



The Influence of Work Period and Work Motivation on Asn's Interest in Continuing Studies

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Abstract

Civil servants' interest in continuing their studies to a higher level of education poses a unique challenge amid efforts to improve the capacity and professionalism of the civil service. This study was conducted to analyze and explain the influence of length of service and work motivation on civil servants' interest in continuing their studies, both partially and simultaneously. This study uses an explanatory quantitative approach with multiple linear regression analysis techniques. The study employs a census technique with a population of 73 civil servants working at the Department of Women's Empowerment, Child Protection, Population Control, and Family Planning of South Sulawesi Province. The analysis results indicate that length of service has a positive and significant influence on civil servants' interest in continuing their education. This reflects that the longer someone works, the higher the potential desire to enhance their competencies through formal education. Additionally, work motivation also has a positive and significant influence on the interest in continuing education, indicating that internal drives such as the desire to achieve, grow, and attain higher career positions further strengthen civil servants' decisions to pursue further education. Simultaneously, length of service and work motivation were found to have a significant impact on civil servants' interest in continuing their education. These findings indicate that extensive work experience and high levels of motivation can be important driving factors in increasing civil servants' interest in pursuing further education as part of their personal and professional development.

Introduction

Rapid globalization and technological advancements require organizations to adapt to increasingly complex dynamics of change. In this context, human resources (HR), as the workforce, are a crucial factor in maintaining service quality and ensuring organizational stability. The quality of an organization depends on the quality of its human resources. Therefore, the existence of HR is a crucial asset that must be maintained and its competency enhanced. One way to improve HR quality is through education, both formal and informal. As an education expert, Mulyono believes that quality education is a key element in developing competitive HR. Education focuses not only on theoretical knowledge but also on practical skills and expertise, character, and life skills that can prepare the younger generation to play a role as superior individuals in an increasingly competitive global marketplace. Further education, as formal education or training undertaken after completing primary or secondary education, is usually related to the development of professional skills or specialization in a specific field, such as bachelor's (S1), master's (S2), and doctoral (S3) degrees. In bureaucracy, continuing education for State Civil Apparatus (ASN) is a strategic aspect of human resource

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development within the government. Law Number 20 of 2023 concerning ASN, specifically Article 40, states that ASN performance management aims to achieve organizational targets, including the continuous improvement of work quality and behavior. This regulation also explains that every ASN has the right and opportunity to improve their competency, one of which is through education. This competency development can be achieved through formal education through the mechanism of assigning learning assignments. The importance of continuing education for ASN aligns with developing government policies that emphasize ASN's competence, integrity, and professionalism, which are not only derived from work experience but also from the quality of their education (Paratama et al., 2025; Sunandar et al., 2024; Paroli, 2023; Amin, 2025; Puspasari & Hapsari, 2024). Therefore, to optimize performance, ASN are required to continuously develop their capacity and competency, one of which is through continuing formal education. Formal education plays a crucial role in shaping ASN's character so they are ready to face increasingly complex and diverse tasks. Every ASN is expected to possess adequate knowledge and skills in management, public policy, and the utilization of increasingly sophisticated technology. Through further education, civil servants (ASN) can not only improve their individual professional qualities but also make a positive contribution to the performance of the institutions where they work. This further education can be a means to strengthen civil servants' competitiveness in the increasingly competitive global job market. Therefore, further education is seen as a long-term investment that can support the formation of a bureaucratic system that performs well, is resource efficient, and responsive to public demands.

Today, discussions about civil servants' interest in continuing their studies are growing. The profession of civil servants is often perceived as stable and comfortable, so the interest in continuing their studies remains a matter of debate (Braams et al., 2022; Neo et al., 2023; Widayati et al., 2021; Reichard & Schröter, 2021; Reissig et al., 2022). Some civil servants choose to continue their education to improve their competencies and career development, while others may believe that education does not significantly impact their work. According to the Public Relations Department of the National Civil Service Agency (BKN), competency development for civil servants can be achieved through increasing their educational level through two main channels. The first is formal education, which includes study assignment programs. The second is non-formal education in the form of training. The Director of Procurement and Ranking of the National Civil Service Agency (BKN), Ibtri Rejeki, when speaking as a resource person in the Discussion on Improving Civil Service Knowledge held online by the Secretariat General of the National Human Rights Commission on Monday, August 16, 2021, emphasized that civil servants who wish to participate in the study assignment program must meet the requirement of a minimum work period of 1 year since being officially appointed as civil servants. Tenure and work motivation can be key drivers of civil servants' interest in continuing their studies. Generally, civil servant tenure is the length of time an employee has worked, from the time they were first appointed to a specific date. Tenure can be an indicator of a person's experience and professional maturity during their time as a civil servant. Civil servants with longer tenure generally have a broader perspective on the importance of further education to support their careers. If civil servants feel that their skills are becoming irrelevant to current developments and organizational needs, they are more likely to be motivated to continue their studies to improve their capacity. Conversely, civil servants with shorter tenure may still be in the process of familiarizing themselves with the organization and developing practical skills directly related to their work (Andrews et al., 2021; Kim et al., 2022; Blijleven et al., 2022). Meanwhile, work motivation is the driving force that directs, drives, and maintains the consistency of a person's behavior in carrying out their work to

