

**THE INFLUENCE OF SOCIO-ECONOMIC CONDITIONS OF PARENTS,
SCHOOL ENVIRONMENT, AND PEERS ON INTEREST IN
CONTINUING HIGHER EDUCATION IN CLASS XII STUDENTS OF
FINANCIAL AND INSTITUTIONAL ACCOUNTING EXPERTISE
COMPETENCE AT SMK NEGERI 13 JAKARTA IN THE 2023/2024
ACADEMIC YEAR**

Novianti Hari Rahmawati¹, Dwi Handarini², Santi Susanti³

^{1,2,3}Universitas Negeri Jakarta

Email : noviantih@gmail.com¹, dwihandarini@unj.ac.id², ssusanti@unj.ac.id³

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh kondisi sosial ekonomi orang tua, lingkungan sekolah, dan teman sebaya terhadap minat melanjutkan pendidikan yang lebih tinggi. Penelitian ini merupakan penelitian kuantitatif. Populasi penelitian adalah siswa yang jurusan akuntansi dari SMK Negeri 13 Jakarta. Sampel yang digunakan sebanyak 85 orang dengan menggunakan teknik *proportional random sampling*. Teknik analisis data yang digunakan adalah uji prasyarat analisis serta Uji hipotesis. Uji normalitas dan Uji linieritas menunjukkan data berdistribusi dengan normal dan linier. Uji hipotesis menunjukkan hasil bahwa kondisi sosial ekonomi orang tua, lingkungan sekolah dan teman sebaya berpengaruh secara positif dan signifikan terhadap minat melanjutkan pendidikan yang lebih tinggi. Lingkungan sekolah dan teman sebaya sangat berperan penting dalam menentukan minat siswa untuk melanjutkan pendidikan yang lebih tinggi lagi dikarenakan keseharian siswa yang menjalani aktivitas di sekolah. Selain itu, dukungan dari kondisi sosial ekonomi orang tua juga dapat mendukung minat siswa dalam melanjutkan pendidikannya.

Kata Kunci: Minat Melanjutkan Pendidikan Yang Lebih Tinggi, Kondisi Sosial Ekonomi Orang Tua, Lingkungan Sekolah Dan Teman Sebaya.

Abstract

This study aims to determine the influence of socioeconomic conditions of parents, school environment, and peers on interest in continuing higher education. This research is a quantitative study. The population of the study were students majoring in accounting from SMK Negeri 13 Jakarta. The sample used was 85 people using the proportional random sampling technique. The data analysis technique used was the analysis prerequisite test and the hypothesis test. The normality test and linierity test showed that the data was normally and linierly distributed. The hypothesis test showed that the socioeconomic conditions of parents, school environment and peers had a positive and significant effect on interest in continuing higher education. The school environment and peers play a very important role in determining students to continue their education even higher because of the students' daily activities at school. In addition, support from

socioeconomic conditions of parents can also support students' interest in continuing their education.

Keywords: *Interest In Continuing Higher Education, Socio-Economic Conditions Of Parents, School Environment And Peers.*

INTRODUCTION

In the wider community, education is seen as one of the most appropriate ways to build the quality of human resources in order to support the achievement of national development goals. Through education, people can acquire knowledge, skills, values, and attitudes, so that in the future humans can think systematically, rationally, and critically about the problems that will be faced. Education has a very important role for the progress of a nation, so education must be continuously improved both in terms of quality and quantity.

A high level of education is the key to improving quality human resources. For this reason, it is necessary to foster students' interest in continuing higher education since high school. Secondary school is one of the formal educational institutions that is obliged to grow the maximum potential of students from various aspects of personality, so that they become confident human beings and are able to stand alone in and in the midst of the community.

One of the schools that is in the spotlight is the Vocational High School (SMK). Vocational High School (SMK) is a high school that prioritizes students' skills to be able to carry out certain jobs. So far, Vocational High School (SMK) graduates are oriented to enter the world of work. However, based on data from the Central Statistics Agency (BPS) for the 2018-2020 period, the Open Unemployment Rate is dominated by Vocational High School (SMK) students, where the percentages consist of 8.92%, 8.63%, and 8.49% (Central Statistics Agency, 2020). So it is necessary to make improvements by improving the expertise and skills of the Vocational High School (SMK) students by continuing higher education (Sasmi et al., 2021).

