

## Peer Influence and Self-Efficacy on College Interest: The Mediating Role of School Environment in Vocational High School Students

Estu Niana Syamiya<sup>1\*</sup>, Aniek Widiarti<sup>2</sup>, Heni Cahya Ramdani<sup>3</sup>, Noviyanti Hasanah<sup>4</sup>

<sup>1,2,3,4</sup> FKIP Universitas Islam Syekh-Yusuf, Indonesia

\*Corresponding Author, ✉ [ensyamiya@unis.ac.id](mailto:ensyamiya@unis.ac.id)

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### ABSTRACT

This study aims to analyze the prediction of higher education intentions among vocational students: assessing the mediating role of the school environment on self-efficacy and peer relationships. The research method used is quantitative and uses path analysis. The study population was grade XII students of SMK Negeri 3 Tangerang City, with a sample of 202 respondents selected through probability sampling techniques. Data collection was conducted using a questionnaire. The results show that peers have an effect on their interest in continuing their studies. The results show that self-efficacy affects the interest in continuing college. The academic setting significantly predicts further education interest. This indicates confirming that the indirect path from peer surroundings to college intention is statistically insignificant. That self-efficacy does not have an indirect effect on the interest in continuing college through the school environment. Therefore, peers and self-efficacy are important factors in shaping interest in continuing their studies, while the role of the school environment in this context is not strong enough to exert a meaningful influence. These findings emphasize the importance of strengthening students' social interactions and self-confidence in increasing educational aspirations. This new research adds the school environment as a mediating variable, which provides new insights into solving the problem of students' inclination towards post-secondary education.

### INTRODUCTION

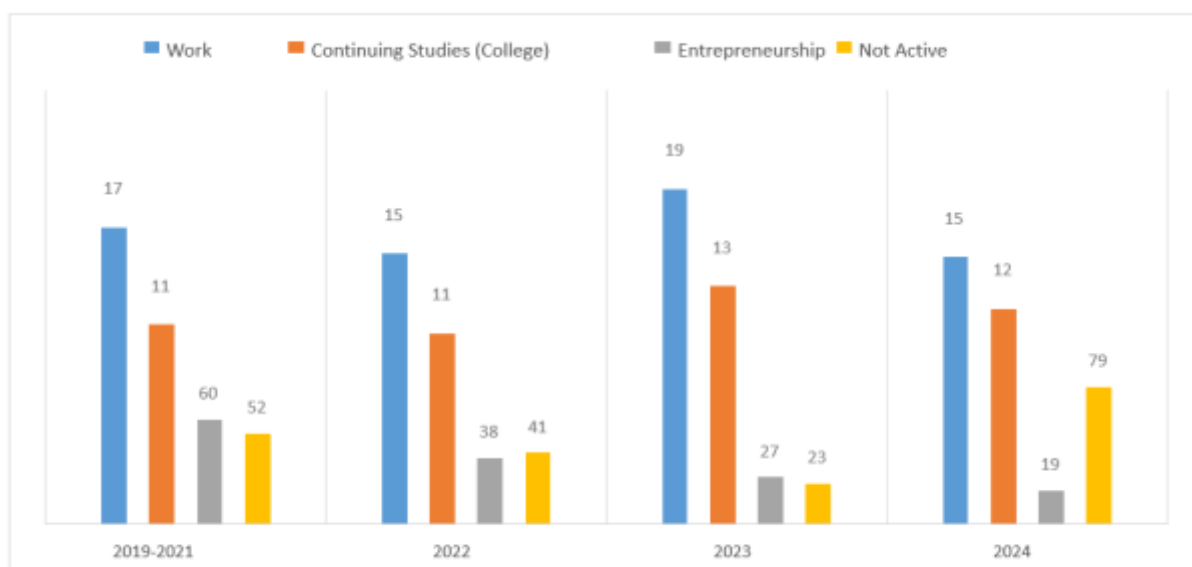
Human capital quality is widely recognized as a critical determinant during the age of open markets (Syamiya et al., 2025). Escalating professional competition necessitates high-caliber human capital equipped with comprehensive competencies, capable of continuous self-development to foster national growth (Murdy & Putri, 2020). One way to enhance the caliber of human capital is through the Education pathway (Verawati et al., 2018). Education is fundamental to fostering national prosperity, becomes a foundation for development in various sectors, and functions strategically in improving the quality of human resources to be able to compete in the global arena (Nadya et al., 2025; Saragih, 2024).

