



The Influence of Parents' Income, Family Environment, Learning Motivation on Interest In Following PPG (*Program Profesi Guru*)

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Abstract

Interest is a person's interest because of a feeling of liking for a thing or activity related to a particular object. In this case is the interest to take part in PPG. This study aims to determine the effect of parental income, family environment, and learning motivation on interest in participating in PPG. This type of research is quantitative research. The population in this study were 259 students majoring in Economic Education at UNNES class of 2017. The sample in this study was 157 students. The sampling technique used is stratified random sampling technique. Methods of data collection using a questionnaire. The results showed that (1) Parents' income had a positive effect on interest in participating in PPG; (2) Family environment had no positive and significant effect on interest in participating in PPG; (3) Learning motivation had a positive effect on interest in participating in PPG; (4) Parents' income, family environment, and learning motivation simultaneously has an effect of 27.9% on students' interest in participating in PPG.

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INTRODUCTION

National development is one of the steps to realize the nation's national goals. In the opening of the 1945 Constitution of the Republic of Indonesia, one of the nation's national goals is to educate the nation's life. Efforts to educate the nation's life can be done through the implementation of the educational process. Quality education prioritizes efforts to empower students to strengthen the potential of students to explore brain intelligence, heart intelligence, and equip other skills. In 2019, the results of the Program International Students Assessment (PISA) survey showed that Indonesia was in 74th place out of 79 countries participating in the survey. https://www.oecd.org/pisa/Combined_Executive_Summaries_PISA_2018.pdf. Looking at the survey results, it can be explained that the quality of education in Indonesia is still relatively low.

One of the important elements that influence education is the teacher/educator, the teacher is a person who is responsible for educating his students so that they can become the next generation of superior nations. Teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. Educator certificates can be obtained through Teacher Professional Education (PPG). Professional education or what is called the PPG program is the government's effort to form professional education staff. The quality and ability of qualified teachers can be achieved when prospective teacher students attend teacher education. Through education at educational institutions the quality and ability of qualified teachers can be achieved when prospective teacher students take part in teacher education. Through education at the Education Personnel Educator Institute (LPTK), prospective teachers are expected to have a thorough mastery of the sciences needed by a teacher and become provisions in carrying out the teaching profession later. UNNES as one of the

LPTKs has contributed to producing professional teachers. Economics Education as one of the education majors at UNNES prepares its graduates to become teachers. This is not in accordance with tracer study data in 2015 and 2016, which shows that only 30% of Economics Education graduates are teachers and the rest are outside the teaching profession. This can be one of the indications that the interest in participating in the PPG of UNNES Economic Education students is still low. Prospective teachers are expected to have a thorough mastery of the knowledge needed by a teacher and become a provision in carrying out the teaching profession later. UNNES as one of the LPTKs has contributed to producing professional teachers. Economics Education as one of the education majors at UNNES prepares its graduates to become teachers. This is not in accordance with tracer study data in 2015 and 2016, which shows that only 30% of Economics Education graduates are teachers and the rest are outside the teaching profession. This can be one of the indications that the interest in participating in the PPG of UNNES Economic Education students is still low. Prospective teachers are expected to have a thorough mastery of the knowledge needed by a teacher and become a provision in carrying out the teaching profession later. UNNES as one of the LPTKs has contributed to producing professional teachers. Economics Education as one of the education majors at UNNES prepares its graduates to become teachers. This is not in accordance with tracer study data in 2015 and 2016, which shows that only 30% of Economics Education graduates are teachers and the rest are outside the teaching profession. This can be one of the indications that the interest in participating in the PPG of UNNES Economic Education students is still low. Economics Education as one of the education majors at UNNES prepares its graduates to become teachers. This is not in accordance with tracer study data in 2015 and 2016, which shows that only 30% of Economics Education graduates are teachers and the rest are outside the teaching profession. This can be one of the

indications that the interest in participating in the PPG of UNNES Economic Education students is still low. Economics Education as one of the education majors at UNNES prepares its graduates to become teachers. This is not in accordance with tracer study data in 2015 and 2016, which shows that only 30% of Economics Education graduates are teachers and the rest are outside the teaching profession. This can be one of the indications that the interest in participating in the PPG of UNNES Economic Education students is still low.

