



Analysis of Cooperative Knowledge, Cooperative Motivation and Cooperative Image on Economic Education Students' Interest in Cooperatives

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Abstract

Cooperatives are business entities that are in line with the economic system in Indonesia because they are based on the principle of family. So in the curriculum structure of the economic education study program there are courses in cooperative economics and cooperative management. The hope is that, after studying these courses, students can become cooperative catalysts, namely competent and committed to developing cooperatives in Indonesia. However, in reality, after conducting an initial survey of students of the 2019 economics study program, only 3 out of 81 students were members of the cooperative. The existence of cooperative courses should increase students' interest in becoming cooperative members. This research is correlational research with a quantitative approach. In this research, what was studied was the interest in cooperatives of Economic Education Study Program students. To measure each variable, namely cooperative knowledges, motivation to cooperate and cooperative images on interest in cooperatives using test instruments and questionnaires. The population in this study were students of the Economics Education Study Program. The results of this research are: 1) Cooperative Knowledge does not significantly influence interest in cooperatives; 2) Cooperative Motivation has a significant influence on interest in cooperatives; 3) Cooperative Image has a significant influence on the intention to cooperate and 4) Cooperative Knowledge, Cooperative Motivation and Cooperative Image have a simultaneous influence on the intention to cooperate.

Keywords: *Cooperative Knowledge; Cooperative Motivation; Cooperative Image; Interest in Cooperatives*

Introduction

Cooperatives are business entities that are in line with the economic system in Indonesia because they are based on the principle of family. So in the curriculum structure of the economic education study program there are courses in cooperative economics and cooperative management. The hope is that, after studying these courses, students can become cooperative catalysts, namely competent and committed to developing cooperatives in Indonesia.

Economic education study program students who have received cooperative courses should be able to have a greater interest in cooperatives compared to students who have not received cooperative courses. (Zulfanedhi, 2016). However, in reality, after an initial survey was conducted on economic education study program students class of 2019, only 3 out of 82 students were members of cooperatives. With this cooperative economics course, students should have good knowledge about cooperatives so that they can advance cooperatives in the surrounding environment and will influence students' interest in cooperatives (Madhuri, 2018).

The interest of students to become members of cooperatives is influenced by several factors, namely knowledge about cooperatives, benefits obtained, learning cooperative courses, quality of service and motivation to cooperate (Yanti, 2020). The results of other studies show that simultaneously and partially the variables of cooperative knowledge and cooperative motivation have a positive influence on interest in cooperatives (Pratama & Widiyanto, 2019). Thus, it is suspected that the interest in cooperatives is influenced by cooperative knowledge, cooperative motivation and the cooperative images.

Literature Review and Hypothesis Formulation

Theory

Grand Theory in this study using the theory of interest from Crow and Crow. Interest is a cause or influence of an experience related to human drives, motives and responses. According to (Crow & Crow, 1972) There are three factors that influence interest, namely:

1. Internal urges are factors that emerge from inside to promote or urge something, such as the urge or desire a person has for something that will pique attention. This covers biological aspects, namely those relating to fundamental physical requirements. Individuals' own propensity to collaborate is a feature.
2. Social motivation elements (social motives), or drives resulting from wants connected to internal causes that give birth to specific interests. In order for an activity to be approved and acknowledged by the environment, which includes elements like social standing, self-esteem, prestige, and other things, this component makes a person become interested in it.. Cooperative knowledge is a social motive factor.

Emotional factors (emotional motives) refer to motivations associated with sentiments and emotional aspects, such as impulses, emotional incentives, emotional reactions, and personal emotional experiences. One example of an emotional factor in human behavior is the concept of a cooperative image.

Relationship Between Variables

Interest in becoming a member of a cooperative is defined as a tendency or encouragement to pay attention and act towards cooperative activities, accompanied by a feeling of joy in joining as a member of the cooperative and without any coercion from anyone. (Hidayah et al., 2017). Interest in cooperating according to (Pratama & Widiyanto, 2018) namely desires that are manifested in feelings of joy, attention, concentration, awareness, and a willingness to be involved in cooperative activities so as to encourage cooperative members to participate actively. Indicators of interest in cooperatives according to (Syah, 2012) are internal factors (feelings, attention, experience, ideals, curiosity) and external factors (family environment, campus environment, community environment). Interest in co-operatives is influenced by cooperative knowledge, cooperative motivation and the cooperative images.

