

Family environment and learning motivation influence on higher education aspirations among vocational

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Abstrak

Penelitian ini bertujuan untuk menguji pengaruh (1) lingkungan keluarga terhadap minat melanjutkan pendidikan ke perguruan tinggi; (2) motivasi belajar terhadap minat melanjutkan pendidikan ke perguruan tinggi pada; (3) lingkungan keluarga dan motivasi belajar terhadap minat melanjutkan pendidikan ke perguruan tinggi. Penelitian ini merupakan jenis penelitian kuantitatif deskriptif. Populasi dalam penelitian ini adalah 131 siswa kelas XII SMK Wikarya Karanganyar TA 2023/2024. Sampel diambil dengan teknik probability sampling yang menghasilkan sampel sebanyak 99 responden. Penelitian ini menggunakan teknik pengumpulan data dengan kuesioner. Hasil penelitian menunjukkan (1) terdapat pengaruh positif dan signifikan antara lingkungan keluarga terhadap minat melanjutkan pendidikan ke perguruan tinggi dibuktikan dengan nilai signifikansi $0,002 < 0,05$ dan nilai $t_{hitung} > t_{tabel}$ ($3,261 > 1,9850$); (2) terdapat pengaruh positif dan signifikan antara motivasi belajar terhadap minat melanjutkan pendidikan ke perguruan tinggi dengan nilai signifikansi $0,001 < 0,05$ dan nilai $t_{hitung} > t_{tabel}$ ($7,177 > 1,9850$); (3) terdapat pengaruh positif dan signifikan antara lingkungan keluarga dan motivasi belajar terhadap minat melanjutkan pendidikan ke perguruan tinggi dibuktikan dengan nilai f_{hitung} yaitu 56,286 dengan $f_{tabel} = 3,0902$.

Kata kunci: kuantitatif; minat; pendidikan; universitas

Abstract

This research aims to examine the influence of (1) family environment on students' interest in continuing education to higher education institutions; (2) learning motivation on students' interest in continuing education to higher education institutions; and (3) family environment and learning motivation simultaneously on students' interest in continuing education to higher education institutions. This study employs a descriptive quantitative research design. The population comprises 131 twelfth-grade students of SMK Wikarya Karanganyar in the 2023/2024 academic year. The sample, consisting of 99 respondents, was selected using probability sampling techniques. Data were collected through questionnaires. The findings reveal that (1) there is a positive and significant influence of family environment on students' interest in continuing education to higher

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education institutions, evidenced by a significance value of $0.002 < 0.05$ and $t\text{-calculated} > t\text{-table}$ ($3.261 > 1.9850$); (2) there is a positive and significant influence of learning motivation on students' interest in continuing education to higher education institutions, with a significance value of $0.001 < 0.05$ and $t\text{-calculated} > t\text{-table}$ ($7.177 > 1.9850$); (3) there is a positive and significant simultaneous influence of family environment and learning motivation on students' interest in continuing education to higher education institutions, demonstrated by an $F\text{-calculated}$ value of 56.286 with $F\text{-table} = 3.0902$.

Keywords: quantitative; interest; education; university

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Introduction

Education is also a process of learning and teaching aimed at developing the potential and abilities of individuals so that they can contribute positively to society. According to Law No. 20 of 2003 (p. 2) on the National Education System:

Education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to possess spiritual, religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the nation, and the state.

Formal education consists of three levels: basic education, secondary education, and higher education. Secondary education is the continuation of basic education and includes educational units such as Senior High Schools (SMA), Islamic Senior High Schools (MA), Vocational High Schools (SMK), and Vocational Islamic Senior High Schools (MAK). Secondary education generally prepares students to advance to higher education or directly enter the workforce.

A student's desire to continue to higher education or enter the workforce can be influenced by interest. Each student has varying levels of interest in pursuing higher education. Sofiyanti & Sukirman (2019, p. 455) stated that interest is an individual's attraction to something; when someone feels attracted, they will exhibit behaviors indicating genuine interest in the object of their attraction. A high level of interest in pursuing higher education will drive students to make efforts to attend college.

