

DOI: <https://doi.org/10.31933/dijms.v5i2>

Received: 13 October 2023, Revised: 07 November 2023, Publish: 05 December 2023

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Analysis of Factors That Influence Senior High School Students' Interests and Decisions to Study Abroad. Case Study: International Foundation Course (IFC) in Indonesia and Malaysia

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Abstract: *This research aims to (1) determine the influence of intrinsic motivation on senior high school students' interest in studying abroad (2) determine the influence of family support on senior high school students' interest in studying abroad (3) the influence of organizational commitment on senior high school students' interest in studying abroad (4) determine the influence of intrinsic motivation on senior high school students' decision making to study abroad (5) determine the influence of organizational commitment on senior high school students' decision making to study abroad (6) determine the influence of students' interest in studying on senior high school students' decision making to study abroad (7) determine the effect of government support as a moderating variable on senior high school students' interest and decision making to study abroad in the International Foundation Course program. The research design used in this research is a case study research design. Variables in this research include intrinsic motivation, family support, organizational commitment, government support, interest in learning and decision making. The population in this study were all students who took part in the IFC program by PDVL. The sample in this study was 112 respondents taken using the purposive sampling method with the Partial Least Square (PLS) analysis technique. The results of the study concluded that (1) intrinsic motivation has a significant effect on senior high school students' interest in studying abroad (2) family support has a significant effect on senior high school students' interest in studying abroad (3) organizational commitment has a significant effect on senior high school students' interest in studying abroad (4) intrinsic motivation has a significant influence on senior high school students' decision making to study abroad (5) organizational commitment has a significant influence on senior high school students' decision making to study abroad (6) interest in learning has a significant influence on high school students' decision making to study abroad (7) Government support as a moderating variable has a significant effect on high school students' interest and decision making to study abroad in the International Foundation C.ourse (IFC) program*

Keywords: *Intrinsic Motivation, Family Support, Organizational Commitment, Government Support, Interest in Learning, Decision Making*

INTRODUCTION

Education is an asset for the younger generation in making their dreams come true. This high-quality education can be obtained through study abroad. The overseas education has benefits such as increasing self-confidence, broadening your knowledge, expanding your network, improving your academic and foreign language skills. However, this also has challenges and risks, such as high costs, difficult adaptation, and intense competition resulting in fluctuations in interest in overseas education from year to year. To be able to choose and carry out the overseas education, high school students need several supporting factors, such as intrinsic motivation, family support, organizational commitment, and government support, (Sariningtyas, 2016, hal. 58). Intrinsic motivation can increase senior high school students' interest and decision to study abroad because it makes them more enthusiastic, enthusiastic and confident in facing challenges and opportunities (Putra & Ramantha, 2021, hal. 334). Based on Ena and Djami, the role of intrinsic motivation and extrinsic motivation on the interest of Bhabinkamtibmas personnel at Kupang City Police, it can be concluded that intrinsic motivation has a positive and significant effect on the interest in education for Bhabinkamtibmas personnel, (Ena & Djami, 2020).

Family support is help and encouragement provided by family members in the form of financial, emotional, social or informational support to someone to achieve their goals or hopes. Family support can influence senior high school students' interest and decision to study abroad because it gives students a sense of security, comfort and confidence, (Rahayu, Hardiani, & Yuliamir, 2020, hal. 73-74). According to Nurhayati, there is a positive and significant influence between family social support on students' interest in entrepreneurship in research on Self-Efficacy and Family Social Support Predicting Entrepreneurship Interest in Students, (Nurhayati, Farradinna, & Nugroho, 2019).

Organizational commitment is a person's attitudes and behavior that shows loyalty and attachment to the organization where he works or studies. Organizational commitment can be in the form of affective commitment, normative commitment, or ongoing commitment. Organizational commitment can influence senior high school students' interest and decision to study abroad because it provides additional motivation for students to improve their achievements and contributions to the organization. Herdardi has also researched the same thing that there is a positive and significant influence between organizational commitment on students' interest in learning at Babelan State 3 Senior High School in his research entitled The Influence of Organizational Commitment and Student Activeness on Students' Interest in Learning at Babelan State 3 Senior High School, (Hendardi, 2021).

Government support is policies and programs organized by the government which can be in the form of scholarships, living expenses assistance, student visas, cooperation between countries, or other facilities for the community in certain fields. Government support can influence high school students' interest and decision to study abroad because it provides wider opportunities and access for students to get quality education abroad. This is also in line with Livia's research on the Influence of Technology Usage, E-Networking and Government Support on the Success of Entrepreneurs in Jakarta, which states that Government Support has a positive and significant effect on the performance of Entrepreneurs in Jakarta, (Livia & Nuringsih, 2020).

