The Influence of Self-Efficacy, Family Environment, And the Role of The Teacher on Interest in Continuing Education to Higher Education

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Abstract:
The purpose of this research is to determine the simultaneous and partial influence of self-efficacy, family environment, and the role of teachers on interest in continuing their education to higher education among students majoring in Office Management and Business Services at SMK Negeri 1 Kendal. The type of research used is quantitative research methods. The population in this study were Office Management and Business Services students for the 2022/2023 academic year at SMK Negeri 1 Kendal, totaling 213 students with a sample of 139 students. The sampling technique uses proportional random sampling. Data collection methods were carried out by means of questionnaires, interviews and documentation. The data analysis technique uses descriptive percentage analysis and multiple linear regression analysis. The results shows that there is an influence of self-efficacy, family environment, and the role of teachers on students' interest in continuing their education to higher education, both simultaneously and partially.

Keywords: Family Environment, Interest in Continuing Education to Higher Education, Self-Efficacy, and Teacher's Role

Introduction

Education plays an important role in improving a country's human resources to build the quality of human resources in the future so they can compete with other countries in various fields. Continuing education is important for developing students in the future and for obtaining more viable career. The higher the level of education, the higher the quality of human resources. The available educational institutions are expected to produce quality human resources that are able to compete in the world of work. One of these educational institutions is Vocational High Schools (SMK).

Vocational school graduate students who are interested in continuing to higher education will face their own challenges in being able to compete with other secondary education graduates who prepare graduates to continue their education to a higher level. However, according to the Decree of the Minister of National Education of the Republic of Indonesia Number 129a/U/2004 Article 4 Paragraph 2 concerning Minimum Service Standards for Secondary Education, there are 9 Minimum Service Standards (SPM) that must be met by SMK, one of the SPM that must be met by SMK graduates to Continuing to an accredited university is 20%.

SMK Negeri 1 Kendal is a vocational high school in Kendal Regency which has an Office Management and Business Services (MPLB) skills program. Based on the results of initial observations carried out by researchers on April 14 2022, over the last five years an average of 20.38% of students who graduated from SMK Negeri 1 Kendal, the Office Management and Business Services skills program, continued their education to college. Meanwhile, the rest choose to work, become entrepreneurs, help their parents at home, and get married.

Table 1. Tracer Study Data for Office Management and Business Services at SMK Negeri 1 Kendal

Th	Total	Working		Continue to Higher Education		Entrepreneurship		Unknown	
		N	(%)	N	(%)	N	(%)	N	(%)
2017	64	53	76,81%	11	15,94%	0	0%	0	0%
2018	70	33	47%	13	19%	2	3%	22	31%
2019	72	21	29%	12	17%	29	40%	11	15%
2020	72	17	24%	24	33%	27	38%	9	13%
2021	71	21	30%	12	17%	15	21%	26	37%

Source: BK SMK Negeri 1 Kendal

Based on table 1, it can be seen that the number of Office Management and Business Services students at SMK Negeri 1 Kendal who continue their education to tertiary institutions fluctuates from year to year. In 2017 it was only 15.94%, then in 2018 it rose to 19%, then in 2019 students who continued their education to tertiary institutions experienced a decrease to 17%. Furthermore, in 2020 it rose quite high to 33%, but fell again the following year, namely 2021, to 17%. From the data above, it can be concluded that the number of students interested in continuing to higher education is still low compared to the minimum service standard, namely 20% for secondary education.

