

HR interest in studying at the undergraduate level: Islamic microfinance institution study

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ABSTRACT

Islamic microfinance institutions (IMFI) have made a very large contribution in helping to alleviate poverty. However, the contribution and very rapid development of LKMS has been accompanied by the issue of human resource (HR) issues. This issue leads to a lack of competence and knowledge of human resources, the need for human resources with a bachelor's educational background in the field of Islamic microfinance, and the absence of an undergraduate study program in the field of Islamic microfinance in Indonesia. Seeing this problem, the Unissula Faculty of Economics initiated the establishment of an Islamic Microfinance undergraduate study program and studies related to HR interests to continue undergraduate education with a major in Islamic microfinance were carried out. This study aims to identify the factors that influence the interest of the IMFI HR study and find the final model of IMFI HR study interest. The factors involved consist of the role of leaders, work demands, demands for professionalism, the role of associations, and the role of the family. The sample was taken from the human resources of BMT members of the Association of Baitul Maal wat Tamwil Indonesia (PBMTI) based on the purposive sampling method as many as 412 respondents. The results processed using the stepwise regression method show that the demands of professionalism and the role of the family have the most influential relationship on HR's interest in continuing education at the IMF undergraduate level. Based on these results, practitioners can emphasize aspects of the demands of professionalism and approach the family so that they want to support their HR to continue their studies. This aims to improve HR competencies and maintain the sustainability of LKMS in the future.

JEL Classification : G21, I25, O15

Keyword: *Islamic microfinance major, HR Interest, Studying, undergraduate level*

INTRODUCTION

The Islamic Microfinance Institution (IMFI) is a representative of Islam in the field of finance in the micro area. The emergence of this institution has provided a solution for the poor who have not been able to reach banking financial services. IMFI is an institution that provides usury-free financial services to the poor. They contribute to the development of community small businesses through access to usury-free financing and at the same time have become part of the da'wah effort to expand the understanding of Islamic finance to the public. (Sari & Widiyanto, 2019). As is well known, the IMFI has achieved very rapid development in Indonesia. Based on reports from OJK (2020), The number of registered Micro

Finance Institutions (IMF) is 223 MFIs with total assets reaching 1.13 trillion. Supported reports from Kementerian Koperasi dan UKM (2020) which records the number of registered cooperatives from all over Indonesia in the range of 127 thousand cooperatives with total assets reaching 221.9 million. Meanwhile, in terms of the Baitul Maal wat Tamwil (BMT) sharia cooperative, PBMTI in 2018 estimates the number to be in the range of 4,500 BMT. The data shows a positive trend in the growth of LKMS and represents how much the community needs this institution.

Unfortunately, this development is still hampered by very complex challenges, including:

1. Challenges regarding the lack of competence and knowledge related to the management of HR microfinance owned by LKMS (KNEKS, 2019).
2. Darsono et al. (2017) on the mapping of BMT sharia cooperatives in Java, it has been found that the educational background of the employees is still in the range of 36.85% of high school graduates and 13.21% of diploma graduates. This number is still higher than employees with an undergraduate education background, which is 32.60%. Based on discussions with two major associations in Indonesia, namely PBMTI and Induk Baitut Tamwil Muhammadiyah (Induk BTM), it was found that the main source of problems in HR is related to educational background which still comes from high school and diploma graduates (which are still in the practicum stage). Meanwhile, human resources who come from undergraduate backgrounds do not have specifications in the field of Islamic microfinance.
3. On the other hand, search results from the Higher Education Database (PDDIKTI in 2020) show that the Microfinance Study Program is only available at the Masters (S-2) level, while at the Bachelor level only Islamic Financial Management and Islamic Economics Study Programs are available. and the Sharia Microfinance Management Study Program is only available at the Diploma (D-3) level which is still limited to practicum.

In the end, the three points above lead to the conclusion that HR issues are still a challenge that hinders the development of LKMS in the future and their contribution to helping poverty alleviation. These limitations lead to a lack of competence and knowledge of human resources, the need for human resources with an undergraduate educational background in the field of Islamic microfinance, and the absence of an undergraduate study program in the field of Islamic microfinance that is in accordance with the needs of the industry. Whereas HR is a key factor for IMF's sustainability (Widiyanto et al., 2020). They are the main actors who carry out operational activities and become one of the competitive advantages that are difficult to imitate by other institutions.