Knowledge about cooperatives is an understanding of cooperative life that can provide broad and deep insights about cooperatives (Hidayah et al., 2017). The cooperative knowledge members consists of 5 indicators of knowledge, namely knowing, understanding, application, analysis, evaluation (laksana, 2016). Cooperative knowledge indicators according to (Zulfanedhi, 2016) namely understanding of cooperatives, benefits of cooperatives, rights and obligations of cooperative members, cooperative principles.

Cooperative motivation is a process that encourages to move students so that they can be directed to achieve the goal of joining a cooperative (Hidayah et al., 2017). Cooperative motivation members can be realized by feeling happy about using services or making purchase transactions at the cooperative, paying attention to the cooperative, having awareness and willingness to be involved in every cooperative

activity (Musfiroh, 2016). Indicators of motivation according to (Uno, 2014) namely responsibility, achievement, self-development and independence.

The image of a cooperative is an impression that is built and generated by a cooperative for its previous performance (Sinaga & Kusumantoro, 2015). Cooperative image is an evaluation of one's self based on understanding and understanding of stimuli that have been processed, organized and stored in one's mind (Sutrisno et al., 2017). Image or image is the result of a person's self-evaluation based on understanding and understanding of stimuli that have been processed, organized and created by consumers. Image consists of the beliefs, ideas, and impressions held by a person towards an object (Putri Apriyanti et al., 2017). So that the cooperative images is an understanding related to cooperatives that exist in the minds of consumers themselves. Image by indicator (Ndruru & Sitorus, 2018) namely social responsibility, innovation, management quality and public trust.

Cooperative Knowledge Against Cooperative Interest

The results of the research show that there is a positive influence, knowledge about cooperatives on interest in becoming a member of Kopma (Hidayah et al., 2017). Then, cooperative knowledges has a positive and significant influence on economic education students' interest in becoming members of the UNY Cooperative Society (Zulfanedhi, 2016). Research result (Pratama & Widiyanto, 2019) also shows that cooperative knowledges has a positive influence on interest in cooperatives. Cooperative knowledges has a positive and significant influence on students' interest in becoming members of student cooperatives (Jaya, Rusno, & Arsy, 2019). Cooperative knowledges influences the interest of economic education study program students to become members of Kopma "Amanah" (Umami & Maradani, 2020). Results of research analysis (Hestingtyas et al., 2022) shows the influence of cooperative knowledge on students' interest in becoming members of Kopma Unila.

In contrast to the results of research conducted on the Bina Insan Mandiri sharia cooperative which shows a negative relationship between knowledge and the interest of its members to save in the cooperative. (Suprihati et al., 2021). Similar results have also been found in the financial services cooperative BMT Tamzis which shows that knowledge has no influence on cooperative members' interest in saving (Kristiyadi & Hartiyah, 2016).

Cooperative Motivation against Cooperative Interest

Research result (Pratama & Widiyanto, 2019) shows that cooperative motivation has a positive influence on interest in cooperatives. Motivation to cooperate has a positive and significant influence on students' interest in becoming members of student cooperatives (Jaya, Rusno, & Arsy, 2019). Then, the motivation to cooperate has a significant influence on the interest in cooperatives and even contributes to the largest influence contribution rate among other variables (Yanti, 2020). In accordance with the (Bosworth et al., 2016) If someone is motivated, it will create interest in something.

However, on research (Hidayah et al., 2017) there is no significant influence partially between the motivation to cooperate on the interest in becoming a member of Kopmaunikama. Subsequent research conducted on coffee farmers stated that motivation among coffee farmers was classified as being at a moderate level to join cooperative members (Evitasaki, 2014).

The Cooperative Images on Interest in Cooperatives

Based on research results (Solihin et al., 2022) it is known that members' responses regarding the role of cooperative image have a positive relationship to interest in cooperatives. So that, with a positive image, people's interest in becoming members will emerge (Mardiana, nd). In contrast to previous research which presented results that the image of the cooperative did not significantly influence the interest in cooperatives of UNJ Student Cooperative students (Yanti, 2020).