The definition of education is As decreed by the Republic of Indonesia Law No. 20 of 2003, national education is defined as a structured effort to facilitate students in developing spiritual, personality, moral, and practical potential. Through this process, the younger generation is expected to master science and technology to contribute to the development of the country in a better direction (Hambali & Asyafah, 2020). The various motivations or interests of high school students to continue their Advancing to university level can be caused by various factors, both from within the individual and from the external environment. (Ayuni & Wahjudi, 2021)



External factors include society, school, family and socioeconomic conditions while internal factors include motivation, intelligence, health and self-efficacy. A prominent external determinant shaping the intention to pursue further education is the peer environment. This environment has an important role in the formation of students' character, given that they tend to spend more time with their friends compared to family (Panjaitan Doris & Afrila, 2020; Romdon et al., 2025) The peer environment is very influential on the younger generation, if their peers choose college then they tend to be interested in continuing their education, on the other hand, if their friends choose to work, it can also encourage someone to work directly (Rizki et al., 2022; Safari, 2019).

On the basis of the findings from initial observations conducted by researchers at SMK Negeri 3 Tangerang City, the author saw, a reduction in the number of students transitioning to tertiary education Based on the statement above, we can see the number of students who have continued to college in the last four years at SMKN 3 Tangerang City:



**Figure 1.** Trends in Post-Graduation Activities of Students at SMKN 3 Tangerang City (2019–2024)

Source: BK SMKN 3 Tangerang City.

Based on figure 1, The proportion of graduates transitioning to tertiary education to college shows a fluctuating trend, reflecting the change in students' interest from year to year in choosing further studies. This up-and-down trend illustrates that most vocational school students are still weighing the choice between continuing their studies or directly entering the world of work. This phenomenon also emphasizes the importance of the role of schools, families, and the surrounding environment in providing encouragement and motivation for students to continue to college. In other words, fluctuations in the proportion of graduates transitioning to further studies are an indicator of uncertainty in students' career orientation after graduation.

Another factor that affects Students' higher education goals is the factor of self-confidence or self-efficacy. Self-efficacy is related to personal beliefs about one's competence and abilities (Meyra Yuniar et al., 2024; Syofyan et al., 2020). Individuals student characterized by elevated self-efficacy tend to display higher confidence in confronting difficulties, making them more likely to pursue higher education of college entrance selection and adapting to the new academic environment. On the other hand, low self-efficacy can cause doubts about their own abilities so that students prefer to work immediately or postpone continuing their education.

Self-efficacy also influences the way students set educational goals and strategies to achieve them. Individuals with strong self-efficacy will be more courageous in making decisions, diligent in learning, and effectively managing setbacks that occur during the college preparation process (Krismonika & Yohana, 2024). They do not give up easily despite the face of failure, believing that consistent effort can increase the chances of

success. Thus, self-efficacy plays an important role in shaping students' intrinsic motivation to continue their education to a higher level.

In addition to internal factors, another factor that affects students' interest in continuing their education to college is the school environment. The school environment has an important role as a second home after the family in shaping the personality and characteristics of students, where there is a strong correlation between students, teachers, and all parties in the school (Nurfirdaus & Sutisna, 2021). A conducive school environment, with a positive academic climate, teacher support, and the availability of adequate learning facilities, can provide additional motivation for students to have aspirations to continue their studies to a higher level. On the other hand, a less supportive school environment has the potential to reduce students' enthusiasm and interest in achieving further education. Thus, the quality of the school environment is one of the external factors that contribute to the formation of students' interest in determining future educational choices. This study aims to analyze the influence of peers and self-efficacy on interest in continuing college with the school environment as a mediating variable.

