

Influence of Motivation, Parents' Support, Emotional Intelligence and Career Planning Toward An Interest to Join *Ppg-Sm3t* on The Students of Economic Education of Unnes

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Abstract

One of the government's efforts to overcome the problem of education is by organizing PPG-SM3T program. This study aims to determine whether motivation factors, parents' support, emotional intelligence and career planning affect the interest to follow PPG-SM3T on UNNES Economic Education students either jointly or partially. The population of this study are all students of Economic Education UNNES year 2013 which amounted to 440 students, with a total sample of 82 students. The sampling technique used is Cluster Proportional Random Sampling. Before the instrument was used for data retrieval, an instrument test was performed on 30 students. Data collection method used is questionnaire. Data analysis methods used are descriptive analysis techniques and multiple linear analysis. The results showed that there is influence of motivation, parent support, emotional intelligence and career planning interested to follow PPG-SM3T of 97.60%. While the motivation to be a teacher influence on the interest to follow the PPG-SM3T of 49.42%. Parents' support affects interest in following the PPG-SM3T by 41.09%. Emotional Intelligence affects interest to follow PPG-SM3T as much as 5.80% and career planning has an effect on interest in following PPG-SM3T of 8.94%.

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INTRODUCTION

Educators or teachers are demanded to always improve their competencies. It is only in the hands of the teachers that the quality of education can be advanced well. However, most of them still act as the curriculum implementers, not the curriculum developers; whereas, they have actually a responsibility to preserve and glorify the life of the nation (Compilers Team, 2014: 19). This fact encourages the stakeholders to always think about what programs to push the teachers to master and implement professional performance thoroughly.

One fundamental educational problem in the Republic of Indonesia which has geographically and socioculturally vast and heterogeneous regions lies in the foremost, outermost and underdeveloped regions (3T). The problem includes shortage, unbalanced distribution, under qualification, low competencies and mismatched educational qualifications and teaching fields. Other problems include relatively high school drop-out rates, low school enrollment rates, inadequate infrastructure, and limited access to education (Compilation Team, 2016: 5). Many efforts have been made to address problems in 3T areas; one of them is by implementing the SM3T program.

The SM3T Program means an Educational Service Program, in which the bachelors from various educational backgrounds participate for the acceleration of educational development in the 3T area for one year as the preparation of professional teachers which will be followed by the Teacher Professional Education Program/PPG (Compilers Team, 2012: 2). This SM3T program aims to help the foremost, outer and underdeveloped areas (3T) in addressing educational issues, particularly the shortage of educators.

The PPG-SM3T program is one of the Indonesian Intellectual Development (MBMI) programs developed by the Ministry of Research, Technology and Higher Education to solve various educational issues in 3T areas. The SM3T program is designed for the educational graduates who do not yet serve as civil servant /

permanent fellowship teachers to be assigned for a year in 3T areas. The SM3T alumni then get an opportunity to attend the Professional Teacher Training Program (PPG) and live in a boarding house for a year. Later after passing the PPG program, they can already be entitled as a professional teacher and obtain an educator certificate. To participate in the PPG-SM3T, the students should grow their string interest first, given that living in 3T areas requires resilience, firm and healthy physical conditions, and after that, they will be also placed in a boarding house, following all the activities on campus or at the schools as the in-service teachers. This motivation can encourage the participants to try to achieve everything they want

Based on initial observation by distributing questionnaires to the students of economic education, it is shown that the interest of the students to join PPG-SM3T reaches its highest percentage is as much as 60,00% followed by very high category (26,67%), low category (6,67%) and the lowest category is 6.67%. This result indicates generally the students show strong interest in joining the PPG-SM3T. This is also in line with the empirical evidence of the students' interest to join PPG-SM3T in Unnes from year to year that is constantly increased as the second highest number of rgeistrants in Indonesia. Therefore, it is interesting to examine why the Unnes' students are so interested to join PPG-SM3T.

