



The Influence of Cumulative Grade Point Average and Interest in Continuing to College on the Career Path of Students

Dea Ayu Pitaloka¹, Toni Nasution¹

¹Department of Social Science Education, Faculty of Tarbiyah and Keguruan,
Universitas Islam Negeri Sumatera Utara Medan, Indonesia

*Corresponding Author: Dea Ayu Pitaloka

E-mail: deaayu0309202080@uinsu.ac.id



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Abstract

This research aims to determine the effect of cumulative achievement index and interest on career path among Tadris IPS FITK UINSU students. This research uses a quantitative approach with the es-post facto method, because the data obtained will be expressed in the form of numbers and analyzed based on statistics. This research looks for the independent influence variables of cumulative achievement index (X1) and interest in continuing higher education (X2) and career path (Y). This research was conducted at the Islamic University of North Sumatra, Medan, on Tadris IPS students. The population in this research is 2018 and 2019, including 200 students. The sample collection technique used in this research used a purposive sampling technique, so the sample used in this study was 67 people. Data analysis in this research was carried out quantitatively through 3 stages, namely descriptive analysis, swimmer test analysis, and hypothesis testing. The results of the research show that the cumulative achievement index and interests have a positive effect on the career path of Tadris IPS FITK students at the State Islamic University of North Sumatra Medan as shown by the results of the f test with a significance value of $0.000 < 0.05$. So H_0 is rejected and H_a is accepted. So it can be concluded that the Cumulative Achievement Index variable, interests simultaneously (together) influence the career path of Tadris IPS FITK students at the State Islamic University of North Sumatra Medan.

Introduction

Learning achievement is the result of the measurement and assessment process of learning efforts. This achievement is usually expressed in the form of numbers, symbols, or letters in a certain period, while student learning outcomes are expressed through the achievement index (Mardiah & Yulhendri, 2020). The achievement index is the average learning outcomes obtained by a person per semester. A student is declared successful in mastering the material if he has a high achievement index (Astuti et al., 2021; Miller et al., 2021; Kuhlmann et al., 2023).

In higher education, the learning achievement of students is called the Achievement Index (IP). The combination of IP obtained while studying in college is called the Cumulative Achievement Index (GPA) (Hakam et al., 2015; Ariga et al., 2018; Daulay & Rafida, 2018; Kusriani & Prasetyo, 2020; Erihadiana & Syaripudin, 2024). IP and GPA, that the so-called Achievement Index (IP) is the learning achievement of each semester period at the college level. Meanwhile, GPA is the overall achievement of student learning that has been taken during the study period in college.

According to Winarni & Rahmawati (2015) also explains that the Grade Point Average is the average student score that has been obtained from each semester that has been taken. In higher

education, it is often found that there are many differences in GPA between students (Cassidy, 2012; Masui et al., 2014; Donche et al., 2013). The high and low GPA also affects the speed of absorbing new information that students will receive.

Social Science (IPS) is the result of the interaction of various branches of social science, such as geography, economics, history, sociology, anthropology, law, politics, and culture (Darmina et al., 2023; Yusnaldi et al., 2024). Social science is formulated based on social realities and phenomena that occur in people's lives. Social studies is part of the education curriculum at the junior high school level, with material covering various branches of social science. According to Kosasih (in Trianto quote), social studies education aims to help students solve various problems faced, so that they can better understand and understand the social environment in society.

Science Education (IPS) has an important role in shaping individuals who have a deep understanding of society, history, geography, and other social sciences. Students who pursue education in the field of social studies are expected not only to master social theories, but also to be able to apply them in real life and the world of work (Chuang, 2021).

Interest is the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest that arises (Harefa, 2023). Interest can be influenced by various factors that come from self and outside self. According to Hanim and Puspasari in Djaali's book (2013) Interest is basically an acceptance of a relationship between oneself and something outside oneself (Djaali, 2013). The closer the relationship, the greater the interest (Hanim & Puspasari, 2021). Usually someone who has above-average intelligence and skills will choose to continue their studies and develop their abilities.

Good learning achievements help them in completing their studies and are more confident to continue their education to a higher level. For example, if an S1 graduate has a high GPA, that person will tend to prefer to continue his studies to S2 in order to develop the knowledge he already has (Safitri et al., 2024).

Continuing studies to a master's level is usually driven by student interest in deepening and developing knowledge, as well as a requirement to support promotion which generally requires a master's degree (Hanim & Puspasari, 2021; Jung, 2021). Umma & Margunani (2015) also defines interest as a person's desire, interest in something or thing. So interest can change according to the things that influence it, both from what is only seen and what is done every day in everyday life (Kartika, 2014). The existence of interest in continuing master's studies will encourage students to take an action and participate in it to gain new knowledge and experience at a master's level university.

