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## THE EFFECT OF CAREER EXPECTATIONS, SELF-EFFICACY AND SOCIAL ENVIRONMENT ON STUDENTS' INTEREST IN CONTINUING THEIR STUDIES TO HIGHER EDUCATION WITH PARENTS' INCOME AS A MODERATING VARIABLE IN GRADE XII STUDENTS OF STATE HIGH SCHOOL IN BOJONEGORO

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### Keywords

Study Interest, Career Expectations, Self-Efficacy, Social Environment, Parental Income

### Abstract

This research is motivated by the low interest of students in schools on the outskirts of Bojonegoro to continue their studies to college. This study aims to analyze the influence of career expectations, self-efficacy, and social environment on students' interest in continuing their studies to college, with parental income as a moderating variable. This study uses a quantitative approach using the *Structural Equation Modeling (SEM) method* based on *Partial Least Square (PLS)*. The study was conducted in four public senior high schools in Bojonegoro Regency with subjects of grade XII students. The sample was determined proportionally at 100 students from a total population of 825 students. Data were collected using a questionnaire. The results showed that career expectations, self-efficacy, and social environment significantly influence students' interest in continuing their studies. Parental income was shown to significantly moderate the relationship, but at a weaker level. The conclusion of this study emphasizes the important role of parental income in determining the effectiveness of psychological and social factors on students' decisions to continue their studies. Therefore, affirmative policy support and educational interventions are needed for students from low-income families.

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## Introduction

The Republic of Indonesia Law Number 20 of 2003 concerning the National Education System explains that Education is a conscious, planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. It is hoped that Education will be able to create an Indonesian society that is able to master science and technology which is very much needed in Development in this era of globalization.

The National Education System (Sisdiknas), the education pathway is formed in three ways, namely formal, non-formal and informal education, the three educational institutions complement and enrich each other. Formal education is obtained through educational institutions, namely schools, schools themselves are tiered education from the lowest level of education to the highest level of education. The levels of education in formal education consist of: (1) Basic education (SD, MI, SMP and Mts), secondary education (SMA, MA, SMK, MAK), and (3) higher education (Diploma, Bachelor, Master and Doctoral). Non-formal education is obtained through education outside formal education which can be done in a structured and tiered manner. While informal education is education obtained through family and society. (Nurjannah & Kusmuriyanto, 2016).

Education is deeply embedded in an individual's life from birth to old age, as it is oriented toward improving the quality of human resources. Education is a process of preparing individuals to adapt to environmental changes. Education plays a crucial role in national development, as it is one way to develop quality human resources to achieve national development goals. The younger generation is the nation's future generation. The nation's progress rests largely in their hands. Education for the younger generation is expected to support the achievement of national development goals. An educated and accomplished young generation is expected to lead the nation in facing global competition, particularly in the field of education. (Yandi et al, 2023). As time goes by, the role of higher education is very important in preparing students to become members of society who have academic and professional abilities who can apply, develop and create science, technology and the arts. (Azizah et al, 2017).

A media report highlighted (Purwanto, 2022) a significant phenomenon: high schools and vocational schools (SMA) on the outskirts of Bojonegoro complained that student interest in continuing their education remains low. This poses a risk of unmet enrollment quotas. Schools need support to increase student interest and maximize available quotas. The principal of SMAN Malo stated that student interest in continuing their education is a challenge for schools on the outskirts. The school admitted to continuing its efforts to encourage students to continue their studies. Parents were also encouraged to allow their children to continue their education. According to the principal, some students even registered secretly, as their parents refused permission due to financial constraints. This was confirmed by researchers during a visit to SMAN 1 Malo to request data on students continuing their studies. According to the Deputy Public Relations Officer, no students had continued their studies to university in 2024.