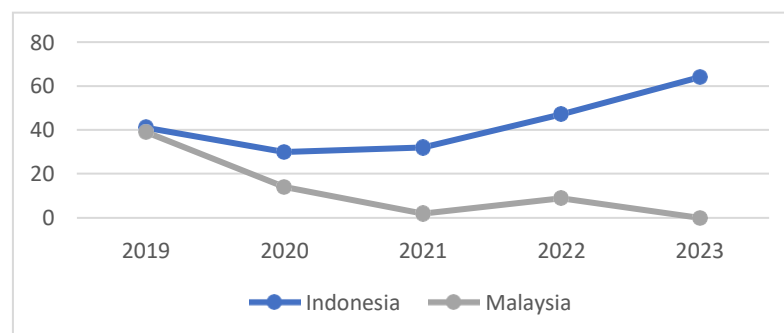
Decision making is the process of selecting or determining various possibilities among uncertain situations. According to Ralph C. Davis in (Syakhu & Suprianto, 2020) decisions are the result of solving problems faced by someone firmly. Meanwhile, decision making is

the selection of a particular alternative behavior (behavior) from two or more existing alternatives. This research was also conducted on how high school students in Malaysia and Indonesia choose to take part in the IFC program. This is in line with research, (Naufalin, 2019) on the Influence of Student Interests and Job Prospects on Students' Decisions in Choosing the FEB UNSOED Secretariat D3 Program which concluded that Interests have a positive influence on students' decisions in choosing a study program.

PDVL is one of Europe's foreign education consultants, especially England, based in Kuala Lumpur, Malaysia, founded in 2007. PDVL Indonesia's flagship program is the "Premier Student Exchange-International Foundation Course (IFC)" program which is aimed at accelerating pre-university programs. level for high schools throughout Indonesia. This IFC is held every year for high school students in Indonesia for the period January-July each year when they are in class After these students complete the IFC and senior high school programs, they will receive two qualifications, namely a high school diploma and a pre-university (foundation) diploma so that they can continue their undergraduate education abroad and domestically according to their interests. This IFC is fully carried out at City College Plymouth (CCP), United Kingdom, (PDVL Overseas Advisory, 2022).

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The following is a graph of the growth in interest in studying for high school students who took part in the IFC program abroad for the 2019-2023 period.



Source: (PDVL Overseas Advisory, 2023)

Figure 1.1 Graph of Growth in Senior High School Students' Interest in Studying Abroad

Based on the annual report, there is a decrease in senior high school students' interest in participating in the IFC program in Malaysia from 2019-2023, but on the other hand, it has increased for senior high schools in Indonesia. Based on facts on the ground that in 2019 the Malaysian market decreased by 20% and Indonesia increased by 30% from the previous year, in 2020 the Malaysian market decreased by 64% and the Indonesian market decreased by 15% from the previous year, in 2021 the Malaysian market decreased by 85% and the Indonesian market increased by 6% from the previous year, and in 2022 the Malaysian market will increase by 35% and the Indonesian market will increase by 46% from the previous year. (PDVL Overseas Advisory, 2023).

Based on the presentation of the data above, it is very necessary to know what factors can influence senior high school students' interest in studying abroad, where there are fluctuations in the growth of senior high school students' interest in studying abroad, in this case senior high school students who take part in the International Foundation program. Courses.

On the other hand, there have been several research gaps in research regarding variables related to this thesis in previous research; In term of Intrinsic Motivation; Firstly, The Role of Intrinsic Motivation and Extrinsic Motivation on the Interest of Bhabinkamtibmas Personnel at the Kupang City Police, (Ena & Djami, 2020) which conclude that Intrinsic Motivation has a positive and significant effect on interest in education for Kupang City Police *Bhabinkamtibmas* Personnel. Secondly, Analysis of the Influence of Social Media Use, Intrinsic Motivation, and Entrepreneurship Knowledge on Students' Entrepreneurial Interest (Prasetio, 2020) which concluded that Intrinsic Motivation and Entrepreneurship Knowledge have a significant and positive effect on interest in Entrepreneurship. Thirdly, The Influence of Learning Discipline and Intrinsic Motivation on Interest in Learning (Case Study of Anika Palembang Polytechnic Students) (Septianti D. , 2017) which concluded Intrinsic Motivation has a positive and significant effect on students' interest in learning at the Anika Palembang Polytechnic. Overall research gap in this variable in which there are differences in the types of interests analyzed.

In term of Family Support; Firstly, Relationship between family support and interest in entrepreneurship in the welding field among students majoring in mechanical engineering at SMK Negeri 2 Payakumbuh (Indra, Waskito, & Mulianti, 2019) which concluded that There is a positive and significant relationship between family support and the entrepreneurial interest of class XI students at SMKN 2 Payakumbuh in the welding business sector. Secondly, The Influence of Social Support on Students' Interest in Learning Statistics in Administration Education UNESA Offices in the Era of COVID-19 (Putri & Trisnawati, 2022) which concluded that Social support has a positive and significant influence on student interest in learning statistics in the COVID-19 era. Thirdly, The Influence of Family Social Support and Creativity on Students' Entrepreneurial Interests. (Putri & Ahyanuardi, 2021) which concluded that Family social support has no effect on interest in entrepreneurship. Overall research gap in this variable in which there are inconsistencies in research results regarding the influence of family social support on interest in entrepreneurship.

