The Influence of the Choice Of Majors on Student Interest in Learning at State Vocational High School of 4 Kupang City

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Abstract. In general, education is divided into two parts, namely formal education, and non-formal education, which are both planned to create an atmosphere of learning and the learning process so that students can actively develop their potential. Formal education is education that is organized through institutionalized infrastructure such as schools, academics, universities. The success in undergoing this education at certain stages is symbolized by the provision of certificates. Meanwhile, non-formal education is a path of education outside formal education that can be implemented in a structured and tiered manner. The results of non-formal education can be valued as equal to the results of formal education programs after going through an equivalence assessment process by an institution appointed by the government or local government with reference to national education standards. The hypothesis in this study is there is an influence between the choice of majors on student interest in learning at State Vocational High School of 4 Kupang. Participants in this study were students of class X, amounting to 100 respondents. The analysis in this study used multiple linear regression analysis. The results showed a positive and significant influence between the talent variable with a contribution of 15.9% and a significance value of 0.000 <0.05, the parent support variable with a contribution of 33.2% and a significance value of 0.000 <0.05, the peer variable on student interest in learning at State Vocational High School of 4 Kupang with a contribution of 16.0% and a significance value of 0.000 <0.05. Talent, Parental Support, Peers have a positive and significant effect jointly between the variables of talent, support from parents and peers on student interest in learning at State Vocational High School of 4 Kupang with a contribution of 33.3% and a significance value of 0.000 <0, 05

Keywords: *Majors Study Selection, Parents, Peers, Talent, Study Interest*

Abstrak. Secara umum pendidikan dibagi menjadi dua bagian yakni pendidikan formal dan pendidikan non formal yang sama-sama secara terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik dapat secara aktif mengembangkan potensi dirinya. Pendidikan formal adalah pendidikan yang diselanggarakan melalui prasarana terlembaga seperti sekolah, akademik, universitas. Keberhasilan dalam menjalani pendidikan ini pada tahap-tahap tertentu dilambangkan dengan pemberian ijasah. Sedangkan Pendidikan nonformal adalah jalur pendidikan di luar pendidikan formal yang dapat dilaksanakan secara terstruktur dan berjenjang. Hasil pendidikan nonformal dapat dihargai setara dengan hasil program spendidikan formal setelah melalui proses penilaian penyetaraan oleh lembaga yang ditunjuk oleh pemerintah atau pemerintah daerah dengan mengacu pada standar nasional

pendidikan. Hipotesis dalam penelitian ini adanya pengaruh antara pemilihan jurusan terhadap minat belajar siswa di SMK Ngeri 4 Kota Kupang. Partisipan dalam penelitian ini merupakan siswa kelas X yang berjumlah 100 responden. Analisis dalam penelitian ini menggunakan analisis regresi linear berganda. Hasil terdapat pengaruh positif dan signifikan antara variabel bakat dengan kontribusi sebesar 15,9% dan nilai signifikansi sebesar 0,000 < 0,05, variabel dukungan orang tua dengan kontribusi sebesar 33,2% dan nilai signifikansi sebesar 0,000 < 0,05, variabel teman sebaya terhadap minat belajar siswa SMK Negeri 4 Kota Kupang dengan kontribusi sebesar 16,0% dan nilai signifikansi sebesar 0,000 < 0,05. Bakat, Dukungan Orang Tua, Teman Sebaya mempunyai pengaruh positif dan signifikan secara bersama-sama antara variabel bakat, dukungan orang tua dan teman sebaya terhadap minat belajar siswa SMK Negeri 4 Kota Kupang dengan kontribusi sebesar 33,3% dan nilai signifikansi sebesar 0,000 < 0,05