Field evidence shows that the interest in continuing education to higher education among Vocational High School (SMK) students remains relatively low. This is because SMK students are more oriented toward entering the workforce. Vocational High School students feel they already have sufficient skills to enter the workforce directly without continuing to higher education. Diah and Christian (2023), through interviews with Vocational High School students, found that most students are reluctant to pursue higher education due to concerns about not being able to compete with Senior High School (SMA) students for university seats and the higher cost of college compared to vocational schooling. Additionally, research by Edi Mulyanto (2021) revealed that the majority of Vocational High School students in his study did not consider pursuing higher education.

The Indonesian Central Statistics Agency (BPS) reported that the Open Unemployment Rate (TPT) in January 2023 showed that graduates of Vocational High Schools had the highest unemployment rate among all educational levels, at 9.42%. Thus, Vocational High School graduates contribute significantly to unemployment in Indonesia. This trend contrasts with the current era where attending higher education is considered essential and important for promoting individual social mobility (Reddy, 2019). Although Vocational High School students possess technical skills, the highly advanced global conditions make it crucial for Vocational High School graduates to continue their education to further develop themselves and compete globally (Farwitawati & Masirun, 2021).

Issues related to Vocational High School students' interest in pursuing higher education also occur at Wikarya Vocational High School in Karanganyar. Based on graduate tracking data, it can be concluded that the interest in continuing education to higher education among students at Wikarya Vocational High School is relatively low. Moreover, the skills of Wikarya Vocational High School

graduates have not been adequately absorbed according to their respective fields of expertise. This situation may be due to several factors. Madjid Qory Abidin's (2020) research noted a positive and significant influence between family environment and learning motivation on students' interest in pursuing higher education.

According to Nina et al. (2021), the family environment can be understood as the entirety of elements within a small social group consisting of father, mother, and children who share blood ties and mutual affection. The family environment plays a vital role in guiding a child's future, allowing parents to directly influence their children's aspirations (Kurniawan et al., 2016). Therefore, it can be concluded that the family environment serves as the first educational institution where children learn from their parents how to become good individuals within society.

Based on Prihartanta's (2015) perspective, motivation is a psychological drive that consciously pushes individuals to take action for a specific purpose. Rahman (2021) defines learning motivation as a condition within an individual that drives them to do something to achieve a goal. Laka et al. (2020) describe learning motivation as a psychological factor unrelated to intelligence but playing a role in fostering an individual's enthusiasm for learning.

From the above theories, it can be concluded that learning motivation is a critical aspect that encourages, directs, and drives students to learn.

Research Methods

This research was conducted at SMK Wikarya Karanganyar among Grade XII students. The study employed a quantitative research approach because it aimed to test the hypothesis regarding the influence of independent variables, namely the family environment (X_1) and learning motivation (X_2), on the dependent variable, which is the interest in pursuing higher education (Y).

The population for this study consisted of 131 Grade XII students from SMK Wikarya Karanganyar during the 2023/2024 academic year. Grade XII students were selected as the population because they are considered to have a clearer perspective on their educational continuation and are expected to provide data with high validity. The sample size for this study was 99 students, determined using probability sampling with a proportionate random sampling model.

Data collection in this study utilized a closed-ended questionnaire based on a Likert scale with four response options: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."

Before collecting the research data, the questionnaire underwent instrument testing using validity and reliability tests. These tests were conducted on 30 respondents outside the study sample.

In this study, the collected data were subjected to prerequisite analysis tests, including normality tests, linearity tests, and multicollinearity tests. Hypothesis testing was performed using multiple linear regression analysis, t-tests, F-tests, coefficient of determination analysis, and calculations of relative and effective contributions.

