



Analysis of Factors that Cause Students not to Continue Education in Higher Education

Mohammad Amin Lasaiba^{1✉}, Djamila Lasaiba²

Universitas Pattimura Ambon, Indonesia¹

IAIN Ambon, Indonesia²

e-mail : lasaiba.dr@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui faktor-faktor penyebab siswa lulusan SMA tidak melanjutkan studi ke perguruan tinggi di SMA N 1 Leihitu. jenis penelitian yang digunakan adalah penelitian kuantitatif dengan menggunakan teknik analisis deskriptif kuantitatif. Sampel dalam penelitian ini berjumlah 62 orang yang di pilih secara acak pada siswa lulusan tahun 2020, 2021 dan 2022. Hasil penelitian ini menunjukkan bahwa Faktor dominan yang menjadi penyebab siswa lulusan SMA tidak melanjutkan studi ke perguruan tinggi adalah faktor ekonomi, yang mana faktor ekonomi mendapatkan hasil sebanyak 39 responden atau 62,9% dari 62 reaponden yang menyatakan faktor ekonomi menjadi penyebab tidak melanjutkan studi ke perguruan tinggi, kemudian faktor minat yang mendapatkan hasil sebanyak 36 responden atau 39,13% dari 62 responden dan faktor sosial yang mana hanya sebanyak 34 orang responden atau 17,39% dari 62 orang responden. Dari hasil analisis disimpulkan bahwa faktor ekonomi menjadi penyebab utama siswa lulusan SMA tidak melanjutkan studi ke perguruan tinggi dengan hasil persentase sebesar 62,9%.

Kata Kunci: Faktor, Siswa, Perguruan Tinggi

Abstract

This study aims to determine the factors that cause high school graduate students not to continue their studies to college at SMA N 1 Leihitu. the type of research used is quantitative using descriptive analysis techniques. The sample in this study amounted to 62 people who were randomly selected for graduate students in 2020, 2021, and 2022. The results of this study indicate that the dominant factor that causes high school graduate students not to continue their studies to college is the economic factor, in which the economic factor gets the results were 39 respondents, or 62.9% of the 62 respondents stated that economic factors were the cause of not continuing their studies to college, then the interest factor which got results was 36 respondents or 39.13% of 62 respondents and social factors which were only 34 respondents or 17.39% of the 62 respondents. From the results of the analysis, it was concluded that economic factors were the main cause of high school graduates not continuing their studies to college with a percentage yield of 62.9%.

Keywords: Factors, Students, Higher Education.

Copyright (c) 2023 Mohammad Amin Lasaiba, Djamila Lasaiba

✉ Corresponding author :

Email : lasaiba.dr@gmail.com

DOI : <https://doi.org/10.31004/edukatif.v5i6.4416>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

INTRODUCTION

Education is the most important thing in human life (Hakim, 2016). This implies that every Indonesian has a right to education and that they should always work to further their education (Sari et al., 2020), therefore education is crucial for self-development (Ilham, 2019). Education is the main key to the progress and improvement of valuable human resources. These human resources will be able to compete in the global era (Hasanah and Deiniatur, 2019; Lasaiba, 2022). Education, in general, has meant something processes life in self-development so each individual could live and carry on with life (Hatta, 2008; Sari et al., 2020).

In a country currently developing like Indonesia, education is very important because it supports the achievement of development in various fields, such as economy, society, and various field others (Suib, 2017). In addition, education is expected to be used to free people from backwardness, ignorance, and poverty (Lasaiba, 2018), and can form Indonesian people who can master the science and technological developments needed to build Indonesia (Marlinah, 2019). More abilities and skills can be obtained by continuing their education to higher education (Muhson et al., 2012). Higher education is defined by universities as a degree of education organized in accordance with the culture of the Indonesian country, which is supported by Law No. 12 of 2012 regarding higher education. 2019 (Stit Nual, 2019). To intentionally and purposefully construct a learning environment and learning process where pupils can actively realize their potential is education (Law Number 12 of 2012, 2019).

