

**THE INFLUENCE OF PARENTS' SOCIO-ECONOMIC CONDITIONS AND  
LEARNING MOTIVATION ON INTEREST IN CONTINUING TO HIGHER  
EDUCATION IN CLASS XII STUDENTS IN THE ACADEMIC YEAR 2022/2023 AT  
SMA NEGERI 1 GIRIMULYO**

**PENGARUH KONDISI SOSIAL EKONOMI ORANG TUA DAN MOTIVASI  
BELAJAR TERHADAP MINAT MELANJUTKAN PENDIDIKAN KE PERGURUAN  
TINGGI SISWA KELAS XII TAHUN AJARAN 2022/2023 DI SMA NEGERI 1  
GIRIMULYO**

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**ABSTRACT**

This study aims to determine: (1) Influence of Parents' Socio-Economic Conditions on Interest in Continuing to Higher Education, (2) Influence of Learning Motivation on Interests in Continuing to Higher Education, (3) Influence of Parents' Socio-Economic Conditions and Learning Motivation together on the Interest in Continuing to Higher Education. This research includes ex-post facto research with a quantitative approach. Respondents in this study were class XII students for the 2022/2023 Academic Year at SMA Negeri 1 Girimulyo, a total of 72 students. Data collection techniques using a questionnaire. Instrument validity test with product moment correlation and instrument reliability test with alpha cronbach. The analysis technique uses simple regression and multiple regression. The results of this study are: (1) there is a positive and significant influence of the Socio-Economic Condition of Parents on the Interest in Continuing to Higher Education for Class XII students for the 2022/2023 Academic Year at SMA Negeri 1 Girimulyo. This is evidenced by the  $t_{count} > t_{table}$  value ( $2.919 > 1.995$ ); significance  $0.005 < 0.05$ ;  $r_{x1y}$  value is 0.313; and  $r_{2x1y}$  of 0.098. (2) there is a positive and significant effect of Learning Motivation on Interest in Continuing to Higher Education Grade XII students for the 2022/2023 Academic Year at SMA Negeri 1 Girimulyo. This is evidenced by the value of  $t_{count} > t_{table}$  value ( $2.004 > 1.995$ ); significance  $0.049 < 0.05$ ;  $r_{x1y}$  value is 0.206; and  $r_{2x1y}$  of 0.042. (3) There is a positive and significant influence on the Socio-Economic Condition of Parents and Learning Motivation together on the Interest in Continuing to Higher Education for Class XII students for the 2022/2023 Academic Year at SMA Negeri 1 Girimulyo. This is evidenced by  $F_{count} > F_{table}$  ( $5.927 > 3.31$ ); significance  $0.004 < 0.05$ .