There are several factors that influence students' lack of interest in continuing their education to a higher level. According to Mr. Anggit Dwi Hartono, S. Pd. as a Counseling Guidance (BK) teacher as well as a Special Job Fair (BKK) at SMK N 1 Kendal, said that student interest from year to year to continue their

education to tertiary institutions is quite high. This can be seen when college registration information is available, students ask for help from teachers regarding registration. However, when it was implemented and it was declared that they were not accepted, there was no further action from the students, because they thought that the acceptance of vocational school students at universities was lower than that of high school students, so they were no longer enthusiastic about re-registering. Even though schools and teachers have made efforts to disseminate information regarding higher education through outreach, students' interest in continuing their education to higher education is still low. Teachers have played a fairly good role in motivating and encouraging students to continue their education, but it is suspected that the economic situation of parents and low student motivation are the causes of students' low interest in continuing their education to college. There is no effort and self-confidence among students in facing the competition for selection to enter college. They are more tempted to work in factories than to go to college. This condition is reinforced by the results of observations on August 2 2022, only 13 students out of 50 students or 26% of graduates of Office Management and Business Services at SMK Negeri 1 Kendal class of 2022 chose to continue their education to college, and the rest preferred to work.

According to Haq, (2016:1035) continuing education to college begins with the student's sense of interest and need to develop their knowledge. Interest in students will make students look for information and participate in it. Other factors that influence students' interest in continuing to college come from within the individual, one of which is self-efficacy. Nurtanto, et al. (2017:18) shows in their research that factors within the individual are factors that greatly influence interest in continuing education. According to Sufirmansyah, (2015:141-142) self-efficacy refers to confidence in one's ability to organize and take the necessary actions to manage the situation at hand. High self-efficacy or self-confidence causes a person to increase their efforts and re-sharpen the skills they already have to achieve what they want. On the other hand, low self-efficacy will affect a person's efforts and ability to achieve what they are interested in. So if someone has high self-efficacy and wants to continue their education to college, this will make their interest in continuing their education stronger.

Referring to previous research by Rokhimah, (2015) which stated that self-efficacy has a positive and significant effect on interest in continuing education in higher education. Research by Haq & Setiyani, (2016) states that there is a significant influence between self-efficacy on interest in continuing studies at university. Birama & Nurkhin, (2017) also show that there is a positive and significant influence of self-efficacy on interest in continuing to college. However, this is different from research by Damanik &

Sugiarti, (2023) which shows that self-efficacy has no effect on interest in continuing education to higher education.

Factors that influence interest come from outside, one of which is the family environment. The family environment is the first environment a person has. Ajila and Olutola (Akomolafe & Comfort, 2016:308) argue that the family influences individuals because parents are the first socialization agents in an individual's life. Family or parents are factors that are considered to have a big influence on a student's interest in continuing to college. Apart from family economics, family encouragement is also felt to be very necessary, so that students have strong motivation and children do not feel lonely when doing something. Slameto, (2010:60) said that students who study can receive influences from the family environment in the form of the way their parents educate them, the relationships between family members, the household atmosphere and the family's economic conditions.

Based on previous research, Putri & Kusmuriyanto, (2017) stated that the family environment has a positive and significant effect on interest in continuing education to college. Saeful Hidayat's research (2019) states that there is a significant influence between the family environment on interest in continuing education to college. However, this is different from Suryadi's research (2018) which states that factors such as the school environment and social environment are more influential than family environmental factors. As well as research conducted by Fithriani and Mustadi, (2019) which also shows that the family environment does not have a significant effect on students' interest in continuing their education to college.

Another factor that influences students' interest in continuing their education to college is the role of the teacher. A teacher is someone who is at the forefront in providing an example, motivating or encouraging students. Teachers have a role and responsibility to prepare students to face the times, therefore schools must maximize the performance of teachers and staff in facilitating students. In connection with the interest in continuing higher education, teachers also have the role of providing guidance, direction and services to students who will soon graduate by providing motivation to return to higher education. In this case, of course, it is the teacher's responsibility to raise the awareness of their students to continue to a higher level of education. How teachers motivate students will influence students' mindsets about the importance of education. Teachers must be able to encourage students to think positively about their future. Support students' interests by explaining the success they will have when continuing their education at the college they want to study. Students need help, guidance,

motivation and encouragement from parents and school teachers to gain sufficient knowledge and understanding and to develop student potential

Based on previous research by Jandiko Saputra, (2016) research has shown examples of teachers who implement interest cultivation by focusing on their interest in continuing to college can provide opportunities for students to show and continue their interests. Budiarti's research (2015) states that there is a partial influence between the role of teachers on interest in continuing their studies at university. Amalia, (2018) stated in her research that there is a positive but not significant influence between the role of teachers on interest in continuing education. Rofiqi & Dwi Irma, (2020) stated that there is an influence between the role of teachers on students' interest in continuing to college.

