



The Influence of Interest and Perceived Relevance on Students' Decision to Continue Their Studies

Margriet Puspa Dewi¹, Nur Azizah Azma¹

¹Universitas Bina Darma, Palembang, Indonesia

*Corresponding Author: Margriet Puspa Dewi

Email: margriet.puspa.dewi@binadarma.ac.id



Article Info

Article history:

Received 15 March 2026

Received in revised form 21

April 2026

Accepted 26 June 2026

Keywords:

Interest

Perceived Relevance

Decision to Continue Studies

Hospitality Higher Education

Abstract

his study aims to determine and analyze the influence of interest and perceived relevance on the decision to continue studies at hospitality higher education institutions among twelfth-grade students majoring in hospitality at SMK Negeri 6 Palembang and SMK Madyatama Palembang. This research is motivated by the phenomenon of relatively low interest among some vocational high school students to continue their education to higher levels, despite the growing hospitality industry demanding professional workers. This study employed a quantitative approach with survey methods. The population consisted of 108 twelfth-grade students from both schools, and the saturated sampling technique was used, making the entire population the research sample. Data were collected through questionnaires and analyzed using multiple linear regression analysis with SPSS version 27. The results showed that (1) interest has a positive and significant influence on the decision to continue studies at hospitality higher education institutions; (2) perceived relevance has a positive and significant influence on the decision to continue studies at hospitality higher education institutions; and (3) simultaneously, interest and perceived relevance have a significant influence on the decision to continue studies at hospitality higher education institutions, with an adjusted R² value of 0.466, indicating that 46.6% of the variation in students' decisions can be explained by these two variables. These findings imply that the higher the students' interest and the more positive their perception of the relevance of hospitality higher education to the world of work, the greater their tendency to continue their studies in higher education.

Introduction

The hospitality industry in Indonesia, particularly in South Sumatra regions such as Palembang, has experienced rapid growth in line with increasing tourism and service sectors (Saksono et al., 2022; Azizah, 2025; Fauzi et al., 2026). According to data from the Ministry of Tourism and Creative Economy, the hospitality sector contributes significantly to the national GDP, reaching 4-5% annually (Zulkifli et al., 2023). This condition demands a competent workforce, where graduates of vocational high schools (SMK) majoring in hospitality play an important role as the foundation of vocational education.

Education is a process of preparing individuals to adapt to environmental changes. According to Indonesia Law No. 23 of 2018 concerning the National Education System, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and state.

Students at the upper secondary education level range between 15 and 19 years old and are categorized as adolescents. Havinghurst states that "important aspects during adolescence include career selection and preparation, encompassing self-knowledge, knowledge about

occupations, ability to choose occupations, and ability to design expected steps." This indicates that secondary education serves as a gateway to determining one's future (Uhlendorff, 2004).

Palembang city has 78 vocational high schools, with 15 schools offering hospitality majors. Despite the high interest in choosing hospitality majors at the secondary level, preliminary interviews conducted randomly with hospitality vocational students in Palembang revealed that few students have interest in continuing to higher education levels. Several obstacles identified include students' lack of interest in continuing studies in the same field, some students considering that the skills acquired are sufficient for direct employment and entrepreneurship, and students lacking confidence in their skills due to inadequate practical laboratory facilities in some schools (Sanusi & Abdullahi, 2025; Nwoye, 2012).

Interest is typically expressed through participation in preferred activities (Idin et al., 2023), closely related to the internal drive to engage in activities. Interest means tendency and high enthusiasm toward something desired (Erlangga et al., 2024). Slameto explains that interest is a feeling of preference and attraction toward something or an activity, without external compulsion (Slameto, 2015).

Perceived relevance, based on Relevance Theory by Sperber and Wilson, is a cognitive process used by individuals to assess how relevant information is to their needs and goals (Makeeva, 2022). In vocational education, perceived relevance is closely related to the connection between curriculum, graduate competencies, and industry needs (Karo Karo et al., 2023). The higher students' perception of the relevance of hospitality higher education, the greater their likelihood to continue their studies (Karo Karo et al., 2021).

