

Effect of Education Costs , Carrer Motivation, Family Environment on Students Interest : A Case Study of Radiological Engineering Diploma Students in Indonesia

Jeffri Ardiyanto

Poltekkes Kemenkes Semarang, Indonesia

Corresponding email : jeffri_ardiyanto@hotmail.com

Abstract

Radiology experiences a lot of continuous development, but there are still a few students who are interested in continuing to Radiology Education. The research aims to examine the effect of career motivation, economic motivation, family environment, and perceptions of educational costs on student interest in radiology following Radiology Education. The research was conducted at the Polytechnic of the Ministry of Health Semarang. The samples were 18 radiology students of the 2019 Radiology program with simple random sampling. Data were collected by means of a questionnaire and analyzed by multiple linear regression analysis. Based on the analysis, it is known that motivation career, economic motivation, family environment, and perceptions of education costs have a positive effect on students' interest in joining Radiology Education. Career motivation has a positive effect on the interest of students majoring in radiology to take Radiology Education. This shows that the higher the motivation to improve personal abilities in order to achieve a better position, position, or career, the higher the interest in joining Radiology. Economic motivation has a positive effect on the interest of radiology students to attend Radiology Education. This shows that the higher the desire of radiology students in an effort to increase the financial ability to be achieved causes the higher interest in joining Radiology.

Keywords: Career Motivation; Economic Motivation; Family environment; Perceptions of Education Costs

JEL Classification Code: A22, I25, L25, P46

1. Introduction

Education is something that is made the most important priority in the aspects of life in all sectors. Humans need education in their lives. Through education, humans can develop their potential. A good education will make someone have investment capital for the future where the benefits will be felt both in the short and long term. In the short term, education makes the knowledge one possesses not stagnant, but develops as the knowledge is learned. In the long term, the level of education affects career achievement in one's field of work. In the context of nation-building, history shows that the key to successful development of developed countries is the availability of educated people in adequate numbers, types and levels. Therefore, almost all nations place educational development as the top priority in their national development programs. quality which is a product of education is the key to the success of a country.

Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia states that every citizen has the right to education and paragraph (2) emphasizes that the government endeavors and implements a national education system that enhances faith and devotion as well as noble morals in order to make life smarter a nation which is regulated by law. Law Number 20 of 2003 states that the national education system provides a legal basis for building education by applying the principles of democracy, decentralization, autonomy, justice and upholding human rights. The application of the provisions in this law is expected to support all efforts to solve educational problems in order to make a significant contribution to the development of the Indonesian nation.

The 1999 State Policy Guidelines (GBHN) stated that to seek the expansion and equal distribution of opportunities to obtain high quality education for all Indonesian people towards the creation of high quality Indonesian people by increasing the education budget significantly, improving the quality of educational institutions, both organized by the public and government that are effective and efficient in facing the development of science, technology and art. The 9 year compulsory basic education program is also an effort to improve the quality of Indonesia's human resources. This program targets all Indonesian citizens to have a minimum education equivalent to junior high school with good quality. With this provision, it is hoped that all Indonesian citizens can develop themselves so that they can play a role in the life of society, nation and state.

In the framework of globalization, education preparation needs to be synergized with the demands of competition. Therefore, the dimension of competitiveness in human resources will become an important factor so that efforts to spur the quality of human resources through education are demands that must be put forward. For this reason, universities are required to be able to improve Higher education is an institution where people take education to a higher level, namely the undergraduate and postgraduate levels. The higher the quality of education services in tertiary institutions, the more qualified graduates who are ready to take part in the community, nation and state. The aspect of forming the quality of graduates is not only based on teaching, but also through soft skills that are formed in the dynamic interaction between all stakeholders inside and outside the campus.

