |       | 0.769 |
| Y4.1   |       |       |       | 0.847 |
| Y4.2   |       |       |       | 0.751 |

Source: Data processed by researchers (2023)

It is known that the value of the outer model has a value of > 0.70, although there are still some values <0.70, but the results are close to the value of the loading factor so that the value can be said to be valid.

Table 4. Table of Average Variance Extracted (AVE)

| Variable | Average variance extracted (AVE) |
|----------|----------------------------------|
| X1       | 0.529                            |
| X2       | 0.531                            |
| X3       | 0.573                            |
| Y        | 0.568                            |

Source: Data processed by researchers (2023)

Based on table it is known that the AVE value in variable X1 is 0.529, X2 is 0.531, X3 is 0.573, and Y is 0.568. This shows that all the variables in the study met the requirements with a value of > 0.50, so it can be said that the variables have convergent validity.

Reliability test can be done by looking at the value of Cronbach's alpha and composite reliability. An indicator is said to be reliable and acceptable if it has a value > 0.70 (enough) and a value of 0.80 (strong). Meanwhile according to Ghozali (2016) if the value is > 0.60, then the question items in the questionnaire are reliable. It is known that each variable has a Cronbach's alpha value and composite reliability > 0.70, so that the variable can be declared to have good reliability.

Table 5. Table of Reliability Test Results

|    | <i>Cronbach's alpha</i> | <i>Composite reliability (rho_a)</i> |
|----|-------------------------|--------------------------------------|
| X1 | 0.803                   | 0.886                                |
| X2 | 0.798                   | 0.834                                |
| X3 | 0.899                   | 0.915                                |
| Y  | 0.823                   | 0.854                                |

Source: Data processed by researchers (2023)

### Structural Model Analysis (Inner Model)

Structural model analysis (inner model) aims to predict the effect of the relationship between variables in the study. The structural model (inner model) describes the causality relationship between latent variables that has been built based on the substance of the theory.

### R-Square (R<sup>2</sup>)

The R-Square value (R<sup>2</sup>) is used to measure how much the dependent variable is influenced by the independent variable. According to Chin (1998), the R-Square value is 0.67 (strong), 0.33 (moderate) and 0.19 (weak). Based on the data that has been processed by the researcher, the R-Square value is obtained as follows:

Table 6. R-Square table

|   | <i>R-square</i> | <i>R-square adjusted</i> |
|---|-----------------|--------------------------|
| Y | 0.164           | 0.148                    |

Source: Data processed by researchers (2023)

It is known that the R<sup>2</sup> value is 0.164, this value indicates that 16.4% of the variables of learning motivation, socioeconomic status of parents, and peer environment affect the variable of interest in continuing education to tertiary education by 14.8% and the rest is influenced by other variables outside the research This.

### F-Square (F<sup>2</sup>)

Based on table 4.16, it is known that the F<sup>2</sup> value of the learning motivation variable is 0.023, the parents' socioeconomic status variable is 0.010, and the peer environment variable is 0.027. This value indicates that each independent variable has a low influence on the interest in continuing education to tertiary institutions.

The F-Square test (F<sup>2</sup>) was carried out to determine the significant effect of the independent variables on the dependent variable together. The criteria for the F-Square (F<sup>2</sup>) test are if the F-Square (F<sup>2</sup>) value is <0.02 then the effect is said to be weak or small, if the F-Square (F<sup>2</sup>) value is > 0.15 then the effect is moderate, then if the F- Square (F<sup>2</sup>) > 0.35, then the effect is strong. Based on the data processing carried out by the researcher, it is known that the F-Square value is as follows:

Table 7. F-Square table

|    | <b>X1</b> | <b>X2</b> | <b>X3</b> | <b>Y</b> |
|----|-----------|-----------|-----------|----------|
| X1 |           |           |           | 0.023    |
| X2 |           |           |           | 0.010    |
| X3 |           |           |           | 0.027    |
| Y  |           |           |           |          |

Source: Data processed by researchers (2023)

**Variance Inflation Factor (VIF)**

Variance Inflation Factor (VIF) test was conducted to find out whether there is a correlation between variables. If the VIF value is > 5.00, it indicates a collinearity problem in the correlation model. Vice versa, if the VIF value < 5.00 then there is no problem with collinearity. The following is the VIF value based on the processed data of the researcher.