Based on this background, this study aims to examine the influence of interest and perceived relevance on students' decisions to continue their studies at hospitality higher education institutions. The research questions formulated are: (1) Does interest influence the decision to continue studies at hospitality higher education institutions? (2) Does perceived relevance influence the decision to continue studies at hospitality higher education institutions? (3) Do interest and perceived relevance simultaneously influence the decision to continue studies?

Literature Review

Planned Behavior and Interest

The Theory of Planned Behavior (TPB) developed by Ajzen explains that intention to act is influenced by attitudes, subjective norms, and perceived behavioral control (Ajzen, 2020). In this context, interest becomes one indicator of intention formation, ultimately leading to actual decisions.

Interest is defined as a feeling of preference and attraction toward something or an activity without external compulsion (Slameto, 2015). Djaali describes interest as related to motivational drives encouraging someone to engage with people, objects, activities, and experiences stimulated by the activity itself (Erlangga et al., 2024). Shaleh and Wahab describes, interest emerges from three factors: internal drive, social motives, and emotional factors (Manap et al., 2023). Indicators of interest used in this study include feelings of enjoyment, attention, desire, needs, expectations, drive/motivation, and willingness (Huda, 2016; Slameto, 2015).

Perceived Relevance

Perception is the process of receiving stimuli until they are consciously understood, producing interpretation of experience (Imam Maulana Hidayat et al., 2024). Miftah explains perception

as a cognitive process experienced by individuals in understanding information about their environment through sight, hearing, appreciation, feeling, and smell (Thoha, 2021).

Relevance, according to Prasetyo, refers to the alignment between education and life needs, including community life and the world of work (Prasetio & Widyastuti, 2020). Sperber and Wilson describe relevance as an assumption considered relevant if it has contextual impact (Makeeva, 2022). Perceived relevance, therefore, is the cognitive process by which individuals assess how relevant information is to their needs and goals. Indicators of perceived relevance in this study include alignment with career goals, future benefits, alignment with personal needs, utility value, connection with the industry, and long-term educational value.

Decision Making

A decision is the result of a selection process of the best alternative from various available options (Kotler & Keller, 2025). Ranyard & Crozier state that decision-making involves efforts to organize and structure available information to support final choices, involving emotions before and after decisions (Crozier & Ranyard, 2020). Indicators of decisions to continue studies in this study include confidence in choosing higher education, willingness to continue studies, further education planning, commitment to choices, and concrete actions to continue studies.

Previous Relevant Research

Certain research found that students' interest is significantly influenced by internal motivation, family support, and perceptions of job opportunities in tourism and hospitality (Karo Karo et al., 2021; Leri et al., 2022; Sulistyawati et al., 2015). Another relevant showed that location, tuition costs, practical facility quality, and higher education reputation significantly influence tourism vocational students' interest in continuing to higher education (Pasaribu et al., 2025; Pratiwi & Kesumadewi, 2021). Ningrum found that not all students have high interest in continuing studies due to economic factors, desire for immediate employment, and lack of information about tourism higher education institutions (Ningrum et al., 2016). To avoid information limitations, in today's social media era, tourism universities should also be able to convey information continuously, so that students will always be digitally connected (Hasan et al., 2025; Kojongian et al., 2025; Theresia Simangungsong et al., 2025).

Conceptual Framework and Hypotheses

The conceptual framework of this study posits that interest (X1) and perceived relevance (X2) influence the decision to continue studies (Y), both partially and simultaneously. The hypotheses formulated are:

H1: Interest influences the decision to continue studies at hospitality higher education institutions.

H2: Perceived relevance influences the decision to continue studies at hospitality higher education institutions.

H3: Interest and perceived relevance simultaneously influence the decision to continue studies at hospitality higher education institutions.

Methods

This study employed a quantitative descriptive research method. Quantitative research is based on positivism philosophy, emphasizing objective phenomena studied quantitatively (Honggoriansyah et al., 2020). Descriptive research aims to describe existing phenomena occurring at present or in the past.

The population in this study comprised all twelfth-grade students majoring in hospitality at SMK Negeri 6 Palembang and SMK Madyatama Palembang for the 2024/2026 academic year, totaling 108 students. SMK Negeri 6 Palembang contributed 60 students (2 classes), while SMK Madyatama Palembang contributed 48 students (2 classes). The saturated sampling technique was used, making the entire population the research sample.