Research Methods

This type of research is a correlational study with a quantitative approach. In this study, what was examined was the interest in cooperating with students of the Economics Education Study Program. To measure each variable, namely cooperative knowledges (X1), motivation to cooperate (X2) and cooperative images (X3) on interest in cooperatives (Y) using a questionnaire instrument. The implementation of the research is carried out in the even semester of 2022/2023. The population in this study were students of the Economics Education Study Program class of 2021, a total of 81 students, with 33 students in class A, 38 students in class B, and 10 students in class I. This population was taken because students from the 2021 Economic Education Study Program had received courses in Cooperative Economics and Cooperative Management.

Analysis and Discussion

Instrument Test

The initial step taken by researchers is to create research instruments. The instruments created are in the form of questionnaires and tests. The questionnaire in this research was used to obtain data regarding the motivation to cooperate, the cooperative images and the interest in cooperatives of economic education students. While the test is used to obtain data regarding cooperative knowledge. The following is a lattice of components in the instrument which can be seen in table 1. Meanwhile, the complete instrument is attached.

Table 1. Instrument Components

VARIABLE	INDICATOR	Sub Indicator	Question Items/Statements
Cooperative Knowledge(Zulfanedhi, 2016) (Jaya, Rusno, & Al Arsy, 2019)	Understanding of cooperatives	-	4 problems (1,2,3,4)
	Cooperative benefits	-	4 problems (5,6,7,8)
	Cooperative rights and obligations	-	4 questions (9,10,11,12)
	cooperative principle	-	6 questions (13,14,15,16,17,18)
Cooperative Motivation (Uno, 2012)	Responsibility	-	5 statements (19,20,21,22,23)
	Performance	-	3 statements (24,25,26)
	Self-development	-	3 statements (27, 28,29)
	Independence	-	4 statements (30,31,32,33)
Cooperative Image(Utami & Puja, 2021)	Cooperative Social Responsibility		3 statements (34,35,36)
	Innovation	-	2 statements (37,38)
	Management Quality	-	3 statements (39,40,41)
	Member Trust	-	3 statements (42,43,44)
Interest in Cooperation (Jaya, Rusno, & Arsy, 2019)	Internal factors	Feeling	2 statements (45,46)
		Attention	3 statements (47,48,49)
		Benefit	2 statements (50,51)
		Curiosity	2 statements (52,53)
	External Factors	Family environment	4 statements (54,55,56,57)
		Campus environment	3 statements (58,59,60)
		Peer environment	2 statements (61,62)

Source : processed by researchers, 2023

Furthermore, the questionnaire instrument was tested on 15 respondents, namely students of economic education class of 2020 because they had also fulfilled the sample requirements in this study, namely having taken cooperative economics and cooperative management courses. After being distributed to the 15 respondents, the data was processed to test validity and reliability. The result was that there were 5 out of 62 invalid statements, so the researchers made improvements to the statement sentences and redistributed them to respondents to fill in the invalid statements again. Next, the results of the validity and reliability test for each statement are valid and reliable. The results of the validity and reliability tests are attached.

Results of the General Description of Respondents

Respondents are all 2021 Economics Education students, consisting of 10 college students and 71 female students. Based on the data, of the 81 students who became respondents, only 6 people were members of the cooperative. Respondents have fulfilled the requirements in this study, namely having taken the Cooperative Economics and Cooperative Management courses. Based on the data obtained, 57% of respondents got a final grade of A in the Cooperative Economics course, the remaining 42% of respondents got a final grade of A- and 1% of respondents got B+. Then, for the Cooperative Management course, 44% of respondents got a final grade of A, 53% of respondents got a final grade of A- and 3% of respondents got a final grade of B+. So that,

Descriptive Analysis

Description of Cooperative Knowledge Variable (X1)

The cooperative knowledge variable is measured using tests and in the form of questions. The results of the test answers for the cooperative knowledge variable can be seen in table 2 below:

Table 2. Test Description Results

VARIABLE	INDICATOR	Question No	Correct	Wrong
Cooperative Knowledge (X1)	Understanding of cooperatives	1	94%	6%
		2	91%	9%
		3	90%	10%
		4	88%	12%
	Cooperative benefits	5	58%	42%
		6	51%	49%
		7	91%	9%
		8	94%	6%
	Cooperative rights and obligations	9	95%	5%
		10	58%	42%
		11	84%	16%
		12	89%	9%
	cooperative principle	13	90%	10%
		14	23%	77%
		15	23%	77%
		16	57%	43%
		17	83%	17%
		18	93%	7%
Average			75%	25%

Source: Processed by Researchers (2023)

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members of the cooperative. Respondents have fulfilled the requirements in this study, namely having taken the Cooperative Economics and Cooperative Management courses. Based on the data obtained, 57% of respondents got a final grade of A in the Cooperative Economics course, the remaining 42% of respondents got a final grade of A- and 1% of respondents got B+. Then, for the Cooperative Management course, 44% of respondents got a final grade of A, 53% of respondents got a final grade of A- and 3% of respondents got a final grade of B+. So that,

Based on table 2, it can be seen that on average 75% of the respondents answered the questions given regarding cooperative knowledge correctly, and the remaining 25% answered incorrectly. Thus, the respondent's level of cooperative knowledge is in the good category.

Description of Operating Motivation Variables (X2)

Based on the answers derived from the distribution of questionnaires to determine the influence of motivation to cooperate on interest in cooperatives, a description related to the Level of Achievement of Respondents (TCR) can be obtained, where in this study the variable motivation to cooperate uses four indicators as explained in table 3 below:

Table 3. TCR Results of Variable Cooperative Motivation

VARIABLE	INDICATOR	Idx %	Category
Cooperative Motivation (X2)	Responsibility	51	Good
	Performance	52	Good
	Self-development	52	Good
	Independence	52	Good
Average		52	Good

Source: Processed by Researchers (2023)

Based on the results of table 3 It can be concluded that the average Respondent Achievement Level (TCR) value is 52% which is included in the good category. Apart from that, based on this data it can be said that on average respondents chose the agree option in the score range of 1 to 4.

Description of the Cooperative Image Variable (X3)

Based on the answers that come from distributing questionnaires to determine the influence of cooperative image on interest in cooperatives, a description can be obtained related to Respondent Achievement Level (TCR), where in this research the cooperative image variable uses four indicators as explained in table 4 below:

Table 4. TCR Results for Cooperative Image Variables

VARIABLE	INDICATOR	Idx %	Category
Cooperative Image (X2)	Cooperative Social Responsibility	55	Good
	Innovation	49	Not good
	Management Quality	54	Good
	Member Trust	48	Not good
Average		51	Good

Source: Processed by Researchers (2023)

Based on the results of table 4 From this it can be concluded that the average value of the Respondent Achievement Level (TCR) is 51% which is included in the good category. In addition, based on these data it can be said that the average respondent chooses the agree option in the score range 1 to 4.

Description of Operating Interest Variables (Y)

Based on the answers that come from distributing questionnaires regarding interest in cooperatives, a description can be obtained regarding the Respondent's Achievement Level (TCR), where in this study the cooperative image variable uses four indicators as explained in table 5 below:

Table 5. TCR Results of Interest in Cooperative Variables

VARIABLE	INDICATOR	SUB-INDICATORS	Idx %	Category
Interest in Operating (X2)	Internal factors	Feeling	50	Not good
		Attention	57	Good
		Benefit	58	Good
		Curiosity	49	Not good
	External Factors	Family environment	49	Not good
		Campus environment	54	Good
Peer environment		57	Good	
Average			53	Good

Source: Processed by Researchers (2023)

Based on the results of table 5 from this it can be concluded that the average value of the Respondent Achievement Level (TCR) is 53% which is included in the good category. In addition, based on these data it can be said that the average respondent chooses the agree option in the score range 1 to 4.

