



Can Parents' Socioeconomic Determinants Increase Students' Interest in Continuing Education in the Future?

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Abstract: Fostering students' interest in continuing their education to higher education is critical to improving the quality of human resources. School involvement and the parent role are significant in fostering students' concern to continue their education to college. Therefore, this study examines the socioeconomic influence of parents, social environment, and self-actualization on students' interest in continuing studies. The researchers have collected data using incidental sampling techniques on 404 high school students. Instruments distributed to respondents have been tested for validity and reliability. Multiple regression was used for data analysis. The study results find that parents' socioeconomic, social environment and self-actualization significantly affect students' interest in continuing their studies. So, to increase students' attractiveness, the school as a social environment and parents who work together have a vital role in facilitating students by holding outreach activities and encouraging them to continue their education in tertiary institutions. This study provides academic insight into pedagogical research and educational development in adolescents. These findings contribute to future researchers and policymakers focused on increasing interest in continuing education in higher education.

Keywords: college, interest, socioeconomic, self-actualization, social environment

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INTRODUCTION

Education is one of the main instruments that have an essential role in national development. Education is a learning process through the transfer of knowledge, characterized by changes in character, attitudes, and skills to create the quality of human resources in the globalization era. Through education, a person can work to compete in the future (Rokhimah, 2014). One way to develop the quality of human resources and the level of community welfare is through education (Isnawati et al., 2022). The government has prepared a series to form quality resources by developing higher education institutions so that it can help the potential students because the quality of a person who continues his education to higher education is better than that of those who do not continue their education (Birama & Nurkhin, 2017; Nurrohmatulloh, 2016). Continuing college education after finishing secondary school is essential for students. Education in high school emphasizes mastery of knowledge or theory to provide continuing education to universities. In contrast, for SMK (vocational high school) students pressing on skills and practical learning is preferred to feed students while working because it is clear that SMK focuses on vocational, but that does not mean that SMK students cannot continue their education to higher education (Indriyanti et al., 2013).

The implementation of education contains a social dimension, especially in planning choices in the future; the difficulty of getting a job in fierce competition for universities has a critical role in improving the quality of human resources; besides that, universities will create graduates who prioritize quality (Fitrah & Ruslan, 2018), so it will be easier to get a job with a better and decent position because, judging from the social stratification, a person with a bachelor's degree has a higher place in the eyes of society. Usually, labour users look at it differently from high school or vocational school graduates. Students who have just graduated from school are considered to have enough skills still not when entering the world of work (Rini & Kpalet, 2021). At the same time, students who continue their higher education can overcome changes that occur in the future (Lotz-Sisitka et al., 2015). Fostering students' interest in continuing their education to college is vital because it will make an outstanding contribution to creating quality human resources. Students' interest in continuing their education in college can be seen from the attitude of students who are starting to be interested in paying attention and finding out the college information to be pursued (Ramadhan et al., 2018). The school participation rate in Banten Province at 19-24 years old shows that the participation of people who continue their education to higher education still needs to be higher. Tangerang Regency has a low score of 23.01 compared to the score that Tangerang City has at 28.65, and South Tangerang has the highest score of 35.69. This indicates that there

is still a need for more interest in students continuing their education at tertiary institutions, especially in the Tangerang Regency. Even though there are currently many universities in Tangerang, both in Tangerang City and Regency, community participation still needs to improve, so many people prefer to work directly compared to continuing education. This situation can cause community participation to decrease and will have an impact on education in Indonesia.

Several factors affect students' interest in continuing their education at tertiary institutions. Parents' socioeconomic status is related to students' interest in continuing their education at tertiary institutions. Continuing their education at tertiary institutions is expensive, so not all parents can afford it. Parents who pay attention to children from the way they raise them provide children's participation in parental decision-making (Kaligid et al., 2022). Students from families with high economic status can continue their education at universities of interest, unlike students with parents with low socioeconomic (Ramadhan et al., 2018). Usually, awareness of their education still needs to be improved for students with low socioeconomic parents due to a lack of knowledge about the importance of education in future investment (Saepuloh & Suherman, 2018). This is in line with the research of Fitriani (2014) and Taufan (2016), which states that parents' socioeconomic status significantly affects students' interest in continuing their education in college. On the other hand, it differs from research conducted by Oryza and Listiadi (2021), which states that parents' socioeconomic status does not significantly affect students' interest in continuing their education in tertiary institutions. Because students who have low socioeconomic parents have low learning motivation to get scholarships to continue their education at tertiary institutions. The government has prepared scholarships through the BIDIKMISI program aimed at students with a standard economy to continue their education at tertiary institutions. Besides, students can study while working part-time to pay for their studies (Pamintaningtiyas & Soetjningsih, 2020). Based on the relevant research results, there are still inconsistencies in the study results. The authors want to try again to examine the inequalities that existed before.

