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JMM17: Jurnal Ilmu Ekonomi dan Manajemen

S5 Accredited SK No. B/1796/E5.2/KI.02.00/2020

Journal page is available to

<https://jurnal.untag-sby.ac.id/index.php/jmm17/index>



THE EFFECT OF INTEREST, SELF-EFFICACY, AND INTRINSIC MOTIVATION ON THE DECISION TO CHOOSE ACROSS ECONOMIC INTERESTS AT SMAN 1 GUNUNG TALANG

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ARTICLE INFO

Article history:

Received: 21 July 2023

Revised: 29 September 2023

Accepted: 30 December 2020

Available online 31 October 2023

Keywords:

*Interest,
self-efficacy,
intrinsic motivation,
decision-making.*

ABSTRACT

This study aims to find out how interest, self-efficacy, and intrinsic motivation influence students' decisions to choose across economic interests at SMAN 1 Gunung Talang. This research method is a quantitative descriptive. The sampling technique used proportional random sampling. Data collection with a questionnaire. Data analysis with path analysis. The results of the study show that interest has a significant and positive effect on intrinsic motivation with a path coefficient of 0.451, self-efficacy has a significant and positive effect on students' intrinsic motivation with a path coefficient of 0.249, interest has a significant and positive effect on the decision to choose students with a path coefficient of 0.226, self-efficacy has a significant and positive effect on the decision to choose students with a path coefficient of 0.184, intrinsic motivation has a significant and positive effect on the decision to choose students with a path coefficient of 0.378, interest has a significant effect on the decision to choose through intrinsic motivation as an intervening variable, and self-efficacy has a significant and positive effect on cross-choice decisions on economic interest in SMAN 1 Gunung Talang through intrinsic motivation as an intervening variable.

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1. Introduction [Heading of Section]

Education is a part of life that cannot be separated and always develops according to the times. as an effort to educate humans, educators always try to improve, enhance, and change one's knowledge, skills, and behavior through teaching and training activities (Junaidi, 2013). One of the manifestations of changes in education according to the development of the times is the development of the curriculum. In Indonesia, curriculum changes have occurred several times, one of which is the 2006 KTSP to the 2013 curriculum.

At the senior high school level, the implementation of the 2013 curriculum prioritizes the development of students' understanding. So that there are 3 groups of subjects, namely compulsory subjects, specialization subjects, and elective subjects such as cross-interest. The cross-interest system is carried out so that students have the opportunity to be able to choose, and learn what is not taught in specialization lessons and can be grouped according to the desired interests.

At SMAN 1 Gunung Talang there are two specialization programs, including science specialization and social studies specialization. In addition to compulsory subjects and specializations, SMAN 1 Gunung Talang also requires students to choose cross-interest subjects. Science specialization is provided across the interests of Economics, Geography, Sociology, and English. Meanwhile, the Social Studies specialization includes Biology, Physics, Chemistry, and English. From the observations that the researchers made, there was a discrepancy between the selection of cross-interests in the science major. The following is data on the number of students and the selection of cross-interest economic class X, XI, and XII IPA:

Table 1. Data on the Number of Students and Elections across Economic Interests for the 2021/2022 Academic Year

Class	The number of students	Cross Interests
X IPA 1	35	English and Economics
XIPA 2	35	Geography and Economics
XIPA 4	35	Sociology and Economics
X IPA 6	35	Economics and English
XI IPA 2	36	Economy
XI IPA 3	36	Economy
XI IPA 4	35	Economy
XII IPA 1	36	Economy
XII IPA 2	36	Economy
XII IPA 3	36	Economy

Source: Deputy Curriculum

Based on Table 1, it can be seen that of the six classes X Science at SMAN 1 Gunung Talang, 4 classes choose across economic interests. Whereas in class XI IPA there were 3 out of 6 classes that took economic interests, and for class XII there were 3 out of 6 classes that took economic interests. Meanwhile, other classes take cross-interests in English, Sociology, and Geography. It can be concluded that the cross-interest subjects of economics are the most attractive to students and it can be seen that students' decisions to choose cross-economic interests tend to be high. For this cross-interest program to be of good quality, it requires students who have an interest and ability in this subject.