**Keywords:** Parents' Socio-Economic Conditions and Learning Motivation

## ABSTRAK

*Penelitian ini bertujuan untuk mengetahui: (1) Pengaruh Kondisi Sosial Ekonomi Orang Tua terhadap Minat Melanjutkan Pendidikan ke Perguruan Tinggi, (2) Pengaruh Motivasi Belajar terhadap Minat Melanjutkan Pendidikan ke Perguruan Tinggi, (3) Pengaruh Kondisi Sosial Ekonomi Orang Tua dan Motivasi Belajar secara bersama-sama terhadap Minat Melanjutkan Pendidikan ke Perguruan Tinggi Penelitian ini termasuk penelitian ex-post facto dengan pendekatan kuantitatif. Responden dalam penelitian ini adalah siswa kelas XII Tahun Ajaran 2022/2023 di SMA Negeri 1 Girimulyo yang berjumlah 72 siswa. Teknik pengumpulan data dalam penelitian ini menggunakan kuesioner. Uji validitas instrumen dengan korelasi product moment dan uji reliabilitas instrumen dengan alpha cronbach. Teknik analisis menggunakan regresi sederhana dan regresi berganda.. Hasil penelitian ini adalah: (1) terdapat pengaruh positif dan signifikan Kondisi Sosial Ekonomi Orang Tua terhadap Minat Melanjutkan Pendidikan ke Perguruan Tinggi siswa kelas XII Tahun Ajaran 2022/2023 di SMA Negeri 1 Girimulyo. Hal ini dibuktikan dengan nilai  $t$  hitung > nilai  $t$  tabel ( $2,919 > 1,995$ ); signifikansi  $0,005 < 0,05$ ; nilai  $r_{xly}$  adalah  $0,313$ ; dan  $r^2_{xly}$  sebesar  $0,098$ . (2) terdapat pengaruh positif dan signifikan Motivasi Belajar terhadap Minat Melanjutkan Pendidikan Ke Perguruan Tinggi siswa kelas XII Tahun Ajaran 2022/2023 di SMA Negeri 1 Girimulyo. Hal ini dibuktikan dengan nilai  $t$  hitung > nilai  $t$  tabel ( $2,004 > 1,995$ ); signifikansi  $0,049 < 0,05$ ; nilai  $r_{xly}$  adalah  $0,206$ ; dan  $r^2_{xly}$  sebesar  $0,042$ . (3) Terdapat pengaruh positif dan signifikan Kondisi Sosial Ekonomi Orang Tua dan Motivasi Belajar secara bersama-sama terhadap Minat Melanjutkan Pendidikan Ke Perguruan Tinggi siswa kelas XII Tahun Ajaran 2022/2023 di SMA Negeri 1 Girimulyo. Hal ini dibuktikan dengan  $F$  hitung >  $F$  tabel ( $5,927 > 3,31$ ); signifikansi  $0,004 < 0,05$ .*

**Kata Kunci:** *Kondisi Sosial Ekonomi Orang Tua dan Motivasi Belajar*

## INTRODUCTION

Education is very important, education is a means that can be used to develop human resources or the quality of a person, therefore the government establishes 12 years compulsory education in Indonesia to develop human resources in Indonesia so that the country can be more advanced when the human resources are processed. According to Law No. 20 of 2003 concerning National Education article 1 describes Education as follows: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble character, as well as the skills needed by himself, the community, the nation and the state. Levels of education in Indonesia based on Law no. 20 of 2003 consists of:

- a. Basic education: Early education level for the first 9 (nine) years of the children's schooling period which underlies the secondary education level.
- b. Secondary education: Basic education level of continuing education.
- c. Higher education: The level of education after secondary education which includes undergraduate, masters, doctoral and specialist programs organized by universities.

Continuing education to tertiary education is very important, especially for high school students because high school graduates do not print as work-ready graduates. High school graduate students are not equipped with soft skills that support them to be ready to work immediately like vocational high school students, so that continuing their education to tertiary education is actually highly recommended by high school students to hone and add to their soft skills so that they become graduates who are ready to work. and become a quality human resource. With the basic education of senior high schools whose graduates do not produce work-ready graduates, students' interest in continuing their education to tertiary institutions should be quite high. Nowadays, education is one of the important keys to meeting industrial needs, where

higher education will increasingly prepare children to enter the world of work by equipping students with soft skills that are in accordance with the passions/interests of students, so that they can produce quality workforce or graduates. Then with higher education it will also encourage students to innovate, become more technologically skilled, and have broad perspectives and advanced thinking. Higher education and awareness of the importance of higher education will certainly produce quality human resources. Quality human resources will certainly be the capital to advance the nation and state.

Referring to Law No. 20 of 2003 concerning the national education system, the function of education in Chapter II Article 3 states that:

"National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the life of the nation, aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country."

Learning motivation encourages, moves, and directs students in learning (Endang Sri Astuti, 2010: 67). However, not all senior high school students have the interest/motivation to continue their education to higher education. The existence of motivation or interest in learning from within students will affect the existence of an activity in relation to learning, motivation is the driving force for carrying out learning activities. Motivation can be stimulated by internal and external factors. The stronger the motive from within a person, the stronger his determination to achieve certain goals. In the context of this research, namely higher education. Someone who has a strong learning motivation will tend to continue to develop their interests and knowledge, one of which is through higher education. According to Muhibbin Syah (2009: 175), interest in continuing studies in Higher Education is a tendency that directs students to choose Higher Education as a continuation after graduating from high school, which is characterized by feelings of pleasure, the desire, attention, encouragement and will, needs and hopes. However, not all senior high school students have this motivation.