Classic Assumption Test

Normality Test

In this research, the Normality Test is used to determine whether the regression model, residual values of the dependent variable and independent variables are normally distributed or not. Normal data is a condition that must be met to carry out statistical inference. Linear regression shows that there is normality of data for all variables. In this research, graphic analysis is used, namely the normal probability plot graph. The following is a probability plot resulting from the regression model:

Table 6. Normality Test

Normality test			
Kolmogorov-Smirnov	Sig	Criteria	Information
	0.091	0.05	Normally Distributed

Source: Processed by Researchers (2023)

Implementing the Kolmogorov-Smirnov Test, the SPSS output findings are depicted in the table with the Asymp value. When this value exceeds 0.05, the significance level (2-tailed) is 0.091, indicating that the residual is regularly formed. Figure 4 illustrates how the distribution of the data is dispersed and follows a diagonal line, indicating that the data is regularly dispersed.

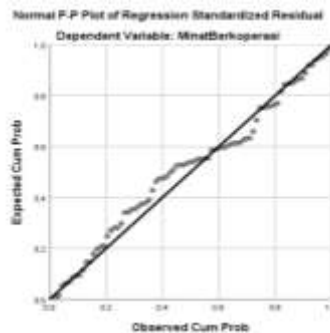


Figure 3. P-Plot Normality Test 1
Source: Processed by Researchers (2023)

Multicollinearity Test

One of the assumptions in linear regression analysis is the absence of perfect multicollinearity or the absence of a linear relationship between variables. The multicollinearity test in this study was carried out using SPSS and can be seen in table 7 below:

Table 7. Multicollinearity Test

Multicollinearity Test			
Variable	Tolerance	VIF	Information
Cooperative Knowledge	0.957	1,044	Multicollinearity does not occur
Cooperative Motivation	0.523	1913	Multicollinearity does not occur
Cooperative Image	0.539	1,854	Multicollinearity does not occur

Source: Processed by Researchers (2023)

The conclusion that can be drawn from the results of data processing using SPSS is that if the VIF value is less than 10 or the level of tolerance is more than 0.1, there is no multicollinearity issue.

Heteroscedasticity Test

Heteroscedasticity is a condition where there is a difference in the error variance of each independent variable in the regression model. In this study, the Glejser test was used to test heteroscedasticity and the results can be seen in Figure 8 below:

Table 8. Heteroscedasticity Test

Heteroscedasticity Test (Glejser)			
Variable	Sig	Criteria	Information
Cooperative Knowledge	0.400	>0.05	Heteroscedasticity does not occur
Cooperative Motivation	0.828	>0.05	Heteroscedasticity does not occur
Cooperative Image	0.291	>0.05	Heteroscedasticity does not occur

Source: Processed by Researchers (2023)

Based on table 8 it can be seen that the Sig. The results of the heteroscedasticity test using the Glejser test which was carried out using SPSS stated that the significance value (Sig.) $> \alpha = 0.05$. So it can be interpreted that this research model does not occur heteroscedasticity in the variables of cooperative knowledge, cooperative motivation and cooperative image.

Multiple Linear Regression Analysis

The influences of the factors of cooperative knowledge, cooperative motivation, and cooperative image on interest in cooperatives were examined using multiple linear regression analysis. Table 9 follows shows the outcomes of numerous linear regression experiments:

Table 9. Multiple Linear Regression Test

Multiple Linear Regression			
Variable	B coefficient	Standard Error	t
(constant)	8,895	3,529	2,520
Cooperative Knowledge	-0.107	0.348	-0.309
Cooperative Motivation	0.595	0.076	7,833
Cooperative Image	0.422	0.116	3,636

Source: Processed by Researchers (2023)

Based on this table, a multiple linear regression equation model can be obtained as follows:

$$Y = 8.895 - 0.107 + 0.595 + 0.422 + eX_1X_2X_3$$

Where :

Y	=Interest in Cooperation
X_1	=Cooperative Knowledge
X_2	= Cooperative Motivation
X_3	= Cooperative Image
E	= Error

Based on the data in the table it can be seen as follows:

- The constant value obtained is 8.895, so it can be interpreted that if the variable cooperative knowledges, motivation to cooperate, and cooperative image, the constant value is assumed to be 0, then the value of interest in cooperatives is 8.895.
- The regression coefficient value of the cooperative knowledge variable is negative at 0.107, which means that if there is a 1% increase in the cooperative knowledge variable there will be a decrease in cooperative knowledge by 0.107
- The regression coefficient value of the cooperative motivation variable is positive by 0.595, so it can be interpreted that if there is a 1% increase in the cooperative motivation variable, the cooperative motivation will increase by 0.595.
- The regression coefficient value of the cooperative image variable is positive at 0.422, so it can be interpreted that if there is a 1% increase in the cooperative image variable there will be an increase in cooperative motivation of 0.422.

