The Effect of Family Environment And Future Orientation Through Learning Motivation Towards the Interest in Continuing to the College of State Senior High Schools Students in Pemalang Regency

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Article Info	Abstract
	The National Education System is defined as a conscious and planned effort to create an atmosphere of learning and the learning process so that students can actively develop their potential to have spiritual strength, self-control, personality, intelligence, morality, media as well as the necessary skills needed by them, society, nation and state. Education is expected to form the Indonesian people who are able to master science and technological development required to build Indonesia. The method used in this research using regression analysis techniques model path analysis. The population in this study was carried out on grade XI students of State Senior High school in Pemalang Regency. The sampling technique in this study using cluster sampling technique. The variables in this study are independent variables which include the family environment, future orientation, while the dependent variable is the interest in continuing to the college of state senior high schools students in Pemalang. Data collection techniques using questionnaires and documentation. The research results showed that the family environment had a positive and significant effect on learning motivation. Future orientation has a positive and significant effect on learning motivation. Family environment has a positive and significant effect on interest in continuing to college through learning motivation. Future orientation has a negative and insignificant effect on interest in continuing to college through learning motivation. Learning motivation has a positive and significant effect on the interest in continuing to college.

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INTRODUCTION

Education is an integral part of development. The educational process cannot be separated from the development process itself. Development is directed and the aims of it is to develop human quality resources and economic development sector which are interrelated and take place simultaneously. The educational process cannot be separated from all the efforts that must be made to develop human quality resources, while human quality can be seen in terms of education are clearly contained in the objectives of national education. The goals of national education are the goals to be achieved as stated in Law no. 20 of 2003 chapter II article 3 on the National Education System.

Education has a very important role for the progress of a nation, so that education must be continuously improved in terms of both quality and quantity. Indirectly, education can also improve the economic situation of a country, it can be seen in everyday life that poverty always starts from ignorance. With education, it can be born human beings who are able to establish themselves and society.

Based on the research gap results, there is a difference between the research results of one study and another. The results of the research examining the influence of motivation on interest in continuing to college still provide different conclusions. Therefore it is necessary to conduct further research to explain the causal relationship between motivation and interest in continuing to college. Meanwhile, based on the gap phenomenon, it shows that there are still problems or obstacles faced by State Senior High School students in Pemalang Regency. The problems that occur are due to the inadequate achievement of admission for State Senior High School students in Pemalang Regency. This is proved by the average results achieved by State Senior High School students in Pemalang Regency for four years from 2016 to 2019 as follows:

Tabel 1. List of State Senior High School Students In Pemalang Regency who Accepted SNMPTN Year 2017- 2019

School Name	2017	2018	2019
SMAN Ulujami	4	0	42
SMAN Comal	21	15	26
SMAN Bodeh	1	2	2
SMAN Petarukan	5	7	12
SMAN 1 Pemalang	65	43	26
SMAN 2 Pemalang	27	35	24
SMAN 3 Pemalang	21	38	16
SMAN Bantarbolang	1	3	3
SMAN Randudongkal	8	13	12
SMAN Moga	5	7	4
SMAN Belik	1	5	6
amount	159	168	173

Data source: MGMP BK SMA Pemalang Regency

The purpose of this study was to analyze the influence of the family environment on learning motivation, to analyze the effect of future orientation on learning motivation, to analyze the influence of the family environment on the interest in continuing to college through learning motivation, to analyze the effect of future orientation on the interest in continuing to college through motivation, analyze the effect of learning motivation on interest in continuing college.

This study formulated five questions, namely: Is there an effect of the family environment on learning motivation; Is there an effect of future orientation on learning motivation; Is there an influence of the family environment on interest in continuing to college through learning motivation; Is there an effect of future orientation on interest in continuing to college through learning motivation; Is there an effect of learning motivation on interest in continuing to college.

METHOD

The type of research used is "explanatory research", it means that this research emphasizes the relationship between research variables by testing the hypothesis, the description contains descriptions but the focus lies on the relationship between variables. Thus the researcher does not treat the research subject, but examines the facts that have occurred and experienced by the research subject. This research will be carried out in grade XI students of State Senior High Schools in Pemalang Regency for the 2019/2020 Academic Year, totaling 11of State Senior High Schools consist of 3511 grade XI students. The

sampling technique in this study used the Cluster Sampling technique, which is to take samples from the number of State Senior High Schools grade XI students Academic Year 2019/2020 in Pemalang Regency as a source of data collection. Then the number of samples for each cluster is determined using the Slovin formula.