Therefore, considering the crucial role of higher education, especially for senior high school students (SMA), students' interest in continuing their studies at university needs to be nurtured and developed from the outset. High school students who have completed their secondary education have varying interests in determining their choices. Some are interested in continuing their studies at university, starting a business, participating in training, or finding employment. Students who choose to continue their studies at university are faced with the

decision of which university to choose, as evidenced by their interest in continuing their studies at university.(Fani et al, 2022).

Individual interest is described as a longer-lasting experience, characterized by a persistent willingness to return to a particular object or topic over time.(Ruf et al., 2022). Interest is a cognitive and motivational variable that describes involvement or participation with some content. (Huang & Macgilchrist, 2024).Interest in continuing studies to college is a tendency that contains elements of feelings of pleasure, desire, attention, interest, needs, hopes, encouragement, and willingness to continue education to a higher level after graduating from high school, namely Higher Education. (Khairat et al, 2022).This interest is influenced by many factors, both external and internal factors of the student. Internal factors include psychological factors and physical needs factors. While external factors include social environmental factors such as family, school and society.(Barokah & Yulianto, 2019).

In the context of this research, one of the internal factors, namely career expectations, refers to an individual's expectations for a particular job or profession, based on the abilities, experiences, knowledge, and skills acquired through education. Expectations also reflect a person's belief in their ability to successfully perform the behavior and achieve the desired results.(Zhang & Xiong, 2024).

A person's perception of their own abilities significantly influences the outcomes they achieve. When faced with a problem, an individual's perception of the problem can also be a determining factor in their perceived level of life satisfaction. A sign of high self-efficacy is confidence in their ability to master various types of demands. Self-efficacy in learning reflects students' beliefs in their ability to perform academic tasks and is influenced by factors such as informational and emotional support.(Li, 2025).

The social environment is defined as the social dimension of the environment in which we live (Martin et al., 2017).. The social environment is all the people or other humans who influence a person. The social environment can influence cells directly and indirectly. So the social environment can influence students to continue their studies at higher education.

A family's economic situation is closely related to a child's learning. Children who are studying not only need their basic needs met but also need learning facilities. These facilities (Xu & Liu, 2024)can only be met if the family has sufficient funds. Parental income is the level of income earned by the respondent's parents per month, whether from salary, wages, or business income. Therefore, parental income is the total income received by parents (father and mother) for their work.(Mufida & Effendi, 2019).

There is a *research gap* in this study, including the fact that numerous studies have been conducted on interest in continuing higher education, using various approaches and focusing on variables. (Fajčiková & Urbancová, 2019)One study conducted abroad examined the influence of career expectations on motivation to continue higher education. The results showed that career expectations were a primary motivator. However, this study did not explore the interaction between career expectations and parental income or student psychological variables.

The study (Ayu et al, 2020) specifically highlighted the influence of self-efficacy on interest in continuing studies. The results showed a significant effect ( $p < 0.05$ ), but this study focused too much on a single variable and failed to consider career expectations or economic status as moderating variables.

Furthermore, (Nurjannah & Kusmuriyanto, 2016) they examined the influence of the social environment on study interest and found that the social environment had a 7.5% effect. However, this study did not incorporate career expectations and self-efficacy into its analysis and did not consider parental income as a control variable. (Agustina & Afriana, 2015) also examined the influence of the environment on study interest, but the results showed no significant effect.

Research (Haider & McGarry, 2018) in foreign contexts has found that parental income and wealth significantly influence participation in higher education, even when controlled for other variables. However, this research has not tested for moderation by income.

Based on the above problems and the existence of a research gap, the researcher is interested in conducting research on the Influence of Career Expectations, *Self-Efficacy* and Social Environment on Students' Interest in Continuing Their Studies to Higher Education with Parental Income as a Moderating Variable in Class XII Students of State Senior High Schools in Bojonegoro.