Seeing this problem, the Unissula Faculty of Economics initiated the establishment of an Islamic microfinance undergraduate study program by collaborating with two major associations in Indonesia, namely PBMTI and Parent BTM. The undergraduate education level is an alternative that is not only limited to the practical aspect but has led to managerial abilities, strategic decision-making abilities, and knowledge of sharia principles. Therefore, a study related to HR's interest in continuing education to the undergraduate level in the field of Islamic microfinance was carried out.

Interest is a psychological factor that has a considerable influence on behavior and guides a person to take action. Interest can be defined when a person responds well or has feelings about a product or function but has not decided to use it (Simarmata et al., 2015). A good family environment has been found to be one aspect that will encourage and increase a person's interest in continuing education (Jopa et al., 2017; Khadijah et al., 2017; Najafian et al., 2013; Nurmaliza et al., 2018; Sakdiah, 2018). Family is the closest component and is often used as a reason that makes someone improve their abilities. This family environment is closely related to the role of parents, the role of siblings, the culture that is built, and the

level of their economic condition. Then in the case of HR who are already working, there are various factors that come from the work environment that can encourage individuals to increase competence. Leaders have a very important role to increase motivation to learn HR. Leaders have a positive impact on HR motivation to learn and innovative work behavior (Afsar & Umrani, 2020; Appelbaum et al., 1998; Hanifah et al., 2014; Naile & Selesho, 2014); play a role in creating an organizational culture that supports knowledge development (Rivière & Sitar, 2003); and influencing co-workers in achieving organizational goals (Dervić, 2017). In addition to leadership, aspects of work demands and demands for professionalism are also involved in increasing interest in HR studies. Work demands are often associated with the type of task, quality, and accuracy of completion which results in sub-optimal HR performance (Kurnia et al., 2021; Macdonald, 2003; Sargent & Terry, 1998; Suhardoyo, 2021). However, this is precisely the reason for HR to improve self-competence so that work demands can be carried out. Supported by Trautmann et al. (2011) which states that the suitability of abilities and work demands must be continuously evaluated to maintain a productive HR. Similar to the demands of professionalism, the concept of professionalism is often used to measure individual attitudes and behavior. Becoming a professional in the field of work is a demand that must be met by HR and becomes an indicator of organizational performance achievement. Sudarwinarti (2019) explains that the work environment changes and affects the professional demands of individuals in the organization so that self-development initiatives are needed to achieve the best work quality. In the case of IMFI, there is a contribution from the network that contributes to encouraging HR improvement owned by IMFI. Mutaqin & Widiyanto (2018) which affirmatively describes the relationship of mutual help, mutual learning, commitment to grow together, and reminding each other in the network strengthening the relationship of human capital and Islamic business ethics on BMT performance.

Based on the discussion and previous studies above, there are various factors that are predicted to influence HR's interest in continuing their studies at the undergraduate level with the IMF major, namely the role of the family, the role of leaders, the demands of professionalism, the demands of work, and the role of associations. This study uses a quantitative approach aimed at identifying the factors that influence HR IMFI's interest in continuing studies at the undergraduate level with a major in IMF and finding a model of HR interest for study. This research is expected to help establish the IMF Undergraduate Study Program and become an alternative solution that can contribute to solving the problems of the Islamic microfinance industry.

LITERATURE REVIEW

Interest

Interest is the curiosity of consumers to find out more about a product. Interest in its role can influence someone repeat purchase decisions and subsequent corporate earnings (Simarmata et al., 2020) . Sometimes interest in deciding is also influenced by personality (Nurmaliza et al., 2018) . Interest to continue students' studies to university is a tendency that contain elements of good feelings, desires, concerns, interests, needs, expectations, encouragement, and a willingness to continue their education to a higher level after high school is higher education (Khadijah et al., n.d.) . Thus, interest becomes an important key in this study by bringing in several other factors that affect it. As this study looks to see how interested HR is in enrolling in IMF scholars.