Interest is a desire, a tendency towards something that is relatively fixed. Interest in participating in PPG can be interpreted as a feeling of liking and interest in participating in the program. Interest in participating in PPG can be influenced by many factors such as wanting to become a teacher, cost issues, etc. The results of preliminary observations of 2017 UNNES Economics Education students showed that the percentage of students interested in participating in PPG was 36.4% and 40.9% who were not interested.

The results of interviews with several students majoring in Economics Education who were not interested in taking PPG showed that students who were not interested were influenced by many factors, one of which was the high cost to attend PPG. Parents who have sufficient income can finance their children to attend PPG. Meanwhile, parents who have less income will think again about paying for their children to attend PPG. Preliminary data collection on students and alumni from the class of 2016 shows that no one has participated in PPG yet. The reasons for students not participating in PPG are mostly due to the inaccessibility of costs that must be incurred and parents' income is felt to be less if they attend PPG, parents want their children to work immediately, the next reason is that they are not interested in becoming a teacher.

Abraham H. Maslow argued that basically all humans have basic needs that can be seen in stages. Maslow shows it in 5 pyramid-shaped levels, starting from the lowest level known as Maslow's Hierarchy of Needs. The

se various needs by Maslow are hierarchically grouped into five forms of needs, namely: (1) physiological needs; (2) the need for security; (3) the need for belonging and affection; (4) the need for self-esteem; and (5) self-actualization needs. Based on this explanation, the need for belonging and love (belongingness and love needs) can be related to family environment variables, while self-actualization needs can be related to learning motivation. Motivation will encourage individuals to achieve something they want.

Interest is defined as a tendency and high enthusiasm or a great desire for something (Muhibin Syah, 2012: 152). In Fudayartanto's book (2002: 121), interest according to Slameto is a feeling of preference and a sense of interest in a certain thing or activity, without being asked. Basically, interest is an acceptance of the relationship between oneself and something outside oneself. The weaker the relationship, the smaller the interest. The stronger the relationship, the greater the interest. Sardiman (2011: 76), explains that interest is a condition that occurs when a person sees the characteristics or temporary meaning of a situation which is then related to his own desires or needs. Sardiman stated that this shows that interest is the tendency of a person's soul to something which is usually accompanied by feelings of pleasure, because they feel there is an interest in that something. Based on the theory of interest described above, it can be said that the emergence of a person's or individual's interest in an object is marked by the emergence of a desire to be directly involved and feel attracted or pleased with an object. From several expert opinions regarding the notion of interest, it can be concluded that interest is a feeling of pleasure, interest that exists in a person towards a thing or activity related to a particular object. Thus, interest in participating in PPG is a person's interest because of a feeling of liking for a thing or activity related to a certain object.

Referring to this explanation, there are several factors that are thought to influence the low interest in participating in PPG

in UNNES Economics Education students Batch 2017. Slameto (2013: 54) argues that there are several factors that influence interest, namely: (1) internal factors including psychological factors, biological factors. Biological factors are factors that consist of the health or disability of an individual. The health and disability that an individual has can affect his interest or desire for something. In addition, the disability that is owned can be an obstacle for individuals to realize their desires; (2) external factors include the family, school and community environment. The family environment is the first environment that is known to children and becomes a place to educate and guide for the first time which has a direct effect. This influence can occur in all ways, one of which is interest. In addition to the family environment, the school environment and community can also influence interest. In the school environment, all aspects can influence, because it includes the school curriculum, school discipline, lesson standards, student-student relations, student-teacher relations, and the learning methods applied. The community environment is a place for individuals to interact and communicate either directly or indirectly, which is able to make individuals have different interests from one another.

Previous research on the factors that influence interest in PPG is research conducted by Alifani (2018) entitled "Factors Influencing Interest in Participating in Teacher Professional Education for Students of the Faculty of Economics, Yogyakarta State University". The results showed that there was a positive and significant influence on motivation to become a teacher, GPA, parental education, and parental income on interest in participating in PPG in students of the Faculty of Economics, UNY, class of 2015-2017.