Based on the problems that have been explained, the objectives to be achieved in this research are 1) to find out whether there is an influence of self-efficacy, family environment, and the role of the teacher together on the interest in continuing their education to higher education among Office Management and Business Services students at Vocational Schools. Negeri 1 Kendal; 2) to find out whether there is an influence of self-efficacy on interest in continuing education to higher education among Office Management and Business Services students at SMK Negeri 1 Kendal; 3) to find out whether there is an influence of the family environment on interest in continuing education to higher education in Office Management and Business Services at SMK Negeri 1 Kendal; 4) to find out whether there is an influence of the teacher's role on interest in continuing their education to higher education among Office Management and Business Services students at SMK Negeri 1 Kendal.

Literature Review

Interest in Continuing Education at Higher Education

Interest is a person's interest and desire for something to have a greater sense of doing that something. Interest in continuing education to higher education is a disposition that contains interest, desire, concern, need, hope, encouragement, and willingness to continue education from secondary education to a higher level, namely higher education. Indicators to determine students' interest in continuing their education to higher education are 1) attention, 2) curiosity, 3) motivation, and 4) needs.

Self-efficacy is a person's belief regarding his or her ability to complete certain tasks or carry out certain actions. The self-efficacy indicators used in this research are 1) level dimensions, 2) strength dimensions, 3) generalization dimensions.

The family environment is the first educational environment, so it is very important in shaping children's character patterns. In the family environment, children receive attention, love, example, encouragement, guidance and financial needs from their parents so they can develop their potential for their future. Indicators of the family environment in this research are 1) the way parents educate, 2) relationships between family members, 3) home atmosphere, 4) family economic situation, 5) understanding of parents, 6) cultural background.

Surya (2013: 192) believes that the teacher's role is the overall behavior that teachers must carry out in carrying out their duties as a teacher. Teacher behavior will have a big influence on the development of student behavior and personality, so teacher behavior must be developed in such a way that it can have a positive influence on the process and results of student education. Indicators of the teacher's role in this research are 1) teacher as educator, 2) teacher as guide, 3) teacher as reformer, 4) teacher as generator of views.

Research Methodology

The type of research used in this research is a quantitative research method. Sugiyono, (2019:16) believes that this quantitative research was carried out to complete and test the hypotheses that have been formulated. The design used in this research is associative. Associative research design aims to determine the relationship between two or more variables, to determine the role, influence and cause-effect relationship, namely the relationship between the independent variable and the dependent variable (Sugiyono, 2014: 55). The population in this study were students of the Office Management and Business Services skills program at SMK Negeri 1 Kendal from class X to class XII, totaling 213 students. The sample in this study was 139 students taken using the Slovin formula with proportionate random sampling technique.

The variable measured in this research is Interest in Continuing Education (Y) with indicators according to Reber (1988), namely: 1) attention, 2) curiosity, 3) motivation, and 4) needs. Self-Efficacy Variable (X1) with indicators namely: 1) level dimension, 2) strength dimension, 3) generalization dimension. Family Environment Variable (X2) with indicators namely: 1) the way parents educate, 2) relationships between family members, 3) home atmosphere, 4) family economic situation, 5) understanding of parents, 6) cultural background. Teacher Role Variable (X3) with indicators namely: 1) teacher as educator, 2) teacher as guide, 3) teacher as reformer, 4) teacher as generator of views. The data collection techniques used in this research are questionnaires, interviews and documentation.