This study used two independent variables: interest (X1) and perceived relevance (X2), and one dependent variable: decision to continue studies (Y). Operational definitions and indicators are presented in Table 1.

Table 1. Operational Definitions of Variables

Variable	Definition	Indicators
Interest (X1)	Feeling of preference and attraction toward something or an activity without external compulsion (Slameto, 2015)	Feelings of enjoyment, attention, desire, needs, expectations, drive, and willingness
Perceived Relevance (X2)	Cognitive process to assess how relevant information is to needs and goals (Makeeva, 2022)	Alignment with career goals, future benefits, alignment with personal needs, utility value, industry connection, long-term educational value
Decision to Continue Studies (Y)	Result of selection process of best alternative from various options (Kotler & Keller, 2025)	Confidence in choosing higher education, willingness to continue studies, educational planning, commitment to choices, concrete actions

Data Collection and Testing

Data were collected through questionnaires distributed to all 108 respondents using Google Forms. The questionnaire consisted of four sections: general questions, interest statements (7 items), perceived relevance statements (6 items), and decision statements (5 items). A Likert scale with five options (Very High to Very Low) was used, with scores ranging from 5 to 1 (Tania et al., 2024).

Instrument validity was tested using Pearson product-moment correlation, with an r-table value of 0.189 for N=108 at $\alpha=0.05$. Reliability was tested using Cronbach's alpha, with a minimum threshold of 0.70 (Wati et al., 2023).

Data analysis included descriptive statistics, classical assumption tests (normality, heteroscedasticity, multicollinearity), multiple linear regression analysis, and hypothesis testing (t-test, F-test, coefficient of determination) using SPSS version 27 for Windows (Karo Karo, 2019).

Results and Discussion

Respondent Characteristics

The study involved 108 twelfth-grade hospitality students from two vocational schools in Palembang. SMK Negeri 6 Palembang, established in 1958, is a public vocational school with accreditation A, offering six majors, including Hospitality Accommodation. SMK Madyatama Palembang, established in 2008, is a private vocational school under the Madyatama Foundation with accreditation B, offering Hospitality and Computer Network Engineering majors.

Table 2. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Interest (X1)	108	18.00	35.00	28.611	3.93601
Perceived Relevance (X2)	108	13.00	30.00	25.435	3.20418
Decision (Y)	108	14.00	25.00	20.805	2.65970

The mean scores indicate that students' interest, perceived relevance, and decisions to continue studies are in the moderate category, with relatively varied responses among students.

Instrument Validity and Reliability

Validity testing showed that all questionnaire items for each variable had Pearson correlation values $> r$ -table (0.189) with significance < 0.001 , indicating all items were valid. Reliability testing yielded Cronbach's Alpha values of 0.853 for Interest, 0.770 for Perceived Relevance, and 0.702 for Decision, all exceeding the 0.70 threshold, indicating reliable instruments.

Classical Assumption Tests

The normality test using Kolmogorov-Smirnov showed Asymp. Sig. (2-tailed) = 0.200 > 0.05 , indicating normally distributed residuals. The heteroscedasticity test using the Glejser method showed significance values of 0.894 for interest and 0.892 for perceived relevance (> 0.05), indicating no heteroscedasticity. The multicollinearity test showed tolerance values of 0.766 and VIF values of 1.306 for both variables (< 10), indicating no multicollinearity.

Multiple Linear Regression Analysis

Table 3. Multiple Linear Regression Results

Model	Unstandardized B	t	Sig.
(Constant)	4.977	2.975	0.004
Interest (X1)	0.337	6.185	< 0.001
Perceived Relevance (X2)	0.243	3.624	< 0.001

The regression equation obtained is:

$$Y = 4.977 + 0.337X_1 + 0.243X_2$$

Interpretation: 1) A constant value of 4.977 means that if Interest and Perceived Relevance are zero, the Decision value is 4.977; 2) An interest coefficient of 0.337 means that each one-unit increase in interest increases decision by 0.337, assuming perceived relevance remains constant; 3) A perceived relevance coefficient of 0.243 means that each one-unit increase in perceived relevance increases decision by 0.243, assuming interest remains constant; 4) Interest has a more dominant influence on decision compared to perceived relevance, as indicated by its larger coefficient and higher t-value.