At SMAN 1 Gunung Talang, cross-interest subjects were selected by filling out a questionnaire. students will be asked to take two cross-interests in class X and one cross-interest when going up to class XI. The high interest of students will certainly have an impact on student learning outcomes in that field of study. For example, when students have a high sense of interest in economics subjects, these students will focus more on economics subjects and will study more diligently to realize goals and achieve the desired results. Below is data on cross-interest economic scores for odd semester classes X, XI, and XII IPA of SMAN 1 Gunung Talang.

Table 2. Final Semester Examination Scores

Class	Average value	KKM
X IPA 1	77,3	75
XIPA 2	77,5	75
XIPA 4	76,7	75
X IPA 6	72,6	75
XI IPA 2	74,3	75
XI IPA 3	74,8	75
XI IPA 4	73,8	75
XII IPA 1	75,7	77
XII IPA 2	73,3	77
XII IPA 3	74,3	77

Source: Teacher in Economics

Table 2 shows the final exam scores for odd semester economics classes X, XI, and XII IPA who chose economics cross-interest subjects. It can be concluded that the average odd semester exam score across economic interests in class X is 75% above the Minimum Completeness Criteria (KKM). Whereas in classes XI and XII, it is not yet above the Minimum Completeness Criteria (KKM). It can be seen that students have mastery that is still not optimal in economics lessons, especially in grades XI and XII. It is clear that many students decide to take a cross-section of economics but it doesn't have a good impact on the learning outcomes they achieve.

2. State of the Art

Selection of cross-interest is inseparable from student motivation, motivation is divided into intrinsic motivation and extrinsic motivation. Like the research conducted by Yendrita (2019) on motivation for choosing across interests, where intrinsic motivation influences students more in choosing across interests than extrinsic motivation. Intrinsic motives will be able to encourage someone to pay attention spontaneously, without coercion and selectively to then make decisions (Uno, 2021). From the observations that the researchers made, it appears that students decided to take a cross-section of economic interests because economics lessons would be useful in their future lives. However, students do not know for sure what goals they want to achieve in deciding to choose across economic interests.

The interesting factor is a factor that also influences the decision and is the reason for someone to choose, as well as the decision to choose across interests. As explained by Kortin (2020) in his research explaining that interest is one of the factors that influence the selection of cross-interest programs. In the initial observation, it was seen that students decided to choose across economic interests because of their curiosity about economics lessons. However, in the learning process, students are not so enthusiastic about listening and tend to choose to sleep or do assignments in other subjects.

Very important in making decisions based on mental maturity. individuals who have confidence have good mental maturity, and characters like this will make it easier to decide on the best solution (Kantun, 2022). In line with research conducted by Al Faraqi (2015) showing self-efficacy has a significant effect on student selection decisions. Based on the researchers' observations, students decided to choose across economic interests due to students confidence in their abilities. Students believe that it is easier for them to understand across economic interests than other cross-interests. However, students do not fully understand self-efficacy or self-confidence, as evidenced by students being pessimistic and considering learning difficult, and some of them feel wrong in making choices.

It is important to know how to decide to choose cross-interests that are by the wishes of students so that students do not choose the wrong one so that the purpose of holding this cross-interest can be achieved. In line with the opinion of Kortin et al (2020), many educational researchers are interested in researching decision-making to choose across interests because this is a very important part of planning student career guidance, curriculum development, and budget allocation for various institutions that provide training. The decision to choose is influenced by several factors, according to Rahmawati (2018) broadly divided into two, namely external factors including position, situation, problems, and the influence of other parties, while internal factors include personality and experience factors. Furthermore, according to Kortin (2020), the internal factors that influence cross-interest decisions are motivation and interest. Based on the problems found, the researcher is interested in reviewing student decision-making with the title "the influence of interest, self-efficacy and intrinsic motivation on students' decisions to choose across economic interests at SMAN 1 Gunung Talang".

3. Method

Research classified into quantitative research is descriptive . The population in this study were all students who decided to choose across economic interests at SMAN 1 Gunung Talang. The sampling technique used *proportional random sampling*. The number of samples is 200 respondents determined by the Slovin formula. Data collection techniques with questionnaires. While data analysis is done through path analysis. The variables in this study were interest (X1) and self-efficacy (X2) as independent variables, intrinsic motivation (Y) as intervening variables, and the decision to choose (Z) as the dependent variable.

