

# The Effect of Degree Quality, Career, and Motivation on Students' Interest in Continuing Masters Studies

*Degree Quality,  
Career, Motivation*

**415**

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**Submitted:**  
27 AUGUST 2024

**Accepted:**  
24 SEPTEMBER 2024

## **ABSTRACT**

*The purpose of this study was to determine the effect of quality motivation, career motivation, and degree motivation on the interest of accounting students to continue their master's studies in accounting with tuition fees as a moderating variable. The population in this study was 397 accounting students of the 2020 intake at 5 private universities in Bogor and the sample determination used a simple random sampling technique with the Slovin formula of 80 students. The analytical tools used were multiple linear regression analysis and Moderated Regression Analysis (MRA). The results of the study prove that quality motivation and career motivation partially have a significant effect on the interest in continuing their master's studies in accounting, while degree motivation does not have a significant effect on the interest in continuing their master's studies in accounting. Quality motivation, career motivation, and degree motivation simultaneously have a significant effect on the interest in continuing their master's studies in accounting. Tuition fees as a moderating variable can moderate the effect of career motivation on the interest in continuing their master's studies in accounting, while tuition fees as a moderating variable cannot moderate the effect of quality motivation and degree motivation on the interest in continuing their master's studies in accounting.*

**Keywords:** *Quality Motivation, Career Motivation, Degree Motivation, Interest, Education Cost*

## **ABSTRAK**

*Tujuan penelitian ini untuk mengetahui pengaruh dari motivasi kualitas, motivasi karir, dan motivasi gelar terhadap minat mahasiswa akuntansi untuk melanjutkan studi magister akuntansi dengan biaya pendidikan sebagai variabel moderasi. Populasi dalam penelitian ini sebesar 397 mahasiswa akuntansi angkatan 2020 pada 5 perguruan tinggi swasta yang berada di Bogor dan penentuan sampel menggunakan teknik simple random sampling dengan rumus slovin sejumlah 80 mahasiswa. Alat analisis yang digunakan yakni analisis regresi linear berganda dan Moderated Regression Analysis (MRA). Hasil penelitian membuktikan bahwa motivasi kualitas dan motivasi karir secara parsial berpengaruh signifikan terhadap minat melanjutkan studi magister akuntansi, sedangkan motivasi gelar tidak berpengaruh signifikan terhadap minat melanjutkan studi magister akuntansi. Motivasi kualitas, motivasi karir, dan motivasi gelar secara simultan berpengaruh secara signifikan terhadap minat melanjutkan studi magister akuntansi. Biaya pendidikan sebagai variabel moderasi dapat memoderasi pengaruh motivasi karir terhadap minat melanjutkan studi magister akuntansi, sedangkan biaya pendidikan sebagai variabel moderasi tidak*

**JIAKES**

Jurnal Ilmiah Akuntansi  
Kesatuan  
Vol. 12 No. 6, 2024  
pp. 415-426  
IBI Kesatuan  
ISSN 2337 – 7852  
E-ISSN 2721 – 3048  
DOI: 10.37641/jiakes.v11i2.1612

## INTRODUCTION

Humans are required to be able to fulfill their life needs. Life needs can be fulfilled by making an effort. One form of such effort is working. Work is an important factor and the background for choosing education. A high level of education is the key to improving the quality of existing human resources (Dung, 2021). The higher the level of education, the better the quality of human resources is expected to be. According to Article 1 Paragraph 2 of Law of the Republic of Indonesia Number 12 of 2012, Higher Education is a level of education after secondary education which includes diploma programs, undergraduate programs, master's programs, doctoral programs, and professional programs, as well as specialist programs, which are organized by universities based on Indonesian culture. The Master's Program is a level of further education after Bachelor's (S1) which provides the opportunity to deepen and develop competencies in certain fields of science. Master's programs generally last for two years. Students who have graduated from Bachelor's (S1) and continue their Master's studies (S2) certainly have different levels of understanding and competence compared to people who work after graduating from Bachelor's. The competencies produced by master's graduates are highly considered for high career levels in the world of work (Harwathy, 2021; Antonova et al., 2020).