To continue higher education, it is necessary to begin with a sense of interest and the need to develop science. Their interest in the individual will encourage a person to continue an action and will participate in it. Likewise, continuing higher education, the high interest of students in continuing higher education will also encourage them to try to compete for college, because they want to develop science and knowledge.

One of the factors that affects determining the success of a child's education is the socioeconomic condition of the parents. Dalyono (2012: 238) stated that the family is the main and first center of education. According to Gerungan (2011: 196), "The socioeconomic condition of parents certainly affects the development of children". With a sufficiently adequate economy, the material environment faced by children in their families is clearly wider, so they will also get wider opportunities to develop skills that are not developed without these facilities and infrastructure. The results of Agustina's research (2018) say the opposite that the socioeconomic status of parents has no effect on interest in continuing to higher education.

In addition to the socioeconomic condition of parents, the school environment affects students' interest in continuing their education to higher education because the school environment affects students' lives and aspirations. A supportive educational institution (school environment) will automatically change the mindset and attitude of students so that it will have an impact on students' interest in continuing their studies to higher education.

According to Barokah et al. (2019), the school environment in this study is included in environmental factors that will affect a person's actions and decisions. The decision here is related to the decision to continue education after graduating from high school or not. From the results of the study, it can be concluded that the school environment has a positive influence on students' interest in continuing their education to higher education. A good school environment such as relationships between school residents, student discipline and learning facilities at school will affect interest in continuing education to higher education. The results of the research conducted by Suryati (2017) are also contrary which states that the school environment has no effect on interest in continuing education to higher education.

The external factor of interest in higher education is the social environment. According to Dalyono (2015: 132), "The social environment is all other people or human beings who influence us". One of them is the peer environment. According to Nyoman and Olga (2014: 110) "The peer environment is a communication that exists between people who have the same maturity level". Kurniawan and Sudrajat (2018) in their research stated that a peer is someone with almost similar position, age, status, and mindset. The environment in this research is realized with a peer environment. Research by Zulfa et al., (2018) proves that peers can influence students' interest in

continuing their studies to higher education. However, there are differences in the results in the study (Agustina & Afrian, 2018) which shows that peers have no effect on students' interest in continuing their education to college.

From the above description, the researcher found that there is a research gap between the influence of the socioeconomic conditions of parents, the school environment, and peers on higher interest in continuing education, because of the inconsistency or contradiction of the results in previous studies and the lack of research that tests four variables at once regarding the influence of the socioeconomic conditions of parents, school environment, and peers for interest in continuing higher education.

LITERATURE REVIEW

Interest in Continuing Higher Education

Interest in continuing higher education must start from a sense of interest and the need to develop science. The existence of interest in the individual will encourage a person to perform an action and participate in it. According to Crow in Djaali (2012: 12) it is stated that: Interest is related to the movement force that encourages a person to face or deal with people, objects, activities, experiences stimulated by the activity itself". Interest in continuing their studies to higher education shows a person's will to be able to continue their education to a higher level. This is in line with the theory (Khadijah et al., 2017) which states that interest in continuing to study at university is a tendency that contains elements of feeling happy and interested in continuing their studies at university after graduating from high school. It can be concluded based on the concept of the above definition, it is stated that continuing education to higher education is a continuation of studies from secondary education to higher education.

Socioeconomic Conditions of Parents

According to Sudarmaji (2010) socio-economic conditions are a position that is socially regulated and puts a person in a certain position in society, the granting of that position is also accompanied by a set of rights and obligations that must be played by the person who carries the status. Meanwhile, according to W.S Winkel in Basrowi (2011) states that the definition of socio-

economic conditions has the meaning of a situation that shows the financial ability of the family and the material equipment owned. Students who have more economy will have broad abilities and opportunities and can develop their potential through higher education than well-off families (Khadijah et al., 2017). It can be concluded based on the concept of the above definition, it is stated that the socioeconomic condition of parents is a situation that describes the position of the socioeconomic condition of a family in the community environment which will also affect the education obtained by their family members, namely children.