Testing the validity and reliability of the instrument in this research was carried out by distributing a questionnaire with 68 statements using a Google form link to 30 students of Office Management and Business Services at SMK Negeri 1 Kendal which were then calculated using the help of the IBM SPSS Statistics 25 program. Data was generated. that variable Y has 3 invalid items, variable X1 is declared valid because it has a significance value of <0.05, variable X2 has 2 invalid items, variable All variables meet the reliability assumption because they have a Cronbach alpha value of more than 0.07. The summary of the results of the validity and reliability tests in this research is as follows:

Table 2. Results of Instrument Validity and Reliability Testing

No	Variable	Description	
		Validity Sig < 0.05	Reliability Cronbach's Alpha > 0.70
1	Interest in Continuing Education	3 items are invalid	0,859
2	Self-Efficacy	Valid	0,881
3	Family Environment	2 items are invalid	0,932
4	Teacher Role	1 items are invalid	0,885

Source: Research data processed in 2023

The data analysis method used in this research is the prerequisite regression test, namely the normality test and linearity test, the classical assumption test, namely the multicollinearity test and heteroscedasticity test, multiple regression analysis, hypothesis testing, namely the simultaneous test (f test) and partial test (t test), as well as the determinant coefficient, namely the simultaneous coefficient of determination test (R^2) and the partial coefficient of determination test (r^2).

Results and Discussions

In this study, the normality test used the non-parametric Kolmogorov-Smirnov Test (K-S) statistical test. Based on the number of respondents of 139 Office Management and Business Services students at SMK Negeri 1 Kendal, the results of the Kolmogorov-Smirnov Statistical Test score were 0.102 > 0.05 with a significance of 0.104 > 0.05, which means the regression model meets the assumption of normality, namely the residual data is said to be normally distributed. . The linearity test can be seen in the linearity column in IBM SPSS Statistics 25 or in the output deviation from linearity section of the ANOVA table. If the significance value is <0.05, it means there is a significant linear relationship between the independent variable and the dependent variable, whereas if the significance value is >0.05, it means there is no linear relationship between the independent variable and the dependent variable. Based on the results of the significance value, the linearity significance value obtained is smaller than 0.05. It can be concluded that

there is a linear and significant relationship between variable X, namely self-efficacy (X1), family environment (X2), teacher's role (X3) and variable Y, namely interest in continuing education.

The multicollinearity test was carried out to determine whether the regression model found a correlation or not between the independent variables. A good regression model should not have any correlation between the independent variables, namely self-efficacy, family environment, and the role of the teacher. Based on the results of the multicollinearity test, the tolerance value for variable X has a value greater than > 0.10. So it can be concluded that multicollinearity does not occur. Meanwhile, the VIF of variable X has a value of less than <10.00. So it can be concluded that multicollinearity does not occur. The heteroscedasticity test is used to test whether there is an inequality of variance from the residuals of one observation to another in a regression model. A good regression model is one where there is no heteroscedasticity or homoscedasticity. The results of the heteroscedasticity test can be determined by carrying out the Glejser test. The results of the Glejser test show that all independent variables used in this study have a significance value greater than > 0.05, thus indicating the absence of heteroscedasticity in the regression model.

Table 3. Multiple Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.693	4.537		1.916	0.057
	Self-Efficacy	0.510	0.109	0.385	4.663	0.000
	Family Environment	0.025	0.033	0.051	0.758	0.450
	Teacher Role	0.272	0.063	0.350	4.338	0.000

Source: Research data processed in 2023

The results of the multiple regression test obtained the equation, namely Y= 8.693 + 0.510X1 + 0.025X2 + 0.272X3 + e. The constant (a) has a value of 8.693, which indicates that if self-efficacy (X1), family environment (X2) and teacher role (X3) are 0, then interest in continuing education is 8.693. The regression coefficient value for the self-efficacy variable (X1) is 0.510, which means that if the other independent variables, namely the family environment (X2) and the role of the teacher (X3) have a fixed value or do not change, then every increase of 1 point or 1% in the variable X1 will cause an increase The value of interest in continuing education to higher education (Y) is 0.510. The coefficient of variable X1 has a positive sign, indicating that there is a positive relationship between variables