Results and Discussion

Research Results

The data in this study aims to provide an overview of the questionnaire responses collected from the respondents. The respondents consisted of 99 Grade XII students from SMK Wikarya Karanganyar. The questionnaire distributed contained 46 statements. The measurement of the questionnaire used a Likert scale ranging from 1 to 4. Data collection was conducted by distributing research questionnaires to Grade XII students at SMK Wikarya Karanganyar.

The normality test was conducted to determine whether the data were normally distributed. Data can be considered normally distributed if the significance value is greater than 0.05 (>0.05). The significance value obtained from the One-Sample Kolmogorov-Smirnov Test for normality was 0.200, which is greater than 0.05 ($0.200 > 0.05$). Therefore, it can be concluded that the data are normally distributed.

The linearity test assumes that if the significance value (sig.) of deviation from linearity is greater than 0.05 (>0.05), there is a linear relationship between the independent and dependent variables. The sig. deviation from linearity for X_1 (family environment) and Y (interest in pursuing higher

education) was 0.133, which is greater than 0.05 ($0.133 > 0.05$). This indicates a linear relationship between the family environment and interest in pursuing higher education. Similarly, the sig. deviation from linearity for X_2 (learning motivation) and Y was 0.955, which is also greater than 0.05 ($0.955 > 0.05$). This confirms a linear relationship between learning motivation and interest in pursuing higher education.

The multicollinearity test examines the tolerance and variance inflation factor (VIF) values. If the tolerance value is greater than 0.10 (>0.10) and the VIF value is less than 10 (<10), there is no multicollinearity issue. Based on the multicollinearity test results, the tolerance value for the family environment variable was 0.757, and for the learning motivation variable, it was also 0.757, both of which are greater than 0.10 (>0.10). Additionally, the VIF value for both variables was 1.321, which is less than 10 (<10). Therefore, it can be concluded that there is no multicollinearity issue in the data.

The t-test in this study was conducted to determine the partial influence of the independent variables on the dependent variable. The results of the t-test analysis can be seen in Table 1.

Table 1
T-test Results

Variable	B	Std. Error	Beta	t	Sig.
Family Environment	.321	.099	.259	3.261	.002
Learning Motivation	.639	.089	.571	7.177	.000

In Table 1, the t-test results show that the family environment variable obtained a t_{count} value of 3.261 and a t_{table} value of 1.9850. This means that the $t_{\text{count}} > t_{\text{table}}$, with a significance level of $0.002 < 0.05$. Therefore, it can be interpreted that there is a significant partial influence of the family environment (X_1) on the interest in pursuing higher education (Y). In the "sig." column, the value is 0.000, which is less than 0.05, and the t_{count} value of 7.177 is greater than the t_{table} value of 1.9850. Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that there is a significant partial influence of learning motivation (X_2) on the interest in pursuing higher education (Y).

The F-test in this study aims to determine whether there is a simultaneous or combined influence of the independent variables on the dependent variable. The results of the F-test analysis can be seen in Table 2.

Table 2
F-test Result

Sum of Squares	Df	Mean Square	F	Sig.
Regression	2618.760	2	1309.380	56.286 .000 ^b
Residual	2233.260	96	23.263	
Total	4852.020	98		

Based on Table 2, it is known that the probability in the "sig." column is 0.000, which is smaller than 0.05, and the F_{count} value of 56.286 is greater than the F_{table} value of 3.0902. Therefore, it can be concluded that there is a simultaneous influence of the family environment and learning motivation on the interest in pursuing higher education among Grade XII students at SMK Wikarya Karanganyar.

The coefficient of determination is used to measure and assess the ability of the model to explain the percentage contribution of the independent variables to the dependent variable simultaneously.

Table 3
Results of the Determination Coefficient Test

R	R Square	Adjusted R Square	Std. Error of the Estimate
.735 ^a	.540	.530	4.82319

Based on Table 3, the R-square value of 0.540 indicates that family environment (X_1) and learning motivation (X_2) account for 54% of the variance in students' interest in continuing to higher education (Y), while the remaining 46% ($100\% - 54\% = 46\%$) is influenced by factors outside the scope of this study.