## Method

This study uses a quantitative approach with the *Structural Equation Modeling* (SEM) method with SmartPLS. SEM can be described as a multivariate analysis method that combines the approach of checking the validity and reliability of instruments (*confirmatory factor analysis*), testing the relationship model between variables (path analysis), and obtaining a suitable model for prediction (structural model and regression analysis). While SMARTPLS is software used for structural equation model analysis (*Structural Equation Modeling or SEM*) based on *Partial Least Squares* (PLS). (Febryaningrum et al., 2024) The study was conducted in four public high schools in Bojonegoro Regency with subjects of grade XII students. The sample was determined proportionally at 100 students from a total population of 825 students. Research data were collected using a questionnaire.

The following is the research design:

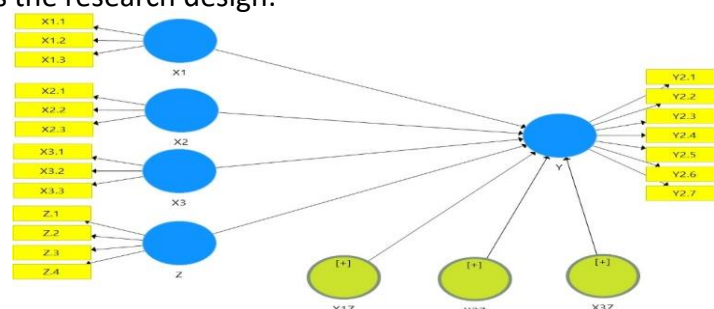


Figure 3.1 SEM-PLS model research design

Results and Discussion

A. Research result

1. Respondent Data Characteristics

This chapter presents the results of the data analysis obtained based on the research entitled "The Influence of Career Expectations, Self-Efficacy, and Social Environment on Students' Interest in Continuing Their Studies to College with Parental Income as a Moderating Variable in Grade XII Students of Public Senior High Schools in Bojonegoro." This research was conducted in four schools, namely Public Senior High Schools in the outskirts of Bojonegoro, namely Public Senior High School I Sugihwaras, Public Senior High School 1 Kepohbaru, Public Senior High School I Malo and Public Senior High School I Padangan. The research was conducted in March-July 2025. This research involved 100 respondents from four Public Senior High Schools in Bojonegoro Regency who were selected proportionally. Respondent characteristics were classified based on school and gender. Details of respondent characteristics are presented as follows:

2. Based on school type

Table 1. Students in four public high schools in Bojonegoro

No.	School name	Number of Respondents	Percentage ( %)
1	State Senior High School 1 Sugihwaras	33	33
2	State Senior High School 1 Kepohbaru	24	24
3	State Senior High School 1 Malo	5	5
4	State Senior High School 1 Padangan	38	38
Total		100	100

3. Based on gender

Table 2. Based on gender

Gender	Number of Respondents	Percentage (%)
Man	34	34
Woman	66	66
Total	100	100

## B. Analysis

### 1. The Influence of Career Expectations on Students' Interest in Continuing Their Studies to Higher Education with Parental Income as a Moderating Variable in Public High School Students in Bojonegoro.

In *Partial Least Squares* (PLS), two evaluations are carried out: the measurement model evaluation or outer model and the inner model evaluation. The measurement model evaluation or outer model is carried out to assess the validity or reliability of the model, while the inner model evaluation aims to test the causal relationship between latent variables.

#### a. Evaluation of Measurement Model (Outer Model)

The evaluation of the measurement model in this study consisted of three tests: validity indicators, construct reliability, and *the Average Variance Extracted* (AVE) value. The results of the validity indicators, construct reliability, and *the Average Variance Extracted* (AVE) value are explained as follows :

##### 1) Indicator validity

Convergent validity testing aims to determine the validity of each indicator's relationship with its latent variable. This convergent validity test examines the loading factor values of the indicators measuring the construct. To assess convergent validity, the loading factor value must be above 0.5 and the significance value must be less than 5%. The results of the convergent validity test for each research variable are as follows:

Table 4.16

*Combined Loadings of Career Expectation Variables and Students' Interest in Continuing Studies*

