

## Learning Motivation and Parents' Socio-Economic Conditions on College Interest



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**ABSTRACT:** Continuing education to college is everyone's dream. Although not all have the same opinion about it, but continuing education to the highest level is the dream of almost everyone. Several studies have examined this, as well as this research. This research tries to reveal the influence of learning motivation, socioeconomic conditions on college interest, (3) simultaneously between learning motivation and socioeconomic conditions on college interest. Vocational high School of Accounting grade XII students are used as the population. Proportional random sampling as a sampling technique by setting as many samples 58 student. Data collection techniques used are the questionnaire and documentation multiple linear regression analysis as data analysis. The results of data processing showed (1) there was a significant influence of learning motivation on interest in Vocational high School with a value of sig 0,000 <0.05, (2) economic conditions had no effect on interest in college indicated sig value of 0.403 > 0.05, and the learning motivation and conditions socioeconomic simultaneously has a significant effect on interest in higher education with a value of sig 0,000 <0.05

**KEYWORDS-** Motivation, Socio-economic conditions, Interests

### I. INTRODUCTION

The key to the success of a nation is the quality of human resources (HR) that makes every citizen able to develop and improve their competencies. The development of a nation cannot be separated from the educational process, because it is an integral part of nation building. The aim of national education is to shape human quality and be able to develop HR. Having good quality can shape character and make a nation smart. So that a nation will be considered far more qualified in the eyes of other countries. According to Arumsari (2013) explains "social life will affect the success of one's education". In accordance with national education standards, education is needed to realize the competencies of graduates and quality education personnel. By having intelligence, skills, religious spiritual strength and self-control will be able to create a good learning atmosphere in accordance with the national education system. These objectives will be achieved when the provision of quality education in Indonesia. According to Rohman (2009), an education can be divided into two namely vocational schools (SMK) and public schools. The aim of SMK is to have special skills and expertise in certain fields which makes it easier to enter the workforce and can improve individual. Currently the quality of human resources can compete in the era of globalization through higher education.

Vocational high School is a higher education level than high school. The existence of higher education is expected to be able to create superior human resources. The levels in the tertiary programs include diplomas, scholars and so on. Higher education has several educational programs that are organized in order to improve the quality of human resources in this nation. To be able to enter the workforce it is very necessary to have basic capital, special skills and high skills. At this time an education degree is needed in the world of work, so to compete to the fullest, higher education is needed to be able to enter the workforce today.

The beginning of Singaraja State Vocational School was named Singaraja State High School (SMEA) Middle School which was established on November 22, 1954. The initial data search in schools obtained the data of graduates in the last three years. The school has tried to disseminate information about existing tertiary institutions and their scholarships, but students' interest in going to tertiary institutions has not been maximized. Researchers chose the accounting department as the object of research because in addition to being a favourite major they also had a large graduation rate in college.

Interest is a condition that each individual has by estimating prospects for future needs. Interest can occur because of the attraction associated with the needs or desires of oneself. Someone has a desire in an object so he will be interested, so that it

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can encourage to find out and learn that object<sup>3</sup>. Therefore, someone who has high spirits will be able to achieve something he wants.

Someone who has high interest can be seen from the effort he has done. Widyawati (Mahmud, 2007) explains interest shows how hard someone dares to try and interest also shows how much effort someone plans to make. Thus, interest will affect one's behavior in achieving something. Someone has a certain reason in entering college one of them by improving the quality of education and obtain convincing employment opportunities in the future. A person's success in education can be seen from a sense of interest and effort occupied. If you have it automatically what is done will get useful results.

In higher education, quality human resources will be created if there is a large contribution of interest<sup>5</sup>. Interest is needed to support the desires, goals or needs to be achieved. Thus, interest in education, especially in higher education becomes important to have someone to be able to push themselves to become more qualified so they can compete.

Desire is an impulse that is in yourself for something that is desired, so that it raises attention and leads to the desired interest. Feelings of pleasure will arouse interest because they are supported by a sense of interest in something which then arises to be a desire that drives someone to have it.

According to Suciningrum and Rahayu (2015) research results show that interest is an attitude that tends someone to do what they like. If you want to go to college you must have a great interest because it is the most important thing in education. In addition to having a sense of interest, extracting information about tertiary institutions is very much needed in preparation for a higher level. Intrinsic and extrinsic factors can influence people's interests<sup>7</sup>. Intrinsic originating from each individual itself and for extrinsic originating from outside the individual includes family, community and peers. Then the results of<sup>8</sup> explain that "interest is basically acceptance of a relationship between oneself and something outside oneself that encourages people to be interested in certain objects". So if someone is determined to go to college and is equipped with a sense of pleasure automatically all work will get good results<sup>9</sup>

Learning motivation is a factor of the individual itself that can influence interest to a higher level. Motivation can also be in the form of behavioral change with an active effort to achieve what is expected, so that with the motivation will be a real driving force. Winkel (in Budisantoso 2016) "motivation can be said as a driving force from within to carry out activities to achieve goals". Thus, the desire to learn will be great if someone has motivation in him.