Continuing studies at College tall important, so that have sufficient abilities and skills as a provision to become an employee work (Arnawan, 2016). More quality is a profession if one follows education in college first because college not only emphasizes theory but also practice (Ilham, 2019). After that, it will be easier to get a job with a position which better and worth it (Muljani, 2002; Pusparani, 2018). The importance of education in this era of globalization should require a strong motivation to continue studies in higher education (Mufidah, 2019).

A person's desire to be able to pursue higher education is demonstrated by their interest in continuing their studies in college (Abdullah & Gani, 2022). Feeling content and motivated to pursue higher education after graduating from high school is a propensity that includes motivation in continuing one's studies in that field (Fani et al., 2022). If a student has a strong desire to pursue higher education, they will learn as much as they can and look for information about the preferred university. Students' interest in doing so originates from their own intention and is consciously planned (Prianggita & Ghofur, 2022).

There are a variety of things that students may consider before deciding to pursue higher education. According to Yusuf et al., (2022) there are intrinsic and extrinsic elements that influence whether or not students continue their education. Students are impacted by extrinsic elements from their family, neighborhood, and surroundings. The most significant factor influencing a student's decision about whether or not to continue their education is their parents' role (Rayana et al., 2022). The findings of the study Oryza & Listiadi, (2021) show that students' decisions to attend college are significantly influenced by their parents' socioeconomic level. Zogara et al., (2022) state that the socioeconomic standing of parents is determined by their income, level of education, and occupation. Due to the fact that it is one of the fundamental tenets of daily life, the economic aspect assumes a crucial role (Bahri et al., 2022).

Higher education is also provided to equip students to join the community as knowledgeable individuals who can use, develop, and/or produce science, technology, and/or the arts (Lian, 2003; Hendrawan & Yulianeu, 2017). In order for existing educational products to adapt to rapid worldwide changes, universities, as educational institutions that coordinate higher education, play a crucial role in developing excellent human resources (Indriyanti & Ivada, 2013). However, what is currently encountered, especially students who graduate from SMA N 1 Leihitu, are mostly not continuing their studies in college. By looking at the existing

problems, the researchers are interested in researching "Factors that cause high school graduates to not continue their studies to college for students graduating from SMA N 1 Leihitu. By specifically formulating research sub-problems, namely Economic Factors, Social Factors, and Interest Factors.

RESEARCH METHODS

Quantitative research is the type of research that was used in this study. Sujarweni (2014), defines quantitative research as a sort of study that yields conclusions that can be reached (obtained) using statistical techniques or other methods of quantification (measurement). The researcher chooses the variable to be an attribute, nature, or value of a person, thing, organization, or activity that has a specific variation to be researched before drawing conclusions (Sugiyono, 2016). The following are the research variables from the reasons why students who graduated from SMA N 1 Leihitu did not continue their education in college:

- Economic factors with indicators: parent's income, parent's income indicator, and type or form of income
- Social factors with indicators: family environment and peer environment
- Interest factors with indicators: the desire to continue their studies at college and motivation to continue their studies at college

The population adopted in this study were students who graduated from SMA N 1 Leihitu in 2010, 2011, and 2011. Starting from this, 60 people were randomly selected as samples. This study's methods for gathering data included observation, interviews, documentation, and questionnaires. Descriptive quantitative analysis is used to examine the data. When a researcher merely wishes to explain the sample data and refrains from drawing generalizations about the population from which the sample was drawn, they use quantitative descriptive research (Sugiyono, 2016).

The researcher will conduct a descriptive analysis of the quantitative data from the questionnaire or questionnaires in this study using percentages. The processes of a descriptive analysis are as follows, according to Ridwan (2004).

- Estimating the importance of each element or variable and respondents
- Review numbers
- figuring out the average
- Use the formula to calculate the percentage.

$$DP = \frac{n \times 100\%}{N}$$

Information:

DP = descriptive percentage

N = empirical score (score obtained)

N = maximum score of the question item

RESULTS AND DISCUSSION

Data Description

The description of research data aims to describe the state of the data obtained from the research subject by presenting data that is easy to understand so that conclusions can be drawn. A questionnaire with a Likert scale was distributed to 62 students who will graduate from SMA N 1 Leihitu in 2020, 2021, and 2022 in order to collect data for the study. Graphs, frequency distribution tables, score categorization tables, and descriptive statistical tables are used to present the data.