In this study, the relationship between learning motivation and interest in continuing to college of State Senior High School students in Pemalang Regency will be examined as the dependent variable (dependent) and the family environment, future orientation as the independent variable (free). In examining the relationship between the dependent variable and the independent variable, it will be mediated by an intervening variable in the form of learning motivation. The method of collecting data from respondents / primary data sources is by asking a written questionnaire . The questionnaire was used to collect data about, family environment, future orientation, learning motivation and interest in continuing to college. In addition, researchers also used documentation as data collection tools.

The data analysis technique used is regression analysis with the path analysis model. Path analysis is an extension of multiple linear regression analysis to estimate the causal relationship between variables that have been determined based on theory. The analysis is used with the help of the SPSS statistical application program. First of all, in analyzing the data, the validity and reliability of the list of questions / statements were tested. Next is the regression analysis with the path analysis model.

RESEARCH RESULT

The purpose of this study is to analyze the effect of the family environment on learning motivation, to analyze the effect of future orientation on learning motivation, to analyze the effect of the family environment on the interest in continuing to college through learning motivation, to analyze the effect of future orientation on the interest in continuing to college through learning motivation and analyze the effect of learning motivation on interest in continuing to college.

The object of research used in this study were State Senior High School students grade XI in Pemalang Regency. The population in this study were 11 State Senior High School students grade XI in Pemalang Regency for the 2019-2020 academic year, consist of 3,511 students grade XI. Respondents in this study were State Senior High School students grade XI in Pemalang Regency with a total of 170 people. This study used a data collection method in the form of a questionnaire instrument distributed to State Senior High School students grade XI in Pemalang Regency which was distributed online. The reason researchers used the google form was because during the Covid-19 pandemic it was not recommended to carry out activities that caused crowds, so that to be effective in research, researchers used google form to carry out research.

The results of the descriptive statistical analysis showed that the mean or average score of the family environment was 86.78 which is located at the interval 85-100 in the very good category. Thus, the family environment of State Senior High School students in Pemalang Regency is very good. the future orientation of students is 51.76% very high, in category 1. Future orientation in high category 47.06%, quite high 1.18%. The future orientation is in the low 0% category and which states it is very low 0% or none. Meanwhile, the results of descriptive statistical analysis obtained the mean or average score of future orientation of 52.35 which is located at the interval 52 - 60 in the very high category. Thus, the future orientation of State Senior High School students in Pemalang Regency is very high.

Student learning motivation was 58.82% very high, in category I and 41.18% high learning motivation. In addition, learning motivation is categorized as quite high 0%, low 0% and very low 0% or none. Meanwhile, the results of the descriptive statistical analysis showed that the mean or average score of learning motivation was 65.52 which was located at intervals of 64-75 in the very high category. Thus, the learning motivation of State Senior High School students in Pemalang Regency is very high. Student interest in continuing to college was very high 40.59%, in category 1. Interest in continuing to college is in the high category 58.82%, quite high

0.59%. In addition, the interest in continuing to college is in the low 0% category and very low 0% or none. Meanwhile, the results of the descriptive statistical analysis showed that the mean or average score of interest in continuing to college was 62.35 which is located at intervals of 52 - 63 in the high category. Thus, the interest of State Senior High School students in Pemalang Regency in continuing to college is high.

In this study, a classical assumption test was carried out consisting of multicollinearity test and heteroscedasticity test. Multicollinearity test is used to test whether the regression model has a correlation between independent variables. Multicollinearity test aims to test whether the regression model found a correlation between independent variables. The multicollinearity test results can be seen that the Tolance value of X1 is 0.657, X2 is 0.679, and X3 is 0.850. While the VIF value of X1 is 1.522, X2 is 1.473, and X3 is 1.177. If the Tolerance value> 0.1 and VIF <10 10. Then the data is free from multicollinearity. So it can be concluded that this data is free from multicollinearity because the Tolerance value of the independent variables of this data is freer than this data is greater than 0.1 and VIF is less than 10.