Indicators of motivation are the first to diligently face the task and seriously work on the given task; second, tenacious faces difficulties (not easily discouraged); third, manifesting an interest in various problems and showing a desire for one thing; fourth prefers to work alone, this does not depend on his friend in completing anything; the fifth is easily bored with just the same tasks, so it does not make students creative; the sixth can defend his opinion; the seventh is not easy to give up what is believed; the eighth was happy to find and solve problems.

Motivation to learn is to do things that come from within yourself by getting maximum results<sup>11</sup>. Learning to the tertiary level requires encouragement from oneself to achieve what is desired<sup>12</sup>. In line with the results of research Ramadhan, Rahmat (2018) "learning motivation has a significant influence on interest in higher education in Padang National Vocational School students". If students have an interest in higher levels must have high motivation because it becomes an important handle in the future. While<sup>14</sup> explains "there is a positive and significant influence on learning motivation towards college interest in college". Then<sup>15</sup> stated "learning motivation had a positive and significant effect on college interest in college XI IPS MAN 2 Semarang students at 5.7%".

External factors that affect interest in tertiary education are economic conditions. The family is a small social entity that includes a wife, husband and children who are interdependent to achieve prosperity in the family. The family functions as a socialization institution for children, as an institution or socialization institution for families and the community. Family problems usually exist in meeting the needs to achieve prosperity in a family. Human needs can be grouped into five namely the most basic psychological needs for humans, the need for security can be met if a person's psychological condition has been reached, the need to love and have, the need to be appreciated and valued and the need to actualize themselves. The indicators of socioeconomic conditions include education that is held for later preparation for the development and growth that will be experienced, work in the form of a design of the work done which is rewarded with wages, income can be in the form of additional economic capabilities for consumption and meeting the needs and shelter as a shelter for every human. The socioeconomic condition of the parents as well as the child's future expectations will cause problems for parents to determine alternative options for the continuation of their children's learning going forward<sup>16</sup>.

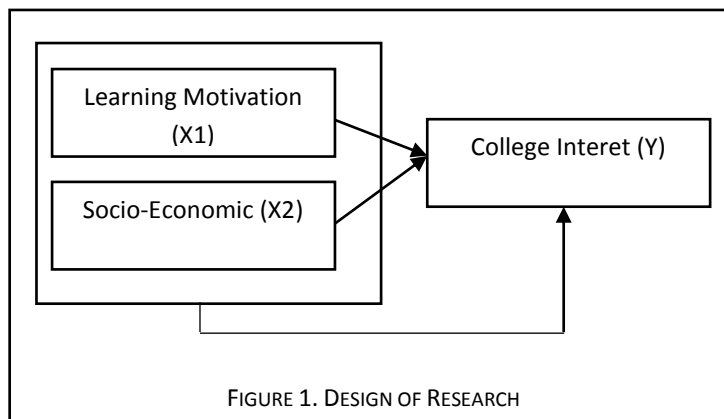
The socioeconomic situation of each family is different, there are high, medium and low socioeconomic conditions. In<sup>17</sup> various things such as income and education level can describe the determination of a person's socioeconomic class in society. In social life, socioeconomic conditions can be used as a measure to respect someone, such as money or objects of economic value,

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power and knowledge that can be valued in society. Social conditions are also defined as a condition or position of someone in a society<sup>18</sup>. To meet the needs of continuing education, the contribution of parents is needed for the continuity of their children's education going forward. In<sup>19</sup> states "the economic situation of parents will be a supporter of facilities and infrastructure in the learning process of children", so it is currently undeniable that most students after graduating from school are more willing to work directly to help the family economy. Based on this, the purpose of this study is to find out first the motivation to learn about college interest; second, socioeconomic conditions for college interest; third simultaneously between learning motivation and socio-economic conditions of college interest.

### II. METHOD

This type of research includes causal research that is research related to independent variables and dependent variables that have the aim to determine the cause and effect of a study<sup>20</sup>. The following research design.



In the following figure there are three variables, where there are two independent variables including learning motivation and socioeconomic conditions, while one dependent variable is the interest in studying at tertiary institutions. The research variable is a form of object or symptom selected by the researcher and then is explored as far as the information obtained and drawn conclusions<sup>21</sup>

The location of the study is on Jalan Pramuka no. 6 Buleleng District, Buleleng Regency. The total population of 133 respondents were drawn from all class XII Accounting.