1. Economic Factor

Description of research data, including mean, median, standard deviation, maximum value, and minimum value, on the economic issues that prevent high school graduates from continuing their education in

college. To make the data description easier to grasp, the data are presented in statistical form. The following table shows the findings from the descriptive statistics as a whole.

Table 1. Results of Descriptive Statistics of Economic Factors

Descriptive Statistics	
	Economy
Valid	62
Missing	0
median	70,500
mean	72,419
Std. Deviation	7.201
Minimum	60,000
Maximum	89,000

Source: SPSS Data Processing, 2022

The tool employed is a closed questionnaire with 25 items in total, 25 of which are positive (scoring 4-1) and have four possible response options: strongly agree, agree, disagree, and strongly disagree. Data on the general economic problems that prevented high school graduates from continuing their education in college were gathered from the questionnaire, with the best score being 89 and the lowest being 60. These numbers yielded a mean of 72.419, a median of 70.5, and a standard deviation of 7.201. The following table shows the distribution of the overall data frequency of economic factors that discourage high school graduates from enrolling in higher education.

Table 2. Frequency Distribution of Economic Factor Data

No	Interval	F	F Relative %
1	60 – 64	6	9.7%
2	65 – 69	19	30.6%
3	70 – 74	14	22.6%
4	75 – 79	15	24.2%
5	80 – 84	1	1.6%
6	85 – 89	7	11.3%
Amount		62	100%

Source: SPSS Data Processing, 2022

Based on Table 2 regarding the frequency distribution of economic factor data that causes high school graduate students not to continue their studies to college, it can be depicted in a graph as shown in Figure 1.

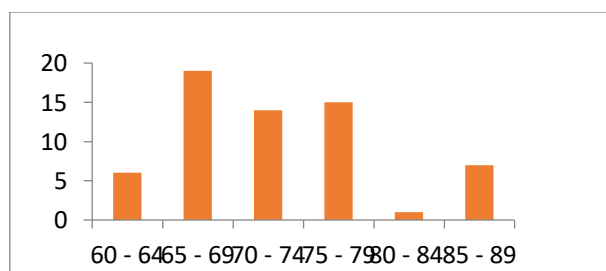


Figure 1. Economic factors that cause high school graduates to not continue their studies at university

Furthermore, the ideal mean score (Mi) of each aspect is used as a comparison criterion to determine the categorization of the scores of each aspect. The highest ideal score is 89 and the lowest ideal score is 60.

The ideal mean score (Mi) is 72.419 and the score of the ideal standard deviation is 7.201. The categorization of the overall score of economic factors that causes high school graduate students not to continue their studies to college can be seen in Table 3.

Table 3. Categorization of Economic Factor Score

Interval	Category	F	F Relative %
60 - 74	Low	39	62, 9%
75 - 89	Tall	23	37.09%
Amount		62	100%

Source: SPSS Data Processing, 2022

Based on Table 3 regarding the overall categorization of economic factors that cause high school graduate students not to continue their studies to college, it can be illustrated in a graph as shown in Figure 2.

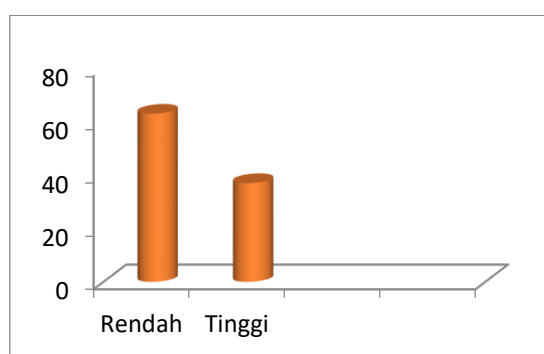


Figure 2. Graph of Categorization of Economic Factor Scores

2. Social Factor

Description of research data on social factors that cause high school graduate students not to continue their studies to college which includes the mean, median, standard deviation, maximum value, and minimum score. The description of the data is presented in statistical form to make it easier to understand in the description. The results of the overall descriptive statistics can be seen in the table.