School Environment

According to Sukmadinata (2011), the school environment is the second environment after the family environment. Education in schools is more formal, Sukmadinata (2011) further explained that the school environment is formal unlike the family environment because in the school environment there is a curriculum as an educational plan, teachers who are in charge of teaching professionally, infrastructure facilities that support learning activities, and special educational management (Aini et al., 2017). According to Havighurs, schools have a great responsibility and role to help students so that their development and tasks can be achieved (Ayuni & Wahjudi, 2021). It can be concluded based on the concept of the above definition, it is stated that the school environment is all conditions in the school that affect the behavior of school residents, both physical and social.

Peers

Humans as social beings will definitely need each other and socialize with their peers. According to Santrock (2007), peers are children or adolescents who have the same age and level of maturity. So if someone has the same age level and the same maturity then they can be said to be peers, for those who are friends with their peers will feel more comfortable in terms of communication, in contrast to those who are much different in age then they will feel less comfortable in their communication problems even though there are some people who feel comfortable with whoever they are communicating with. It can be concluded based on the concept of the above understanding, it is stated that peers are a substitute for the family because in adolescence children will find it easier to hear opinions from peers than family or older people so

that children are more likely to follow the decisions of their peers or study group friends in making a decision. The age difference allows students to influence their decisions in every activity they do.

RESEARCH METHODS

Research Design

A quantitative method is used in this study where the preparation is characterized by the use of aspects of measurement, calculation, and numerical data (Ibrahim et al., 2018). Where quantitative research connects one variable with another, based on the hypothesis that is the initial conjecture of the research (Ismail, 2018). Then, the researcher used a comparative causal study. The method used in this research is a survey method, which is carried out by distributing questionnaires as a data collection instrument.

Population and Sample

The population in this study is all grade XII students of the Accounting Expertise Program of SMK Negeri 13 Jakarta for the 2023/2024 Academic Year with a total population of 108 students.

Table of Total Population

No.	Class	Number of Students
1	XII AKT 1	36 Students
2	XII AKT 2	36 Students
3	XII AKT 3	36 Students
Sum		108 Students

Source: School Administration (2024)

Based on the population reached, the sample from this study was determined using *the Slovin formula* with an error rate of 5%. Here's the formula to calculate the sample size of the population:

$$n = \frac{N}{1 + Ne^2}$$

Information:

n = number of samples

N = total population

E = estimated error rate

So, the calculation of the formula is as follows:

$$n = \frac{108}{1 + 108 (5\%)^2} = 85,03 \approx 85$$

From the calculation above, the number of samples was obtained as many as 85 students. With the distribution of samples as follows.

Table of Sample Calculation

Class	Number of Students	Sample Calculation	Number of samples
XII AKT 1	36	$(36/108) \times 85$	28
XII AKT 2	36	$(36/108) \times 85$	28
XII AKT 3	36	$(36/108) \times 85$	28
Sum	108		85

Source: Data processed by researchers (2024)

Research Instrument Development

The research instrument used in this research is a questionnaire, which consist of several statements related to the research variables. The variables in this research consist of:

1. Socioeconomic Conditions of Parents (X1) – Independent Variable
2. School Environment (X2) – Independent Variable
3. Peers (X3) – Independent Variable
4. Interest in Continuing Higher Education (Y) – Dependent Variable

The questionnaire in this study was prepared based on a likert scale with a range of 1 (Strongly Disagree) to 5 (Strongly Agree)

Data Collection Technique

The data collection techniques used in this research is primary data. Obtained through distributing questionnaires to students as respondents.

Data Analysis

Descriptive Statistical Analysis

According to Purwohedi (2022), descriptive statistics is interpreted as a form of statistical analysis that aims to analyse and describe a situation by describing or giving an overview by looking at the mean, median, mode, maximum, minimum, variance to standard deviation. Test requirements analysis:

1. Normality Test (Kolmogorov-Smirnov) to ensure the data is normally distributed.
2. Linearity Test to test the linear relationship between the independent variable and the dependent variable.

