

UNLOCKING HIGHER EDUCATION INTEREST: THE IMPACT OF SOCIOECONOMIC STATUS AND LEARNING MOTIVATION AMONG OFFICE MANAGEMENT STUDENTS

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ABSTRACT

This study aims to analyze the influence of parents' socio-economic status and learning motivation on students' interest in continuing their studies to higher education, specifically among students majoring in Office Automation and Governance (OTKP) at Public Vocational High School (SMKN) 14 Jakarta. The research employed a quantitative approach with a proportional random sampling technique. The population consisted of 180 students, and a sample of 119 students was selected using a 5% significance level. Data were collected through a survey and analyzed using multiple regression analysis. The results show that: (1) parents' socio-economic status has a positive and significant influence on students' interest in pursuing higher education; (2) learning motivation has a positive and significant influence on students' interest in pursuing higher education; and (3) parents' socio-economic status and learning motivation together have a significant influence on students' interest in pursuing higher education.

Keywords: Interest in higher education, Parents' socio-economic status, Learning motivation

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh status sosial ekonomi orang tua dan motivasi belajar terhadap minat melanjutkan studi ke perguruan tinggi pada siswa jurusan Otomatisasi dan Tata Kelola Perkantoran (OTKP) SMKN 14 Jakarta. Metode penelitian yang digunakan adalah metode kuantitatif dengan teknik *proportional random sampling*. Populasi penelitian berjumlah 180 siswa, dengan sampel sebanyak 119 siswa yang diambil menggunakan taraf signifikansi 5%. Pengumpulan data dilakukan melalui survei, dan analisis data menggunakan regresi berganda. Hasil penelitian menunjukkan bahwa: (1) status sosial ekonomi orang tua berpengaruh positif dan signifikan terhadap minat melanjutkan studi ke perguruan tinggi; (2) motivasi belajar berpengaruh positif dan signifikan terhadap minat melanjutkan studi ke perguruan tinggi; (3) status sosial ekonomi orang tua dan motivasi belajar secara simultan berpengaruh signifikan terhadap minat melanjutkan studi ke perguruan tinggi.

Kata Kunci: Minat melanjutkan studi, Status sosial ekonomi orang tua, Motivasi belajar

INTRODUCTION

Unemployment is a problem that has always been faced by the Indonesian nation. Indonesia as a developing country with a dynamic economy faces serious challenges in facing

unemployment (Dede & Vina, 2024). The higher the unemployment rate in a country, the worse it will be for the country itself. In recent years, the unemployment rate in Indonesia has continued to increase, vocational schools are still the contributor to the highest unemployment rate for the past three years. Through data from the Central Statistics Agency in 2023, it was explained that the unemployment rate in Indonesia reached 5.83% or equivalent to 7.99 million people with a scale of 9.60%, the largest being dominated by people with vocational school graduates. Another thing that causes vocational school graduates to still have difficulty getting jobs is that vocational school graduates are still less competitive than other graduates above them, such as Diploma and Bachelor's degrees, in finding jobs.

This requires attention from the government that vocational school graduates are still unable to compete productively in the business world or industry. The quality of human resources (HR) produced in vocational schools in fact still cannot speak much in Indonesia, because vocational school graduates in Indonesia still often face a gap between the skills they possess and the needs of the world of work, so their competitiveness in the labor market is still low (Suharno et al., 2020). Improving the quality of HR needs to be considered by the government, one way to improve the quality of HR is through education. Education is the most important thing in life. Education is important because it can provide someone with skills and knowledge that are useful in life, for a nation that wants to progress, education must be seen as a necessity just like other needs (Hidayati, 2021). Pursuing education is one of the most important aspects of life. Education is something that underlies our lives. It gives us knowledge about the world and allows us to experience life in all its beautiful colors, One cannot truly enjoy life without knowing the wonders around him (Conaway, 2020). Therefore, pursuing education is one of the most important aspects of life.