Poltekkes Kemenkes Semarang is a state university, where all education costs are borne by students and determined by government regulations. The cost of providing education at the Poltekkes Kemenkes Semarang has increased from year to year. The increase in education costs departs from the desire to improve educational services from all aspects The concept of educational services in tertiary institutions must really be considered. In very competitive conditions, high quality education is something that must be pursued if it is to survive and become the choice of public interest and trust. In the context of the company's economy, Lupiyadi (2001) explains that one of the factors that determine the level of success and quality of a company is the company's ability to provide customer service. Zeithaml (1990) explains that service quality is a level of excellence to fulfill Customer expectations are shaped by a comparison between ideals and perceptions of quality performance.

Improved services will further enhance the company's ideals in the eyes of the community which in turn will increase customer interest in the products or services offered. Improving the quality of educational services is determined by three factors including: physical presence such as availability of facilities and infrastructure, quality of lecturers and staff, curriculum , information systems and education costs. Fatah

(1998) states that education funding is a factor that cannot be avoided in providing educational input components.

Because education is a process, quality input will create a quality teaching and learning process and in turn will make learning outcomes better. In line with that, Supriadi (2001) states that education costs are one of the most important input components in the implementation of education. Education costs are needed to facilitate the implementation of school policies and programs, the implementation of school activities (intra and extra) and the development of educational institutions themselves. Education should have a positive correlation with improving the quality of education. The higher the quality of education provided will further enhance the image of the institution in the eyes of the community which in turn will further increase public interest in the institution. Researchers are interested in further examining the effect of education costs on the interest of prospective students to continue to higher education at the Poltekkes Kemenkes Semarang. There is / is not an effect of increasing education costs on the interest of new students to continue the higher education level at the Poltekkes of the Ministry of Health Semarang.

2. Literature Review

Based on research Dyastari & Yadnyana (2016), Vespéralis & Muliarta (2017), and Bagus & Marta (2018) found that many factors influence student interest in following Radiology such as attitude, career motivation, economic motivation, social motivation, quality motivation, degree motivation, tuition fees, and length of education. Based on these factors, this study examines several factors that encourage student interest in attending radiology education, these factors are career motivation, economic motivation, encouragement from family environment, and perceptions about the cost of education in attending radiology education. These factors were chosen because of the important role of motivation in student interest in achieving the goal of becoming a professional radiologist in following Radiology, as well as encouragement from the family environment for students in the development of career choices or continuing education, and the perception of education costs so that students do not only judge the cost of education but what benefits will be obtained in following Radiology.

According to Bilal et al (2021); According to Kumari et al (2016) & Dong (2018) Career motivation is an impetus that arises from within a person to improve his personal abilities and in order to achieve a better position, position or career than before (Sojow et al., 2018). Research conducted by Dyastari & Yadnyana (2016), Vespéralis & Muliarta (2017), and Bagus & Marta (2018) shows that career motivation has a positive effect on student interest in joining radiology education. This means that the stronger the student's motivation in improving their personal abilities in obtaining a good career, the higher the student's interest in joining Radiology Education.

Economic motivation is an impulse that arises from within someone to increase financial or financial needs. Economically motivated people will be able to evaluate their standard of living by using abilities in accordance with the context of the ideals that have been set based on their standard of living (Sigry et al., 2015). The impact of policy implementation is related to showing that education can be influenced by several factors, one of which is economic factors (Chaudhary, 2015). Research conducted by Berlinasari & Erawati (2017), Bagus & Marta (2018) shows that economic motivation has a positive

effect on students' interest in taking radiology education. This means that the stronger the economic motivation of students to achieve the desired financial award, the higher the students' interest in joining Radiology Education. The family environment is the first and foremost environment that affects children's development and behavior. Parental support It is very important to encourage their children to choose the desired future, such as choosing a job (Giantari & Ramantha, 2019). Based on research conducted by Dibabe et al. (2015), Kurniawan et al. (2018), Hsiao & De Castro Casa Nova (2016), Li & Qiu (2018) show that the family environment has a positive effect on students' interest in attending radiology education. This means that the greater the support from the family environment to students, the higher the interest in taking part in Radiological Professional Education.