Regression Analysis

Multiple Linear Regression Analysis is used to see the relationship between independent and dependent variables. The F test is used to test the feasibility of the regression model simultaneously. The t test is used to test the influence of each independent variable partially.

RESULTS AND DISCUSSION

Data Description

1. Interest in Continuing Higher Education

**Table of Descriptive Statistics
of Interest in Continuing Higher Education**

Descriptive Statistics								
N		Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Interest in Continuing Higher Education	85	45	40	85	5921	69.66	12.893	166.227
Valid N (listwise)	85							

Source: SPSS V.27 data processing results (data processed 2024).

Based on the results of the statistical descriptive data shown by table, it can be seen that the total score obtained for interest in continuing education is higher than a total of 85 respondents as many as 5921, the mean is 69.66 and the standard deviation is 12.893. From this score there is the highest score, which is 85 and the lowest score is 40, so it can be known that the range of the score is 45.

The following is a calculation of the frequency distribution of the variable interest in continuing higher education:

Table of Frequency Distribution of Interest in Continuing Higher Education

Interval Class	Frequency	Lower Limit	Upper Limit	Relative Frequency
Valid 40-45	4	39,5	45,5	4.7%
46-51	5	45,5	51,5	5.9%
52-57	6	51,5	57,5	7.1%

58-63	13	57,5	63,5	15.3%
64-69	14	63,5	69,5	16.5%
70-75	11	69,5	75,5	12.9%
76-81	6	75,5	81,5	7.1%
82-85	26	81,5	85,5	30.6%
Total	85			100%

Source: SPSS v.27 data processing results (data processed in 2024).

Based on the data shown in table, it can be seen that the highest frequency is in the interval of 82-85 with a total of 26 out of 85 respondents with a total percentage of 30.6%. Meanwhile, the lowest frequency was found in the interval of 40-45 with a total of 4 out of 85 respondents or as much as 4.7%.

2. Sosioeconomic Conditions of Parents

**Table of Descriptive Statistics of
Socioeconomic Conditions of Parents**
(In thousands of rupiah)

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Social Conditions of Parents	85	6250	1250	7500	256895	3022.29	1592.698
Valid N (listwise)	85						

Source: SPSS V.27 data processing results (data processed 2024).

Based on the results of the statistical descriptive data shown by table, it can be seen that the total score obtained by the socio-economic condition of parents from a total of 85 respondents amounted to Rp256,895,000, the mean was Rp3,022,290 and the standard deviation was Rp1,592,698. From this score, there was the highest score of Rp7,500,000 and the lowest score was Rp1,250,000, so it can be known that the range of the score is Rp6,250,000.

The following is a calculation of the frequency distribution of the variable socioeconomic conditions of parents:

Table of Frequency Distribution Socioeconomic Conditions of Parents
(in thousands of rupiah)

	Interval Class	Frequency	Lower Limit	Upper Limit	Relative Frequency
Valid	1250 - 2094	1	1249,5	2094,5	1.1%
	2095 - 2939	37	2094,5	2939,5	40.7%

2939 - 3783	10	2938,5	3783,5	11%
3783 - 4627	6	3782,5	4627,5	6.6%
4627 - 5471	15	4626,5	5471,5	16.5%
5471 - 6315	9	5470,5	6315,5	9.9%
6315 - 7159	3	6314,5	7159,5	3.3%
7159 - 8003	4	7158,5	8003,5	3.3%
Total	85			100%

Source: SPSS V.27 data processing results (data processed 2024).

Based on the data shown in table, it can be seen that the highest frequency was in the interval 2095 – 2939 with a total of 37 out of 85 respondents with a total percentage of 40.7%. Meanwhile, the lowest frequency was found in the interval of 1250 - 2094 with a total of 1 in 85 respondents or as much as 1.1%.

3. School Environment

**Table of Descriptive School
Environment Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
School Environment	85	49	51	100	6974	82.05	11.743	137.903
Valid (listwise)	N ₈₅							

Source: SPSS V.27 data processing results (data processed 2024).

Based on the results of the statistical descriptive data shown by table, it can be seen that the total score obtained by the school environment from a total of 85 respondents was 6974, the mean was 82.05 and the standard deviation was 11.743. From this score, there is the highest score of 100 and the lowest score is 51, so it can be known that the range of the score is 49.

