

Influence of Career Motivation and Perceptions Cost of Education on Students' Interest in Taking Master's Degree in Accounting

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Abstract: The research aims to examine the effect of career motivation and perceptions cost of education on student interest in taking master's degree Accounting. The population in this study were all 289 students of regular accounting students at the Faculty of Economics and Business, Udayana University. The sampling technique used was purposive sampling method and method collecting data used a survey with a number of samples determined was 168 samples. The data analysis technique used is multiple linear regression analysis. The results of the analysis show that career motivation has a positive effect on student interest in taking Master's Degree in Accounting education, while perceptions of cost of education have a negative effect on student interest in attending Master's Degree of Accounting education at the Faculty of Economics and Business, Udayana University.

Keywords: Career Motivation, Perceived cost of education, Student Interest.

I. INTRODUCTION

The field of science in the era of globalization is developing very rapidly, including the field of accounting which is closely related to the world of business. Accounting is one of the majors in the Faculty of Economics that is in high demand by students. Many enthusiasts in accounting majors because accounting scholars have at least three alternative steps that can be taken. First, after completing a bachelor's degree in accounting, an undergraduate can directly work. Second, after completing the undergraduate program, an undergraduate can continue his or her professional education (PPAk). Third, after completing the undergraduate program can proceed directly to the postgraduate education level. Undergraduate education alone is not enough to be able to competitively competed from other workers, especially foreign workers who are ready to work in Indonesia, especially Bali. This makes it important for the workforce to have a master's degree in order to be more competitive in the competition for job searches. In this study, we will examine several factors that can increase student interest in taking a master's degree in accounting, namely career motivation and perceptions of tuition fees.

Career motivation is one of the factors that makes prospective students of master accounting education pursue accounting education. This is because by completing accounting education at a master's degree in accounting, it is expected that the career paths of prospective participants can be better. Research conducted by Devani (2015) states that career motivation has a positive and significant effect on the interest of accounting students to take a Masters in Accounting education. Farmer (1976) shows that career motivation has a positive effect on the interest of accounting students to take PPAk, besides Dewi and Ratnadi (2018) research also found that career motivation has a positive effect on the interest of regular and non-regular accounting students at Udayana University in participating in PPAk. Master's degree in accounting can be one of the factors motivating the career growth of a student. Students will be motivated to improve their careers by assuming that a higher career will be able to improve their socioeconomic status and achieve self-satisfaction. Based on the description, the hypothesis can be formulated as follows:

H₁: The higher the career motivation of the student, the higher the interest of students following master's degree in accounting.

The perception of tuition fees is the cost incurred by students for the purpose of studying from the beginning until the end of education. Tuition fees are incurred to benefit in the future. This is what causes cost-effective cost analysis (Aryani and Erawati, 2016). Ghozali (2016) benefit cost analysis is one form of investment interpretation that compares between the cost of benefits and the economic benefits of a project so that the benefits obtained must be more than the costs incurred. This is evidenced by research conducted by Berlinasari and Erawati (2017) that the cost of education negatively affects the interest of accounting students following the education of the accounting profession. Hadiprasetyo (2014) perception of the cost of education does not have a significant positive influence on the interest of accounting students of the Faculty of Economics of Yogyakarta State University to participate in PPAk, in addition Sapitri and Yaya's (2015) research tuition fees have a significant negative effect on interest in participating PPAk. Based on the description, the hypothesis can be formulated as follows:

H₂: The higher the perception of the cost of education incurred by students then the lower the interest of students attending a master's degree in accounting.

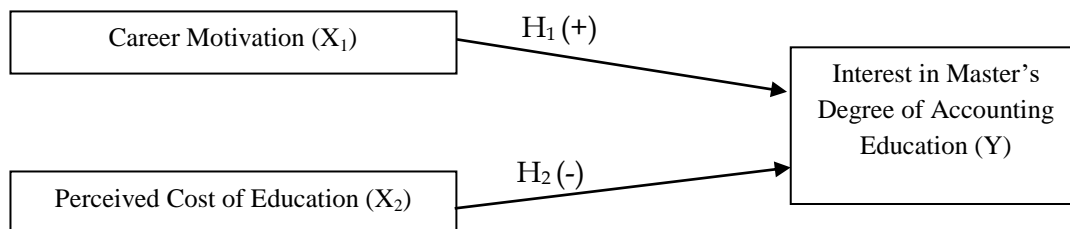


Figure 1: Research Design

II. RESEARCH METHODS

The approach used in this study is an associative quantitative approach. Quantitative approach is defined as a research method used to examine specific populations or samples aimed at testing certain established hypotheses (Sugiyono, 2017: 55). Associative research is a formulation of research problems that question the relationship between two or more variables (Sugiyono, 2017: 37). This research was conducted at the Faculty of Economics and Business (FEB) Udayana University. The reason for the selection of research locations is because this research will examine the interests of students attending master's degree in Accounting at the Faculty of Economics and Business Udayana University. The object in this study is influence of career motivation and perception cost of education on students' interest in taking master's degree in accounting.

Research variables are anything in the form determined by the researcher to study so that information is obtained about it, then conclusions are drawn (Sugiyono, 2017: 38). Independent variables are variables that affect or cause the change or the emergence of the dependent variable. The dependent variable is the variable that is affected or that is the result of the independent variable. In this study, the independent variables are career motivation (X₁) and perceived cost of education (X₂). In this study, the dependent variable is the student's interest in attending a master's degree in accounting (Y).

