

# Influence Career Motivation, Perception Cost of Education and Length of Education on the Interest of Students Following Education Master of Accounting

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**Abstract:** Master of Accounting is a further education at college to get a master's degree. Many factors can inhibit the interest of students to continue their education Master of Accounting. The purpose of this study is to test the effect of career motivation, perception of the cost of education and schooling in the interest of students following the education Master of Accounting. Sample collection technique used was purposive sampling method. The number of samples is determined as many as 172 samples. Methods of data collection using questionnaires. The data analysis technique used is multiple linear regression analysis. The analysis showed that the positive effect on the motivation of career interests of students following the education Master of Accounting, whereas the perception of education and schooling costs negatively affect the interests of students following the education Master of Accounting Faculty of Economics and Business, University of Udayana.

**Keywords:** Career motivation, the cost of education, length of education, student interest.

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## I. INTRODUCTION

Currently accounting is one of the majors in the Faculty of Economics which is in great demand by students. The number of enthusiasts in the accounting department is also due to accounting graduates having at least three alternative steps that can be taken. First, after completing an undergraduate program in accounting, a bachelor can immediately work. Second, after completing an undergraduate program, a graduate can continue professional education (PPAk). Third, after completing the undergraduate program can immediately proceed to the Masters level. Masters education is needed in this globalization era. As for some professions that require S2, they are notary, psychologist and lecturer. Undergraduate education alone is not enough to be able to compete competitively from other workers, especially foreign workers who are ready to work in Indonesia, especially Bali. This makes it important for masters to have a workforce to be more competitive in the competition for work, besides to get a certain rank in a government agency or BUMN, education level is one of the important indicators.

In 2014 the number of active students in odd semester was 273 students and even semester was 291 students, then in 2015 the number of active students in odd semester had increased while the even semester had decreased. Decreasing the number of master students continues until 2018. The number of accounting master students at Udayana University is still relatively low compared to the number of accounting master students at other universities. Based on information from the Higher Education Database, the Ministry of Research and Technology of Higher Education states that the number of accounting masters students at the University of Indonesia in 2018 is an even semester of 283 students, whereas at Gadjah Mada University the number of accounting masters students in 2018 is even semester of 226 students, and the number of

accounting master students at Brawijaya University in 2018 is an even semester of 343 students. This motivates research on the influence of motivation, perceptions of educational costs and length of education on students' interest in attending a master's degree in accounting. There are many factors that affect students' interest in attending a master's degree in accounting, such as research conducted by Devani (2015) that examines quality motivation, career motivation, and economic motivation. Based on these factors, this study will examine several factors that can increase students' interest in attending a master's degree in accounting, namely career motivation, perceived cost of education and length of education.

Career motivation is one of the factors that makes prospective accounting master students take accounting education. That is because by completing accounting education at the Masters of Accounting, it is expected that the career path of prospective participants can be better. More specific education is expected to make prospective participants become one of the company's employees who have good expertise in accounting and get a more promising career path (Atmadja et al., 2018). Education costs are all financial sacrifices spent by students for their educational needs from the beginning to the end of education. Humans want to get the highest profit with the lowest possible cost (Aryani and Erawati, 2016). The higher the education level, the higher the costs. Usually the more qualified an education agency is, the more costs must be incurred. Expensive education costs have become a common problem among people who are studying and barriers to entry for low-income people.

The old perception of education is a process when individuals organize and interpret their sensory impressions of the scheduled study period that must be taken by the student in accordance with the required timeframe. Most graduates of economics who choose to work immediately after graduating because of economic or career pressure (Dyastari & Yadnyana, 2016). They consider the period of study for undergraduate accounting for four years plus the time to attend S2 for 2 years until finally working, too long. This problem makes many graduates who ultimately choose to work first instead of attending a Masters (Ibrahim et al., 2017). Problems regarding the length of education that are considered long or not are students' perceptions and are relatively dependent on each assessment. If the faster the study process can be completed, the more interested students will be in attending Masters (Marina, 2015).

The low interest of undergraduate accounting students to continue their Masters is due to various reasons from motivation, tuition fees and length of education. The lack of motivation makes students choose not to continue S2, but if there is motivation that comes from internal or external will make students to continue their studies to S2. Besides that, the cost and the length of time to get a master's degree make the interest of students to continue their master degree reduced. Students who have not been able to finance postgraduate study will choose to work first instead of directly continuing a master's degree in accounting. The problem that exists for prospective accounting master of education participants must be to prepare a larger tuition fund, a strong motivation is needed in order to be able to complete the master of accounting education program well (Diah & Budiasih, 2017).