The following is a calculation of the frequency distribution of the variable school environment:

Table of Frequency Distribution of School Environment

	Interval Class	Frequency	Lower Limit	Upper Limit	Relative Frequency
Valid	51-57	4	50,5	57,5	4.4 %
	58-64	2	57,5	64,5	2.2 %
	65-71	7	64,5	71,5	7.7 %
	72-78	16	71,5	78,5	17.6 %
	79-85	23	78,5	85,5	25.3 %
	86-92	11	85,5	92,5	12.1 %
	93-100	22	92,5	100,5	24.2 %
	Total	85			100 %

Source: SPSS V.27 data processing results (data processed 2024).

Based on the data shown in table 4.8, it can be seen that the highest frequency is in the interval of 79-85 with a total of 23 out of 85 respondents with a total percentage of 27.1%. Meanwhile, the lowest frequency was found in the interval of 58-64 with a total of 2 out of 85 respondents or as much as 2.4%.

4. Peers

Table of Descriptive Peers Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Peers	85	37	38	75	5124	60.28	9.806	96.157
Valid N (listwise)	85							

Source: SPSS V.27 data processing results (data processed 2024).

Based on the results of the statistical descriptive data shown by table, it can be seen that the total score obtained by peers from a total of 85 respondents was 5124, the mean was 60.28 and the standard deviation was 9.806. From this score, there is the highest score of 75 and the lowest score is 38, so it can be known that the range of the score is 37.

The following is a calculation of the frequency distribution of the variable peers:

Table of Peers Frequency Distribution

	Interval Class	Frequency	Lower Limit	Upper Limit	Relative Frequency
Valid	38-44	5	37,5	44,5	5.9 %
	45-51	16	44,5	51,5	18.8 %
	52-58	15	51,5	58,5	17.6 %
	59-65	22	58,5	65,5	25.9 %
	66-72	18	65,5	72,5	21.2 %
	73-79	9	72,5	79,5	10.6 %
	Total	85			100 %

Source: SPSS V.27 data processing results (data processed 2024).

Based on the data shown in table, it can be seen that the highest frequency is in the interval of 59-65 with a total of 22 out of 85 respondents with a total percentage of 25.9%. Meanwhile, the lowest frequency was found in the interval of 38-44 with a total of 5 out of 85 respondents or as much as 5.9%.

Data Analysis Results

Normality Test

The first requirement test carried out was a normality test, this test was carried out using *SPSS* software version 27 with *Kolmogorov-Smirnov* and *Probability Plot*. *Kolmogorov-Smirnov* is used with decision-making looking at significance figures with the following provisions:

- a) If the significance > 0.05 , then the data is normally distributed
- b) If the significance < 0.05 , then the data is not normally distributed

While *Probably Plot* has criteria if the data spreads around the diagonal line and follows the diagonal direction, then the regression model meets the assumption of normality and if the data spreads far from the diagonal line, then the regression model is abnormal or does not meet the normality requirements.

Table of Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		85
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	8.66899004
Most Extreme Differences	Absolute	.072
	Positive	.051
	Negative	-.072
Test Statistic		.072
Asymp. Sig. (2-tailed) ^c		.200d
Monte Carlo Sig. (2-Mr. tailed) ^e		.338
99% Confidence Interval		Lower Bound .326
		Upper Bound .350

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Source: SPSS v.27 data processing results (data processed 2024).

Based on the results presented in table, namely the results of the normality test using *Kolmogorov-Smirnov*. The results show a significance value of 0.200 which indicates that all data obtained is distributed normally because it meets the criteria, namely $0.200 > 0.05$.