However, the interest in continuing the Master's program is very different when compared to the interest when deciding to continue the Bachelor's program. The development of the number of students in the Undergraduate Education Program and the Master's Education Program. The Master's Education Program (S2) in 2020 was 318.789, 2021 was 335.584 and 2022 was 353.683. The Undergraduate Education Program (S1) in 2020 was 7.113.663, 2021 was 7.573.744 and 2022 was 7.827.415. The number of undergraduate students and the number of master's students have always increased from 2020 to 2022. The comparison between the number of undergraduate students and the number of master's students is very different, even the number of master's students does not reach 50% of the number of undergraduate students. Based on this phenomenon, it can be concluded that not all students who have completed their undergraduate education will continue to the master's program. This is due to the low desire to continue the Master's Program.

Accounting is one of the most popular study programs for students in college or students who will enter college. Indonesia is ranked first in producing the most accounting graduates with a contribution of 45% of the total number of ASEAN accounting graduates, and every year Indonesia can produce approximately 35,000 accounting graduates (Lasmana & Kustiana, 2020). The high interest of students can be seen from the increasing number of students or the younger generation who choose accounting study programs at state and private universities. In 2020, accounting students numbered 339.255, in 2021 there were 395.225 and in 2022 there were 417.882.

In general, they assume that accounting has promising and very broad job prospects for its graduates (Ulma et al., 2023). There are quite a lot of careers in accounting, including Public Accountants, Corporate Accountants, Government Accountants, Educator Accountants, and non-accountant professions (Handayani et al., 2023). So, it is not surprising that accounting is a study program that has a high passing grade. The number of companies in Indonesia continues to increase over time. Accounting is one of the important majors in the world of work and is needed by many agencies (Daff, 2021; Nurafrilliyah et al., 2023). Accounting graduates are able to work in various fields, because every company definitely needs an accountant to help with business activities, especially in preparing financial reports. However, this does not mean that all accounting graduates can easily achieve these job and career opportunities. According to the Higher

Education Database, the number of accounting graduates in 2022 reached 98,439 accounting graduates. The high number of accounting graduates has caused competition for jobs to become increasingly tight due to the large number of qualification requirements and the level of competition between Accounting Bachelor's degree graduates, so that the fear of becoming unemployed is a motivation in itself for new graduates.

Efforts to improve quality, skills, and competitiveness, many Masters of Accounting graduates are more respected because they are more professional in the field of accounting. Continuing education to the S2 or Masters level is one solution that can be chosen to improve self-specification and increase opportunities to be accepted in the world of work as professionals in their fields (Jovanka & Djashan, 2023; Ifrida et al., 2023). In addition, S2 education can provide more potential income than the income of a S1 each year (Budiasih, 2019; Cheah et al., 2021). Therefore, interest is the most important factor because it can be a driving force in carrying out activities so that it can motivate someone to do what someone wants to do. One of the motivations that comes from within a student is quality motivation. Quality motivation as a drive that arises within a person to have and improve the quality of themselves and their abilities in the field, they are pursuing so that they can carry out their duties properly and correctly (Dragomir & Dumitru, 2024; Menhard, 2022). Surliastra & Putra (2022), have conducted a study, where the results of the study showed that quality motivation has a positive effect on the interest of accounting students to continue their master's studies in accounting. Hasanah et al. (2021), have also conducted a study where the results of the study showed that the t-test value of quality motivation has a significant effect on the interest of accounting students to continue their master's studies in accounting. In this case, it is related to the drive to increase knowledge in accounting and other abilities related to individual quality.

Sari & Kusumawati (2022), showed that career motivation has a positive effect on the interest of accounting undergraduate students to continue their master's education in accounting. Damayanti & Ratnadi (2022) also showed that career motivation has a positive effect on the interest of accounting undergraduate students to continue their master's education in accounting. Career motivation is a drive that arises from within a person to improve their personal abilities in order to achieve a better career than before (Dewa, 2021; Aryandhi et al., 2024). Hartati (2019) Degree motivation is a drive from within oneself to obtain an official degree that is recognized by the state and society in order to become more professional. Thus, degree motivation influences interest because it shows more of a person's qualifications and specifications and with a degree and knowledge, the drive to get a decent job will be easier.