Continuing education after graduating from vocational high school is one of the strategic options to reduce the risk of unemployment. Although vocational high school graduates have been equipped with practical skills to immediately enter the industrial world, the increasingly tight competition in the labor market demands more specific expertise and further education (Andiani, 2024). By continuing higher education or advanced vocational training, vocational high school graduates can deepen their competencies, obtain additional certifications, and increase their competitiveness in the industrial world. This step not only opens up wider job opportunities but also provides the opportunity to achieve better positions and higher salaries in the future. This is a solution to reduce unemployment after graduating from vocational high school is to continue education to a higher level, namely at university. Based on preliminary study, that students' interest in continuing their education to college among students majoring in Office Automation and Governance (OTKP) SMKN 14 Jakarta is still low.

Socioeconomic status (SES) influences students' access to educational resources, parental support, and exposure to learning environments, shaping academic aspirations and career goals (Ariyani et al. 2021). Higher SES often correlates with better facilities, extracurricular opportunities, and guidance, which can enhance motivation to pursue higher education. Learning motivation, both intrinsic and extrinsic, affects persistence, self-regulation, and academic performance. Students with strong motivation are more likely to overcome barriers and envision future studies beyond secondary school (Browman et al., 2019). Previous research highlights that the interplay between SES and motivation significantly impacts students' interest in higher education, particularly in vocational contexts such as Office Management programs (Alfarizi, 2022). Most studies have not comprehensively examined the simultaneous influence of SES and learning motivation on interest in continuing to higher education, especially in the context of Office Management program students. This study aims to analyze the influence of parents' socio-economic status and learning motivation on students' interest in continuing their studies to higher education.

LITERATURE REVIEW

Interest in Continuing Studies at College

According to Crow's Theory (Addnin & Effendi, 2021), namely Theories of Influence Interests explains that interest is related to the driving force that drives a person to face and handle people, objects, activities, experiences driven by the activity itself. Interest can be seen by analyzing the activities and behaviors carried out by a person, or objects that he likes, because interest is a learned motive that motivates a person to be active in carrying out certain activities. In another opinion from Bernard in (Sasmi et al., 2017) explains that students' interest in continuing their studies to college can be seen from the attitude of students who begin to pay attention and focus on something by digging up information about colleges to realize their desires, this interest does not arise by itself but there are factors that can arouse this interest. This is in line with Hurlock (Supit, Pongoh, & Dame, 2019) in his research stated that the interest in continuing education to college is a desire that comes from within the individual consciously without coercion to continue their education which makes students focus on realizing their dreams of going to college that they aspire to. The desire to pursue higher education is essentially an intrinsic drive that arises from within. When a person truly realizes the importance of higher education for their future, this desire grows naturally without external coercion. This intrinsic interest is typically stronger and more enduring because it is based on a personal awareness of needs and life goals (Hasanah et al., 2021). There are three indicators of interest in pursuing higher education: internal motivators; social motives; and emotional factors.

Socioeconomic Status of Parents

Parental socioeconomic status is the social and economic position or standing of both parents in society (Şengönül, 2022). The same thing was stated by Supit et al. (2019) that the socioeconomic status of parents has a contribution to a child's interest in continuing their education, in other words, if the socioeconomic status of parents increases, it will be followed by an increase in interest in continuing education to higher education. These findings are also supported by research Browman et al. (2019) which explains that there are several determining factors in children in determining their interest in continuing education to a higher level, and the condition of the socioeconomic status of parents is the main factor that determines this interest, because the continuity of a child's education in meeting all their educational needs depends on the financial condition of the parents. Research conducted by Wahyuningsih & Yulianto (2020) explains that the better the parents' social and economic conditions, the higher the child's interest in continuing their education to a higher level, and vice versa. Thus, parents can maintain and even improve their economic conditions so that their child's interest can be maintained and even increased. According to Crow and Crow's theory in Farwitawati & Masirun (2021), there are several indicators of interest in continuing studies at university, namely: internal needs, social motives, and emotional factors.