achieve specific goals (Hasibuan et al., 2016). Motivation can originate from two main sources: from within the individual (intrinsic motivation) and from environmental influences or external factors (extrinsic motivation). Intrinsic motivation arises when civil servants are driven by personal desires, such as the desire to learn new things, create work, or achieve certain goals because they genuinely enjoy doing so. On the other hand, extrinsic motivation arises from external influences, such as the work environment, opportunities for promotion, or awards. Civil servants with intrinsic motivation tend to view further education as a way to develop themselves and improve their personal qualities. Meanwhile, civil servants who are more influenced by extrinsic motivation are usually interested in continuing their education if there is an opportunity for a promotion, advancement, or other incentives that can stimulate their interest. Intrinsic and extrinsic motivation both play important roles in shaping civil servants' interest in continuing their education. While extrinsic motivation, such as promotion opportunities and benefits, is often the initial trigger, the sustainability and success of their studies are usually more influenced by intrinsic motivation. It is not uncommon for civil servants pursuing education to encounter obstacles along the way. A lack of intrinsic motivation may be the cause. How can a civil servant have strong enough confidence in their own abilities before deciding to continue their studies, such as mental and even financial readiness? This research focuses on civil servants working at the Office of Women's Empowerment, Child Protection, Population Control, and Family Planning (DP3A Dalduk KB) of South Sulawesi Province, which plays a strategic role in addressing the specific challenges faced by women and children in South Sulawesi. The role of civil servants in this agency is increasingly strategic given the complexity of the issues addressed, ranging from gender equality and child rights protection to population control and family planning programs. These issues require a multidisciplinary approach and in-depth understanding that can often only be achieved through further education. As the agency responsible for implementing the aforementioned strategic programs, DP3A Dalduk KB of South Sulawesi Province requires adequate and highly competent civil servants, particularly in the areas of program planning, policy advocacy, and data and information management. Although the importance of further education is recognized, not all civil servants in DP3A Dalduk KB of South Sulawesi Province decide to continue their education.

Observations at DP3A Dalduk KB of South Sulawesi Province indicate that not all civil servants have shown interest in pursuing higher education (Saragih et al., 2025; Suraji et al., 2024; Parorongan et al., 2022; Mamahit et al., 2021). Of the 73 civil servants, only 23 have completed further studies, while 50 have not continued their education since their initial appointment. This indicates that interest in developing themselves through formal education remains relatively low among civil servants at this agency. Furthermore, work motivation in various studies is often associated with productivity and performance, rather than with personal decisions such as further education. However, understanding these factors can shape unique motivational patterns, which can impact interest in further study. The majority of research on motivation to learn or further study has been conducted on students, teachers, or lecturers, rather than on civil servants (ASN), who have different work systems, bureaucracies, and motivations. Therefore, without a thorough understanding, efforts to improve human resource quality in the government sector, particularly at the DP3A Dalduk KB (Education and Family Planning Agency) of South Sulawesi Province, are likely to fail to achieve optimal results. Therefore, considering these gaps, this study presents a novel approach: proposing and empirically testing "The Effect of Length of Service and Work Motivation on ASN Interest in Further Study." This study will address this gap in the literature by integrating key variables into a structural model relevant to the ASN context at the DP3A Dalduk KB of South Sulawesi

Province. This research is expected to provide theoretical and practical contributions to the development of further study for ASN in the future.