The perception of the cost of education is an individual current process organize and interpret their sensory impressions of the total financial sacrifices incurred by students for the purposes of studying from the beginning to the end of education. Based on research conducted by Dewi & Ratnadi (2018), Made et al. (2020), Park et al. (2019), Abdul Aziz et al. (2017), Mbawuni & Nimako (2015), Rosyadi (2018) the perception of the cost of education has a positive effect on student interest in taking radiology education. This means that the higher the positive perception of the way of looking at the cost of education incurred by students, the interest of students to take part in Radiological Professional Education will arise.

According to Mulyono et al (2020); Bakar et al (2020) & Nguyem (2020) Career is a choice that comes from within a person to make an effort which can be said that career motivation is an impetus to achieve career excellence, improve skills and expertise in a career, and develop creativity in new (innovative) things. Research conducted by Baliyan & Baliyan (2016) states that radiology students who choose a career as public radiology expect job security, job satisfaction, radiological expertise and potential future income.

Radiology education is an educational institution that has a major influence on the career development of a person in radiology. Radiology education also makes a positive contribution to students who wish to develop their skills and abilities in the field of radiology. Someone who wants to have high career motivation in the future can increase their interest in pursuing radiology education. Research from Berlinasari & Erawati (2017), and Bagus & Marta (2018) shows that career motivation has a positive effect on student interest in taking radiology education. Based on the description above, it can be said that the higher the influence of career motivation, the higher the student's interest in taking radiology education. So the hypothesis that can be developed based on this is as follows:

H1: Career motivation has a positive effect on student interest in joining Radiology education.

Maslow's theory of motivation explains that every individual has a variety of needs that can influence their behavior. Motivation and motivation that arises in a person to improve his personal abilities in order to achieve the desired financial reward (Rybnicek et al., 2019). The existence of economic motivation is caused by demands to meet physiological needs, security needs, social needs, the need for appreciation and the need for self-actualization. In general, financial rewards consist of direct rewards (basic salary, profit sharing) and indirect rewards (insurance, benefits, pension plans). Research

conducted by Berlinasari & Erawati (2017), and Bagus & Marta (2018) shows that economic motivation has a positive effect on students' interest in taking radiology education. Based on the description above, it can be said that the higher the influence of economic motivation, the higher the student's interest in taking radiology professional education. So the hypothesis that can be developed based on this is as follows:

H2: Economic motivation has a positive effect on student interest in joining radiology education.

Family plays an important role in providing views on the values in choosing a job. With the values that have been received from the family will bring out one's interest and views on the profession. Research conducted by Dibabe et al. (2015), Kurniawan et al. (2018), Hsiao & De Castro Casa Nova (2016), Li & Qiu (2018) show that the family environment has a positive effect on students' interest in attending radiology education. Based on the description above, it can be said that the higher the influence of the family environment, the higher the student's interest in taking radiology education. So the hypothesis that can be developed based on this is as follows:

H3: Family environment has a positive effect on students' interest in joining Radiology education.

According to Trisnaningsih (2020) The perception of the cost of education is a student's perspective on the costs incurred by students for their needs during their education from the beginning to the end of education. Education costs are spent to get benefits in the future. This is what causes cost benefit analysis to be required (Aryani & Erawati, 2016). Research conducted by Dewi & Ratnadi (2018) on the perception of the cost of education has a positive effect on student interest in taking radiology education. Based on the description above, it can be said that the higher the positive perception of the cost of education, the higher the student's interest in taking radiology education. So the hypothesis that can be developed based on this is as follows:

H4: Perception of education costs has a positive effect on student interest in joining Radiology education.