Learning Motivation

Learning motivation is the most important thing that students must have in every learning process, because learning motivation is a driving force that comes from within and outside that can stimulate someone to carry out activities (Oryza & Listiadi, 2021). This is supported by research conducted by Sasmi et al. (2017), and Farnesa & Hasmunir (2017), which explains that if a student has a high learning motivation, it will encourage students to put forth all efforts and excellence to achieve optimal results in their studies, including realizing their interest in continuing to the desired university. Learning motivation is the most important thing a person must have to determine direction and actions, this is in line with research conducted by Prianggita & Ghofur (2021) that learning motivation gives rise to a behavior that aims to direct and determine actions towards achieving desired goals. In line with research by

Rahma & Muhid, (2022) that learning motivation is the main force that drives a person to continue to develop and achieve desired goals. Without motivation, the learning process becomes undirected and tends to be passive. Someone who has learning motivation will have a strong internal drive to understand, master, and apply knowledge in everyday life. This shows that motivation is not just a momentary enthusiasm but is an important foundation in the process of forming a strong learner character. There are five indicators in learning motivation: ideals; willingness to learn; student conditions; environmental conditions; and dynamic elements in learning.

This study tested three hypotheses about variables that influence interest in continuing studies to college, such as parents' socioeconomic status and learning motivation in students majoring in automation and office management at SMKN 14 Jakarta. According to the first hypothesis, interest in continuing studies to college is significantly and positively influenced by parents' socioeconomic status. Learning motivation also has a fairly large and positive impact on students' interest in continuing studies to college in the second hypothesis. The third hypothesis states that parents' socioeconomic status and learning motivation work together to significantly and positively influence interest in continuing studies to college.

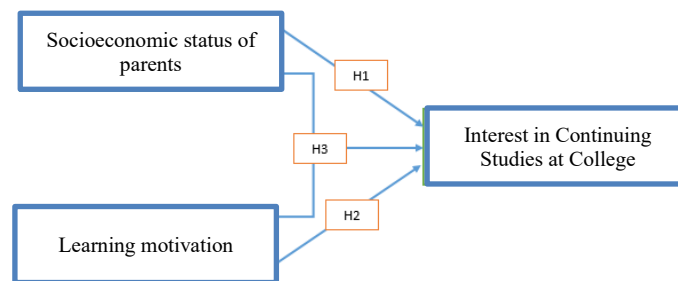


Figure 1. Hypotheses Development

METHOD

This study uses a quantitative approach with primary data collected through survey methods and purposive random sampling techniques. Based on total research population of 180 students, using the Isaac and Michael is used to estimate the sample size obtained as many as 119 respondents (Susanto et al., 2024). Prerequisite analysis tests, traditional assumption tests, hypothesis testing, and determination coefficient tests processed using SPSS version 29 are examples of data analysis approaches. This study uses a sampling technique carried out using Proportional Random Sampling, making it easier for researchers to take samples, because sampling is done randomly, where each member of the population has an equal opportunity to be selected as a sample (Adnyana, 2021). Based on Table 1, the majority of respondents were female, namely 86 people or 72%, while males were only 33 people or 28%. from the class table, respondents from class XII numbered 55 people or 46%, from class XI numbered 34 or 29%, and class X numbered 30 or 25%.

Table 1. Summary of Respondent Profile

Category	Description	Quantity	Percentage (%)
Gender	Males	33	28%
	Females	86	72%
Class	XII	55	46%
	XI	34	29%
	X	30	25%

Research using a questionnaire with 39 statements on a Likert scale of 1 to 5 is one of the data collection methods. A survey consisting of 14 items was used to measure interest in continuing studies to college, with indicators of internal driving factors, social factors, and

emotional factors (Jumarniati & Anas Aswar, 2019). Parents' socioeconomic status was measured using a questionnaire consisting of 14 items, with indicators of parents' income, parents' last education, and parents' occupation (Yuwan, 2020). and learning motivation was measured with 11 items, with indicators of ideals, willingness to learn, student conditions, environmental conditions, and dynamic elements in learning (Umairah, 2020). The validity of the questionnaire items was tested using the Pearson Product-Moment correlation, while reliability was tested using Cronbach's Alpha. All variables met the criteria for validity and reliability.