A career is the choice of someone who comes from within himself, so that he can show his personality, motivation, and all his abilities (Ahmed et al., 2017). McClelland's need theory states that one of the highest levels of human need is the need for power. Employees who have a higher level of accountant education need less time to be promoted as managers (Azhar & Saraswati, 2015). Accounting master is one of the stages of education that can motivate career advancement. Research conducted by Devani (2015) states that career motivation has a positive and significant effect on the interest of accounting students following a master's degree in accounting. In line with research conducted by Dewi and Ratnadi (2018), Pauzi & Ibrahim (2017), McGrath & Murphy (2016) and Fredin et al. (2015) stated that career motivation had a positive effect on the interest of regular and non-regular accounting students at Udayana University to join the PPAk. Masters in accounting education can be one of the factors that motivate career advancement. Someone will be motivated to improve his career because he assumes that a higher career will be able to improve socioeconomic status and achieve self satisfaction (Fredin et al., 2015). Based on the description, the hypothesis can be formulated as follows:

H<sub>1</sub>: The higher the career motivation of students, the higher the interest of students in attending a master's degree in accounting.

Theory of Planned Behavior (TPB) is designed to predict and explain human behavior. The three factors that determine behavior are attitudes toward behavior, subjective norms and perceived behavioral control. In this case, if the perception of education costs is considered negative and there are things that hinder its behavior, then the interest of students to take a Masters in Accounting education decreases. The perception of educational costs is the costs incurred by students for the purposes of taking education from the beginning to the end of education (Lestari et al., 2016).

Education costs are incurred to benefit in the future. This is what causes the costs required in the analysis of cost benefits (Aryani and Erawati, 2016). Benefit cost analysis is one form of investment interpretation that compares the cost of benefits and economic benefits of a project so that the benefits obtained must be more than the costs incurred (Gunther, 2015). This is evidenced by research conducted by (Dibabe et al., 2015) and Berlinasari and Erawati (2017) that the cost of education has a negative effect on the interest of accounting students following the accounting profession education. Hadiprasetyo (2014) the perception of the cost of education does not have a significant positive effect on the interest of accounting students at the Faculty of Economics, Yogyakarta State University to attend PPAk, besides that Sapitri and Yaya (2015) study costs have a significant negative effect on interest in taking PPAk. Based on the description, the hypothesis can be formulated as follows:

H<sub>2</sub>: The higher the perception of education costs incurred by students, the lower the interest of students taking part in a master's degree in accounting.

The old perception of education is a process when individuals organize and interpret their sensory impressions of the scheduled study period that must be taken by the student according to the timeframe that has been set. Theory of Planned Behavior (TPB) is designed to predict and explain human behavior. The three factors that determine behavior are attitudes toward behavior, subjective norms and perceived behavioral control. In this case if the old perception of education is considered negative and there are things that hinder its behavior, then the interest of students to take a Masters in Accounting education decreases. Most graduates of economics who choose to work immediately after graduating because of economic or career pressure. They consider the period of study for undergraduate accounting for four years plus the time to attend S2 for 2 years until finally working, too long. This problem makes many graduates who ultimately choose to work first instead of attending S2.

Problems regarding the length of education that are considered long or not are students' perceptions and are relatively dependent on each assessment. If the faster the study process can be completed, the more interested students will be in attending Masters. This statement is supported by research conducted by Marinaccio (2017), Pratama (2017) and Harackiewicz et al. (2016) length of education did not have a positive effect on students' interest in attending the accounting profession education. Based on the explanation above, it can be concluded that the higher the perception of the length of education that must be taken, the lower the interest of students to attend S2. Based on the description, the hypothesis can be formulated as follows:

H<sub>3</sub>: The longer the education time taken by students, the lower the interest of students in attending a Masters of Accounting education.

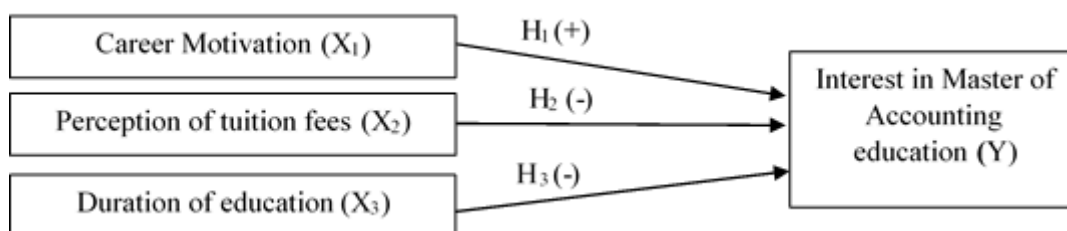


Figure 1: Conceptual Framework

## II. RESEARCH METHODS

The approach used in this research is a quantitative approach in the form of associative. This research was conducted at the Faculty of Economics and Business (FEB), Udayana University. The object in this study is the influence of career motivation, perceived cost of education and length of education on the interest of students following the master of accounting education