Introduction

Education is a planned effort to realize the atmosphere of learning and the learning process so that students actively develop their potential. Education is divided into two, namely formal education and non-formal education. Formal education is an education that is conducted through institutional infrastructure such as schools, academics, universities. Success in undergoing this education at certain stages is symbolized by the provision of a high school certificate of graduation. While non-formal education is an educational pathway outside of formal education that can be implemented in a structured and tiered manner. Non-formal educational outcomes can be valued equally with the results of formal education programs after going through an equalization assessment process by institutions appointed by the government or local government with reference to the national standard of education. includes Package A, Package B, and Package C, as well as other education aimed at developing the abilities of learners such as Community Learning Activity Center (PKBM), course institutions, training institutions. (National Education System Act, 2003)

The selection of majors in vocational schools is a problem that is often faced by students, Understanding these interests, skills, and abilities is very important before determining the competence of their chosen skills in vocational schools. If choosing a competency of expertise is not in accordance with the interests, then the student cannot follow the lessons in the competency of the expertise will have an impact on failure, because it is not in accordance with the expected by the student. The phenomenon of students choosing the wrong department and resulting in learning achievement, interest in learning, and class attendance is in line with research conducted by Hapsari (2011) who in the department, for example, because a good friend chooses the department, this is because there are still many students who choose the discipline or abilities they have but are not yet known by the wishes of their parents or peers. They chose not to want their long-established friendship to end even though they had different majors they could still meet one another. Another phenomenon that often occurs is that they leave the choice of majors to parents to determine which majors are determined by them or choose majors based on the wishes of the parents without considering the potential possessed by children such as interests and talents (Lousia, 2009)

Interest is a sense of preference and a sense of attachment to a thing or activity without anyone telling. Interest is the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the interest. A student's interests can be summed up as a student's desires, wills, likes, and tendencies when it comes to choosing, running, and doing things consciously according to what he or she wants. It is intended that the teaching and learning process can run smoothly, students can focus more on receiving lessons so that the hope can be achieved, and printed output (graduates) quality and ready to use in the world of work (Djaali, 2009)

Self-learning interest is defined as a psychological aspect that shows itself in some symptoms such as arousal, desire, feeling like to do a process of behavior change through various activities that include seeking knowledge and experience or in other words the interest in learning is attention, likeness, or interest in learning shown through participation and enthusiasm in learning. Based on interviews and preliminary observations with students at State Vocational High School of 4 Kupang on January 13, 2020, data was obtained that most of

the students were still based on the wishes of their parents, some participated with peers and were late in getting information about new student registrations. From the results of an interview with a teacher, EN (pseudonym) who served as a headmaster at State Vocational High School of 4 Kupang on Thursday, February 13, 2020, at 9:30 Central Indonesian Time, EN said that some students did choose the department because they followed friends and there were also who are late in getting information about registration at State Vocational High School 4. The 2017 Indonesian Career Center Network (ICCN) data says more than 87% of students and students majoring in schools and lectures do not match their interests, this also results in more than 71.7% of people's work is not linear with their education.

Method

The Participants in this study were students of State Vocational High School of 4 Kupang in the school year 2019-20 where the ages are around 13-15 years old. The number of participants which is participating in this study was as many as 100 students taken with the *stratified random sampling* technique. This research used quantitative research. The type of research used is the study of causal correlation. The Variables selection majors as the free variables and interest variables learn as bound variables.

This study uses a measuring instrument in the form of a questionnaire in data collection. Before the questionnaire/questionnaire is distributed, it will go through a validity test which aims to determine whether all the question items presented in the form of a questionnaire can produce correct and precise information/data about what will be examined and will go through the reliability test stage to test the consistency of the answers. respondents to the questions on the questionnaire. Then, to attract participants, measuring tools are disseminated through social media. On the scale, there is an explanation of the research and the consent of the participants to participate. The collected data will later be processed further. The scale uses the new Likert scale with four answer choices, namely strongly agree, agree, disagree and strongly disagree.

The analysis technique used in this research is a multiple linear regression test. The analysis is carried out to prove the proposed hypothesis, whether each independent variable affects the dependent variable.