The Role of Family to Further Study Interests in Undergraduate level in Islamic Microfinance

Parents should participate in choosing an education unit and obtaining information about the development of their child's education (Roksa and Kinsley 2019). Children's education is not only finished in high school. For this reason, parents must participate in encouraging children to continue school to the college level. The participation of parents and families in this case to pay attention to and direct the education chosen by children and provide facilities and infrastructure in supporting educational activities. Students often communicate with their parents and do not regard parental involvement as negative or alarming (Wartman and Savage 2008). Family support seems to be especially important during the first year, as students navigate the transition to college (DeBerard and others 2004).

Scanlon's findings suggest that parents value education as a means to secure 'good jobs' and want their children to progress further in the education system than they have. At the same time, there are important variations in the way parents engage with their children's education and decision-making (Scanlon and others 2019). Two forms of family involvement that are quite different, namely emotional and financial support, are associated with improving academic results (grades, credit accumulation, and perseverance), therefore it is expected that emotional and financial support from the family not only stops at the student's academic results, but is able to bring students to a higher level of education. Likewise, the provision of advice, direction, and support can encourage children to continue their education in accordance with the field of expertise to a higher level.

H₁ = The role of family has positive and significant effect on HR interests in studying at the undergraduate level in IMF

The Role of Leaders on Further Study Interests in Undergraduate level in Islamic Microfinance

Career success refers to the positive mentality or work-related achievements that an individual has accumulated in the process of career growth (Spurk and others 2019), including objective career success and subjective career success. As an organizational agent, leaders have the power to instruct employees and evaluate their job performance, which can directly affect employee career development (Astakhova 2016). In line with this conclusion, we assume that there will be a positive relationship between coaching leadership and career success, furthermore this will encourage employees to continue their studies at a higher level as one of the contributing factors to career success.

On the one hand, leaders can inspire and encourage employees to develop their potential through coaching techniques such as instruction, support, participation, and rewards and punishments (Kim and others 2013), as well as motivating employees to have the highest possible education. The development of employee potential through higher education will enable them to improve their perception of competitiveness inside and outside the organization, thereby promoting their objective career success. On the other hand, the behavioral characteristics of empowerment, equality, and communication emphasized by coaching leaders can make employees feel greater work autonomy and a heightened sense of work meaning, which will increase their internal satisfaction and thus increase their subjective career success (Pousa and Mathieu 2015). This shows that leadership styles will definitely have an important impact on employee career success (Gong and others 2014), where leaders are able to inspire and motivate

employees through advice and encouragement to pursue higher education to support their careers. In addition, orders from the leadership can also encourage the work of the person to improve self-competence, one of which is by taking higher education.

H₂ = The role of leaders has positive and significant effect on HR interests in studying at the undergraduate level in IMF

Professionalism Demand on Further Study Interest in Undergraduate level in Islamic Microfinance

A professional career can be seen as a job and position filled by an individual throughout his or her professional life. The choices made in the education system seem to influence a successful start. The current formal education system is a preparatory stage for professional life and lifelong learning. Therefore, maintaining one's job and career development goes hand in hand with lifelong learning.

Marta reveals the importance of the level of education achieved in further career development (Matulcikova and others 2021) . Habibi examined teachers in Tegal Central Java with various professionalism factors that affect them, making these teachers follow the improvement of self-competence (Habibi and others 2019). The results can be seen that the role of teachers with increased self-competence can be significantly identified and able to develop the educational process in vocational school can develop better. From this it can be seen, that the demands of work-related knowledge, skills and values that must be understood in the world of work lead an employee to the decision to pursue higher education.

H₃ = Professionalism demand has positive and significant effect on HR interests in studying at the undergraduate level in IMF

Employment Demands on Further Study Interests in Undergraduate level in Islamic Microfinance

Labour demands are increasing and are expected to continue to rise. The centrality of the role of the workplace makes the workforce able to meet the demands of work. This form of performance will have a lot of influence on the surroundings. There is also sufficient and somewhat clear evidence that job satisfaction is related to employee motivation (de Lourdes Machado-Taylor and others 2016). Employees who are constantly motivated to grow in a better direction will certainly start thinking about their level of education.