When students who have taken undergraduate (S1) education in accounting study programs and have obtained a degree, in fact, not a few students postpone their desire to pursue a higher level of education, namely a Masters in Accounting, due to various considerations, one of which is the cost of education. The cost of education is an important consideration that will influence someone in making a decision to determine their choice because without costs, the education process will not run smoothly (Fitria et al., 2020; Aprillita 2023). The cost of education for each university varies depending on where the student wants to pursue a master's degree and depends on campus policies and study programs. However, tuition fees in Indonesia tend to decrease during the 2018-2021 period.

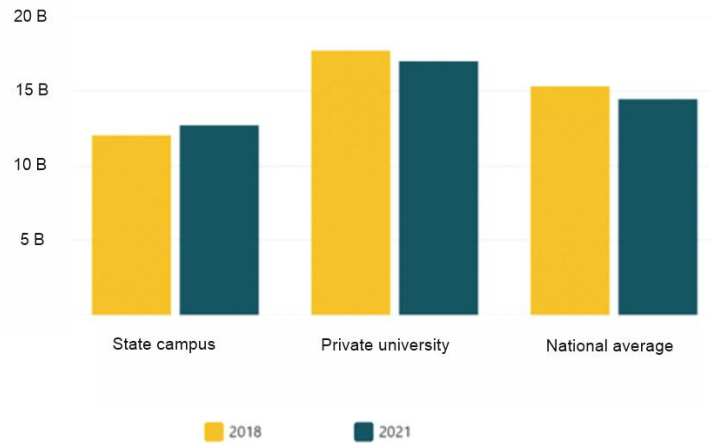


Figure 1. Average Total Cost of Tuition in Indonesia

BPS (2023), calculated the average national tuition fees based on a survey of 75 thousand household samples. According to the survey results, in 2018 the average total national tuition fees reached IDR 15.33 million per academic year. Then in 2021 the average became IDR 14.47 million, down 5.6% compared to 2018. When broken down by educational institution status, the decrease in tuition fees only occurred in private campuses. The average total tuition fees at private campuses in 2021 reached IDR 17.01 million, down 4% compared to 2018. Meanwhile, in 2021 the average total tuition fees at state campuses reached IDR 12.71 million, up 5.6% compared to 2018. This study refers to several previous research results, but the author wants to conduct further research conducted by Sari & Kusumawati (2022). The differences between this study and the study conducted by Sari & Kusumawati (2022) lie in the location of the study and the moderating variables. The objects in this study were undergraduate (S1) students of the accounting study program, Class of 2020 at 5 universities in Bogor City and Regency, namely Djuanda University, Pakuan University, Kesatuan Business and Informatics Institute, Ibn Khaldun University, and Binaniaga University.

## METHODS

This study uses a quantitative descriptive analysis design to explore the relationship between variables. The population consisted of 397 accounting students of the 2020 intake from five private universities located in Bogor City and Regency. The research sample was determined using a simple random sampling technique (Gozali & Nasehudin, 2019). The number of samples was calculated using the Slovin formula, so that 80 students were obtained as a representative sample. The data used in this study are primary data collected directly from respondents through questionnaires. This questionnaire contains statements designed by the researcher to systematically measure the research variables. The data collection process focused on accounting students from predetermined private universities. Data analysis techniques involved multiple linear regression and Moderated Regression Analysis (MRA) to test the relationship between variables and moderation effects. Before the main analysis, validity and reliability tests were carried out to ensure that the research instrument met good measurement standards. In addition, classical assumption tests were also carried out, including normality, multicollinearity, heteroscedasticity, and autocorrelation tests, to ensure that the data met the prerequisites for regression analysis. Hypothesis testing was conducted using Statistical Package for the Social Sciences (SPSS) software version 29. Careful data processing aims to produce accurate and relevant findings in answering research objectives. This analysis is expected to provide an in-depth picture of the relationship between the variables studied and to reveal the influence of moderating factors significantly. With a systematic approach, this study provides a significant contribution to understanding the phenomena studied.

