



## Factors Affecting Students' Interest in Continuing Study at Higher Education

Endah Wulansari<sup>1</sup>, Lisnawati<sup>1</sup>, Nur Sahid<sup>1</sup>, Riki Wahyudi\*<sup>1</sup>

<sup>1</sup>Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia.

### Article History:

Received: August 16, 2022

Revised: October 12, 2022

Accepted: January 05, 2023

Published: February 01, 2023

### Keywords:

Factors; Student Interest; College.

### \*Correspondence Author:

wriki8853@gmail.com

**Abstract:** This study discusses the factors that influence student's interest in continuing their studies at public and religious tertiary institution. This type of research is descriptive qualitative research. The subject of this research is SMA Negeri 3 Muaro Jambi, where the population is class XII students, totaling 8 classes, then the sample in this study was XII IPA 1, totaling 30 people. By using the technique of class random sampling cluster a random sampling. The data collection technique used is a questionnaire with 7 questions in the category of strongly agree, agree, disagree and strongly disagree. Then the data is analyzed based on student answers which are then converted based on predetermined categories. The results of data from research that have obtained the fact that the factor that influences students' interest in continuing their studies at public and religious tertiary institutions is the parent factor is 33,3%.

## INTRODUCTION

Education is a very important aspect for the development of every child who will lead to adulthood, because education is a vehicle or container or instrument used to advance human thought so as to liberate humans from backwardness and also from ignorance and poverty. Education is believed to be able to instill new capacities for everyone in learning knowledge and skills so that productive and creative people can be obtained.

Education is also a guideline for human journey. Education means that education also provides aesthetic value and is also the key to success in this era of free trade, mastery of science and technology. With this education will grow and create quality human resources. According to (Suparlan Suhartono, 2009) says that "Education is all learning activities that take place throughout the ages in all situations of life activities". In addition, education is also a vehicle for expanding access.

For every student who is studying at Senior High School (SMA) is a reason to be able to continue their studies to a higher level, namely tertiary education. Higher education is defined as an educational institution that organizes education and various kinds of expertise, for example in the fields of education, economics, engineering, psychology, law,

health and others. Higher education in the form of academic, polytechnic, high school, institute or university that has been determined by the government.

In relation to students' interest in continuing their studies at tertiary institutions, here parents play an important and active role in encouraging the achievement of their child's aspirations. Parents who have a good income will always provide good motivation for their children in the learning process. This affects the emergence of the motivation of a student who wants to continue their studies to tertiary institutions. Likewise with the environment. A good environment will have a positive effect on children, because students will be motivated when they see people around them enthusiastic about studying. It will be a place in a social group in order to meet the needs of children in achieving prosperity.

Based on the background and research results above, the researcher is interested in conducting further research with the title "factors that influence students' interest in continuing their studies to tertiary institutions" which will be carried out at SMAN 3 Muaro Jambi in 2022/2023.

## **METHOD**

The purpose of this research is to see what factors influence students' interest in continuing their studies at public or religious tertiary institutions. This type of research is descriptive qualitative research. Descriptive qualitative research is fact-finding with the right interpretation which has the aim of describing a population, condition or event in a systematic and accurate manner. Descriptive qualitative research is useful for describing both qualitative information and at the same time. The subject of this research was SMA Negeri 3 Muaro Jambi which was conducted on 7-8 December 2022. The population of this study were students of SMA Negeri 3 Muaro Jambi class XII, which totaled eight classes which were divided into 2 majors, namely 4 science classes and 4 social studies classes. According to Djarwanto (1994), population is the total number of units or individuals whose characteristics are to be studied and these units are called units of analysis, which can be people, institutions, objects, etc. The sample of this research is from a population which is examined in detail. The sample in this study were students from class XII IPA 1, totaling 30 people.