Andrew tried to see this phenomenon from the glasses of part-time working students. Students who have a greater task load can precisely divide their efforts between the demands of maximum workload and the demands of further career preparation by completing the degree (Clements and Kamau 2018). Bakker et al showed that human resources, in this case employees, are more protective when job demands are high (Bakker and others 2007). Van Emmerik et al. called for research on how job demands and human resources interact in improving work capabilities (Hetty van Emmerik and others 2012). Even Capelleras asserts, well-motivated staff can with the right support, build a national and international reputation for themselves and institutions (Capelleras 2005) . The desire to continue to improve workability such as work quality and timeliness, will boil down to improving self-quality through the decision to continue studies. In addition, the demands of work can lead employees to continuously improve their competence through higher education.

H₄ = Employment demand has positive and significant effect on HR interests in studying at the undergraduate level in IMF

The Role of Association on Further Study Interests in Undergraduate level in Islamic Microfinance

A cooperative network represents an association that has three characteristics: independent, geographically distributed and heterogeneous in terms of operational, cultural, and social capital environment and goals. These characteristics then collectively form a collaboration to achieve better goals (Romero & Molina, 2011). Collaborative networks consist of inter-organizational networks and intra-organizational networks. Wittek (2017) explains that an intra-organizational network is a collection of formal and informal relationships between members of an organization. Inter-organizational networks are described as relationships between organizations that share resources, risks, and innovations to develop together (Popp et al., 2015).

In the case of interest for further study, link some of the following studies. Inigo et al. (2020) found that the ability to integrate has a positive impact on innovation-oriented sustainability. In the case of some organizations, it was found that inter-organizational networks are key to innovation inovasi (Cap et al., 2019), enabling the creation and development of knowledge that can be transferred and shared for organizational performance (Marchiori & Franco, 2020), in addition to inter-organizational relationships, some researchers such as Grawe & Ralston (2019); Tsai (2001); Wittek (2017) identifies that on an intra-organizational network perspective, organizational units can generate more innovation and enjoy better performance if they occupy central network positions that provide access to new knowledge developed by other units. That way, the existence of a network is able to give advice and encouragement to an employee to continue to develop his potential and continue to innovate, one of which is through the decision to continue their studies.

H₅= The Role of Association has positive and significant effect on HR interests in studying at the undergraduate level in IMF