Indicator	Career expectations (X1)	Interest (Y)	p-value
x1.1	0.882	0.434	0.000
x1.10	0.825	0.369	0.000
x1.2	0.788	0.454	0.000
x1.3	0.694	0.482	0.000
x1.4	0.797	0.415	0.000
x1.5	0.874	0.392	0.000
x1.6	0.838	0.400	0.000
x1.7	0.845	0.401	0.000
x1.8	0.875	0.494	0.000
x1.9	0.830	0.456	0.000
y1	0.448	0.792	0.000
y2	0.337	0.803	0.000
y3	0.439	0.794	0.000
y4	0.474	0.797	0.000
y5	0.392	0.840	0.000
y6	0.373	0.846	0.000
y7	0.361	0.825	0.000
y8	0.399	0.857	0.000

Indicator	Career expectations (X1)	Interest (Y)	p-value
y9	0.396	0.849	0.000
y10	0.491	0.786	0.000
y11	0.394	0.745	0.000
y12	0.403	0.781	0.000
y13	0.476	0.778	0.000
y14	0.411	0.848	0.000
y15	0.387	0.751	0.000
y16	0.347	0.820	0.000
y17	0.399	0.805	0.000
y18	0.401	0.663	0.000
y19	0.391	0.796	0.000
y20	0.437	0.708	0.000
y21	0.487	0.752	0.000

Source: Processed data, 2025

The combined loading results show that all indicators in the career expectations variable (X1) and interest in continuing studies (Y) have a loading value of  $>0.60$  with a significance of  $<5\%$ , so they are stated to have good convergent validity.

The next step in checking *convergent validity* is to look at the AVE output. A construct has good *convergent validity* if the AVE value exceeds 0.50. The resulting AVE values are:

Table 4.17

AVE Value of Career Expectation Variable and Students' Interest in Continuing Studies

Variables	AVE
Career expectations (x1)	0.683
Interest (Y)	0.630

Source: Processed data, 2025

The AVE value of the career expectation variable (X1) and interest in continuing studies (Y)  $>0.50$ , so both have good convergent validity.

#### b. Reliability construct

Construct reliability testing is measured using two criteria: *composite reliability* and *Cronbach's alpha* for the indicator blocks measuring the construct. A construct is considered reliable if both *the composite reliability* and *Cronbach's alpha* values are above 0.70. The results of *the composite reliability* and *Cronbach's alpha* for the construct variables are:

Table 4.18  
*Composite Reliability and Cronbach's Alpha*  
 Career Expectation Variables and Students' Interest in Continuing Studies

Variables	Composite Reliability	Cronbach's Alpha
Career expectations (x1)	0.955	0.948
Interest (Y)	0.973	0.970

Source : Processed data , 2025

Composite reliability and Cronbach's Alpha on the career expectations variable (X1) and interest in continuing studies (Y) >0.70, so both are reliable.

a. Inner model evaluation

*inner model* test is conducted by looking at *the coefficient of determination (R-square) value* . *The R-square value* is used to measure the level of variation in changes in the independent variable on the dependent variable. The higher the *R-square value* , the better the predictive model of the proposed research model. Results of *R-square* data processing in this study are as follows:

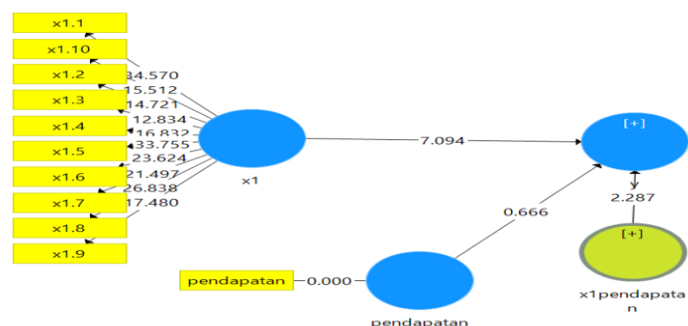


Figure 4.1

Moderating Influence of E xpectation and on Students' Interest in Studies

Table 4.19  
 Results of the *R-Square Test* of the Moderating Effect of Career Expectations and Income on Students' Interest in Continuing Their Studies