Table 8. Table of Variance Inflation Factor (VIF)

| X1     | VIF   | X2     | VIF   | X3     | VIF   | Y    | VIF   |
|--------|-------|--------|-------|--------|-------|------|-------|
| X1.2.2 | 1,751 | X2.2.1 | 1,451 | X3.1.1 | 1,743 | Y2.2 | 2,236 |
| X1.3.1 | 1,388 | X2.2.2 | 1,940 | X3.1.2 | 1,470 | Y3.1 | 2,081 |
| X1.3.2 | 1,606 | X2.2.3 | 1,366 | X3.1.4 | 2,912 | Y3.2 | 3,324 |
| X1.4.1 | 1,559 | X2.3.3 | 2,064 | X3.2.3 | 2,868 | Y4.1 | 2,073 |
| X1.5.3 | 1,559 | X2.4.2 | 1,654 | X3.3.1 | 2,169 | Y4.2 | 1,501 |
|        |       |        |       | X3.3.2 | 4,618 |      |       |
|        |       |        |       | X3.3.3 | 3,637 |      |       |
|        |       |        |       | X3.4.2 | 2,363 |      |       |

Source: Data processed by researchers (2023)

Based on the VIF table above, it shows that each variable has a value of <5.00 so that it can be stated that there is no collinearity problem in the correlation model of this study.

**Hypothesis testing**

Hypothesis testing can be seen through the t-statistics which show the path coefficient results. The T test is known through the t-statistical value and P value with the condition that if the t-statistic > t-table or P value <0.05 with a 5% t-table error rate of 1.653. Following are the results of the path coefficients:

Table 9. Table of Hypothesis Testing with Bootstrapping

|         | Original sample (O) | sample mean (M) | standard deviation (STDEV) | T statistics (O/STDEV) | P values |
|---------|---------------------|-----------------|----------------------------|------------------------|----------|
| X1 -> Y | 0.150               | 0.169           | 0.068                      | 2.205                  | 0.014    |
| X2 -> Y | 0.098               | 0.095           | 0.144                      | 0.680                  | 0.248    |
| X3 -> Y | 0.160               | 0.194           | 0.088                      | 1,810                  | 0.035    |

Source: Data processed by researchers (2023)

Based on the results of hypothesis testing, it can be concluded as follows:

H1: the learning motivation variable has a t-statistic of 2.205 > 1.653, and has a p-value of 0.014 <0.05. Based on these results the first hypothesis is accepted, namely learning motivation has a positive and significant effect on students' interest in continuing their education to tertiary institutions.

H2: the variable of parents' socioeconomic status has a t-statistic of 0.680 > 1.653, and has a p-value of 0.006 <0.05. Based on these results the second hypothesis was rejected, namely the socioeconomic status of parents did not have a positive and significant effect on students' interest in continuing their education to tertiary institutions

H3: the peer environment variable has a t-statistic of 1.905 > 1.653, and has a p-value of 0.035 <0.05. Based on these results the second hypothesis is accepted, namely the peer environment has a positive and significant effect on students' interest in continuing their education to tertiary institutions

H4: Based on the results of the calculation of R<sup>2</sup> of 0.064 or 6.4%, from this value it can be concluded that the variables of learning motivation, parents' socioeconomic status, and peer environment together have an influence on students' interest in continuing their education to tertiary education. This means that the fourth hypothesis is accepted.



### **The Influence of Learning Motivation, Parents' Socioeconomic Status, and Peer Environment on Interest in Continuing Education at Higher Education**

Based on the results of calculations that have been carried out on the learning motivation variable (X1), the loading factor values are obtained, namely X1.2.2 is 0.647, X1.3.1 is 0.709, X1.3.2 is 0.705, X1.4.1 is 0.699, and X1.5.3 is 0.859. This shows that the indicators of the learning motivation variable have met validity standards. Then, in table 4.14 it is known that the learning motivation variable has a composite reliability of  $0.886 > 0.70$  and an AVE value of  $0.529 > 0.50$  so that the learning motivation variable can be declared reliable. Furthermore, the results of the calculation of the path coefficient of learning motivation have a positive and significant effect on the interest in continuing education to tertiary institutions by having a t-statistic value of  $2.205 > 1.653$ , and having a p-value of  $0.014 < 0.05$ . Based on these results, it can be concluded that learning motivation has a positive and significant influence on the interest in continuing education to tertiary institutions in class XII students at SMK N 14 Jakarta. The results of this study support the results of previous research by Maisyaroh et al. (2020); Wulandari and Purnamasari (2020).

