Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi
E-ISSN: 2722-9750
Volume 5 No. 1 (2024)

OPTIMIZING EDUCATIONAL ASPIRATIONS: THE INFLUENCE OF LEARNING MOTIVATION AND SELF-POTENTIAL ON HIGHER EDUCATION INTEREST

Rizki Amelia Rinjani
Faculty of Economics, Universitas Negeri Jakarta, Indonesia
Email: rizkiameliarinjaani@gmail.com

Ati Sumiati
Faculty of Economics, Universitas Negeri Jakarta, Indonesia
Email: ati-sumiati@unj.ac.id

Maulana Amirul Adha
Faculty of Economics, Universitas Negeri Jakarta, Indonesia
Email: maulanaamirul@unj.ac.id

ABSTRACT

The interest of vocational high school students to continue their education to college is still relatively low. This study aims to determine the effect of learning motivation and self-potential on the interest in continuing their education to college in grade XII students at public vocational high schools in East Jakarta, Indonesia. This study uses a quantitative approach with a survey method. The research sample was taken using the proportional random sampling technique with the Slovin formula, resulting in 105 samples. Data collection was carried out using a questionnaire using a Likert scale. The data analysis techniques used were normality test, linearity test, multicollinearity test, heteroscedasticity test, and multiple regression analysis test. The results showed that learning motivation had a positive and significant effect on the interest in continuing their education to college. Self-potential had a positive and significant effect on the interest in continuing their education to college, and learning motivation and self-potential together had a positive effect on the interest in continuing their education to college, this shows that the higher the learning motivation and self-potential, the greater the possibility of students having an interest in continuing their education to college.

Keyword: Learning motivation, Self-potential, Interest, Higher education

ABSTRAK

Minat siswa SMK untuk melanjutkan pendidikan ke perguruan tinggi masih relatif rendah. Penelitian ini bertujuan untuk mengetahui pengaruh motivasi belajar dan potensi diri terhadap minat melanjutkan pendidikan ke perguruan tinggi pada siswa kelas XII di SMKN wilayah Jakarta Timur, Indonesia. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Sampel penelitian diambil menggunakan teknik proportional random sampling dengan rumus Slovin, menghasilkan 105 sampel. Pengumpulan data dilakukan dengan kuesioner menggunakan skala likert. Teknik analisis data yang digunakan adalah uji normalitas, uji linearitas, uji multikolinearitas, uji heteroskedastisitas, dan uji analisis regresi berganda. Hasil penelitian menunjukkan bahwa motivasi belajar berpengaruh positif dan signifikan terhadap minat melanjutkan pendidikan ke perguruan tinggi. Potensi diri berpengaruh positif dan signifikan terhadap minat melanjutkan pendidikan ke perguruan tinggi, serta motivasi belajar dan potensi diri bersama-sama berpengaruh positif terhadap minat melanjutkan pendidikan ke perguruan tinggi, hal ini menunjukkan bahwa semakin tinggi motivasi belajar dan potensi diri maka semakin besar kemungkinan siswa untuk memiliki minat melanjutkan pendidikan ke perguruan tinggi.

Kata kunci: Motivasi belajar, Potensi diri, Minat, Perguruan tinggi

INTRODUCTION

Education serves as the cornerstone of a society and nation's development, playing a crucial role in enhancing intelligence and influencing national progress. According to Julaeha (2019) education plays a vital role in advancing Human Resources (HR) quality and preparing society to meet contemporary demands. Therefore, continuous improvement in educational quality is essential to support comprehensive national advancement (Gunn, 2018). Educational activities significantly impact a nation economic, social, and cultural development by providing access to knowledge and innovation, enhancing skills and productivity, and cultivating intelligent, critical, and responsible citizens.

In Indonesia, there are various options for secondary education that cater to different educational approaches. Senior High Schools (*SMA*) emphasize general education and preparation for higher education, while Vocational High Schools (*SMK*) focus on practical skills aligned with industry needs, preparing students for immediate employment. *Madrasah Aliyah (MA)* also serves as an alternative for students seeking education with Islamic religious values. These diverse choices provide students with opportunities to explore their interests, talents, and aspirations, and to select educational paths that align with their potential and career goals in the future. The perception that *SMK* primarily prepares students for immediate entry into the workforce has undergone a paradigm shift, opening broader opportunities for *SMK* graduates to pursue higher education. The opportunity for vocational school (SMK) students to pursue higher education not only opens access to deeper knowledge but also to broad career opportunities (Yoana & Rumayya, 2024). They can develop technical skills while expanding their understanding of general knowledge and skills. This creates a solid foundation for career development, enhancing competitiveness in the competitive job market. As expressed by Mar'ati (2018), higher education aims to prepare individuals to apply, develop, and create knowledge and technology.