Method

This research uses a quantitative explanatory approach. The quantitative approach was chosen because this study aims to analyze the influence of independent variables on the dependent variable by utilizing data that can be processed statistically. Meanwhile, an explanatory design is applied to illustrate generalizations or explain the relationship between one variable and another. In developing and refining theories, the explanatory method is considered to have greater credibility because it can measure and test the causal relationship between two or more variables through inferential statistical analysis. Sugiyono (2017), in his scientific work on quantitative research, explains that explanatory research is a study designed to analyze causal relationships between variables using statistical analysis tools. This approach is considered ideal for testing the validity of hypotheses and interpreting patterns of relationships between research variables. Multiple linear regression analysis was adopted as the primary analytical tool in the study. This choice was based on the consideration that this method can test the simultaneous influence of several independent variables on a single dependent variable. Hair et al. (2019) stated that multiple regression is an effective statistical tool for evaluating multivariate effects. In the context of this research, this analysis technique is appropriate because it can quantify the relative contribution of length of service and work motivation to interest in continuing studies.

Location and Time

This research was conducted at the DP3A Dalduk KB (Family Family Planning Service) of South Sulawesi Province, located in the South Sulawesi Governor's Office Complex, Jl. Urip Sumoharjo No. 269, Makassar City. DP3A Dalduk KB of South Sulawesi Province is a government agency that plays a vital role in women's empowerment, child protection, population data management, family development, and birth control in South Sulawesi Province. DP3A Dalduk KB is an agency with a significant number of civil servants (ASN), which is the object of this research to examine the influence of length of service and work motivation on ASN interest in continuing studies. This research location was chosen because it met the criteria appropriate to the research topic, namely civil servants with diverse work experiences and varying levels of work motivation. Furthermore, this agency also provided sufficient access for researchers to conduct data collection, facilitating the research process.

Research Timeline

This research is scheduled to last two months, beginning in early June and ending in late July 2025. This timeframe was chosen considering the importance of a comprehensive data collection process to produce valid and reliable findings. During the research period, data collection will be conducted through two main methods: distributing a questionnaire and reviewing related documents. The collected data will then undergo an analysis process to identify correlations between three main variables: tenure, work motivation, and interest in continuing studies. The flexible research period is expected to produce comprehensive data, provide sufficient time for in-depth analysis, and generate applicable policy recommendations. The results of this research are expected to serve as a basis for consideration in designing competency improvement programs for civil servants, particularly in encouraging qualification enhancement through further education.

Population and Sampling Techniques

A population is the entire element or unit targeted for data collection in a study. These elements can include people, objects, transactions, and events. The population includes all members relevant to the research focus and whose characteristics are to be studied. This study included all ASN employees at the DP3A Dalduk KB (Civil Servant Agency) in South Sulawesi Province as the research population. Based on personnel data, the number of potential respondents was 73, consisting of 53 Civil Servants (PNS) and 20 Government Employees with Work Agreements (PPPK). Given the diversity of duties held by ASN at this agency, it is hoped that this study will provide comprehensive insight into the influence of tenure and work motivation on interest in continuing education. This study's population includes ASN who have worked for varying lengths of time and in various positions.

Sampling Technique

This study did not use conventional sampling techniques because the entire population served as respondents. In other words, the approach used was the census method, a data collection technique in which all members of the population are studied comprehensively without exception. This approach was chosen because the population size was relatively small and could be fully reached by the researcher within the available time and resources. According to Sugiyono (2017), the census method is particularly suitable when the population size is not too large, as it allows for more accurate, complete data with minimal estimation errors. Arikunto (2010) echoed this sentiment, stating that if the number of subjects is less than 100, the entire population should be included so that the data truly reflects the population as a whole. The use of the census method in this study aims to obtain a comprehensive and representative picture of the influence of tenure and work motivation on ASN interest in continuing their studies. By reaching the entire population, the research results are expected to comprehensively depict reality, avoid sampling bias, and provide a stronger and more reliable analytical basis for answering the research problem formulation.

Data Collection Instruments

The research data sources consist of two types: primary data and secondary data. Primary data were obtained directly through a questionnaire filled out by civil servants (ASN) within the DP3A Dalduk KB (Civil Servant Education and Training Center) of South Sulawesi Province. This questionnaire measured three main aspects: length of service, work motivation, and interest in continuing studies. Secondary data were obtained through documentation using a checklist of documents sourced from personnel archives to determine the formal education history of ASN. The instruments used in data collection in this study served to obtain information relevant to the focus of the study. Selecting an appropriate instrument was crucial to ensure the collected data was valid, reliable, and able to clearly illustrate the relationships between variables. In its implementation, this study used a questionnaire as the primary instrument, with documentation as a supplementary tool to support the data collection process. The questionnaire was used to collect quantitative data related to the main variables, namely length of service and work motivation, as well as interest in continuing studies. According to Cohen et al. (2002), questionnaires are the most practical and effective tool for collecting data from a large number of respondents within a limited time. A questionnaire consists of a series of questions answered by respondents, structured based on indicators from the grand theory outlined in chapter two. This research questionnaire used both direct and closed-ended questions.