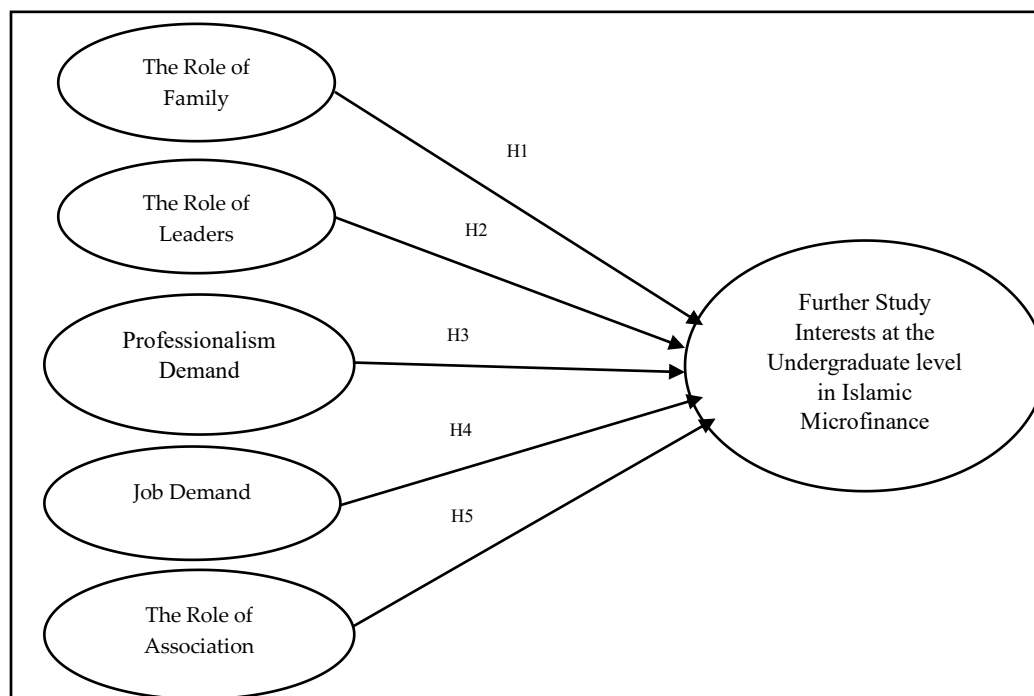


Figure 1.
Research Conceptual Framework

METHODOLOGY

Data and Sample

The data used in this study came from primary data and secondary data. Primary data was taken using a questionnaire technique to obtain comprehensive information related to family roles, leadership roles, demands for professionalism, work demands, association roles, and HR interests for further studies at the undergraduate level with the IMF major. While secondary data is taken from various official websites and previous studies to describe information related to the development of IMF in Indonesia and various factors that have a relationship with HR's interest in further studies.

The sampling technique used was purposive sampling method. Where the criteria are (1) HR BMT who is a member of PBMTI, (2) HR who still has a Senior High School and Diploma educational background, (3) willing to fill out a questionnaire. The data collection method used a questionnaire with a linkert scale of 1 to 5. Data was collected from August to September 2021 and a total of 645 questionnaire data were obtained. However, after the stage of reducing irrelevant data is carried out, the final data that can be used and processed becomes 412 questionnaire data. The variables and indicators in this study will be described in table 3 below.

Table 1. Definition and Indicators

Variable	Definition	Indicators
Further Study Interests at the Undergraduate level in Islamic Microfinance	Interest is the curiosity of consumers to find out more about a product.	(1) Interest (2) Wants (3) Invite others
The Role of Family	Family supports -financial and emotional- that have been provided by parents or family members.	(1) Advice (2) Encouragement
The Role of Leaders	Leaders enable employees to identify their internal needs and establish work goals.	(1) Command (2) Advice (3) Encouragement
Professionalism Demand	Professionalism can be seen as a sequence of employments, jobs and positions an individual fills in throughout their professional life.	(1) Islamic microfinance knowledge (2) Islamic microfinance skills (3) Islamic value
Job Demand	A job can give motivational processes in	(1) Type of task

	influencing employee to increase career behaviours.	(2) Quality and timeliness
The Role of Association	Ability to integrate that will increase innovation-oriented	(1) Advice (2) Encouragement

Method

The data analysis method in this study consisted of three stages, namely instrument test analysis, classical assumption test analysis, and multiple linear regression analysis using the stepwise method. The explanation is as follows:

- (a) The analysis of the instrument test consists of a validity test and a reliability test. The validity test measures the level of accuracy of the questionnaire used ($r_{count} > r_{table}$ or significance value < 0.05). In this study, it was found that the significance value of each indicator in the variable was $0.000 < 0.05$ so that the questionnaire used was "valid". Furthermore, the reliability test was used to measure the consistency of the questionnaire in the study (Alpha Cronchbach > 0.7). In this study found the Croncbach Alpha value of $0.887 > 0.7$ so that the questionnaire used can be said to be "reliable"
- (b) Classical assumption test analysis consists of normality test, multicollinearity test, and heteroscedasticity test. The normality test is used to determine whether the research data is normally distributed (using a p plot, that is, if the pattern formed is not spread out from the pattern). This study found that the data pattern formed on the p plot line and was not spread out from the Normal P-P Plot pattern. Then the multicollinearity test was used to test the correlation between independent variables (tolerance $> 10\%$, VIF < 10). This study has proven that the tolerance value of all variables is $> 10\%$ (family role 75.5%, leader role 58.5%, professionalism demands 56.1%, job demands 59.3%, and association role 54.4%) while the VIF value for all variables < 10 (family role) 1,321, leadership roles 1,709, demands for professionalism 1,782, job demands 1,687, and association roles 1,837). Furthermore, the heteroscedasticity test using the glejser method was used to test the inequality of variance in the regression model from the residual of one observation to another observation ($t_{count} < t_{table}$ or significance > 0.05). The test results found that the significance value of all variables was > 0.05 (family role 0.981, leader role 0.150, demands for professionalism 0.094, job demands 0.105, and association role 0.665). Based on the test results, it can be concluded that the research data are normally distributed, there is no multicollinearity, and there is no heteroscedasticity.
- (c) After going through the instrument test and classical assumption test, the research model can proceed to multiple linear regression analysis using the stepwise method. The stepwise method is in accordance with the purpose of this study, namely to find the most influential factors and models of HR's interest in continuing their studies to the Bachelor level majoring in IMF. The stepwise method includes the variable that has the highest and significant correlation to the dependent variable. When certain variables are entered into the model, other variables in the model are evaluated, if there are independent variables that are not significant it will automatically be excluded from the model. By