3. Method

This research method is a quantitative approach in an associative form. This research was conducted in the radiology department. The reason for choosing the research location was because this study examined the interests of radiology students class of 2019, because most of the students were taking Radiology. Career motivation is the drive to achieve career excellence, improve skills and expertise in a career, and develop creativity in new (innovative) things. Economic motivation is an impetus that arises in a person to improve his personal abilities in order to achieve the desired financial reward. Family environment is a very big role to support choosing a future in career or job selection and development. The perception of the cost of education is a process of regulating and interpreting the costs of education used to support lectures. Student interest in taking radiology education is a high heart tendency towards something, in this sense it means the enthusiasm and inclination of the heart to follow Radiology. The sample collection technique used was simple random sampling method. The number of samples to be studied were 181 students. The data collection technique used in this study was a questionnaire

4. Result and Discussion

The research data was collected by distributing questionnaires by giving online questionnaire statements using Google form to Radiology students. Questionnaires distributed by researchers were 267 questionnaires with a respondent return rate of 73 percent. Gender data shows the frequency and percentage of respondents based on gender. Respondents who were male were 57 people with a percentage of 30.2 percent, while respondents who were female were 124 people with a percentage of 69.8 percent. This respondent is dominated by female respondents. Program data shows the frequency and percentage of respondents by class program. Respondents from regular morning were 66 people with a percentage of 37.9%, while respondents from regular afternoon were 115 people with a percentage of 62.1%. This respondent is dominated by regularore respondents.

The results of the research instrument validity test showed that all indicators in the research variables (career motivation, economic motivation, family environment, perceptions of education costs, and student interest in taking radiology) had a Pearson Correlation value greater than 0.30 so that all indicators were said has met the data validity requirements.

Table 1. Reliability Test Results

Variable	<i>Cronbach's Alpha</i>
Career Motivation (X1)	0,892
Economic Motivation (X2)	0,906
Family Environment (X3)	0,872
Education Cost (X4)	0,952
Student interest (Y)	0,955

Table 2. Normality Test Results

	<i>Unstandardized Residual</i>
N	181
<i>Kolmogorov-Smirnov Z</i>	0,889
<i>Asymp. Sig. (2-tailed)</i>	0,408

Table 2 shows that the Kolmogorov-Smirnov Z value is 0.898, while the Asymp. Sig. (2-tailed) of 0.480. These results indicate that the regression equation model is normally distributed.

Table 3. Multicollinearity Test Results

Model	<i>ColinearityStatistic</i>	
	<i>Tolerance</i>	VIF
Career Motivation (X1)	0,477	2,098
Economic Motivation (X2)	0,490	2,014
Family Environment (X3)	0,718	1,393
Education Cost (X4)	0,641	1,560

Based on the results of the analysis in Table 3, it shows that the tolerance value for each variable of career motivation, economic motivation, family environment, perceived cost of education is greater

than 0.10 and the VIF value is less than 10, which means that the regression equation model is free of multicollinearity symptoms.

Table 4. Heteroscedasticity Test Results

Model	Sig.
Career Motivation (X1)	0,529
Economic Motivation (X2)	0,989
Family Environment (X3)	0,303
Education Cost (X4)	0,180

Based on the results of the analysis in Table 4, it shows that the significance level of each independent variable is greater than 0.05 so that the regression model is free from heteroscedasticity. The test results give results in which the adjusted R² (the adjusted coefficient of determination) is 0.705. These results indicate that the influence of the variable career motivation (X1), economic motivation (X2), family environment (X3), perceptions of tuition fees (X4) on the variable interest in students following Radiology (Y) is 70.5 percent and the remaining 29.5 percent. influenced by other factors outside the research model. The results of the F test (Ftest) show that the significance value of the P value is 0.000 which is smaller than $\alpha = 0.05$, this means that the model used in this study is feasible. It can be said that there is a significant influence between career motivation, economic motivation, family environment, perceptions of education costs on student interest in joining Radiology.