The data collection technique uses a class technique random *sampling cluster a random sampling*. The data collection technique used was a questionnaire with 7 questions in the categories of strongly agree, agree, disagree and strongly disagree. In this study the data were analyzed based on predetermined categories. Data analysis technique is a process of processing data into new information. This process is carried out with the aim that the characteristics of the data become easier to understand and useful as a solution to a problem, especially those related to research. The formula used is:

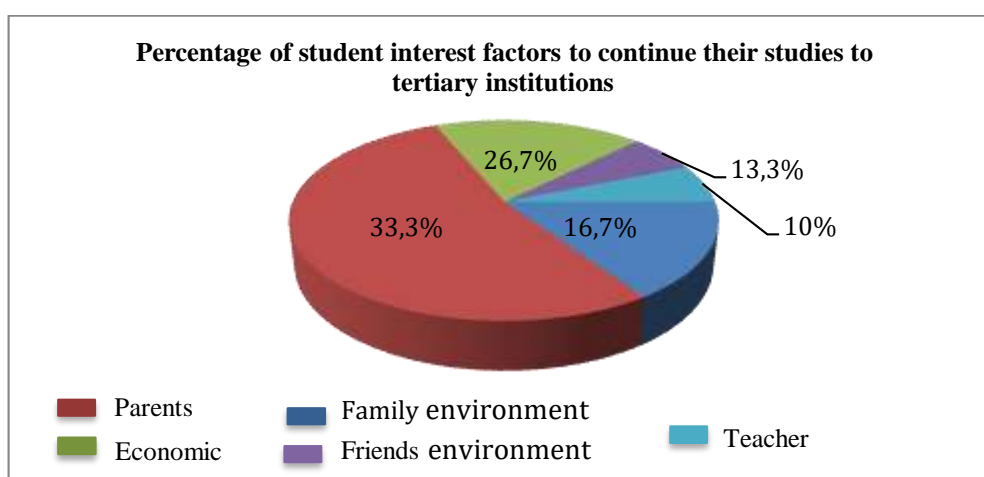
## **RESULT AND DISCUSSION**

The results of data analysis in research regarding factors that influence students' interest in continuing their studies to tertiary institutions at SMA Negeri 3 Muaro Jambi can be seen in table 1.

**Table 1** Factors Influencing Students' Interest to Continue Studying at Higher Education.

Question	Category Student Answers				
Results of the Analysis of Factors Influencing Students' Interest to Continue Studying at College	Parents	Economics	Family environment	Friends environment	Teacher
	33,3%	26,7 %	16,7%	13,3%	10%

From table 1, the data shows that the biggest category that influences students' interest in continuing their studies to tertiary institutions is the parent factor (33.3%). While the results of other data show that economic factors are 26.7%, family environmental factors are 16.7%, friends' environmental factors are 13.3% then a teacher's factor is 10%.



**Figure 1.** Figure Title

**Parent**

Parents factor analysis of students' interest in continuing their studies to tertiary institutions obtained data of (33.3%). Parental factors are very important in their child's educational interest. Because all that can be seen from the education of his parents. Education is a very important thing in life and living. Education is something or guidance carried out by educators in the framework of providing assistance to individuals in directing their lives so that they can use their abilities or can develop their views to the fullest on a reality.

That is why parents are very influential on their child's interest in continuing education. Parents as a motivation for a child and even parents also always give more encouragement to the child. So that it raises the spirit in children to continue studying.

There is also a student who admits that he wants to be like his parents. This is because the parents' education can motivate and change the mindset of a child to continue to be active and pursue their goals so that the child will continue to study in order to pursue a higher level of education.

This is in accordance with RI Law no. 2 of 1989 Article 10 paragraph 4 states that: "Family education is part of the path of education outside of school which is held in the family and which provides belief, religion, cultural values, moral values and skills". Parental education is indeed very influential because it is one of the main highlights in playing its role as an informal educator who also determines student achievement at school so that students will continue to be enthusiastic. Parents should not lose attention to their children, especially when studying. Sometimes parents often ignore what is needed in fulfilling student learning. Therefore, most parents will play an active role to always remind when it is time to study and know how to learn the child they choose.

