

## The Effect of Socio-Economic of Family and Future Orientation Through Self-Motivation Towards the Interest in Continuing to the College of the Twelfth Grade Students of State Senior High Schools in Brebes Regency

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### Abstract

Higher education is held to prepare students to have the academic and professional ability to improve quality. The aims of this study is to analyze the effect of socioeconomic of family and future orientation toward the interest in continuing to the college through the self-motivation. The study used a survey research design and cross section study. The population was 5,247 students, with proportional cluster random sampling technique obtained by the sample size of 372 students. The technique of data collection by using questionnaires. Data analysis used path test and sobel test. The results shows that there is a direct effect of socioeconomic of family towards the interest to the college is 9.5% and a total influence of socioeconomic towards interest to the college through self- motivation is 12.3%, the direct effect on future orientation towards the interest to the college is 10% and total effect on future orientation towards the interest to the college through self-motivation is 25.8%. The total effect is greater than the direct effect, so there is a mediation between the socioeconomic of family and future orientation towards the interest to the college.

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## INTRODUCTION

Education is very important thing because education is one of the determinants of the quality of human resources in facing the challenges of global life. The higher the level of education the higher the quality of human resources.

The higher education is held to prepare the students to have the academic and professional ability that can apply, develop and create the science, technology or art (Markum, et al., 2007). College plays a role in providing or creating the quality of human resources, so that the global changes that isso quickly can be responded by the educational products.

The number of colleges in Indonesia is not directly proportional to the gross enrollment rate (APK) of higher education. The natioal of APK in 2016 is only 31.1% while the Ministry of Research Technology and Higher Education, set the gross enrollment rate target is 40% in 2023.

The quality of public educational in Brebes Regency, Central Java Province is still low. The Human Development Index (HDI) of Brebes Regency in 2017 is still places the last rank of 35 Regencies / Cities in Central Java. The gross enrollment rate (APK) of 2016 Brebes Regency College is only 8.31% still under the Central Java College of The gross enrollment rate (APK) which is 16.48%, the 30th position out of 35 districts / cities.

Judging from the economic capacity of its region, Brebes Regency is classified as a Regency with a high poverty rate. The data of Central Bureau of Statistics in 2016, placed Brebes Regency in the 4th position of the poorest districts in Central Java, reaching 20.82% of the total population of 1.78 million people. With the socio-economic conditions, it will be a heavy burden for the parents to send their children to the college, so this is interesting to be studied. The interest in continuing education to college is influenced by several factors, one of them is the condition of socio-economic of family.

Gerungan (2009) states that the condition of socio-economic of family play an important role in growth and development so that they have a wider opportunities to develop their skills. Suciningrum (2015) states that socioeconomic status can be

measured through the level of education, type of work, income and wealth that has owned.

A similar study about the effect socio-economic towards interest to the college is carried out by Umma and Margunani (2015) stated that the condition of economic of family affect the students' interest in continuing their education to college. Telcsa, et al., (2015) in his research shows that parents' background that consists of income, encouragement, education and work is related to choice of school for the students. Weldegebriel (2011) said that one of the factors that influence the decision of students who will continue their education to a higher level is a factor of parents' financial condition, but Herdiyanti (2016) and Darmawan (2017) in their research, state that different things that socio-economic status does not have a positive and significant effect towards the interest in continuing their studies to college.

The students need future orientation so that they have high interest and motivation to continue their studies to college. Future orientation is how someone formulates and prepares a vision for the future by dividing short, medium and long-term orientation (Agustian, 2001). The importance of future orientation and its influence towards the interest in continuing to college is supported by several previous studies. Nurrohmatullah (2016) said that there is a strong positive relationship between future orientation and interest in continuing to study in college. Piseth (2014) states that the factors that influence students' decisions to pursue a master's degree include personal development factors, career advancement, and career change. Unlike the research from Fahriani (2012) which states that there is no significant effect of career motivation towards the interest of accounting students to attend PPAk (Accounting Profession Program).

Motivation is a promoter that can change the energy in a person into the real activities to achieve certain goals (Djamarah, 2011). Students need an encouragement to foster the interest in continuing their education to college. Education that can break the chain of poverty, it can be achieved by children who have high motivation, enthusiasm and fighting power in learning and have achievement.