In every country education problems often occur. Starting from the gap in teaching staff, the availability of books, as well as many educational facilities that are inadequate, damaged and inappropriate have contributed to the low quality of education and are the main factors influencing the success of education. The gaps that occur will certainly affect students' interests and perspectives on education in each region where interest and awareness of education is higher in developed/urban areas than in remote/rural areas. In the family and in society, students who graduate but do not continue their education to higher education are not only influenced by the interests and interests of the students personally, but there are also those who cannot continue their education because they are still dependent on their parents. The social environment will also affect the interest and interest of students and parents of students towards education. Socio-economic conditions, according to John W. Santrock (2011: 194), namely the category of people according to economic characteristics, education, and position of parents, the higher the education and position of parents, the higher the income and economic status. This phenomenon will certainly affect the high and low interest in continuing education to a higher level. If interest in continuing education is low, of course it will become a problem that often occurs in various regions, one of which is at SMA Negeri 1 Girimulyo.

In the interview conducted by the researcher with Guidance Teacher at SMA Negeri 1 Girimulyo, Ms. Ardiyanti Pratiwi, S.Pd, said that the percentage of students continuing their education to higher education has decreased significantly in the past 4 years from 60% to 40% and this percentage is included in the low category. The decline in interest is of course caused by several factors. Based on the interviews that have been conducted, what is often conveyed by students during counseling is the lack of support/motivation from parents, the environment, lack of economic ability, and the lack of time given to counseling teachers to conduct debriefing or counseling to students related to Higher Education so that insight or information obtained by students is less than optimal. And then based on a mini survey conducted on SMA Negeri 1

Girimulyo students, most students are still confused about choosing and determining the career path to take when graduating from SMA Negeri 1 Girimulyo. Many factors influence on interest in continuing to higher education, such as peer environment (Rahmawati, 2012), academic achievement (Rahayu, 2013) and other factors, but the researcher limits the problem by using two factors, namely socio-economic conditions of parents and learning motivation because many students are not interest in continuing to higher education of these factors This problem-solving is also supported by the theory of M. Jumarin (1994:32) that the factors of high school students continuing their studies to tertiary institutions include intrinsic factors of school achievement, learning motivation, intelligence, talent, physical condition, attitude, and work expectations. , while factors that come from outside are the socio-cultural environment, school friends, socio-economic factors and others. In this study, the socio-economic condition of parents as an external factor and learning motivation as an internal factor..

Based on the background above, the researchers investigated how the influence of economic conditions and learning motivation on the desire or interest in continuing education to the tertiary level, this research was carried out entitled "The Influence of Parents' Socio-Economic Conditions and Learning Motivation on Interest in Continuing to Higher Education in Class XII Students in the Academic Year 2022/2023 at SMA Negeri 1 Girimulyo."

## **METHODS**

### **Research Type and Design**

This research is an ex-post facto research, namely a research model whose events have occurred before the research is carried out, in other words ex-post facto is research conducted to examine events that have occurred. This study was used to determine the effect of the variables parents' socio-economic conditions and learning motivation on interest in continuing higher education. The approach used in this research data analysis uses a quantitative approach because the data is represented in the form of numbers and analyzed based on statistical analysis.

### **Place and Time of Research**

This research was conducted at SMK Negeri 1 Girimulyo which is located at Jalan Jl. Kiskendo Cave 1, Giripurwo, Girimulyo, Kulon Progo, Yogyakarta. Postal Code 55674, Tel. 08112958567, Email smansagm@gmail.com. This research was conducted November 15, 2022

### **Research Subject**

The subjects used in this study were all students of class XII at SMA Negeri 1 Girimulyo Academic Year of 2022/2023 which consisted of three classes with 72 students.