Another research is research conducted by Desti (2017) entitled "The Influence of Teacher Professional Perceptions, Family Environment, Self-Efficacy on Interest in Becoming a Teacher". Based on the research, the results obtained were that there was no influence on perceptions about the teaching

profession, while the family environment and self-efficacy had an effect on interest in becoming a teacher in 2014 Accounting Education students at the Faculty of Economics, Semarang State University.

Humans in their lives need various kinds of needs including the need for clothing, food, shelter, health, education, and others. Economically, the family wants to meet all the needs of family members. In meeting these needs, a certain amount of money is needed which is obtained from the results of the business or work results known as income.

Sumardi (2004) defines income as money received by someone in the form of salary, wages, rent, interest, and so on. Slameto (2003:63) states that a child's education or learning process is influenced by the economic background of the parents. Parents with good economic conditions will provide various facilities and be able to meet various kinds of needs that can support children's learning activities. From some of these opinions, it can be concluded that income is the amount of income earned through work. Thus, parental income is the total average income earned by parents through work or business ownership that can be used to meet the common needs of a family.

The family environment is also thought to influence interest in participating in PPG for UNNES Economics Education Students Class of 2017. Dalyono (2015: 261) states that the family environment is the environment that is first recognized by children. The child begins to receive new values from within the family and from the family the child begins to socialize. In the family, children begin to grow from childhood. The family environment is recognized by all education and psychology experts as a very decisive environment for the next child's development. As is known, UNNES Economics Education students come from various backgrounds, families and different cultures. This makes students have different interests as well.

Another factor that is thought to influence the interest in participating in PPG in

UNNES Economic Education Students Batch 2017 is learning motivation. The term motivation comes from the word "motive", defined as an effort that encourages someone to do something. Motives can be said to be the driving force from within and within the subject to carry out certain activities in order to achieve a goal. Motives can be interpreted as internal conditions (preparedness). Motivation is an encouragement that arises from internal and external stimuli so that a person wishes to make changes in behavior or certain activities that are better than the previous situation (Hamzah B. Uno, 2016: 9).

Motivation is a series of efforts to provide certain conditions so that individuals want to do something, and if they don't like it, they will try to eliminate that feeling of dislike. Motivation and learning are two things that are interrelated in education. Learning is a change in a person both in the form of knowledge, attitudes, behavior, abilities and other things that exist in that individual. From several expert opinions regarding the notion of motivation, it can be concluded that motivation is something from within or outside a person that encourages, directs to do something to achieve goals. Thus, motivation to learn is an encouragement from within or outside a person that can ensure the continuity of activities or learning processes so that changes occur in both knowledge, skills,

This study aims to determine the effect of parental income, family environment, and learning motivation on interest in participating in PPG, to determine the effect of parental income on interest in participating in PPG, to determine the effect of family environment on interest in participating in PPG, to determine the effect of learning motivation on interest in participating in PPG.

METHODS

This study uses a causality research design, which is used to examine the existence of a causal relationship between variables. The population in this study were students majoring in Economics Education, State University of Semarang, class of 2017, with a total of 259 students consisting of Office Administration Education, Accounting Education, and Cooperative Education study programs. The sample in this study were 157 students. The sampling technique used is stratified random sampling technique. In this study, there are three independent variables, namely parents' income, family environment, learning motivation, and one dependent variable, namely interest.

The indicators used to measure interest are feelings of liking, active participation, and attention. Indicators of parents' income variables are wealth rent, wages or salaries, interest, and results from entrepreneurship. Indicators for the family environment are the way parents educate, relations between family members, home atmosphere, family economic situation, understanding of parents, cultural background. Indicators for learning motivation are the desire and desire to succeed, the encouragement and need for learning, the hope or aspirations for the future, the appreciation in learning, the existence of interesting activities in learning, the existence of a conducive learning environment.

Methods of data collection using a questionnaire/ questionnaire. Methods of data analysis using descriptive analysis and multiple linear regression analysis.

RESULTS AND DISCUSSION

The following is a table of descriptive statistics on the percentage of interest in participating in PPG, parental income, family environment, and learning motivation.