Data Analysis

Data analysis is a crucial stage in research, testing the validity of tentative assumptions (hypotheses) and uncovering the relationships between variables. In this study, the data collected focused on the influence of tenure and work motivation on civil servants' interest in continuing their studies. A quantitative method was chosen to ensure more objective analysis results and provide a comprehensive understanding of the observed phenomena. Instrument testing or data quality testing is the process of ensuring that research data meets validity and reliability criteria. Validity indicates the extent to which data accurately reflects what is intended to be measured, while reliability relates to the level of consistency of measurement results (Sugiyono, 2017). Data quality testing is a crucial step in conducting research to ensure that the data obtained meets four main criteria: accuracy, consistency, completeness, and relevance. Without this stage, the analysis results run the risk of being unreliable or even misleading, potentially leading to erroneous conclusions. This process involves a minimum of 30 respondents to ensure the measurement instrument has internal consistency. The stages of research instrument testing include the following steps: Validity refers to the ability of a research instrument (such as a questionnaire) to collect data that aligns with its measurement objectives. Validity testing is conducted to verify that the questions in the questionnaire are appropriate and on target, and able to describe the information being studied. A questionnaire is considered valid if its questions accurately reveal the expected data. Conversely, if the instrument fails to measure the research objectives, its validity is considered low. Therefore, in this study, the researchers conducted a validity test of the questionnaire before distributing it to respondents. The method used was the Pearson Product-Moment Correlation, a statistical technique used to assess the relationship between the score on each question (item) and the total score of all questions. This analysis was conducted using SPSS (Statistical Package for the Social Sciences) software. In this test, an item is considered valid if its correlation coefficient is significant at the 95% confidence level ($\alpha = 0.05$), meaning there is high confidence that the results obtained are not due to chance. Reliability refers to the consistency or reliability of a measuring instrument. A measuring instrument is considered reliable if its measurement results are stable and reliable, meaning that when used repeatedly under the same conditions, the results remain similar.

Result and Discussion

Validity Test Results

A validity test was conducted to determine the extent to which the questionnaire items accurately measure the variables being studied. Validity testing was performed using the Pearson Product Moment correlation formula at a 5% significance level (two-tailed). The decision-making criteria were: if the calculated r value is greater than the table r value and the Sig. value (two-tailed) is < 0.05 , the statement item is considered valid. If the calculated r value is less than the table r value, the item is considered invalid and can be revised or deleted. The SPSS output results for the validity test can be seen in Appendix 3.

Table 1. Validity Test Results

Variables	Item	r hitung	Sig. (2 tailed)	Information
Years of service (X1)	P1	0,352	0,002	Valid
	P2	0,617	$< 0,001$	Valid
	P3	0,791	$< 0,001$	Valid
	P4	0,722	$< 0,001$	Valid

	P5	0,790	< 0,001	Valid
	P6	0,607	< 0,001	Valid
	P7	0,751	< 0,001	Valid
	P8	0,768	< 0,001	Valid
	P9	0,615	< 0,001	Valid
	P10	0,576	< 0,001	Valid
Work motivation (X2)	P1	0,525	< 0,001	Valid
	P2	0,399	< 0,001	Valid
	P3	0,588	< 0,001	Valid
	P4	0,631	< 0,001	Valid
	P5	0,642	< 0,001	Valid
	P6	0,694	< 0,001	Valid
	P7	0,758	< 0,001	Valid
	P8	0,690	< 0,001	Valid
	P9	0,714	< 0,001	Valid
	P10	0,802	< 0,001	Valid
	P11	0,734	< 0,001	Valid
	P12	0,745	< 0,001	Valid
	P13	0,713	< 0,001	Valid
	P14	0,715	< 0,001	Valid
	P15	0,625	< 0,001	Valid
Interest in Continuing Studies (Y)	P1	0,716	< 0,001	Valid
	P2	0,796	< 0,001	Valid
	P3	0,505	< 0,001	Valid
	P4	0,753	< 0,001	Valid
	P5	0,725	< 0,001	Valid
	P6	0,708	< 0,001	Valid
	P7	0,643	< 0,001	Valid
	P8	0,670	< 0,001	Valid
	P9	0,789	< 0,001	Valid
	P10	0,812	< 0,001	Valid

Based on calculations with a total of 73 respondents ($df = N - 2$), the r table value was obtained as 0.2272 (Ghozali, 2018). The validity test results show that all statement items in the variables of Length of Service (X1), Work Motivation (X2), and Interest in Continuing Studies (Y) have a calculated r value greater than the r table and a Sig. value (two-tailed) < 0.05 . Thus, all statement items are declared valid and can be used in this study.