**Table 1. Total Population**

No	Class	Students
1.	XII Accounting A	34
2.	XII Accounting B	34
3.	XII Accounting C	34
4.	XII Accounting D	31
Amount		133

Proportional random sampling as a sampling technique. Next determine the sample of a population of 58 respondents by the Isaac Michel formula by 5% error rate

$$\begin{aligned}
 S &= \frac{\lambda^2 \cdot N \cdot P \cdot Q}{d^2(N-1) + \lambda^2 \cdot P \cdot Q} \\
 S &= \frac{1^2 \cdot 133 \cdot 0,5 \cdot 0,5}{0,05^2(133 - 1) + 1^2 \cdot 0,5 \cdot 0,5} \\
 S &= \frac{133 \cdot 0,25}{0,0025 \cdot 132 + 0,25} \\
 S &= \frac{33,25}{0,58} = 57,327586
 \end{aligned}$$

When fulfilled the researchers used 58 respondents

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**Table 2. Sample Of Research**

Class	Population	Per cent	Sample
XII Ak. A	34	$34/133 \times 58 = 14,5$	15
XII Ak. B	34	$34/133 \times 58 = 14,5$	15
XII Ak. C	34	$34/133 \times 58 = 14,4$	15
XII Ak. D	31	$31/133 \times 58 = 13,2$	13
Amount	133		58

The type of data is quantitative. Quantitative data in the form of numbers from the results of student assessment on the questionnaire provided concerns about the research variables. There are primary data taken as a basis directly from the field, while secondary data in the form of continuation of primary data which is then processed in the form of tables or diagrams. The questionnaire method was obtained from the distribution of questionnaires and then answered by respondents consisting of a set of questions or statements concerning the research variables. Likert scale as an option in the questionnaire, a questionnaire answer option that is a score of 5 to 1, each of which has a category of strongly agree (SS), agree (S), disagree (KS), disagree (TS) and strongly disagree (STS). Then the documentation method in the form of the name of a class XII Accounting student. Before conducting research, questionnaires need to be tested using validity and reliability tests. Determination of a valid test whether or not obtained from the comparison of r-count and r-table with a significance level of 5%. The instrument is declared valid if  $r\text{-count} > r\text{-table}$ . While the instrument is declared invalid if  $r\text{-count} < r\text{-table}$ . To find out if the variable is reliable by looking at Cronbach's alpha value  $> 0.60$ . The analysis of the data is multiple linear regression. The following is the regression equation.

$$\hat{Y} = \alpha + b_1X_1 + b_2X_2 + \varepsilon$$

By using three classic assumption tests including normality tests aimed at finding out whether or not the regression model is normal, confounding or residual variables (Ghozali, 2006), where researchers use the Kolmogorov-Smirnov (KS) statistical analysis if the Kolmogorov-smirnov value  $> 0.05$  then the residual data declared normal. Then multicollinearity test seen from the amount of variance inflation factor (VIF) and tolerance, if  $VIF < 10$  and  $\text{tolerance} > 0.1$  then a variable is said to be free or does not have multicollinearity problems. Finally, heteroscedasticity is performed if certain patterns are seen or not in the scattplot graph between SRESID and ZPRED. If there is a certain pattern that is regular, it indicates heteroscedasticity and vice versa

### III. RESULT AND DISCUSSION

All Based on the results of the analysis that has been done, the learning motivation variable has a significant influence on the interest in continuing to college, it can be seen in table 3 below:

**Table 3. T-Test Analysis for Learning Motivation**

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	10.554	6.522		1.618	.111
Learning Motivation (X1)	1.019	.187	.589	5.459	.000

Based on table 3, the t-test calculation is obtained using a significance level of 5% with tcount of  $5.459 > t\text{table of } 2004$  or significance of  $0.000 < 0.05$  so that the variable of learning motivation is 34.2% of the variable interest in continuing education. A positive t-count means X1 has a positive effect on Y. Based on the description, it can be stated that learning motivation has a

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significant effect on interest in higher education. Therefore, if someone is supported by great motivation, the interest they have will also be even greater. Then for the variable economic conditions of parents can be seen in the following table 4.

**Table 4. T-Test Analysis for Parent's Socio-Economic**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	43.884	2.646		16.588	.000
Parent's Socia-Economi (X2)	.090	.107	.112	.843	.403

Based on table 4, it is obtained the t-test calculation using a significance level of 5% with a count of  $0.843 < t_{table 2004}$  or a significance value of  $0.403 > 0.05$  which can be stated that the socioeconomic conditions of parents do not have an influence on continuing interest in college. Furthermore, for simultaneous data processing results can be seen in the following table 5.