	Original Sample (O)	T Statistics ( O/STDEV )	P Values	f-square
income -> y	0.052	0.666	0.507	0.004
x1 -> y	0.547	7,094	0.000	0.432
x1income -> y	-0.231	2,287	0.024	0.055
	R-square = 0.315			
	Q-square = 0.182			

Source: Processed data, 2025



In the figure and table above, the moderating effect between career expectations and income on students' interest in continuing their studies is 31.5%. In addition to the R-square value, Table 4.19 explains the influence of career expectations on students' interest in continuing their studies, with the following details:

1. The P value of 0.000 is less than 0.05, which means that the career expectation variable (x1) has a positive and significant impact on interest (Y), so that the first hypothesis which states that there is a significant positive influence of career expectations (x1) on interest (Y)" has been proven to be true.
2. The P value of 0.024 is less than 0.05, which means that the moderating variable between career expectations (x1) and income has a significant impact on interest (Y) so that the fourth hypothesis which states " the influence of career expectations on students' interest in continuing their studies to college with the moderating variable of parental income in State High School students in Bojonegoro" is proven to be true.

*Predictive relevance* (Q-Square) is a test conducted to show how well the observation values generated using the *blindfolding procedure* are by looking at the *Q-square value* . A Q-Square value of  $0.182 > 0$  indicates that the model has good predictive relevance.

## 2. The Influence of Self-Efficacy on Students' Interest in Continuing Their Studies to Higher Education with Parental Income as a Moderating Variable in Public High School Students in Bojonegoro

### a. Evaluation of the measurement model (outer model)

#### 1) Indicator validity

Convergent validity testing was assessed based on factor loadings  $>0.5$  and significance levels  $<5\%$ . The results showed that each research variable met these criteria. The results of the convergent validity test for each research variable are:

Table 4.20  
*Combined Loadings of Self-Efficacy Variables*

	Self-efficacy (x2)	p-value
x2.1	0.837	0.000
x2.2	0.762	0.000
x2.3	0.690	0.000
x2.4	0.816	0.000
x2.5	0.800	0.000
x2.6	0.858	0.000
x2.7	0.817	0.000
x2.8	0.841	0.000
x2.9	0.838	0.000

Source: Processed data, 2025

*Combined loading* results, the loading value of the self-efficacy indicator (X2) is  $>0.60$  with a significance of  $<5\%$ , so that all indicators have good convergent validity, as seen in table 4.20.

The next check of *convergent validity* is by looking at the AVE output.

Table 4.21

AVE Value of Self-Efficacy Variable

Variables	AVE
Self-efficacy (x2)	0.653

Source : Processed data , 2025

Based on the table above, it shows that the AVE value of the self-efficacy *variable* (x2) is more than 0.50 so it can be said to have a good convergent validity value as seen in table 4.21.

## 2) Reliability construct

Table 4.22

Composite Reliability and Cronbach's Alpha of Self-Efficacy Variable

Variables	Composite Reliability	Cronbach's Alpha
Self-efficacy (x2)	0.944	0.933

Source: Processed data, 2025

The table above shows that the output results of *composite reliability* and *Cronbach's alpha* on the self-efficacy variable (x2) are more than 0.70, which means that the variable has good reliability as seen from the *composite reliability* and *Cronbach's alpha values* above 0.70 (Table 4.22).