Table 4
Results of the Multiple Regression Analysis Test

Variables	B	Std. Error	Beta	T	Sig.
Constant	6.163	4.517		1.364	.176
Family Environment	.321	.099	.259	3.261	.002
Learning Motivation	.639	.089	.571	7.177	.000

Table 4 shows that the regression coefficient results for each variable can be observed in the B value. The regression equation generated from the multiple regression analysis is $Y = 6.163 + 0.321X_1 + 0.639X_2$. This equation can be interpreted such that the constant value of 6.163 systematically indicates that if the family environment variable (X_1) and learning motivation variable (X_2) are equal to 0, then the value of the interest in continuing education variable (Y) is 6.163. The regression coefficient value for the family environment variable (X_1) is 0.321, meaning that every 1% increase in the family environment variable (X_1) will result in a 32.1% increase in interest in continuing education (Y). The regression coefficient value for the learning motivation variable (X_2) is 0.639, meaning that every 1% increase in the learning motivation variable (X_2) will result in a 63.9% increase in interest in continuing education (Y).

Discussion

Based on the multiple regression test results, it is evident that the significance value of the family environment variable is $0.002 < 0.05$, and the t-value exceeds the t-table value ($3.261 > 1.9850$). Thus, the family environment variable has a significant influence on students' interest in pursuing higher education. These findings indicate that H1 of this study is accepted, meaning there is a significant positive influence of the family environment on students' interest in continuing their education to higher education among twelfth-grade students at SMK Wikarya Karanganyar for the 2023/2024 academic year. A positive influence implies that if X_1 increases, Y will also increase, and conversely, if X_1 decreases, Y will decrease. These results emphasize the importance of the family environment in fostering students' interest in pursuing higher education.

Research by Rohmah (2019) also suggests that the family environment significantly influences students' interest in pursuing higher education. This aligns with the perspective of Vita et al. (2023), who argue that the family plays a crucial role in motivating children to pursue higher education, and that the family environment can inspire students to aspire to continue their education at the university level. Similarly, research by Cahyati & Muchtar (2019) explains that the family environment is one of the factors influencing students' interest, and thus, improving students' interest in pursuing higher education can be attributed, in part, to the family environment. The family's role in supporting higher education includes providing motivation, information, and freedom for students to choose their desired majors (Wanti et al., 2023).

The results of the multiple regression test also reveal that the significance value of the learning motivation variable is $0.001 < 0.05$, and the t-value exceeds the t-table value ($7.177 > 1.9850$). Therefore, the learning motivation variable significantly influences students' interest in pursuing higher education. Based on these findings, H2 of this study is accepted, indicating a significant positive influence of

learning motivation on students' interest in continuing their education to higher education among twelfth-grade students at SMK Wikarya Karanganyar for the 2023/2024 academic year.

The acceptance of H2 is highly relevant to the views of Arifin & Ratnasari (2017), who state that learning motivation affects students' interest in continuing their education. Consequently, a lower interest in pursuing higher education correlates with lower learning motivation. This is supported by research conducted by Mayang (2018), which found a positive relationship between learning motivation and students' interest in pursuing higher education at SMA Negeri 1 Long Bagun. Similarly, Makalalag et al. (2023) highlight that learning motivation plays a critical role in enhancing students' interest in pursuing higher education. Students with high learning motivation are more likely to develop an interest in continuing their education at the university level. Learning motivation enables students to realize their aspirations and encourages them to strive for personal growth in achieving their educational goals. Research by Arifin & Ratnasari (2017) also notes that motivation arises from needs, much like interest. Therefore, motivation and interest are closely intertwined in the context of pursuing higher education.