## RESULTS

The results of the study indicate that validity and reliability are important aspects in evaluating research instruments. Validity ensures that the instrument is actually able to measure what it is supposed to measure, so that the data produced is relevant and in accordance with the research objectives. There are several types of validity, such as content, construct, and criterion validity, each of which verifies the suitability of the instrument to the concept being measured. Meanwhile, reliability ensures the consistency of measurement results even when used in different conditions or times. Reliable instruments produce stable and reliable data, thus minimizing the potential for measurement errors. Reliability testing is usually carried out through methods such as test-retest or internal consistency.

**Table 1.** Validity and Reliability Test Results

Variable	Item	r count	r critical	Description	Cronbach's Alpha	r critical	Description
Quality Motivation	X1.1	0.814	0.2199	Valid	0.742	0.6	Reliable
	X1.2	0.751	0.2199	Valid			
	X1.3	0.678	0.2199	Valid			
	X1.4	0.757	0.2199	Valid			
Career Motivation	X2.1	0.657	0.2199	Valid	0.606	0.6	Reliable
	X2.2	0.703	0.2199	Valid			
	X2.3	0.738	0.2199	Valid			
	X2.4	0.617	0.2199	Valid			
Degree Motivation	X3.1	0.714	0.2199	Valid	0.751	0.6	Reliable
	X3.2	0.79	0.2199	Valid			
	X3.3	0.826	0.2199	Valid			
	X3.4	0.695	0.2199	Valid			
Interest in Continuing Master of Accounting Study	Y.1	0.808	0.2199	Valid	0.74	0.6	Reliable
	Y.2	0.68	0.2199	Valid			
	Y.3	0.776	0.2199	Valid			
	Y.4	0.729	0.2199	Valid			
Cost of Education	Z.1	0.806	0.2199	Valid	0.759	0.6	Reliable
	Z.2	0.806	0.2199	Valid			
	Z.3	0.767	0.2199	Valid			
	Z.4	0.684	0.2199	Valid			

Table 1, it shows that 20 statement items show a calculated r value that is greater than r table or more than 0.2199 so that it can be stated that the statement is valid and feasible to use. The Cronbach's alpha value of the variables of quality motivation, career motivation, degree motivation, interest in continuing S2 studies, and education costs are stated to be reliable and can be trusted as a variable measuring tool. Based on the table, it shows that 20 statement items show a calculated r value that is greater than r table or more than 0.2199 so that it can be stated that the statement is valid and feasible to use. Based on table 1, it can be concluded that the Cronbach's alpha value of the variables of quality motivation, career motivation, degree motivation, interest in continuing S2 studies, and education costs are stated to be reliable and can be trusted as a variable measuring tool.

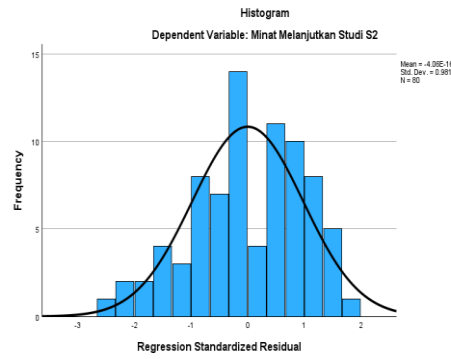


Figure 2. Histogram

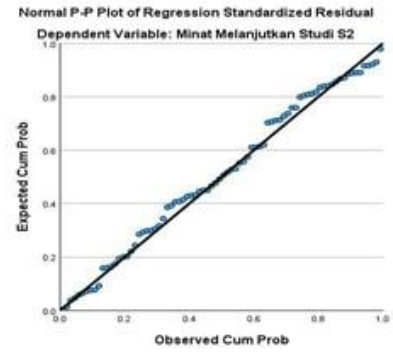


Figure 3. Normal P-P Plot

The histogram graph, it can be concluded that the histogram graph provides a normal distribution pattern expressed by a bell-shaped curve. Meanwhile, if we observe the normal probability plot graph, it can be seen that the points are spread around the diagonal line, with the distribution following the direction of the diagonal line. So, by looking at the histogram graph and the probability plot graph, it can be said that the regression model meets the assumption of normality and the data is suitable for use.