The collected data were examined through multiple regression analysis to assess both partial and simultaneous influences of parents' socio-economic status and learning motivation on students' interest in pursuing higher education. Descriptive statistics were first employed to outline respondents' profiles and variable distributions. Prior to hypothesis testing, classical assumption tests—covering normality, linearity, multicollinearity, and heteroscedasticity—were conducted to ensure model validity. The t-test was applied to evaluate partial effects of each independent variable, while the F-test assessed their combined influence. All tests adhered to a 0.05 significance level, ensuring statistical rigor in interpreting the relationship between the studied variables.

RESULTS AND DISCUSSION

Interest in Continuing Studies at College

Verified statements from the questionnaires given to 119 students were used to collect primary data on parental support. Microsoft Excel was used to calculate the mean scores. Based on Table 2, the social factor indicator has the highest contribution of 37%, which shows that the social environment has a major role in shaping expectations, motivations, and perceptions of higher education. Social factors such as family support, peer influence, and the role of community leaders are the main drivers in making this decision. Internal driving factors follow with 33% which shows that interest in continuing studies to college is greatly influenced by driving factors from within a person, such as personal motivation, ideals, desire to develop, and awareness of the importance of education, and finally there is the emotional factor with the lowest factor at 30% where this Emotions such as self-confidence, hope, fear of failure, and self-pride play an important role in shaping a person's decision to continue their education to a higher level.

Table 2. Average Score Calculation of interest in continuing studies at college

Variable	Indicator	Item	Score Item	Score Total	Total Item	Mean	%
Interest in Continuing Studies at College (Y)	Internal Motivating Factors	1	524	2320	5	464	33%
		2	520				
		3	532				
		4	516				
		5	228				
	Social Factors	6	512	2628	5	526	37%
		7	532				
		8	512				
		9	540				
		10	532				
	Emotional Factors	11	524	2104	4	526	30%
		12	532				
		13	524				
		14	524				
TOTAL				7052	14	1516	100%

Socioeconomic Status of Parents

Fourteen verified statements from the questionnaire administered to 119 students were used to collect primary data for parental socioeconomic status. Microsoft Excel was used to

calculate the mean score. Based on Table 3, the indicator of the socio-economic status of parents that provides the largest contribution is the income of parents at 35%, this shows that income is one of the main indicators in determining economic and social position in society. The higher the income earned, the greater the possibility of parents meeting the basic needs of the family, provide better access to education for children, and enjoy various more decent living facilities. then followed by the indicator of parental employment with 34% because work is the main determinant in generating income, obtaining social security, and forming a social image in society. The type of parental employment often reflects their level of education, skills, and position in the social structure. Then the last indicator of parental education level with 31% which means that the level of parental education is one of the main indicators that influences the socio-economic status of a family. Education determines the quality of human resources, which in the end is closely related to job opportunities, income levels, and social positions in society. The higher a person's level of education, the greater the opportunity to get a good and prestigious job.