Furthermore, the social environment is a source of information that a person receives because humans are social beings, and the social environment is a place to interact (Nurjannah & Kusmuriyanto, 2016; Zakiah, 2017). The social environment has several levels: family, school, and community. Humans are social beings who cannot be separated from society's environment so the social environment can influence a person's thinking (Pakaya et al., 2021). One formed by the school environment is peer, the formation of peers because they feel they have the same goal as friends. If students associate with diligent students, they will have a good influence, but on the contrary, peers influence student education in making decisions after graduating from school (Birama & Nurkhin, 2017; Sari et al., 2019) in determining friendships students choose themselves according to their wishes so that social support will influence students in choosing decisions (Thiemann, 2021; Djuwitawati & Djalali, 2015). The social environment's role is vast in shaping the social system that will shape the personality and development of each individual because students spend more time with their peers, both at and outside of school. So, peers influence interest in continuing education (Desiadi, 2015). This aligns with research conducted by Setiani and Kusmuriyanto (2018) and Suwandhini and Usman (2019), which found that the social environment significantly affects students' interest in continuing their education at tertiary institutions. On the contrary, research by Arif et al. (2019) states that peers do not affect students' interest in continuing their education at tertiary institutions. Based on the results of previous studies, the authors are still finding differences in research results, so they are interested in researching the inequalities that existed before.

Furthermore, self-actualization affects students' interest in continuing to college. Every student wants to realize their potential and show their ability as a form of self-actualization (Nurjannah & Kusmuriyanto, 2016). Over time, students have a broad view and information about what profession or job to choose. Ultimately, there will be many considerations to making these decisions, so it is challenging for students to make mature decisions. This is a problem for upper-middle teenagers because many students still cannot determine their careers after graduating (Agustina et al., 2018; Prabowo et al., 2021). Self-actualization is characterized by a person who has a pleasant and mature personality in all aspects; therefore, students try to show their ability to structure life in productive ways so that they can be responsible for their lives (Bulut, 2018). Self-actualization is very important to overcome doubts so that students can be more confident in expressing their full potential and feel recognized by others (Putri et al., 2019). Therefore, self-actualization affects students' interest in continuing their education at tertiary institutions, in line with research (Listyowati et al., 2011), which states that self-actualization involves students' interest in continuing their education at tertiary institutions after graduating from high school.

Another factor in students' interest in going to college is gender, and there can be differences in roles between men and women (Andansari, 2018). The position of men and women in society is dominated by men even though, in essence, a human being who is born both a man and a woman has the same opportunities (Andansari, 2018). The education problem in Indonesia is still slightly bumped by gender, especially in areas where people lag in information and technology, so their mindsets cannot develop (Atalia, 2018). Many people still think education is only prioritized for men, while women are not allowed to pursue higher education (Astina,

2014). As a result of this erroneous view of gender, parents still think that girls are not a priority in going to tertiary institutions compared to boys, who are highly prioritized to continue their education in tertiary institutions (Padli, 2020). However, the current world of work no longer differentiates gender in absorbing employment opportunities (Urbach & Agustang, 2019). The government has also implemented educational programs throughout Indonesia so that many of the nation's next generations will receive the same opportunities, from small organizations to the government. Women have the same role in occupying certain positions, even from the highest places (Sumar, 2015). Therefore, gender influences students' interest in continuing their education at tertiary institutions. This is evidenced by research conducted by Rahmi and Puspasari (2017) that gender influences students' interest in continuing their education at tertiary institutions. Supported by the findings of Alvarado (2021), Monaghan (2021), and Owen et al. (2022), gender patterns have a relationship with students applying to college, including racial and ethnic differences. However, it differs from research conducted by Suryaman (2018), stating that gender does not affect students' interest in continuing their education at tertiary institutions.

Based on the results of previous studies, the authors conducted research using separate variables. They conducted research at one school, but there were still limited individuals who analyzed parents' socioeconomic factors, social environment, and students' motivation to continue their education to higher education, both among high school and vocational school students. Therefore, the author aims to determine the level of student tendency to continue further education among high school and vocational school students in the North Tangerang region. This research examines the influence of parents' socioeconomics, social environment, and self-actualization on students' motivation to pursue higher education at university. This research also analyzes data based on gender differences. The results of this study are expected to provide additional literature as an alternative to problem-solving in increasing students' interest in continuing education to higher education scientifically. The authors also expect a tangible contribution from the research findings through recommendations outlined in this paper's discussion and conclusion section.