Several studies about the effect of motivation towards the interest are carried out by

Fitriani (2014) and Umma and Margunani (2015), which state that learning motivation have a positive effect on students' interest in continuing their education to college. Fahriani (2012) states that there is a significant influence of the quality of motivation towards the interest of accounting students to attend Accounting Profession education. Research from Tirtiana (2013) makes the learning motivation as a mediation variable which states that learning motivation has a significant effect on learning outcomes.

Based on the existing phenomena and the results of several studies that are still inconsistent so that it becomes a research gap in this study, the writer wants to examine the interests of senior high school students in Brebes Regency to continue to college which is influenced by socio-economic of family and future orientation by adding the motivation as a mediation variable.

## METHODS

This type of research was quantitative research, with a cross section study design by using survey research. The population of this study was students of twelfth grade of State Junior High Schools in Brebes Regency in Academic Year of 2018/2019 with the total is 5,247 students. The proportional cluster random sampling technique obtained a sample size of 372 students. The methods of data collection by using a questionnaire with a Likert Scale. The techniques of data analysis used path analysis and Sobel Test with validity test, reliability tes, multikolinearity test, adjusted R square and t-test with SPSS programme helped. Socio-economic of family and future orientation as independent variables, self-motivation as mediation and interest in continuing to college as dependent variable.

## RESULT AND DISCUSSION

### Research result

Descriptive analysis of research results perceived by students of grade twelfth of State Junior High Schools in Brebes Regency shows the results that socio-economic of family is in the medium category, future orientation of students is in good category, students' self-motivation in high

category and the interest in continuing to college in high category.

Prerequisite tests and classical assumption tests for multiple regression includethe normality test, linearity test and multicollinearity test. The results of the normality test is obtained the Kolmogorov-Smirnov Z value of 0.905 with a significance level (p value) of 0.386> 0.05 so that the data that is used in this study are normally distributed. The result of Multicollinearity test shows that all the independent variables have a tolerance value greater than 0.10 and a VIF value of less than 10 means that there is no multicollinearity between independent variables. The results of the linearity test revealed that the deviation from linearity of socio-economic of family variable is 0.068> 0.05, future orientation variable is 0.054> 0.05 and self-motivation is 0.758> 0.05 so that all independent variables have a linear relationship towards the interest in continuing to college as the dependent variable.

The results of regression analysis 1 by the help of SPSS program, obtained the results of the analysis between socio-economic of family variables (X1), future orientation (X2) to self-motivation (X3) with the following equation:

$$X3 = 0.104X1 + 0.588X2 + 0.929$$

The results of regression analysis 2 by the help of the SPSS program obtained results between socio-economic of family variables (X1), future orientation (X2) and self-motivation (X3) towards the interest in continuing to college (Y) with the following equation:

$$Y = 0,308X1 + 0,316X2 + 0,273X3 + 0,80$$

Based on the results of regression 1 and 2, a path analysis model is obtained as follows:

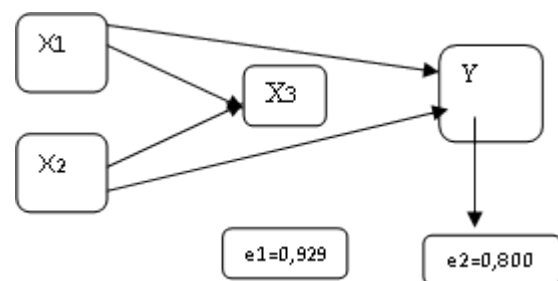


Figure 1. Path Test Results

The results of the socio-economic of family pathway test for the interest in higher education through self-motivation shows that the direct effect

is 9.5%, indirect effect is 2.8% and the total effect is 12.3%. The effect of future orientation towards the interest in higher education through self-motivation is a direct effect of 10%, an indirect effect of 15.8% and a total effect of 25.8%. From these results, it is known that the total effect > direct effect for both independent variables both socio-economic of family and future orientation. These results indicate that there is a mediation between the socio-economic of family independent variables and future orientation towards interest in higher education.

The results of the sobel test that the effect of socio-economic of family towards the interest in continuing to college with self-motivation as a mediation variable obtained a value of  $2.373 > t_{table} 1.960$  so that it is concluded that the mediation coefficient proved to be significant so the self-motivation mediated the effect of the socio-economic of family towards the interest in continuing to college. The result of a sobel test of the effect of future orientation towards the interest in continuing to college with self-motivation as a mediation variable obtained a value of  $6.665 > t_{table} 1.960$  so that it can be concluded that the mediation coefficient proved to be significant then self-motivation mediates the effect of future orientation towards interest in continuing to college.