Table 4. Economic Factors Descriptive Statistics Results

Descriptive Statistics	
	Social
Valid	62
Missing	0
median	74,500
mean	76.048
Std. Deviation	8.879
Minimum	50,000
Maximum	96,000

Source: SPSS Data Processing, 2022

The instrument used is a closed questionnaire with a total of 25 questions with positive questions (score 4-1) with a scale of answers strongly agree, agree, disagree, and strongly disagree. From the questionnaire,

data were obtained on the overall social factors that caused high school graduates not to continue their studies to college with the highest score of 96 and the lowest score of 50 obtained.

From these data, the mean is 76.048, the median is 74.5 and the standard deviation is 8.879. The data frequency distribution of the overall social factors that cause high school graduate students not to continue their studies at tertiary institutions can be seen in Table 5.

Table 5. Distribution of Social Factors Data Frequency

No	interval	F	F Relative %
1	50 – 57	1	1.6%
2	58 – 65	4	6.45%
3	66 – 73	23	37.1%
4	74 – 81	18	29.09%
5	82 – 89	13	20.96%
6	90 – 97	3	4.83%
Amount		62	100%

Source: SPSS Data Processing, 2022

Based on Table 5 regarding the overall categorization of social factors that cause high school graduate students not to continue their studies to college, it can be depicted in a graph as shown in Figure 3.

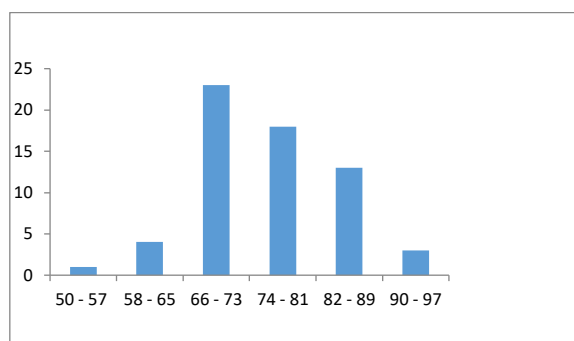


Figure 3. Overall Categorization of Social Factors

Furthermore, the ideal mean score (Mi) of each aspect is used as a comparison criterion to determine the categorization of the scores of each aspect. The highest ideal score is 98 and the lowest ideal score is 50. The ideal mean score (Mi) is 76,048 and the score of the ideal standard deviation is 8,879. The overall score categorization of economic factors that cause high school graduate students not to continue their studies at tertiary institutions can be seen in Table 6.

Table 6. Distribution of Social Factors Data Frequency

Interval	Category	F	F Relative %
50 - 73	Low	28	45.1%
74 - 97	Tall	34	54.9 %
Amount		62	100%

Source: SPSS Data Processing, 2022

Based on Table 6 regarding the overall categorization of social factors that cause high school graduate students not to continue their studies to college, it can be depicted in a graph as shown in Figure 4.

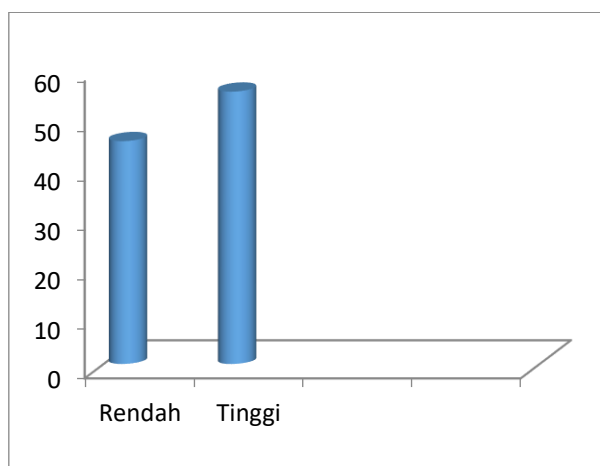


Figure 4. Graph of Social Factor Score Categorization

3. Interest Factor

Description of the data on the overall interest factors that cause high school graduates to not continue their studies at tertiary institutions which include the mean, median, mode, standard deviation, maximum value, and minimum score. The description of the data is presented in statistical form to make it easier to understand in the description. The overall descriptive statistical results can be seen in Table 7.