Based on Table 1, it can be seen that of the 157 respondents on the interest variable, the results obtained were 30 students (19%) answered in very good criteria, 74 students (47%) answered in good criteria, 45 students (29%) answered not well, 8 students (5%) answered not well. This figure shows that the interest variable is in the good category.

Table 1. Descriptive Analysis of Percentage Variable Interest in Following PPG

No	Range	Frequency	Percentage	Criteria
1	80.00 - 100.00	30	19%	Very good
2	60.00 - 79.99	74	47%	Good
3	40.00 - 59.99	45	29%	Not good
4	20.00 - 39.99	8	5%	Not good
Amount		157	100%	X = 64.920% (B)

Source: Processed primary data, 2021

Table 2. Descriptive Analysis of Parental Income Variable Percentages

No	Range	Frequency	Percentage	Criteria
1	80.00 - 100.00	8	5%	Very good
2	60.00 - 79.99	13	8%	Good
3	40.00 - 59.99	77	49%	Not good
4	20.00 - 39.99	59	38%	Not good
Amount		157	100%	X = 45.170% (KB)

Source: Processed primary data, 2021

Table 3. Descriptive Analysis of Family Environment Variable Percentages

No	Range	Frequency	Percentage	Criteria
1	80.00 - 100.00	95	61%	Very good
2	60.00 - 79.99	60	38%	Good
3	40.00 - 59.99	1	1%	Not good
4	20.00 - 39.99	1	1%	Not good
Amount		157	100%	X = 81.437% (SB)

Source: Processed primary data, 2021

Based on Table 2, it can be seen that of the 157 respondents to the parental income variable, the results obtained were 8 students (5%) answered in very good criteria, 13 students (8%) answered in good criteria, 77 students (49%) answered not well, 59 students (38%) answered not well.

Based on Table 3, it can be seen that of the 157 respondents to the family environment variable, 95 students (61%) answered in very

good criteria, 60 students (38%) answered in good criteria, 1 student (1%) answered not well, 1 student (1%) answered not well.

Based on Table 4, it can be seen that of the 157 respondents on the learning motivation variable, the results obtained were 85 students (54%) answered in very good criteria, 69 students (44%) answered in good criteria, 72 students (1%) answered less good, 1 student (1%) answered not well.

Table 4. Descriptive Analysis of the Percentage of Learning Motivation Variables

No	Range	Frequency	Percentage	Criteria
1	80.00 - 100.00	85	54%	Very good
2	60.00 - 79.99	69	44%	Good
3	40.00 – 59.99	2	1%	Not good
4	20.00 – 39.99	1	1%	Not good
Amount		157	100%	X = 80.494% (SB)

Source: Processed primary data, 2021

Before testing the hypothesis, the classical assumption test was first carried out including the normality test, multicollinearity test, and heteroscedasticity test. Based on the results of the normality test, it is known that the sig value is $0.228 > 0.05$, so it can be concluded that the data in this study are normally distributed. Next is the multicollinearity test. The multicollinearity test shows that all independent variables have a VIF value of < 10 , namely the parental income variable (X1) of 1.025; family environment variable (X2) of 1.971; and learning motivation variable (X3) of 1.979. While the tolerance value for all independent variables shows > 0.10 , namely the parental income variable (X1) of 0.976; family environment variable (X2) of 0.507; and learning motivation variable (X3) of 0.505. So, it can be said that there is no multicollinearity in the regression model used in this study. The results of the heteroscedasticity test showed that in the regression model the effect of pa-

rental income, family environment, and learning motivation on student interest did not occur heteroscedasticity.

Table 5 shows the results of multiple regression as follows:

$$Y = 0.914 + 0.284 + 0.064 + 0.197 + e$$

The multiple linear regression equation implies that: (1) Constant is 0.914, this means that if the value of all independent variables is 0 (zero), then student interest will increase by 0.914 points assuming other variables are considered constant; (2) The regression coefficient of parents' income variable (X1) is 0.284, this means that if parents' income increases by 1 point, student interest will increase by 0.284 assuming the values of other variables are considered constant. This coefficient is positive, which means that parents' income on student interest is positive, where the higher the parents' income, the higher the interest of students in participating in PPG; (3) Regression coefficient of family environment variable