The results of the heteroscedasticity test aim to test whether in the regression model there is an inequality of variance from one residual of observation to another. Heteroscedasticity test can be seen from the Glacier test. The results of the glacier test in the study on model 1 and model 2, both are independent variables> 0.05, so it can be concluded that the regression model does not contain heteroscedasticity.

The normality test aims to test whether in the regression model, confounding or residual variables have a normal distribution. The normality test for model 1 and model 2 uses the Kolmogorov-Smirnov test which shows the Asymp sig value. (2 tailed) of 0.200 and 0.200 where Asymp sig. (2 tailed) this is greater than 0.05. If the significant value is> 0.05, the data is normally distributed.

Linearity test is used to see whether the model specifications used are correct or not. Based on the results of the linearity test between variables X1 and Y, it shows a significant value in the linearity column of 0.002, variable 2 and Y shows a significance in the linearity column of 0.047. So it can be concluded that the variables X1 and X2 have a linear relationship with variable Y, because the significance value in the linearity column of each independent variable with the dependent variable <0.05.

The result of the partial determination coefficient analysis (r2) shows that the variable contribution can be seen that the simultaneous effect of the family environment variable, future orientation to motivation is 0.150 or 15.0%. In other words, the family environment and future orientation variables together have an effect on 15.0% of learning motivation and the remaining 85.0% are influenced by other variables outside of this research model.

The test results of the calculated F value of 14.769 is greater than the F table (df = 169-2 = 167) of 3.05 and a significance value of 0.000. These results prove that the regression model in which the family environment and future orientation variables are fit or good as predictors of learning motivation as the dependent variable. And it can be seen that the variable family environment and future orientation together have a significant effect on learning motivation. The conclusion of the hypothesis test results can be seen in the table

Tabel 2. Hypothesis Testing Results

Hipotesis	Hypothesis Test Results			Test Result
	Koefisien	T Statistik	Sig.	Decision
The positive and significant effect of the family environment on learning motivation.	0.266	3.107>1.65	0.002 < 0.05	Accepted
Positive effect of future orientation on learning motivation	0.171	2.002 <1.65	0.047 < 0.05	Accepted
The positive and significant effect of the family environment on the interest in continuing to college through learning motivation.	0.207	2.363 >1.65	0.019 < 0.05	Accepted

The positive effect of future orientation on interest in continuing to college through learning motivation	0.104	1.207 <1.65	0.229 < 0.05	rejected
The effect of learning motivation which affects the interest in continuing to college	0.202	2.614 >1.65	0.010 < 0.05	Accepted

Source: Data Processing Results, 2020

Effect of Family Environment on Learning Motivation

Based on the research results, it shows that the family environment affects learning motivation. Based on the construct relationship test, it shows that the family environment construct has a positive and significant effect on learning motivation with a parameter coefficient value of 0.266 with a significance value of 0.002 <0.05. Based on this, it is evident that empirically the family environment affects the interest in continuing to college. This means that if the family environment is increasing or decreasing, it will not affect the interest in continuing to college.

Based on the results of descriptive statistics, the family environment variable was 66.47% with very good criteria. Achievement motivation based on descriptive analysis was 58.82% with very good category. Based on the description of the descriptive results of the research data, it appears that the subjects in this study are in a family environment and the motivation to learn is very high. This means that a very high family environment determines the level of learning motivation of students.

The results of this study are relevant to the I-E-O (Input, Environment, Output) theory developed by Astin (2011) which states that there is an encouragement and need in learning. The encouragement from the family environment given to students is very helpful in increasing learning motivation. The family environment is the first factor in determining the success or failure of students in the learning process. The success of parents in educating and directing learning at home will provide goodness and provide motivation to students in learning at school. A good family environment will affect student learning motivation such as a comfortable home atmosphere, family economic conditions, understanding of parents, and cultural background affect student learning outcomes (Nugrahini and Margunani, 2015). Students who have a harmonious family will give goodness to students,

so that in participating in learning at school students will tend to be better and get maximum results (Leo-Soto et al, 2013).