Table 1 Total Student Population Class XII SMA Negeri 1 Girimulyo

Number	Class	Total
1	XII MIPA	30
2	XII IPS 1	21
3	XII IPS 2	21
Amount of Student		72

Source: SMA Negeri 1 Girimulyo, 2022

Based on the table above, the total population in this study is less than 100, then all members of the population become the research sample so it is called population research. According to Suharsimi Arikunto (2016: 118) if the total population is less than 100 then the sample is taken from the entire existing population. So, it can be seen that this research is classified as a population study with a total of 72 students as respondents.

## **Data Collection Technique**

The data collection method in this study used a questionnaire. Questionnaire is one of the data collection techniques which is done by giving a set of questions or written statements to the respondents to be answered (Sugiyono, 2011: 162). In this study, a closed type of questionnaire was used because the list of questions had been prepared beforehand so that respondents could immediately provide answers that had been provided. The data used in this research is primary data which the researcher obtains directly from the source. Questionnaires were given to all class XII students at SMA N 1 Girimulyo Academic Year of 2022/2023.

## **Research Instrument**

The research instrument is a tool used to measure the observed natural and social phenomena (Sugiyono, 2011: 102). This study uses a research instrument in the form of a questionnaire. This research questionnaire uses measurements with a Likert scale, namely four dimensions with a value range of 1 to 4.

### **1. Analysis of Prerequisite Test**

#### **a. Linearity Test**

The linearity test aims to determine whether the data we have are in accordance with the linear line or not (whether the relationship between the variables to be analyzed follows a straight line or not). So, an increase or decrease in quantity in one variable will be followed linearly by an increase or decrease in quantity in the other variable (Sarjono & Julianita, 2011). The criterion used is if the linearity more than 0.05, then the influence of the independent variable on the dependent variable is linear.

#### **b. Multicollinearity Test**

The multicollinearity test aims to determine whether the relationship between the independent variables has a multicollinearity problem or not. Multicollinearity is a symptom of very high or very low correlation that occurs in the relationship of independent variables (Sarjono & Julianita, 2011: 53).

To find out whether or not multicollinearity occurs, by looking at the tolerance and VIF (Variance Inflation Factor). The higher the VIF and the smaller the tolerance indicates that the higher the multicollinearity among the independent variables. According to (Priyatno, 2013) multicollinearity test decision making with the following steps:

- 1) Value tolerance  $> 0.2$  and VIF value  $< 5$  then there is no multicollinearity.
- 2) Value tolerance  $< 0.2$  and VIF value  $> 5$  then multicollinearity occurs.

### **2. Hypothesis Test**

#### **a. Simple Regression Analysis**

Simple regression analysis was used to test the effect of the independent variable on the dependent variable.

#### **b. Multiple Linear Regression**

Multiple linear regression analysis will be used to determine the effect of all independent variables simultaneously on dependent variable.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **1. Analysis of Prerequisite Test**

##### **a. Linearity Test**

Based on the results of the linearity test of all variables have a significance value greater than 0.05, so it can be said that all the variables of this study are linear.

##### **b. Multicollierity Test**

Based on the results of the multicollierity test, it can be concluded that all variables have a tolerance value above 0.2 and a VIF value below 5 so that the regression model in this study does not occur multicollinearity.

## 2. Hypothesis Test

### a. Simple Regression Analysis

A summary of the simple regression result can be seen in the following table:

Table 2 Summary of the Result of Simple Regression Analysis

variable	Value of r		Coefficient	Constant	Sig.	Value of t	
	$r_{x1y}$	$r^2_{x1y}$				$t_{count}$	$t_{table}$
Socio-Economic Conditions of Parents	0.313	0.098	0.308	32.089	0.005	2.919	1.995
Learning Motivation	0.206	0.042	0.134	32.089	0.049	2.004	1.995

From the results of hypothesis testing in the table above, it can be seen:

#### 1) First Hypothesis Testing

The first hypothesis states that there is a positive and significant influence of the Socio-Economic Conditions of Parents on the Interest in Continuing Education in Higher Education for class XII students of SMA Negeri 1 Girimulyo in the 2022/2023 Academic Year. From the results of testing the hypothesis in the table above, it can be seen that the correlation coefficient ( $r_{x1y}$ ) is 0.313. This correlation has a positive value indicating that the Socio-Economic Condition of Parents has a positive relationship to Interest in Continuing to Higher Education.