using this method the best model can be generated from existing models and can produce the best robustness.

The multiple linear regression formulation can be seen as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + e$$

Where:

Y	= Interested in HR studies at the Undergraduate level in Islamic Microfinance
a	= Constant Number
b_1, b_2, \dots, b_4	= Regression Coefficient
X_1	= The Role of Family
X_2	= The Role of Leaders
X_3	= Professionalism Demand
X_4	= Job Demand
X_5	= The Role of Association
e	= Error term

RESULT AND DISCUSSION

General description of Responden

Characteristics of respondents seen from the last educational background and age of the respondent. The description of the respondents will be explained in Table 2. Below

Table 2. Characteristics of Respondents

No	Respondent's Characteristics	Majority of Respondent		Description
		Criteria	Total	
1.	Last Education	Senior High School	313 (75.97%)	The majority of IMFI managers come from a Senior High School educational background while the rest come from a diploma background. This means they need to improve their competence and knowledge in the field of Islamic microfinance. if the manager has a good educational background, the decision-making abilities and knowledge possessed are also adequate

				so that they can support the sustainability of the IMFI. Therefore, orientation for further studies needs to be done.
2.	Age	21 - 30 years old	241 (58.49%)	The majority of HR are at a young and productive age so they have a longer time to be able to improve their competence in the field of Islamic microfinance, especially to continue their education to the undergraduate level..

Source: Primary Data Processed, 2021

Variable description

Detailed descriptions of respondents' answers (with a Linkert scale) grouped by determining the overall class average, will be described in this study as follows:

1. The highest value is 5, and the lowest is 1

2. The scale range (the highest number of measurements - the lowest number in the measurement) / the number of classes formed is $(5-1) / 5 = 0.8$. Then, the interpretation of the answers will be categorized as follows:

1) 1.00 – 1.80 = Very Low

2) 1.81 – 2.60 = Low

3) 2.61 – 3.40 = Medium

4) 3.41 – 4.20 = Height

5) 4.21 – 5.00 = Very High

Tabel 3. Variable description

N o.	Variables' Name	Average of respondents' Answer	Descripti on	Explanation
1.	The Role of Family	3.9	High	If the family provides advice and support to HR, it will have a good impact on continuing education
2.	The Role of Leaders	4.2	High	If the leader gives orders, advice, and support it will have a good impact on HR in improving competence
3.	Professionalism Demand	4.2	High	Demands for professionalism in the form of knowledge and skills about microfinance and the importance of Islamic values in HR ideology pressure individuals to improve competence
4.	Job Demand	4.3	Very high	Job demands in the form of types of tasks, quality and timeliness of work press HR to improve self-competence
5.	The Role of Association	4.1	High	If the Association provides advice and support to HR, it will move the

				individual's desire to improve their quality
6.	Interest in Further Studies at the Undergraduate level in Islamic Microfinance	3.7	High	HR has an interest, desire, and desire to invite other people who are high to continue their studies to the undergraduate level if there is an IMF specification major