Based on preliminary research involving 31 students from Public Vocational High School 51 Jakarta, several factors contribute to the low interest of students in pursuing higher education. The preliminary research indicated that peer environment accounts for 7.2%, parents' socioeconomic status for 10.6%, desire to work for 19.4%, self-potential for 26.6%, and learning motivation for 36.3% influencing the interest in pursuing higher education. Fatimah (2018) asserts that the interest in pursuing higher education serves as a strong drive for students to expand their knowledge and skills after completing their education in Senior High School or Vocational School. The goal is to become competent human resources ready to compete in the future job market. By advancing to higher education, they have the opportunity to enhance deeper skills and knowledge, opening wider prospects to achieve desired careers.

The research gaps found in earlier studies served as the impetus for this inquiry. According to study by Saputri et al. (2019), there is a correlation between students' learning motivation and interest in pursuing further education. Similarly, Susanto et al. (2023) found that motivation to continue their study had a positive and significant influence. According to Agustina and Afriana (2018), students in private vocational schools' desire in pursuing further education is influenced by their learning motivation. Another study, namely Wahyuni et al. (2023) found that self-potential can influence students' interest in continuing their education to college. The novelty of this research with the previous research, namely, this research was conducted in three vocational high schools in the East Jakarta, in contrast to several studies conducted by Suciningrum and Rahayu (2015); Susanto et al (2023); and Saputri et al (2019) which only conducted research on one school. Then there is a distinction in the research conducted by several researchers, namely Wahyuni et al (2023); Pradipta (2018); and Addnin and Effendi (2021) who conducted their research on Senior High School (*SMA*) students, while this research conducted research on Vocational High School (*SMK*) students.

This study was motivated by multiple core concerns. First, because motivation plays such a significant role in determining how students view higher education, the researcher is curious to find out how learning motivation affects students' enthusiasm in pursuing it. In addition, the researcher wants to know how colleges help people reach their full potential and how much high school students' enthusiasm in going to college is a reflection of their skills or potential. Therefore, the purpose of this study is to explore the intricate relationship that exists between self-potential, learning motivation, and high school vocational students' desire in going to higher education.

LITERATURE REVIEW

Learning Motivation on Interest in Continuing Education at Higher Education

Learning motivation is an internal drive that encourages someone to engage in learning activities with full desire and enthusiasm, aiming to achieve educational goals or certain achievements. As stated by Mulyani et al. (2021), A mental force that influences and guides human conduct, especially learning behavior, is thought to constitute motivation. With learning motivation, students can understand how they learn and how they approach a subject matter. For instance, they know the learning objectives, increase their effort and energy, take more initiative, persevere, and improve performance (Gunn, 2018). Learning motivation to continue education to higher education is an inner drive that pushes someone to pursue a higher level of education after completing secondary education. This motivation includes a deep desire and aspiration to gain a deeper understanding, higher skills, and broader knowledge in a particular field. Pradipta (2018) suggested that the desire to continue to higher education among students can be influenced by high learning motivation. In their research, Ramadhan et al. (2018) stated that motivation has a favorable impact on a person's desire to pursue further education. Students with a high level of learning motivation will continuously develop their learning process, not just aiming to graduate from secondary school, but with the intention to continue their education to higher education (Addnin & Effendi, 2021).

Self-Potential for Interest in Continuing Education at Higher Education

The term "self-potential" describes a person's innate skills, resources, capabilities, and abilities. It includes all aspects—mental, emotional, social, and physical—that can be improved and developed via education, training, and experience. Self-potential is useful for creating doors and chances for the best possible personal development and accomplishments (Zhang & Wong, 2017). A person can maximize their strengths and skills, confront obstacles with greater confidence, and seize new chances by realizing and developing their self-potential. Through the strategic application of one's own potential, people can succeed and leave a lasting legacy in a multitude of spheres.

Students who are aware of their potential tend to be more motivated to pursue further education (Fatimah, 2018). Research results show a positive relationship between self-potential and the motivation to seek higher education, according to Widodo et al. (2023). According to research by Anjelina et al. (2023) and Suryani and Armiati (2022), a person's willingness to pursue higehr education is significantly influenced by their own self-potential. To reach their full potential, students need to have transferable abilities and skills that they can apply in a range of real-world situations.