Reliability Test Results

Reliability testing was conducted to determine the extent to which the research instrument can produce consistent data when used at different times and under different conditions. Reliability testing was conducted using the Cronbach's Alpha method. An instrument is considered reliable if the Cronbach's Alpha coefficient is ≥ 0.70 . The SPSS output for the reliability test can be seen in Appendix 4.

Table 2. Cronbach's Alpha Test Results

Variables	Cronbach's Alpha	Description
Work Period (X1)	0,822	Reliable
Work Motivation (X2)	0,907	Reliable
Interest in Continuing Studies (Y)	0,892	Reliable

Based on Table 4.6 above, all variables had Cronbach's Alpha values above 0.70, indicating that all tested items had high reliability. Therefore, it can be concluded that the research instrument in this study met the validity and reliability criteria and was ready for use in data collection.

Classical Assumption Test Results

Normality Test Results

The normality test is conducted to evaluate whether the data follows a normal distribution. Sugiyono (2017) states that one of the assumptions in regression analysis is that the residual data must be normally distributed. This is important because a number of parametric statistical techniques, such as the t-test, F-test, and linear regression, require data to meet the normality assumption. A good regression model usually has data that is normally or nearly normally distributed. This test uses the Kolmogorov-Smirnov method because the number of respondents was 73 ($n > 50$). In multiple linear regression, the Kolmogorov-Smirnov (K-S) method is not applied directly to the Y values, but rather to the residuals. Due to the assumptions of multiple linear regression, the residuals must be normally distributed if the Asymp. Sig. value is > 0.05 . The SPSS output for the normality test results can be seen in Appendix 5.

Table 3. Kolmogorov-Smirnov Test Results

Statistics	Value	Information
N	73	Normal Distribution
Kolmogorov-Smirnov Z	0,067	
Asymp. Sig. (2-tailed)	0,200	

Based on Table 3, the Asymp. Sig. (2-tailed) value is $0.200 > 0.05$. Thus, it can be concluded that the residuals in the regression model are normally distributed. This result is supported by the Residual Histogram, which shows a pattern approaching a normal curve (bell shape), and the Normal P-P Plot, which shows residual points spread close to the diagonal line (Appendix 5). This strengthens the conclusion that the assumption of residual normality is met.

Multicollinearity Test Results

A multicollinearity test is conducted to determine whether there is a strong relationship between the independent variables in a multiple linear regression model. Multicollinearity can bias the estimation of regression parameters, making the analysis results less valid and the interpretation of the regression coefficients inaccurate. Therefore, this test is important before proceeding to the hypothesis testing stage. If the Tolerance value is > 0.10 and the VIF value is < 10 , it can be concluded that there are no significant multicollinearity symptoms between the independent variables. The independent variables tested were Tenure (X1) and Work Motivation (X2). The SPSS output for the multicollinearity test results can be seen in Appendix 6.

Table 4. Multicollinearity Test Results

Independent Variables	Tolerance	VIF	Informan
Work Period (X1)	0,727	1,375	No multicollinearity
Work Motivation (X2)	0,727	1,375	No multicollinearity

Based on Table 4. above, the Tolerance value for the working period and working motivation variables is 0.727, which is greater than 0.10. Meanwhile, the VIF value for each variable is 1.375, which is less than 10. Thus, it can be concluded that the regression model in this study is free from multicollinearity. This indicates that there is no strong linear relationship between the independent variables, making the model suitable for further analysis.

Heteroscedasticity Test Results

The heteroscedasticity test is conducted to determine whether the regression model exhibits unequal variances from residuals from one observation to another. Heteroscedasticity in a regression model can lead to inaccurate parameter estimates, resulting in biased and inefficient models. Therefore, this test is essential to ensure the classical assumptions of multiple linear regression are met. This study uses the Glejser Test with a scatterplot visual aid. The Glejser Test is conducted by regressing the absolute value of the residuals against the independent variables. If the significance test results show a Sig. value > 0.05 , it can be concluded that there is no heteroscedasticity in the regression model. The SPSS output for the heteroscedasticity test results can be seen in Appendix 7.