## b. Evaluation of the inner model

*Inner model* test is performed with see mark *coefficient of determination (R-square)* . Used to assess the influence of independent variables on dependent variables; the higher the value, the better the predictive model. *R-square* data processing results in study this is as following :

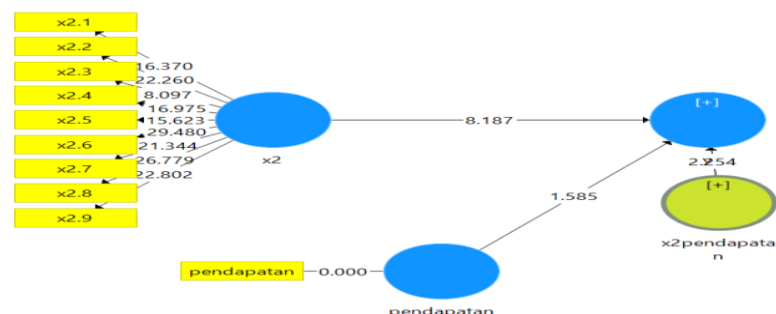


Figure 4.2

The Moderating Effect of Self-Efficacy and Income on Students' Interest in Continuing Their Studies

Table 4.23  
*R-Square* Test Results for Moderation Effect  
 between Self-Efficacy and Income  
 Regarding Students' Interest in Continuing Studies

	Original Sample (O)	T Statistics ( O/STDEV )	P Values	f- square
income -> y	0.120	1,585	0.116	0.021
x2 -> y	0.559	8,187	0.000	0.464
x2income -> y	-0.240	2,254	0.026	0.062
R-square = 0.341 Q-square = 0.201				

Source: Processed data, 2025

In the image and table above, self-efficacy moderation with income has a 34.1% effect on interest in continuing studies, as shown in the R-square value of table 4.23. with the following details:

1. The P Value of 0.000 is less than 0.05, which means that the self-efficacy variable (x2) has a positive and significant impact on interest (Y) , so that the second hypothesis which states " there is a significant positive influence of self-efficacy (x2) on interest (Y)" is proven to be true.
2. The P value of 0.026 is less than 0.05, which means that the moderating variable between self-efficacy (x2) and income has a significant impact on interest (Y), so that the fifth hypothesis which states " the influence of self-efficacy on students' interest in continuing their studies at university with the moderating variable of parental income in state high school students in Bojonegoro" has been proven to be true.

*Predictive relevance* (Q-Square) is a test conducted to show how well the observation values generated using the *blindfolding procedure* are by looking at the *Q-square value* . A Q-Square value of 0.201 > 0 indicates that the model has good predictive relevance.

### 3. The Influence of Social Environment on Students' Interest in Continuing Their Studies to Higher Education with Parental Income as a Moderating Variable in Public High School Students in Bojonegoro

#### a. Evaluation of measurement model (Outer model)

##### 1) Validity indicators

*Convergent* validity testing aims to determine the validity of each indicator's relationship with its latent variable. This convergent validity test examines *the loading factor values* of the indicators measuring the construct. To assess convergent validity, the *loading factor value* must be above 0.5 and the significance value must be less than 5%. The results of the convergent validity test for each research variable are as follows:

Table 4.24  
*Combined Loadings of Social Environment Variables*

	Social environment (x3)	p-value
x3.1	0.667	0.000
x3.2	0.717	0.000
x3.3	0.659	0.000
x3.4	0.745	0.000
x3.5	0.725	0.000
x3.6	0.786	0.000
x3.7	0.771	0.000
x3.8	0.775	0.000
x3.9	0.817	0.000

Source: Processed data, 2025

*combined loading* results above, it can be seen that the loading value of the social environment indicator (X3) is  $>0.60$  with a significance of  $<5\%$ , so that all indicators have good convergent validity, table 4.24.

The next step in checking *convergent validity* is to look at the AVE output. A construct has good *convergent validity* if the AVE value exceeds 0.50. The resulting AVE values are:

Table 4.25 AVE value Variables Environment Social	
Variables	AVE
Social environment (x3)	0.551

Source: Processed data, 2025

Based on the table above, it shows that the AVE value of the social environment variable (x3) is more than 0.50 so it can be said to have a good convergent validity value as seen in table 4.25.

