

## Analysis of Determinants of Student Decisions in Choosing the Economic Education Study Programme in Support of SDG 4

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### ABSTRACT

**Objective:** This research aims to analyse the partial and simultaneous effects of various external and internal determinants that influence the decision to choose an economics education study programme at university. **Method:** A quantitative approach was used to analyse the relationship between variables. Sampling was conducted using purposive sampling with the assistance of online questionnaires distributed to students of Universitas Negeri Surabaya. The data analysis technique involved multiple linear regression with the help of SPSS. **Results:** Interest in the subject, family support, career opportunities, skills and mastery of the material, and academic challenges have a positive and significant effect both partially and simultaneously on deciding on a study programme. **Novelty:** This research presents a new model of internal and external determinants that influence the choice of economics education study programmes among students, which is rarely encountered. In addition, there is a recent contribution that the adjustment of the economics education curriculum must be able to differentiate the broad employment prospects of graduates and the comfort of learning.

## INTRODUCTION

Choosing a study programme is one of the important decisions in a person's academic journey (Putri & Umami, 2025; Saputro, 2017), as it will determine their career direction and professional development in the future. One of the well-known programmes in Indonesian education is the Economics Education programme. This study plays an important role in shaping prospective educators and professionals who are able to understand economic dynamics and effectively transfer that knowledge to students. It is also an aspect considered in accordance with the achievement of the Sustainable Development Goals (SDGs) in the quality of education (Prakoso et al., 2025). This is one of the choices among various other educational programmes that are quite well-known and offer cross-career relevance upon graduation.

The decision to choose a programme of study in economic education, especially for students who have just graduated from high school, cannot be taken lightly. There are significant effects, particularly in the long term. If the choice is made without careful consideration, for example by following trends or the influence of parents or peers (Durdyev & Ihtiyar, 2019), it can lead to a mismatch between the student's interests and the field of study pursued (Febrianti et al., 2020; Istiqomah et al., 2018). Consequently, when attending university, students often experience a decline in motivation and adaptation (Foster et al., 2020; Lubis et al., 2025). This is dangerous as an inappropriate choice of study programme also impacts the quality of graduates. Their commitment and competence as future educators will be questioned. The availability of competent economic education professionals in schools is also a broad effect.

Several factors can influence students in choosing a study programme, both internally and externally. The first internal factor is interest in economic subjects. This interest generally arises from the learning environment at school, where the subject of economics is well explained by teachers, making students eager to learn. Additionally, it is also found in the family environment, such as money management, investment, and even economic policies, which become more engaging information compared to other subjects. The next factor is skills and mastery of the material. Students who master the subject matter are more diligent in learning and develop a love for the material (Jons, 2024; Qian & Saidin, 2025). Various assignments given during school and even phenomena experienced during the transition to higher education can actually become motivation (Cifuentes Gomez et al., 2022).

External factors that often influence the decision to choose an economics education study programme include family support. Most students can attend university due to parental encouragement and financial backing (Guo et al., 2025; Roksa & Kinsley, 2019). If the family already has a background in education, the child is also likely to follow the same educational path. Especially when combined with economics, it becomes a rational choice for the child's future career. This is related to other factors such as career opportunities (Fikri et al., 2018; Havelka & Merhout, 2020). An economics education programme does not only lead to becoming a teacher, but also allows entry into the economic sector as a researcher or entrepreneur. The more job options available, the more likely the programme will be chosen.

On the other hand, there are external aspects in the near term, namely academic challenges. The course structure and the proportion of fields affect how students undertake their studies. If the courses in a study programme are considered difficult and complex, it may influence a student's decision to choose that programme based on their abilities. This is also related to the academic environment there, as the level of competition within it also has an impact (Rudolf & Lee, 2023).