METHODS

The survey approach in this study used cross-sectional analysis to investigate the socioeconomic impact of parents, social environment, self-actualization, and gender on students' interest in continuing their education in college. This aligns with the research conducted by Connelly (2016), who researched students' interest in continuing their education to college. The population of this study was high school and vocational school students in the North Tangerang area, totalling 2,130 students. The author used incidental sampling techniques to collect data, and a virtual questionnaire (Google form) was distributed via students' WhatsApp groups in class with permission granted by the school. Before distributing the questionnaires, the authors conducted an instrument validity test. 411 questionnaires were completed and returned by the students. Based on the questionnaire, the authors selected and sorted out the questionnaires to produce the final questionnaire and processed 404 samples.

The authors determine the criteria for variables based on experts in the study and are further synthesized into developing indicators. Among them are the requirements for interest in continuing education to higher education (Eprillison et al., 2014; Sari, 2019). Based on the indicators of experts, the authors use criteria: the presence of feelings of pleasure, the presence of desire or will, the presence of attention, attraction, the presence of needs, the presence of hope, and the presence of impulses. Furthermore, regarding the socioeconomic criteria of parents, according to Kurniawan et al. (2018), Suwandhini and Usman (2019), and Wahyuningsih and Yulianto (2020), the authors use criteria: the level of education, the type of work of the parents, the level of income of the parents, the level of power, and the unique facilities and goods owned. Furthermore, the variability of the social environment, according to Fitriani (2014), Pakaya et al. (2021), and Sari et al. (2021). Based on the indicators of experts, the authors used criteria: the family environment, the school environment, and the community environment. Next, in self-actualization variables by Arianto and Erlita (2021), based on the indicators of experts, the authors use criteria: proper perception of reality, the need for self-fulfilment (accepting oneself, others, and the environment well), spontaneity, the need to achieve potential, autonomy, closeness to other individuals, exploring interpersonal, comfortable and solid relationships and have a sense of humour and can joke. Based on the indicators that the author has developed, it is lowered into a questionnaire with the number of questions of interest of students continuing their education to college 12 questions, socioeconomics parents nine questions, social environment six questions, self-actualization 18 questions.

Trials are carried out to assess the validity and reliability of the instrument so that the data obtained meet the requirements of good data. The authors used Pearson's bivariate correlation to test validity and Cronbach's Alpha for reliability. The instrument test involving 100 participants produced a correlation coefficient, $r_{ij} = 0.552 - 0.932$, and significance value $= 0.000 < 0.05$. The research instrument of students' interest in

continuing education to college, parents' socioeconomics, social environment, and self-actualization consists of 41 valid and four invalid questions. The author then eliminates the question because all questions have represented indicators. The reliability test yielded Cronbach's Alpha values = $0.719 - 0.952 > 0.60$, which means reliable research instruments. Furthermore, the authors used multiple linear regression to examine the influence of parental socioeconomic variables, social environment, and self-actualization on students' interest in continuing their education to college. The author tested the differences in interest in continuing education to college using a comparative test through a different test. Furthermore, the authors conducted a classical assumption test before testing the hypothesis with a data normality test, a multicollinearity test, and a heteroscedasticity test. Based on normality testing, the Kolmogorov-Smirnov significance value is $0.028 < 0.05$, 0.028 less than 0.05. This indicates that the data is not normally distributed. Based on the normality test above, researchers used the Central Limit Theorem (CLT) to overcome this problem. According to Melani et al. (2017), the data is normally distributed if the number of samples used is relatively large. Data with a sample value of more than 30 can then be assumed to be normally distributed (Christivera et al., 2020). Although the classical assumption of normality is not met, this is not a problem because of the consistency of the central limit theory to large samples where abnormal data will be close to normal if the number of samples is more than enough, namely more than 30 samples (Setyawati & Hudayati, 2019). This is because the central limit theory is more straightforward (Krisira et al., 2020). So, in this study, it is normally distributed because the samples used in this study were 404 or more than 30 samples. Furthermore, the multicollinearity test can be explained. Based on the test results, it is known that the tolerance value for the socioeconomic variables of parents is $0.996 > 0.01$, the social environment is $0.880 > 0.01$, and self-actualization is 0.884. Then the VIF values for the socioeconomic variables of parents were $1,004 < 10.00$, the social environment $1,136 < 10.00$, and self-actualization $1,132 < 10.00$. It can be concluded that there are no symptoms of multicollinearity. Furthermore, heteroscedasticity tests were carried out based on test results, sig values for socioeconomic variables of parents (0.023) and social environment (0.000), as well as self-actualization ($0.011 < 0.05$). Based on the results of the decision-making process for the Glejser test, it can be concluded that heteroscedasticity symptoms occur because the sig value is smaller than 0.05.