Linearity Test

The linearity test was carried out using SPSS version 27 software using *Analysis of Variance* (ANOVA). The linearity test is used with the aim of finding out the correlation between each independent variable and the bound variable. The data can be said to be linear if the test results show that the significance value obtained exceeds 0.05. Here are the results of the linearity test for each variable:

Table of Results of the Linearity Test of Socioeconomic Conditions of Parents with Higher Interest in Continuing Education

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Mr.
Higher Interest in Continuing Education *	Between Groups	(Combined)	8157.556	50	163.151	.955	.565
		Linierity	501.596	1	501.596	2.938	.096
Socioeconomic Conditions of Parents		Deviation from Linierity	7655.959	49	156.244	.915	.618
	Within Groups		5805.550	34	170.751		
	Total		13963.106	84			

Source: SPSS v.27 data processing results (data processed 2024).

Based on the results of the linearity test presented in table between the variables of parents' socioeconomic conditions and higher interest in continuing education, the result of the significance value of *deviation from linearity* was obtained of 0.618. **The results met the test requirements, namely $0.618 > 0.05$.** So it is evident that there is a **linear relationship between the two variables.**

Table of Results of the School Environment Linearity Test with Higher Interest in Continuing Education

ANOVA Table								
				Sum of Squares	df	Mean Square	F	Mr.
Interest in Continuing Education	Between Groups	(Combined)		8306.794	37	224.508	1.866	0.022
		Linierity		3957.060	1	3957.060	32.880	0.000

Education * School Environment	Deviation from Linierity	4349.734	36	120.826	1.004	0.489
	Within Groups	5656.312	47			
	Total	13963.106	84			

Source: SPSS v.27 data processing results (data processed 2024).

Based on the results of the linearity test presented in table between the variables of the school environment and higher interest in continuing education, the result of the significance value of *deviation from linearity* was obtained of 0.489.

The results meet the test requirements, namely $0.350 > 0.05$. So it is evident that there is a linear relationship between the two variables.

Table of Results of the Peer Linearity Test with Higher Interest in Continuing Education

ANOVA Table								
				Sum of Squares	df	Mean Square	F	Mr.
Interest in Continuing Higher Education * Peers	in	Between Groups	(Combined)	8460.648	32	264.395	2.499	.002
			Linierity	4601.025	1	4601.025	43.481	.000
			Deviation from Linierity	3859.622	31	124.504	1.177	.297
		Within Groups		5502.458	52	105.817		
		Total		13963.106	84			

Source: SPSS v.27 data processing results (data processed 2024).

Based on the results of the linearity test presented in table between peer variables and higher interest in continuing education, the significance value of *deviation from linearity* was obtained of 0.297.

The results meet the test requirements, namely $0.297 > 0.05$. So it is evident that there is a linear relationship between the two variables.

Multiple Linear Regression Analysis

Multiple linear regression analysis is used to determine the linear influence between variable Y, namely higher interest in continuing education and each variable X that affects it, namely the socioeconomic conditions of parents, school environment and peers.

Table of Multiple Linear Regression Analysis

Coefficients					
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Mr.
1 (Constant)	-13.047	8.467		-1.541	.127
Social Conditions of Parents	.001	.001	.173	2.310	.023
School Environment	.487	.083	.443	5.833	.000
Peers	.639	.100	.486	6.395	.000
a. Dependent Variable: Higher Interest in Continuing Education					

Source: SPSS v.27 data processing results (data processed 2024).

$$Y = -13.047 + 0.001X_1 + 0.487X_2 + 0.639X_3$$

Based on the equation above, it can be seen that the value of -13.047 is a constant. The constant value is a negative value which means that if the variable of socioeconomic conditions of parents, school environment, and peers is 0, then the higher variable of interest in continuing education has a negative value of -13.047 and the higher score of interest in continuing education will be reduced. This shows that if all free variables including X_1 , X_2 , and X_3 have a value of 0, then Y on average is -13.047. The value of the variable coefficient of Parents' Socioeconomic Conditions has a positive value of 0.001. This shows that if X_1 gets an increase of one, then Y will experience an increase of 0.001 assuming that the other X variables are considered constant. Furthermore, the value of the School Environment coefficient has a positive value of 0.487. This shows that if X_2 gets an increase of one, then Y will experience an increase of 0.487 assuming that the other X variable is considered constant. The same thing was also obtained by Peers with a coefficient value of 0.639. This shows that if X_3 gets an increase of one, then Y will experience an increase of 0.639 assuming that the other X variables are considered constant.