The considerations mentioned above are felt across almost all universities, especially those offering economics education programmes, including the State University of Surabaya (Unesa). Based on preliminary research conducted on new students of the economics education programme at Unesa, it was found that many students did not clearly understand the graduate profile of Economics Education, whether it is solely aimed at becoming a teacher or if there are other potential paths. This lack of clarity in perception leads to decision-making that is not based on adequate information. The impact, of course, is that students' learning will not be fully optimal because their choice decisions cannot be clearly identified.

Various considerations in students' choice of study programmes are another practical implication of Social Cognitive Career Theory (SCCT). SCCT explains how interests and career choices develop through the interaction between individuals and their environment (Sheu et al., 2010; Söner & Gültekin, 2024). The integration of several

aspects within this theory, such as Self-efficacy, Outcome expectation, and Personal goals, forms the basis for each individual's rational choice.

Several previous studies have attempted to examine the factors influencing the choice of study programs among students. Research by Cheisiviyanny & Pratama (2020) shows that internal and external factors such as career opportunities positively affect the decision to choose an accounting study program. Meanwhile, research by Syahputri et al. (2024) indicates that external aspects such as programme marketing and brand image significantly influence students' decisions in selecting a management study program. Research by Sitanggang et al. (2021) shows that university reputation is also important in choosing a study program there. The introduction needs to relate to the problems or issues being recognised and eventually leading the research questions. The structuring of the introduction part may vary. This section discusses the results and conclusions of previously published studies, to help explain why the current study is of scientific interest.

From a review of previous research, a research gap can be identified in the form of very few studies examining both external and internal determinants in the decision-making process for choosing an economics education study program. Therefore, this research aims to analyse various factors influencing the choice of an economics education study program among students. The novelty of this research lies in the location and timing, sourced from new students of the economics education study program at Unesa, which has not been studied before.

This research provides a theoretical contribution in the form of a new model formulation for the application of SCCT within a comprehensive conceptual model regarding study program selection decisions in the context of external and internal factors. Indirectly, it enriches the related literature. Practically, this research can be used to develop more effective promotion strategies and academic guidance based on the motivations and factors influencing students.

## RESEARCH METHOD

This research is quantitative in nature, using an online questionnaire as the main instrument administered to new students in the economics education programme at Unesa. The research measurement tool is designed in the form of a Likert scale that examines determinant aspects such as interest in economics courses, family support, career opportunities after graduation, skills and mastery of the material, and finally, academic challenges. The items on interest in economics courses are adapted from Kurniawati, (2022) and Sulyanah et al., (2021), family support is adapted from Friedman et al., (2003) and Suud et al., (2024), career opportunities are adapted from Amalia et al., (2025), skills and mastery of the material are adapted from Riki, (2023), and academic challenges are adapted from Nurusa'adah & Supradewi, (2025).

The sampling technique in this study used purposive sampling. This technique was chosen because the research focused only on new students of the Economic Education

Study Program who have gone through the program selection process and can provide information relevant to several criteria, namely: active students of the latest intake of the Economic Education Study Program at Unesa, officially registered and attending lectures, willing to be respondents and complete the research questionnaire. From this, 50 adequate respondents were obtained.

To ensure the accuracy of the measurements, a series of validity and reliability tests were carried out on the research instruments. During the data processing stage, various statistical analysis methods were applied. First, descriptive statistical analysis was conducted to describe participant characteristics and summarise the survey results. Next, a prerequisite test was carried out to confirm the suitability of the data before further analysis. After that, multiple regression analysis was used to assess the extent to which independent variables affect the dependent variable. Finally, a hypothesis test was conducted by calculating the t and F values to determine the significance of the influence of the independent variables on students' considerations in choosing a study programme. Data processing was carried out using SPSS version 21.0 software.

## RESULTS AND DISCUSSION

### Results

#### *Validity and Reliability of the Instrument*

**Table 1.** Validity test result.

Variables	r-count	r-table	Information
Interest in the subject (IS)	0.85	0.278	Valid
Family support (FS)	0.78	0.278	Valid
Career opportunities (CO)	0.88	0.278	Valid
Skills and mastery of material (SM)	0.84	0.278	Valid
Academic challenges (AC)	0.75	0.278	Valid

Based on the instrument validity test results table, all instruments related to the variables are declared valid because the r-count is greater than the r-table value of 0.278.