RESULT AND DISCUSSION

The results of descriptive analysis provide a statistical description of each variable. These variables display descriptive data such as the total number of respondents, minimum and maximum values, mean and standard deviation, and respondent identity by gender.

Table 1. Description of Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Socioeconomic Parents	404	11	36	23.46	4.963
Social Environment	404	4	20	15.96	2.988
Self-Actualization	404	38	80	66.12	8.309
Gender	404	1	2	1.52	.500
Interest					
Continuing Education to College	404	21	60	47.69	8.474

Based on Table 1, it can be seen that the number of respondents was 404; in the socioeconomic variables of parents, the mean result was 23.46, the maximum value was 36, and the standard deviation value was 4,963 so that it can be concluded that the parents' socioeconomic are included in the Medium category, which is 65%. Meanwhile, the social environment variable obtained a mean result of 15.96, a maximum value of 20, and a standard deviation value of 2,988, so it can be concluded that the social environment is included in the Excellent category of 80%. Furthermore, the self-actualization variable obtained a mean result of 66.12, a maximum value of 80, and a standard deviation value of 8,309, so it can be concluded that self-actualization is included in the Good category of 83%. Then, the control variable, namely gender, is given a mean result of 1.52, a maximum value of 60, and a standard deviation value of 0.500 so that it can be concluded that gender in the Medium category is 76%. The variable interest in continuing education to higher education obtained a mean result of 47.69, a maximum value of 60, and a standard deviation value of 8,474, so it can be concluded that the interest in continuing education to higher education is included in the Medium category of 79%. The authors have estimated multiple linear regressions to test the socioeconomic influence of parents, social environment, and self-actualization on students' interest in continuing their education to college. Table 2 shows results for socioeconomic parents towards the interest of students continuing their education to college, getting a $t\text{-score}$ of $3.781 > t\text{-table } 1.96591$ or a $p\text{-value}$ of $0.000 < 0.05$. It can be concluded that parents' socioeconomics positively affects students' interest in continuing their college education. In addition, with a calculated t value

of 11.909 above a critical t value of 1.96591 and a p-value of $0.000 < 0.05$, the social environment influences students' tendency to pursue higher education, particularly in college. Thus, it can be concluded that students' propensity to pursue higher education is further positively influenced by their social environment (see Table 2). The following table presents the results of the regression analysis.

Table 2. Regression Results

Coefficients	Unstandardized Coefficients			t	Sig.
	Model	B	Std. Error	Beta	
(Constant)		-1.920	2.980		0.520
Socioeconomic Parents		0.236	0.062	0.138	0.000
Social Environment		1.314	0.110	0.463	0.000
Self-Actualization		0.349	0.040	0.343	0.000

Self-actualization variables towards students' interest in continuing their education to college get a calculated t-value of $8.822 > t$ table 1.96591 or p-value of $0.000 < 0.05$. It can be concluded that self-actualization positively affects students' interest in continuing their education to college. The author conducted a comparative test analysis to determine whether gender differences affect students' interest in continuing their education in college. The following table illustrates the comparative test analysis.

Table 3. Comparative Test Analysis Results in Interest in Continuing Education to College

Independent Samples Test	Levene's Test for Eq. of Var.	T-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)
Interest in Continuing Education to College	Equal variances assumed	6.901	.009	-4.804	402	.000
	Equal variances not assumed			-4.778	384.268	.000

The result for the variable "interest of students continuing their education to college" is a t-value of -4.804, which is less than the critical p-value of 0.05 (or 1.96591). Based on the rejection of H_0 and acceptance of H_a , male and female students have distinct motivations for pursuing higher education at the collegiate level. Parents' socioeconomic variable significantly affects students' interest in continuing their education to college. Family life in society is undoubtedly very diverse and generally divided into two parts, namely rich and low-income families. These two parts always have striking differences because they can describe their socioeconomic conditions in society; good socioeconomic parents will encourage children to continue their education to college in contrast to poor socioeconomic parents. Families with good socioeconomic backgrounds will support the needs of their children so that parents will meet their needs and provide educational facilities to facilitate the learning process. In contrast, families whose socioeconomic status is not good tend only to be able to meet their life needs. This causes parents to lack attention to their children's education, as a result of which they think there is no need to register their children for higher education.