Learning Motivation and Self-Potential for Interest in Continuing Education at Higher Education

Motivation is defined by Daulay et al. (2022) as an internal or external stimulation that is focused on achieving a specific goal. Suciningrum and Rahayu (2015) study found a direct correlation between learning motivation and students' aspirations to seek higher education. As

a result, inspiration will be defined as an innate motivation that has the power to motivate and inspire action. According to Fatimah (2018) research, student internal self-potential factor influences their enthusiasm for pursuing higher education. Students' self-potential has a big impact on whether or not they want to attend college. According to the research conducted by Indriyanti et al. (2013), students' motivation to pursue higher education is mostly shaped by their own potential. The results of Widodo et al. (2023) suggest that self-potential and motivation have good effects on the desire to pursue higher education and motivation positively influences the desire to seek higher education.

METHOD

The study employed a quantitative survey design with primary data for the independent variables of learning desire (X1) and self-potential (X2), in addition to the dependent variable of interest in furthering higher education (Y). Using this method, the researcher hoped to determine how much independent and dependent factors influence one another. The study's sample consists of 144 class XII student majoring in Office Management and Business Services (MPLB) from three Public Vocational Schools (SMKN) in East Jakarta. For this research, 105 samples were gathered using a proportionate random sampling technique and Slovin's method. Based on data from the Ministry of Education and Culture, East Jakarta City consists of 10 sub-districts that have 68 Public High Schools/Vocational Schools, while Public Vocational Schools in East Jakarta have 21 schools, and Public Vocational Schools that have 7 schools majoring in Office Management and Business Services (MPLB). In addition, schools are selected based on the division of areas or areas of the Education Office Regions I and II. SMKN 48 Jakarta is included in the East Jakarta Region I Education Office while SMKN 51 Jakarta and SMKN 10 Jakarta are included in the East Jakarta Region II Education Office.

For this research, questionnaires served as the primary method of data collection. The collection of data from research instruments is done through the use of the Likert scale method, which is used to assess people's attitudes, opinions, or perceptions on a specific topic or statement by offering a range of response options such as "strongly agree" to "strongly disagree" or other levels. The indicators used for the desire to carry on education to higher education variable are: (a) feelings of happiness, (b) there is desire, (c) there is attention, (d) there is interest, (e) there is need, (f) there is hope, and (g) there is encouragement and ability (Slameto, 2010). Then, according to Saputro et al. (2021) the indicators used for the learning motivation variable are: (a) the desire and desire to succeed, (b) the presence of encouragement and the need for learning, (c) the existence of hopes and aspirations for the future, (d) the appreciation for learning, (e) the existence of interesting activities in learning, and (f) the existence of a conducive learning environment. Then, according to Anjelina et al. (2023) the indicators used for the self-potential variable are: (a) likes to learn and is willing to see shortcomings himself, (b) has a flexible attitude, (c) makes changes for improvement, (d) does not want to blame people or circumstances, and (e) has a sincere attitude. Validity and reliability tests were used as part of data analysis methodologies to assess the study instruments.

The normality, multicollinearity, heteroscedasticity, and linearity tests were the traditional assumption tests used. Multiple linear regression analysis was used in data processing techniques. Using SPSS, the coefficient of determination, T-tests, and F-tests were used for hypothesis testing.

RESULTS AND DISCUSSION

Classical Assumption Test and Prerequisite Analysis Test

The test for normality is designed to determine whether the data used in the study follow a normal distribution or not. This study uses the one-sample Kolmogorov-Smirnov test, with a significance level (α) of 0.05. The decision rule states that the data is regularly distributed if

the significance value is greater than 0.05; on the other hand, the data is not normally distributed if the significance value is less than 0.05. Based on the findings of the calculation in Table 1 of the Kolmogorov-Smirnov normality test, it is observed that the Asym. Sig value (2 tails) for the non-standard residue is 0.200 > 0.05. Therefore, consequently it can be said that data on students' motivation to learn, personal potential and interest in higher education are normally scattered.

Table 1. Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		105
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.87981857
Most Extreme Differences	Absolute	.070
	Positive	.070
	Negative	-.053
Test Statistic		.070
Asymp. Sig. (2-tailed)		.200[c,d]

A good regression model has a linear relationship. The guideline for testing linearity uses the Deviation From Linearity column with the criterion that if the significance value of the data is > 0.05, the data is considered linear. If the significance value is < 0.05, the data is considered non-linear. The following are the results of the linearity test using IBM SPSS ver 25. Referring to Table 2, of the linearity test for the variable Y and X1, it was found that the significance between learning motivation (X1) and student interest in higher education (Y) showed a deviation from the linearity significance result of 0.332 > 0.05, it can be concluded that variable learning motivation and students' interest in continuing education at university are linearly related. The linearity test for variable X2 with Y shows a deviation from the linearity value of 0.142 > 0.05, as shown in Table 3. As a result, a linear relationship was observed between the self-potential variable and students' motivation to pursue higher education. Thus, it can be said that this study's independent variable (X) and dependent variable (Y) have a linear relationship that meets the prerequisites of the linearity test.