In term of Organizational Commitment; Firstly, The Influence of Organizational Commitment, Seriousness of Fraud, Professional Commitment, and Moral Intensity on Intention to Whistle-Blowing. (Putra Y. P., 2018) which concluded that Organizational commitment is proven to have no significant effect on interest in whistleblowing. Secondly, The Influence of Organizational Commitment and Student Activeness on Students' Interest in Learning at Babelan State 3 Senior High School, (Putri & Ahyanuardi, 2021) which concluded that There is a positive and significant influence between organizational commitment on students' interest in learning at Babelan State 3 Senior High School. Thirdly, The Influence of Organizational Commitment, Idealist Ethical Orientation and Relativism Ethical Orientation on Interest in Whistleblowing (Empirical Study at PT. Telkomsel, Riau Province) (Irijanti, 2022) which concluded that Organizational commitment has a positive effect on interest in whistleblowing at PT. Telkomsel Riau Province. Overall research gap in this variable in which there are inconsistencies in research results regarding the influence of organizational commitment on interest.

In term of Government Support; Firstly, The Influence of Technology Usage, E-Networking and Government Support on the Success of *Entrepreneur* di Jakarta, (Livia & Nuringasih, 2020) which conclude that Government Support has a positive and significant effect on the performance of Entrepreneurs in Jakarta. Secondly, The Influence of Government

Supported Capital and Human Resource Competence on the Performance of Micro, Small and Medium Enterprises in Kencong District, Jember Regency, (Pramaishella & Cahyono, 2018) which concluded that Government support has no effect on the performance of MSMEs. Overall research gap in this variable in which there are inconsistencies in research results regarding government support for performance.

In term of Learning Interest and Decision Making; The Influence of Student Interests and Job Prospects on Student Decisions in Choosing the FEB UNSOED Secretarial D3 Program (Naufalin, 2019) which concluded that Interest has a positive influence on students' decisions in choosing a study program. Then, The Influence of Learning Motivation on Career Decision Making for Hospitality Accommodation Students (Ribka, Mashabi, & Elmanora, 2022) which concluded that Learning motivation has a positive and significant effect on career decision making for hotel accommodation students. Overall research gap in this variable in which there are differences in the independent variables between interest in learning and motivation to learn.

Based on the background of the problem and inconsistencies in results (research gaps) in previous studies. So, research was conducted to look further at the comparisons and market environment that occurred in the two countries in the IFC program. This research will also compare the influence of intrinsic motivation, family support, organizational commitment, and government support in Indonesia and Malaysia on the interests and decisions of senior high school students in the IFC program.

In according into that, this research was conducted with the following purposes;

1. To determine the influence of Intrinsic Motivation on senior high school students' interest in studying abroad in the International Foundation Course program.
2. To determine the influence of family support on senior high school students' interest in studying abroad in the International Foundation Course program.
3. To determine the influence of Organizational Commitment on senior high school students' interest in studying abroad in the International Foundation Course program.
4. To determine the influence of intrinsic motivation on senior high school students' decision making to study abroad in the International Foundation Course program
5. To determine the influence of organizational commitment on senior high school students' decision making to study abroad in the International Foundation Course program
6. To find out the influence of students' interest in learning on senior high school students' decision making to study abroad in the International Foundation Course program?
7. To determine the effect of government support as a moderating variable on high school students' interest and decision making to study abroad in the International Foundation Course program.

METHOD

This research uses a quantitative research approach strategy and was conducted at PDVL Overseas Advisory Indonesia Partner Schools located in several regions in Indonesia, namely Jakarta, Surabaya, Yogyakarta and Medan and also Partner Schools in Malaysia

The research design used in this research is a case study research design. Variables in this research include intrinsic motivation, family support, organizational commitment, government support, interest in learning and decision making. The population in this study were all students who took part in the IFC program by PDVL. The sample in this study was 112 respondents taken using the purposive sampling method with the Partial Least Square (PLS) analysis technique.

The sampling method that will be used in this research is non-probability sampling with a purposive sampling technique. Purposive sampling is a sampling technique that is based on certain considerations or objectives that are relevant to the research. This technique is a type

of non-random sampling, which means that not all members of the population have the same chance of being selected as a sample. (Setyawan, et al., 2021).

In this study, the population is all students from partner schools who went to take part in the IFC program from 2019-2023, consisting of 2 (two) groups, Indonesia and Malaysia, where Indonesia consists of 214 students and Malaysia consists of 66 students, with a total population of 278 students.