Result

Table 1. Distribution of Respondents by Age

Age (Year)	Frequency	Percentage (%)
13	43	43%
14	29	29%
15	28	28%
Total	100	100%

Based on table 1, respondents with the age group of 13 years, namely as many as 43 people (43%), the age group of 14 as many as 29 people (29%), and the 15-year age group of 28 people (28%).

Table 2. Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Boys	49	49%
Girls	51	51%
Total	100	100%

Based on table 2 is known that respondents with female gender as many as 51 people (51%) and male gender as many as 49 people (49%).

Test Assumptions

Normality Test

According to Ghozali (2011), the purpose of the normality test is to find out if each variable is normally distributed or not. Normality tests are necessary because to perform other variable tests assuming that residual values follow a normal distribution. If this assumption is violated then statistical tests become invalid and parametric statistics cannot be used. The data normality test was conducted using the Kolmogorov-Smirnov test with a significance level of > 0.05.

Tabel 3. Test Results of Kolmogorov-Smirnov One-Sample Normality

		Bakat	Pilihan Orang Tua	Ikut Pilihan Teman	Minat Belajar
N		112	112	112	112
Normal Parameters[a,b]	Mean	15.8036	25.3036	18.0179	29.6071
	Std. Deviation	5.93788	8.19453	4.87128	7.27374
Most Extreme Differences	Absolute	.112	.064	.072	.085
	Positive	.112	.064	.072	.085
	Negative	-.069	-.052	-.052	-.059
Kolmogorov-Smirnov Z		1.187	.673	.761	.904
Asymp. Sig. (2-tailed)		.119	.755	.609	.388

Based on table 3, Asymp.Sig normality test results (2-tailed) of variable-variable talent, influence of parents, peers on learning interests obtained successive results p= 0.119 (p>0.05), p= 0.755 (p>0.05), p= 0.609 (p>0.05), p= 0.388 (p>0.05). The results of the normality test showed that each of these variables was normally distributed.

Linearity Test

This linearity test is performed to determine whether the relationship between independent variables and dependent variables is linear or not. Linearity tests are usually used as a prerequisite in correlation analysis or linear regression. Testing on SPSS 16.0 for windows is indicated that if the significance value is 0.05 then there is no linear relationship between the two variables. Whereas, if the linearity value of significance is 0.05 then there is a linear relationship between the two variables tested (Ghozali, 2011).

Table 4. Linearity Test Results between Learning Interests and Talents

			df	F	Sig.
Learning Interests * Personal Choice	Between Groups	(Combined)	21	2.788	.000
		Linearity	1	23.686	.000
		Deviation from Linearity	20	1.743	.060
	Within Groups		90		
	Total		111		

Table 5. Linearity Test Results between Learning Interests and Parental Support

			df	F	Sig.
Learning Interests * Parental Choice	Between Groups	(Combined)	27	3.477	.000
		Linearity	1	59.094	.000
		Deviation from Linearity	26	1.338	.161
	Within Groups		84		
	Total		111		

Table 6. Linearity Test Results between Learning Interests And Peers

			df	F	Sig.
Learning Interests * Peers	Between Groups	(Combined)	20	2.227	.060
		Linearity	1	21.730	.000
		Deviation from Linearity	19	1.200	.275
	Within Groups		91		
	Total		111		

The results of the linearity test showed that the influence of variable talents on students' learning interests in obtaining results was p = 0.060 (p>0.05), the influence of parental variables on learning interests in obtaining results p = 0.161 (p>0.05), and peer influence on students' learning interests in obtaining results is p = 0.275 (p>0.05). The results of the calculations showed that the three variables in this study had a linear relationship with the Sig value. Deviation From Linearity over 0.05

Multicollinearity Test

A good regression model is a regression model that is free from multicollinearity problems (the presence of interconnected free variables). To know whether or not multicollinearity is based on the value of tolerance and VIF (variance inflation factor). The model passes the multicollinearity test if the tolerance value is more than 0.1 and the VIF is less than 10.