**Table 5. F-Test Analysis for Collage**

### ANOVA

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	448.219	2	224.109	14.804	.000
Residual	832.626	55	151.139		
Total	1280.845	57			

Based on table 5, the F test calculation is obtained at a significance level of 5% with a value of  $F_{test} 14,804 > F_{table} 3.16$  or a significance of  $0,000 < 0.05$  so that motivation to learn and economic conditions have a significant influence on interest in higher education. In Adjusted R Square on learning motivation and economic conditions of 0.326 means 32.6% is influenced by learning motivation and economic conditions, while the remaining 67.4% is caused by factors that are not in this study. The results of the regression equation are simultaneously as follows.

$$\hat{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

$$\hat{Y} = 9.886 + 1.010 X_1 + 0.041 X_2 + \varepsilon$$

Notes:

$\hat{Y}$  = College Interest

$X_1$  = Learning Motivation

$X_2$  = Parent's Socio-Economic

**Table 6. Coefficient Of Determination**

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.59	.350	.326	3.891

The results of the study stated that there was a significant influence on learning motivation towards college interest in college XII Accounting students. If you do not have high motivation to learn will make someone's interest low to go to college at a higher level and if you have high motivation to learn will also be high interest in studying at college. Educating to the tertiary level requires encouragement from oneself to achieve what he wants <sup>12</sup>. The results of the study of Ramadhan (2018)"motivation to learn has a significant effect on the interest of students of Padang National Vocational School to study at universities". Has a college. So simultaneously these variables have a significant influence on interest in higher education.

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interest in tertiary education must have high expectations and motivation so as not to give up easily later if you experience difficulties. Furthermore this research is supported by research <sup>22</sup> "learning motivation has a significant influence on interest to a higher level". Motivation becomes the main basis in a person because having high learning motivation can carry out everything that is felt necessary. Even low-motivated children will have a negative effect on themselves, because it can prevent them from doing what they want. Therefore, learning motivation is the main basis and the most important thing in continuing education, whether it is secondary education or even to a higher level.

The results of the study of socioeconomic conditions do not have an influence on the interest in studying at tertiary level XII Accounting In social life, socioeconomic conditions can be used as a measure to appreciate someone in the form of money or objects of economic value, power or knowledge possessed. In accordance with research <sup>23</sup> states that "there is no influence on the variable costs of education on the interests of students continuing the accounting profession education". As it is known that the economic conditions of parents have a position in each group, where the status social will affect the pattern of daily life in the family <sup>16</sup>. Every family has different economic conditions, both middle to upper, middle, and lower middle, which do not affect the students' interest in going to college.

Furthermore, the results of the study simultaneously showed that motivation to learn and economic conditions of parents significantly influence the interest in college in college. In line with the results of <sup>24</sup> "on the motivation to learn and economic conditions of parents significantly influence interest in going to college". Educating to the tertiary level requires encouragement from oneself to achieve what is desired (<sup>12</sup>, <sup>13</sup> "motivation to learn has a significant influence on interest in higher education in Padang National Vocational School students". Motivation becomes the main foundation in a person because having high learning motivation will be able to carry out everything that is needed. Even low-motivated children will have a negative effect on themselves, because it can prevent them from doing what they want. To increase student learning motivation there needs to be supporting facilities to make students more motivated to follow the teaching and learning process <sup>25</sup>. Every person has a different learning motivation. Therefore, motivation to learn is the main basis and the most important thing that must be possessed by every individual in education, both middle-educated and even to a higher level.

## IV. CONCLUSION RESULT AND DISCUSSION

On learning motivation there is a significant effect of sig 0,000 < 0.05 with a percentage of 3.42% which affects interest in higher education. So it can be said that the variable of learning motivation affects the interest in college in college. Therefore, the greater the students' motivation to learn, the interest in going to college will increase as well, and vice versa if students have a low motivation to learn will affect interest in going to college. In the second variable, namely socio-economic conditions that do not have an influence on interest in higher education, the sig value is 0.403 > 0.05.

Then simultaneously on learning motivation and economic conditions obtained a value of 3.26%. So it can be said that learning motivation and socioeconomic conditions have a significant effect on interest in higher education. Thus, learning motivation and parents' socioeconomic conditions are factors that influence students' interest in college.

Students should be able to improve their quality through their potential to develop what they have. With high motivation to learn will make yourself have a provision for the future, and the knowledge that has been prepared will be very useful in future employment opportunities. So entering college will make yourself useful and beneficial to the family and the surrounding community. With ourselves having a lot of knowledge gained from lectures in higher education, it will be very necessary later.

For the school, students should pay more attention to higher education and facilitate student success in the future. Having lots of students studying in tertiary institutions will make the name of the school itself good and attractive in the future. Teachers must also encourage students to think that going to college will be useful later. As well as providing motivation for students to be more diligent in participating in learning, so that motivation possessed from an early age will be very useful for anyone in achieving the desired goals going forward. The family should be able to provide encouragement and enthusiasm for their children in college at a higher level and pay more attention to their children's needs such as providing facilities, facilities, learning infrastructure and preparing special savings for children's education. So that children have more enthusiasm in continuing education. If it's like that will make parents become proud, and can be useful for those around them.

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