Partial Hypothesis Test (t Test)

Based on the results shown in table, namely the table of t-test results. It can be seen that all independent variables obtained a significance value of less than 0.05 which indicates that the variables of socioeconomic conditions of parents, school environment and peers have an influence on the variable of interest in continuing education even higher.

As for the details of the results, the variables of socioeconomic conditions of parents obtained a t calculation of 2,310. This result is greater than the t table of 1.98. Therefore, it can be concluded that the variable of parents' economic condition has a positive and significant influence on the variable of interest in continuing higher education.

Then for the school environment variable, the t calculation was obtained of 5.833. This result is greater than the t table of 1.98. Therefore, it can be concluded that the school environment variable has a positive and significant influence on the variable of interest in continuing higher education.

The next result is that the peer variable obtained a t calculation of 6.395. This result is greater than the t table of 1.98.

Therefore, it can be concluded that the peer variable has a positive and significant influence on the variable of interest in continuing higher education.

Model Fesibility Test (F Test)

Table of Test f					
ANOVA					
Model		Sum of Squares	df	Mean Square	F
1	Regression	7650.389	3	2550.130	32.721
	Residual	6312.717	81	77.935	
	Total	13963.106	84		

a. Dependent Variable: Higher Interest in Continuing Education

b. Predictors: (Constant), Peers, Social Conditions of Parents, School Environment

Source: SPSS v.27 data processing results (data processed 2024).

Based on the results of the f test presented in table, it shows that F is calculated as 32.721. Because the criteria of the f test are f calculation > f table. So with the results of the calculation obtained shows that the result is greater than the f table. The conclusion of this f test can be concluded.

There was a simultaneous influence of the variables of socioeconomic conditions of parents, school environment and peers on the variable of interest in continuing education even higher.

Coefficient of Determination Test (R^2)

Table of Determinant Coefficient Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.740a	.548	.531	8.828
a. Predictors: (Constant), Peers, Social Conditions of Parents, School Environment				
b. Dependent Variable: Higher Interest in Continuing Education				

Source: SPSS v.27 data processing results (data processed 2024).

Based on the determination coefficient test presented in table, it can be found by focusing on the Adjusted *R Square* value or the adjusted determination coefficient is at a value of 0.531. With these results, it can be concluded that the contribution of the variables of socioeconomic conditions of parents, school environment and peers to the variable of higher interest in continuing education is 53% and the rest is influenced by other factors that are not studied in this study.

Discussion

The Influence of Socioeconomic Conditions of Parents on Interest in Continuing Higher Education

This is evidenced by the value of the variable coefficient of the socioeconomic condition of parents having a positive value of 0.01. The subsequent results of the t-test showed that there was a significant influence given by the variables of parents' socioeconomic conditions on higher interest in continuing education. This is evidenced by the acquisition of a calculated t of 2.497 with a table t of 1.98 and a significance value of less than 0.05.

Based on the results of the research that has been presented, it is found that there is a positive and significant influence of the socioeconomic condition of parents on the interest in continuing higher education. The high and low socioeconomic conditions of parents have been proven to influence students to continue higher education. Students with parents who have good economic conditions tend to have an interest in continuing their education to a higher level. In addition, usually students whose parents have high socioeconomic conditions tend to continue their education to higher education as a form of embodiment of wanting to give a sense of pride because their parents are able to finance their education. As for students whose parents have low socioeconomic conditions, it is difficult to finance their children's education, so these parents prefer their children to continue working after graduating from high school so that their daily living needs are met.

The Influence of School Environment on Interest in Continuing Higher Education

This is evidenced by the value of the school environment variable coefficient has a positive value of 0.465. The subsequent results of the t-test showed that there was a significant influence given by the school environment variable on higher interest in continuing education. This is evidenced by the acquisition of a calculated t of 5.742 with a table t of 1.98 and a significance value of less than 0.05.