Table 5. Results of Multiple Linear Regression Analysis

Independent	Coefficient Regression	Standar Error	t-Value	Sig.	Result
Career Motivation (X1)	0,208	0,034	6,186	0,000	H1 Accepted
Economic Motivation (X2)	0,096	0,033	2,890	0,040	H2 Accepted
Family Environment (X3)	0,104	0,005	2,093	0,083	H3 Accepted
Education Cost (X4)	0,237	0,003	7,814	0,001	H4 Accepted
Constant	=1,492	F-value	=108,616		
Adjusted R ²	=0,705	F-Sig	=0,000		

The first hypothesis (H1) states that the higher the career motivation of students majoring in radiology, the higher the interest in joining radiology. The results of the statistical test show that H1 is accepted, meaning that the stronger the student's motivation to improve their personal abilities in getting a good career, the higher the student's interest in taking radiology education. This means that the stronger a person's desire to pursue a career, the more interested someone is to take Radiology Education

This study is in accordance with research conducted by Dyastari & Yadnyana (2016), Vesperalis & Muliarta (2017), and Bagus & Marta (2018) showing that career motivation has a positive effect on

student interest in joining Radiology Education). This is supported by the theory put forward by Abraham Maslow at one of the 5 points of the hierarchy that has been put forward, namely the need for esteem (esteem needs), namely the need for respect for the achievements that have been achieved, the need for respect and recognition of abilities and expertise. , as well as the need for status.

The second hypothesis (H2) states that the higher the economic motivation of students majoring in radiology, the higher the students' interest in taking radiology. The results of statistical tests show that H2 is accepted, meaning that the stronger the encouragement of student economic motivation to achieve the desired financial reward, the higher the student's interest in joining Radiology Education. This means that the stronger a person's desire to improve his personal ability to achieve the desired financial results, the more interested someone is to take Radiology Education

This research is in accordance with research conducted by Berlinasari & Erawati (2017), Dewi (2019), Saputra & Kustina (2019) and Bagus & Marta (2018) showing that economic motivation has a positive effect on students' interest in joining radiology education. The findings of this study are in line with the theory put forward by Abraham Maslow, namely physiological needs (phylogical needs), which states that the most basic (physical) needs, such as the need to satisfy hunger and thirst, the need for housing (shelter), the need for clothing , etc.

The third hypothesis (H3) states that the higher the support from the family environment to students majoring in radiology, the higher the student's interest in taking radiology. The results of statistical tests show that H3 is accepted, meaning that the greater the support from the family environment to students, the higher the student's interest in joining Radiology Education (Radiology). This means that the stronger the encouragement from the family environment in providing views on the values in choosing a job, the more interested a person is in taking Radiology Education.

This study is in accordance with that conducted by Dibabe et al. (2015), Kurniawan et al. (2018), Hsiao & De Castro Casa Nova (2016), Li & Qiu (2018) show that the family environment has a positive effect on students' interest in attending radiology education. The findings of this study are in line with the theory put forward by Abraham Maslow, namely social needs, which states the need for love and satisfaction in living relationships with others, the need for satisfaction and feelings of belonging and being accepted in a group, a sense of kinship, friendship. , and dear.

The fourth hypothesis (H4) states that the higher the positive perceptions of students majoring in radiology regarding the cost of education, the higher the students' interest in taking radiology. The results of statistical tests show that H4 is accepted, meaning that the higher the positive perception of the perspective on the cost of education incurred by students, the student's interest in joining Radiology Education will arise. This research is in accordance with that conducted by Dewi & Ratnadi (2018). The perception of the cost of education has a positive effect on student interest in taking radiology education. Economic law states that humans want to get the highest profit at the lowest possible cost. The cost of education is not only assessed in terms of whether or not it is expensive, but it can be seen in terms of how the ability to prepare and feel the costs incurred are related to the feasibility, convenience, and compliance in accessing certain universities (Aryani & Erawati, 2016).

The results of this study are expected to contribute to the influence of career motivation, economic motivation, family environment and perceptions of education costs regarding student interest in joining Radiology Education. The results of this research test found that career motivation, economic motivation, family environment, and perceptions of the cost of education showed a positive direction towards student interest in joining Radiology Education. Theoretically, this study also provides an understanding that career motivation, economic motivation, family environment, and perceptions of the cost of education can encourage students to take Radiology Education in achieving a professional radiology degree.