And also indirectly with an adequate level of education, parents can educate their children according to the rhythm of their development, both physiologically and psychologically. However, in this case also parents should not let go of their children's attention, especially when studying. Sometimes parents often ignore what is needed in fulfilling student learning. Therefore, most parents will play an active role to always remind when it is time to study and know how to learn the child they choose. This is in accordance with the opinion of (Slameto, 1988) "Maybe the child himself is actually smart, but because the way of learning is not organized, eventually the difficulties pile up so that they experience lagging behind in their learning and finally the child is lazy to study."

The existence of parents as an external factor for the success of student learning cannot be separated from the level of education of the parents themselves, because the higher the level of education of parents, the more positive their attitude towards student learning activities will certainly motivate students to achieve their goals.

This is also in accordance with the view of (Mahmud,1990) who said that the level of education of parents is correlated with a positive attitude towards education.

### ***Economy***

Analysis of economic factors on students' interest in continuing their studies to tertiary institutions has obtained data of (26.7%). It is through education that a person can obtain the knowledge they need either through formal or non-formal education. Socio-economic conditions and future expectations of children from parents will eventually cause problems for parents to determine alternative choices for continuing their children's schooling. This problem is an external factor that influences a child's motivation to continue their studies to a higher level.

Economic factors are very influential because the economic situation of the parents will be a supporter of the facilities and infrastructure in the child's learning process which will facilitate the school in the teaching and learning process that takes place in a school. To continue their education again, of course, will require a lot of money, especially for students who will continue on to tertiary institutions, because all of this will definitely require a very large amount of money and certainly not in a short time but will last a very long time.

For those with low socioeconomic status, they will find it difficult to meet the needs of their education and daily life costs. Therefore, many of his fellow students are hampered from continuing to higher education due to economic factors, but sometimes many students

are willing to seek additional costs to meet the needs of continuing to higher education. This is sometimes in vain because the scholarships given are not on target. the government made them give up their hopes of continuing on to higher education.

### ***Family environment***

Analysis of family environment factors on students' interest in continuing their studies to tertiary institutions obtained data of (16.7%). Of course, we all know that the influence of the family on children's education is different. Some families or parents educate their children according to modern views, while some still adhere to old-fashioned or old-fashioned views.

The situation of each family is also different from one another. There are rich families, there are less fortunate. There are large families (many family members), and there are also small families. There are families who are always surrounded by a calm and peaceful atmosphere, there are also those who are always noisy, bickering, and so on. By itself, the circumstances in the family, which have various patterns, will also have different influences on children's education.

From small children are cared for and, raised by and in the family. Everything that exists in the family, both in the form of objects and people as well as the rules and customs that apply in the family are very influential and determine the pattern of children's development. How to educate that applies in the family, that's how the child reacts to his environment. Do not often weaken the spirit of children in their efforts to stand up for themselves. In this case there are still many parents who always think their children are still small, cannot do or do something yet so parents often forbid their children. For example, carrying plates or glasses, you shouldn't be afraid that they might break, lifting your younger sibling shouldn't be afraid that they might fall, and so on.

Do not embarrass or mock children in front of other people. We really regret the opinion of parents, even teachers, who still consider this wrong educational tool as the only way to educate that can bring results. Do not discriminate too much and act favoritism towards the children in our family, both between big and small children and between boys and girls. Try so that in all our behavior and actions we show love and affection that is evenly distributed to them.

Family and school environment are factors that can influence student learning motivation. The attention of parents and siblings, by providing guidance and supervision of children can build learning motivation. A conducive, harmonious family atmosphere and adequate facilities and closeness between parents and children will be able to influence the child's learning motivation. The environment is one of the factors that has the greatest influence on a child's education. The environment influences the development of children's character both mentally and physically. If a child grows and develops in a good, polite and religious environment, then the child will be printed as a good person.