4. Results and Discussion

As a first step in this study, a classic assumption test was carried out which consisted of a normality test, multicollinearity test, and heteroscedasticity test, then a path analysis test was carried out.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		200
Normal Parameters ^{a,b}	Means	0.0000000
	std. Deviation	6.00452767
Most Extreme Differences	absolute	0.061
	Positive	0.054
	Negative	-0.061
Test Statistics		0.061
asymp. Sig. (2-tailed)		.070 ^c

Source: *Statistical data processing (2023)*

Based on table 3 above, shows that the residual value in the research data is normally distributed, it can be seen from the variable significance value with a value of $0.070 > 0.05$.

Table 4. Multicollinearity Test

Coefficients ^a			
Model		Collinearity Statistics	
		tolerance	VIF
1	(Constant)		
	Interest	0.525	1,904
	Self Efficacy	0.599	1,669
	Intrinsic Motivation	0.600	1,667
a. Dependent Variable: Choosing Decision			

Source: *Statistical data processing (2023)*

It can be seen from the table above that the Collinearity tolerance test and the VIF value indicate that each variable for all models exceeds the collinearity tolerance value of 0.10. It can be concluded that there is no multicollinearity between all the independent variables in the study.

Table 5. Heteroscedasticity Test

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	6,575	2,036		3,229	0.001
	Interest	0.027	0.067	0.040	0.406	0.685
	Self Efficacy	-0.046	0.062	-0.069	-0.745	0.457
	Intrinsic Motivation	-0.031	0.049	-0.059	-0.642	0.522
a. Dependent Variable: Abs_RES						

Source: Statistical data processing (2023)

Testing using SPSS 23 with the Glejser test technique. It is known that the calculated value shows that the significance value of the interest, self-efficacy, and intrinsic motivation variables is higher than alpha 0.05. This indicates that there are no symptoms of heteroscedasticity.

Path Analysis

Sub Structure 1

Table 6. Path Analysis 1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	0.130	2,963		0.044	0.965
	Interest	0.580	0.089	0.451	6,527	0.000
	Self Efficacy	0.316	0.087	0.249	3,611	0.000
a. Dependent Variable: Intrinsic Motivation						

Source: Statistical data processing (2023)

It can be seen in the table above that interest has a positive and significant influence on intrinsic motivation with a t-count of 6.527, and a significance of 0.000 < 0.05. For self-efficacy has a positive and significant influence on intrinsic motivation with a t-count of 3.611 and a significance of 0.000 > 0.05.

Table 7. Residual Coefficient of Sub-Structure 1

Summary Model ^b				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.633 ^a	0.400	0.394	5.185

Source: Statistical data processing (2023)

In table 7 above, the value of R Square is 0.400, so to find out other variables outside of self-efficacy and interest use the formula:

$$Pz\epsilon^2 = \sqrt{1-R^2} \times 1 \times 2 = \sqrt{1-0,400} = 0,60 = 60\%$$

The effect of X1, X2 on Y, the path equation is:

$$Y = P_{yx1} + P_{yx2} + \epsilon_1$$

$$Y = 0.451 + 0.249 + 0.600$$

Sub Structure 2
Table 8. Path Analysis 2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	16,931	3,458		4,897	0.000
	Interest	0.354	0.114	0.226	3,094	0.002
	Self Efficacy	0.283	0.105	0.184	2,688	0.008
	Intrinsic Motivation	0.461	0.083	0.378	5,541	0.000

a. Dependent Variable: Choosing Decision

Source: Statistical data processing (2023)

In table 8 the significance values of the three variables are interest (X1) worth 0.002 < 0.05, self-efficacy (X2) worth 0.008 < 0.05 and intrinsic motivation (Y) worth 0.000 < 0.05. It can be concluded that the variables of interest, self-efficacy, and intrinsic motivation have a significant influence on the student's decision to choose (Z).