Table 2. Results of Multicollinearity and Multicollinearity Tests with Moderation

Variables	Multicollinearity Test		Multicollinearity Tests with Moderation	
	Tolerance	VIF	Tolerance	VIF
Quality Motivation	0.768	1.301	0.688	1.454
Career Motivation	0.760	1.315	0.751	1.332
Degree Motivation	0.977	1.024	0.650	1.539
Degree Motivation x Education Cost			0.627	1.594

The results of the multicollinearity test, it can be concluded that all variables have a tolerance value of more than 0.10 and a VIF value of less than 10. So, it can be concluded that the regression model does not show symptoms of multicollinearity and the model is feasible to be tested for regression. This means that quality motivation, career motivation, and degree motivation do not have a clear relationship and can affect the interest in continuing their master's studies in accounting. Based on multicollinearity with moderation, it can be concluded that the degree motivation variable moderated by education costs has a tolerance value of 0.627 with an FIV value of 1.594. This variable has a tolerance value of more than 0.10 and a VIF value of less than 10. So, it can be concluded that the regression model does not show symptoms of multicollinearity and the model is feasible to be tested for regression. Based on the results of the multicollinearity test, there are excluded variables, namely the quality motivation and career motivation variables, so these variables are not included in the next regression model.

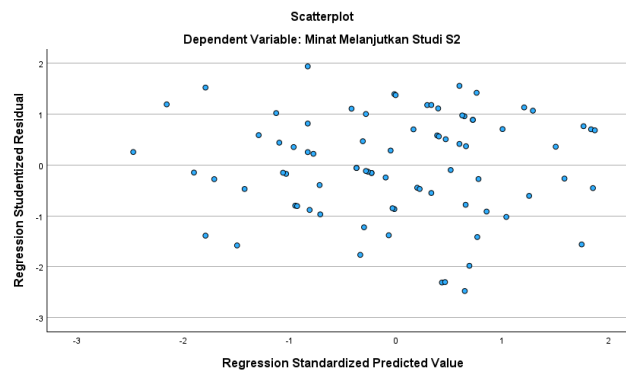


Figure 4. Heteroscedasticity Test Results

Figure 4, it shows that the points are spread randomly, do not form a clear pattern, and are spread both above and below the number 0 on the Y axis. This shows that there is no heteroscedasticity in the regression model, so the regression model is suitable for use to predict interest in continuing accounting master's studies based on input variables of quality motivation, career motivation, and degree motivation.

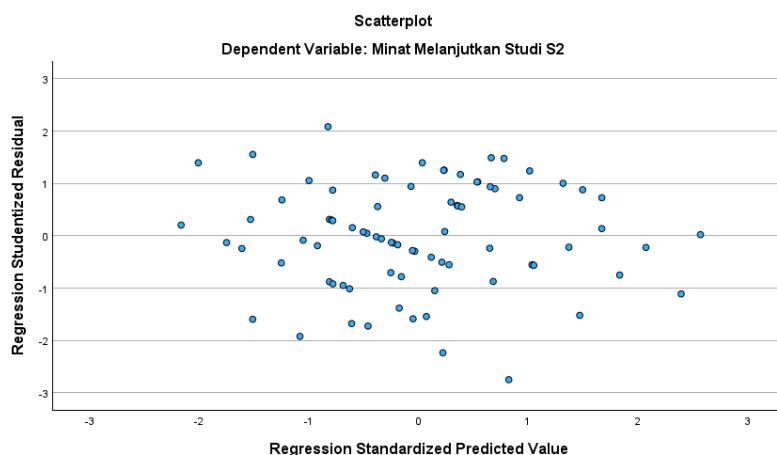


Figure 5. Heteroscedasticity Test Results with Moderation

Figure 5, it shows that the points are spread randomly, do not form a clear pattern, and are spread both above and below the number 0 on the Y axis. This shows that there is no heteroscedasticity in the regression model with moderation, so the regression model with moderation is suitable for use to predict interest in continuing accounting master's studies based on input variables of quality motivation, career motivation, and degree motivation moderated by education costs.