Various theoretical studies about the interest and the factors that influence it have been described by many experts, including Slameto (2010: 180) who stated that the interest is more like a taste and sense of interest in a matter or activity without anyone telling it. According to Surya (2003: 37) there are two factors that affect the interest, namely internal and external factors. The internal factors consist of physical and psychological factors (intellectual and non-intellectual aspects) while the external ones are social, cultural, physical and spiritual environment. The most influential internal factor is motivation. Meanwhile,

according to Ahmadi (2007: 23) family has the most important role. Family, especially the parents, is a very important organizer for an individual because the family is the first social group in which a human being becomes a member. In addition, according to Dalyono (2007: 55) there are many factors that affect the level of interest. The internal factors come from the individual itself, where it influences significantly on someone's attitude. The internal factors cover talents and abilities, intellectual and emotional intelligence, motivation and attitude. Another factor that also strongly influences the interest is career planning.

This study is conducted to determine whether there are influences of Motivation, Parents' support, Emotional Intelligence, and Career Planning on the Interest of joining PPG-SM3T on the students of Economics Education Students of Unnes in academic year 2013, either jointly or partially.

METHODS

This was a quantitative approach that tested the hypothesis of an existing theory. The population in this study was the active students of Economic Education of UNNES academic year year 2013, with the total number of 440 students, and the samples were 82 students. The sampling technique used was Cluster Proportional Random Sampling. Before the instrument was used for the data collection, an instrument test was conducted on 30 students. Data collection method used was questionnaire. The data were then analyzed using descriptive and linear regression analysis techniques.

The prerequisite test performed showed that the data were normally distributed; this could be seen from the value of Kolmogorov-Smirnov 0.884, with the significance level of 0.415 which was greater than 0.05, so it could be concluded that the residuals in the data of this study were normally distributed. Meanwhile, the linearity test showed the value of linearity significance of each independent toward the dependent variables was less than 0.05, so it could be concluded that the linear regression

model was appropriately applied. Furthermore, the classical assumption test results showed that there was no multicollinearity. This was indicated by all independent variables having greater tolerance value than 0.10, and VIF value which is less than 10, thus it was concluded that there was no multicollinearity in the research model. The results of heteroskedasticity test showed the value of C-Square count was lower than C-Square table (101.63) so it could be concluded that there was no heteroskedasticity in this regression model.

RESULTS AND DISCUSSION

Results

Based on the descriptive statistic analysis, it is obtained that the average value (mean) for the variable of students' interest joining the PPG-SM3T is 43.11 and this is classified as high category. Next the motivation to be the teachers is as much as 50.31, included in high category, the parents' support (31,91) is in the high category, emotional intelligence (34,24) as the high category, and career planning is 27,00 which is classified as good category.

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concluded that there was no heteroskedasticity in this regression model.

The results of multiple linear regression analysis are shown in the following table:

Table 1. Summary of the Results of Multiple Linear Regression Analysis Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations	
	B	Std. Error	Beta			Zero-order	Partial
(Constant)	1.176	.791		1.487	.141		
X1	.330	.038	.372	8.675	.000	.954	.703
X2	.605	.062	.478	9.687	.000	.969	.641
X3	.085	.039	.088	2.179	.032	.893	.241
X4	.115	.042	.094	2.748	.007	.858	.299

a. Dependent Variable: Y (Minat)

Based on the summary above, the regression equation formed is:

$$Y = 1,176 + 0,330X1 + 0,605X2 + 0,085X3 + 0,115X4$$

The regression equation shows that all independent variables (X1, X2, X3, and X4) have positive regression coefficients (beta). This means that all available free variables (X1, X2, X3, and X4) have a positive effect on the dependent variable (joining PPG-SM3T). For the next test results (F-test), it is obtained the value of F-count is 827.873 with the significance value of 0.000. Because the significance value is less than 0.05, it can be concluded X1, X2, X3, and X4 have significant influence on the dependent variable (Y). The value of simultaneous determinant coefficient (Adjusted R Square) is 0,976 or 97,60%, which means that the free variables can explain variation of changes of the dependent variable (Y) as much as 97,60 %, and the rest 2.40% is explained by other variables outside the research model. The