Career motivation in this study is an encouragement arising from within a person to improve his personal abilities in order to achieve a better career than before (Aryani and Erawati, 2016). The perception of the cost of education in this study is the overall costs incurred by students for the purposes of taking education from the beginning to the end of education (Ervina & Sata, 2015). The old perception of education in this study is a process when individuals organize and interpret their sensory impressions of the scheduled study period that must be taken by the student according to the timeframe that

has been set. Most graduates of economics who choose to work immediately after graduating because of economic or career pressure (Durso, 2016). Interest in this research means the heart's desire to attend a master's degree in accounting (Hadiprasetyo, 2014)

The population in this study were all morning and afternoon regular accounting students of the Faculty of Economics and Business, Udayana University 2016 batch of 301 people. The sample collection technique used was the purposive sampling method and a sample of 172. The data collection technique used in this study was a questionnaire.

### **III. RESULT AND DISCUSSION**

This research was conducted to determine the factors that influence students' interest in attending the Masters of Accounting education at the Faculty of Economics and Business, Udayana University. Data collection was carried out through distributing questionnaires to 172 students. Distribution of questionnaires until all questionnaires were answered and collected again in this study took 20 days, starting from October 7 to October 26, 2019 with a 100 percent return rate so that the total questionnaire used was 172 pieces.

Respondents are active students of the 2016 Accounting Study Program at the Faculty of Economics, Udayana University. In this study, the dominant female sex is 98 people or 57 percent, while 74 male students or 43 percent. When viewed in terms of age, respondents aged 19 years were 25 people or 14.5 percent, respondents aged 20 years were 41 people or 24.0 percent, respondents who were 21 years old were 76 people or 44.1 percent, and respondents aged 22 years were 30 people or 17.4 percent. This shows that the active students of the 2016 Accounting study program who participated in filling out this questionnaire were the majority who were 21 years old.

All research instruments used to measure the variables of career motivation, perceptions of educational costs, length of education and student interest in attending a Masters in Accounting have a correlation coefficient with a total score of all statement items greater than 0.30 with a significance of less than 0.05. This shows that the items in the statement of the research instrument are valid and suitable to be used as research instruments. All research instruments have a Cronbach's Alpha coefficient of more than 0.70. So it can be said that all variables meet the reliability or reliability requirements so that they can be used to conduct research.

The average value of career motivation variable of 3.331 is in the range of 3.26-4.00, so it can be said that active students of the 2016 Accounting Study Program at the Faculty of Economics and Business, Udayana University already have very high career motivation. The standard deviation value of career motivation variables is 5.00. This means that this value is lower than the average value, which means the distribution of data related to career motivation is evenly distributed. The average value of the perception variable education costs of 2.806 is in the range of values 2.51-3.25, it can be concluded that active students of the 2016 Accounting Study Program already have a good perception of the cost of education in the Master of Accounting program at the Faculty of Economics and Business University Udayana. The standard deviation value of the education cost perception variable is 2.77. This means that this value is lower than the average value, which means the distribution of data related to the perception of the cost of education is evenly distributed.

The average value of the variable perception of educational costs of 2.784 is in the range of values of 2.51-3.25, it can be said that active students of the 2016 Accounting Study Program already have a good perception of long education in the Master of Accounting program at the Faculty of Economics and Business University Udayana. The standard deviation value of the old education variable is 2.69. This means that this value is lower than the average value, which means the distribution of data related to perceptions of education has been evenly distributed. The average value of the variable of student interest in attending a Masters of Accounting education of 3.35 is in the range of 3.26-4.00, so it can be said that active students of the 2016 Accounting Study Program already have a very high interest in attending a Masters of Accounting education. The standard deviation value of the student interest variable in attending the Masters of Accounting education is 2.37. This means that this value is lower than the average value, which means that the distribution of data related to students' interest in attending the Masters of Accounting education is evenly distributed.

The significance value of the Kolmogorov-Smirnov test is 0.883 and more than 0.05, it can be concluded that the regression equation model is normally distributed. The tolerance and VIF values of all these variables indicate that the tolerance value for each variable is greater than 10% and the VIF value is less than 10, which means the regression equation model is free from multicollinearity. The significance value of the variables of career motivation, perceptions of education costs and length of education each have a value greater than 0.05 which means there is no influence between the independent variables on absolute residuals. Thus, the model created does not contain symptoms of heteroscedasticity.