Table 3. Average Score Calculation of Socioeconomic Status of Parents

Variable	Indicator	Item	Score Item	Score Total	Total Item	Mean	%
Socioeconomic Status of Parents (X1)	Parents' Income	1	536				
		2	536				
		3	544	2388	5	478	35%
		4	524				
		5	248				
	Parents' type of work	6	528				
		7	532	2376	5	475	34%
		8	520				
		9	544				
		10	252				
	Level of parental education	11	528				
		12	544	2140	4	535	31%
		13	532				
		14	536				
TOTAL			6904	14	1488	100%	

Learning Motivation

Eleven validated statements from a questionnaire administered to 119 students were used to collect primary data on learning motivation. Microsoft Excel was used to calculate the mean scores. Based on Table 4, the indicators of students' ideals and conditions provide the greatest contribution to students' career decision-making, which is 27%, which shows that because these two things form a strong internal drive in determining how much effort is made in the learning process. Ideals function as the direction and goals to be achieved, while students' conditions reflect mental, emotional, and environmental readiness in supporting the learning process. Then followed by indicators of students' willingness and environmental conditions of 18%, which explains that learning motivation is greatly influenced by students' willingness and the environmental conditions in which they grow and learn. Willingness is a drive from within students to achieve learning goals, while the environment provides external influences that can strengthen or weaken this motivation. Both interact with each other and shape a student's level of enthusiasm for learning, and finally the indicator of dynamic elements in learning is 10%, which means factors that are active, changing, and can be controlled during the learning process, such as teacher teaching methods, interactions in class, use of learning media, and how to deliver material. These elements are very important because they create a lively, interesting, and enjoyable learning atmosphere, which ultimately increases students' motivation to be actively involved in the learning process.

Table 4. Average Score Calculation of Learning Motivation

Variable	Indicator	Item	Score Item	Score Total	Total Item	Mean	%
Learning Motivation (X2)	Ideals	1	544	1600	3	533	27%
		2	528				
		3	528				
	Students desire	5	520	1052	2	526	18%
		7	532				
		9	532				
		10	516				
	Students condition	11	544	1592	3	530	27%
		13	532				
		14	548				
	Enviromental condition	13	532	1080	2	540	18%
14		548					
Dynamic elements in learning	19	560	560	1	560	10%	
TOTAL			5884	11	2689	100%	

Normality Test

The One-Sample Kolmogorov-Smirnov Test was used to compare the distribution of the sample data with a normal distribution, serving as the basis for evaluating the normality assumption in this study. Based on Table 5, the results of the normality test showed a value of 0.200, indicating that the normality assumption in this study was fulfilled (Asymp. Sig. (2-tailed) > 0.05). Thus, the research data is considered to be normally distributed, allowing parametric statistical tests to be applied reliably.

Table 5. Normality Test Results

		Unstandardized Residual
N		119
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,84142327
	Most Extreme Differences	
	Absolute	0,124
	Positive	0,069
	Negative	-0,124
Kolmogorov-Smirnov Z		,124
Asymp. Sig. (2-tailed)		,200

Linearity Test

Based on the results of the linearity test (Table 6), it shows that the value of the deviation from linearity shows a figure of 0.478 or above 0.005 (> 0.005), and value for the linearity section is 0.000, which is less than 0.05, this shows that the relationship between the variables of the socio-economic status of parents and the interest in continuing studies to college has a linear relationship. Based on Table 7, it shows that the standard deviation value of linearity shows a figure of 0.452 or above 0.005 (> 0.005), and the value for the linearity section is 0.000 which means it is less than 0.05, this shows that the relationship between the variables of learning motivation and interest in continuing studies to college has a linear relationship. These findings indicate that both independent variables—parents’ socio-economic status and learning motivation—satisfy the linearity assumption with respect to the dependent variable.