Table 3. Results of Multiple Linear Regression Analysis and Moderated Regression Analysis (MRA)

Model	Un. Std. Coef. B	Un. Std. Coef. Std. Error	Std. Coef. Beta	t	Sig.	
Multiple Linear Regression Analysis	(Constant)	6.287	2.434		2.583	0.012
	Quality Motivation	0.359	0.105	0.371	3.433	<0.001
	Career Motivation	0.281	0.109	0.280	2.576	0.012
	Degree Motivation	-0.021	0.084	-0.024	-0.254	0.800
Moderated Regression Analysis (MRA)	(Constant)	6.843	2.425		2.822	0.008
	Quality Motivation	1.155	0.442	1.191	2.614	0.011
	Career Motivation	-1.017	0.490	-1.011	-2.077	0.041
	Degree Motivation	0.466	0.300	0.529	1.554	0.125
	Quality Motivation x Tuition Fees	-0.058	0.031	-1.782	-1.873	0.065
	Career Motivation x Tuition Fees	0.092	0.034	2.745	2.692	0.009
	Degree Motivation x Tuition Fees	-0.035	0.022	-0.862	-1.624	0.109

The regression equation is obtained as follows:  $Y = 6.287 + 0.359X_1 + 0.281X_2 - 0.021X_3 + e$ . The interpretation of this equation can be explained that the constant of 6.287 indicates that if quality motivation ( $X_1$ ), career motivation ( $X_2$ ), and degree motivation ( $X_3$ ) are 0, then the interest in continuing to study for a master's degree in accounting is 6.287. The regression coefficient of quality motivation of 0.359 indicates that every one-unit increase in quality motivation will increase the interest in continuing to study for a master's degree in accounting by 0.359, so that the higher the quality motivation, the higher the interest. Furthermore, the regression coefficient of career motivation of 0.281 means that every one-unit increase in career motivation will increase

the interest in continuing to study for a master's degree in accounting by 0.281, which indicates that higher career motivation will encourage interest in studying for a master's degree in accounting. On the other hand, the regression coefficient of degree motivation has a negative value of -0.021, which indicates that every one unit increase in degree motivation actually decreases the interest in continuing accounting master's studies by 0.021, so that the higher the degree motivation, the interest tends to decrease.

The regression equation shows that the constant value is 6.843, which means that if quality motivation, career motivation, and degree motivation have a value of 0, then the interest in continuing accounting master's studies is 6.843. The regression coefficient of quality motivation of 1.155 indicates that every 1 unit increase in quality motivation will increase the interest in continuing accounting master's studies by 1.155. On the other hand, the regression coefficient of career motivation of -1.017 indicates that every 1 unit increase in career motivation will decrease the interest in continuing accounting master's studies by 1.017. For degree motivation, the regression coefficient of 0.466 indicates that every 1 unit increase in degree motivation will increase the interest in continuing accounting master's studies by 0.466. Furthermore, the cost of education as a moderating variable has different effects. The regression coefficient of quality motivation with education costs of -0.058 indicates that every increase in education costs will reduce the influence of quality motivation on the interest in continuing accounting master's studies by 0.058. Meanwhile, the regression coefficient of career motivation with education costs of 0.092 indicates that education costs increase the influence of career motivation on the interest in continuing accounting master's studies by 0.092. Conversely, the regression coefficient of degree motivation with education costs of -0.035 indicates that an increase in education costs will reduce the influence of degree motivation on the interest in continuing accounting master's studies by 0.035.

**Table 4.** Results of Determinant Coefficient and Determinant Coefficient with Moderation

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
Determinant Coefficient	0.565 <sup>a</sup>	0.319	0.293	1.800
Coefficient of Determination with Moderation	0.622 <sup>a</sup>	0.387	0.336	1.743

The R2 (Adjusted R Square) figure is 0.293 or 29.3%. This shows that the percentage contribution of the influence of quality motivation, career motivation, and degree motivation to the interest in continuing accounting master's studies. While the remaining 70.7% is influenced by other variables not included in this study. Adjusted R Square is the adjusted R Square value, the value is always smaller than R Square. Std. Error of the Estimate is a measure of the number of errors in the regression model in predicting the Y value. From the regression results, a value of 1.800 was obtained, this means that the number of errors in predicting the interest in continuing accounting master's studies was 1.800.