## METHODS

This type of research is quantitative with a survey approach. The research population is all grade XII students of SMK Negeri 3 Tangerang City for the 2024/2025 school year. The sampling technique used purposive sampling with a total of 80 students. The data measurement scale used in this study is the Likert scale, a scale that relates to a person's statement or attitude towards something with a scoring interval for each respondent's answer of 1-5. Data analysis is carried out by validity, reliability, normality test, and path analysis to test direct and indirect influences.

The outcome of the validity analysis demonstrates that the  $r$  statistic for every item in each variable is greater than the table  $r$ -value  $> 0.230$ . Therefore, it can be inferred that every statement item demonstrates sufficient validity and reliability (reliability value  $> 0.967$ ). In addition, the number of validity tests from 52 respondents was the questionnaire of the peer variable (X1) with 16 items, the self-efficacy variable (X2) with 10 items, the variable of continuing education (Y) with 12 items, and the school environment variable (Z) with 12 items. The details of each item are presented in the [Appendix](#).

## RESULTS AND DISCUSSION

### Results

#### Regression Analysis and Hypothesis Testing

Based on the results of the regression analysis presented in Table 2, several important findings were obtained regarding the factors that influence students' interest in continuing their education to college. In Model 1, the peer variable (\*peers\*) was proven to have a positive and significant effect on the interest in continuing their education ( $B = 0.611$ ;  $t = 15.626$ ;  $\text{Sig.} = 0.000$ ), which indicates that every one unit increase in peer support will increase the interest in continuing education by 0.611. Furthermore, Model 2 shows that \*self-efficacy\* also has a positive and significant effect on the interest in continuing their education ( $B = 0.966$ ;  $t = 16.266$ ;  $\text{Sig.} = 0.000$ ), so that the higher the level of students' confidence in their abilities, the greater their interest in continuing their education to a higher level. The results in Model 3 indicate that the school environment has a positive and significant effect on interest in continuing college ( $B = 0.578$ ;  $t = 8.669$ ;  $\text{Sig.} = 0.000$ ), meaning a more conducive school environment will encourage increased student interest in continuing their education.

In Model 4, testing the mediating role of the school environment in the relationship between peers and interest in continuing college shows that peers remain a positive and significant influence ( $B = 0.603$ ;  $\text{Sig.} = 0.000$ ), while the school environment has no significant influence ( $B = 0.016$ ;  $\text{Sig.} = 0.823$ ). These results indicate that the school environment does not mediate the relationship, meaning that the influence of peers on interest in continuing college is direct. Similar findings are also seen in Model 5, where self-efficacy remains a positive and significant influence ( $B = 0.979$ ;  $\text{Sig.} = 0.000$ ), while the school environment has no significant influence ( $B = -0.016$ ;  $\text{Sig.} = 0.829$ ). Thus, the school environment was also not proven to mediate the relationship between self-efficacy and interest in continuing college.

Meanwhile, Model 6, which tested the influence of all three variables simultaneously, showed that peers ( $B = 0.340$ ;  $\text{Sig.} = 0.000$ ) and self-efficacy ( $B = 0.629$ ;  $\text{Sig.} = 0.000$ ) remained positive and significant influences on interest in continuing college, while the school environment had no significant effect ( $B = -0.121$ ;  $\text{Sig.} = 0.091$ ). Overall, the results of this study confirm that students' interest in continuing their education to college is more directly influenced by peer factors and self-efficacy, while the school environment does not act as a mediating variable in this relationship.