Table 7. Descriptive Statistical Results of Interest Factors

Descriptive Statistics Interest	
Valid	62
Missing	0
median	82,000
mean	81.355
Std. Deviation	8.006
Minimum	60,000
Maximum	98.000

Source: SPSS Data Processing, 2022

The instrument used is a closed questionnaire with a total of 25 questions with positive questions (score 4 -1) with a scale of answers strongly agree, agree, disagree, and strongly disagree. From the questionnaire, it was obtained data on the overall interest factors that caused high school graduate students not to continue their studies to tertiary institutions at SMA N 1 Leihitu with a score achieved, namely the highest score was 98 and the lowest score was 60. From these data, the mean was 81,355, the median was 82, and the standard was 8.006. Data frequency distribution of overall interest factors that cause high school graduate students not to continue their studies to college at SMA N 1 Leihitu

Table 8. Frequency Distribution of Interest Factor Data

No	Interval	F	F Relative %
1	60 – 66	1	1.6
2	67 – 73	12	19.3
3	74 – 80	13	20,10
4	81 – 87	18	29.03

5	88 – 94	16	25.8
6	95 -101	2	3.2
Amount		62	100%

Source: SPSS Data Processing, 2022

Based on Table 8 regarding the frequency distribution of interest factor data that causes high school graduate students not to continue their studies to college at SMA N 1 Leihitu, it can be depicted in a graph as shown in Figure 5

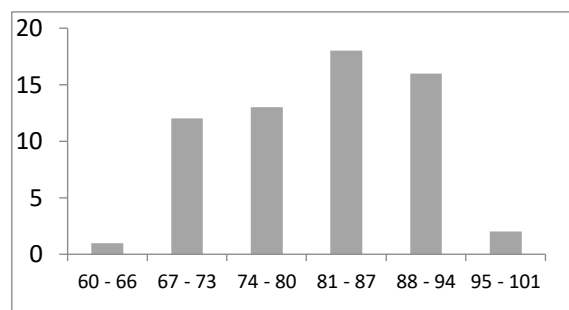


Figure 5. Interest Factor Frequency Distribution Graph

Furthermore, the ideal mean score (Mi) of each aspect is used as a comparison criterion to determine the categorization of the scores of each aspect. The highest ideal score is 98 and the lowest ideal score is 60. The ideal mean score (Mi) is 81,355 and the score of the ideal standard deviation is 8.006. Categorization of the overall score of interest factors that cause high school graduate students not to continue their studies in college

Table 9. Interest Factor Score Categorization

Interval	Category	F	F Relative %
60 - 80	Low	26	41.9%
81 - 101	Tall	36	58%
Amount		62	100%

Source: SPSS Data Processing, 2022

Based on Table 9 regarding the overall categorization of interest factors that cause high school graduate students not to continue their studies to college, it can be depicted in a graph as shown in Figure 5.

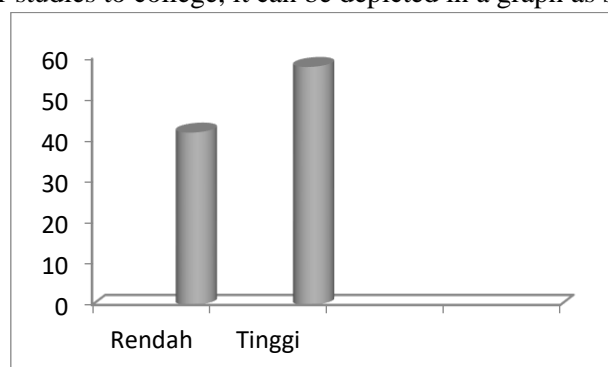


Figure 6. Graph of Interest Factor Score Categorization

Discussion

The goal of this study is to identify the economic reasons that prevent high school graduates from continuing their education in college based on the findings of the calculations stated in the previous sub-chapter. The data analysis's findings indicate that 39 people (62.9%) in the low group and 23 people (37.09%) in the high category are affected by economic problems that prevent high school graduates from enrolling in college. Yusuf et al., (2022) there are intrinsic and extrinsic elements that influence whether or not students continue their education. Students are impacted by extrinsic elements from their family, neighborhood, and surroundings. The most significant factor influencing a student's decision about whether or not to continue their education is their parents' role (Rayana et al., 2022). The findings of the study Oryza & Listiadi, (2021) show that students' decisions to attend college are significantly influenced by their parents' socioeconomic level. Zogara et al., (2022) state that the socioeconomic standing of parents is determined by their income, level of education, and occupation. Due to the fact that it is one of the fundamental tenets of daily life, the economic aspect assumes a crucial role (Bahri et al., 2022).