Table 5. Results of Multiple Linear Regression Analysis

		Coefficients ^a			Q	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.914	4.000		.229	.820
	Parent_income	.284	.051	.384	5.528	.000
	Family environment	.064	.067	.091	.949	.344
	Motivation to learn	.197	.080	.237	2.453	.015

Source: Processed primary data, 2021

(X3) 0.064, this means that if the family environment increases by 1 point, student interest will increase by 0.064 assuming the values of other variables are considered constant. This coefficient has a positive value, which means that the family environment on student interest is positive, where the better the family environment, the more interest students take in PPG; (4) The regression coefficient of the learning motivation variable (X3) is 0.197, this means that if learning motivation increases by 1 point, student interest will increase by 0.197 assuming the values of other variables are considered constant. This coefficient is positive, which means that the motivation to learn about student interest is positive.

Based on Table 6, it shows that the Fcount value is 19.760 > Ftable 2.98 with a significance of 0.000 <0.05. It is known that the value of Fcount > Ftable means that there is a positive and significant influence between parental income, family environment, and learning motivation on students' interest in participating in PPG.

Based on Table 7, the Adjusted R Square value (coefficient of determination) is 0.265, which means that the variables of parental income, family environment, and learning motivation simultaneously influence

students' interest in participating in PPG of $0.279 \times 100 = 27.9\%$, while the remaining 72.1% is influenced by other variables not examined in this study.

Based on Table 8, it can be seen that the t test on parents' income variable (X1) has a tcount of 5.528 > 1.975 with a significance of 0.000 <0.05, so Ho is rejected.

Ho's rejection means that H1 which states that there is a positive and significant influence between parents' income on students' interest in participating in the PPG program is accepted/there is an influence.

The t test results for the family environment variable have a tcount value of 0.949 <1.975 with a significance of 0.344 > 0.05, so Ho is accepted. Acceptance of this Ho means that H2 which states that there is a positive and significant influence between the family environment on students' interest in participating in PPG is rejected/ there is no effect.

The results of the t-test variable learning motivation have a tcount value of 2.453 >1.975 with a significance value of 0.015 <0.05, so Ho is rejected. Ho's rejection means that H1 which states that there is a positive and significant influence between learning motivation on students' interest in participating in the PPG program is accepted.

Table 6. Simultaneous Test Results (Test F)

ANOVAa						
	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	2085.131	3	695.044	19.760	.000b
1	residual	5381.710	153	35.175		
	Total	7466.841	156			

Source: Processed primary data, 2021

Table 7. Simultaneous Determination Coefficient Results (R2)

Summary Models					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.528a	.279	.265	5.931	

Source: Processed primary data, 2021

Table 8. Partial Test (t test)

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Betas		
(Constant)	.914	4.000		.229	.820
1 Parent_income	.284	.051	.384	5.528	.000
Family environment	.064	.067	.091	.949	.344
Motivation to learn	.197	.080	.237	2,453	.015

Source: Processed primary data, 2021

Table 9. Partial Determination Coefficient Results

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Betas		
(Constant)	.914	4.000		.229	.820
1 Parent_income	.284	.051	.384	5.528	.000
Family environment	.064	.067	.091	.949	.344
Motivation to learn	.197	.080	.237	2,453	.015

Source: Processed primary data, 2021

Table 10. Correlation

		Correlations			
		Y	X1	X2	X3
Pearson Correlation	Y	1,000	.432	.310	.359
	X1	.432	1,000	.136	.150
	X2	.310	.136	1,000	.701
	X3	.359	.150	.701	1,000
Sig. (1-tailed)	Y	.	.000	.000	.000
	X1	.000	.	.044	.031
	X2	.000	.044	.	.000
	X3	.000	.031	.000	.

Source: Processed primary data, 2021

Based on Table 9 and Table 10, Based on tables 4.9 and 10, the parents' income variable obtained a standardized coefficient of 0.384, a correlation coefficient of 0.432 and R square of 0.279 so that the influence of parental income on student interest is $0.384 \times 0.432 \times 0.279 = 16.58\%$. Then in the family environment variable the value of the standardized coefficients is 0.091, the correlation coefficient is 0.310 and R square is 0.279 so that the magnitude of the influence of the family environment on student interest is $0.091 \times 0.310 \times 0.279 = 2.82\%$

Then on the learning motivation variable the value of the standardized coefficients is 0.237, the correlation coefficient is 0.359 and R square is 0.279 so that the magnitude of the influence of learning motivation on student interest is $0.237 \times 0.359 \times 0.279 = 8.50\%$.