The regression coefficient value for the family environment variable (X2) is 0.025, which means that if the other independent variables, namely self-efficacy (X1) and the role of the teacher (X3) have a fixed value or do not change, then every 1 point or 1% increase in the X2 variable will cause a decrease The value of interest in continuing education to higher education (Y) is 0.025. The coefficient of variable X2 has a positive sign, indicating that there is a positive relationship between variables X2 and Y, namely that increasing the value of X2 increases Y.

The regression coefficient value for the teacher role variable (X3) is 0.272, which means that if the other independent variables, namely self-efficacy (X1) and family environment (X2) have a fixed value or do not change, then every 1 point or 1% increase in the X3 variable will cause an increase The value of interest in continuing education to higher education (Y) is 0.272. The coefficient for variable X3 has a positive sign, indicating that there is a positive relationship between variables X3 and Y, namely that increasing the value of X3 increases Y.

The simultaneous test (F test) was carried out by comparing the calculated significant value with the significant α = 5% (0.05). If the sig value is <0.05 or F count > F table then there is an influence between the independent and dependent variables. On the other hand, if the sig value is > 0.05 or F count < F table then there is no influence between the independent and dependent variables. The results of the simultaneous tests in this study are shown in the following table:

Table 4. Simultaneous Test Results (F Test)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	*Regression*	2663.199	3	887.733	39.092	0.000[b]
	Residual	3065.722	135	22.709		
	Total	5728.921	138			

b. *Predictors*: (Constant), Teacher Role, Family Environment, Self-Efficacy
Source: Research data processed in 2023

Based on the table above, it can be seen that the significance value of the F test is 0.000. 0.000 < 0.05, so it can be concluded that the variables of self-efficacy, family environment, and the role of the teacher have a joint or simultaneous influence on the variable of interest in continuing their education to higher education among Office Management and Business Services students at SMK N 1 Kendal. The partial test (t test) is carried out by comparing the calculated significance of each variable with a value of α = 5% (0.05). If the sig value < 0.05 or t count > t table then there is an influence between each independent variable and the dependent variable or in other words Ho is rejected and Ha is accepted. On

the other hand, if the sig value is > 0.05 or t count < t table, it means that there is no influence between each independent and dependent variable. The results of the partial test in this study are shown in the following table:

Table 5. Results of Partial Significance Test (t Test)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.693	4.537		1.916	0.057
	Self-Efficacy	0.510	0.109	0.385	4.663	0.000
	Family Environment	0.025	0.033	0.051	0.758	0.450
	Teacher Role	0.272	0.063	0.350	4.338	0.000

Source: Research data processed in 2023

Based on the table above, the self-efficacy variable (X1) has a coefficient B value that is positive and has a significance value of 0.000. 0.000 < 0.05, so it can be concluded that the hypothesis in H2 in this research, namely "there is an influence of self-efficacy on interest in continuing education to higher education among Office Management and Business Services students at SMK N 1 Kendal" is accepted. The family environment variable (X2) has a coefficient B value that is positive and has a significance value of 0.450. 0.450 > 0.05, so it can be concluded that the hypothesis in H3 in this research, namely "there is an influence of the family environment on interest in continuing education to higher education among Office Management and Business Services students at SMK N 1 Kendal" is rejected. The teacher role variable (X3) has a coefficient B value that is positive and has a significance value of 0.000. 0.000 < 0.05, so it can be concluded that the hypothesis in H4 in this research, namely "there is an influence of the teacher's role on interest in continuing education to higher education among Office Management and Business Services students at SMK N 1 Kendal" is accepted.