With the rapid development of this era, every parent must want their children to be more intelligent and get a higher education so that their lives can be better and have provisions for the future. Still, for people whose socioeconomics are low to continue their education to a higher level, they will face various choices and problems, so parents with low socioeconomy have many considerations (Puspandari & Rohayati, 2017). The cost of education is currently very high and tends to increase every year, mainly to continue education to a higher level; it requires considerable costs, both costs to pay the semester fee, building costs, costs for transportation, or other unexpected costs needed during lectures (Permanasari & Sudarwanto, 2021). The Director General of Primary Education of the Ministry of Education and Culture said that economic problems are the main factor for school children not being able to continue their education to a higher level (Rahmadhani & Virianita, 2020). This is in line with the research by Fatimah (2018), Vitria and Kholilah (2019), Zaini and Andayani (2015), which states that socioeconomics has a significant effect on students' interest in continuing their education in college. Research conducted by Munir et al. (2023), Qiu and Ye (2023), and Song and Killian (2023) shows that educational background, income, employment, support, or motivation affect the interest in continuing education to college; there are socioeconomic differences in university choice (Britton et al., 2021). It differs from the results of research conducted by Arianah et al. (2018) and Irwansyah et al. (2020), which state that the socioeconomics of parents does not affect students' interest in continuing their education to college.

A significant correlation exists between socioenvironmental factors and students' propensity to pursue

further education. The influence of the social environment on the development of an individual's perspective is enormous because various personal characteristics influence behaviour. This results in a shift in attitude, including favourable and unfavourable changes (Fatimah, 2018). The social environment includes the family environment, parents as the closest family members, and influences children's education (Trinova et al., 2021). A conducive and positive school environment fosters students' desire to continue their education to a higher level (Sholihuddin & Cahyono, 2018). At the same time, school facilities must be in harmony with student interests (Lastya, 2019). In addition, schools must establish strong relationships with universities to facilitate student access to various information. Including establishing solid ties with alums who are continuing their education at tertiary institutions, the school environment has a more significant influence on students' behavioural tendencies and career aspirations, including in continuing to higher education (Bulut, 2018; Novelsa & Afdal, 2023; Ong, 2023; Wulansari et al., 2023). Active involvement of students in interacting with PE fosters enthusiasm for future success. This affects students' post-graduation orientation, whether they tend to continue their education at the tertiary level or not (Novannisa et al., 2019). This strengthens research by Munira (2017), Sholihuddin and Cahyono (2018), and Urbach and Agustang (2019), which emphasizes the influence of the social, familial, communal, and school environment on students' interest in continuing higher education.

This differs from the research conducted (Khadijah et al., 2017; Nurfatimah, 2019); the self-actualization variable significantly affects students' tendency to continue higher education. Adolescence is a critical phase because it determines future life decisions. Effective development and wise choices during this period correlate with favourable outcomes in the future (Chandra, 2017). On the other hand, if a teenager has difficulty making decisions accurately and lacks self-awareness, that individual's life path remains uncertain (Ratnasari & Syahrudin, 2014). Maslow stated that self-actualization includes realizing one's potential and positive personality development. This state arises when an individual's fundamental needs are met, including physiological, safety, self-esteem, affection, cognitive, and aesthetic (Kaufman, 2018). Achieving self-actualization equips students to utilize their abilities optimally, fostering the development of interests and planning future careers, especially during their teenage years. Utilizing interests, talents, and personalities allows students to unlock positive potential in the future (Ningsih & Suniasih, 2020; Pratiwi et al., 2021). Students who meet self-actualization needs are better prepared to plan life, appreciate and maximize their potential, ultimately striving for personal perfection (Sururi & Muslikah, 2020). Therefore, self-actualization is essential in increasing students' interest in continuing their education (Zulfa et al., 2022). In line with the study conducted by Li et al. (2023), Moesarofah et al. (2023), and Roberts et al. (2023), self-actualization affects students' interest in continuing higher education.

CONCLUSION

Based on the research results, the research concludes that the parents' socioeconomic system positively influences students' interest in continuing their education to college. Furthermore, the social environment influences students' interest in continuing their education in tertiary institutions. Students' enthusiasm for pursuing higher education in college will likely increase when they are in a good and supportive social environment. Self-actualization has an impact on students' tendency to pursue further education. If students desire self-actualization, their motivation to pursue higher education will increase. Students' interest level to pursue higher education at universities in the North Tangerang region is moderate. The social environment, both at school, in the community, and in the family, must provide outreach about the importance of continuing education at university. Parents should pay more attention to their children's education so that children can get a decent education by making every effort to pay for college education. However, more importantly, the government is here to provide scholarships with a significant and consistent quota to support school fees and living costs for students who continue their studies. For future research, adding other variables to analyze students' interest in continuing to college is very important, such as parental experience, demographic comparisons, and student learning motivation.

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