The results of the table calculation can also be seen  $r^2_{x1y}$  of 0.098. This value shows that 9.8% change in the variable Interest in Continuing to Higher Education (Y) can be explained by the Socio-Economic Conditions of the Parents (X1) or in other words, the socio-economic conditions of the parents can influence the interest in Continuing to Higher Education by 9.8%. This shows that 90.2% of other factors may influence the interest in continuing education at higher education.

The coefficient for the socio-economic conditions of the parents is 0.304, and the constant is 32.089, so the regression line equation can be expressed in the following equation:

$$Y = a + bX$$

$$Y = 32.089 + 0.308 X_1$$

This equation shows that the coefficient value of  $X_1$  is 0.308, which means that if the Socio-Economic Condition of the Parents ( $X_1$ ) increases by one point, the Interest in Continuing to Higher Education (Y) will increase by 0.308 points.

The  $t_{count}$  value for  $X_1$  is 2.919 and the  $t_{table}$  value is 1.995, which indicates that the  $t_{count}$  value is greater than  $t_{table}$  and the significance value of 0.005 is less than 0.05 so that the H1 hypothesis, which reads there is a Positive Effect of Parents' Socio-Economic Conditions on Parents Interested in Continuing to Higher Education Class XII students of SMA Negeri 1 Girimulyo for the Academic Year 2021/2022 accepted.

#### 2) Second Hypothesis Testing

The second hypothesis states that there is a positive and significant effect of Learning Motivation on Interest in Continuing Education at Higher Education Grade XII students of SMA Negeri 1 Girimulyo Academic Year 2022/2023. From the results of testing the hypothesis in the table above it can be seen that

the correlation coefficient ( $r_{x_2y}$ ) is 0.206. This correlation is positive indicating that Learning Motivation has a positive relationship to Interest in Continuing to Higher Education.

The results of the table calculation can also be seen  $r^2_{x_2y}$  of 0.042. This value shows that the 4.2% change in the variable Interest in Continuing to Higher Education (Y) can be explained by Learning Motivation ( $X_2$ ) or in other words Learning Motivation can affect interest in Continuing to Higher Education by 4.2%. This shows that 95.8% of other factors may influence the interest in continuing education at higher education.

The coefficient for learning motivation is 0.134, and the constant is 32,089, so the regression line equation can be expressed in the following equation:

$$Y = a + bX$$

$$Y = 32.089 + 0.134 X_2$$

This equation shows that the coefficient value  $X_2$  is 0.134, which means that learning motivation ( $X_2$ ) increases by one point, the Interest in Continuing to Higher Education (Y) will increase by 0.134 points.

The tcount for  $X_2$  is 2.004 and the ttable is 1.995 which indicates that the  $t_{count}$  value is more significant than  $t_{table}$ . The significance value is 0.049 less than 0.05, so the H2 hypothesis reads There is a Positive Effect of Learning Motivation on Interest in Continuing Education to College Class XII students of SMA Negeri 1 Girimulyo for the Academic Year 2021/2022 is accepted.

b. Multiple Regression Analysis

A summary of the multiple regression result can be seen in the following table:

Table 3 Summary of the Result of Multiple Regression Analysis

Variable	Constant	Coefficient	Value of r		Value of F		Sig.
			$r_{y(1,2)}$	$r^2_{y(1,2)}$	Fcount	Ftable	
Socio-economic Conditions of Parents ( $X_1$ )	32.089	0.308	0.384	0.148	5.971	1.995	0.004
Learning Motivation ( $X_2$ )		0.134					

Source: Processed primary data

The results of testing the hypothesis from the table above show that there is a simultaneous positive influence on Socio-Economic Conditions of People and Learning Motivation on Interest in continuing their education to tertiary education for class XII students at SMA Negeri 1 Girimulyo. This can be seen from the results of multiple regression analysis with three predictors showing a correlation coefficient  $r_{y(1,2)}$  with a positive value of 0.384. While the value of the coefficient of determination  $r^2_{y(1,2)}$  is 0.148, which means that the Socio-Economic Conditions of People and Learning Motivation together have an influence of 14.8% on Interest in continuing their education to tertiary education and the remaining 85.2% is influenced by other factors .