This is also supported by Maslow's motivation theory which states an interest in knowing the factors that motivate a person and McClelland's theory of needs which states that a person's need for satisfaction. Maslow's theory of motivation explains that it will provide reasoning about the underlying motivation for a person to act in different levels from one's needs. Maslow's Motivation Theory is also a factor that motivates students to take Radiology Education. This research can also be used as a conceptual reference as well as a comparison of the development and improvement of previous research. This research provides input or consideration implications for the Faculty of Economics and Business, Udayana University in the process of learning activities teaching is related to encouraging students' interest in joining Radiology Education. Organizations can also evaluate and improve career motivation, economic motivation, family environment, and perceptions of the cost of education for students because it can affect students' interest in joining Radiology education.

5. Conclusion

Career motivation has a positive effect on the interest of students majoring in radiology to take Radiology Education. This shows that the higher the motivation to improve personal abilities in order to achieve a better position, position, or career, the higher the interest in joining Radiology. Economic motivation has a positive effect on the interest of radiology students to attend Radiology Education. This shows that the higher the desire of radiology students in an effort to increase the financial ability to be achieved causes the higher interest in joining Radiology. Family environment has a positive effect on the interest of radiology students to attend Radiology Education. This shows that the higher the encouragement from the family environment towards students, the higher the interest in joining Radiology. The perception of the cost of education has a positive effect on radiology students taking Radiology Education. This shows that the higher the positive perception of the costs during education that is incurred in order to get benefits in the future, the higher the interest in joining Radiology. For the Radiology Education program to be able to further socialize the purpose of taking Radiology and it is hoped that Radiology organizers will develop a curriculum and facilities because in this study, the interest of S1 graduates to take part in Radiology is still relatively low. The Radiology Program is also expected to be able to provide broader knowledge about radiology to students so that more students are interested in joining Radiology as a step to become professional radiology.

6. References

1. Abdul Aziz, D., Ibrahim, M. A., Jaafar Sidik, M. H., & Tajuddin, M. (2017). Accounting Students' Perception and Their Intention to Become Professionally Qualified Accountants. *SHS Web of*