Table 7. Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.	Collinearity Statistics	
	B	Std. Error	Beta		*Tolerance*	*VIF*
(Constant)	16.527	2.263		.000		
Parental support	.493	.112	.555	.000	.386	2.594
Talent	.042	.128	.034	.747	.562	1.778
Peers	-.003	.163	-.002	.988	.516	1.938

From the multicollinearity test, it can be decided as follows

Number	Variable	Notation	Tolerance	VIF	Description
1	Talent	*X1*	.386	2.594	There is No
2	Parental support	*X2*	.562	1.778	multicollinearity
3	Peers	*X3*	.516	1.938	occurs

Hypothetical Test

Hypothesis testing using simple linear regression analysis was used to test the first hypothesis (X1-Y) and the second hypothesis (X2-Y), while the third hypothesis (X1 and X2-Y) used double linear regression analysis. The analysis is used to decide whether hypotheses are rejected or accepted, as well as to determine correlation coefficients and coefficients of determination both partially simultaneously between free variables (internal factors and external factors) against bound variables (interests).

a. First Hypothesis Testing (X1-Y)

Table 4.9. Simple Linear Test Results of Talent for Learning Interests

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21.877	1.807		12.108	.000
Talent	.489	.107	.399	4.568	.000

Based on the table above obtained the magnitude of constants (a) = 21,877 and the value of the regression coefficient (b1) = 0.489. The simple linear regression equation of the regression test result is

Y = a + b1X1

Y = 21,877+0,489X1

The equation above can be interpreted if X1 increase by 0.489 then variable Y will increase by one unit. The data analysis result obtained a correlation coefficient (R) of 0.399 and determination coefficient (R^2) of 0.159 which means that:

- The level of relationship between variable talents to the interests of students of State Vocational High School of 4 Kupang was 0.399

- The contribution of talent influence to the interest in learning in State Vocational High School of 4 Kupang was 0.159 or 15.9% while 84.1% was influenced by other factors.

Based on the value of t known that **tcount** value of 4,568 > tTable 1,988 so it can be concluded that Ha accepted that there was a positive influence and significantly between talent and interest in learning students at State Vocational High School of 4 Kupang.

b. Second Hypothesis Testing (X2-Y)

Table 4.10. Simple Linear Test Results Parental support for Learning Interest

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
2 (Constant)	16.662	1.839		9.062	.000
Parental Support	.512	.069	.576	7.397	.000

Based on the table above obtained the magnitude of constants (a) = 16,662 and the value of the regression coefficient (b2) = 0.512. The simple linear regression equation of the regression test result is

Y = a + b2X2

Y = 16,662+0,512X2

The equation above can be interpreted if X2 rised by 0.512 then variable Y will increase by one unit. The data analysis result obtained a correlation coefficient (R) of 0.576 and determination coefficient (R^2) of 0.332 which means that:

- The level of relationship between the variables of parental support to the interests of students of State Vocational High School of 4 Kupang was 0.576

- The contribution of parental support to the interests of learning in State Vocational High School of 4 Kupang was 0.332 or 33.2% while 66.8% was influenced by other factors.

Based on the value of t known **tcount** value of 7,397 > tTable 1,988 so it can be concluded that Ha received where there was a positive influence and significantly between parental support and student learning interests at State Vocational High School of 4 Kupang.

c. Third Hypothesis Testing (X3-Y)

Table 4.11. Results of Peer Simple Linear Test on Learning Interests

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
3 (Constant)	18.835	2.434		7.737	.000
Peers	.598	.130	.400	4.583	.000

Based on the table above obtained the magnitude of constants (a) = 18,835 and the value of the regression coefficient (b3) = 0.598. The simple linear regression equation of the regression test result is

Y = a + b3X3

Y = 18,835+0,598X3

The equation above can be interpreted if X3 rises by 0.598 then variable Y will increase by one unit. The data analysis result obtained a correlation coefficient (R) of 0.400 and determination coefficient (R^2) of 0.160 which means that:

- The level of relationship between peer variables to the interests of students of State Vocational High School of 4 Kupang was 0.400

- The contribution of talent influence to the interest in learning in State Vocational High School of 4 Kupang was 0.160 or 16.0% while 84.0% was influenced by other factors.