In Indonesia, interest in continuing studies to a master's degree is increasing along with the growing professional demands and the desire to obtain a better position in the career. Master's education is not only considered as a way to gain more in-depth knowledge, but also as a way to gain more in-depth knowledge, but also as a tool to open wider career opportunities and improve one's socio-economic position.

Despite the high interest in continuing their studies to graduate level, there are several challenges that are often faced by prospective students such as tuition fees, time balance, relevance of study programs, competition and selection, and career changes. So not a few students prefer not to continue their master's degree. Master's graduates tend to have a better chance of getting managerial positions and higher salaries compared to S1 graduates. In addition, graduates have a higher level of job satisfaction because they have more in-depth skills and knowledge in their field.

The results of research conducted by (Sugawara & Nikaido, 2014) with a thesis entitled "The Effect of Learning Achievement, Parents' Education, and Information on S2 Scholarship Offers on Economics Education Study Program Students FE UNY Class of 2012 show that there is an effect of learning achievement, parents' education, information on S2 scholarship offers on the Interest in continuing studies to S2 in Economics Education Students FE UNY. This is indicated by the F_{count} value of 13.911 with a significance value of F of 0.000. Because the significance value of $F < 0.05$, there is an effect of learning achievement, parental education, information on offering S2 scholarships together on interest in continuing their studies to S2. The coefficient of determination (R^2) is 0.299 or 29.9%. The coefficient of determination shows that 29.9% of academic procrastination can be explained by the variables of learning achievement, parental education, information on S2 scholarship offers while the remaining 70.1% is explained by other variables not examined in this research.

Based on the results of the above research, this study intends to determine the extent of the influence of the cumulative grade point average and interest in continuing higher education together on career paths for Tadris UINSU Medan students. With the formulation of the problem in this study are: Is there an effect of cumulative grade point average and interest in continuing higher education together on career paths for Tadris UINSU Medan students?

Methods

This research uses a quantitative approach with the es-post facto method, because the data obtained will be manifested in the form of numbers and analyzed based on statistics.

Ex-post facto research is one of the various types of research, both natural science and social science research (Sappaile, 2010). Ex-post facto quantitative research is a research model whose events have occurred before the research is carried out. This research is casual sociative in nature which aims to determine the effect of two or more independent variables on related variables. This research seeks the influence of the independent variables of cumulative grade point average (X_1) and interest in continuing to college (X_2) and on career paths (Y).

This research was conducted at the Islamic University of North Sumatra Medan on social studies students. Populalsi in this study are students Taldris IPS FITK UIN North Sumatra Medan class 2018 and 2019 as many as 200 students. The sampling technique used in this study used purposive sampling technique, so that the sample used in this study was 67 people.

The data collection technique used is to give a set of questions or statements to respondents to answer. Questionnaires are used to obtain information from respondents in the sense of reports about their personalities, or things they know. In this study, the questionnaire was used to identify students' opinions about themselves regarding the cumulative grade point average and interest in continuing to go to college. According to Sugiyono, data analysis in this study was carried out quantitatively through 3 stages, namely descriptive analysis, prerequisite analysis, and hypothesis testing (Sugawara & Nikaido, 2014): 1) Descriptive Analysis. Descriptive analysis aims to provide a general description of the object under study through a population analysis in order to make generalized conclusions. (Sugawara & Nikaido, 2014) in Sugiyono's book Descriptive statistical analysis includes mode, raltal-raltal (mean), stalndalr devialsi, maximum value, minimum value; 2) Test requirements. The requirements test uses 4 tests, namely, homogeneity test, normality test, linearity test, and multicollinearity test; 3) Hypothesis Testing. The hypothesis is a process in the pendugalaln palralmeter in the population, which leads to the capital paldal formulation of a group of kalidalh which leads to the capital paldal formulation of a group of kalidalh which leads to the final decision, which is to reject or accept the peryaltalaln. Hypothesis testing uses 2 tests, namely simultaneous test (F test) and significance test with t test.

Results and Discussion

Descriptive Test Results

Table 1. Descriptive Statistics Test Results Descriptive Statistics

| N | | Minimum | Maximum | Mean | Std. Deviation |
|---------------------|----|---------|---------|-------|----------------|
| Grade Point Average | 67 | 28 | 39 | 19.89 | 1.632 |
| Interests | 67 | 20 | 47 | 19.02 | 1.595 |
| Career Path | 67 | 34 | 33 | 18.18 | 1.459 |

Source: SPSS 23.0 data processing results

The cumulative achievement index consists of 5 question items. Respondents have varied answers, with a minimum value of 28 and a maximum value of 39 with an average answer of 19.89 and a standard deviation of 1.632. Then interest with 5 question items. Respondents had varied answers, with a minimum value of 20 and a maximum value of 47 with an average answer of 19.02 with a standard deviation of 1.595. Career Path with 5 question items. Respondents have varied answers, with a minimum value of 34 and a maximum value of 33 with an average answer of 18.18 with a standard deviation of 1.459.