Table 5. Glejser Test Results

Independent Variable	Sig. Glejser	Informan
Years of service (X1)	0,372	There is no heteroscedasticity
Work motivation (X2)	0,289	There is no heteroscedasticity

Based on the Glejser test results in Table 5. above, each independent variable has a Sig. value > 0.05 , namely 0.372 for the variable of tenure and 0.289 for the variable of work motivation. This indicates that the regression model is free from heteroscedasticity, as there is no significant relationship between the absolute value of the residuals and the independent variables. The scatterplot results also support this finding, where the residual points appear random around the horizontal line and do not form a clear pattern, either conical or widening (Appendix 7). This distribution pattern indicates that the residual variance is constant (homoscedasticity) and that the assumption of heteroscedasticity does not exist in the model.

Results of Multiple Linear Regression Analysis

This section presents the results of multiple linear regression testing to explain the relationship and influence of the independent variables, namely, Tenure and Work Motivation, on the dependent variable, namely, ASN's Interest in Continuing Studies. Multiple linear regression analysis was conducted to determine the magnitude of the influence of each variable, both partially and simultaneously. Hypothesis testing was conducted using a t-test to determine the partial effect of each independent variable, and an F-test to determine the simultaneous effect of both independent variables on the dependent variable. Furthermore, this section also presents the results of the Coefficient of Determination (R^2) calculation, which is used to determine the extent to which the regression model explains the dependent variable. This test is expected to

provide a clear picture of the significance level of the influence of Tenure and Work Motivation on Interest in Continuing Studies, in accordance with the stated research objectives.

Hypothesis Testing

The results of this hypothesis testing are expected to provide answers to the research questions and to support or refute the hypotheses established in this study.

Partial Test Results (t-Test)

The partial test is conducted by comparing the calculated t-value with the t-table (1.9930), or by observing the significance value (Sig.) in the multiple linear regression output. If the Sig. value is <0.05 , then the alternative hypothesis (H_a) is accepted, meaning the independent variable has a significant positive effect on the dependent variable partially. Conversely, if the Sig. value is >0.05 , then the alternative hypothesis is rejected and the null hypothesis (H_0) is accepted, meaning the independent variable has no significant effect. The SPSS output for the partial significance test (t-test) results can be seen in Appendix 8.

Table 6. t-Test Results

Independent Variable	B	t	Sig.	Information
Years of service (X1)	0,498	4,559	$<0,001$	Positive and Significant Influence
Work motivation (X2)	0,199	2,779	0,007	Positive and Significant Influence

Based on the t-test results in Table 4.10 above, the variable Tenure of Work has a coefficient B value of 0.498, with a calculated t value of $4.559 > t\text{-table}$, and a Sig. value of $<0.001 < 0.05$. Therefore, partially, Tenure of Work has a positive and significant effect on Interest in Continuing Studies. Meanwhile, the variable Work Motivation has a coefficient B value of 0.199, with a calculated t value of $2.779 > t\text{-table}$, and a Sig. value of $<0.001 < 0.05$. $0.007 < 0.05$, indicating that partially, Work Motivation also has a positive and significant effect on Interest in Continuing Studies.

Simultaneous Test Results (F Test)

A simultaneous test was conducted to determine whether the independent variables used in this study, namely Length of Service and Work Motivation, jointly have a significant effect on the dependent variable, namely ASN Interest in Continuing Studies. This test was conducted using an ANOVA table on the multiple linear regression output. For $n = 73$ (number of respondents) and $k = 2$ (number of independent variables), the F table = 3.128 (for $\alpha = 0.05$). The SPSS output for the simultaneous test results (F test) can be seen in Appendix 9.

Table 7. F Test Results

Model	F count	Sig.	Informan
Regresi	28,682	$<0,001$	Have a significant impact

Based on the F-test results in Table 8. above, it is known that the calculated F of $28.682 > F\text{-table}$ and the Sig. value $<0.001 < 0.05$, indicating that simultaneously, Length of Service and Work Motivation have a significant effect on Interest in Continuing Studies.

Coefficient of Determination Test

The coefficient of determination test was conducted to determine the extent to which the independent variables, namely Length of Service and Work Motivation, explain the dependent variable, namely ASN Interest in Continuing Studies. This test aims to determine the

percentage contribution of the independent variables collectively to the dependent variable. The SPSS output for the coefficient of determination test can be seen in Appendix 10.