- Conferences, 36, 00008. <https://doi.org/10.1051/shsconf/20173600008>
2. Aryani, N., & Erawati, N. (2016). Pengaruh Motivasi Kualitas, Karir, Ekonomi, Dan Biaya Pendidikan Pada Minat Mahasiswa Mengikuti Pendidikan Radiologi. *E-Jurnal Radiologi*, 16(1), 362–387.
 3. BAKAR, M. Z. A., & BAKAR, S. A. (2020). Prudent Financial Management Practices among Malaysian Youth: The Moderating Roles of Financial Education. *The Journal of Asian Finance, Economics, and Business*, 7(6), 525–535. <https://doi.org/10.13106/JAFEB.2020.VOL7.NO6.525>
 4. Bagus, I. M., & Marta, A. (2018). *Pengaruh Motivasi Kualitas , Motivasi Karir , Motivasi Ekonomi , Motivasi Sosial , Biaya Pendidikan pada Minat Mengikuti Radiologi*. 25, 214–240.
 5. Baliyan, P. S., & Baliyan, S. P. (2016). Employment Preference of Undergraduate Accounting Students in Botswana: Perceptual Analysis of Practitioners and Students. *International Journal of Business and Management*, 11(12), 271. <https://doi.org/10.5539/ijbm.v11n12p271>
 6. Berlinasari, M., & Erawati, N. M. A. (2017). Pengaruh Motivasi, Biaya Pendidikan dan Lama Pendidikan Pada Minat Mahasiswa Radiologi Mengikuti Radiologi. *E-Jurnal Radiologi Universitas Udayana*, 21(1), 447–476.
 7. BILAL, Muhammad Ahmed; KHAN, Hadi Hassan; IRFAN, Muhammad; HAQ, S.M. Nabeel Ul; ALI, Manzoor; KAKAR, Ali; AHMED, Wahab; RAUF, Abdul, (2021), Influence of Financial Literacy and Educational Skills on Entrepreneurial Intent: Empirical Evidence from Young Entrepreneurs of Pakistan. (2021). *The Journal of Asian Finance, Economics, and Business*, 8(1), 697–710. <https://doi.org/10.13106/JAFEB.2021.VOL8.NO1.697>
 8. Chaudhary, G. K. (2015). Factors affecting curriculum implementation for students. *International Journal of Applied Research*, 1(12), 984–986. Retrieved from www.allresearchjournal.com
 9. Dewi, A. (2019). Pengaruh Sikap dan Motivasi terhadap Minat Mahasiswa untuk Mengikuti Pendidikan Profesi Radiologi (Radiologi). *E-Jurnal Radiologi Universitas Udayana*, 27(1), 1678–1702.
 10. Dewi dan Ratnadi. (2018). *Pengaruh Motivasi , Biaya , dan Pengetahuan Mahasiswa Tentang UU No . 5 Tahun 2011 Pada Minat Radiologi*. 22(5), 51–79.
 11. Dibabe, T. M., Wubie, A. W., & Wondmagegn, G. A. (2015). Factors that Affect Students ' Career Choice in Accounting: A Case of Bahir Dar University Students. *Research Journal of Finance and Accounting*, 6(5), 146–154.
 12. Dong, L. N. T., & Phuong, N. N. D. (2018). Organizational Justice, Job Satisfaction and Organizational Citizenship Behavior in Higher Education Institutions: A Research Proposition in Vietnam. *The Journal of Asian Finance, Economics, and Business*, 5(3), 113–119. <https://doi.org/10.13106/JAFEB.2018.VOL5.NO3.113>
 13. Dos Santos, E. A., & De Almeida, L. B. (2018). Seguir ou não carreira na área de contabilidade: Um estudo sob o enfoque da Teoria do Comportamento Planejado. *Revista Contabilidade e Finanças*, 29(76), 114–128. <https://doi.org/10.1590/1808-057x201804890>
 14. Dyastari, N., & Yadnyana, I. (2016). Pengaruh Motivasi Pada Minat Mahasiswa Non Radiologi Untuk Mengikuti Pendidikan Radiologi. *E-Jurnal Radiologi*, 16(1), 333–361.
 15. Giantari, N. Lu. dan R. I. W. (2019). Pengaruh Motivasi, Lingkungan Keluargadan Pendidikan Terhadap Minat Berwirausaha Mahasiswa Jurusan Radiologi Reguler. *E-Jurnal Radiologi*, 28(2302–8556), 1–25.
 16. Hsiao, J., & De Castro Casa Nova, S. P. (2016). Generational approach to factors influencing career choice in accounting. *Revista Contabilidade e Finanças*, 27(72), 393–407. <https://doi.org/10.1590/1808-057x201602980>
 17. Ikkal, M. (2015). Pengaruh Motivasi terhadap Minat Mahasiswa Radiologi untuk Mengikuti Pendidikan Radiologi (Radiologi). *Jurnal Online Mahasiswa Fakultas Ekonomi Universitas Riau*, 1(1).
 18. Khomsiyah, & Lindrianasari. (2017). The influence of accounting education on the prospects of becoming a member of the chartered accountant profession: Opportunities, challenges and expectations of Indonesia towards the ASEAN economic community. *International Journal of Monetary Economics and Finance*, 10(3–4), 257–269. <https://doi.org/10.1504/IJMEF.2017.087482>
 19. Kurniawan, J., Effendi, Z. M., & Dwita, S. (2018). The Effect of School Environment, Family Environment and Learning Motivation on Students Learning Performance. *Advances in Economics, Business and Management Research*, 57(Piceeba), 571–576. <https://doi.org/10.2991/piceeba->