Because it is through this family education is able to create an emotional life or the need for affection can be fulfilled and developed properly. This is because the family is the first and foremost environment for children so they can grow into children who understand manners. So the family environment is a small social group unit consisting of

fathers, mothers and children who have relatively fixed social relationships and are based on blood ties, and or adoption, as well as siblings who still have blood ties can also influence behavior in their mental continuity and activity. Of course this is a motivator for them to take steps so they don't fall into the wrong environment.

### ***Friends Environment***

Analysis of the Friends of the Environment factor on students' interest in continuing their studies to tertiary institutions obtained data of (13.3%). Gordan Allport stated that personality as an organization (various psychological and physical aspects) which is both a structure and a process. So, personality is something that can change. *Allport explicitly* states that personality regularly grows and changes.

Environmental factors of friends also affect student interest. Because through association a person will be influenced by the direction of his interest in learning by his friends, especially his close friends. Especially for friends, the influence of these friends is very large because it is in the association that they cultivate themselves and carry out activities together to reduce the tension and shock they experience. In the social development of adolescents, peers play an important role. The role of peers in adolescents is mainly related to attitudes, speech, interests, appearance and behavior. Friends often judge that if he wears the same fashion as members of a popular group, then he has a greater chance of being accepted by his peers. Likewise the negative impact if group members try to drink alcohol, illegal drugs or cigarettes, then friends tend to follow them regardless of the consequences. This is enough to prove the influence of the social environment on the development of adolescent social relations. Friends should adapt in their social life in interacting in daily life, because with adaptation friends can adjust their behavior and ways of thinking in a positive direction in their environment.

Friends are also a motivation for other friends. This is because of the competitiveness that makes other students enthusiastic about learning and adding knowledge so they can achieve what they want, but friends can also be mental destroyers with strong competitiveness so that they bring each other down.

According to (Santrock, 2007) Peers are those with upper socioeconomic status groups and children or adolescents who are of middle age, if groups with the same social status and level of maturity. So if the upper and middle class are usually able to have someone of the same age level and meet their needs but for the same maturity group then those with lower or lower social status can still be said to be peers, for those lacking in meeting their needs are friends with their peers will still be relatively simple but sometimes feel more comfortable in terms of communication, still can't get their needs met.

Infrastructure in the learning process later peers can have an impact that will facilitate the school in a positive and negative impact on students. The mindset of his peers is also a school. In the teaching and learning process, it will influence the process, it will cost a lot of money to form attitudes, but there are things that are still not sufficiently rejected by friends because of differences in meeting behavioral needs and so on. the facilities and infrastructure that must be paid for make students who are less able to think and have to stop honing and improving their mentality and skills.

### ***Teacher***

Analysis of a teacher's factor on students' interest in continuing their studies to tertiary institutions obtained data of (10%). From the research results, a teacher has a role in class towards outstanding students, namely the task of encouraging, guiding, and providing learning facilities for students to achieve goals. In developing the character of each student, the teacher is also required to have a good and professional personality. The teacher plays a very important role in helping the development of students to achieve optimal abilities and character, and has the responsibility to guide and foster students. The teacher here must educate with compassion and care. Educating students with compassion can be seen through the attitude of life shown by the teacher to students. Teachers have obligations as well as ethics in educating children on the basis of love so that the child will feel comfortable. All of that because teachers are parents to their students.

Teaching and learning activities that take place in the classroom are a process of interaction between teachers and students, and of course they are inseparable from various problems. In essence, the problems that occur in the teaching and learning process in the classroom come from two sources, namely teachers and students, where the principal problem is because teachers in teaching practice have not been able to carry out teaching and learning activities properly. Furthermore, problems that originate from students are because students who take part in teaching and learning activities cannot understand well what the teacher is teaching, for example there are students who like to play when the teacher explains, there are those who like to go in and out of class for various reasons and ask for permission, and so on.