Table 6. Linearity Test Results Socio-Economic Status of Parents and the Interest in Continuing Studies to College

			Sum of Squares	df	Mean Square	F	Sig.
interest in continuing studies to college * socio-economic status of parents	Between Groups	(Combined)	730,867	16	45,679	8,930	0,00
		Linearity	651,244	1	651,244	127,311	0,00
	Within Groups	Deviation from Linearity	79,623	15	5,308	1,038	0,478
		Total	842,846	66,500	5,115		
	Total			797,367	29		

Table 7. Linearity Test Results learning motivation and the interest in continuing studies to college

		Sum of Squares	df	Mean Square	F	Sig.
Career Decision Making Between * Self- Efficacy	(Combined)	705,067	12	58,756	10,822	0,00
	Linearity	642,533	1	642,553	118,347	0,00
	Deviation from Linearity	62,514	11	5,683	1,047	0,452
	Within Groups	850,920	92,300	5,429		
	Total	797,367	29			

Multicollinearity Test

Based on the results of the multicollinearity test (Table 8), the values of the socio-economic status of parents and learning motivation each have the same tolerance value, namely $0.276 > 0.1$, and the VIF values of the two independent variables in this study each have the same value, namely $3.628 < 10$. This indicates that there are no symptoms of multicollinearity. Thus, both independent variables can be included in the regression model without concern for overlapping explanatory power that could distort the analysis results.

Table 8. Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
Socioeconomic status of parents	0,276	3,628
Learning motivation	0,276	3,628

Dependent Variable: interest in continuing studies to college

Heteroscedasticity Test

The result shows (Table 9) that the variable of parents' socio-economic status has a significance value of $0.159 > 0.05$ and the variable of learning motivation has a value of $0.322 > 0.05$. Based on these results, it can be said that the variables of parents' socio-economic status and learning motivation on the interest in continuing studies at university do not indicate heteroscedasticity. This means the residuals in the regression model are distributed consistently across all levels of the independent variables. The absence of heteroscedasticity ensures that the estimated coefficients are efficient and the statistical tests used in the analysis remain valid.

Table 9. Heteroscedasticity Test Results

		Socioeconomic status of parents	Learning motivation	Unstandardized Residual
Spearman's rho	Correlation	1,000	.282**	-0,098
	Coefficient			
	Sig. (2-tailed)		0,000	0,159
	N	119	119	119
	Correlation Coefficient	.282**	1,000	-0,026
	Sig. (2-tailed)	0,000		0,768
Learning motivation	N	177	177	177
	Correlation Coefficient	-0,090	-0,075	1,000
	Sig. (2-tailed)	0,159	0,768	
Unstandardized Residual	Sig. (2-tailed)			
	N	119	119	119

Multiple Linear Regression

The following are the known outcomes of the multiple linear regression test:

$$Y = \alpha + b_1X_1 + b_2X_2 \quad Y = 2,406 + 0,485 + 0,580$$

Based on the results of multiple linear regression tests (Table 10), the constant value of 2.406 indicates the initial value of interest in continuing studies to college when the independent variable is zero. The socioeconomic status of parents has a regression coefficient of 0.485 and

learning motivation of 0.580, meaning that both have a positive effect on interest in continuing studies to college. When the socioeconomic status of parents and student learning motivation are in line, the interest in continuing studies to college will grow stronger. Students will feel supported both materially and mentally. Even if one of these factors is not optimal, the presence of other factors can be a balance that helps students maintain a high interest in continuing their education.

Table 10. Multiple Linear Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	2,406		4,158		0,579	,002
1 Socioeconomic Status of Parents	0,485		0,123		0,507	3,938
Learning Motivation	0,580		0,160		0,466	3,622

F-test

The F value obtained based on the results of the F test is 34.162, greater than the F table value ($34.162 > 3.5$). Thus, it can be said that learning motivation (X_2) and parental socioeconomic status (X_1) influence the interest in continuing studies to college (Y) both simultaneously and in combination. This finding confirms that the regression model is statistically significant, indicating a strong joint effect of the independent variables on the dependent variable.

Table 11. F-test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	536,347	2	268,174	34,162	,000 ^b
Residual	902,746	115	7,850		
Total	1439,093	117			

T-test

Based on Table 12, the results of the t-test analysis indicate that both independent variables significantly influence students' interest in continuing their studies to higher education. The socio-economic status of parents has a coefficient value of 0.370 with a t-value of 5.493 and a significance level of 0.000, which is below 0.05, demonstrating a significant positive effect. Similarly, learning motivation has a coefficient value of 0.209 with a t-value of 4.053 and a significance level of 0.000, also below 0.05, indicating a significant positive effect. These findings suggest that improvements in both parents' socio-economic status and students' learning motivation can meaningfully enhance their interest in pursuing higher education.