### **The Effect of Parents' Socio-Economic Status on Interest in Continuing Education to Higher Education**

Based on the calculation results, the loading factor values were obtained, namely X2.2.1 of 0.816, X2.2.2 of 0.755, X2.2.3 of 0.647, X2.3.3 of 0.665, and this shows that the variable indicator of parents' socio-economic status meets validity standards. Then, in table 4.14 it is known that the learning motivation variable has a composite reliability of  $0.834 > 0.70$  and an AVE value of  $0.531 > 0.50$  so that the parent socio-economic status variable can be declared reliable. Furthermore, the results of the path coefficient calculation on the parent's socio-economic status variable show that the t-statistic value is  $0.680 < 1.653$ , and has p-values of  $0.248 > 0.05$ . Based on these results, it can be concluded that there is no positive and significant influence on the variable of parents' socio-economic status on interest in continuing their education to higher education in class XII students at SMK N 14 Jakarta. This research is not in line with research by Navari et al. (2022). But, this research is in line with the results of research by Darmawan (2017).

### **The Influence of Peer Environment on Interest in Continuing Education at Higher Education**

Based on the results of calculations that have been carried out on the peer environment variable (X3), the loading factor values are obtained, namely X3.1.1 is 0.667, X3.1.2 is 0.607, X3.1.4 is 0.856, X3.2.3 is 0.884, X3.3.1 is 0.787, X3.3.2 of 0.778, X3.3.3 of 0.663, and X3.4.2 of 0.769. This shows that the peer environment variable indicator has met the validity standard. Then, it is known that the peer environment variable has a composite reliability of  $0.915 > 0.70$  and an AVE value of  $0.573 > 0.50$  so that the peer environment variable can be declared reliable. Furthermore, the results of the calculation of the path coefficient of the peer environment have a positive and significant effect on the interest in continuing their education to tertiary institutions by having a t-statistic value of  $1.810 > 1.653$ , and having a p-value of  $0.035 < 0.05$ . Based on these results, it can be concluded that the peer environment has a positive and significant influence on the interest in continuing education to tertiary education in class XII students at SMK N 14 Jakarta. The results of this study support previous research by Zulfa et al. (2018); and Pradipta (2018).

### **The Influence of Learning Motivation, Parents' Socioeconomic Status, and Peer Environment on Interest in Continuing Education at Higher Education**

Based on the  $R^2$  calculation results of 0.164 or 16.4%, this value shows how much the dependent variable is influenced by the independent variable. So, it can be interpreted that together the variables of learning motivation, parents' socio-economic status, and peer environment have an influence on interest in continuing their education to college by 16.4% and the rest is influenced by other variables not examined in this research. This research is in line with previous research by Nugraha (2019); and Rifai and Sukanti (2019).

### **CONCLUSION AND RECOMMENDATION**

Based on the theoretical studies and research results described above, the following conclusions can be drawn: (1) Learning motivation has a positive and significant effect on the interest in continuing their education to tertiary education in class XII students at SMK N 14 Jakarta with a t-statistic score of  $0.680 < 1.653$ , and a p-value of  $0.248 > 0.05$ ; (2) Socioeconomic status of parents has no effect on the interest in continuing their education to tertiary education in class XII students at SMK N 14 Jakarta. the statement is based on the acquisition of a t-statistic value of  $1.810 > 1.653$ , and has a p-value of  $0.035 < 0.05$ ; (3) The peer environment has a positive and significant influence on the interest in continuing education to tertiary education in class XII students at SMK N 14 Jakarta with the acquisition of a t-statistic value of  $1.810 > 1.653$ , and has a p-value of  $0.035 < 0.05$ ; and (4) The results of the  $R^2$  calculation obtained a value of 0.164, or it can be interpreted that the independent variables in the study simultaneously affect the dependent variable by 16.4% and the rest are influenced by other variables that were not examined in this study. Based on these results it can be concluded that together the variables of learning motivation, socioeconomic status of parents, and peer environment have an influence on the interest in continuing their education to tertiary education in class XII students at SMK N 14 Jakarta.

Based on the results of the study, the higher the motivation to learn, the higher the interest of students to continue their education to higher education. Therefore, schools and also parents are expected to be able to provide interesting motivation so that students have an interest in continuing their education to tertiary institutions. Based on the results of the study, it is known that the socioeconomic status of parents has no influence on the interest in continuing their education to tertiary institutions. It is not enough for students' parents to just fulfill material needs, but also to pay more attention to children, especially for the child's future education so that have a high interest and willingness to continue their studies at tertiary institutions. The peer environment has an influence on the interest in continuing education to tertiary institutions. Therefore, students are expected to be more selective in finding friendships because it will affect their mindset, behavior, and interests uneducated. Based on the research results, it is known that there is a significant variable but the effect is small, only 16.4%. there are still 83.6% of other factors that were not examined in this study. Future researchers are expected to be more varied in examining other factors not examined in this study, and reviewing more recent sources and references.

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