Data analysis using PLS does not require many assumptions to be met. In PLS, only two assumptions are required, namely the assumption that the relationship between latent variables in the inner model is linear and additive. The second assumption is that the structural model is recursive. Converting a Path Diagram to a System of Equations, namely writing the outer and inner models into equations.

RESULTS AND DISCUSSION

IFC Program Overview by PDVL

The International Foundation Course (IFC) program is an educational program that aims to prepare international students who wish to continue their studies at undergraduate level at universities in the UK. The program lasts for one academic year and includes subjects appropriate to the student's area of study of interest, such as business, law, or science. This program also trains students' academic English skills, critical thinking, subject knowledge and independent learning skills. The requirements needed to take part in this program include being a class XI senior high school student, aged 15 years and over with a minimum score of 75 or category B in 5 core subjects for class (PDVL Overseas Advisory, 2023)

**Table 1. Number of IFC Program Participants
by PDVL Indonesia and Malaysia 2019 – 2023 by Gender**

No	Sex	Total
(1)	(2)	(3)
1	Male	111
2	Female	169
Total		280

Source: PDVL Overseas Advisory Indonesia

The number of participants who are senior high school students in Indonesia and Malaysia taking part in the IFC program in 2019 – 2023 is 280 people. Based on gender composition, male participants numbered 111 people or 39.6% of the total number of IFC program participants in 2019 – 2023. Meanwhile, female participants numbered 169 people or 60.4% of the total number of participants of the 2019 – 2023 IFC program.

There were 112 respondents who filled out the research questionnaire and it was found that the composition of the number of research respondents based on gender was 48 men or 42.9% of the total respondents while there were 64 women or 57.1% of the total research respondents.

**Table 2. Number of IFC Program Participants by
PDVL Indonesia and Malaysia based on Nationality**

No	Nationality	Total
(1)	(2)	(3)
1	Indonesia	214
2	Malaysia	64
3	China	1
4	Vietnam	1
Total		280

Source: PDVL Overseas Advisory Indonesia

The number of participants who are senior high school students in Indonesia and Malaysia taking part in the IFC program in 2019 – 2023 is 278 people. Based on the nationality composition, Indonesian participants numbered 214 people or 77.0% of the total number of IFC program participants in 2019 - 2023, while Malaysian participants numbered 64 people or 23.0% of the total number of IFC program participants in 2019 – 2023.

There were 112 respondents who filled out the research questionnaire and it was found that the composition of the number of research respondents based on type of citizenship was filled by 102 Indonesian respondents or 91.1% of the total respondents while 10 Malaysian respondents or 8.9% of the total research respondents.

**Table 3. Number of IFC Program Participants
by PDVL Indonesia and Malaysia based on Recruitment Year**

No	Recruitment Year	Total
(1)	(2)	(3)
1	2019	81
2	2020	45
3	2021	34
4	2022	56
5	2023	64
Total		280

Source: PDVL Overseas Advisory Indonesia

The number of participants who are senior high school students in Indonesia and Malaysia taking part in the IFC program in 2019 – 2023 is 280 people. Based on the composition of the recruitment year, there were 81 participants who joined in 2019 or 28.8% of the total number of IFC program participants in 2019 – 2023. In 2020, there were 45 participants or 15 participants who joined the IFC Indonesia and Malaysia programs. 8% of the total number of IFC program participants in 2019 - 2023. In 2021 participants who joined the IFC Indonesia and Malaysia programs numbered 34 people or 12.2% of the total number of IFC program participants in 2019 - 2023. Meanwhile in 2022 participants Those who joined the IFC Indonesia and Malaysia program amounted to 56 people or 20.1% of the total number of IFC program participants in 2019 - 2023. Furthermore, in 2023 participants who joined the IFC Indonesia and Malaysia program numbered 64 people or 40.3% of the total number of IFC program participants in 2019 – 2023.

There were 112 respondents who filled out the research questionnaire and it was found that the composition of the number of research respondents based on the year of recruitment was filled by 13 respondents who joined in 2019 or 11.6% of the total respondents. Respondents who joined in 2020 were 8 people or 7.1% of the total research respondents. There were 11 respondents who joined in 2021 or 9.8% of the total research respondents. Respondents who joined in 2022 were 23 people or 20.5% of the total research respondents. Meanwhile, 57 respondents were joined in 2023 or 50.9% of the total research respondents.

**Table 4. Number of IFC Program Participants
by PDVL Indonesia and Malaysia 2019 – 2023 based on Age**

No	Age	Amount
(1)	(2)	(3)
1	18 years old	74
2	19 years old	97
3	20 years old	89

4	21 years old	20
Total		280

Source : PDVL Overseas Advisory Indonesia

The number of participants who are high school students in Indonesia and Malaysia taking part in the IFC program in 2019 – 2023 is 280 people. Based on the age composition of students, there are 74 participants aged 18 years old or 26.6% of the total number of IFC program participants in 2019 – 2023, while students aged 19 years old are 97 people or 34.7% of the total number of IFC program participants 2019 – 2023, while students aged 20 years old are 89 people or 31.6% of the total number of IFC program participants in 2019 – 2023, and finally for students aged 21 years old, there are 20 people or 7.1% of the total number IFC program participants 2019 – 2023.