Table 2. Test the Linearity of Variables X1 with Y

ANOVA Table							
			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Interest in Continuing Education to Higher Education * Learning Motivation	Between Groups	(Combined)	1335.467	29	46.051	5.240	.000
		Linearity	1057.876	1	1057.876	120.383	.000
		Deviation from Linearity	277.591	28	9.914	1.128	.332
	Within Groups		659.067	75	8.788		
	Total		1994.533	104			

Table 3. Test The Linearity of Variable X2 with Y

ANOVA Table							
			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Interest in Continuing Education to Higher Education * Self-Potential	Between Groups	(Combined)	1322.183	27	48.970	5.608	.000
		Linearity	1009.253	1	1009.253	115.583	.000
		Deviation from Linearity	312.931	26	12.036	1.378	.142
	Within Groups		672.350	77	8.732		
	Total		1994.533	104			

Multicollinearity testing is done to ascertain whether the independent variables (X) in the regression model are correlated, specifically the motivation to learn and one own potential. An optimal regression model should not exhibit any symptoms of multicollinearity. In this test, looking at the tolerance and VIF values in the coefficient table is one of the reasons for making decisions. There is no multicollinearity in the regression model if the tolerance value is greater than 0.01 and the VIF is less than 10. According to Table 4 of the multicollinearity test, it was found that the tolerance value for the variables learning motivation and personal potential is 0.314 > 0.1 and the VIF value is 3.189 < 10. This leads to the conclusion that the regression model research satisfies the multicollinearity test requirements because there are no indications of multicollinearity.

Table 4. Multicollinearity Test

Coefficients[a]								
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Collinearity Statistics**	
		B	**Std. Error**	**Beta**			**Tolerance**	**VIF**
1	(Constant)	49.299	2.955		16.681	.000		
	Learning Motivation	.262	.069	.443	3.810	.000	.314	3.189
	Self-Potential	.207	.070	.344	2.961	.004	.314	3.189
a. Dependent Variable: Interest in Continuing Education to Higher Education								

The purpose of the heteroscedasticity test is to determine if the residuals in the regression model have an unequal variance. Well-adjusted regression models should not exhibit heteroscedasticity. The method used for this heteroscedasticity test is the Spearman method. The significance value of the correlation output serves as the basis for determining the criteria of the Spearman-Ro test; At > 0.05, no heteroscedasticity is detected. Table 5 shows the results of the heteroscedasticity test using Spearman-Rho correlation. It is clear that the significance value for personal potential (X2) is 0.576 > 0.05 and for learning motivation (X1) is 0.589 > 0.05. Thereby, it can be concluded that there is no heteroskedasticity in the regression model employed in this research.

Table 5. Heteroscedasticity Test

Correlations					
			Learning Motivation	**Self-Potential**	**Unstandardized Residual**
Spearman's rho	Learning Motivation	Correlation Coefficient	1.000	.843**	.053
		Sig. (2-tailed)	.	.000	.589
		N	105	105	105
	Self-Potential	Correlation Coefficient	.843**	1.000	.055
		Sig. (2-tailed)	.000	.	.576
		N	105	105	105
	Unstandardized Residual	Correlation Coefficient	.053	.055	1.000
		Sig. (2-tailed)	.589	.576	.
		N	105	105	105
**. Correlation is significant at the 0.01 level (2-tailed).					

Multiple Regression Analysis

Based on the data from Table 6, the multiple linear regression equation obtained is as follows:

$$Y = 49.299 + 0.262X1 + 0.207X2$$

Table 6 of the multiple regression test indicates that the constant value of 49.299 indicates that students are interested in pursuing higher education if both self-potential and study motivation are zero. The variable motivation to study (X1) has a regression coefficient value of 0.262, meaning that a unit increase in motivation to study will translate into a 0.262 unit rise in interest in pursuing higher education. A positive study motivation coefficient (X1) indicates a good relationship between study motivation and interest in pursuing higher education (Y). This finding indicates that students are more interested in pursuing higher education when they are more motivated to learn. The self-potential coefficient (X2) is 0.207, meaning that a unit increase in self-potential will translate into a 0.207 unit increase in desire in pursuing higher education. A positive coefficient for self-potential (X2) denotes an increase in self-potential and interest in going to college (Y). This finding suggests that students are more interested in pursuing higher education if they have a higher sense of self-potential.