Hypothesis Testing - Partial Test (t-test)

For the interest variable, t-count = 6.185 with Sig. = 0.000 < 0.05 , indicating that interest has a positive and significant partial influence on the decision to continue studies. This means that higher student interest leads to a greater tendency to continue studies at hospitality higher education institutions.

For the Perceived Relevance variable, t-count = 3.624 with Sig. = 0.000 < 0.05 , indicating that Perceived Relevance has a positive and significant partial influence on the Decision to Continue Studies. This means that the more positive students' perception of the relevance of hospitality higher education, the greater their tendency to continue studies.

Hypothesis Testing - Simultaneous Test (F-test)

Table 4. Simultaneous Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	360.447	2	180.223	47.730	<0.001
Residual	396.470	105	3.776		
Total	756.917	107			

F-count = 47.730 with Sig. = 0.000 < 0.05, indicating that interest and perceived relevance simultaneously have a significant influence on the decision to continue studies. This confirms that both variables together contribute significantly to explaining students' decisions.

Hypothesis Testing – Coefficient of Determination (R²)

Table 5. Coefficient of Determination Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.690	0.476	0.466	1.94317

An adjusted R-squared value of 0.466 indicates that 46.6% of the variation in students' decisions to continue studies can be explained by interest and perceived relevance variables. The remaining 53.4% is explained by other factors not included in this research model, such as economic factors, family support, information quality, social influence, institutional reputation, and other psychological factors.

Influence of Interest on Decision to Continue Studies

The finding that interest positively and significantly influences students' decisions to continue studies aligns with the Theory of Planned Behavior (Ajzen, 2020), where interest serves as a key component driving intentions and actions. Building and managing prospective students' interest in the tourism and hospitality sector can be a marketing strength for universities, which should be introduced as early as possible (Karo et al., 2024). Students with high interest in hospitality tend to be more active in seeking information, considering alternatives, and showing readiness to act, ultimately leading to more decisive positive decisions.

This result is consistent with Sulistyawati's research, which found that students' interest is significantly influenced by internal motivation, family support, and perceptions of job opportunities in tourism and hospitality (Sulistyawati et al., 2015). Interest reflects the level of attraction, attention, and desire toward an object or choice. Students who have positive feelings, attention, and drive for self-development in hospitality tend to consider continuing education to higher levels more seriously.

Influence of Perceived Relevance on Decision to Continue Studies

The positive and significant influence of perceived relevance on students' decisions confirms Relevance Theory by Sperber and Wilson, which states that individuals perceive information or choices as relevant when providing maximum cognitive benefit with minimal mental effort (Makeeva, 2022). In the educational context, students consider an educational path relevant when it is perceived as providing tangible benefits for their future.

This finding supports the hospitality career perception study, which revealed that interest in continuing hospitality studies is influenced by the perceived relevance of education to the world of work, international career opportunities, and the image of the hospitality industry (Karo Karo et al., 2023). Students with positive perceptions regarding the alignment of hospitality

education with future needs, career development, and industry demands are more confident in choosing to continue their studies.

Simultaneous Influence of Interest and Perceived Relevance

The simultaneous influence of interest and perceived relevance on students' decisions can be explained through integrated decision-making theories, such as the Theory of Reasoned Action (Zainafree et al., 2022), emphasizing the role of intention influenced by attitudes and subjective norms. In the context of continuing hospitality higher education, interest reflects intrinsic attraction to higher education, while perceived relevance involves subjective assessment of how well higher education aligns with personal needs and goals.

The adjusted R^2 value of 0.466 indicates that nearly half of the variation in students' decisions can be explained by these two variables, demonstrating that interest and perceived relevance are relevant factors contributing meaningfully to decision formation. Interest serves as an internal drive, while perceived relevance serves as a rational consideration of educational benefits, creating a comprehensive foundation for decision-making.