Table 12. T-test Results

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	8,223	2,653			3,100	,002
1 Socioeconomic Status of Parents	,370	,067			,429	5,493
Learning Motivation	,209	,052			,317	4,053

Coefficient of Determination Analysis (R^2)

The results of the Determination Coefficient analysis concluded that the socioeconomic status of parents (X_1) and learning motivation (X_2) obtained an Adjusted R Square value of 0.365 (Table 13). This means that the variables of socioeconomic status of parents (X_1) and learning motivation (X_2) simultaneously have an influence of 36.5% on career decision making (Y). Meanwhile, the remaining 63.2% is influenced by other factors outside this research model

that were not studied by the researcher.

Table 13. Coefficient of Determination Analysis (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,610 ^a	,373	,365	2,80538

Discussion

In the results of the research that has been conducted, there is an influence between the socio-economic status of parents on the interest in continuing their studies at university by students majoring in automation and office management at SMKN 14 Jakarta. This is because students with higher socio-economic status of parents tend to have better access to educational information, learning facilities, and academic guidance (Nadhila, 2023). These advantages can foster greater confidence and aspiration in pursuing higher education, as students feel more supported both materially and psychologically (Haris et al., 2024). Consequently, parental socio-economic status not only shapes academic opportunities but also indirectly motivates students to envision and plan for their future studies.

It has also been proven that learning motivation has a significant and positive effect on the interest in continuing studies to college. This means that strong learning motivation makes students not only see school as an obligation, but to achieve long-term goals, including academic and career success (Alfarizi et al., 2022). High learning motivation encourages students to actively seek knowledge, persist in overcoming academic challenges, and maintain focus on their educational aspirations. This intrinsic drive ultimately strengthens their determination to pursue higher education as a strategic step toward realizing their future ambitions (Rinjani et al., 2024). Thus, fostering learning motivation becomes a crucial factor in educational strategies aimed at increasing students' interest in continuing their studies to higher levels.

Meanwhile, the interest in continuing studies to college is positively and significantly influenced by the two independent components, namely the socio-economic status of parents and learning motivation. This results is supported by research conducted by Ferrer et al. (2022); Makalalag et al. (2024); and Prianggita & Ghofur (2021), because socio-economic status provides opportunities and support, while learning motivation provides internal drive to act and persist. When both go hand in hand, the opportunity to have a high interest in continuing college studies will be much greater. A person's interest in continuing studies to college does not form suddenly, but is the result of the influence of various interrelated factors, including the socio-economic status of parents and individual learning motivation (Morris et al., 2022). These two factors have a very important and complementary role in shaping a person's educational aspirations.

CONCLUSION AND RECOMMENDATION

The socioeconomic status of parents and students' learning motivation have a significant influence on the interest in continuing their studies to college. Parents with better socioeconomic conditions tend to be able to provide financial support, educational facilities, and an environment that encourages children to continue their studies. On the other hand, high learning motivation in students encourages enthusiasm and perseverance to achieve a higher level of education, even in limited economic conditions. Therefore, the combination of external support from the family and internal encouragement from within the student is an important factor in forming and increasing the interest in continuing their education to college. One limitation of this study is that it only examined the influence of parents' socio-economic status and learning motivation, while other potential factors affecting students' interest in continuing to higher education were not explored. It is recommended that further researchers explore other

factors that influence interest in continuing studies at university besides the socio-economic status of parents and learning motivation, establish good relationships with research objects to facilitate data collection, and remain patient, humble, and consistent in the thesis preparation process in order to obtain maximum results.

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