The simultaneous coefficient of determination (R^2) is used to measure the model's ability to explain the independent variable on the dependent variable. The results of the simultaneous coefficient of determination test of the multiple linear regression model in this research can be seen in the table below:

Table 6. Results of Simultaneous Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.682[a]	0.465	0.453	4.76540

Source: Research data processed in 2023

Based on the table above, it can be seen that the Adjust R Square value is 0.453 or 45.3%. This shows that 45.3% of the variable interest in continuing education to higher education is explained by the variables self-efficacy, family environment, and the role of the teacher. Meanwhile, the remaining 54.7% is explained by factors other than the model.

The partial coefficient of determination (r2) was carried out to determine the contribution of each variable in the research. The results of the partial coefficient of determination test for the multiple linear regression model in this study are shown in the table below:

Table 7. Results of Partial Determination Coefficient

Model	Sig.	Correlation		
		Zero-order	*Partial*	*Part*
1 (Constant)	0.057			
Efikasi Diri	0.000	0.620	0.372	0.294
Lingkungan Keluarga	0.450	0.287	0.065	0.048
Peran Guru	0.000	0.604	0.350	0.273

Source: Research data processed in 2023

Based on table 7, it can be seen that the value of the partial determination coefficient of the self-efficacy variable is 0.372. This value is then squared and expressed as $(0.372)^2$ x 100% = 13.83%. The value of the partial determination coefficient of the family environment variable is 0.065. This value is then squared and expressed as $(0.065)^2$ x 100% = 0.42%. The value of the partial determination coefficient of the teacher role variable is 0.350. This value is then squared and expressed as $(0.350)^2$ x 100% = 12.25%. Through these calculations, it can be seen that compared to the family environment variables and the role of the teacher, the self-efficacy variable has the greatest influence on interest in continuing education in higher education, namely 13.83%.

The Influence of Self-Efficacy, Family Environment, and the Role of Teachers on Interest in Continuing Education at Higher Education

This research partially and simultaneously explains the influence of self-efficacy, family environment and the role of teachers on interest in continuing their education to higher education among Office Management and Business Services students at SMK Negeri 1 Kendal. Apart from the relationship of each independent variable to the dependent variable, this research also explains the relationship of all independent variables to the dependent variable.

Based on the research results, it shows that self-efficacy, family environment, and the role of the teacher together influence students' interest in continuing their education to higher education. This is shown by the results of the simultaneous significance test (F test) between self-efficacy, family environment, and the role of the teacher, with students' interest in continuing their education to college. Table 4 shows that the F-test has a significance value of 0.000. 0.000 < 0.05 means that H1 is accepted or in other words the variables of self-efficacy, family environment and the role of the teacher have a joint or simultaneous influence on interest in continuing their education to college.

Then, in the results of the simultaneous coefficient of determination (R2) test, the Adjusted R Square is 0.453 or 45.3%, which shows that the variable interest in continuing education to higher education can be explained by the variables self-efficacy, family environment and the role of the teacher. Meanwhile, the remaining 54.7% is explained by factors other than the research model or there is a simultaneous influence of self-efficacy variables, family environment, and the role of teachers on interest in continuing their education to higher education. A student's interest in continuing their education to higher education does not grow by itself, but rather grows and develops based on factors that influence it, either internal factors or external factors. Internal factors that can influence interest in continuing education in this research are self-efficacy, while external factors that influence interest in continuing education in this research are the family environment and the role of teachers.

This research is in line with the Theory of Planned Behavior (TPB) introduced by Ajzen, (2005) where the main focus is on the individual's intention or interest to carry out or achieve certain behavior. Interest in this theory can be influenced by three factors, namely attitudes towards the behavior, subjective norms and perceived behavioral control. Apart from that, interest also uses the theory of will introduced by James E. Reyce. Will or interest is an act of decision making that is based on conscious choice and intention as will.