**Table 1.** Summary of Regression Analysis Results

No	Regression Model	Variable	Unstandardized Coefficients		t	Sig.
			B	Std. Error		
1	Peers → Interest in Continuing College	(Constant)	9.232	2.483	3.719	0.000
		Peers (X1)	0.611	0.039	15.626	0.000***
2	Self-Efficacy → Interest in Continuing College	(Constant)	8.968	2.402	3.733	0.000
		Self-Efficacy (X2)	0.966	0.059	16.266	0.000***
3	School Environment → Interest in Continuing College	(Constant)	20.296	3.183	6.376	0.000
		School Environment (Z)	0.578	0.067	8.669	0.000***
4	Peers → Interest in Continuing College (mediated by School Environment)	(Constant)	8.995	2.703	3.328	0.001
		Peers (X1)	0.603	0.055	11.013	0.000***
		School Environment (Z)	0.016	0.073	0.224	0.823 (ns)
5	Self-Efficacy → Interest in Continuing College (mediated by School Environment)	(Constant)	9.193	2.624	3.504	0.001
		Self-Efficacy (X2)	0.979	0.084	11.658	0.000***
		School Environment (Z)	-0.016	0.072	-0.216	0.829 (ns)
6	Peers + Self-Efficacy → Interest Interest in Continuing College (mediated by School Environment)	(Constant)	6.780	2.513	2.698	0.008
		Peers (X1)	0.340	0.067	5.109	0.000***
		Self-Efficacy (X2)	0.629	0.105	6.021	0.000***
		School Environment (Z)	-0.121	0.071	-1.699	0.091 (ns)

Source: Data processing results with SPSS 25

Note: \*\*\*  $p < 0.001$ ; ns = not significant

To test the simultaneous influence of peer variables (X1), self-efficacy (X2), and school environment (Z) on interest in continuing college (Y), an F-test was conducted at a 5% significance level. This test aims to determine whether all independent variables together have a significant influence on the dependent variable. The test results are presented in Table 8 below.

**Table 2.** Simultaneous Significance Test Results (F-Test)

	F	Sig.
Regression	107,889	.000 <sup>b</sup>

Source: Data processing results with SPSS 25

The test value  $F = 107.889$ . The model's significance ( $(p = 0.000 < 0.05)$ ) establishes the feasibility of the regression analysis. This indicates that the joint effect of the peer environment, self-efficacy, and the school climate significantly explains variances in students' academic aspirations

### Mediation Analysis (Sobel Test)

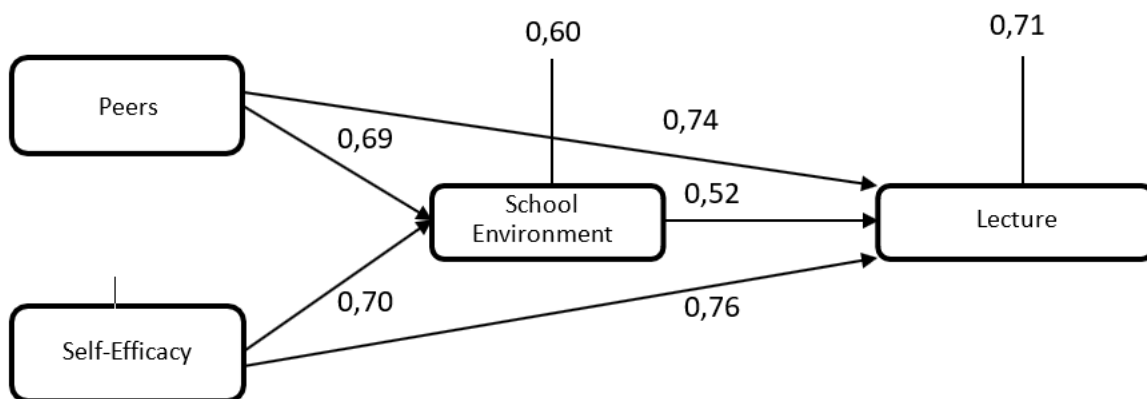
The sobel test is used to determine the use of mediation variables, namely the school environment that is mediated by peers and self-efficacy on the interest in continuing college. The values that can be used in this sobel test can be seen in the following table.

**Table 3.** Summary of Scores for Sobel Test

Variable	Unstandardized		Standardized	Sig
	B	Std.Error	Beta	
School Environment (M) → Interest (Y)	0,578(b)	0,067(Sb)	0,528	0,000
Peers (X1) → Interest (Y)	0,611	0,039	0,746	0,000
Self-Efficacy (X2) → Interest (Y)	0,966	0,059	0,760	0,000
Peers (X1) → School Environment (M)	0,522(a1)	0,038(sa1)	0,698	0,000
Self-Efficacy (X2) → School Environment (M)	0,819(a2)	0,059(sa2)	0,705	0,000

Source : Data processing results with SPSS 25

Based on table 3. above, the values that will be tested through t calculation which are then formed in the sobel test are described as follows.