18.2018.6

20. Kumari, N., & Kumar, D. (2016). Students' Perspective (Stream Wise) of Parameters Affecting the Undergraduate Engineering Education: A Live Study. *The Journal of Business Economics and Environmental Studies*, 6(1), 25–30. <https://doi.org/10.13106/EAJBM.2016.VOL6.NO1.25>
21. Li, Z., & Qiu, Z. (2018). How does family background affect children's educational achievement? Evidence from Contemporary China. *Journal of Chinese Sociology*, 5(1), 1–20. <https://doi.org/10.1186/s40711-018-0083-8>
22. Made, A. A., Adelia, C., Putu, A. A., Widanaputra, G., Putu, N., & Harta, S. (2020). Influence Career Motivation , Perception Cost of Education and Length of Education on the Interest of Students Following Education Master of Accounting. *International Journal of Management and Commerce Innovations ISSN*, 7(2), 605–611.
23. MULYONO, H., HADIAN, A., PURBA, N., & PRAMONO, R. (2020). Effect of Service Quality Toward Student Satisfaction and Loyalty in Higher Education. *The Journal of Asian Finance, Economics, and Business*, 7(10), 929–938. <https://doi.org/10.13106/JAFEB.2020.VOL7.NO10.929>
24. Mbawuni, J., & Nimako, S. G. (2015). Modelling Job-related and Personality Predictors of Intention to Pursue Accounting Careers among Undergraduate Students in Ghana. *World Journal of Education*, 5(1), 65–81. <https://doi.org/10.5430/wje.v5n1p65>
25. NGUYEN, Q. L. H. T. T., NGUYEN, D. V., CHU, N. N. M., & TRAN, V. H. (2020). Application of Total Quality Management in Developing Quality Assessment Model: The Case of Vietnamese Higher Education. *The Journal of Asian Finance, Economics, and Business*, 7(11), 1049–1057. <https://doi.org/10.13106/JAFEB.2020.VOL7.NO11.1049>
26. Park, Y. H., Paik, T. Y., & Koo, J. H. (2019). Effect of student activity participation on accounting education. *Journal of Open Innovation: Technology, Market, and Complexity*, 5(3), 1–11. <https://doi.org/10.3390/JOITMC5030040>
27. Purwanto, A., Asbari, M., Santoso, T. I., Paramarta, V., & Sunarsi, D. (2020). Social and Management Research Quantitative Analysis for Medium Sample: Comparing of Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS. *Jurnal Ilmiah Ilmu Administrasi Publik*, 10(2), 518-532.
28. Purwanto, A., Asbari, M., Santoso, T. I., & Haque, M. G. (2019). Marketing Research Quantitative Analysis for Large Sample: Comparing of Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS. *Jurnal Ilmiah Ilmu Administrasi Publik*, 9(2), 355-372.
29. Purwanto, A., Asbari, M., & Santoso, T. I. (2021). Education Management Research Data Analysis: Comparison of Results between Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS For Small Samples. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(2), 382-399.
30. Purwanto, A., Asbari, M., Santoso, T. I., Sunarsi, D., & Ilham, D. (2021). Education Research Quantitative Analysis for Little Respondents. *Jurnal Studi Guru Dan Pembelajaran*, 4(2), 335-350.
31. Rosyadi, R. I. (2018). Analysis of Factors that Influence the Interest of Accounting Students Following Accounting Professional Education. *International Summit on Science Technology and Humanity*, 1(1), 310–318.
32. Rybnicek, R., Bergner, S., & Gutschelhofer, A. (2019). How individual needs influence motivation effects: a neuroscientific study on McClelland's need theory. In *Review of Managerial Science* (Vol. 13). <https://doi.org/10.1007/s11846-017-0252-1>
33. Sojow, L., Wajong, A., & Sangi, N. (2018). Vocational Students' Motivation for Professional Skills. *IOP Conference Series: Materials Science and Engineering*, 306(1), 1–12. <https://doi.org/10.1088/1757-899X/306/1/012072>
34. TRISNANINGSIH, S., SUTRISNO, S., PERMATASARI, Y., HENDRA, F. H., & SULISTYOWATI, E. (2020). Contingency Model to Increase the Uptake of Higher Education Graduates in the Job Market. *The Journal of Asian Finance, Economics, and Business*, 7(4), 197–203. <https://doi.org/10.13106/JAFEB.2020.VOL7.NO4.197>