Based on the value of t known **tcount** value of 4,583 > tTable 1,988 so it can be concluded that Ha accepted that where there was a positive influence and significantly between talent and interest in learning students at State Vocational High School of 4 Kupang.

d. Four Hypothesis Testing (X4-Y)

Tabel 4.12. Results of Multiple Linear Regression Test Talents, Parental and Peer Support for Learning Interests

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
4 (Constant)	16.527	2.263		7.303	.000
Personal Choice	.042	.128	.034	.324	.747
Parental choice	.493	.112	.555	4.386	.000
Friend's Choice	-.003	.163	-.002	-.015	.988

Based on the table above obtained the magnitude of constants (a) = 16,527 and the value of the regression coefficient (b1) = 0.042, (b2) = 0.493, (b3) = -0.003. The simple linear regression equation of the regression test result is

Y = a + b1X1 + b2X2 + b3X3

Y = 16.527 + 0,042X1 + 0,493X2 + -0,003X3

The numbers in the equation above can be interpreted that if variable X1 rises by 0.042, variable X2 increases by 0.493, and X3 increases by -0.003 then variable Y will increase by one unit. The data analysis result obtained a correlation coefficient (R) of 0.577 and determination coefficient (R^2) of 0.333 which means that:

- The level of relationship between variable talents, parental and peer support to the learning interests of students of SMK Negeri 4 Kupang city was 0.577

- The contribution of talent influence to the interest in learning in State Vocational High School of 4 Kupang was 0.333 or 33.3% while 67.7% was influenced by other factors.

Based on the value of t known Fcount value of 17,961 > FTabel 2.76 and significance value of 0.000 < 0.05. The conclusion of the score stated that Ha was accepted, where there is a positive and significant influence between Talent, parental support, and peers with the interest in learning students at State Vocational High School of 4 Kupang.

Discussion

Majors selection is offered at the secondary education level such as vocational/high school or equivalent. Majors was introduced as an effort to direct students better based on their

interests and academic abilities. Students who have good knowledge skills as the basis for determining the field of majors. (Rahmad, 2004)

According to the Law of the Republic of Indonesia Number 20 of 2003 article 1 paragraph 2, students are members of the community who seek to develop their potential through the learning process available at certain pathways, levels, and types of education. Education is an integral part of students. In context, students or students also need the information to increase knowledge in various fields.

Students who do not understand the majors in vocational high schools will have an impact on the continuation of the school in the future. Lack of knowledge will make students after entering the selected majors will make students becoming lazy for school, less comfortable in the majors, moving majors, and even moving schools.

Talent is an ability in a person who has had since birth where the ability can be used to learn something quickly and with good results. A student's talent is a potential ability that a student has to achieve success in the future and can affect the high level of learning achievement in a particular field of study. Talent is an ability that is "inherent" in a person, brought in from birth related to the structure of the brain". Genetically the structure of the brain has indeed been formed since birth but the proper functioning of the brain is largely determined by the way it interacts with the environment itself. (Semiawan, 1997).

The results of the first hypothesis test showed there was a positive and significant influence between the variable talents and learning interests of students of State Vocational High School of 4 Kupang. This was proved by the result of simple linear regression equation $Y = 21.877 + 0.489X_1$, correlation coefficient (R) of 0.399, and determination coefficient (R^2) of 0.159. This means that if the talent variable increases or increases by 0.489, then the learning interest variable will increase or increase by one unit.

The results of the first hypothesis test stated that the alternative hypothesis (Ha) was accepted, the result was evidenced by the value of t obtained tcount of 4,568 > tTable 1,988 and the value of significance of 0.000 < 0.05, so it can be concluded that there was a positive and significant influence between the talents and interests of students of State Vocational High School of 4 Kupang.