There were 112 respondents who filled out the research questionnaire and it was found that the composition of the number of research respondents based on the year of recruitment was filled by 32 respondents who joined at the age of 18 or 28.5% of the total respondents. There were 38 respondents who joined at the age of 19 or 34.3% of the total research respondents. Respondents who joined at the age of 20 were 29 people or 26% of the total research respondents. There were 13 respondents who joined at the age of 21 or 11.2% of the total research respondents.

Statistical Analysis of Data

Thus, the questionnaire data is processed through data analysis using Smart Partial Least Square (PLS) statistical analysis of data. According to (Evi, 2022) there are several stages carried out in analyzing data using PLS, namely:

1. Designing a Structural Model (inner model), namely designing the relationship pattern between latent variables in PLS which is based on the research hypothesis.
2. Designing a Measurement Model (outer model), namely designing the relationship pattern of latent variables with their indicators, whether the relationship is reflexive or formative.
3. Construct a Path Diagram

At this stage, a path diagram is constructed which is based on designing the outer model and inner model which are expressed in the form of a path diagram to make it easier to understand.

Hypothesis testing (t-Value) aims to measure how significant the influence of an independent variable is on the dependent variable. An independent variable will be categorized as having a significant effect if the t value > 1.96. The following are the results of significance testing using SmartPLS 3.2.9.

Table 5. Significance Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
DK -> MB	0.182	0.180	0.072	2.520	0.012
DP -> PK	0.323	0.330	0.093	3.477	0.001
EP -> PK	0.171	0.178	0.039	4.331	0.000
KO -> MB	0.234	0.235	0.091	2.584	0.010
KO -> PK	0.226	0.224	0.104	2.186	0.029
MB -> PK	0.217	0.208	0.101	2.139	0.033
MI -> MB	0.508	0.507	0.088	5.777	0.000
MI -> PK	0.322	0.321	0.106	3.030	0.002

Source: Data Processing Results with SmartPLS 3.2.9 (processed data)

Based on the data above, the results obtained are:

1. Intrinsic Motivation has a parameter coefficient of 0.508 which can be interpreted to mean that intrinsic motivation has a positive influence on interest in learning. Each additional value of one unit point of intrinsic motivation will increase interest in learning by 50.8%. Intrinsic motivation has a significant direct influence on interest in learning with t-statistics ($5.777 > 1.96$) and p-value ($0.00 < 0.05$) states that H1 is accepted.
2. Family Support has a parameter coefficient of 0.182 which can be interpreted as meaning that family support has a positive influence on interest in learning. Each additional value of one unit point of family support will increase interest in learning by 18.2%, family support has a significant direct influence with the t-statistic ($2.520 > 1.96$) and p-value ($0.012 < 0.05$) stating that H2 is accepted.
3. Organizational Commitment has a parameter coefficient of 0.234 which can be interpreted as meaning that organizational commitment has a positive influence on interest in learning. Each additional value of one unit point of organizational commitment will increase interest in learning by 23.4%, organizational commitment has a significant direct influence with the t-statistic ($2.584 > 1.96$) and p-value ($0.010 < 0.05$) stating that H3 is accepted.
4. Intrinsic Motivation has a parameter coefficient of 0.322 which can be interpreted to mean that intrinsic motivation has a positive influence on decision making. Each additional value of one unit point of intrinsic motivation will increase interest in learning by 32.2%. Intrinsic motivation has a significant direct influence with the t-statistic ($3.030 > 1.96$) and p-value ($0.002 < 0.05$) stating that H4 is accepted.
5. Organizational Commitment has a parameter coefficient of 0.226 which can be interpreted as meaning that organizational commitment has a positive influence on decision making. Each additional value of one unit point of organizational commitment will increase decision making by 22.6%, family support has a significant direct influence with t-statistics ($2.186 > 1.96$) and p-value ($0.029 < 0.05$) stating that H5 accepted.
6. Interest in Learning has a parameter coefficient of 0.217 which can be interpreted as meaning that interest in learning has a positive influence on decision making. Each additional value of one point of interest in learning will increase decision making by 21.7%. Family support has a significant direct influence with the t-statistic ($2.139 > 1.96$) and p-value ($0.033 < 0.05$) stating that H6 accepted.
7. Government support as a moderator has a parameter coefficient of 0.171 which can be interpreted that government support as a moderating variable has a positive influence on decision making. Each additional value of one unit point of government support will increase decision making by 17.1%, government support as a moderator has a significant direct influence with t-statistics ($4.331 > 1.96$) and p-value ($0.000 < 0.05$) states that H7 is accepted.