Hypothesis Testing

F Test

The F test was used to determine if each independent variable had an impact on the dependent variable independently or concurrently. Table 10 below shows the results of the F test:

Table 10. F test

Hypothesis testing			
F test	F count	Sig	Information
(constant)	71,007	0.000	Significant

Source: Processed by Researchers (2023)

Based on the results in the table, it can be understood that the Sig value is $0.00 < 0.05$, while the calculated F value is $71,007 > 1,664$, so it can be stated that cooperative knowledge, cooperative motivation and cooperative image simultaneously influence interest in cooperatives.

T Test

To ascertain the independently significant impact of each independent variable on the dependent variable in this study, the t-test was developed. Table 11 below shows the findings of the t-test:

Table 11. T test

t test			
Variable	T count	Sig.	Information
Cooperative Knowledge	-0.309	0.758	No influence
Cooperative Motivation	7,833	0.000	Influential
Cooperative Image	3,636	0.000	Influential

Source: Processed by Researchers (2023)

It is clear how each independent (free) variable affects the dependent (bound) variable according to the outcomes of the data analysis indicated in the following table as follows:

- 1) Hypothesis 1, with a temporary allegation that cooperative knowledges influences interest in cooperatives. Based on the table it can be seen that the value Based on the table can be obtained that the value of T count < T table is $-0.309 < 1.664$. With a Significance value $0.758 > 0.05$, so it can be concluded that it is rejected where cooperative knowledges does not significantly influence interest in cooperatives, thus it can be said that the higher the cooperative knowledge possessed by economic education students, the interest in cooperatives will not increase. H_1
- 2) Hypothesis 2 suggests that there is a provisional claim that the level of motivation to collaborate has an impact on one's inclination towards engaging in cooperative activities. Based on the data analysis results, it becomes evident that in the case of the motivation to cooperate variable, the calculated T-score (7.833) is greater than the critical T-table value (1.664). Furthermore, the Significance value is 0.000, which is less than the significance level of 0.05. Consequently, it can be inferred that there is substantial evidence supporting the assertion that motivation to cooperate does indeed influence one's interest in participating in cooperatives among students in the field of economic education (Hypothesis 2).
- 3) Hypothesis 3 posits a provisional claim that the perception or cooperative images has an impact on one's interest in participating in cooperative activities. The data analysis results reveal that, according to the table, the T-score (3.636) exceeds the critical T-table value (1.664). Additionally, the significance value is less than 0.05, specifically 0.000, indicating a high level of statistical significance ($p < 0.05$).

Thus, it can be concluded that acceptance, namely the image of the cooperative, influences interest in cooperatives. So it can be said that when the cooperative images improves, it will increase economic education students' interest in cooperatives. H_3

Coefficient of Determination

To determine how much or how significant an impact each independent variable has on the dependent variable in this research, the coefficient of measurement test was created. Additionally, to identify the variable that has the biggest impact on the dependent variable, which is interest in cooperatives. As shown in Table 12 below, the findings of the coefficient of determination test were:

Table 12. Determination Coefficient Test

Coefficient of Determination (R^2)	
R-Square	Adj. R-Square
0.735	0.724

Source: Processed by Researchers (2023)

According to Table 12, the modified R square value is 0.724, meaning that the variables cooperative knowledge, cooperative motivation, and cooperative image together impact the cooperative interest variable by 72.4%, with other variables influencing the remaining 27.6%.

Discussion

Cooperative knowledges to the Interests of Cooperative Economic Education Students

Based on the data analysis conducted in this study, it was found that cooperative knowledges does not significantly influence interest in cooperatives. This is proven by the T test results which state that the Sig. $0.758 > 0.05$ and it is known that T count $-0.309 < T$ table 1, 664. With these results, the hypothesis which explains that cooperative knowledge influences interest in cooperatives) is rejected, so it can be interpreted that if cooperative knowledge has increased, it is not followed by interest in cooperation. This

is contrary to the interest theory of (H_1 (Crow & Crow, 1972) that interest is influenced by social motive factors, namely cooperative knowledge.