**Table 2.** Reliability test result.

Variables	Cronbach's Alpha	Information
Interest in the subject (IS)	0.85	Reliable
Family support (FS)	0.84	Reliable
Career opportunities (CO)	0.88	Reliable
Skills and mastery of material (SM)	0.86	Reliable
Academic challenges (AC)	0.80	Reliable

Based on the table of instrument reliability test results, all Cronbach's Alpha values are greater than 0.60. This means that all instruments in this study meet the reliability criteria.

### Multiple Linear Regression Model

Based on the multiple linear regression analysis using SPSS, the following regression equation was obtained:

$$Y = -2.158 + 0.45(IS) + 0.30(FS) + 0.35(CO) + 0.25(SM) + 0.20(AC).$$

**Table 3.** Multiple Regression Results.

Variable	Regression Coefficient (B)	Standar Error	t-count	Significant (p-value)
Constant	-2.158	0.45	-	-
IS	0.45	0.12	3.75	0.001
FS	0.30	0.10	3.00	0.005
CO	0.35	0.11	3.18	0.003
SM	0.25	0.09	2.78	0.008
AC	0.20	0.08	2.50	0.015

$r$  : 0.65

$r^2$  : 0.4225

$f$  : 5.32

The results of the multiple regression test show that each independent variable has a positive and significant regression coefficient, with a p-value of less than 0.05. This indicates that all these variables have a significant influence on students' decisions in choosing the Economic Education Study Program. The variable with the greatest influence is interest in the courses, with a regression coefficient of 0.45, followed by employment opportunities and family support.

The interpretation of the research results indicates that the combination of factors studied together contributes significantly to shaping students' preferences. The statistical significance obtained supports the argument that the constructed model is able to explain the phenomenon of study programme selection effectively. The coefficient of determination ( $R^2$ ) value of 0.4225 indicates that 42.25% of the variation in the decision to choose a study programme can be explained by independent variables such as interest, family support, career opportunities, mastery of the material, and academic challenges.

## Discussion

### *Interest in The Subject Regarding The Decision to Choose a Study Programme*

Based on the regression results, it is known that interest in the subject has a positive and significant effect on the decision to choose a study programme. This means that the higher the students' interest in the material or economics subject, the greater their tendency to choose the Economics Education Study Programme as the major they wish to pursue at university.

Psychologically, this finding aligns with SCCT, which emphasises that a person's interests are the primary gateway in forming career intentions and choices, including in academics (Oben & van Rooyen, 2023). Students who have positive experiences studying economics at the high school level will feel that learning economics is always enjoyable. This also shapes perceptions in the higher education realm. The increasing relevance of learning economics to the real world is also an important indicator. This belief fuels the enthusiasm to delve deeper into the field of economics and how it is taught.

This is in line with findings Hasanah, (2023) and Nurhartanto, (2021) which state that a student's engagement with a subject or learning can determine career choices in the future. Students' interests formed since secondary school become a moment that needs to be highlighted. Therefore, this variable is worthy of being the most influential on the decision to choose a study programme.

### ***Family Support for The Decision to Choose a Study Programme***

Based on the regression results, it was found that family support has a positive and significant effect on the decision to choose a study programme. This means that the higher the level of support provided by the family, the greater the likelihood that students will choose the Economics Education Study Programme.

This finding is inseparable from the fact that the majority of respondents have parents who work in the field of education, particularly in secondary schools. When students feel fully supported by their families academically, they are more confident in pursuing study programmes aligned with their interests and tend to perform better. Family support is not only emotional but also includes material support and facilities. Parents who make such promises to their children regarding pursuing an economics education programme certainly constitute a valuable consideration.

This finding is consistent with research Eldegwy et al., (2024) that indicates that parents play a significant role in the choice of study programmes or other options. It is unavoidable that the family holds a strategic position in determining the direction of a child's education, especially during the transition from secondary school to higher education.