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions (Sugiyono, 2017: 135). The population in this study were all regular accounting students at the Faculty of Economics and Business, Udayana University class of 2017 totaling 289 people. The sample is part of the number and characteristics of the population (Sugiyono, 2017: 136). The sample collection technique used was purposive sampling method. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2017: 137). The criteria used to determine the sample in this study were 7th semester students in the 2017 academic year who were still actively studying.

The sampling technique in this study is a probability sampling technique. The data collection method used in this study uses a survey method with questionnaire techniques that are data collection techniques used to obtain primary data relevant to the research object in the form of a series of written statements to respondents to answer (Sugiyono, 2017: 199). The type of data used in this study is quantitative data is data in the form of numbers or qualitative data that is

thought (Sugiyono, 2017: 200). The quantitative data contained in this study is the answer to the quantitative questionnaire statements that have been quantitativeized.

The data source used in this study is primary data which is the result of filling out questionnaires from respondents about the variables in question and secondary data namely the number of students of accounting and the number of Master of Accounting students at Udayana University. Data analysis techniques in this study include validity test, reliability test, normality test, multicollinearity test, heteroskedasticity test, multiple linear regression analysis, Adjusted R², model feasibility test (F test), and hypothesis test (t-test).

Multiple linear regression analysis is used to find out or obtain an overview of the influence of independent variables on dependent variables and aims to estimate and or predict the average population or average value of dependent variables based on the value of known independent variables (Ghozali, 2016:93) with the formula:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e \dots\dots\dots(1)$$

III. RESULT AND DISCUSSION

Data collection was conducted through the dissemination of questionnaires to 168 students. The dissemination of questionnaires until all questionnaires were missed and recollected in this study took 8 days from August 22 to August 29, 2020. An instrument in the study is said to be valid when it has a correlation coefficient between an item and a total score in the instrument greater than 0.30 with an Alpha error rate of 0.05. Validity test results in this study showed that all research instruments used to measure career motivation variables, perceptions of tuition fees, and student interest following a Master of Accounting education had a correlation coefficient score with a total score of all statement items greater than 0.30 with a significance of less than 0.05.

Cronbach's Alpha value is declared reliable if the value is greater than or equal to 0.70. The reliability test results presented in this study show that all research instruments have a coefficient of Cronbach's Alpha more than equal to 0.70. So it can be stated that all variables have qualified reliability or reliability so that it can be used to conduct research.

The regression model will be more precisely used and produce more accurate calculations, if the following assumptions can be met. Classic assumption tests that must be met on simple linear regression analysis include Normality Test, Multicollinearity Test and Heteroskedasticity Test. After all the classic assumptions are met, then the results of the multiple linear regression analysis are shown in Table 1.

Table 1: Results Of Multiple Linear Regression Analysis

Model	Regression Coefficients	Std. Error	T	Sig.
1 (Constant)	11.56	1.58	7.33	0.00
career motivation	0.27	0.03	8.68	0.00
Perception of the cost of education	-0.30	0.07	-4.44	0.00
<i>R Square</i>	0.44			
<i>Adjusted R Square</i>	0.44			
F count	66.22			
significance F	0.00 ^a			

Based on the results of multiple linear regression analysis as presented in Table 1, the regression equation can be made as follows:

$$Y = 11.56 + 0.27 X_1 - 0.30 X_2$$

The regression coefficient value of each independent variable has a t test significance value of less than 0.05. This indicates that all independent variables have a significant effect on the dependent variable. The amount of independent variables on the dependent variable indicated by the total value of determination (R Square) of 0.44 means that 44 percent of the variation in student interest to follow the education Master of Accounting affected by variations career motivation and perception of the cost of education while the remaining 56 per cent explained by other factors not included in the model.

The results of data processing using the SPSS program obtained a value of Fcount of 66.22 with a significance of $0.00 < 0.05$, 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 and perceptions of education costs simultaneously on students' interest in attending Masters in Accounting education.

Based on the results of the analysis influence of career motivation on students' interest in taking Master of Accounting education, it was obtained a significance value of 0.000 with a positive regression coefficient of 0.27. The significance value of $0.00 < 0.05$ indicates that H_0 is rejected and H_1 is accepted. This result means that career motivation has a positive effect on students' interest in taking a Masters in Accounting education. Meanwhile, based on the results of the analysis of the effect of the perception of the cost of education on students' interest in attending Master of Accounting education, it was obtained a significance value of 0.00 with a negative regression coefficient of -0.30. A significance value of $0.00 < 0.05$ indicates that H_0 is rejected and H_2 is accepted. This result means that the perception of the cost of education has a negative effect on students' interest in attending Master of Accounting education.

IV. CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be concluded few things as follows: 1) Career motivation has a positive effect on student interest in attending Master's degree in Accounting. This means that the higher the motivation of the students, the higher the students' interest in taking a Masters in Accounting education tends to be higher. 2) Perceptions costs of education have a negative effect on students' interest in attending Master's degree in Accounting. This means that the more expensive and unreachable the perception of the cost of education that is charged to students, the lower the students' interest in attending a Masters in Accounting education tends to be.

Advice that can be given based on the results of research is as follows: 1) For the Master's Degree of Accounting Study Program, it is necessary to explain more deeply the benefits of accounting education in terms of improving quality, increasing career paths and increasing economic capacity so that later the results that students get from attending a Masters in Accounting education can match their expectations and initial motivations. The organizers of the Master's Degree of Accounting Study Program can also re-evaluate the costs incurred by students during administration and in the lecture process so that later it can influence students' interest in attending Masters in Accounting education. 2) For further research, it can expand the scope of respondents and researchers can also add other variables such as length of education, quality of education, or study program accreditation that can affect the interest of accounting students to take Master's Degree in Accounting education.

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