**Figure 2.** Sobel Test

Based on the Sobel test, the indirect effect coefficients were calculated as follows:  $c1' = a1 \times b = 0.698 \times 0.528 = 0.369$  (peers → school environment → interest) and  $c2' = a2 \times b = 0.705 \times 0.760 = 0.534$  (self-efficacy → school environment → interest). The standard error and t-value for the mediation path of peers were  $Sab = 0.3367$  and  $t = 0.90$ , while for self-efficacy the values were  $Sab = 1.010$  and  $t = 0.47$ . Both t-values fall below the critical value of 1.65, indicating that the school environment does not significantly mediate either the effect of peers ( $t = 0.90 < 1.65$ ) or self-efficacy ( $t = 0.47 < 1.65$ ) on students' interest in continuing college. These results confirm that Hypotheses 4 and 5 are not supported, and that the influences of peers and self-efficacy on college interest are direct rather than mediated by the school environment. The Sobel Test outcomes indicate that the school environment fails to significantly mediate the impacts of both peers and perceived self-efficacy on tertiary education aspirations, thus disproving the initial assumption Hypotheses 4 and 5.

**Discussion**

**Peer influence on interest in continuing college**

Calculate based, the partial influence on the peer variable can be shown through the t-test. The results of the study on the t-test prove that there is a significant influence of peers on the interest of continuing college with a significant value of  $0.000 < 0.05$ . So from these results it shows that peers have an effect on their interest in continuing their studies. The results of the study can be proven in several previous literature studies such as (Ika Zulfa et al., 2018; Khairat, 2023) which shows that peers play an important role in influencing a person's decisions regarding his or her future. This is in line with research stating that peers have a good and significant influence on interest in continuing their studies. It can be concluded that there is a positive perfection of the relationship between peers and the interest in continuing college (Alfath et al., 2026; Pratama & Susanti, 2024)

### **The effect of self-efficacy on interest in continuing college**

Based on the results of the study, the partial influence on the self-efficacy variable can be shown through the t-test. The results of the study on the t-test proved that there was a significant influence of self-efficacy on the interest in continuing college with a significant value of  $0.000 < 0.05$ . So that the results show that self-efficacy affects the interest in continuing college. Literature studies, research by (Kusuma Astuti et al., 2024) revealed a positive and statistically significant impact of self-efficacy (X) on university enrollment intentions (Y). These findings are reinforced by studies that confirm that self-efficacy contributes 8.88% to an increase in interest in continuing college, indicating a strong cognitive-motivational role in educational decisions (Astuti et al., 2024; Hanim & Puspasari, 2021b; Subarkah & Nurkhin, 2018).

### **The influence of the school environment on interest in continuing college**

Based on the results of the research, the partial influence on school environment variables can be shown through the t-test. The results of the study on Statistical testing verifies the significant effect of the school setting on academic aspirations college with a significant value of  $0.000 < 0.05$ . So that these results show that The academic setting significantly predicts further education interest. Results of this study reinforce the findings (A.Hafish Thoriq Amirullah & Mohamad Arief Rafsanjani, 2022; Amalia et al., 2023) which proves demonstrating a positive and statistically significant impact of the school environment on university enrollment intentions. Academic revealed that every single unit improvement in the quality of the school environment can increase the probability of interest in continuing college by 15.2% ( $\beta = 0.152$ ,  $p < 0.01$ ), especially when the school environment provides: (1) a comprehensive career guidance program, (2) access to college alumni, and (3) supporting facilities such as libraries with college book collections.