Thus, it can be concluded that economic factors are the cause of high school graduates not continuing their studies to college with a figure of 62.9% in the low category of 39 respondents. The purpose of this study is to identify the social elements that prevent high school graduates from continuing their education in college based on the findings of the calculations mentioned in the previous sub-chapter. According to the data analysis's findings, social variables account for up to 28 people (45.1%) in the low group and up to 34 people (54.8%) in the high category as reasons why high school graduates choose not to pursue higher education.

With a figure of 54.8% in the high category, or 34 respondents, it can be inferred that social reasons are not what motivate high school graduates to continue their education in college. The goal of this study is to identify the important factors that prevent high school graduates from continuing their education in college based on the findings of the calculations stated in the previous sub-chapter. According to the data analysis's findings, 26 people (41.9%) in the low group and 36 people (58%) in the high category are affected by the interest elements that prevent high school graduates from continuing their education in college. A person's desire to be able to pursue higher education is demonstrated by their interest in continuing their studies in college (Abdullah & Gani, 2022).

Feeling content and motivated to pursue higher education after graduating from high school is a propensity that includes motivation in continuing one's studies in that field (Fani et al., 2022). If a student has a strong desire to pursue higher education, they will learn as much as they can and look for information about the preferred university. Students' interest in doing so originates from their own intention and is consciously planned (Prianggita & Ghofur, 2022). Thus, it can be concluded that the interest factor is not the cause of high school graduates not continuing their studies to college with a figure of 58% in the high category, which is 36 respondents.

Table 10. Results of Statistics Frequency and Percentage of Economic, Social, and Interest Factors

Factor	Frequency		Percentage	
	Yes	Not	Yes	Not
Economy	39	23	62.9%	37.09%
Social	28	34	45.1%	45.1%
Interest	26	36	41.9%	58%

Source: SPSS Data Processing, 2022

From the statistical results of the factors that cause high school graduate students not to continue their studies in college, it can be concluded that economic factors are the main cause of high school graduate students not continuing their studies in college, as many as 39 respondents answered to be the cause and 23

respondents answered not the cause, interest factor not the cause of high school graduates not continuing their studies to college because as many as 36 respondents answered not the cause and 26 answered the cause, then the last is social factors, namely as many as 34 respondents answered not the cause and 28 respondents answered the cause.

CONCLUSION

Based on the results of research conducted on the factors that cause high school graduate students not to continue their studies to college at SMA N 1 Leihitu, it can be concluded that

1. High school graduates who choose not to enroll in college do so for a variety of reasons, including economic ones. This is demonstrated by the data collection results, which showed that 39 of 62 respondents claimed that the state of the economy was the reason why high school graduates did not continue their studies in college, while 23 respondents claimed that economic factors were not the reason high school graduate students did not continue their studies in college.
2. Social considerations do not prevent high school graduates from enrolling in college. This is demonstrated by the data collection results, which showed that 34 of 62 respondents said social factors were not the reason high school graduates did not continue their studies in college, while as many as 28 respondents said social factors were the reason high school graduate students did not continue their studies in college.
3. The intriguing element doesn't discourage high school graduates from pursuing their education in college. This is demonstrated by the data collection results, which showed that 36 of 62 respondents said that the interest factor was not the reason why high school graduates did not continue their studies in college, while 26 respondents said that the interest factor was the reason high school graduate students did not continue their studies in college.
4. The dominant factor that causes high school graduate students not to continue their studies at tertiary institutions is the economic factor, where the economic factor resulted in 39 respondents, or 62.9% of the 62 respondents stating that economic factors were the cause of not continuing their studies to college, then Interests that got results were 36 respondents or 39.13% of 62 respondents and social factors which were only 34 students or 17.39% of 62 students.