## Discussion

### The Effect of Socio-economic of family on Self-Motivation

The results of partial test (t test) the effect of socio-economic of family on self-motivation obtained  $t_{count} 2.496 > t_{table} 1.960$  with p value  $0.013 < 0.05$  then  $H_0$  is rejected and  $H_1$  accepted means that socio-economic of family has a positive and significant effect on students' self-motivation to continuing to College. Socio-economic of family is one of the factors that influence the motivation to continue to college. The higher the socio-economic status of the family, the higher the motivation of students to continue to college. Parents with high socio-economic status will give more attention and encouragement to their children to continue their education to a higher level. This is in accordance with the statement from Gerungan (2009) that the conditions of socio-economic of families play an important role in

growth and development so that they have a wider opportunities to develop their skills.

The results of this study in line with Ariyani's (2014) also states that the conditions of parents' economic influence the children's motivation to continue their education to college. Based on this, it is stated that the economic stability of parents supports the fulfillment of students' educational needs such as being able to fulfill the tools and equipment used for learning, being able to pay for education and living expenses while studying.

### The Effect of Future Orientation on Self-Motivation

The results of the study shows that future orientation influences self-motivation. The results of partial test (t test) the effect of future orientation on self-motivation obtained  $t_{count} 14.126 > t_{table} 1.960$  with p value  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_2$  is accepted, it means that future orientation has a positive and significant effect on students' self-motivation to continue to College. The better the future orientation, the more self-motivated students will be. Future orientation is an illustration of how individuals perceive themselves in the context of the future.

Piseth (2014) states that the factors that influence the student decisions to pursue a master's degree includes personal development factors, career advancement, and career change. This means that if the students have a goal to continue their studies to college, they will plan the efforts to achieve them, such as study harder, take tutoring, find information about the colleges or universities, and form a study groups.

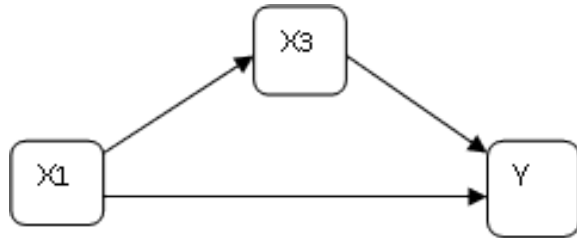
A high future orientation will make students more motivated to achieve their desires and hopes in the future. If a student has the aim to continue their studies to college, then they will have a strong motivation to achieve it for example by studying hard.

### The Effect of Socio-Economic of Family Towards the Interest in Continuing to College Through Self-Motivation

The result of Pathway test shows that the socio-economic of family has influence on the interest in continuing to college through self-

motivation by direct influence =  $(0.308) \times (0.308) = 0.095 = 9.5\%$ , indirect effect of  $(0.104) \times (0.273) = 0.028 = 2.8\%$  and a total effect of  $(0.095) + (0.028) = 0.123 = 12.3\%$

These results are proven by the following picture:



**Figure 2.** The Result of Path Test X1 to Y through X3

From these results it is known that the total effect  $(12.3\%) > (9.5\%)$  direct effect means that there is a mediation of self-motivation between the socio-economic of family independent variables towards the interest to college.

The result of the H3 hypothesis test shows that the socio-economic of family has a positive and significant effect on students' interest in continuing to college through self-motivation, so that the better the socio-economic of family, the more self-motivating students will be, which in the end the students' interest in continuing to college is also increasing. The socioeconomic status of the family plays an important role in directing, guiding, educating, and fostering students' interest in continuing their education to college.

The result of this study is in line with the research of Umma and Margunani (2015) which states that the conditions of family's economic affect the interest of students to continue their education to college. Eidimtas and Juceviciene (2014) states that family play an important role in shaping students' interests to determine the steps that they take, this is because the family is responsible for providing the funds to meet children's educational needs.