Based on the results of the research that has been presented, it is found that there is a positive and significant influence of the school environment on interest in continuing higher education. The better the school facilities, the more direction from the teachers, and the well-organized forum of students' interests and talents, the higher the interest of students to continue higher education. In addition, teachers as parents of students at school have an important role in providing attention or solutions if there are students who are experiencing difficulties and serving students well without discrimination. The school will always hold activities as a form of developing interests and talents owned by students, so that students will have more potential or achievements that will later be used to a higher level of education. In the school environment, there are also teachers who are commonly called BK teachers or Counselling Guidance where students can explore information about the world of education which will later open students' minds that education is important so that students can determine after graduating from school whether they want to continue higher education or not.

The Influence of Peers on Interest in Continuing Higher Education

This is evidenced by the value of the peer variable coefficient having a positive value of 0.645. The subsequent results of the t-test showed that there was a significant influence given by the peer variable on higher interest in continuing education. This is evidenced by the acquisition of t calculation of 6.447 with t table 1.98 and a significance value of less than 0.05.

Based on the results of the research that has been presented, it is found that there is a positive and significant influence of peers on higher interest in continuing education. The better the interaction and communication as well as the social environment from the peer environment that leads to the world of higher education, the higher the interest of students to continue higher

education. In addition, the role obtained from peers at SMK is to spur each other to have outstanding learning achievements and compete to get better grades. As peers, they usually often contribute thoughts related to interests and talents that they want to develop or do something together, such as in completing schoolwork. Similar to talking about the education they want to pursue next, the average student more often exchanges ideas to continue their education in the future with their peers before later talking to their parents.

The Influence of Socioeconomic Conditions of Parents, School Environment and Peers on Interest in Continuing Higher Education

Interest in continuing higher education is the interest and willingness of students to develop their knowledge through professional education or a higher level of education from higher education. The influencing external factors studied in this study are the influence of the socioeconomic conditions of parents, school environment and peers. All of these factors have a positive and significant effect on interest in continuing higher education, this is evidenced by the F Test that has been carried out showing that F counts at 32.721. Because the criteria of the f test are $f_{\text{calculation}} > f_{\text{table}}$. So with the results of the calculation obtained shows that the result is greater than the f table. The conclusion of this f test can be concluded that there is a simultaneous influence of the variables of socioeconomic conditions of parents, school environment and peers on the variable of interest in continuing higher education.

The results of this study are in line with and support research from Iwan Darmawan (2017) which found that socioeconomic status and peers have a joint influence on higher interest in continuing education. As well as research from Rahmawati & Hakim (2015) revealed that the socioeconomic conditions of parents and the school environment have an influence on the interest of students to continue higher education with the discovery of simultaneous influences.

CONCLUSION AND RECOMMENDATION

Conclusion

1. The socio-economic condition of parents has a positive and significant effect on the interest in continuing higher education. This shows that the better the socio-economic condition of parents, the more interest in continuing higher education will increase.

2. The school environment has a positive and significant effect on the interest in continuing higher education. This shows that the better the school environment such as facilities, social environment, and academic support provided to students, the higher the interest in continuing higher education.
3. Peers have a positive and significant effect on interest in continuing higher education. This shows that the better the interaction and communication as well as the social environment from the peer environment that leads to the world of higher education, the higher the interest of students to continue higher education.
4. The socio-economic conditions of parents, school environment and peers together have a positive and significant effect on the interest in continuing higher education. This shows that the better the socio-economic condition of the parents of the students, the adequate school environment and always accommodating the students well and positive peers, will increase the interest of students to continue higher education.

Recommendation

1. The results of this study can provide an overview of how factors play a role in building students' interest in continuing higher education.
2. For teachers and academics in schools, the results of this study can educate that the school environment and peers play a very important role in increasing students' interest in continuing higher education. Therefore, schools should always improve physical facilities and non-physical facilities such as the quality of teachers in teaching and information about higher education.
3. For parents, the socioeconomic condition of parents may play a role in determining students to pursue higher education. However, on the other hand, the socio-economic condition of parents can be ignored considering that there are many scholarships available from the government or private institutions that finance lectures so that students can continue their higher education without having to think about socioeconomic conditions and focus on their education alone.

4. Next, for the next researcher who will research with similar problems to pay more attention to the selection of the selected independent variables, the next researcher can add other variables such as education policy, mental and emotional health, personal motivation, in order to further solve the problem of interest in continuing higher education.

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