Table 9. Residual Coefficient of Sub-Structure 2

Summary Model ^b				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.672 ^a	0.452	0.444	6,050

Source: Statistical data processing (2023)

It can be seen from table 9 above, the value of R Square is 0.452, so to see the magnitude of the influence of other variables outside the variables of intrinsic motivation, self-efficacy, and interest is to use the formula:

$$Pz\epsilon^2 = \sqrt{1-R^2} \times 1 \times 2 = \sqrt{1-0,452} = 0,548 = 54,8\%$$

The effect of X1, X2, and Y on Z, the path equation is:

$$Z = P_{zx1} + P_{zx2} + P_{zy} + \epsilon_2$$

$$Z = 0.226 + 0.184 + 0.378 + 0.548$$

With the results of the data processing above, it can be formulated the path structure and the influence of exogenous variables on endogenous variables in the following figure:

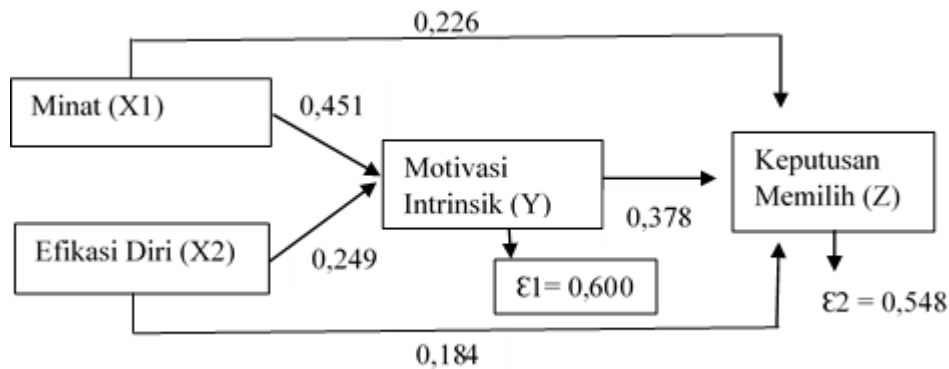


Figure 1. Structural Pathways X1, X2, To Z Through Y As Intervening

Intervening Test

Testing for intervening is carried out through a sobel test which aims to test the significance of the indirect effect of interest (X1) and self-efficacy (X2) on the decision to choose (Z) through intrinsic motivation (Y) as an intervening variable.

The Indirect Effect of Interest on Choosing Decisions Through Intrinsic Motivation as an Intervening Variable

It is known that the value of $a = 0.685$ $Sa = 0.085$ $b = 0.482$ and $Sb = 0.064$
 $S_{ab} = \sqrt{0,461 \times 0,0892 + 0,580 \times 0,0832 + 0,089 \times 0,0832}$
 $S_{ab} = \sqrt{0,00168 + 0,0023 + 0,0000545} = \sqrt{0,00403}$
 $S_{ab} = 0,063$
 While the ab value = $0.580 \times 0.461 = 0.267$
 So the value of $t = 0,267/0,063 = 4.238$

Based on the calculation of the t value above, the result is $4.238 > 1.971$, which indicates that the Y variable is capable of mediating the relationship between X1 and Z.

Indirect Effect of Self-Efficacy on Choice Decisions Through Intrinsic Motivation as an Intervening Variable

It is known that the value of $a = 0.316$ $Sa = 0.087$ $b = 0.461$ and $Sb = 0.083$
 $S_{ab} = \sqrt{0,461 \times 0,0872 + 0,316 \times 0,0832 + 0,087 \times 0,0832}$
 $S_{ab} = \sqrt{0,0016 + 0,00068 + 0,000052} = \sqrt{0,00233}$
 $S_{ab} = 0,048$
 While the value of $ab = 0.316 \times 0.461 = 0.145$
 So the value of $t = 0,145/0,048 = 3.020$

Based on the calculation of the t value above, the result is $3.020 > 1.971$, which indicates that the Y variable can mediate the relationship between X2 and Z.