The table above also shows the regression coefficient for Parents' Socio-Economic Conditions of 0.308 and Learning Motivation of 0.134 and a constant of 32.089. From these data it can be expressed in the regression line equation as follows:

$$Y = 32.089 + 0.308X_1 + 0.134X_2$$

This equation shows that:

- 1) The constant value has a positive value of 32.089. A positive value means that there is a directional influence between the independent variables and the dependent variable. Number 32.089 shows that if all the independent variables has a constant value or in this study a value of 1%, then the interest in continuing to higher education value is 32.089
- 2) The regression coefficient value is 0.308, meaning that if the Socio-Economic Condition of the Parents ( $X_1$ ) increases by one point and Learning Motivation ( $X_2$ ) remains the Interest in continuing education to tertiary education increases by 0.308 points.
- 3) The regression coefficient value is 0.134, meaning that if learning motivation ( $X_2$ ) increases by one point, the value of parents' socio-economic conditions ( $X_1$ ) remains the same, interest in entrepreneurship increases by 0.134

Based on the F test, the calculated F value is 5.971 and the F table value is 1.995, so the calculated F value is greater than the F table. It was also obtained that a significance value of 0.004 was smaller than 0.05, so the regression model was statistically significant. It can be concluded that the third hypothesis which states that the Socio-Economic Condition of Parents and Learning Motivation together have a positive and significant effect on the Interest in Continuing Education in Higher Education for class XII students at SMA Negeri 1 Girimulyo is accepted.

Based on the results of multiple regression analysis that the amount of Relative Contribution (SR) and Effective Contribution (SE) of each independent variable to the dependent variable are as follows:

Table 4 Results of Relative and Effective Contribution

<b>Independent Variable</b>	<b>Relative Contribution (%)</b>	<b>Effective Contribution (%)</b>
Socio-economic Conditions of Parents ( $X_1$ )	36%	5%
Learning Motivation ( $X_2$ )	64%	9%
<b>Total</b>	<b>100%</b>	<b>14%</b>

Source: Primary Data, 2023

From the data above, it can be seen that the Socio-Economic Condition of Parents contributed a relative amount of 0.36%, then Learning Motivation contributed a relative contribution of 0.64%. Then according to the table above Socio-Economic Conditions of Parents make an effective contribution of 5%, and Learning Motivation makes an effective contribution of 9%. The total effective contribution is 14%, which means that the Socio-Economic Condition of Parents and Learning Motivation together make an effective contribution of 14% to Interest in Continuing Education in Higher Education Class XII students at SMA N 1 Girimulyo Academic Year 2022/2023, while the remaining 76% comes from other variables not examined in this study

## Discussion

1. The Influence of Parents' Socio-Economic Conditions on Interest in Continuing to Higher Education in Class XII Students in the Academic Year 2022/2023 at SMA Negeri 1



## Girimulyo

The results showed that the Socio-Economic Conditions of Parents variable (X1) had a positive and significant effect on the Interest in Continuing to Higher Education variable (Y). This can be seen from the simple regression analysis, which shows a correlation coefficient ( $r_{x1y}$ ) of 0.313, which is positive, then the value of  $r^2_{x1y}$  is 0.098 or 9.8% and there are still 90.2% of other factors that influence interest in Continuing to Higher Education. The  $t_{count}$  2.919 for X1, and the  $t_{table}$  is 1.995, which shows that the  $t_{count}$  is greater than  $t_{table}$  with a significance value of 0.005 less than 0.05 according to the description it can be concluded that the socio-economic conditions of parents have a positive effect and significantly to the Interest in Continuing to Higher Education at SMA Negeri 1 Girimulyo for the 2022/2023 Academic Year.