## 2) Construct reliability

Construct reliability testing is measured using two criteria: *composite reliability* and *Cronbach's alpha* for the indicator blocks measuring the construct. A construct is considered reliable if both *the composite reliability* and *Cronbach's alpha values* are above 0.70. The results of *the composite reliability* and *Cronbach's alpha* for the construct variables are:

Table 4.26  
*Composite Reliability and Cronbach's Alpha*  
Social Environmental Variables

Variables	Composite Reliability	Cronbach's Alpha
Social environment (x3)	0.916	0.897

Source: Processed data, 2025

The table above shows that the output results of *composite reliability* and *Cronbach's alpha* on the social environment variable (x3) are more than 0.70, which means that the variable has good reliability as seen in (Table 4.26).

b. Inner model evaluation

*inner model* test is conducted by examining the *coefficient of determination (R-square)* value . The *R-square value* is used to measure the degree of variation in changes in the independent variable with respect to the dependent variable. A higher *R-square value* indicates a better predictive model for the proposed research model. The results of the *R-square* data processing in this study are as follows:

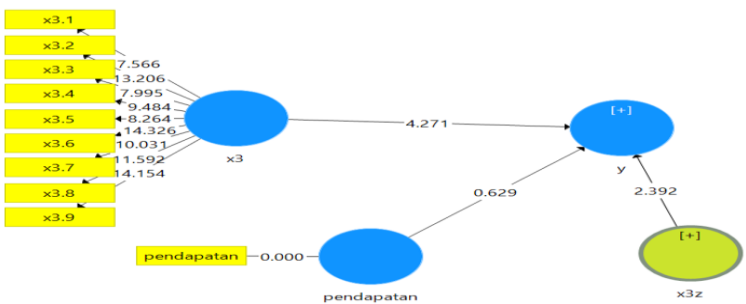


Figure 4.3  
Moderating Influence between Social Environment and Income  
Regarding Students' Interest in Continuing Studies

Table 4.27  
*R-Square* Test Results for Moderation Effect  
between Social Environment and Income  
Regarding Student Interest Continuing Studies

	Original Sample (O)	T Statistics ( O/STDEV )	P Values	f-square
income -> y	0.073	0.629	0.531	0.006
x3 -> y	0.443	4,271	0.000	0.239
x3z -> y	-0.292	2,392	0.019	0.081
R-square = 0.214 Q-square = 0.124				

Source: Processed data, 2025

In the figure and table above, the moderating effect between social environment and income on students' interest in continuing their studies is 21.4%. In addition to the R-

square value, Table 4.27 explains the influence of self-efficacy on students' interest in continuing their studies, with the following details:

1. The P Value of 0.000 is less than 0.05, which means that the social environment variable (x3) has a positive and significant impact on interest (Y) , so that the third hypothesis which states " there is a significant positive influence of the social environment (x3) on interest (Y)" is proven to be true.
2. The P value of 0.019 is less than 0.05, which means that the moderating variable between the social environment (x3) and income has a significant impact on interest (Y), so that the sixth hypothesis which states "the influence of the social environment on students' interest in continuing their studies at university with the moderating variable of parental income in state high school students in Bojonegoro" has been proven to be true.

*Predictive relevance* (Q-Square) is a test conducted to show how well the observation values generated using the *blindfolding procedure* are by looking at the *Q-square value* . If the *Q-square value* is  $> 0$ , it can be said to have good observation value ( *predictive relevance* ). The results of this study produced a *Q-square value* of 0.124, which is above zero, so it can be said that the model has good observation value ( *predictive relevance* ).

## Discussion

1. The influence of career expectations on students' interest in continuing their studies at university.

Career expectations have a significant positive effect on students' interest in continuing their studies at university, in line with the Expectancy-Value theory, which emphasizes that belief in future success is a driving force in educational decision-making. This finding is consistent with research (Ningtyas, 2020)showing (Fajčíková & Urbancová, 2019)that career expectations are a primary motivator, with the clearer vision of a future career leading to a higher student interest in continuing their studies.