The results of this study are in line with research conducted by Ratna (2013) showing that the family environment affects learning motivation with a simultaneous value of 19.8%. The results of this study are supported by research conducted by Rahmawati (2016) with the results of research on the family environment having a positive effect on the learning motivation of students at State Senior High School 1 in Piyungan. The family has an important role in shaping the child's personality, including their children's learning motivation, considering that the first education in children is obtained in the family. The way parents educate their children by giving attention, reinforcement, and appreciation will make children more enthusiastic in increasing learning motivation.

The effect of Future Orientation on Learning Motivation

Based on the research results, it shows that future orientation has a positive and significant effect on learning motivation. This is in accordance with the results of the significance test of 0.047 <0.05 with a t test value of 2.002 <1.65. This means that if the future orientation is increasing, the learning motivation of students will also increase. Conversely, if the future orientation decreases, the students' interest in continuing to college also decreases.

Based on the results of descriptive analysis, the future orientation variable is in the very high category with a percentage value of 51.76% and a percentage value of 58.82% or in the very high category. This means that students have a good future orientation in continuing to college as their wish. The future orientation that has been planned in advance will help to prepare the needs that must be prepared in continuing to college.

The results of this study are relevant to the I-E-O (Input, Environment, Output) theory

developed by Astin (2011) which explains that student motivation is assessed through the presence of hopes or future aspirations. Horstmanshof and Zimitat (2007) explain that future orientation is a complex cognitive-motivational phenomenon, future orientation is closely related to cognitive schemas, namely a perceptual organization of past experiences and their relation to present and future experiences. Individuals who have a good future orientation have planned related decisions that are made to start paying attention to the future such as future jobs, future education, and building a family. Every decision made in planning the future can be seen from past, present and future experiences. It helps in the management of developmental tasks by providing a representative structure and evaluating life situations. The hope of this evaluation can increase individual learning motivation to achieve goals.

The positive and significant relationship in this study is in line with research conducted by Diyah (2019) which shows that future orientation contributes positively to student learning motivation with a significance value <0.05 and a simultaneous value of 35%. The better the future orientation, the higher the student's motivation to learn. Vice versa, the lower the future orientation of students, the more according to learning motivation.

Individuals who are experiencing the transition process from childhood to adulthood. In adolescence, individuals have developmental tasks that lead to their preparation to meet the demands and expectations of the role of maturity. Therefore students begin to think seriously about their future. Individuals begin to pay great attention to various fields of life that they will live in the future.

The Effect of Family Environment on Interest in Continuing to college through Learning Motivation

Based on the results of research on hypothesis testing, hypothesis 4 which states that family environment has a positive and significant effect on the interest in continuing to college through learning motivation is accepted. The proof of this decision can be seen from the results of the t test where the t value is greater than the t

table (2.363> 1.65) and the significance value is 0.019. Based on the coefficient value of the family environment pathway on the interest in continuing to college, it shows that if the family environment has increased by one point, the interest in continuing to college of State Senior High School students in Pemalang Regency increases by 0.207. The results of the descriptive statistical analysis of family environment variables were 86.78 with the very good category. It can be concluded that the average support from the family environment of students is very good for continuing to college in accordance with their wishes. The direct effect of the family environment on the interest in continuing to college is 0.043 or 4.3%. These results are in line with the research of I'ana Umma, Margunani (2015), Mulyani Yohana, Arief Noviarakhman (2015), Nike Pratiwi Suciningrum (2015), Cahyo, Kresnanto Dw (2015), Yuli Rahmawati and Lukman Hakim, (2016), Lystia Aryanti Nurjannah, Kusmuriyanto (2016), Muhammad Asep Nurrohmatulloh (2016), and M. Nurtanto, M. Fawaid, Y. Fargianti, SD Ramdani and S. Nurhaji (2016) who state that there is a positive and significant influence between the family environment on the interest in continuing to college

In addition, the effect of learning motivation as a mediating variable has a positive and significant effect. The t value in the single test of 1.998 (> 1.65) proves that learning motivation can be a mediator between the family environment and the interest in continuing to college with an effect value of 5.4%. These results are in line with the research of Nur Hanifah MF, Rusdarti, Amin Pujiati (2018) which states that there is a positive and significant influence between family socio-economics on the interest in continuing to college through learning. Based on the results of the study shows that the learning environment.