The remaining 53.4% explained by other factors suggests that decisions to continue studies are complex phenomena influenced by various additional variables such as economic conditions, family support, information quality, peer influence, institutional reputation, and accessibility. This finding opens opportunities for further research to include additional variables for more comprehensive models.

Conclusion

This study concludes that interest and perceived relevance play an important role in shaping students' decisions to continue their studies at hospitality higher education institutions. The findings show that interest has a positive and significant influence on students' decisions, indicating that students who have stronger enjoyment, attention, motivation, and willingness toward the hospitality field are more likely to consider higher education as a meaningful continuation of their academic and career development.

Perceived relevance also has a positive and significant influence on the decision to continue studies. This means that students are more confident in choosing hospitality higher education when they perceive it as relevant to their career goals, personal needs, future benefits, and the demands of the hospitality industry. Therefore, the decision to continue studies is not only driven by personal interest but also by students' rational assessment of the usefulness and long-term value of higher education.

Simultaneously, interest and perceived relevance significantly influence students' decisions to continue studies. The adjusted R^2 value of 0.466 indicates that 46.6% of the variation in students' decisions can be explained by these two variables, while the remaining 53.4% is influenced by other factors outside this study, such as family support, economic conditions, institutional reputation, peer influence, access to information, and career expectations.

Based on these findings, vocational schools are encouraged to strengthen career guidance, provide clearer information about hospitality higher education, and facilitate students' exposure to academic and industry pathways. Teachers and schools should also help students understand the connection between hospitality education and future career opportunities. Future research is recommended to include additional variables and broader research locations to obtain a more comprehensive understanding of students' decisions to continue their studies in hospitality higher education.

References

- Ajzen, I. (2020). The theory of planned behavior: Frequently asked questions. *Human Behavior and Emerging Technologies*, 2(4). <https://doi.org/10.1002/hbe2.195>
- Azizah, F. N. (2025, December). The Influence of Retribution, Domestic Tourist Trips Number, Hotel Occupancy Rates, and the Percentage of Poor Population on the Local Own-Source Revenue (Lor) of South Sumatra. In *Palembang Tourism Forum Volume 2 2025 (PTF-2025)* (pp. 48-59). Atlantis Press. https://doi.org/10.2991/978-94-6463-912-4_6
- Crozier, R., & Ranyard, R. (2020). Cognitive process models and explanations of decision making. In *Decision making* (pp. 19–34). <https://doi.org/10.4324/9780203444399-7>
- Erlangga, S. Y., Kuncoro, K. S., Ardilla, N., Winingsih, P. H., Lapiana, U. N. B., Yektyastuti, R., & Fitri, A. (2024). *Psikologi pendidikan*. EDUPEDIA Publisher.
- Fauzi, M. A., Rusli, R. A., & Junaidi, H. (2026). The Science of Sustainability Approach in Halal Tourism Development Based on the Useful Power of the Malay Community in Palembang. *Jurnal Penelitian Pendidikan IPA*, 12(3), 544-552. <https://doi.org/10.29303/jppipa.v12i3.14807>
- Hasan, H., Syahputra, M. H. I., Karo, P. K., Permatasari, M., & Khadijah, K. (2025). Social media marketings effect on event-based tourism development in Pagar Alam. *RIGGS: Journal of Artificial Intelligence and Digital Business*, 4(2), 4675–4682. <https://doi.org/10.31004/riggs.v4i2.1307>
- Honggoriansyah, D., Karo Karo, P., & Permatasari, M. (2020). Pengaruh promosi dan harga terhadap keputusan pembelian pada hotel berbintang tiga di kota Palembang. *Jurnal Kepariwisata dan Hospitalitas*, 4(2). <https://doi.org/10.24843/jkh.2020.v04.i02.p06>
- Huda, N. (2016). Analisis faktor sosial budaya dan psikologis yang mempengaruhi keputusan nasabah memilih pembiayaan pada warung mikro: Studi pada PT Bank Syariah *JWM (Jurnal Wawasan Manajemen)*.
- Idin, D. P., Prayoga, A. S., & Septianingrum, K. (2023). Minat dan motivasi siswa dalam mengikuti kegiatan ekstrakurikuler bola voli SMK Khozinatul Ulum Todanan. *Journal of SPORT (Sport, Physical Education, Organization, Recreation, and Training)*, 7(2). <https://doi.org/10.37058/sport.v7i2.7788>
- Imam Maulana Hidayat, Ahmad Hujaeri, Hunainah, & Machdum Bachtiar. (2024). Studi analisis peran psikologi kognitif dan humanistik dalam pembelajaran. *Jurnal Paris Langkis*, 5(1). <https://doi.org/10.37304/paris.v5i1.17568>
- Karo Karo, P. (2019). Analysis of the effects of relational marketing towards tourist satisfaction level on organizing a tourism event in South Sumatra Province. *Atlantis-Press.Com*. <https://orcid.org/0000-0002-2462-5297>
- Karo Karo, P., Hamonangan Kecenderungan Keputusan Akademik, S., Hamonangan, S., & Pariwisata Palembang, P. (2021). Kecenderungan keputusan akademik pada Politeknik Pariwisata Palembang. *JEKPEND: Jurnal Ekonomi dan Pendidikan*, 4(2), 28–35. <https://doi.org/10.26858/JEKPEND.V4I2.20949>
- Karo Karo, P., Ihdal Karomi, M., Zainuddin Badollahi, M., & Meilysa Pasaribu, R. (2023). Pengaruh bauran pemasaran, kelompok rujukan dan persepsi terhadap sikap