Source: Primary Data Processed, 2021

Robustness Test

Using stepwise regression method, multiple linear regression analysis of this study can be shown in the following table:

Table 4. Coefficient Estimation Result of Multiple Linear Regression Test

Dependent variable	Independent Variable	B	Sig n	Description
Interest in Further Studies at the Undergraduate level in Islamic Microfinance	Constant	-0.056		
	Family Role	0.501	0.000	S*
	Leader Role	-0.005	0.902	NS
	Professionalism Demand	0.580	0.000	S*
	Job Demand	0.033	0.460	NS
	Association Role	0.033	0.472	NS
F count	132.573		0.000	S*
R ² adjusted	0.388 (38.8%)		0	

S* : significant at $\alpha = 5\%$, NS: not significant

Source: The output of regression analysis, 2021

Based on table 4, it can be concluded that the role of the family and demands for professionalism have a significant positive impact on interest in further studies at the undergraduate level in Islamic Microfinance. While other variables, namely the role of leaders, job demands, and the role of associations did not significantly influence the interest in further studies at the undergraduate level in Islamic Microfinance. This means that the three variables are automatically excluded from the research model.

From the results of the F test, it shows that the role of family and the demands of professionalism have an effect on increasing HR's interest in continuing their studies at the undergraduate level in Islamic Microfinance, meaning that this research model is suitable for predicting interest in further studies at the undergraduate level in Islamic Microfinance. From the table above, it can be shown that the R-Square adjusted value of 38.8% means that the variation in the increase in interest in further studies at the undergraduate level in Islamic Microfinance is influenced by fluctuations in family roles and professional demands, while the remaining 61.2% is explained by other variables not examined.

The Influence of the Role of the Family on Study Interest at the Undergraduate level in Islamic Microfinance

Table 4. Shows that the family role regression coefficient is 0.501 with a significance level of $0.000 < 0.05$. this means that if the family environment is good it will be able to encourage them to continue their studies to the undergraduate level in Islamic Microfinance. This is in line with research Jopa et al., 2017; Khadijah et al., 2017; Najafian et al., 2013; Nurmaliza et al., 2018; Sakdiah, 2018 who said that the increased interest in continuing education was driven by a good family environment. The family environment such as parents and siblings is an important part of a person's life. So it is often a reason for someone to improve their abilities.

The Influence of the Role of Leaders on Interest in Study at the Undergraduate level in Islamic Microfinance

Table 4. Shows that the regression coefficient of the leader's role is -0.005 with a significance level of $0.902 > 0.05$, meaning that the role of the leader cannot affect interest in studies at the undergraduate level in Islamic Microfinance. This shows that the instructions, advice and support given by the leader to employees to continue their studies to the undergraduate level have not been able to encourage their employees. This can happen if the employee feels that he can still do his job well and there are no complaints from colleagues about his performance so far. He feels that he is still capable and competent in his current line of work without the need for further studies.

Another cause that makes the leader's role unable to influence interest in further studies can be caused by the absence of incentives or rewards given by the leadership to employees if employees want to continue their studies to the undergraduate level.

The Influence of Professionalism Demands on Interest in Studying at the Undergraduate level in Islamic Microfinance

Table 4. Shows that the regression coefficient for professionalism demands is 0.580 with a significance level of $0.000 < 0.0$. This shows that the influence of professional demands is able to encourage someone to be interested in studying at the undergraduate level in Islamic Microfinance. A work environment that requires someone to be able to work professionally can be a reason for someone to continue their studies to the undergraduate level. A degree can be considered as a characteristic that someone is said to be professional or not. Demands for professionalism in the form of knowledge and skills about microfinance

and the importance of Islamic values in HR ideology can be obtained from the undergraduate level so that employees who have not received a bachelor's degree will be encouraged to continue their studies.

The Influence of Job Demands on Interest in Studying at the Undergraduate level in Islamic Microfinance

Table 4. Shows that the regression coefficient of job demands is 0.033 with a significance level of $0.460 > 0.05$, meaning that the demands of a person's work in the work environment do not encourage someone to be interested in studying at the undergraduate level because he is quite capable of doing all the demands of his work. Or because the demands of work are so much that there is no time for someone to study at the undergraduate level.