The effect of Future Orientation on Interest in Continuing to college through Learning Motivation

Based on the results of research on hypothesis testing, hypothesis 5 which states that future orientation has a positive and significant effect on the interest in continuing to college

through learning motivation is rejected. The proof of this decision is seen from the results of the t test where the t-count value is smaller than the t table (1.207> 1.65) and the significance value is 0.229 so that the direction of the effect of future orientation on interest in continuing to college is negative and insignificant. So, based on the value of the future orientation path coefficient towards the interest in continuing to college, it shows that if future orientation has increased by one point, then the interest in continuing to college in State Senior High School students in Pemalang Regency decreases by 0.104. The direct effect of future orientation on interest in continuing to college is 1.1%. These results are not in line with Asep's (2016) research which states that there is a positive influence between future orientation and interest in continuing to college. These results are also not in line with the results of Budiastuti's (2019) research where future orientation is one of the aspects that effect future career decisions of vocational students.

In addition, the effect of learning motivation as a mediating variable has a negative and insignificant effect. The t value on the single test of 1.5891 (<1.65) proves that learning motivation cannot be a mediator between future orientation and interest in continuing to college. These results are not in line with the research of Hanifah, Rusdarti, Pujiati (2018) which states that there is a positive and significant effect between future orientation and interest in continuing to college through learning. Based on the results of this study, it can be concluded that the results of this study can be a research gap in future research.

Effect of Learning Motivation on Interest in Continuing to College

Based on the research results, it shows that learning motivation has a positive and significant effect on the interest in continuing to college. This is in accordance with the results of the significance test and t test which shows that the significance test value is 0.010 <0.05 and the t value is 2.614 <1.65. This means that the more motivation to learn increases, the interest in continuing to college will increase. The results of the descriptive statistical analysis of the learning motivation variable were 56.82% in the very high category. It can be concluded that on average students have

high learning motivation to continue to college according to their wishes.

The results of this study are in line with the I-E-O (Input, Environment, Output) theory developed by Astin (2011) which explains that student learning motivation in each learning process shapes the student's personality positively. Students who have hopes or aspirations for the future and there are interesting activities in learning can be said that these students have high learning motivation. Leal-Soto et al (2013) explained that learning motivation is all the driving force in students that causes learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject can be achieved. Individuals in this high school period have goals that must be considered from now on to continue to college, work, or go on to marriage. Individuals who have the goal of continuing to college must prepare from now on, such as planning on which college to take a major. These things will be achieved if students have high learning motivation. High learning motivation will increase interest in continuing to the college that is planned.

The results of this study are in line with research conducted by Pratiwi (2015) which shows that learning motivation has a positive and significant effect on the interest in continuing to college by 14.1%. The results of this study are also supported by research conducted by Aryanti (2016) with the results of the study that learning motivation has a positive and significant effect on the interest in continuing to college of MAN 2 Semarang grade XI students. It can be concluded that the higher the learning motivation of students will increase the interest in continuing to college, and vice versa if the interest in student learning decreases, the interest in continuing to college will also decrease.

CONCLUSION

Based on the research results that have been admitted by researchers, it can be concluded as follows:

Family environment has a positive and significant effect on learning motivation. This means that the better the family environment of

State Senior High School students in Pemalang , the more motivation to learn; Future orientation has a positive and significant effect on learning motivation. This means that the higher the future orientation of the State Senior High School students in Pemalang, the learning motivation will increase; Family environment has a positive and significant effect on interest in continuing to college through learning motivation with a total effect value of 9.7%. This means that the better the family environment of State Senior High School students in Pemalang Regency, the students' interest in continuing to higher education increases along with the increase in learning motivation; Future orientation has a negative effect on interest in continuing to college through learning motivation with a total effect of minus 4.5%. This means that if the future orientation of the students of State Senior High School students in Pemalang increases, the interest of students to continue to college will decrease along with the decrease in learning motivation; Learning motivation has a positive and significant effect on interest in continuing to college. This means that the higher the learning motivation of State Senior High School students in Pemalang, the higher the students' interest in continuing to college.

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