### **Peer influence on interest in continuing college mediated by the school environment**

Sobel Test, This is evidenced by the calculated z-value, which falls below the critical threshold t-value of 0.90 which is smaller than the critical value (1.65 in absolute prices) with a significance level above the threshold. Thus, peers do not significantly affect interest in continuing their studies through the mediation of the school environment. The outcomes of the t-test further demonstrated that peer dynamics had no statistically significant impact on the intention to continuing college with the mediation of the school environment (significance value =  $0.823 > 0.05$ ). This indicates confirming that the indirect path from peer surroundings to college intent is statistically insignificant their studies through the school environment.

This finding is different from (Sasmi et al., 2021) which states that the school environment is able to mediate the social influence of peers. However, in line with the (Mutiara & Rochmawati, 2021) which also found that intermediate variables are not always statistically significant despite having a strong theoretical basis. The findings of this study do not ignore the important role of the school environment, but indicate that its function is more of a direct supporting factor than an intermediary variable in the association between peer circles and university enrollment intentions.

### **The effect of self-efficacy on interest in continuing studies mediated by the school environment**

Evidenced by the calculated t-value of 0.47 which is smaller than the critical value (1.65 in absolute prices) with a significance level above the threshold. Thus, self-efficacy does not significantly affect interest in continuing college through the mediation of the school environment. The results of the t-test also showed that there was no effect of self-efficacy on the interest of continuing college with the mediation of the school environment (significance value =  $0.829 > 0.05$ ). This indicates that self-efficacy does not have an indirect effect on the interest in continuing college through the school environment.

These findings differ from studies (Amalia et al., 2023) which states that self-efficacy and the school environment together have a significant effect on interest in continuing education. However, the study did not explicitly examine the role of mediation, so it cannot be concluded whether the school environment functions as a mediator. Rather, these findings are in line with (Mutiara & Rochmawati, 2021) who found that academic self-efficacy does not always play a significant mediator, despite having a strong theoretical basis. This suggests

that self-efficacy tends to affect interests directly, as it is an internal factor that is closely related to students' personal beliefs and motivations.

### **The influence of peers and self-efficacy on interest in continuing college mediated by school environment variables**

Simultaneous regression analysis, it can be concluded that the variables of peers and self-efficacy significantly affect the interest in continuing college, with a significance value of 0.000 ( $p < 0.05$ ). This shows that these two variables make a meaningful contribution in predicting students' interest in continuing their education to college. The school environment variable showed a significance value of 0.091 ( $p > 0.05$ ), which indicates that the school environment did not have a significant influence on the interest in continuing education in this study. Together, therefore, peers and self-efficacy are important factors in shaping interest in continuing their studies, while the role of the school environment in this context is not strong enough to exert a meaningful influence.

The results of the simultaneous regression analysis tested through ANOVA obtained an F value of 107,889 with a significance level of 0.000 ( $p < 0.01$ ). These results show that the regression model as a whole is significant, meaning that there is a statistically significant influence of independent variables (peers, self-efficacy, and school environment) on dependent variables (interest in continuing college). The findings of this study show an interesting consistency and difference with the previous literature. On the one hand, the results confirming the significant influence of peers are in line with the research (Khairat et al., 2022); (Mutiara & Rochmawati, 2021) However, in contrast to (Damanik & Sugiarti, 2023) which did not find a significant influence in the context of private vocational schools. Similarly, self-efficacy, these findings support (Amalia et al., 2023) however, in contrast to (Damanik & Sugiarti, 2023) which actually found a negative influence.

The most crucial aspect lies in the insignificance of the school environment as a mediator ( $p=0.091$ ), which is in contrast to some studies such as (Solihat et al., 2020). However, in contrast to the results of the research conducted by (Sasmi et al., 2021) and (Khairat et al., 2022) stating that the school environment can strengthen peer influence and self-efficacy on interest in continuing study. It can be concluded that, other factors outside the model such as family support, economic conditions, or access to information about college, may be more dominant in strengthening these relationships, as expressed by (Ayuni & Wahjudi, 2021).