The findings of the present research also conflict with those of (Hidayah et al., 2017), which demonstrate a positive and substantial relationship between cooperative knowledge and desire to join a student cooperative. Disagree as well with (Pratama & Widiyanto, 2019) when they claim that the cooperative knowledge variable partially influences enthusiasm for cooperatives in a favorable way. The findings of the present research do not align with the findings of the evaluation, which found a somewhat significant influence of cooperative knowledge on interest in joining a cooperative (Jaya, Rusno, & Arsy, 2019). It also somewhat refutes test results (Nurjanah & Anasrulloh, 2023) and demonstrates that interest in joining a student cooperative is significantly influenced by cooperative knowledge.

However, this research is in line with (Kristiyadi & Hartiyah, 2016) which shows that knowledge has no influence on cooperative members' interest in being active in the cooperative. Study (Puspitaningsih, 2017) also revealed that knowledge has no influence on interest. This is also in line with (Suprihati et al., 2021) that based on the results of research conducted on the Bina Insan Mandiri sharia cooperative, it shows a negative relationship between knowledge and members' interest in cooperatives.

The findings from this study are that when the cooperative knowledges possessed by Economics Education students increases, it will not be matched by an increased interest in cooperatives. This is in line with the fact that only 6 out of 81 students are members of cooperatives even though the average student gets an A or A final grade in Cooperative Economics and Cooperative Management courses. Based on the results of the data obtained by the test, the level of cooperative knowledge of economic education students is in the good category and this has not been able to influence interest in cooperatives. So that there is a need for a stimulus to increase the interest in cooperating with economic education students through various methods, namely preparing project-based lecture plans, student internship programs in cooperatives,

Cooperative Motivation to Economic Education Students' Interest in Cooperating

Based on the data analysis conducted in this study, it was found that the motivation to cooperate has a significant influence on the interest in cooperatives. This is proven by the T test results which state that the Sig. $0.000 < 0.05$ and the calculated T is known $7,833 > T$ table 1.664. With these results, the hypothesis that explains that cooperative motivation influences interest in cooperatives) is accepted, so it can be interpreted that if cooperative motivation increases, then interest in cooperatives will also increase. This is in line with the theory of interest from (H_2 (Crow & Crow, 1972) that interest is influenced by factors of encouragement or desire from within, namely motivation to cooperate.

The findings of this study align with the findings of Jaya, Rusno, & Arsy (2019), which indicate a partially significant influence of cooperative motivation on the interest in becoming a member of Kopma. Thus, the results of this study are consistent with their findings. Similarly, research conducted by Pratama & Widiyanto (2019) reveals that cooperative motivation positively affects interest in cooperatives. Furthermore, motivation to cooperate significantly influences interest in cooperatives and even contributes the most substantial influence contribution rate among other variables, as discovered by Yanti (2020). This corresponds with the findings of Bosworth et al. (2016), who argue that motivation drives interest in something.

However, on research (Hidayah et al., 2017) there is no significant influence partially between the motivation to cooperate on the interest in becoming a member of Kopma. Subsequent research conducted on coffee farmers stated that motivation among coffee farmers was classified as being at a moderate level to join cooperative members (Evitasaki, 2014) so it is not in line with the results of this study.

The findings from this research are that when motivation to cooperate increases, it will increase economic education students' interest in cooperatives. Based on the results of the research descriptive analysis, economic education students' cooperative motivation is categorized as good, but in reality it is

not followed by interest in cooperatives where only 6 out of 81 students are members of cooperatives. So with this reality, various ways are needed to increase motivation to cooperate, for example by cooperative administrators creating a family environment in cooperatives so that they can attract prospective cooperative members. Besides that,

Cooperative Images to Economic Education Students' Interest in Cooperatives

Based on the data examination conducted in this study, it was found that the cooperative images has a significant influence on interest in cooperatives. This is proven by the T test results which state that the Sig. $0.000 < 0.05$ and the calculated T is known $3,636 > T$ table 1.664. With these results, the hypothesis which explains that the cooperative images influences interest in cooperatives) is accepted, so it can be interpreted that if the cooperative images is good, then interest in cooperatives will also increase. This is in line with the interest theory of (H_3 (Crow & Crow, 1972) that interest is influenced by emotional factors in the form of experiences obtained by individuals, namely the image of the cooperative.