The Influence of Self-Efficacy on Interest in Continuing Education at Higher Education

Based on the research results, it shows that self-efficacy influences students' interest in continuing their education to higher education among Office Management and Business Services students at SMK Negeri 1 Kendal. This is shown by the results of the partial significance test (t test) between self-efficacy and interest in continuing education to higher education. Based on table 5, the self-efficacy variable (X1) has a positive coefficient B value and a significance value of 0.000. 0.000 < 0.05 means that H2 is accepted or

in other words there is an influence between the self-efficacy variable and interest in continuing education to college.

Then in the test results the partial coefficient of determination (r2) for the self-efficacy variable is 0.372 or 13.83%. This proves that the higher the student's self-efficacy, the higher the student's interest in continuing to a higher level of education. Likewise, if students have low self-efficacy, their interest in continuing higher education will also be low.

The results regarding the influence of self-efficacy on interest are in line with the Theory of Planned Behavior (TPB) introduced by Ajzen (2005), which states that belief is an important factor in the TPB theory. Confidence or self-efficacy is a factor related to a person's belief that he can control his ability to carry out certain behavior. This means that beliefs about a person's abilities can greatly influence the actions they will take. Therefore, if a student is confident in his ability to continue to college, it will cause a higher interest in the student to continue. On the other hand, if they have low self-confidence in their abilities, they will also be less interested in continuing to a higher level of education.

The results of this research are in line with previous research conducted by Rokhimah, (2015) which shows that self-efficacy has a positive and significant effect on interest in continuing education in higher education. Research by Haq & Setiyani, (2016) states that there is a significant influence between self-efficacy on interest in continuing studies at university. Birama & Nurkhin, (2017) also showed that there was a positive and significant influence on interest in continuing to college at 29.8%. In Subarkah & Nurkhin's (2018) research, it was stated that self-efficacy had a significant effect of 8.88% on interest in continuing education in higher education.

The Influence of Family Environment on Interest in Continuing Education at Higher Education
Based on the research results, it shows that the family environment does not influence students' interest in continuing their education to higher education among Office Management and Business Services students at SMK Negeri 1 Kendal. This is shown by the results of the partial significance test (t test) between family environment and interest in continuing education to college. Based on table 5, the family environment variable (X2) has a positive B coefficient value and a significance value of 0.450. 0.450 > 0.05 means that H3 is rejected or in other words there is no influence between family environment variables on interest in continuing their education to college. This is also proven by the results of the partial coefficient of determination test (r2) for the family environment variable which is only 0.065 or 0.42%.

The results of this research are in line with previous research conducted by Sari, (2016: 12) who also believes that a family environment that is less supportive and does not provide positive encouragement towards education can reduce students' interest in continuing to a higher level of education. Suryadi, (2018) also believes that factors such as the school environment and social environment are more influential than factors such as the family environment. The results of this research are also in line with the research of Maryatun, Suciati, & Qadriyah, (2019) entitled "The Influence of Family Environment and Learning Motivation on Mojokerto 1 State High School Students' Interest in Continuing Their Education to Higher Education". In this research, they found that the family environment did not have a significant influence on students' interest in continuing their education to college. However, learning motivation has a significant influence on students' interest in continuing their education to college. Then research by Fithriani and Mustadi, (2019) in Purbalingga Regency also shows that the family environment does not have a significant effect on students' interest in continuing their education to college.

One of the things that causes the family environment not to influence interest in continuing education in higher education is that there are students who, even though they answer the family environment questionnaire in the low class, these students have an interest in continuing their higher education so that these students try to obtain scholarships or continue their education using fees. myself because I don't want to burden my parents. Vice versa, there are students whose family environment is good but are not interested in continuing their education to a higher level at all. This is in accordance with the statement made by Mr. Anggit Dwi Hartono, S. Pd. as a BK (Guidance Counseling) teacher as well as BKK (Special Job Fair) at SMK N 1 Kendal that most students are constrained by tuition fees and parents who have the view that students entering vocational schools are to work straight away so that families, especially parents, are still lacking in providing support and attention to their children to continue their education to a higher level.