The Influence of the Role of Associations on Interest in Study at the Undergraduate level in Islamic Microfinance

Table 4. Shows that the regression coefficient for the role of association is 0.033 with a significance level of $0.472 > 0.05$, meaning that the role of association does not affect a person's interest in studying at the undergraduate level in Islamic Microfinance. This happens because the purpose of joining an association is to build networking. In the case of IMFI, the contribution from the network can encourage the improvement of HR owned by IMFI. This is according to research Mutaqin & Widiyanto (2018) which describes the relationship of mutual help, mutual learning, commitment to grow together, and reminding each other in the network strengthening the relationship of human capital and Islamic business ethics on BMT performance.

Another thing that does not encourage further study is because currently the IMF association in developing HR is still using training methods, it has not encouraged HR to improve competence by continuing their studies to the undergraduate level in Islamic Microfinance.

CONCLUSION AND RECOMMENDATION

The conclusions obtained regarding HR's interest in continuing their studies at the IMF undergraduate level are: first, the role of the family has a good impact on increasing HR's interest in continuing their studies. Material and non-material advice and support from the family can foster individual enthusiasm to improve self-competence by increasing the last level of education they have. Second, the demand for professionalism in the form of knowledge and skills in the field of Islamic microfinance and the importance of the ideology of Islamic values presses HR to continue to improve self-competence. The demand for professionalism ultimately prompted the interest of IMFI HR to continue their studies to the undergraduate level in Islamic Microfinance. Third, the factors of the role of leader, job demands, and the role of associations do not have a significant impact on HR interest in further studies at the IMF undergraduate level, so these three factors are excluded from the model. Based on the results of data processing, the final model of HR's interest in continuing studies at the undergraduate level in Islamic Microfinance is as follows Figure 2.

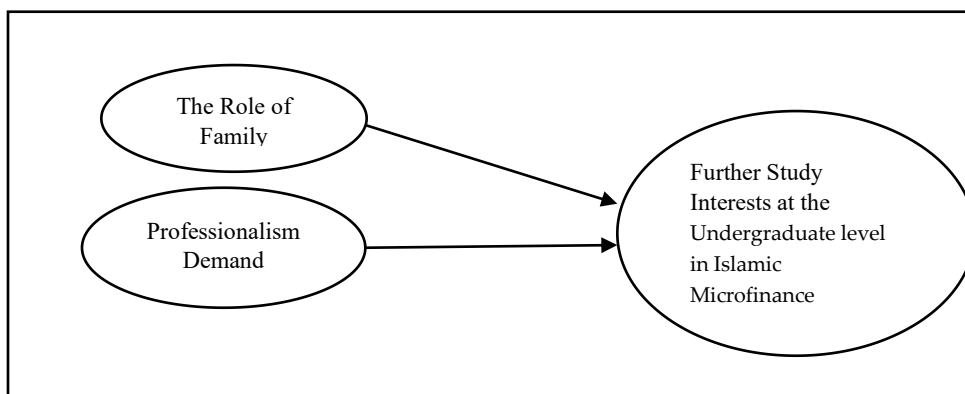


Figure 2. Final Model of HR Study Interest at the undergraduate level in Islamic Microfinance

In maintaining the sustainability of IMFI, especially dealing with the problem of lack of knowledge of HR, approaches to HR families and increasing awareness of the demands for professionalism can be carried out by IMFI top management to increase interest in continuing education. Based on the results of the study, it was also found that the interest in HR studies if there was an undergraduate study program specifically in the field of Islamic microfinance was very high. This means that the establishment of an IMF undergraduate study program is a necessity and has been responded positively by the Islamic microfinance industry players. Therefore, on the education side, the study results can be used to help formulate the curriculum for the establishment of the IMFI study program and build connectivity in the fields of science at universities with the needs of the microfinance industry. Furthermore, further research needs to be done to further analyze other factors that have an influence on HR interest in studying at the IMF undergraduate level (61.2% in Rsquare adjusted results).

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