This is in accordance with the opinion according to Kurt Singer "Teachers who succeed in fostering their students' willingness to learn mean that they have done the most important things that can be done for the benefit of their students. Teachers who are smart, kind, friendly, disciplined, and well-liked by students have a great influence in arousing student interest in learning. Conversely, a teacher who has a bad attitude and is disliked by students will find it difficult to stimulate interest in learning and students' attention.

The role of the teacher here is to find out the interests and skills of the students both in learning and in practice. The teacher is a reflection of his students, so if the teacher can exemplify good things then the students will obey what the teacher does, but nowadays many students fight the teacher because of the lack of attention and insensitivity of parents towards children so that when children make mistakes they only defend them. The teacher is also one of the teaching staff who has a lot of time with his students, therefore the teacher is expected to be able to understand and know the skills possessed by students.

According to Law No. 14 of 2005, the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal basic education and secondary education.

### **CONCLUSION**

The results of data analysis in research regarding factors that influence students' interest in continuing their studies to tertiary institutions at SMA Negeri 3 Muaro Jambi

can be seen in table 1 where it is found that the largest category that influences students' interest in continuing their studies to tertiary institutions is parental factors by 33.3%. While the results of other data show that economic factors are 26.7%, family environmental factors are 16.7%, friends' environmental factors are 13.3% then a teacher's factor is 10%.

## REFERENCES

- Andanawari, A. G. (2010). *Factors Influencing Students' Interest in Continuing Education to Higher Education Using Logistic Regression (Case Study: Interest of High School/equivalent Students in Garut Regency towards Higher Education)*. Thesis. Bogor: Bogor Agricultural University.
- Arikunto, S. (2006). *Research Procedures A Practice Approach*. Jakarta : PT Rineka Cipta
- Arsyad, M. (2015). *The Effect of Family Socioeconomic Status on Interest in Continuing to Higher Education*. In *the Student Journal of BK An-Nur*. Banjarmasin : FKIP Islamic University of Kalimantan. Pg.1-8
- Basic Vocational High School Data. available: <http://datapokok.ditpsmk.net> (accessed April 10, 2017).
- Chen, Ang, & Darst, Paul W. (2013). *Situational Interest in Physical Education : A Function of Learning Task Design*. In *the Journal of Commerce Study*. London: Department of Exercise Science and Physical Education, Arizona State University.
- Dalyono. (2012). *Educational Psychology*. Jakarta: Rineka Cipta.
- Deci, Edward L. et al. (2011). *Motivation and Education: The Self-Determination Perspective*. In *the Journal of Educational Psychologist*. London : Department of Psychology, University of Rochester.
- Djali. (2007). *Educational Psychology*. Jakarta: Earth Script.
- D.P. Tampubolon. 2008. *Developing an Interest in Reading in Children*. Bandung : Space. p. 41
- Kurt Singer. 2005. *Fostering a Desire to Learn in Schools, Translation, Various Sitorus*. Bandung: CV Remadja Karya. p. 93
- Law of the Republic of Indonesia Number 2 of 1989 Article 10 paragraph 4 concerning The National Education System.
- Markum, E.M., Hassan, F, & Sukra, Y. (2007). *Higher Education in the Perspective of History and Its Development in Indonesia*. Jakarta: UI Press.
- Naim, Ngainun. 2009. *Towards Inspiring Teachers, Empowering and Changing the Way of Life of Students*. Yogyakarta: Student Library.
- Singgih D. Gunarsa, Mrs. Y. Singgih Gunarsa. 2003. *Nursing Psychology*. Jakarta : PT. BDK Gunung Mulia. p. 6-8
- Siswandari. (2009). *Computer Based Statistics*. Surakarta: UNS Education Development Institute and UNS Publishing and Printing UPT.
- Slameto. (2010). *Learning and Factors Influencing It*. Jakarta: PT Rineka Cipta