- mahasiswa dalam memilih perguruan tinggi. *Jambura Journal of Educational Management*, 4, 47–62. <https://doi.org/10.37411/JJEM.V4I1.2204>
- Karo, P. K., Sulastri, S., & Maulana, A. (2024). Literature review: New wave marketing, marketing performance, and memorable tourism experience in the tourism sector. *Journal of International Conference Proceedings*, 7(4), 883–913. <https://doi.org/10.32535/JICP.V7I4.3598>
- Kojongian, P. J. C., Karo, P. K., Ardiansyah, M., Sutopo, S., Sudianto, S., Kurniawan, S. A., Nona, R., Krisnawati, L. H., Rosyada, M., Ningsi, N., Hidayat, F., & Hasirah, H. (2025). *Digital marketing* (A. I. Sastra, Ed.). Yayasan Tri Edukasi Ilmiah.
- Kotler & Keller. (2025). Kotler & Keller, 2021. *Journal of Digital Marketing and Consumer Behavior*, 14(1).
- Leri, P. N., Santi, E., & Rosita, I. (2022). Pengaruh minat, dukungan orang tua dan citra kampus terhadap keputusan mahasiswa memilih kuliah di Jurusan Akuntansi Politeknik Negeri Padang: Studi empiris pada mahasiswa Program Studi D-III dan D-IV Akuntansi Politeknik Negeri Padang. *Jurnal Akuntansi, Bisnis dan Ekonomi Indonesia (JABEI)*, 1(1), 79–85. <https://akuntansi.pnp.ac.id/jabei/index.php/jabei/article/view/14>
- Makeeva, L. B. (2022). The relevance theory, pragmatics and the problem of meaning. *Filosofskii Zhurnal*, 15(3). <https://doi.org/10.21146/2072-0726-2022-15-3-125-139>
- Manap, A., Yulia Sasmiyati, R., Edy, N., Idris, N., & Pan, S. (2023). Shaleh dan Wahab, Psikologi suatu pengantar: Dalam perspektif Islam, Bandung: Pustaka Setia, 2004, 25. *Jurnal Ekonomi*, 12(01).
- Ningrum, M., Rostamailis, R., & ... (2016). Minat siswa SMKN di Kota Padang melanjutkan ke Program Studi Tata Rias dan Kecantikan Fakultas Pariwisata dan Perhotelan Universitas Negeri Padang. *Journal of Home ...*
- Nwoye, A. N. (2012). Assessment of resources and the level of entrepreneurial skills acquired by secondary school physics students in anambra state. *A Thesis Presented To The Department of Science Education, Faculty of Education, Nnamdi Azikiwe University, Awka*.
- Pasaribu, R. M. P., Husna, A. I. N., Karo Karo, P., Hamonangan, S., Desy Rizkiyah, N., Ihdal Karomi, M., Subhan Iswahyudi, M., Elwadinata, F., Nurmadia Abdussamad, S., & Amar Jusman, I. (2025). *Pengaruh kualitas terhadap pelanggan* (P. T. Cahyono, Ed.). Yayasan Cendikia Mulia Mandiri.
- Prasetio, J., & Widyastuti, S. (2020). Nana Syaodih Sukmadinata, Metode Penelitian Pendidikan (Bandung: Remaja Rosdakarya, 2007), 220. *WAKTU: Jurnal Teknik UNIPA*, 18(2).
- Pratiwi, A. A. M., & Kesumadewi, P. D. (2021). Faktor-faktor yang mempengaruhi siswa SMKN jurusan pariwisata di Kota Denpasar dalam memilih perguruan tinggi. *Jurnal Kepariwisata dan Hospitalitas*, 5(1). <https://doi.org/10.24843/jkh.2021.v05.i01.p07>
- Saksono, H., Hidayat, B. A., Yuliana, E., Wicaksono, B., Wulandari, S. N., Momon, M., ... & Amri, N. H. (2022, January). The Impact of Tourism and The Creative Industry on The Economy of The Community. In *International Conference on Sustainable*