2. The influence of self-efficacy on students' interest in continuing their studies at university.

Self-efficacy has a significant positive effect on students' interest in continuing their studies at university; the higher students' confidence in their abilities, the greater their tendency to continue their education. This aligns with Social Cognitive Theory, which emphasizes the role of self-efficacy in influencing individual intentions and actions. Students with high self-efficacy are more confident in facing academic challenges, prepared for success, and adaptable to new environments. This finding is reinforced by (Alfarizi & Wulandari, 2022)evidence that self-efficacy is a dominant factor in shaping students' interest in continuing their education.

3. The influence of the social environment on students' interest in continuing their studies at university.

The social environment has a significant positive influence on students' interest in continuing their studies at university, with factors such as family, peers, teachers, and community playing a significant role in educational decisions. This aligns with Strod's theory, which states that the social environment influences an individual's behavior, growth, and decision-making. The findings (Tomas et al, 2021) also confirm that social support from teachers and family increases students' motivation and engagement, suggesting that the more positive support they receive, the higher their interest in continuing their studies.

4. Career expectations influence students' interest in continuing to college with parental income as a moderating variable for students.

Parental income has been shown to be a fully moderating variable that weakens the relationship between career expectations and interest in continuing studies. Therefore, even if students have high career expectations, their influence decreases significantly if the family's economic situation is poor. This is because income is closely related to purchasing power, learning facilities, and the fulfillment of educational needs, so financial constraints often lead students to choose work over college. This finding is consistent with (Simamora & Setyorini, 2018) evidence that parental income, career expectations, and parental education have a positive effect on interest in continuing studies, so income can either strengthen or weaken the influence of career expectations.

5. Self-efficacy influences students' interest in continuing to college with the moderating variable being parents' income on students.

Parental income has been shown to be a fully moderating variable that weakens the relationship between self-efficacy and interest in continuing studies. Therefore, even if students have high self-confidence, its influence is not maximized if the family's economic situation is low. This indicates that self-efficacy alone is not enough to stimulate interest without adequate financial support. This finding is in line with (Lase, 2020) the statement that income, parental education, peer environment, and self-efficacy together significantly influence interest in continuing studies, making parental economic support an important factor in strengthening the relationship between psychological factors and educational decisions.

6. The social environment influences students' interest in continuing to college with the moderating variable being parents' income on students.

Parental income has been shown to be a fully moderating variable that weakens the relationship between the social environment and the interest in continuing studies. Therefore, even though students receive support from peers, teachers, family, and the

community, its influence becomes less effective when the family's economic condition is low or moderate because the cost aspect is prioritized. This is supported by research (Dyah, 2019) that found that parental income and the social environment together influence the interest in continuing education in a master's program with a contribution of 35.6%, thus indicating that family economic factors play an important role in strengthening or weakening the influence of the social environment on further education decisions.

Thus, it can be concluded that parental income not only functions as a direct factor, but also as a contextual factor that is able to moderate the strength of the influence of the social environment on students' interest in continuing their studies at university.

## Conclusion

Based on research that has been conducted, namely regarding the influence of career expectations, self-efficacy, and social environment on students' interest in continuing to college with parental income as a moderating variable. for class XII high school students in Bojonegoro, the conclusions are as follows:

This study analyzes the influence of career expectations, self-efficacy, and social environment on interest in continuing education, with parental income as a moderating factor. Furthermore, this study found that parental income plays a role as a moderating variable, weakening the influence of career expectations, self-efficacy, and social environment on student interest. Although students have a strong career outlook, self-confidence, and support from their environment, economic limitations are a factor that can reduce interest in continuing to higher education. This indicates that family financial capacity remains a primary consideration for students in making educational decisions, even when psychological and social factors are supportive.

Overall, this study emphasizes that students' interest in continuing their education is influenced not only by internal and external factors but also by their family's economic situation. Therefore, efforts to increase interest in continuing their studies at university need to be accompanied by financial support, such as scholarships or educational assistance programs, so that motivated and highly potential students are not hindered by economic constraints in pursuing higher education.

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