### **CONCLUSION**

Based on the problems and questions of the research and discussion that has been carried out, it can be concluded that the peer variable has a positive and significant effect on the interest in continuing college with a regression coefficient value of 0.340 and a significance of  $0.000 < 0.05$ . This implies that the stronger the peer support and engagement, the higher the likelihood of students enrolling in university. The findings indicate that self-efficacy demonstrated a statistically significant positive impact on college-going intentions, characterized by a regression coefficient value of 0.629 and a significance of  $0.000 < 0.05$ . This means that the higher the student's confidence in his or her abilities, the greater the motivation to continue their education.

The school environment variable had no significant effect on the interest in continuing college, with a regression coefficient value of -0.121 and a significance of  $0.091 > 0.05$ , so its role as a mediating variable in peer relations and self-efficacy on interest in continuing college was not proven. Simultaneously, the variables of peers, self-efficacy, and school environment had a significant effect on interest in continuing college with a value of  $F = 107.889$  and a significance of  $0.000 < 0.05$ , although only peer and self-efficacy had the dominant influence.

Students' interest in continuing their higher education at SMK Negeri 3 Tangerang City to be better for the future, the author suggests that for students, it is hoped that it can increase self-confidence and establish positive interactions with peers, because these two factors have proven to play an important role in fostering interest in continuing education to a higher level. The school environment exerts no statistically significant influence, the school is expected to continue to create a conducive learning climate and provide more intensive counseling guidance services, especially related to university information, so that students are more motivated to continue

studying. Moral and material support is still needed to strengthen children's motivation, especially in facilitating their choice and readiness to continue higher education.

#### **AUTHOR CONTRIBUTION**

Estu Niana Syamiya: Conceptualization, Methodology, Writing – Original Draft Preparation. Aniek Widiarti, Heni Cahya Ramdani: Data Curation, Formal Analysis, Visualization. Noviyanti hasanah: Writing , Review & Editing, Supervision, Project Administration. All authors have read and agreed to the published version of the manuscript.

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#### **COMPETING INTEREST**

The authors declare that there is no conflict of interest regarding the publication of this article. Than, the authors disclose that this study was partially funded by [Name of Organization], which had no role in the study design, data collection, analysis, or interpretation of the results.

#### **ETHICAL CLERANCE**

This study adhered to ethical standards in educational research. Data were collected through a voluntary, questionnaire distributed to students of SMK Negeri 3 Tangerang City with prior written permission from the school principal. Participants were informed of the research objectives and their right to withdraw at any time. All data were treated confidentially and used solely for academic purposes. As this study involved a non-clinical, self-reported survey conducted within a formal educational setting, formal institutional ethical approval was not required. All procedures were carried out in accordance with the ethical principles governing research involving minor participants.

#### **AI STATEMENT**

The authors declare that no Artificial Intelligence (AI) assisted tools were used in any part of the preparation, writing, or analysis of this manuscript.