DISCUSSION

1. The Effect of Interest on Intrinsic Motivation in Students of SMAN 1 Gunung Talang. Based on the hypothesis test in table 6 which has been carried out to prove that interest has a significant effect on intrinsic motivation with a significant value of 0.000 and a path coefficient of 0.451. This explains that interest has a significant influence on the intrinsic motivation of SMA N 1 Gunung

Talang students. The higher the student's interest, the level of intrinsic motivation will also increase. Interest is a feeling of high interest or inclination towards something. Interest can generate students' intrinsic motivation to learn. As explained by Mistianah & Sari (2018) that a person's high interest will show high intrinsic motivation. In the world of education, individuals are expected to be able to increase their curiosity, because curiosity is part of the interest that can manage passion or motivation. This is in line with the opinion of Putri & Rifai (2019) that curiosity arises because of something interesting, this interest will generate interest which will encourage students to become more enthusiastic about learning. It was further explained that high interest would lead to students' learning motivation in mastering the material. The results of this hypothesis test are supported by research (Rista, 2022) which says that interest has a significant effect on motivation.

2. The Effect of Self-Efficacy on Intrinsic Motivation in Students of SMAN 1 Gunung Talang The hypothesis test in table 6 proves that the self-efficacy variable has a significant influence on intrinsic motivation. The path coefficient of the self-efficacy variable is 0.249 with a significance of 0.000. This explains that self-efficacy has a significant effect on the intrinsic motivation of students at SMAN 1 Gunung Talang. The higher the student's self-confidence, the level of intrinsic motivation will also increase. Bandura in (Suciono, 2021) explains that an individual's perception of his self-efficacy will affect motivation and the level of persistence in facing obstacles to achieve what is expected. Self-efficacy that students have makes students the ability to arouse their enthusiasm for learning when their enthusiasm drops due to a condition and never stop trying to come back when they fail in a task, this is evidenced by students remaining capable and trying to do difficult assignments. In line with Kristiyani's opinion (2016), Self-efficacy shows a person's belief in his ability to gain achievements and manage various things so that they affect events in his environment, self-efficacy will have an impact on the emergence of encouragement to behave in dealing with the problems at hand. The results of this hypothesis test are supported by Aytac's research (2021) that self-efficacy has a significant influence on intrinsic motivation.
3. The Effect of Interest on the Decision to Choose Across Economic Interests in Students of SMAN 1 Gunung Talang. Based on the hypothesis testing performed in table 8, it proves that interest has a significant influence on decisions with a significance of 0.002 and a path coefficient of 0.226. This means that the higher the student's interest in economics subjects, the higher the student's decision to choose across economic interests. Interest is a high tendency of the heart, evokes feelings of curiosity, gives pleasure, and encourages doing if someone is free to choose (Trygu, 2021). The relationship between interest and decision states that when students have an interest in something, they will decide to choose and make it happen. As Nair (2014) argues, through interest a person will be more active in certain fields and more positive about the decisions he chooses, besides that interest in a study will stimulate him to continue the study. The high interest that students have in a subject tends to like the lesson both in terms of material, teaching style, and learning methods used by the teacher. In addition, high interest will make students enjoy every learning process, and feel happy, enthusiastic, and actively involved in every learning process. It is this attitude and interest that directs students' behavior to decide to choose across economic interests. This hypothesis test is supported by the research of Kortin et al (2020) which explains that interest has a significant influence on the decision to choose.
4. The Effect of Self-Efficacy on the Decision to Choose Across Economic Interests in Students of SMA N 1 Gunung Talang. Based on the hypothesis test in table 8 proves that self-efficacy has a significant effect on the decision to choose with a significance of 0.008 and a coefficient of 0.184. This means the higher and better a person's self-efficacy will increase the decision to choose students. Self-efficacy is a part of oneself that can influence the type of activity chosen, patience in facing difficulties, and the amount of effort that is done. The higher the level of individual confidence in their abilities, the more confident they are in making decisions. In the academic field, self-efficacy contributes to learning success because self-efficacy influences decisions in choosing and how they act (Kristiyani, 2016). Furthermore, Megasari & Patrikha (2017) in their research

concluded that self-efficacy has a positive relationship and significantly influences the decision to choose. the higher the self-confidence students have in their abilities, the more confident they will be in making decisions, and vice versa.