Outer model equation

1. Outer model measurement model for X1
 - $X1.1 = 0.763X1 + \delta1.1$
 - $X1.2 = 0.850X1 + \delta1.2$
 - $X1.3 = 0.830X1 + \delta1.3$
 - $X1.6 = 0.805X1 + \delta1.6$
2. Outer model measurement model for X2
 - $X2.1 = 0.778X2 + \delta2.1$
 - $X2.2 = 0.892X2 + \delta2.2$
 - $X2.3 = 0.779X2 + \delta2.3$
 - $X2.4 = 0.819X2 + \delta2.4$
3. Outer model measurement model for X3
 - $X3.1 = 0.772X3 + \delta3.1$

- $X_{3.2} = 0.859X_3 + \delta_{3.2}$
 - $X_{3.3} = 0.800X_3 + \delta_{3.3}$
4. Outer model measurement model for X_4
- $X_{4.1} = 0.865X_4 + \delta_{4.1}$
 - $X_{4.2} = 0.779X_4 + \delta_{4.2}$
 - $X_{4.3} = 0.762X_4 + \delta_{4.3}$
 - $X_{4.4} = 0.907X_4 + \delta_{4.4}$
 - $X_{4.5} = 0.903X_4 + \delta_{4.5}$
 - $X_{4.6} = 0.869X_4 + \delta_{4.6}$
 - $X_{4.7} = 0.892X_4 + \delta_{4.7}$
 - $X_{4.8} = 0.901X_4 + \delta_{4.8}$
 - $X_{4.9} = 0.825X_4 + \delta_{4.9}$
 - $X_{4.10} = 0.860X_4 + \delta_{4.10}$
5. Outer model measurement model for Y
- $Y = 1.000Y + \delta_Y$
6. Outer model measurement model for Z
- $Z_1 = 0.856Z + \delta_{Z1}$
 - $Z_2 = 0.825Z + \delta_{Z2}$
 - $Z_3 = 0.846Z + \delta_{Z3}$
 - $Z_4 = 0.802Z + \delta_{Z4}$

Inner model equations

- $Z = 0.508X_1 + 0.182X_2 + 0.234X_3 + \zeta_1$
- $Y = 0.322X_1 + 0.226X_3 + 0.323X_4 + 0.217Z + \zeta_2$

Result Overview

The Influence of Intrinsic Motivation (X_1) on Interest in Learning

The intrinsic motivation variable in this research has 6 (six) indicators that can represent the value of intrinsic motivation. The intrinsic motivation indicators consist of need ($X_{1.1}$), achievement ($X_{1.2}$), recognition ($X_{1.3}$), challenge ($X_{1.4}$), responsibility ($X_{1.5}$) and self-development ($X_{1.6}$).

Based on the convergent validity test of loading factor 1, the results showed that the Challenge ($X_{1.4}$) and Responsibility ($X_{1.5}$) indicators were at a value of <0.7 , which assumes that the questionnaire questions on these indicators cannot explain the intrinsic motivation variable. Therefore, retesting was carried out by removing the Challenge ($X_{1.4}$) and Responsibility ($X_{1.5}$) indicators. After carrying out the convergent validity test 2, the results were obtained where all indicators had a loading factor value of >0.7 , which means that all questionnaire questions were able to explain the intrinsic motivation variable.

The results of the hypothesis test show that the intrinsic motivation variable shows a t coefficient of 5.777 on interest in learning at a significance value of 0.05, where $5.777 > 1.96$. This value shows that there is a significant influence between the independent variable intrinsic motivation (X_1) on interest in studying abroad. Based on the 95% Confidence Interval, it can also be interpreted that intrinsic motivation can increase interest in learning on a minimum scale of 0.331 or 33% and if intrinsic motivation can be increased to the maximum it will influence interest in learning up to 0.678 or 67.8% at a 95% confidence level.

This is also validated by measurements using the F2 method of structural model measurement where intrinsic motivation has a large influence on interest in learning with an F2 value of 0.363 where a large influence is indicated by a value above 0.35. Thus, the results of this study accept the first hypothesis (H1) which states that intrinsic motivation influences

students' interest in studying abroad.

Fulfilling a person's biological and psychological needs can increase a person's intrinsic motivation. By studying abroad, high school students feel that their psychological needs can be met. This was also clarified by asking open questions where respondents stated that by studying abroad they could experience and experience new things, meet new people, communicate with new people. and with foreign languages, as well as to fulfill their need for new knowledge and insight.

Achievement will give a sense of success, pride or competence in what one has achieved, this will also increase or increase a person's intrinsic motivation. By studying abroad, high school students will have achievements that can make them feel proud, successful and competent. This is also confirmed by the respondents' statements where by participating in the IFC program by PDVL they received an IELTS certificate and a UK level 3 (Pre-University Level) diploma which It can also be used to study abroad after graduating from grade 3 senior high school.