Table 6. Multiple Regression Test

Coefficients[a]								
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Collinearity Statistics**	
		B	**Std. Error**	**Beta**			**Tolerance**	**VIF**
1	(Constant)	49.299	2.955		16.681	.000		
	Learning Motivation	.262	.069	.443	3.810	.000	.314	3.189
	Self-Potential	.207	.070	.344	2.961	.004	.314	3.189
a. Dependent Variable: Interest in Continuing Education to Higher Education								

To find out if the variables have a partial impact on the variable that is reliant, the t-test is used. The t-value in the output of the coefficient table serves as the basis for the decision criterion. If the t-value is greater than the crucial t-value, then there is a partial link between the independent factors and the dependent variable. According to the t-test coefficients Table 7, the variable Motivation to Learn has a t-value of 3.810. With df = n-k-1 (where n is the number of data and k is the number of independent variables), the output indicates the critical t-value at a significance level of 0.05. 105-2-1 = 102, or 1.660, is the critical t-value that results from this. The calculated t-value of 3.810 > 1.660, therefore, supports the acceptance of the hypothesis. This indicates that students' interest in attending higher education institutions to continue their education is positively and significantly influenced by their motivation to learn.

The t-value for the variable Self-Potential is 2.961 based on the above table. With df = n-k-1 (where n is the number of data and k is the number of independent variables), the output indicates the critical t-value at a significance level of 0.05. 105-2-1 = 102, or 1.660, is the critical t-value that results from this. The calculated t-value of 2.961 > 1.660, therefore, supports the acceptance of the hypothesis. This indicates that students' motivation in attending higher education institutions to further their education is positively and significantly influenced by their Self-Potential.

Table 7. T-Test

Coefficients[a]								
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Collinearity Statistics**	
		B	**Std. Error**	**Beta**			**Tolerance**	**VIF**
1	(Constant)	49.299	2.955		16.681	.000		
	Learning Motivation	.262	.069	.443	3.810	.000	.314	3.189
	Self-Potential	.207	.070	.344	2.961	.004	.314	3.189
a. Dependent Variable: Interest in Continuing Education to Higher Education								

Based on the explanations, the hypotheses 1 and 2 can be summarized as follows: (a) The variable Motivation to Learn has a t-value of 3.810 > 1.660, indicating an influence of Motivation to Learn (X1) on student interest in continuing their education to higher education institutions (Y) or the hypothesis is accepted, and (b) The variable Self-Potential has a t-value of 2.961 > 1.660, indicating an influence of Self-Potential (X2) on students interest in continuing their education to higher education institutions (Y) or the hypothesis is accepted.

Finding out if all of the independent variables under test significantly affect the dependent variable is the goal of the F-test. Decision-making criteria are based on the F-value from the ANOVA table. If the F-value > F-table, then the independent variables collectively influence the dependent variable. According to F-test Table 8, the F-score is 66.936. The statistical table with df 2 = n-k-1 (where n is the number of data points and k is the number of explanatory factors) = 105-2-1 = 102 has a critical value of F at a significance level of 0.05. Based on the analysis, an F-score of 66.936 demonstrates the relationship's influence between learning motivation (X1) and self-potential (X2) on students' interest in continuig education (Y). This conclusion is drawn from the F value > the critical F value, i.e. 66.936 > 3.09.

Table 8. F-Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1132.024	2	566.012	66.936	.000[b]
	Residual	862.509	102	8.456		
	Total	1994.533	104			

a. Dependent Variable: Interest in Continuing Education to Higher Education
b. Predictors: (Constant), Self-Potential, Learning Motivation

The capacity of a model to explain the dependent variable is assessed using the coefficient of determination test. The following displays the findings from the coefficient of assurance computation using SPSS 25. The coefficient of determination (R-squared, R^2) is 0.568 as shown in Table 9. Thus, it can be said that the share of self-potential (X2) and learning motivation (X1) together account for 56.8% of the influence on students' interest in further higher education (Y), and other characteristics that were not studied by the researche account for 43.2% of the variation.