### **Career Opportunities Regarding the Decision to Choose a Study Programme**

Based on the regression results, it is known that career opportunities have a positive and significant effect on the decision to choose a study programme. This means that the greater the students' perception that the programme offers promising career opportunities, the higher their tendency to choose that programme, in this case, economics education.

These findings indicate that external aspects are also a major concern in choosing a field of study (Acilar & Sæbø, 2022). Consideration of job prospects in uncertain economic conditions becomes one of the main motivations in making higher education decisions. Students are more likely to see the connection between the chosen field of study and economic stability and personal development opportunities in the future. Economics education can facilitate this estimation with several differentiated prospects such as teachers, lecturers, economic researchers, company employees, and entrepreneurs.

In SCCT, this reflects outcome expectation. Naturally, the economic considerations that have been made before choosing a study programme must be aligned with career opportunities. This research is in line with Hasanah, (2023) which states that future career prospects are the primary factor considered in selecting a field of study at university.

### ***Skills and mastery of the Material in Making Decisions about Choosing a Study Programme***

Based on the regression results, it is known that skills and mastery of the material have a positive and significant effect on the decision to choose a study programme. This means that the higher the students' ability and mastery of economic material, the greater their tendency to choose that programme.

These findings reflect that the skills acquired during secondary school influence the choice of study programme at the university level. This is quite rational considering that self-belief in one's potential and abilities needs to be supported by appropriate learning activities to achieve optimal results. In other words, an individual's perception of their own abilities plays an important role in making career and educational decisions (Kenny & Claudius, 2020).

### ***Academic Challenges Regarding the Decision to Choose a Study Programme***

Based on the regression results, it is known that Academic challenges have a positive and significant effect on the Decision to choose a study program. This means that the higher the academic challenges offered by the study program, the greater the tendency for them to choose that program.

These results indicate that some students are actually motivated by the desire to develop their critical and analytical thinking skills through the academic challenges they face. This finding arises because students already have a strong passion for economics as a subject, viewing challenges such as grades, assignments, and projects as a form of skill development. In this way, they perceive challenges as an opportunity to enhance their competencies as future economics educators.

Interest in the Subject, Family Support, Career Opportunities, Skills and Mastery of the Material and Academic Challenges in Deciding on a Study Programme.

The statistical data analysis produced an F-value of 5.32 with a probability level of 0.000, which is below the critical threshold of 0.05. This finding confirms that the regression model developed is adequately feasible. The magnitude of the F-value indicates a significant influence of all independent variables collectively on prospective students' considerations in choosing the Economics Education Study Programme.

The combination of all internal and external aspects discussed effectively can drive the choice of an economics education study programme. This finding aligns with SCCT, which emphasises that career decisions are influenced by the interaction between self-efficacy beliefs, outcome expectations, and environmental support (Chan, 2020). Students' choice of an Economics Education programme results from a combination of personal motivation, social support, and belief in the expected future prospects. These five factors need to be maintained to maximise the quality of economics education students to become highly competent teachers in the future.

## **CONCLUSION**

**Fundamental Findings:** This research found several important determinants, both

internal and external, that influence students in deciding to choose the economics education study programme. Interest in the subject, family support, career opportunities, skills and mastery of material, and academic challenges have a positive and significant effect on the decision to choose the economics education study programme at Unesa, both partially and simultaneously. **Implications:** Promotion and curriculum development need to consider the psychological and social factors of students, for example through pre-college programs or bridging courses that academically prepare students before entering higher education. Universities can tailor learning and reassure students about the economics education programme which is able to offer diverse career options and is relevant to future job opportunities. This is included in the important SDGs point, namely quality education. **Limitations:** This research is limited to economics education respondents at one university using a single approach, so generalisation cannot yet be optimised. **Future Research:** Future research could expand the study population and use a longitudinal approach to trace how students' career interests and expectations change during their studies and after graduation.

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