Recognition of one's self can increase the person's intrinsic motivation. This can be achieved if the activities carried out can give a feeling of being valued, respected or even appreciated by oneself or others. This statement is clarified by the respondent's answer to an open question where the respondent explained that the respondent felt that participating in the IFC program by PDVL had made him able to become a more independent person and think critically. This shows that the respondent has recognition of the achievements he has made while participating in the IFC program by PDVL abroad, specifically at City College Plymouth, England.

Intrinsic motivation encourages someone to do something because they feel interested, happy, or satisfied with the activity. Intrinsic motivation can improve the quality and quantity of work results, as well as a person's psychological well-being seseorang (Kristiyani, 2016). Inseparable from interest in learning, intrinsic motivation can encourage someone to feel interested, happy or satisfied with learning, in this case studying abroad.

The Influence of Family Support (X2) on Learning Interest

The results of the hypothesis test show that the family support variable shows a t coefficient of 2.520 at a significance value of 0.05, where $2.520 > 1.96$. This shows that there is a significant influence between the independent variable family support (X2) on interest in studying abroad. Based on the 95% Confidence Interval, it can also be interpreted that family support can increase interest in learning on a minimum scale of 0.034 or 3.4% and if family support can be increased to the maximum it will influence interest in learning up to 0.319 or 31.9% at the 95% confidence level. This is also validated by measurements using the F2 method of structural model measurement where family support has a small influence on interest in learning with an F2 value of 0.048 where this small influence is indicated by a value that is between 0.02 and 0.15. Thus, the results of this study accept the second hypothesis (H2) which states that family support influences students' interest in studying abroad.

Family support can be provided in the form of emotional, appreciation, instrumental and informational. Based on respondents' answers to open questions, emotional support was provided including care, concern and motivation given by the family-to-family members who were studying. The appreciation support given to respondents is by believing that after returning from participating in the IFC program by PDVL the respondent will have good learning methods and will become a better person and can make their parents proud. The instrumental support provided is to provide and fulfill the financial and material needs required while studying abroad. Meanwhile, informational support is by providing information obtained by the family through previous IFC program alumni, finding out about the benefits and advantages of the IFC program by PDVL, providing suggestions and advice that can be useful

for studying abroad.

The Influence of Organizational Commitment (X3) on Learning Interest

The results of the hypothesis test show that the organizational commitment variable (X3) shows a coefficient of 0.010 at a significance value of 0.05, where $0.010 < 0.05$. This shows that there is a significant influence between the independent variable organizational commitment (X3) on interest in studying abroad.

Based on the 95% Confidence Interval, it can also be interpreted that organizational commitment can increase interest in learning on a minimum scale of 0.048 or 4.8% and if organizational commitment can be increased to the maximum it will influence interest in learning up to 0.407 or 40.7% at a 95% confidence level. This is also validated by measurements using the F2 method of structural model measurement where organizational commitment has a small influence on interest in learning with an F2 value of 0.082, where this small influence is indicated by a value that is between 0.02 and 0.15. Thus, the results of this research accept the third hypothesis (H3) which states that organizational commitment influences students' interest in studying abroad.

This is also in line with research conducted by (Andika, Paramita, & Wulan, 2021) which shows that organizational commitment has a positive and significant effect on interest in whistleblowing. This research also emphasizes that organizational commitment can also increase a person's interest in their activities or work, in this case high school students' interest in studying abroad in the IFC (International Foundation Course) Program.

The Influence of Intrinsic Motivation (X1) on Decision Making

The results of the hypothesis test show that the intrinsic motivation variable (X1) shows a coefficient of 0.002 at a significance value of 0.05, where $0.002 > 0.05$. This shows that there is a significant influence between the independent variable intrinsic motivation (X1) on interest in studying abroad at a significance level of 0.05.

Based on the 95% Confidence Interval, it can also be interpreted that intrinsic motivation can increase decision making on a minimum scale of 0.105 or 10.5% and if intrinsic motivation can be increased to the maximum it will influence interest in learning up to 0.520 or 52% at a 95% confidence level. This is also validated by measurements using the F2 method of structural model measurement where organizational commitment has a small influence on interest in learning with an F2 value of 0.130, where this small influence is indicated by a value that is between 0.02 and 0.15. Thus, the results of this study accept the fourth hypothesis (H4) which states that intrinsic motivation influences students' decision making to study abroad.

The results of this research are also in line with Hakimi (2020) literature which states that the fundamental definition of motivation is what causes someone to move or act. Duncan, a management expert, wrote in his book "Organization Behavior" that in managerial concepts, motivation includes any deliberate effort to influence someone's behavior to maximize their contribution to organizational goals, (Hakimi, 2020)

The Influence of Organizational Commitment (X3) on Decision Making

The results of the hypothesis test show that the organizational commitment variable (X3) shows a coefficient of 0.029 at a significance value of 0.05, where $0.029 < 0.05$. This shows that there is a significant influence between the independent variable organizational commitment (X3) on decision making to study abroad.