Based on the explanation above, scholarships are one solution that is often sought by students to be able to continue their education to a higher level. However, it is not only students with poor family environments who try to get scholarships, but many students with good family environments also try to get scholarships. Therefore, this could be the cause of the lack of influence of the family environment on interest in continuing education to college.

The Influence of the Teacher's Role on Interest in Continuing Education at Higher Education

Based on the research results, it shows that the role of the teacher influences students' interest in continuing their education to higher education among Office Management and Business Services students at SMK Negeri 1 Kendal. This is shown by the results of the partial significance test (t test) between the role of teachers and interest in continuing their education to higher education. Based on table 5, the teacher role variable (X3) has a positive B coefficient value and a significance value of 0.000. 0.000 < 0.05 means that H4 is accepted or in other words there is an influence between the teacher role variable on interest in continuing education to college.

Then in the test results the partial coefficient of determination (r2) for the teacher role variable is 0.350 or 12.25%. This proves that the role of teachers will have a positive influence, including on students' interest in continuing their education to college. To achieve educational goals, teachers play the most active role in organizing education. One of the teacher's roles is as a motivator. Teachers must be able to provide stimulation, encouragement and reinforcement to develop students' potential. Discussions between teachers and students will help students gain information about higher education, including majors, scholarships, college admission procedures, and others. In these discussions, teachers can also motivate students about the importance of education, so that students are interested and choose to continue their education.

Based on the Theory of Planned Behavior (TPB) introduced by Ajzen, (2005), the teacher's role is included in the subjective norm factor, which is a factor that refers to a person's perception of other people's thoughts, such as social pressure and motivation in shaping behavior. Budi Siswanto, (2019:168) believes that teachers can influence students' interest in continuing to a higher level of education by providing motivation and character building. Teachers must be able to motivate students by providing examples and developing good character in students. Therefore, the role of teachers is a factor that can influence or increase students' interest in continuing their education to college.

The results of this research are also in line with previous research conducted by Budiarti, (2015) which states that there is a partial influence between the role of teachers on interest in continuing their studies at higher education by 29.92%. Amalia, (2018) stated in her research that there was a positive but not significant influence between the teacher's role on interest in continuing education at 0.86%. Research by Rofiqi & Dwi Irma, (2020) also states that there is an influence between the role of teachers on students' interest in continuing higher education with a significance value of 0.001 < 0.05.

Conclusion

Based on the results of the research and discussions that have been carried out, the following conclusions can be drawn: 1) There is an influence of self-efficacy, family environment, and the role of teachers on interest in continuing their education to higher education among Office Management and Business Services students at SMK Negeri 1 Kendal; 2) There is an influence of self-efficacy on interest in continuing education to higher education among Office Management and Business Services students at SMK Negeri 1 Kendal; 3) There is no influence of the family environment on interest in continuing education to higher education among Office Management and Business Services students at SMK Negeri 1 Kendal; 4) There is an influence of the teacher's role on interest in continuing their education to higher education among Office Management and Business Services students at SMK Negeri 1 Kendal.

The suggestions that the author can give based on the results of the research that has been carried out are as follows: 1) It is hoped that students will still have the desire and motivation to continue their education to higher education, because competition in the future will be increasingly fierce. Apart from that, students must be more proactive in seeking information because there are many scholarships available to enter college and participate in various activities, so if students are interested in continuing their education to college, they should be more well prepared; 2) Schools and teachers should further increase students' interest in continuing their education. This can be achieved by motivating, providing the latest information regarding developments in higher education or encouraging students to seek deeper knowledge and experience in higher education as preparation for the student's future; 3) It is hoped that future researchers will be able to expand the sample and other variables that influence interest in continuing their education to higher education by using more optimal research methods and data collection tools, so that the research results are more generalized.

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