Table 8. Coefficient of Determination Test Results

Model	Adjusted R Square	Informan
Regresi	0,435	43.50%

Based on the results of the coefficient of determination test in Table 8. above, the Adjusted R Square value was 0.435. This indicates that the independent variables, namely Length of Service and Work Motivation, explain 43.50% of the variation in ASN Interest in Continuing Studies at the DP3A Dalduk KB (Civil Servant Education and Family Planning) in South Sulawesi Province. Meanwhile, the remaining 53.50% is influenced by factors outside this research model.

The Effect of Length of Service on Civil Servant Interest in Continuing Studies

Based on the results of the multiple linear regression analysis conducted in this study, it was found that the Length of Service (X1) variable has a positive and significant effect on Civil Servant Interest in Continuing Studies (Y). This is evidenced by the results of the partial test (t-test), which obtained a calculated t-value of 4.559 with a significance value (Sig.) of <0.001, which is less than the significance limit of $\alpha = 0.05$. Therefore, hypothesis H0 is rejected and Ha is accepted, meaning that Length of Service (X1) has a significant positive effect on Interest in Continuing Studies. This positive effect can be seen from the regression coefficient for the Length of Service (X1) variable, which is positive at 0.498, indicating that each increase in the length of service score is followed by an increase in the interest in continuing studies. In other words, the longer a Civil Servant's length of service, the higher their interest in continuing their education to a higher level. Therefore, the test results align with the established hypothesis, namely H1: It is suspected that Length of Service (X1) has a partial positive effect on Interest in Continuing Studies (Y) and is proven. This finding can be theoretically strengthened through the experiential learning theory developed by Kolb (2014). Stated that learning does not only occur formally in the classroom, but is the result of the process of transforming experience into knowledge. Identified four stages of the learning cycle:

- 1) Concrete Experience
- 2) Reflective Observation
- 3) Abstract Conceptualization
- 4) Active Experimentation

In the context of civil servants (ASN), long length of service allows individuals to experience this cycle repeatedly. Real-world experience will generate reflection, which then forms an abstract understanding of competency requirements and ultimately encourages concrete action in the form of a desire to pursue further education. Therefore, length of service is not simply a length of time, but a representation of the depth of professional experience that strengthens interest in further learning. Furthermore, these results align with the findings of research by Mariano et al. (2024), which examined the impact of work motivation and social support on teachers' ability to pursue postgraduate studies in Misamis Oriental Province, Philippines. Although tenure was not directly examined in the study, their findings implicitly indicate that work experience (equivalent to tenure) plays a significant role in shaping motivation and awareness of the importance of self-development. This study revealed significant differences in personal effectiveness, suggesting that teachers with longer tenure may, on average, have

better personal effectiveness than their less experienced colleagues. Therefore, in the context of civil servants (ASN), tenure can be assumed to be a factor supporting the formation of interest in continuing education, especially when linked to career orientation, job promotion, or self-actualization.

The Effect of Work Motivation on ASN Interest in Continuing Studies

This test was conducted to determine whether the Work Motivation variable (X2) has a partial effect on Interest in Continuing Studies (Y). Based on the results of a multiple linear regression test using SPSS, the regression coefficient for the Work Motivation variable (X2) was 0.199, with a t-value of 2.779 and a significance level of 0.007. This significance value is smaller than the established significance level ($\alpha = 0.05$), thus concluding that Work Motivation significantly influences Interest in Continuing Studies. Furthermore, the coefficient B value is positive ($B = 0.199$), indicating a positive effect of the work motivation variable. This means that every one-unit increase in the work motivation score will increase ASN interest in continuing studies by 0.199 units, assuming all other variables remain constant. Therefore, the proposed hypothesis, H2: It is suspected that Work Motivation (X2) has a partial positive effect on Interest in Continuing Studies (Y), is accepted. These results align with Maslow's (1943) Hierarchy of Needs theory, which states that every individual is driven to fulfill the need for self-actualization after basic needs are met. In this context, the desire to continue education fulfills the need for self-development and personal achievement, which is the highest level in Hierarchy. High work motivation encourages civil servants to continue growing and developing professionally through further education. This finding is further supported by previous research conducted by Amaliah (2020), who studied Economics Education students at Semarang State University.