The findings of this investigation are consistent with findings (Solihin et al., 2022) that show members' opinions on how cooperatives are perceived have a favorable link to interest in cooperatives. So that, with a positive image, people's interest in becoming members will emerge (Mardiana, nd). In addition, research (Sinaga & Kusumantoro, 2015) demonstrates a favorable relationship between interest in cooperatives and the perception of cooperatives. The findings of this study, however, diverge from those of other studies, which found that students at UNJ Student Cooperative are not greatly influenced by how cooperatives are perceived (Yanti, 2020).

The findings from this research are that when the cooperative images is good, it will increase interest in cooperatives among economic education students. Based on the results of the descriptive analysis of the research, the average image of economic education student cooperatives is in the good category, but the innovation and member trust indicators are in the bad category. So with this reality, a way is needed to improve the image of the cooperative. To improve the cooperative images regarding innovation, innovation is needed from cooperatives regarding the products offered. Then, to improve the cooperative's image regarding member trust, it is necessary to improve the quality of cooperative management. So thus,

Cooperative knowledges, Cooperative Motivation and Cooperative Image of Students' Interest in Cooperative Economic Education

Based on the data analysis conducted in this study, it was found that cooperative knowledge, cooperative motivation and cooperative image simultaneously influence the interest in cooperatives. This is evidenced by the results of the F test which states that the value of Sig. $0.000 < 0.05$ and it is known that F count $71.007 > F$ table 1.664. With these results, a hypothesis explains that cooperative knowledge, cooperative motivation and cooperative image influence interest in cooperatives (H_4) is accepted, so it can be interpreted that if cooperative knowledge, cooperative motivation and cooperative image are good, it will increase interest in cooperatives.

The results of this study are in line with (Hidayah et al., 2017) There is a significant simultaneous influence between the variables of knowledge about cooperatives and motivation to cooperate on interest in becoming a member of Kopma. In accordance with the (Pratama & Widiyanto, 2019) that simultaneously the variables of cooperative knowledge and cooperative motivation have a positive influence on interest in cooperatives. Based on the analysis results (Jaya, Rusno, & Arsy, 2019) also in line with the results of this study, namely that there is a simultaneous significant influence on cooperative knowledge and cooperative motivation on interest in becoming a member of a cooperative.

The findings from this research are that when cooperative knowledge, cooperative motivation and cooperative image simultaneously increase, economic education students' interest in cooperatives will

increase. Thus, efforts are needed to increase cooperative knowledges, motivation to cooperate and the cooperative images together to increase economic education students' interest in cooperatives.

Conclusion

Based on the discussion of the results of research data analysis, it can be concluded that cooperative knowledge does not significantly influence economic education students' interest in cooperatives, cooperative motivation significantly influences economic education students' interest in cooperatives, cooperative image significantly influences economic education students' interest in cooperatives, and knowledge cooperatives, cooperative motivation and cooperative image simultaneously influence economic education students' interest in cooperatives.

Based on the discussion of the results of data analysis, there are several limitations in this research, so it can be recommended that further researchers are expected to provide a stimulus to increase interest in cooperatives in economic education students through cooperative knowledge by means of preparing project-based lecture plans, student internship programs in cooperatives, methods that can be done to increase motivation to cooperate, for example by cooperative administrators creating a family environment in cooperatives so that they can attract prospective cooperative members. Ways that can be done to improve the image of cooperatives are related to innovation, so innovation is needed from cooperatives regarding the products offered. Efforts are needed. efforts to increase knowledge of cooperatives, motivation to cooperate and the image of cooperatives together to increase economic education students' interest in cooperatives. Apart from that, further research needs to be carried out regarding other factors that might influence interest in cooperatives.

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