The Influence of Parents' Income, Family Environment, and Learning Motivation on Interest in Participating in Teacher Professional Education (PPG) in Economics Education Students Class of 2017

Based on the results of data processing, the results of the equation $Y = 0.914 + 0.284 + 0.064 + 0.197 + e$. The constant has a positive value of 0.914, which means that Economic Education Students of UNNES Class of 2017 have an interest of 0.914 before the influence of parental income, family environment, and learning motivation.

The regression equation means that if the parents' income variable increases by 1 point, then student interest will increase by 0.284 assuming the values of other variables are considered constant. This means that parents' income has an influence of 0.284 without being influenced by the influence of the family environment and learning motivation. This coefficient is positive, which means that the influence of parental income is positive. So, the higher the income of parents, the more interest of students to take part in PPG.

If the family environment variable increases by 1 point, then student interest will increase by 0.064 assuming the values of ot-

her variables are considered constant. This means that the family environment has an influence of 0.064 without being influenced by the variables of parental income and learning motivation. This coefficient is positive, which means that the influence of the family environment on student interest is positive. So that the better the family environment, the more interest of students to take part in PPG.

If the learning motivation variable increases by 1 point, then student interest will increase by 0.197 assuming the values of other variables are considered constant. This means that learning motivation has an effect of 0.197 without being influenced by the variables of parental income and family environment. This coefficient is positive, which means that the influence of learning motivation on student interest is positive. So that the better/higher the motivation to learn, the more interest students will have to take part in PPG.

Based on the results of simultaneous hypothesis test calculations, it shows that $F_{count} = 19.760 > F_{table} = 2.98$ with a significance of $0.000 < 0.05$. This means that H4 which states that there is a positive and significant influence between parents' income, family environment, and learning motivation on students' interest in participating in PPG is declared accepted. Acceptance of H4 means that the better/higher the parents' income, family environment, and learning motivation, the higher the interest in participating in PPG for UNNES Economic Education Students Batch 2017. On the other hand, if parents' income, family environment, and learning motivation are poor/low, then the interest in participating in PPG for UNNES Economic Education Students Class of 2017 will decrease.

The results of the simultaneous determination coefficient obtained the result that the amount of contribution given by parents' income, family environment, and learning motivation to students' interest in participating in PPG was 27.9%. This value indicates that parents' income, family environment, and learning motivation simultaneously have an influence of 27.9% on students' interest

in participating in PPG, while the remaining 72.1% is influenced by other variables not examined in this study.

The Influence of Parents' Income on Interest in Participating in Teacher Professional Education (PPG) in Economics Education Students Class of 2017

Based on the results of partial hypothesis testing, the parental income variable shows a t-value of $5.228 > 1.975$ with a significance of $0.000 < 0.05$. This means that H1 which states that there is a positive and significant influence between parents' income on students' interest in participating in PPG is accepted/ there is an effect.

This means that there is a positive and significant influence of parental income on students' interest in participating in PPG. There is a tendency that the higher the parents' income, the higher the ability and awareness to send their children to a higher level, including the PPG program. Parents with sufficient or high income usually find it easier to meet the educational and other needs of their children. In contrast, parents with relatively low incomes usually have difficulty meeting their children's needs, including educational needs. This can happen because considering the high cost of PPG required, parents will think again about sending their children to a higher level, including the PPG program. In this case, the rent of wealth, wages or salaries, interest,

These results are in line with the opinion of Slameto (2003: 63) which states that a child's education or learning process is influenced by the economic background of the parents. Parents with good economic conditions will provide various facilities and be able to meet various kinds of needs that can support children's learning activities. This is supported by research from Aziza Dyah Setyowati (2016) which states that parental income has a positive and significant effect. This can be seen from the partial test (t test), namely the tcount of $5.573 > t_{table}$ of 1.960. Parents who have high incomes can provide sufficient learning facilities for their children, can provide

sufficient learning facilities for their children and can direct their children to take PPG. The results of this study were also supported by research conducted by Hafid Nur Syawal (2019) which stated that there was a positive and significant influence on parental income on interest in continuing PPG, namely 8.41%. The higher the parental income, the higher the student's interest in participating in PPG. Other research that supports this is research conducted by Shaftian, Marwan Elvi (2020) which states that parental income has a positive and significant effect on students' interest in participating in PPG.