Talent affects the high achievement of students in certain areas of study. It is unwise to have a compulsion to go to a particular skill department without knowing the talents in advance. Coercion and unconsciousness of the talents possessed, so choosing a skilled major that is not his talent will affect the achievement of the student. So, it can be concluded that the higher the talent possessed by a student, the higher the student's interest in learning, on the contrary, if the student is not talented against the selected major then the student's interest in learning is low. (Haryu Islamuddin, 2012: 51)

The conclusion of the data analysis result is the contribution of variable influence of talent to the interests of students of State Vocational High School of 4 Kupang city by 0.159 or 15.9% while 84.1% was influenced by other factors. So the higher the influence of talent, the more influential it is on the learning interests of students of State Vocational High School of 4 Kupang. On the contrary, the lower the influence of talent, the less influential it is to the interest in learning students of State Vocational High School of 4 Kupang.

Parents are responsible for guiding and meeting the needs of the child. Siti Meichati (Bagus Santoso, 2010: 10) said that parents are individuals who play the role of father and mother to their children. Parents are fathers and mothers who give birth to their children and must nurture, care for, and educate children so that they are expected to be useful people for the family, society.

The results of the second hypothesis test showed there was a positive and significant influence between the variables of parental support and the learning interests of students of State Vocational High School of 4 Kupang. This was indicated by the result of simple linear regression equation $Y = 16.662+0.512X2$, correlation coefficient (R) of 0.576, and determination coefficient (R^2) of 0.332. This means that if the parent support variable increases or rises by 0.512, then the learning interest variable will increase or increase by one unit.

The results of the second hypothesis test stated that the alternative hypothesis (Ha) was accepted, the result was evidenced by the t value obtained by tcount of 7,397 > tTable 1,988 and a significance value of 0.000 < 0.05, so that it can be concluded that there was a positive and significant influence between parental support and learning interests of students of State Vocational High School of 4 Kupang.

The parental factor is very influenced by the success of the child. The high level of parental education, the small amount of income, enough or lack of attention and parental guidance, whether or not the parents get along well, whether or not the parents have a relationship with the children, whether or not the situation is at home, all of them contribute to the achievement of learning outcomes and children's learning interests.

The conclusion of the data analysis was the contribution of the variable influence of parental support on the learning interests of students of State Vocational High School of 4 Kupang by 0.332 or 33.2% while 66.8% was influenced by other factors. So the higher the influence of parental support, the more influential it was on the learning interests of students of State Vocational High School of 4 Kupang. On the other hand, the lower the influence of parental support, the less influential it will be on the learning interests of students of State Vocational High School of 4 Kupang. Parents also influence students in choosing a major. Parents exert influence in the child's educational process so that the good of the child's achievements can be determined by the guidance provided by the parents. Parents guide their children to succeed in the future that is in line with parents' expectations

According to Soerjono Soekanto (2013: 395), "A good peer environment will support the motivation and success of the study because with them there is usually a process of filling each other, which may take the form of healthy competition." Good peers are the driving force to learn and complete tasks as best they can. A good peer environment will provide encouragement or support for learning e.g. creating a study group or making a student ask a friend a question about lessons that are not understood will have a positive impact on learning achievement.

The results of the third hypothesis test showed there was a positive and significant influence between peer variables and the learning interests of students of State Vocational High School of 4 Kupang This is indicated by the result of simple linear regression equation $Y = 18.835 + 0.598X_3$, correlation coefficient (R) of 0.400, and determination coefficient (R^2) of 0.160. This means that if a peer variable increases or rises by 0.598, then the learning interest variable will increase or increase by one unit.

The results of the second hypothesis test stated that the alternative hypothesis (Ha) was accepted, the result was evidenced by the t value obtained by tcount of 4,583 > tTable 1,988 and a significance value of 0.000 < 0.05, so that it can be concluded that there was a positive and significant influence between peers and the interest in learning students of SMK Negeri 4 Kupang City.