This also strengthens the research conducted by Sulistiorini Nurhayati (2014), Khoerunisa Fitriani (2014), Sri Rahayu (2013) which states that the socio-economic conditions of parents have a positive effect on the interest in Continuing to Higher Education. The higher the socio-economic conditions of students' parents, the more it will affect the high interest of students to continue their education to higher education.

Besides being strengthened by previous research that has been described, the results of this study are also reinforced by the theory of Sunarto and Agung Hartono (2008: 196) which states that one of the factors that drives interest is socio-economic factors, namely the socio-economic conditions of parents and society. then also the theory of M. Jumarin (1994: 32) states that one of the external factors that influence high school students' interest in continuing their education to higher education is socio-economic factors.

### 2. The Influence of Learning Motivation on Interest in Continuing to Higher Education in Class XII Students in the Academic Year 2022/2023 at SMA Negeri 1 Girimulyo

The results showed that the variable Learning Motivation (X<sub>2</sub>) had a positive and significant effect on the variable Interest in Continuing in Higher Education (Y). This can be seen from the simple regression analysis which shows a correlation coefficient ( $r_{x2y}$ ) of 0.206 is positive, then the value of  $r^2_{x2y}$  is 0,042 or 4.2% and there are still 95.8% of other factors that affect interest in Continuing to Higher Education. The  $t_{count}$  2.004 for X<sub>2</sub> and the  $t_{table}$  is 1.995 which shows that the  $t_{count}$  is greater than  $t_{table}$  with a significance value of 0.049 less than 0.05 according to the description, it can be concluded that the socio-economic conditions of parents have a positive effect and significant to Interest in Continuing to Higher Education at SMA Negeri 1 Girimulyo for the 2022/2023 Academic Year.

This also strengthens the research conducted by Sri Rahayu (2013), Apriliana Rahmawati (2012), and Sulistyorini Nurhayati (2014), which states that Learning Motivation has a positive effect on the interest in Continuing to Higher Education. The higher the student's learning motivation, the more it will affect the high interest of students to continue their education at higher education.

Apart from being reinforced by previous research that has been presented, the results of this study are also reinforced by the theory of M. Jumarin (1994: 32) states that one of the internal factors that influence high school students' interest in continuing their education to higher education is learning motivation.

### 3. The Influence of Parents' Socio-Economic Conditions and Learning Motivation on Interest in Continuing to Higher Education in Class XII Students in the Academic Year 2022/2023 at SMA Negeri 1 Girimulyo

The results showed that the Socio-Economic Conditions of the Parents variable (X1) and Learning Motivation variable (X2) have a positive and significant effect on the variable Interest in Continuing to Higher Education (Y). This can be seen from the simple

regression analysis which shows the correlation coefficient (1,2) of 0.389 is positive. The value of  $r^2_{y(1,2)}$  is 0.148, which means that the Socio-economic Conditions of Parents and Learning Motivation jointly influence 14.8%. There are still 85.2% of other factors that influence the interest in Continuing to Higher Education. Based on the F test, the calculated Fvalue is 5.971, and the Ftable value is 3.13, so the calculated Fvalue is greater than the Ftable. It was also obtained that a significance value of 0.004 was less than 0.05 according to the description it can be concluded that the Socio-Economic Conditions of Parents and Learning Motivation together had a positive and significant effect on Interest in Continuing to Higher Education at SMA Negeri 1 Girimulyo for the 2022 Academic Year/ 2023.

This reinforces the opinion in theoretical studies that interest in continuing education at higher education can arise because of one's desires or the surrounding environment, such as the desire to study, support, family economic conditions, or suggestions from family and people around them. Apart from being reinforced by previous research that has been presented, the results of this study are also reinforced by the theory of M. Jumarin (1994: 32) that the factors in high school students to continue their studies at higher education include intrinsic factors of learning achievement at school, learning motivation, intelligence, talent, physical condition, attitude, and work expectations, while the factors that come from the outside is the socio-cultural environment, school friends, socio-economic factors and others.