Influence of the Family Environment on the interest in participating in Teacher Professional Education (PPG) for Economic Education Students Class of 2017

Based on the results of partial hypothesis testing, the family environment variable has a t value of $0.949 < 1.975$ and a significance of $0.344 > 0.05$. This can be interpreted that H2 which states that there is a positive and significant influence of the family environment on students' interest in participating in PPG is rejected / has no effect.

In this study, family environment variables with indicators of how parents educate, relations between family members, home atmosphere, family economic conditions, parents' understanding, cultural background, were stated to have no positive and significant influence on interest in participating in PPG for UNNES Economic Education Students. Class of 2017.

This research refers to research conducted by Desti, Radiana (2017) which states that there is a positive and significant influence. Families with a high educational background will usually tend to prioritize children's education, including continuing to the PPG program. Conversely, a family environment with a less educational background will tend to allow children to be independent or determine their own educational direction after graduating from S1. However, what happened to UNNES Economics Education students

Batch 2017 showed different conditions, namely the family environment did not have a positive and significant effect on interest in participating in PPG. This is the same as research conducted by Aprilia Trisna (2020) which states that the family environment does not have a positive and significant effect on interest in participating in PPG. This condition is due to the lack of knowledge of parents about the PPG program, the desire of parents for their children to work immediately, the high costs incurred, etc.

The Effect of Learning Motivation on Interest in Participating in Teacher Professional Education (PPG) in Economics Education Students Class of 2017

Based on the results of partial hypothesis testing, the learning motivation variable has a tcount value of $2.453 > 1.975$ and a significance of $0.015 < 0.05$, this means that H3 which states that there is a positive and significant influence between learning motivation on students' interest in participating in PPG is accepted/there is an influence .

From these results it can be seen that learning motivation has proven to have a positive and significant effect on students' interest in participating in PPG, the motivation of 2017 UNNES Economic Education Students is considered high. This is a good initial capital in supporting education.

Learning motivation is proven to have a positive and significant effect because motivation is an important factor that encourages a person to carry out a particular activity or it can be said that motivation can influence students' interest in participating in PPG. This statement is in accordance with the opinion put forward by Sumadi (in Djaali 2012: 101) which states that motivation is a condition that exists within a person that encourages him to carry out certain activities in order to achieve a goal. This research refers to research conducted by Shaftian, Marwan and Elvi (2020) which states that learning motivation has a negative and significant effect on students' interest in participating in PPG. However,

This is the same as research conducted by Elfin Ardi Aryanto (2015) which states that there is a positive and significant influence of learning motivation on the interest in continuing their studies to tertiary institutions. Thus, it can be said that the higher the motivation to learn, the higher the interest. Conversely, if learning motivation is low, interest is also low.

CONCLUSION

The conclusions in this study (1) there is a positive and significant effect of parental income, family environment, and learning motivation on interest in participating in PPG in Economics Education Students of UNNES Class of 2017. (2) there is a positive and significant influence of parental income variables on interest in participating in PPG for Economic Education Students of UNNES Class of 2017. (3) there was no positive and significant effect of family environment variables on interest in participating in PPG for Economic Education Students of UNNES Class of 2017. (4) there was a positive and significant effect of learning motivation variables on interest in participating in PPG in UNNES Economics Education Students Class of 2017. Suggestions that can be given are (1) The central government continues to organize and develop programs that provide tuition assistance to students who have good achievements but are economically disadvantage; (2) Students are advised to build a good family environment by increasing communication with family members like asking for advice and suggestions in all matters including career and education to parents and want to be open; and (3) Future research is expected to develop research by expanding the range of research, developing instruments, and looking for other variables that might influence interest in participating in PPG.

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