Research findings indicated that motivation was the most dominant factor influencing interest in pursuing a master's degree, contributing 55.95%, compared to educational costs and career expectations (Zhou et al., 2024; Amalia et al., 2024; Nordin et al., 2021; Royani, 2023). This underscores the importance of internal motivation as a primary driver of interest in further study. Further support comes from research by Susanto et al. (2023), which examined students at SMK Negeri 1 Sungailiat Bangka Belitung. The study demonstrated that motivation and job opportunities partially had a positive and significant effect on interest in pursuing higher education. These results demonstrate that internal psychological drivers, such as motivation, have a strong influence on educational decisions. Furthermore, research by Mariano et al. (2024) conducted in the Philippines identified that work motivation, particularly related to the need for growth and relatedness, had a significant positive influence on teachers' capability to pursue postgraduate studies. This research demonstrates that work motivation is important not only in the academic world but also in professional work settings, such as those employed as educators or civil servants. Thus, the results of this study are consistent with previous findings that work motivation is an important predictor of continuing education, whether among students, university students, or teachers. In the context of civil servants (ASN), high work motivation reflects an individual's readiness to develop their capacity through further study for career advancement and self-actualization.

The Effect of Length of Service and Work Motivation on Civil Servant Interest in Continuing Studies

This test aims to determine whether the variables Length of Service (X1) and Work Motivation (X2) simultaneously or jointly influence Interest in Continuing Studies (Y). This test was conducted using the F test in a multiple linear regression model. Based on the regression analysis output from SPSS, the calculated F value was 28.682 with a significance value (Sig.)

<0.001b. Because the significance value is smaller than the predetermined significance level ($\alpha = 0.05$), it can be concluded that Length of Service and Work Motivation simultaneously have a significant effect on Interest in Continuing Studies. Therefore, the third hypothesis in this study, H3: Tenure of Service (X1) and Work Motivation (X2) are suspected to simultaneously have a positive effect on Interest in Continuing Studies (Y), is proven to be accepted. This positive effect is indicated by the positive regression coefficient values for each independent variable (X1 and X2), which are 0.498 for Tenure of Service and 0.199 for Work Motivation. Furthermore, the results of the previous t-test also showed that both variables have significant calculated t-values, namely t-value X1 = 4.599 (Sig. = <0.001) and t-value X2 = 2.779 (Sig. = 0.007), respectively, both of which are below the 0.05 significance level. This confirms that both variables indeed contribute positively to increasing ASN interest in continuing studies. Substantially, the simultaneous influence of Tenure of Service and Work Motivation on study interest can be explained through career development logic. As civil servants gain more years of service, they will be increasingly involved in complex and challenging work experiences. Meanwhile, work motivation acts as an internal driver, encouraging civil servants to take active steps in career development, including the decision to continue their studies (Yunus et al., 2024; Fernandes et al., 2022; Wang et al., 2024). In other words, length of service shapes experience, while motivation drives the use of that experience into concrete actions by improving educational qualifications. Both complement each other in influencing civil servants' interest in continuing their education to a higher level. This finding strengthens the view that the mindset of self-development in a bureaucratic work environment is not only determined by internal drive (motivation), but also by the accumulation of work experience that shapes an individual's perspective on the need for lifelong learning (Tenya, 2024; Mebom, 2024; Ahmad et al., 2023; Mujtaba & Meyer, 2022; Hidayat et al., 2024; Fandhana & Kholik 2025).

Conclusion

Length of service has been shown to have a positive and significant influence on Civil Servants' interest in continuing studies. This indicates that the longer Civil Servants work, the greater their tendency to develop an interest in self-development through formal education. Length of service reflects the level of maturity of knowledge, professional experience, and the accumulated need for competency strengthening. With increased length of service, Civil Servants tend to have a broader understanding of the importance of further education in supporting performance, career mobility, and competitiveness in the modern bureaucracy. Therefore, length of service serves as a logical internal driver in shaping interest in further study. Work motivation was also found to have a positive and significant influence on Civil Servants' interest in continuing studies. Civil Servants who have a strong drive to develop, achieve personal and professional goals, and gain recognition tend to demonstrate a strong interest in improving their educational qualifications. Work motivation, whether intrinsic, such as self-actualization, or extrinsic, such as promotion or increased income, forms the psychological foundation that fuels interest in further study. In other words, high work motivation strengthens civil servants' belief that further education is an important means to achieving career and personal goals. When analyzed simultaneously, length of service and work motivation demonstrate a positive and significant influence on civil servants' interest in further study. This confirms that the combination of work experience and psychological motivation forms a strong foundation in the decision to continue education. Length of service provides a reflective basis for experiences and competency development needs, while work motivation triggers the actualization of these needs. Simultaneously, the two complement each

other and strengthen civil servants' interest in pursuing higher education as part of an effort to improve their personal quality and professionalism.

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