Table 9. Coefficient of Determination Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753[a]	.568	.559	2.908

a. Predictors: (Constant), Self-Potential, Learning Motivation
b. Dependent Variable: Interest in Continuing Education to Higher Education

Discussion

Learning Motivation on Students' Interest in Continuing Education to Higher Education

According to the study's estimates, students' interest in pursuing higher education is strongly and favorably influenced by their ambition to learn. A positive coefficient of learning motivation is understood as a positive correlation between students' interest in higher education and their motivation to learn. These results show that a greater willingness of students to learn influence a greater interest in higher education. This suggests that pupils have high expectations for themselves and their life aspirations. According to research by Susanto et al. (2023), students' interest in pursuing higher education is positively and significantly influenced by their motivation to learn. These findings are consistent with that research. Additionally, Pradipta (2018) findings, which imply that students' interest in pursuing higher education might be influenced by high levels of drive to learn, are consistent with this.

According to Addnin and Effendi (2021), enthusiasm in pursuing higher education and ambition to learn both have a big impact. In a similar vein, Agustina and Afriana (2018) research claims that students' interest in pursuing higher education is influenced by their ambition to learn. Additionally, research by Sandyaningrum et al (2023) shows that interest in pursuing higher education is positively and significantly impacted by motivation to learn. Therefore, a strong desire to learn might spur students to overcome obstacles and improve their academic performance in order to pursue further education.

Self-Potential on Students' Interest in Continuing Education to Higher Education

The result study's demonstrate that students' desire to pursue higher education is strongly and favorably influenced by their self-potential. A positive self-potential quotient indicates a positive influence between personal potential and students' interest in continuing their education. The results obtained indicate that higher personal potential corresponds to a greater interest of students in upper secondary education. These findings concur with studies conducted by Anjelina et al. (2023), which argue that students' desire for higher education is highly dependent on their self-potential. Similarly, Suryani and Armiati (2022) argue that students' desire for higher education is highly dependent on their self-esteem. This means that when students are consistently guided and inspired by relevant media, their potential blossoms. These results concur with those of Wahyuni et al. (2023), showing that students' desire in pursuing higher education is highly influenced by their sense of self-potential. Furthermore, according to Fatimah (2018), students' interest in pursuing higher education is significantly influenced by their sense of self-potential. Norris and Wainwright (2020) research also demonstrates the strong correlation between students' enthusiasm in pursuing postsecondary education and their sense of self-potential. Consequently, it may be said that students are more interested in pursuing postsecondary education the more they acknowledge their own potential.

Learning Motivation and Self-Potential on Students' Interest in Continuing Education to Higher Education

Based on the result study, that students' desire to pursue higher education is influenced by both self-potential and motivation to learn. This finding is consistent with research by Widodo et al. (2023), which shows that interest in higher education is positively influenced by one's potential and desire to learn. According to research by Putra et al. (2023), self-potential has a major impact on interest in pursuing higher education. According to Ramadhan et al. (2018), interest in pursuing postsecondary education is highly influenced by one's ambition to learn. Wahyuni et al. (2023) did a pertinent study that investigates the impact of self-potential and motivation to learn on students' interest in pursuing higher education. The study's findings suggest that high degrees of self-awareness and willingness to learn have a beneficial impact on students' interest in pursuing postsecondary education.

CONCLUSION AND RECOMMENDATION

Conclusion

After analyzing the research data conducted, based on empirical testing obtained from statistical data processing, and the discussion presented, the conclusion of this research is, (1) There is a significant and positive influence between learning motivation and students' interest in pursuing higher education, indicating that higher motivation to learn influence a stronger inclination among students to pursue higher education; (2) There is a significant and positive influence betwen self-potential and students interest in pursuing higher education. As students' potentials develop, their interest in continiung higher education also increases; and (3) There is a positive and significant influence between learning motivation, self-potential, and students'

interest in pursuing higher education. This indicates that higher motivation to learn and self-potential increase the likelihood of students having an interest in continuing higher education.

Recommendation

This research is also not free from several limitations, namely, (1) This research only focuses on two independent variables, namely learning motivation and self-potential; (2) This study only uses a quantitative approach with a descriptive design of correlation; and (3) This study only uses questionnaire, the students are asked to answer several statements related to the research. Based on the limitations of this research, suggestions are formulated for subsequent researchers, including: (1) Researchers can then conduct comparative research between different groups of students from various social and economic backgrounds to understand the differences in factors that affect their interests, researchers can use other variables that can affect interest in continuing education to higher education; (2) Researchers can then use a qualitative approach to obtain in-depth information related to students' interest in continuing their education to higher education; and (3) Researchers can then use a multi-method approach, for example (a combination of questionnaires, interviews, and observations) to gain a more comprehensive understanding of the factors that affect students' interests.