The R2 (Adjusted R Square) figure is 0.336 or 33.6%. This shows that the percentage contribution of the influence of quality motivation, career motivation, and degree motivation to the interest in continuing accounting master's studies with education costs as a moderating variable. While the remaining 66.4% is influenced by other variables not included in this study. Adjusted R Square is the adjusted R Square value, the value is always smaller than R Square. Std. Error of the Estimate is a measure of the number of errors in the regression model in predicting the Y value. From the regression results, the value is 1.743, this means that the number of errors in predicting the interest in continuing the accounting master's study is 1.743.

**Table 5.** Results of t test and t test with moderation

Model		Un. Std. Coef. B	Un. Std. Std. Error	Coef. Beta	t	Sig.
t test	(Constant)	6.287	2.434		2.583	0.012
	Quality Motivation	0.359	0.105	0.371	3.433	<0.001
	Career Motivation	0.281	0.109	0.280	2.576	0.012
	Degree Motivation	-0.021	0.084	-0.024	-0.254	0.800
t test with moderation	(Constant)	6.843	2.425		2.822	0.008
	Quality Motivation	1.155	0.442	1.191	2.614	0.011
	Career Motivation	-1.017	0.490	-1.011	-2.077	0.041
	Degree Motivation	.466	0.300	0.529	1.554	0.125
	Quality Motivation x Tuition Fees	-0.058	0.031	-1.782	-1.873	0.065
	Career Motivation x Tuition Fees	0.092	0.034	2.745	2.692	0.009
	Degree Motivation x Tuition Fees	-0.035	0.022	-0.862	-1.624	0.109

The analysis results, the t-value for quality motivation is 3.433, which is greater than the t-table of 1.992, with a significance value of t of 0.001 (<0.05). Therefore, H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, which means that quality motivation has a partial influence on the interest in continuing accounting master's studies in accounting students. Furthermore, for career motivation, the t-value of 2.576 is greater than the t-table of 1.992, with a significance value of t of 0.012 (<0.05). This shows that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, so that career motivation also has a partial influence on the interest in continuing accounting master's studies. Conversely, for degree motivation, the -t-value of -0.254 is greater than the -t-table of -1.992, with a significance value of t of 0.800 (>0.05). Thus, H<sub>0</sub> is accepted and H<sub>a</sub> is rejected, which means that degree motivation does not have a partial influence on the interest in continuing accounting master's studies in accounting students.

The results of the analysis, it is known that the quality motivation variable has a calculated tt value  $\geq$  t table ( $3.433 \geq 1.992$ ) with a significance value of 0.001 which is smaller than 0.05. This indicates that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, so it can be concluded that quality motivation has a partial effect on the interest in continuing accounting master's studies in accounting students. Furthermore, the career motivation variable has a calculated tt value  $\geq$  t table ( $2.576 \geq 1.992$ ) with a significance value of 0.012 which is also smaller than 0.05. Therefore, H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, which means that career motivation has a partial effect on the interest in continuing accounting master's studies in accounting students. However, for the degree motivation variable, the value of -t count  $\geq$  -t table ( $-0.254 \geq -1.992$ ) with a significance value of tt of 0.800 which is greater than 0.05. This indicates that H<sub>0</sub> is accepted and H<sub>a</sub> is rejected, so that degree motivation does not have a partial effect on the interest in continuing accounting master's studies in accounting students.

**Table 6.** F Test Results

Variable	Sum of Squares	df	Mean Square	F	Sig.
Regression	115.577	3	38.526	11.891	<0.001 <sup>b</sup>
Residual	246.223	76	3.240		
Total	361.800	79			

The Fcount value > Ftable ( $11.891 > 2.49$ ) with a significance value of F of 0.001 < 0.05, then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. This condition indicates that quality motivation, career motivation, and degree motivation simultaneously have a positive and significant effect on the interest in continuing accounting master's studies. So, it can be concluded that the variables of quality motivation, career motivation, and degree motivation together have an effect on the interest in continuing accounting master's studies.