Peer factors in this study did have a small influence on students because, in fact, the interest in learning arises naturally or in other words because of the interest and fondness for something that is being studied. Self-encouragement greatly affects students' attitudes and lifestyles. Students will be eager to do something if it comes from themselves, not by the encouragement or coercion of others.

The conclusion of the data analysis is the contribution of peer variable influence to the learning interests of State Vocational High School of 4 Kupang students by 0.160 or 16.0% while 84.0% is influenced by other factors. So the higher the influence of peers, the more influential the interest in learning students State Vocational High School of 4 Kupang. Based on Santrock's opinion (2009: 108), one of the most important functions of peer/sociable groups is to provide information and comparisons about the world outside the family. Furthermore, according to Slameto (2015: 72), suggesting that the influences of students' sociable friends enter their souls faster than we think. A good friend gets along will have a good effect on the student, and vice versa, a bad friend will affect the bad as well. It is necessary to strive for students to have good social friends and foster good relationships and supervision from parents and educators must be wise enough so that students can learn well.

The results of the fourth hypothesis test showed that there was a positive and significant influence together between talent variables, parental and peer support on the learning interests of students of State Vocational High School of 4 Kupang This was indicated by the results of multiple linear regression equations $Y = 16{,}527 + 0.042X_1 + 0.493X_2 + -0.003X_3$, correlation coefficient (R) of 0.577 and coefficient of determination (R^2) of 0.333. This means that if the talent variable increases or rises by 0.042, the parent support variable increases or rises by 0.492, and the peer variable increases or rises -0.003, then the learning interest variable will increase or increase by one unit.

The results of the fourth hypothesis test stated that the alternative hypothesis (Ha) was accepted, the result was evidenced by the F value obtained by Fcount of 17,961 > Ftable 2.76 and a significance value of 0.000 < 0.05, so that it can be concluded that there was a positive and significant influence together between talents, parental support, peers to the learning interests of students of State Vocational High School of 4 Kupang The contribution of talent influence, parental and peer support to the learning interests of State Vocational High School of 4 Kupang students amounted to 0.333 or 33.3% while the remaining 67.7% was influenced by other factors. So the higher the influence of talents, the support of parents and peers together, the more influential the interest in learning, on the contrary, the lower the influence of talents, the support of parents and peers together, the less influential on the learning interests of students of State Vocational High School of 4 Kupang.

Conclusion

There is a positive and significant influence between the variables of talent to the learning interests of students of State Vocational High School of 4 Kupang with a contribution of 15.9% and obtained regression equations Y = 21,877+0,489X1 with tcount 4,568 > tablel 1,988 and significance value of 0.000 < 0.05, variable parental support to the learning interests of State Vocational High School of 4 Kupang students with a contribution of 33.2% and obtained regression equations Y = 16,662+0,512X2 with tcount 7,397 > tTanle 1,988 and significance value of 0.000 < 0.05, peer variable to the interests of students of State Vocational High School of 4 Kupang with a contribution of 16.0% and obtained regression equations Y = 18,835+0,598X3 with tcount 4,583 > tTable 1,988 and significance value of 0.000 < 0,05. Talents, Parental Support, Peers have a positive and significant influence together between talent variables, parental and peer support to the learning interests of students of State Vocational High School of 4 Kupang with a contribution of 33.3% and obtained regression equations Y = 16.527 + 0,042X1 + 0,493X2 + -0,003X3 with Fcount 17,961 > FTable 2,76 and significance value of 0,000 < 0,05.

Suggestion

Students should be aware of their talents before choosing to enter State Vocational High School of 4 Kupang so that it does not affect the interest in learning and learning Achievements

in the future and it is also the talents that can be optimized and maximized. Family should guide children in understanding, exploring, and supporting their potential by giving encouragement and direction to choose when entering State Vocational High School of 4 Kupang to match their potential.

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