REFERENCES

Addnin, I. J., & Effendi, Z. M. (2021). Pengaruh Dukungan Orang Tua dan Motivasi Belajar terhadap Minat Siswa Melanjutkan Pendidikan ke Perguruan Tinggi. *Jurnal Ecogen, 4*(1), 35-41. http://dx.doi.org/10.24036/jmpe.v4i1.11038

Agustina, R., & Afriana, R. A. (2018). Pengaruh Motivasi Belajar, Prestasi Belajar, Status Sosial Ekonomi Orang Tua, Dan Lingkungan Teman Sebaya Terhadap Minat Melanjutkan Pendidikan Ke Perguruan Tinggi S1 Akuntansi Pada Siswa Smk Swasta Di Banjarmasin. Dinamika Ekonomi Jurnal Ekonomi dan Bisnis, 11(1), 12-27. Retrieved from https://www.stienas-ypb.ac.id/jurnal/index.php/jdeb/article/view/95

Anjelina S, M., Stevani, & Harini, G. (2023). Pengaruh Self Efficacy, Potensi Diri, Dukungan Orang Tua, Biaya Pendidikan Dan Lingkungan Sekolah Terhadap Minat Melanjutkan Pendidikan Ke Perguruan Tinggi Pada Siswa Kelas XI Di SMK Negeri 4 Sijunjung. *Horizon Pendidikan, 3*(3), 334–345. https://doi.org/10.22202/horizon.v3i3.7273

Daulay, S. Z., Yahya, & Hadiyanto. (2022). Pengaruh Pembiayaan Pendidikan, Bimbingan Karir, Motivasi Belajar Siswa, Pembelajaran Disiplin Kesiapan Memasuki Dunia Kerja Pada Siswa SMK Negeri Di Padang Kota. *Jurnal Research and Educational Studies, 3*(3), 60-73. https://doi.org/10.51178/cjerss.v3i3.718

Fatimah, S. (2018). Pengaruh Potensi Diri, Prestasi Belajar, Dan Status Sosial Ekonomi Orang Tua Terhadap Minat Melanjutkan Pendidikan Ke Fakultas Ekonomi Di Perguruan Tinggi. *Jurnal Pendidikan Ekonomi (JUPE), 6*(2), 28–36. https://doi.org/10.26740/jupe.v6n2.p%25p

Gunn, A. (2018). Metrics and methodologies for measuring teaching quality in higher education: developing the Teaching Excellence Framework (TEF). *Educational Review, 70*(2), 129–148. https://doi.org/10.1080/00131911.2017.1410106

Indriyanti, N., Dan, S., & Ivada, E. (2013). Faktor-Faktor yang Memengaruhi Minat Melanjutkan Pendidikan ke Perguruan Tinggi pada Siswa Kelas XII Akuntansi SMK Negeri 6 Surakarta. *Jurnal Pendidikan Ekonomi Universitas Sebelas Maret, 1*(2), 1-10.

Julaeha, S. (2019). Problematika Kurikulum dan Pembelajaran Pendidikan Karakter. *Jurnal Penelitian Pendidikan Islam, 7*(2), 157-182. https://doi.org/10.36667/jppi.v7i2.367

Mar'ati, F. (2018). Faktor -faktor yang Mempengaruhi Minat Melanjutkan Studi ke Perguruan Tinggi Siswa SMK Muhammadiyah 1 Bantul Tahun Ajaran 2017/2018. *Jurnal Pendidikan dan Ekonomi, 7*(4), 367–374. Retrieved from

https://journal.student.uny.ac.id/index.php/ekonomi/article/view/10967

Mulyani, E. A., Alpusari, M., & Putra, E. D. (2021). The Effect of Learning Facilities and Family Environment on Motivation to Learn of Prospective Elementary Teacher Education on Online Learning. *Journal of Teaching and Learning in Elementary Education (Jtlee), 4*(1), 86-94. http://dx.doi.org/10.33578/jtlee.v4i1.7866

Norris, M., & Wainwright, E. (2020). Learning professional touch: an exploration of pre-registration Physiotherapy students' experiences. *Physiotherapy Theory and Practice, 38*(1), 90–100. https://doi.org/10.1080/09593985.2020.1725944

Pradipta, W. R. (2018). Pengaruh Motivasi Belajar, Lingkungan Teman Sebaya, Dan Perhatian Orang Tua Terhadap Minat Melanjutkan Ke Perguruan Tinggi Bagi Siswa Kelas XI IPS SMAN 1 Jatisrono Wonogiri Tahun Ajaran 2017/2018. *Jurnal Pendidikan dan Ekonomi*, *7*(4), 389–398. Retrieved from https://journal.student.uny.ac.id/index.php/ekonomi/article/view/10969