REFERENCES

- Abdullah, I., & Gani, M. I. A. (2022). *Analisis Faktor Penyebab Kurangnya Minat Remaja Terhadap Pendidikan Perguruan Tinggi*. 5(2), 128–137.
<https://doi.org/10.37329/Cetta.V5i2.1486>
- Arnawan, I. G. (2016). Faktor Penyebab Kurangnya Minat Remaja Terhadap Pendidikan Di Perguruan Tinggi (Studi Kasus Pada Remaja Di Desa Balirejo Kecamatan Angkona Kabupaten Luwu Timur). *Jurnal Sosialisasi: Jurnal Hasil Pemikiran, Penelitian Dan Pengembangan Keilmuan Sosiologi Pendidikan*, 80–84.
- Bahri, S., Studi, P., Pendidikan, M., & Indonesia, M. (2022). *Konsep Pendidikan Karakter Anak Dalam Keluarga Di Era Pasca Pandemi*. 6(2), 425–435.
<https://jptam.org/index.php/jptam/article/view/2904>
- Fani, J., Subagio, N., & Rahayu, V. P. (2022). *Analisis Faktor-Faktor Yang Mempengaruhi Minat Siswa Melanjutkan Studi Ke Perguruan Tinggi Pada Siswa Kelas Xii Di Sma Negeri 14 Samarinda*. 4(1), 24–34. <https://jurnal.fkip.unmul.ac.id/index.php/prospek/article/view/1322>
- Hakim, L. (2016). Pemerataan Akses Pendidikan Bagi Rakyat Sesuai Dengan Amanat Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. *Edutech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 2(1).