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## Appendix

### Research Instrument: Variables, Indicators, and Measurement Items

Operational Variables and Concepts	Indicators and Questions
<p>Interest in Continuing College, namely Interest in continuing college is an encouragement from within a person that is triggered by the desire to expand knowledge and improve abilities in facing global challenges (Arditya Prayogi., 2023; Ayu., 2023; Rio Dian Permana et al., 2019; Sri Wijastuti., 2021) &amp; Permana)</p>	<ol style="list-style-type: none"> <li>1. Interest: (1) I find out about the major I am interested in; (2)After graduation, I was more interested in continuing my studies than working right away.</li> <li>2. Willingness : (3) I plan to apply to college after completing secondary education; (4)I have a strong determination to complete higher education despite the challenges.</li> <li>3. Focus: (5) I try to improve my achievements so that I can continue my studies; (6) I earnestly pay attention to the information and opportunities of higher education available.</li> <li>4. There is a feeling of happiness: (7) I feel happy when I am accepted into college; (8) I feel happy thinking about the process of studying in college.</li> <li>5. There is hope when studying in college: (9) It will be easier for me to get a more decent job by continuing my education to college; (10) I believe that continuing education to college can change a person's mindset.</li> <li>6. Need after studying in college: (11) I want to continue my studies because I need a certain degree or qualification for my targeted career; (12) I plan to continue my studies because the field of work I am interested in requires higher education.</li> </ol>
<p>Peers are a group of individuals who have equality in terms of age and social status, who can influence each other's behavior and tend to interact more intensively due to the similarity of characteristics, both in formal and informal contexts (Rizki et al., 2022; Romdon et al., 2025)</p>	<ol style="list-style-type: none"> <li>1. Cooperation with peers: (1) My friends and I often discuss plans to continue studying; (2) My friends and I help each other in finding information about the university.</li> <li>2. Positive competition with peers: (3) I am motivated to excel academically after seeing my peers' achievements; (4) Discussions with peers encourage me to continue to develop my academic abilities.</li> <li>3. Critical attitude towards peer influence: (5) I am able to distinguish between positive and negative influences of friends on my study plans; (6) I am not influenced by friends who do not continue their studies.</li> <li>4. Adaptation to the peer environment: (7) I easily adjust to various discussion groups and activities with peers; (8) I feel comfortable interacting and communicating with friends from different backgrounds.</li> <li>5. Integration of values in friendships: (9) I choose to be friends with people who have moral principles and values that are in line with me; (10) My friends support me to always act positively and with integrity.</li> <li>6. Problem-solving strategies between students: (11) My friend and I discussed to overcome the obstacles of college preparation; (12) My friend and I exchanged strategies for facing the college entrance exam</li> <li>7. Emotional support in friendships: (13) My friend encouraged me when I was hesitant to go to college; (14) Friends listened with empathy as I told them about the difficulties of preparing for college.</li> <li>8. Building closeness: (15) I am more open about my educational goals because of a strong relationship with friends; (16) I feel comfortable sharing experiences and feelings with my close friends.</li> </ol>

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Self-efficacy is an important component of human life that influences decisions and actions to achieve goals. Self-efficacy involves a series of actions to overcome challenges and achieve goals, whereby persons with elevated self-efficacy demonstrate the capacity to face threatening situations without feeling anxious (Fitra Ningsih & Isnaria Rizki Hayati, 2020; Hanim & Puspasari, 2021a; Wahab et al., 2022)

1. Success experience: (1) My academic performance increased my confidence for college; (2) My success in certain subjects convinced me that I could succeed in college.
2. Other people's experiences: (3) Other people's experiences in continuing education can be an example for me; (4) The stories of others overcoming educational difficulties make me better prepared for challenges
3. Verbal persuasion: (5) Verbal support from friends boosted my confidence for college; (6) I am inspired when others convince me of my ability to succeed in college.
4. Believe in being able to complete certain tasks: (7) I am confident that I can manage the time to complete all tasks; (8) I am able to understand difficult material and complete related tasks.
5. Believing that I have the ability to work hard, persistently, and diligently: (9) I am confident that I am able to work hard to achieve educational goals; (10) I can overcome laziness and keep working for academic goals.

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The school environment is a space or place in a formal educational institution that has an important role in shaping attitudes, personalities, and the development of students' potential ((Agus Dian Mawardi, 2019) (S & Rusydi, 2017).

1. School facilities and infrastructure: (1) My school provides adequate learning facilities (comfortable and clean classrooms); (2) My school's infrastructure supports my interest in continuing my studies.
  2. Interaction between students and students: (3) I feel comfortable interacting and discussing with classmates; (4) I feel more confident in sharing ideas thanks to interactions with friends at school
  3. Teacher with students: (5) I feel comfortable asking the teacher when there is difficulty in the lesson; (6) Interaction between teachers and students at school supports plans to continue study.
  4. Students with other learning resources: (7) Access to learning resources (books/internet) supports my interest in studying; (8) Extracurricular activities (seminars/workshops) strengthened my understanding of the importance of lectures.
  5. Students' relationships with other school staff: (9) School staff always provide a friendly and helpful response when I need help or information; (10) Good interaction with school staff facilitates access to learning resources for college preparation.
  6. Academic and co-curricular atmosphere and activities at school: (11) Academic and co-curricular activities at school provide inspiration and motivation to develop one's potential; (12) The school provides a wide range of activities that support the development of students' interests and talents comprehensively.
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