Requirement Test Results

Table 2. Homogeneity Test

| Homogeneity Test Results | | | |
|--------------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| 1.673 | 20 | 47 | .058 |

Source: SPSS 23.0 data processing results

Homogeneity test is used to determine whether some population variants are the same or not. This test is conducted as a prerequisite in the analysis of independent sample t test and ANOVA. The test results above show that the test has significance ($p > 0.05$), so it can be said that the variants of two or more population groups of this research data are the same (homogeneous).

Table 3. Normality Test Results: One-Sample Kolmogorov-Smirnov Test

| N | | 67 |
|--------------------------------|----------------|------------|
| Normal Parameters ^a | Mean | . |
| Most Extreme Differences | Std. Deviation | 1.34971268 |
| | Absolute | . |
| | Positive | . |
| | Negative | -.044 |
| Test Statistic | | .067 |
| Asymp. Sig. (2-tailed) | | .200c,d |

Source: SPSS 23.0 data processing results

Based on Table 3.3 above shows that the results of the Kolmogorov-Smirnov normality test that has been carried out the value of Asymp. Sig. (2-tailed) value is 0.200, which means $0.200 >$

0.05. In this test it can be concluded that the regression model used is feasible and fulfills the assumption of normality or in other words the data used in the study is normal.

Table 4. Linearity Test Results: ANOVA Table

| | | Sum of Squares | df | Mean Square | F | Sig. |
|--------------------------|------------|-----------------|-----------|-------------|------|------|
| Between Groups | (Combined) | 67 | 67 | 37.676 | .535 | .959 |
| | Linearity | 1 | 1 | 13.872 | .197 | .658 |
| Deviation from Linearity | | 66 | 66 | 38.668 | .549 | .950 |
| Within Groups | | 4649.771 | 74 | 62.835 | | |
| Total | | 6152.640 | 99 | | | |

Source: SPSS 23.0 data processing results

The linearity test is used to determine whether the variables have a linear relationship or not. Based on the linearity test table above, it can be seen that each variable forms a linear curve with a p value $(0.950) > 0.05$. While $F_{\text{count}} = 0.549 < F_{\text{table}} = 1.98$. The F_{table} number is obtained from df 66 and the distribution of the F value table is 0.05. So that the F_{table} value is found to be 1.98. Probability = $0.950 > 0.05$, it can be concluded that the cumulative grade point average and interest have a non-linear relationship.

Table 5. Multicollinearity Test Coefficients^a

| Unstandardized Coefficients | | | |
|-----------------------------|---------------------|-----------|-------|
| Model | | | |
| 1 | (Constant) | Tolerance | VIF |
| | Grade Point Average | .907 | 1.103 |
| | Interests | .686 | 2.588 |
| | Career Path | .601 | 1.665 |

Source: SPSS 23.0 data processing results

Multicollinearity test can be seen from the tolerance value and variance inflation factor (VIF). The condition that there are no multicollinearity symptoms is if the tolerance value > 0.10 and the VIF value is all < 10 , which means that the regression model in this study does not show multicollinearity symptoms. Based on the table above, it shows that all variables have a tolerance value > 0.10 and a VIF value < 10 . So that in this multicollinearity test it does not show symptoms of multicollinearity and is suitable for use.

Hypothesis Test Results

Table 6. F Statistical Test Results: ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|--------------|----------------|-----------|---------------|-------------|-------------|
| 1 | Regression | 67 | 67 | 37.676 | .535 | .959 |
| | Residuals | 1 | 1 | 13.872 | .197 | .658 |
| | Total | 66 | 66 | 38.668 | .549 | .950 |

Source: SPSS 23.0 data processing results

The F test basically shows whether the regression model made by the researcher is good/significant or not good/non-significant or it can also be said as testing the suitability of a match between certain observations and the frequency of expected values or theoretical frequencies. Based on Table 3.6, the F test results above, it can be seen that $F_{\text{count}} = 0.549 <$

$F_{table} = 1.98$. The F_{table} number is obtained from df 66 and the distribution of the F value table is 0.05. So that the F_{table} value is found to be 1.98. The magnitude of the significance value is 0.000 from these results <0.05 . So that H_0 is rejected and H_a is accepted. It can be concluded that the Cumulative Achievement Index variable, interest simultaneously (together) affects the career path of social studies tadriss students FITK State Islamic University of North Sumatra Medan.