partial test (t-test) shows all values of B (beta) are positive and all significance values is less than 0,05, so it can be partially concluded (independently) all the independent variables (X1, X2, X3, and X4) have a significant and positive effect toward the dependent variable (Y). The value of the partial determinant coefficient (r²) for each independent variable, X1 is $(0,703)^2 \times 100\% = 49.42\%$, X2 is $(0,641)^2 \times 100\% = 41.09\%$, X3 is $(0,241)^2 \times 100\% = 5.80\%$ and X4 is $(0,299)^2 \times 100\% = 8.94\%$. The value of partial coefficient (r²) shows the effect of X variable changes on the variation of Y variable value, with the assumption that the other free variables are considered constant. Here we present the summary of the results of the research hypothesis test.

Table 2. Summary of Hypothesis Testing Results

No. Hip.	Hypothesis	Results
H ₁	There is an influence of the motivation, parents' support, emotional intelligence and carrier planning collectively toward the interest of the UNNES Economic Education students academic year 2013 to join PPG-SM3T	Accepted
H ₂	There is an influence of a motivation to become professional teachers on the interest of the UNNES Economic Education students academic year 2013 to join PPG-SM3T	Accepted
H ₃	There is an influence of parents' support on the interest of the UNNES Economic Education students academic year 2013 to join PPG-SM3T	Accepted
H ₄	There is an influence of emotional intelligence toward the interest of the UNNES Economic Education students academic year 2013 to join PPG-SM3T	Accepted
H ₅	There is an influence of carieer planning toward the interest of the UNNES Economic Education students academic year 2013 to join PPG-SM3T.	Accepted

Discussion

The influence of the motivation, parents' support, emotional intelligence and carrier planning collectively toward the interest of the UNNES Economic Education students academic year 2013 to join PPG-SM3T

Based on the results of hypothesis testing, it is known that the motivation to be professional teachers, parents' support, emotional intelligence and career planning positively influence the students' interest to join the PPG-SM3T. This can be shown from the results of F-test which has less significance value than 0.05. This result is in accordance with the existing theoretical framework stating that the independent variables consisting of motivation, parents' support, emotional intelligence and career planning have a significant and positive effect on the interest to join the PPG-SM3T on the students of Economic Education of UNNES academic year 2013. This means that if the independent variables rise, then it will be followed by the increase of the dependent ones. Furthermore, the Simultaneous Determinant Coefficient of 97.60% indicates that the variation

of the dependent variable changes can be explained by the free variable changes as much as 97.60%, while the rest of 2.40% is influenced by others outside of the research model.

The influence of a motivation to become professional teachers on the interest of the UNNES Economic Education students academic year 2013 to join PPG-SM3T

Based on the results of hypothesis testing, it is known that the motivation to become the professional teachers has a significant effect on the students' interest to participate in the PPG-SM3T. This can be shown from the result of t-test with the significance value of 0.000, or less than 0.05. This result is fit with the existing theoretical framework explaining that the variable of motivation significantly and positively influences the students' interest in participating PPG-SM3T. This means that if the independent variables rise, the dependent variables will also enhance as much as their regression coefficient. In general, the results of this study are consistent with that conducted

Indriyanti et al (2013) stating that the motivation affects the interest to continue to higher education level.

The coefficient of partial determination (r^2) of the motivation to become the teachers is 49,42%, indicating that variation of changes of the students' interest to join PPG-SM3T can be explained by the changes of motivation to become the teachers as much as 49,42% by assuming other free variables are considered constant.

The influence of parents' support on the interest of the UNNES Economic Education students academic year 2013 to join PPG-SM3T

Based on the results of hypothesis testing, it is identified that the parents' support has a significant and positive influence on the Economic Education of UNNES 2013 students' interest to join the PPG-SM3T. This can be shown from the results of t-test with the significance value of 0.000 or it is less than 0.05. This result is in accordance with the existing framework saying that full support from the parents significantly and positively influences the students' interest to join the PPG-SM3T at. This means that if the independent variables increase, the dependent variables will also rise according to their regression coefficient. In general, the results of this study are consistent with the opinion of Rifa'i (2010: 49) who stated personal relationships in the family environment (home), including children with mothers, children with siblings and children with parents have a very strong influence on the children's social development. The parents have vital responsibility to educate, nurture and guide their children to achieve certain stages to prepare themselves in the life of society. Good relationship with the parents is required as a motivation to foster the students' interest.