5. The Effect of Intrinsic Motivation on Students' Decisions to Choose Cross-Economic Interests in Students of SMAN 1 Gunung Talang. Based on the hypothesis test in table 8 proves that intrinsic motivation has a significant influence on students' decisions to choose across economic interests with a significant value of 0.000 and a coefficient of 0.378. This shows that intrinsic motivation will determine the decision to choose students. Intrinsic motivation of students is reflected in the ideals, student abilities, student conditions, and student attitudes. The ideals are marked by the students' hopes and goals for the future where motivation has a role to bring closer or further away from the goals to be achieved. Students will decide to choose a field that can bring them closer to the expectations and goals they have set. Intrinsic motivation is related to decisions, because, through the stimulation given, it can be influenced to carry out activities and actions which are generally motivated based on the need to achieve satisfaction (Iqbal, 2019). The results of the hypothesis testing carried out are supported by Septiyandi's research (2018) which explains that there is a positive and significant relationship between motivational variables and voting decisions. further Yendrita (2019) explains that intrinsic motivation has more influence on students in choosing across interests.
6. The Effect of Interest on Students' Decisions to Choose Across Economic Interests Through Intrinsic Motivation as an Intervening Variable in Students of SMA N 1 Gunung Talang. Interest has a significant effect on the decision to choose through intrinsic motivation as an intervening variable. This is proven by testing the calculated Z value of $4.238 > Z\text{-table } 1.971$, which means that these parameters can be said to be significant. The intrinsic motivation variable can mediate the relationship between interest and the decision to choose. The theory of motivation focuses on what comes from within oneself. Motivation from within oneself is more important because together with motivation a person will be more stimulated to decide what to do (Septiyandi, 2018). Students who have an interest in subjects across economic interests and have goals in studying these subjects will be motivated to make it happen, so students decide to choose to continue across these economic interests. The results of this hypothesis are supported by research (Mistianah & Sari, 2018) which explains interest has a positive and significant effect on intrinsic motivation. Another study (Yendrita, 2019) states that students' intrinsic motivation has more influence on students' decisions to choose across intrests.
7. The Effect of Self-Efficacy on Students' Decisions to Choose Across Economic Interests Through Intrinsic Motivation as an Intervening Variable in Students of SMAN 1 Gunung Talang. Self-efficacy has a significant and positive influence on the decision to choose across economic interests through intrinsic motivation as an intervening variable. Evidenced by testing the Z-count value of $3.020 > Z\text{-table } 1.971$, which means that the parameter is significant. This explains that the self-efficacy variable can increase students' decisions to choose across economic interests through intrinsic motivation and has a positive relationship. Self-efficacy has a positive effect on intrinsic motivation. Semiun (2020) explains that self-efficacy plays an important role in regulating self-motivation, a person will form beliefs, motivate himself by directing thoughts into the future, and decide the path to achieve his goals. The higher the level of self-confidence of students in their abilities in the field of economics, the more encouragement will arise from within to study it and direct their thoughts to the future, and decide the way to achieve these goals. This research is supported by Aytac's research (2021) that self-efficacy has a positive and significant effect on intrinsic motivation. Another study (Yendrita, 2019) states that students' intrinsic motivation has more influence on students' decisions to choose across interests.

5. Conclusions

Based on the analysis that has been carried out with predetermined stages, the following results are concluded: 1) Interest has a significant and positive influence on intrinsic motivation in students of

SMAN 1 Gunung Talang. With a path coefficient of 0.451. 2) Self-efficacy has a significant effect on intrinsic motivation in students of SMAN 1 Gunung Talang. With a path coefficient of 0.249. 3) Interest has a significant and positive effect on students' decisions to choose across economic interests at SMAN 1 Gunung Talang. With a path coefficient of 0.226. 4) Self-efficacy has a significant and positive effect on the decision to choose across economic interests at SMAN 1 Gunung Talang. With a path coefficient of 0.184. 5) Intrinsic motivation has a significant and positive effect on the decision to choose across economic interests at SMAN 1 Gunung Talang. With a path coefficient of 0.378. 6) Interest has a significant effect on the decision to choose through intrinsic motivation as an intervening variable. With a magnitude of influence of 17%. 7) Self-efficacy has a significant and positive effect on the decision to choose across economic interests through intrinsic motivation as an intervening variable. With a magnitude of influence of 9.4%.

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