Based on the 95% Confidence Interval, it can also be interpreted that organizational commitment can increase decision making on a minimum scale of 0.019 or 1.9% and if organizational commitment can be increased to the maximum it will influence interest in learning up to 0.427 or 42.7% at a 95% confidence level. This is also validated by

measurements using the F2 method of structural model measurement where organizational commitment has a small influence on decision making with an F2 value of 0.044, where this small influence is indicated by a value that is between 0.02 and 0.15.

Organizational commitment is an attitude and behavior that shows a person's loyalty, dedication and involvement in the organization where he works. Organizational commitment can influence a person's performance, productivity, creativity and motivation in carrying out their duties and responsibilities (Shaleh, 2018)

If related to learning activities or processes, organizational commitment is attitudes and behavior that show a person's loyalty, dedication and involvement in the school or other educational institutions where he studies. Organizational commitment can influence a person's performance, productivity, creativity and motivation in carrying out their duties and responsibilities. One of the duties and responsibilities of a student is making decisions about studying, which in this case is studying abroad. Thus, the results of this study accept the fifth hypothesis (H5) which states that intrinsic motivation influences students' decision making to study abroad.

The Influence of Interest in Learning (Z) on Decision Making

The results of the hypothesis test show that the variable interest in learning (Z) shows a coefficient of 0.033 at a significance value of 0.05, where $0.033 < 0.05$. Based on the 95% Confidence Interval, it can also be interpreted that interest in learning can increase decision making on a minimum scale of 0.003 or 0.3% and if interest in learning can be increased to a maximum it will influence interest in learning up to 0.404 or 40.4% at a confidence level of 95%. This is also validated by measurements using the F2 method of structural model measurement where interest in learning has a small influence on interest in learning with an F2 value of 0.043 where this small influence is indicated by a value that is between 0.02 and 0.15.

This shows that there is a significant influence between the independent variable interest in learning (Z) on decision making to study abroad. Thus, the results of this research accept the sixth hypothesis (H6) which states that interest in learning influences students' decision making to study abroad.

The Effect of Government Support (X4) as a moderating variable on Learning Decision Making

The results of the hypothesis test show that the government support variable as a moderator (X4) shows a coefficient of 0.000 at a significance value of 0.05, where $0.000 < 0.05$. This shows that there is a significant influence between the moderating variable government support (X4) on decision making to study abroad.

Based on the 95% Confidence Interval, it can also be interpreted that government support as a moderator of learning interest can increase decision making on a minimum scale of 0.107 or 10.7% and if government support as a moderator of learning interest can be increased to a maximum it will influence decision making up to 0.261 or 26, 1 % at the 95% confidence level. This is also validated by measurements using the F2 method of structural model measurement where government support as a moderator has a large influence on decision making with an F2 value of 0.171 where a large influence is indicated by a value of $0.15 < 0.171 < 0.35$

Government support in this research uses public service indicators consisting of 10 (ten) indicators, including Speed of Service (X4.1), Ease of Procedures (X4.2), Affordability (X4.3), Suitability of Products / Services (X4.4), Officer Discipline (X4.5), Officer Competence (X4.6), Officer Politeness and Friendliness (X4.7), Fairness of Officer Attitude (X4.8), Handling complaints/suggestions/complaints (X4.9) and Availability of Facilities and Infrastructure (X4.10). Thus, the results of this study accept the seventh hypothesis (H7) which states that government support influences students' decision making to study abroad.

CONCLUSION

Based on the results of the data analysis carried out in the previous chapter, the conclusions that can be drawn from this research are as follows:

1. Intrinsic Motivation has a direct positive and significant influence on high school students' interest in studying abroad. The higher the high school students' learning motivation, the higher the high school students' interest in studying abroad;
2. Family support has a direct positive and significant influence on high school students' interest in studying abroad. The greater the family's support for high school students to study abroad, the higher school students' interest in studying abroad will increase;
3. Organizational commitment has a direct positive and significant influence on high school students' interest in studying abroad. The stronger the organizational commitment from both PDVL and schools to the implementation of the IFC program, the greater the interest in studying abroad for high school students;
4. Intrinsic motivation has a direct positive and significant influence on high school students' decision making to study abroad. The greater the intrinsic motivation of high school students to study abroad, the greater the possibility of high school students' decision making to study abroad;
5. Learning interest in has a direct positive and significant influence on high school students' decision making to study abroad;
6. Organizational commitment has a direct positive and significant influence on high school students' decision making to study abroad. The greater the intrinsic motivation of high school students to study abroad, the greater the possibility of high school students' decision making to study abroad;
7. Government support as a moderating effect provides a direct positive and significant influence on decision making.

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