**Table 1: Results of Multiple Linear Regression Analysis**

Model	Regression Coefficients	Std. Error	T	Sig.
1 (Constant)	11,355	1,960	5.792	0,000
career motivation	0,276	0,033	8.361	0,000
Perception of the cost of education	-0.123	0,050	-2.480	0,014
long education	-0.150	0,054	-2.768	0,006
<i>R Square</i>	0,645			
<i>Adjusted R Square</i>	.639			
F count	101.835			
significance F	0,000a			

source: Processed Data, 2019

The regression coefficient value of each independent variable has a significance value of less than 0.05. This shows that all independent variables have a significant effect on the dependent variable. the magnitude of the influence of the independent variable on the dependent variable shown by the total determination value (R Square) of 0.645 means that 64.5 percent of the variation in student interest in attending the Masters of Accounting education is influenced by variations in career motivation, perceptions of educational costs, and length of education while the rest is equal to 35.5 percent is explained by other factors not included in the model.

Fcount value of 101.835 with a significance of 0.000 <0.05, it can be concluded that the group tested had a significant difference (significant). This result means that there is a significant influence between career motivation, perception of educational costs and length of education simultaneously on the interest of students attending the Masters of Accounting education.

Based on the results of the analysis of the influence of career motivation on students' interest in attending the Masters of Accounting education obtained a significance value of 0,000 with a positive regression coefficient of 0.276. Significance value of 0,000 <0.05 indicates that H0 is rejected and H1 is accepted. This result means that career motivation has a positive and significant impact on students' interest in attending a Masters in Accounting education. Based on the results of the analysis of the effect of the perception of educational costs on student interest in attending the Masters of Accounting education obtained a significance value of 0.014 with a negative regression coefficient of -0.123. The significance value of 0.014 <0.05 indicates that H0 is rejected and H2 is accepted, this result means that the perception of the cost of education has a negative and significant effect on the interest of students attending the Masters of Accounting education. Based on the results of the analysis of the influence of the length of education on the interest of students following the Masters in Accounting education obtained a significance value of 0.006 with a negative regression coefficient of -0.150. Significance value of 0.006 <0.05 indicates that H0 is rejected and H3 is accepted, this result means that the length of education has a negative and significant effect on students' interest in attending a Masters of Accounting education.

The results of the analysis show that career motivation has a positive and significant effect on students' interest in attending the Masters of Accounting education. This means that the higher the motivation of students to enhance their careers, the more students' interest in attending the Masters of Accounting education. Vice versa, the lower the motivation of students to improve their careers, the lower the interest of students to attend the Master of Accounting education. the results of this study support the study of Devani (2015) which states that career motivation has a positive and significant effect on the interest of accounting students following the Masters of Accounting education. The results of this study are also in line with the research of Dewi and Mediatrix (2018) which states that career motivation has a positive effect on the interest of regular and non-regular accounting students at Udayana University following the PPAk.

This research is in accordance with McClelland's needs theory which states that one of the levels of human needs is the need for power. Employees who have a higher level of accountant education need less time to be promoted as managers. The Masters in Accounting is one of the stages of education that can motivate career advancement. So, Master of Accounting education can be one of the factors that motivates career advancement. Someone will be motivated to improve his career because he assumes that a higher career will be able to improve socioeconomic status and achieve self satisfaction.



The results of the analysis show that the perception of the cost of education has a negative and significant effect on the interest of students attending the Masters of Accounting education. This means that the more expensive perceptions of education costs are received by students, the student interest in attending the Masters of Accounting education will decrease. And vice versa, the cheaper the perception of the cost of education received by students, the interest of students attending the Masters of Accounting education will increase. The results of this study support the findings of the Berlinasari and Erawati (2017) research which found that the cost of education had a negative effect on the interest of Accounting students following the Accounting profession education. The results of this study are also in line with the results of research by Hadiprasetyo (2014) and Sapitri and Yaya (2015) which results that study fees have a significant negative effect on students' interest in continuing the accounting profession education. This research is in accordance with the theory of planned behavior (theory of planned behavior) which explains human behavior.

#### IV. CONCLUSION

Based on the results of research and discussion in the previous chapter, it can be concluded that career motivation has a positive effect on students' interest in attending a Masters in Accounting education. This means that the higher the motivation of students, the higher the interest of students to attend the Masters in Accounting education. The perception of the cost of education has a negative effect on students' interest in attending a Masters of Accounting education. This means that the more expensive and unaffordable perceptions of the educational costs charged to students, the lower the interest of students attending the Masters in Accounting education. duration of education has a negative effect on students' interest in attending a Masters of Accounting education. This means that the longer the education time taken by students, the lower the interest of students to attend the Masters in Accounting education.

Higher education always introduces the profession of accountant and Master of Accounting to students from an early age. Higher education needs to explain more deeply the benefits of Accounting education in terms of quality improvement, career advancement and economic capability improvement so that later the results that students get from attending a Masters of Accounting can match their initial expectations and motivations. Further research can broaden the scope of respondents and researchers can also add other variables that can affect the interest of Accounting students to attend the Masters of Accounting education.

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