The partial determinant coefficient (r^2) of the parents' support is 41.09%, indicating that the cahngs variation of the students' interest to join PPG-SM3T can be explained by the changes of parents' support variable as much as

41,09%, with an assumption that other free variables are considered constant.

The influence of emotional intelligence toward the interest of the UNNES Economic Education students academic year 2013 to join PPG-SM3T

Based on the result of hypothesis testing, it is identified that emotional intelligence has a significant and positive effect on the interest to join PPG-SM3T on the students of UNNES Economic Education academic year 2013. This is shown from the t-test with significance value of 0.001 or less than 0.05. This result is in line with the existing framework stating that the emotional intelligence significantly and positively influences the students' interest to join the PPG-SM3T. This means that if the independent variables increase, it will also be followed by the increase of the dependent variables as much as their regression coefficient. In general, the results of this study are consistent with the research of Hamer, et al (2013) entitled "The Interest to Continue to Higher Education Level on the Students of *SMA 1 Talang Padang Tanggamus* Academic Year 2012/2013". The results showed there was a positive and significant effect between the intellectual intelligence and emotional intelligence toward the high school students' interest to continue their study to higher education level in academic year 2012/2013.

The partial determinant coefficient (r^2) of emotional intelligence variable is 5.80%, showing that variation of changes of the students' interest to join PPG-SM3T can be explained by the changes of emotional intelligence variable as much as 5.80%, with the assumption that the other free variables are considered constant.

The influence of carieer planning toward the interest of the UNNES Economic Education students academic year 2013 to join PPG-SM3T.

Based on the result of hypothesis testing, it is known that career planning significantly and positively influences the students' interest to join

PPG-SM3T. This is shown from the result of t-test with the significance value of 0.000, or less than 0.05. This result is in accordance with the existing framework that states career planning has a significant and positive effect on the students' interest to join the PPG-SM3T. This means that if the independent variables increase, it will increase the dependent variables based on their regression coefficient value. In general, the results of this study are consistent with the research of Birama (2017) entitled "the role of self efficacy in mediating the influence of career planning and the environment of peers on the interest to continue to higher education level on the students of *SMA Negeri 2 Slawi*". The results of this study showed a positive and significant relationship between all variables partially, including career planning on the students' interest to continue to higher education level (11.5%), peer environment towards the students' interest to continue to higher education level (7,2%), self efficacy (29.8%), career planning toward self-efficacy (7.4%), and peer environment on self-efficacy (12.6%). The results also show that self efficacy can mediate the influence of career planning and the environment of peers on the students' interest to continue to the higher education level/college.

The partial determinant coefficient (r^2) of the career planning is 8.94% which indicates that the variation of the variable changes of the students' interest joining the PPG-SM3T is explained by the changes of career planning variable as much as 8.94% with the assumption that the other free variables are considered constant.

CONCLUSIONS

From the results and discussion in this study, it can be drawn some conclusions as follows:

All independent variables simultaneously or partially have a positive effect on the dependent ones. Collectively, the value of the influence reaches 97.60 %%, while partially, the motivation to be the professional teachers has the greatest influence (dominantly) on the

students' interest to join the PPG-SM3T, as much as 49.42%. The writer suggests for all stakeholders and organizers of PPG-SM3T that although the results of descriptive analysis on average show high outcomes, but still there are some indicators of each variable that is less optimal, therefore it should be more optimized significantly. For the students' parents, they should always maintain good communication in order to achieve maximum attention and support to participate in PPG-SM3T program. Further studies should develop and add more variables that affect the students to join PPG-SM3T program as well expand the population of the research, not only limited to UNNES Economics Education students. Besides, to bring the interest into reality, it is necessary to conduct further advanced research concerning this matter.

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