- 2966 *Analysis of Factors that Cause Students not to Continue Education in Higher Education - Mohammad Amin Lasaiba, Djamila Lasaiba*
DOI : <https://doi.org/10.31004/edukatif.v5i6.4416>
- Hasanah, U., & Deiniatur, M. (2019). Character Education In Early Childhood Based On Family. (*Ecrj*) *Early Chilhood Research Journal*, 7(1), 29–42. <https://doi.org/10.26418/Jvip.V7i1.333>
- Hatta, U. B. (2008). *Pentingnya Pendidikan Bagi Semua Orang*. www.bunghatta.com.
- Hendrawan, A., & Yulianeu, A. (2017). Sistem Penjaminan Mutu Internal (Spmi)(Di Akademik Kebidanan Respati Sumedang). *Jurnal Manajemen Informatika (Jumika)*, 4(1).
- Ilham, D. (2019). Menggagas Pendidikan Nilai Dalam Sistem Pendidikan Nasional. *Didaktika: Jurnal Kependidikan*, 8(3), 109–122.
- Indriyanti, N., & Ivada, E. (2013). Faktor-Faktor Yang Memengaruhi Minat Melanjutkan Pendidikan Ke Perguruan Tinggi Pada Siswa Kelas Xii Akuntansi Smk Negeri 6 Surakarta Tahun 2013. *Jupe-Jurnal Pendidikan Ekonomi*, 1(2).
- Lasaiba, M. A. (2018). Penggunaan Model Pembelajaran Berbasis Masalah (Problem Based Learning) Terhadap Hasil Belajar Geografi Pada Peserta Didik Kelas Vii-2 Smp Negeri 14 Ambon. *Jendela Pengetahuan*, 11(2), 8–21. <https://ojs3.unpatti.ac.id/index.php/jp/article/view/6317>
- Lasaiba, M. A. (2022). *Pengaruh Model Pembelajaran Treffinger Terhadap Keterampilan Proses Dan Hasil Belajar Geografi Siswa Man 2 Ambon Abstrak Kata Kunci: Model , Pembelajaran Treffinger , Keterampilan Proses , Hasil Belajar*. 1(1), 20–30.
- Lian, B. (2003). Sistem Pendidikan Nasional. *Jakarta: Direktorat Pendidikan Menengah Umum*.
- Marlinah, L. (2019). Pentingnya Peran Perguruan Tinggi Dalam Mencetak Sdm Yang Berjiwa Inovator Dan Technopreneur Menyongsong Era Society 5.0. *Ikraith Ekonomika*, 2(3), 17–25.
- Mufidah, L. I. (2019). Tantangan Profesionalisme Guru Pada Era Globalisasi. *Lentera*, 18(2), 175–186.
- Muhson, A., Wahyuni, D., Supriyanto, S., & Mulyani, E. (2012). Analisis Relevansi Lulusan Perguruan Tinggi Dengan Dunia Kerja. *Jurnal Economia*, 8(1), 42–52.
- Muljani, N. (2002). Kompensasi Sebagai Motivator Untuk Meningkatkan Kinerja Karyawan. *Jurnal Manajemen Dan Kewirausahaan*, 4(2), 108–122.
- Oryza, S. B., & Listiadi, A. (2021). Pengaruh Motivasi Belajar Dan Status Sosial Ekonomi Orang Tua Terhadap Minat Melanjutkan Ke Perguruan Tinggi Dengan Prestasi Belajar Sebagai Variabel Mediasi. *Jurnal Pendidikan Ekonomi*, 5(1), 23–36. <https://doi.org/10.26740/jpeka.v5n1.p23-36>
- Prianggita, M., & Ghofur, M. A. (2022). *Pengaruh Lingkungan Sekolah Dan Self-Efficacy Terhadap Minat Melanjutkan Pendidikan Ke Perguruan Tinggi Melalui Mediasi Prestasi Belajar Peserta Didik Smk Program Keahlian Akuntansi Keuangan Lembaga Jakarta Pusat*. Universitas Negeri Jakarta.
- Pusparani, D. (2018). *Analisis Proses Pelaksanaan Rekrutmen, Seleksi, Dan Penempatan Kerja Karyawan (Studi Pada Hotel Dan Restoran Mahkota Plengkung Banyuwangi)*. Universitas Brawijaya.
- Rayana, E., Rohmah, R. A., & Hardianto. (2022). *Analisis Faktor-Faktor Yang Mempengaruhi Minat Mahasiswa Dalam Memilih Program Studi Pendidikan Ilmu Pengetahuan Sosial (Ips) Fakultas Keguruan Dan Ilmu Pendidikan Universitas Pasir Pengaraian*. 1(1), 12–13. <http://multidisciplinaryresearch.com/index.php/joinmr/article/view/3/2>
- Ridwan. (2004). Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula. *Bandung: Alfabet*.
- Sari, W., Rifki, A. M., & Karmila, M. (2020). Analisis Kebijakan Pendidikan Terkait Implementasi Pembelajaran Jarak Jauh Pada Masa Darurat Covid 19. *Jurnal Mappesona*, 3(2).
- Stit Nual, F. P. (2019). Analisis Faktor-Faktor Yang Mempengaruhi Mahasiswa Memilih Program Studi (Prodi) Paud. *Pendidikan Ilmiah*, 3(1), 45–56.
- Sugiyono. (2010). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif R&D. *Bandung: Pt Alfabet*.
- Sugiyono. (2016). Metode Penelitian Kuantitatif, Kualitatif Dan R&D. *Bandung: Pt Alfabet*.

- 2967 *Analysis of Factors that Cause Students not to Continue Education in Higher Education - Mohammad Amin Lasaiba, Djamila Lasaiba*
DOI : <https://doi.org/10.31004/edukatif.v5i6.4416>
- Suib, M. S. (2017). Sinergitas Peran Pondok Pesantren Dalam Peningkatkan Indeks Pembangunan Manusia (Ipm) Di Indonesia. *Jurnal Islam Nusantara*, 1(2).
- Uu Nomor 12 Tahun 2012. (2019). *Uu Nomor 12 Tahun 2012 Pasal 5 Tentang Pendidikan Tinggi*. Joglo Abang.
- Yusuf, M., Purnama, Y. D., Dumiyati, Supiyanto, Y., & Hendra. (2022). *Motivasi Untuk Meningkatkan Minat Kuliah Bagi Siswa Sma Muhammadiyah 2 Palang Di Masa Pandemi Covid-19*. 4, 189–197. <https://doi.org/10.30587/Dedikasimu.V4i2.3992>
- Zogara, A. U., Loaloka, M. S., & Pantaleon, M. G. (2022). No Title. *Journal Of Nutrition College; Vol 11, No 4 (2022): Oktober*. <https://doi.org/10.14710/Jnc.V11i4.35589>