Putra, R. D., Jolianis, & Amelia, M. (2023). Pengaruh Potensi Diri, Perencanaan Karir, Biaya Pendidikan, Status Sosial Ekonomi Orang Tua dan Teman Sebaya Terhadap Minat Melanjutkan Pendidikan ke Perguruan Tinggi pada Siswa di SMAN 2 Kota Solok. *Jurnal Horizon Pendidikan, 3*(3), 255–266. https://doi.org/10.22202/horizon.v3i3.7204

Ramadhan, R., Marwan, & Armiati. (2018). Pengaruh Status Sosial Ekonomi Orang Tua dan Motivasi Belajar terhadap Minat Melanjutkan Studi Ke Perguruan Tinggi. *Jurnal EcoGen, 1*(1), 140-147. http://dx.doi.org/10.24036/jmpe.v1i1.4733

Sandyaningrum, M., Yohana, C., & Adha, M. A. (2023). The Influence Of Learning Motivation, Parents Socio-Economic Status, And Peer Environment On Interest In Continue Education To Higher Education. *Jurnal Pendidikan Ekonomi, Perkantoran, Dan Akuntansi*, *4*(2), 53-63. Retrieved from https://journal.unj.ac.id/unj/index.php/jpepa/article/view/36453

Saputri, D., Ahmad, S., & Lestari, N. D. (2019). Hubungan Motivasi Belajar Siswa Dan Pendapatan Orang Tua Terhadap Minat Melanjutkan Studi Ke Perguruan Tinggi Smk Negeri 1 Palembang Tahun Pelajaran 2018/2019. *Promosi: Jurnal Program Studi Pendidikan Ekonomi*, 7(2), 34-44. http://dx.doi.org/10.24127/pro.v7i2.2512

Saputro, K. A., Sari, C. K., & Winarsi, S. (2021). Pemanfaatan Alat Peraga Benda Konkret Untuk Meningkatkan Motivasi Dan Hasil Belajar Matematika Di Sekolah Dasar. *Jurnal Basicedu, 5*(4), 1735–1742. https://doi.org/10.31004/basicedu.v5i4.992

Slameto. (2010). *Belajar dan faktor-faktor yang mempengaruhinya*. PT. Rineka Cipta.

Suciningrum, N. P., & Rahayu, E. S. (2015). Pengaruh Status Sosial Ekonomi Orang Tua Dan Motivasi Belajar Tehadap Minat Melanjutkan Studi Ke Perguruan Tinggi Pada Kelas XI Di SMA Pusaka 1 Jakarta. *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB), 3*(1), 1-21. https://doi.org/10.21009/JPEB.003.1.1

Suryani, D., & Armiati. (2022). Pengaruh Lingkungan Sosial dan Potensi Diri Terhadap Minat Melanjutkan Studi Ke Perguruan Tinggi Pada Siswa Kelas XII SMA Pembangunan Laboratorium UNP. *Jurnal Salingka Nagari, 1*(2), 256–267. https://doi.org/10.24036/jsn.v1i2.40

Susanto, D., Buulolo, M., & Burhanuddin. (2023). Pengaruh Motivasi dan kesempatan Kerja Terhadap Minat Melanjutkan Pendidikan Ke Perguruan Tinggi Pada siswa Kelas XI SMK 1 Sungailiat. *AKDBB Journal of Economics and Business (AJEB), 2*(1), 36–44. Retrieved from https://kampusjurnal.com/index.php/ajeb/article/view/21/24

Wahyuni, R. S., Harapan, E., & Nurlina. (2023). Pengaruh Status Ekonomi Orang Tua dan Potensi Diri terhadap Minat Siswa SMA Melanjutkan Ke Perguruan Tinggi. *Journal on Education, 05*(03), 9605-9617.

Widodo, W., Tohir, T., & Mulasiwi, C. M. (2023). The Influence of Motivation, Self-Potential, and Socio-Economic Conditions on The Interest in Continuing to Higher Education.

Economic Education Analysis Journal, *12*(2), 1–14. https://doi.org/10.15294/eeaj.v12i2.66031

Yoana, A. I., & Rumayya. (2024). The role of vocational education on unemployment in Indonesia. *Cogent Education*, *11*(1), 1-14. https://doi.org/10.1080/2331186X.2024.2340858

Zhang, X., & Wong, J. L. N. (2017). How do teachers learn together? A study of school-based teacher learning in China from the perspective of organisational learning. *Teachers and Teaching*, *24*(2), 119–134. https://doi.org/10.1080/13540602.2017.1388227