Innovation Track Accounting and Management Sciences (ICOSIAMS 2021) (pp. 22-25). Atlantis Press. <https://doi.org/10.2991/aebmr.k.211225.004>

- Sanusi, D., & Abdullahi, A. (2025). Enhancing Practical Skills Acquisition through Entrepreneurship Practical in Vocational and Technical Education. *Gidan Madi Multi-Disciplinary Journal of Teacher Education (GMMJTE)*, 1(1), 1-16.
- Slameto. (2015). *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: Rineke Cipta. *Journal of Chemical Information and Modeling*, 53(9).
- Sulistiyawati, N., Darmaputra, I., & ... (2015). Faktor-faktor yang mempengaruhi minat siswa SMK untuk melanjutkan pendidikan ke perguruan tinggi vokasi pariwisata di Provinsi Bali. *Jurnal ...*
- Tania, L. R., Rahmanita, M., Ingkadijaya, R., & Karo, P. K. (2024). The effect of service quality and trust on customer loyalty with satisfaction as an intervening variable in three star hotels, Palembang. *Journal of Management and Administration Provision*, 4(2), 230–240. <https://doi.org/10.55885/JMAP.V4I2.361>
- Theresia Simangungsong, K., Hasan, H., Karo Karo, P., Halfi Indra Syahputra, M., Permatasari, M., Hamonangan, S., & Az Zahra, F. (2025). The influence of social media, tourist experience, and brand awareness on culinary tourism in Lahat hospitality industry. *Jurnal Ekonomi, Manajemen Pariwisata dan Perhotelan*, 4(3). <https://doi.org/10.55606/jempper.v4i3.5276>
- Thoha, M. (2021). *Perilaku organisasi, konsep dasar dan aplikasinya*. PT Raja Grafindo.
- Uhlendorff, U. (2004). The concept of developmental-tasks and its significance for education and social work. *Social Work & Society*, 2(1), 54–63.
- Wati, I., Karo, P. K., Azizah, S. N., & Morena, M. R. A. (2023). Relationship marketing and customer retention at event organizer Palembang. *Journal of Management and Administration Provision*, 3(3), 161–168. <https://doi.org/10.55885/JMAP.V3I3.401>
- Zainafree, I., Hadisaputro, S., Suwandono, A., & Widjanarko, B. (2022). The road safety education program for adolescents using social media, proving increasing knowledge, beliefs, attitudes, intentions and behavior. *Safety*, 8(1). <https://doi.org/10.3390/safety8010012>
- Zulkifli, A. A., Karo, P. K., & Jaya, R. (2023). The level of consumer confidence in the implementation of CHSE (Clean, Healthy, Safety, Environment Sustainability) hotel certification during the Covid-19 pandemic in Palembang City, Indonesia. *Journal of Applied Sciences in Travel and Hospitality*, 6(1), 21–30. <https://doi.org/10.31940/JASTH.V6I1.21-30>