Based on the regression test results, the linear function obtained is $Y = 6.163 + 0.321X_1 + 0.639X_2$. This function indicates that the constant value of the equation is 6.163, meaning that if the family environment (X_1) and learning motivation (X_2) are equal to zero, then Y equals the constant value. The regression coefficient for variable X_1 is 0.321, and for variable X_2 , it is 0.639. This implies that if X_1 and X_2 each increase by one unit, Y will increase proportionally.

The regression test results also examined the simultaneous influence of the family environment (X_1) and learning motivation (X_2) on students' interest in pursuing higher education (Y). The F-value obtained was 56.286, while the F-table value was 3.0902, indicating that $F\text{-value} > F\text{-table}$ ($56.286 > 3.0902$). Additionally, the significance value was 0.001, which is less than 0.05 ($0.001 < 0.05$), confirming the influence of X_1 and X_2 on Y . Thus, H3, which states, "There is an Influence of Family Environment and Learning Motivation on Interest in Pursuing Higher Education Among Twelfth-Grade Students at SMK Wikarya Karanganyar," is accepted.

This demonstrates that both the family environment and learning motivation collectively influence students' interest in pursuing higher education after graduating from vocational high school. The family environment exerts an external influence, while learning motivation stems from the students themselves.

These findings are supported by the questionnaire results, which identified the highest-scoring indicators of interest in pursuing higher education: "I am happy if I am accepted into a university after graduating from vocational school," "I am happy when my parents encourage me to pursue higher education," and "I am happy to enter university because it will lead to a brighter future." These responses indicate that students' interest in pursuing higher education is influenced by the family environment and their awareness of the benefits of higher education, which is a key aspect of learning motivation.

The analysis reinforces previous studies by Andriani (2021), Mar'ati (2018), and Alfarizi et al. (2022), which concluded that both internal and external factors, including the family environment and learning motivation, influence students' interest in pursuing higher education.

However, this study has limitations. Although the family environment and learning motivation collectively influence students' interest in pursuing higher education, the magnitude of this influence is 54%, meaning that 46% of the influence comes from unexamined factors.

Conclusion

Based on the results of statistical analysis, the following conclusions can be drawn: (1) There is a significant influence between the family environment variable and students' interest in pursuing higher education among 12th-grade students at SMK Wikarya Karanganyar for the 2023/2024 academic year. This conclusion is based on the t-test result ($3.261 > 1.9850$) with a significance level of 0.05, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a); (2) There is a significant influence between the learning motivation variable and students' interest in pursuing higher education among 12th-grade students at SMK Wikarya Karanganyar for the 2023/2024 academic year. This conclusion is based on the t-test result ($7.177 > 1.9850$) with a significance level of 0.05, leading to the rejection of H_0 and the acceptance of H_a ; (3) There is a significant influence between the family environment and learning motivation variables on students' interest in pursuing higher education among 12th-grade students at SMK Wikarya Karanganyar for the 2023/2024 academic year. This

conclusion is based on the F-test result ($56.286 > 3.0902$) with a significance level of 0.05, leading to the rejection of H_0 and the acceptance of H_a . The calculated adjusted R-square value is 54%, meaning that X_1 and X_2 together explain 54% of the variance in Y, while the remaining 46% (100%-54%) is influenced by external factors outside the regression model that were not examined. Based on these conclusions, several recommendations can be formulated in this study for teachers and the principal of SMK Wikarya Karanganyar to play a more active role in building relationships with parents or guardians of students attending SMK Wikarya Karanganyar. Collaboration should focus on fostering and understanding students' learning motivation, and it is also expected that the school will provide support to students interested in pursuing higher education. Additionally, parents or guardians of students at SMK Wikarya Karanganyar are encouraged to improve communication and provide support in the form of verbal appreciation or rewards when their children achieve commendable accomplishments. Attention should be given to children by consistently monitoring their academic progress and providing them with learning facilities to ensure a comfortable study environment. Furthermore, parents should guide their children regarding suitable higher education options aligned with their talents and interests. Such support will encourage students to develop a stronger interest in pursuing higher education.

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