## **DISCUSSION**

The results of the study show that the greater the quality motivation in students, the greater the interest in continuing their accounting master's studies. This can be interpreted that a person's self-quality is seen from the education they have taken during their life, the higher the level of education a person has taken, the better the quality they have. The increasing quality motivates a person to have an interest in self-quality, namely with higher education. The results of this study are in accordance with research conducted by Budiasih (2019); Hasanah et al. (2021); Suriastra & Putra (2022); Nurafrilliyah (2023) which revealed that quality motivation is a factor that influences accounting students to continue their accounting master's studies.

Career motivation has a significant influence on the interest in continuing accounting master's studies, indicating that the reasons that arise within accounting students play an important role in influencing the decision to continue their accounting master's studies. The greater and stronger the career motivation of students, the higher the interest in continuing their master's studies in accounting. This may happen because students have an idea of the career they will have after completing their master's studies in accounting. In essence, every individual has a desire to improve their personal abilities in order to achieve a better career. This is in line with research conducted by Budiasih (2019); Hasanah, et al. (2021) which revealed that career motivation is a factor that influences the interest of accounting students to continue their master's studies in accounting.

The results of the study, it shows that degree motivation has no effect on the interest in continuing their master's studies in accounting. This indicates that students may have the assumption that performance and work achievements are more likely to determine the possibility of getting a decent job. In addition, this may occur because students have received information that every job vacancy prioritizes work experience, not just based on degrees because a person's career can be seen from their performance without having to continue their Master's studies. In other words, a degree is not the only determining factor for someone to get a decent job.

This study shows that the three variables not only have a partial effect, but also simultaneously form a system that influences interest in continuing accounting master's studies. Motivation in this study can have a positive impact on accounting students who will continue their accounting master's studies (Damayanti & Ratnadi, 2022). By continuing their accounting master's studies, a student's degree and quality of knowledge will increase and produce quality in the field of accounting so that they get a better career and according to expectations.

Moderation in statistical analysis is used to see whether the relationship of a variable (quality motivation) to another variable (interest in continuing accounting master's studies) changes when influenced by a third variable. This study resulted that after being moderated, quality motivation no longer had a significant influence on the interest in continuing accounting master's studies. This shows that high education costs are not a barrier to accounting students' interest in continuing their accounting master's studies. Although education costs are an important factor in the decision to continue their studies, they do not affect the strength of the relationship between quality motivation (for example, the desire to get a quality education) and interest in continuing their master's studies (Sari & Kusumawati, 2022). Quality motivation remains the main factor that drives interest in continuing studies regardless of how much education costs must be incurred. This shows that education costs play an important role in moderating the effect of career motivation on interest in continuing accounting master's studies. This shows that high education costs can be a barrier to students' decisions to continue accounting master's studies. High education costs tend to make students prefer to work after graduating. Although students' motivation from within themselves still exists, students tend to refuse to continue accounting master's studies because of high education costs (Suriastra & Putra 2022; Nurafrilliyah, 2023).

The results of the study show that degree motivation both before and after being moderated by education costs do not have a significant effect on interest in continuing

accounting master's studies. This shows that education costs do not moderate the relationship between degree motivation and interest in continuing accounting master's studies. High education costs are not a barrier to students' decisions to continue accounting master's studies. The cost of expenses required does not affect the level of interest in continuing accounting master's studies. So, if the student's interest in continuing accounting master's studies is large, then the costs required are not a barrier to continuing accounting master's studies.

## CONCLUSION

Based on the results of testing, processing, and data analysis that have been carried out, as well as the discussion that has been explained, this study concludes that quality motivation partially has a positive and significant effect on the interest in continuing accounting master's studies in accounting students at Private Universities in Bogor. Similar things were also found in career motivation which had a positive and significant effect on the interest in continuing accounting master's studies. However, degree motivation partially did not affect the interest. Simultaneously, quality motivation, career motivation, and degree motivation significantly affected the interest in continuing accounting master's studies. Furthermore, education costs as a moderating variable partially could not moderate the effect of quality motivation on the interest in continuing accounting master's studies. However, education costs were able to moderate the effect of career motivation on the interest in continuing studies, while for degree motivation, education costs could not function as a moderating variable.

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