Table 7. Result of t test

| Hypothesis | Statement | T-Count Value | Sig | Description |
|----------------|---|---------------|-------|--|
| H ₁ | Grade Point Average Positively Affects Career Paths | 2,936 | 0.003 | H ₀ rejected, H ₁ accepted |
| H ₂ | Interest has a positive effect on career paths | 3,615 | 0.002 | H ₀ rejected, H ₂ accepted |

Source: SPSS 23.0 data processing results

The t test basically shows how far the influence of one independent variable individually in explaining the variation in the dependent variable. Based on Table 3.7, shows the value of the significance of each variable consisting of independent variables (Grade Point Average, interest) while the dependent variable (career path): 1) The significant score of the Grade Point Average variable is 0.003. This value is below the criterion of 0.05, while when viewed from the t count of 2.936 it is greater than the t table of 1.98472. The results of these figures can be interpreted that the Grade Point Average affects the career path that leads to a positive direction. So it can be concluded that H_0 is rejected and H_1 is accepted, which means that the Grade Point Average variable has a positive effect on career paths; 2) The significant score of the interest variable is 0.002. This value is below the criterion of 0.05, while when viewed from the t count of 3.615 is greater than the t table of 1.98472. The results of these figures can be interpreted that interest affects the career path that leads to a positive direction. So it can be concluded that H_0 is rejected and H_2 is accepted, which means that the interest variable has a positive effect on career paths.

The Effect of Grade Point Average on the Career Path of Tadris IPS FITK Students, State Islamic University of North Sumatra Medan

Based on the statistical analysis in this study, it is found that H_1 is accepted and it is concluded that the cumulative grade point average (GPA) has a positive effect on career paths. Grade Point Average (GPA) has an influence on career paths, especially in the early stages of a career where a high GPA can increase the chances of getting a job and accelerate career development. A high GPA can also increase confidence and professional credibility. A high GPA can also open up opportunities to continue education to a higher level or get a scholarship.

The Influence of Interest in Continuing Higher Education on the Career Path of Tadris Social Studies Students FITK State Islamic University of North Sumatra Medan

Based on statistical analysis in this study, it is found that H_2 is accepted and it is concluded that interest has a positive effect on career paths. Basically, interest is very important in determining the right study program towards a prospective career in the industry. Interest is one of the factors that is very important to consider in choosing a study program in college. If this factor is ignored, it will usually have a difficult influence on achieving optimal educational

implementation results. Even interest is included as a component for achieving the quality of the learning and teaching process in schools.

Success by choosing the right career according to interests is a priority for social studies tadaris students at FITK, State Islamic University of North Sumatra Medan. It is very important that students have a good understanding of their careers, thus allowing students to truly understand themselves and grow according to their potential. This is supported by research conducted by (Ekonomi et al., 2014) Aljeng which states that interest variables can affect career paths. In this case, if the student's interest is high in the chosen study, the chosen career path will also be in accordance with existing interests.

The Effect of Grade Point Average and Interest in Continuing Higher Education on the Career Path of Tadaris Social Studies Students FITK State Islamic University of North Sumatra Medan

Based on the statistical analysis in this study, it is found that H_3 is accepted and it is concluded that the cumulative grade point average and interest together have a positive influence on career paths. This is based on the table, the results of the F test above, can be seen $F_{\text{count}} = 0.549 < F_{\text{table}} = 1.98$. The F_{table} number is obtained from df 66 and the distribution of the F value table is 0.05. So that the F_{table} value is found to be 1.98. The magnitude of the significance value is 0.000 from these results < 0.05 . So that H_0 is rejected and H_a is accepted. It can be concluded that the Cumulative Grade Point Average variable, interest simultaneously (together) affects the career path of social studies tadaris students FITK State Islamic University of North Sumatra Medan.

Basically, practical career development activities that a person pursues in the world of work by using interest and knowledge and using correct reasoning can improve a person to a higher level. This is in line with research conducted by (Hakam et al., 2015) which shows the influence of GPA, parents, and interest in becoming a teacher on the motivation to continue PPG in Economics education students at the University of Lampung class of 2020, 2021 and 2022. The coefficient of determination (R^2) is 0.860. This means that the independent variables in this study together influence the dependent variable by 86% and the remaining 14% is influenced by other variables examined in this study.

Conclusion

This study aims to determine the effect of cumulative grade point average and interest in the career path of social studies tadaris students FITK State Islamic University of North Sumatra Medan. Based on the research results, the following results were obtained: 1) Cumulative grade point average has a positive effect on the career path of social studies tadaris students FITK State Islamic University of North Sumatra Medan; 2) Interest has a positive effect on the career path of social studies tadaris students FITK State Islamic University of North Sumatra Medan.

Cumulative grade point average and interest together or simultaneously affect the career path of social studies tadaris students FITK State Islamic University of North Sumatra Medan.

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