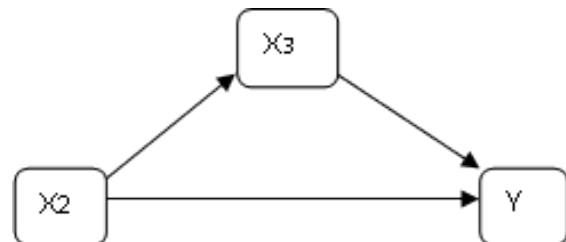
The results shows that the variable index of socio-economic of family is 44.8% and includes in the medium category. Although the socioeconomic ability is in the medium category but parents always try to pay school fees on time, it is known that this indicator has the highest value of 69.8%. These results indicate that parents try to

fulfill the needs of students both facilities and infrastructure, both at home and at school. The existing facilities and infrastructure can make students more motivated to attend school.

Parents can devote a deeper attention to the education of their children even though the economy is at a moderate level because the parents assume that with higher education their children can have a better level of life than their parents. Unlike when parents have economic problems, parents' attention and aspirations towards children's education are reduced. Parents will be burdened with the tuition fees, not only to pay tuition fees in college but also other facilities such as transportation, living expenses, and other learning facilities.

### The Effect of Future Orientation towards Interest in Continuing to Higher Education through Self-Motivation

The results of Path test indicates that future orientation has an influence on the interest in going to college through self-motivation with direct influence =  $(0.316) \times (0.316) = 0.10 = 10\%$  indirect influence =  $(0.577) \times (0.273) = 0.158 = 15.8\%$  and the total effect is  $(0.10) + (0.158) = 0.258 = 25.8\%$ . These results are proven by the following picture:



**Figure 3.** The Results of Path Test X2 to Y through X3

From these results it is known that the total effect  $(25.8\%) > (10.0\%)$  direct effect so that it can be concluded that there is a mediation between future orientation independent variables on the dependent variable of interest to college.

The results of the H4 hypothesis test indicate that the future orientation has a positive and significant effect on students' interest in continuing to college, so that the better the future orientation, the higher the self-motivation and in

finally the interest of students to continue to higher education is also higher.

The results of this study support the research of Nurrohmatullah (2016) that there is a strong enough positive relationship between future orientation and interest in continuing to study in college.

The average index results on future orientation variables in this study is 82.2 and includes in the high category with the highest score on ease of obtaining employment. Based on these results it is known that students have a design about their future very well. By continuing to college, students hope to overcome the demands of the current situation, especially in obtaining the difficult jobs.

Based on the description above, it can be stated that the higher the future orientation will lead to higher students' self-motivation and finally the students' interest in continuing to college will be even higher. Otherwise, the lower the future orientation will cause lower self-motivation, which in turn will lower students' interest in the college. Self-motivation is a factor that determines the high and low interest in continuing to college. Without self-motivation, students will not have an interest in continuing to college.

### **The Effect of Self-Motivation Towards Interest in Continuing to College**

The results of the t-test the influence of self-motivation towards interest in continuing to college is obtained  $t_{count} 7,559 > t_{table} 1,960$  with  $p \text{ value } 0,000 < 0,05$ , so  $H_0$  is rejected and  $H_5$  is accepted means that self-motivation has a positive and significant effect on students' interest to continue to college so that the better self-motivation of students, the students' interest in continuing to college is also increasing. Motivation is a promoter that changes the energy in a person into a form of the real activity to achieve the certain goals. To foster the interest in college, students need the encouragement both from outside and from within themselves.

The result of this study is in line with the research of Fitriani (2014) and Umma and Margunani (2015), which states that learning motivation has a positive effect on students' interest in continuing their education to college. Farnesa, et al., (2017) also states that there is a

positive and significant influence on learning motivation on interest in continuing to study in college.

Motivations that arise in students, can bring the changes in various aspects of life including interest in continuing to college. Based on these results stated that interest can develop if there is a motivation, high self-motivation is reflected in the students' perseverance in taking various ways so that what is desired is achieved. Students with high motivation have a desire to increase the knowledge, insight, work hard, never give up and exert all their potential and abilities to be able to realize their interest in continuing their studies to college.

### **CONCLUSIONS**

Based on the results of the research, it can be concluded that socio-economic offamily and future orientation through self-motivation as a mediating variable has an effect towards the interest in continuing to college in the twelfth grade students of State Senior High Schools in Brebes Regency. Suggestions that can be recommended by the researchers is that parents are expected to improve the conditions of socio-economic of their families and students have a better future orientation and stronger self-motivation so that the interest of students to pursue higher education as well will be stronger.

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