## CONCLUSION

Based on the analysis of research data and discussion, it can be concluded that:

1. The Socio-Economic Condition of Parents has a positive and significant effect on the Interest in Continuing to Higher Education Class XII Students of SMA N 1 Girimulyo for the 2022/2023 Academic Year. This is evident from the correlation coefficient ( $r_{x1y}$ ), which is 0.313 with a positive value,  $r^2_{x1y}$  is 0,098 or 9.8%, the calculated  $t_{value}$  is 2.919 greater than the  $t_{table}$ , which is 1.995 with a significance value of 0.005 less than 0.05.
2. Learning Motivation has a positive and significant effect on the Interest in Continuing Education in Higher Education Class XII Students of SMA N 1 Girimulyo Academic Year 2022/2023. This is evident from the correlation coefficient ( $r_{x2y}$ ) which is 0.206 with a positive value,  $r^2_{x2y}$  is 0.042 or 4.2%, the  $t_{count}$  value is 2.004 greater than  $t_{table}$  which is 1.995 with a significance value of 0.049 less than 0.05.
3. Socio-economic Conditions of Parents and Learning Motivation positively and significantly affect the Interest in Continuing Education at Higher Education Grade XII Students of SMA N 1 Girimulyo in the 2022/2023 Academic Year. This is evident from the correlation coefficient ( $r_{x1y}$ ) which is 0.389 with a positive value,  $r^2_{x1y}$  is 0.148 or 14.8%, the calculated  $F_{value}$  is 5.927 greater than the  $F_{table}$  which is 3.31 with a significance value of 0.004 less than 0, 05. The amount of the effective contribution of the Socio-Economic Conditions of Parents to the Interest in Continuing to Higher Education Class XII Students of SMA N 1 Girimulyo Academic Year 2022/2023 is 5%, Learning Motivation to Interest in Continuing to Higher Education Class XII Students of SMA N 1 Girimulyo Academic Year 2022 /2023 is 9%.

Based on the conclusions and implications that have been discussed, the following suggestions are given:

1. For Students

Based on research results, students' interest in continuing their education to higher education needs to be increased. This can be seen from the low average score given by students on the Interest variable. Students need to learn more and find out about the importance of continuing their education to higher education. Students need to know and

find out the advantages, advantages, and privileges if someone gets a good education on internet, counseling teacher and others.

Then for students who want and are interested in continuing their education at higher education but are constrained by the cost of education, students can find out more about the scholarships available at higher education and consult the guidance and counseling teachers (*Guru Bimbingan dan Konseling*) so that they are given direction and insight into these obstacles.

## 2. For Parents

Parents play a very important role in shaping the mindset of students from birth. All forms of support and advice from parents regarding education, career, and the future will have a big influence on students in making a decision. This can be seen from the low average score given by respondents to the learning motivation variable. Parents should pay more attention to students in order to add support and motivation to learn for students. Parents can give rewards to students if students can get their targets. Rewards are not only given materially but can also be given non-materially, such as praise, congratulations, etc. The support and motivation from students' parents can trigger student learning motivation, which will also affect their interest and desire to study by continuing their education in Higher Education. In this condition, parental support is needed by students so that students can make the right decisions for their future.

## 3. For Schools

Schools play a role in developing students' interest in continuing their education at higher education. Schools must continue to provide stimulation for students so that they are interested in continuing their education to higher education. This can be done by counseling, counseling guidance to students, providing information related to scholarships to students, working with alumni who are continuing their education at higher education to provide an overview or counseling to students (can be done by conducting campus expos), providing leaflets related to higher education information, etc. Then not only providing counseling to students but also parents of students regarding the importance of higher education, information related to scholarships, etc. Not all parents understand and understand the vital role of higher education and remembering, so parents will significantly influence students' decisions.

## 4. For future researchers

This study shows that parents' socio-economic conditions and learning motivation positively affect interest in continuing education at university. In this study, only two independent variables influenced the Interest in Continuing to Higher Education. It is hoped that future researchers will be able to conduct research on other factors that influence interest in continuing education at higher education.

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