

Working or Going to College:

Self Efficacy, Family's Social Status, and Vocational High School Students' Interest in Continuing Education to Higher Education

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Abstract—This research is motivated by the unachieved Vocational High School policy that allows its students to continue their studies to tertiary institutions, which is 20%. The factors obtained at the time of the interview were the students who were still confused in determining their career decisions after graduating from school related to self-belief or efficacy, beside the financial problems related to family factors. This article investigates the influence of students' self-efficacy and their family's social status on their interest in continuing their study to higher education. Data was withdrawn from an online survey to students of one of the best vocational high schools in Bandung, Indonesia. The quantitative data was analyzed using by program of SPSS version. 25 for windows. This research reveals that 1) self-efficacy has a positive and significant effect on students' interest in continuing education to higher education, 2) family's social status has a positive and significant effect on students' interest in continuing education to higher education 3) self-efficacy and family's social status together contributed to the variable of interest to continue their studies to higher education by 38.7%. The remaining is explained by other variables.

Keywords—*self efficacy, family's social status, interest in continuing education to higher education*

I. INTRODUCTION

At the formal education level, students are required to be able to make decisions and know the consequences. Various kinds of decisions must be thought out carefully so that goals can be achieved. For example, for vocational students who have to determine their career by choosing to work or continue their studies to higher education. The number of SMK graduates throughout Indonesia who continue their studies at university is still at 10-15%, it can be said that it is still quite low. Even though SMK is oriented towards its graduates to enter the world of work, they can also continue their studies to higher education institutions according to their vocations, and can develop themselves especially in the industrial era 4.0. This encourages the Ministry of Education and Culture to have a target for SMK students to be able to continue their studies to tertiary institutions. Therefore, Vocational High School has a

target for students who continue their studies at higher education, which can reach 20%.

Based on this condition, there are some vocational students who are interested in continuing their studies at tertiary institutions when they have graduated. One of the goals of the SMK itself is to be able to continue with further education according to its vocational level. In addition, by continuing to study at higher education, vocational students can further hone their abilities such as improving their mindset in lectures because previously they had been equipped with their knowledge at SMK. Although SMKN 5 Bandung is one of the best State Vocational Schools in Bandung, there has been a decline in transferring students who continue their studies to higher education from 2015 - 2019.

Factors that can cause students interest in continuing their studies in higher education are those that come from within (internal) and from outside (external). If those who come from outside the scope (external) can see from the side of the family. The family environment can influence students to learn examples such as the behavior of parents educating, relationships among family members, conditions in the household and the economy [1]. In this case, family factors support the way of thinking skills that support the success and independence of a child. Social factors are closely related to the economy because a person's social status can be seen from wealth (assets), income, work and others. The results of research by Haq said that the economic conditions of the family had a significant influence on the interest of students to continue their studies in college [2].

Economic factors can be seen from students who are still late in paying their tuition fees each month. This agrees with the research made by Rachmawati, namely that parents who are in the upper economic class have a high chance of sending their children to college, and the opposite is true. Therefore, many vocational students do not have the confidence to continue their studies in higher education because of the high cost to be borne by their parents [3].

Another factor that is very influential on students' interest in continuing their studies at higher education comes from within about self-potential. Self-potential can also be interpreted as one of them with confidence in deciding something. The belief in question is self-efficacy. Self-efficacy is a way to deal with and solve problems effectively with confidence in one's own abilities according to Reivich and Shatte [4]. This shows that students are still not sure what their own decisions will be in the future. The results of research by Haq found that a student who has a high level of efficacy will always face the problems he has with full confidence in his own abilities and be optimistic and vice versa [2]. This study agrees with Setiani, who said that self-efficacy affects the interest in continuing education to higher education [5]. Therefore, the self-efficacy variable is needed by students in measuring it to continue their studies to higher education.

The two variables are connected to each other. However, in the family social status variable, there are research results stated by Wati who argue that the economic status of the family does not have a significant effect on the interest in studying to continue to college. Because in the economic aspect there are wealth and income levels which are one of the factors of family social status. This shows that there is a difference with the results of the previously mentioned research. BPS data shows that the higher the economic status, the higher the level of education [6]. Likewise, vice versa. Between 2015 and 2020, higher education levels were increasingly in demand even though costs were getting more expensive. The increase in education costs is a consequence of improving the quality of the educational facilities provided. Meanwhile, for the self-efficacy variable, it was observed that students were still not confident if they wanted to continue their studies to higher education. This is based on their lack of confidence to face something.

Based on this description, the researcher will look for the influence of self-efficacy and family social status on the interest in continuing to study at higher education for vocational students.

II. RESEARCH METHOD

This research uses the quantitative research with causal associative method because this study aims to determine the effect of the independent variable on the dependent variable which is causal. In this study, there are two independent or independent variables, which is self-efficacy (X1) and family social status (X2) and the dependent or dependent variable, which is the interest in continuing to study at university in vocational students (Y). The population in this study were students of class XII SMKN 5 Bandung competency skills in building information modeling design (DPIB). The research sample used proportional random sampling technique. Proportional random sampling is a technique for obtaining data randomly but the characteristics of the subject are comparable or generalized in a fair and balanced way. Determination of the number of samples using guidelines from Suharsimi Arikunto [7]. So, the number of samples taken 50% of the study

population so that it far exceeds the minimum and obtained 66 respondents.

The data used in this study used a questionnaire that was distributed to 66 respondents. The questionnaire is in the form of a form and is distributed through the WhatsApp social media. This questionnaire contains questions with alternative answers using the Likert scale guideline, namely strongly agree with a score of 4, agree with a score of 3, disagree with a score of 2 and strongly disagree with a score of 1. Before being distributed to respondents, the questionnaire must go through the instrument test stage in which validity and reliability tests occur. The number of questions and statements that have been tested for validity and reliability are 51 items. Then these items can be distributed to research respondents.

The variables in this study used descriptive analysis methods and inferential statistics. Descriptive analysis method aims to accumulate respondents answers and will see the per-variable trend test given three levels, namely low, medium and high. In the inferential statistical method, there are several data analysis techniques that must be passed, namely hypothesis testing in which there is an F test and T test, multiple linear regression analysis test which aims to test the truth of the hypothesis proposed in the study, partial correlation analysis which aims to measure how strong it is. the relationship that occurs between the independent variable and the dependent variable, and the multiple coefficient of determination which aims to determine the influence of the independent variable on the dependent variable simultaneously or partially. The results of this test will test the influence of self-efficacy and family social status on the interest in continuing their studies at higher education for vocational students. In data processing using SPSS 25. for windows software.

III. RESULTS AND DISCUSSION

Data that has been distributed to respondents will go through the classical assumption test stage. In the classical assumption test, there is a normality test which proves the data is normally distributed, a linearity test which proves that the independent variables have a unidirectional relationship, a multicollinearity test which proves that the data does not have a strong correlation or relationship between independent variables which means it is free from multicollinearity, and the last one is the test. heteroscedasticity means that this data does not deviate from the requirements of the classical assumption test in the linear regression test. Then you can continue processing the data with parametric statistics.

The results of the first data analysis were carried out descriptively. Based on the recapitulation of respondents' responses regarding the interest in continuing their studies in college, students of class XII DPIB at SMK Negeri 5 Bandung, it shows that 306 responses or 33% strongly agree (ss), 439 responses or 48% agree (s), 161 responses or 17 % disagree (ts) stated 18 responses or 2% said they strongly disagreed (sts). The next step is to determine the trend test seen from the mean, maximum score, minimum score, standard deviation and

median using the SPSS version 25 for windows software, the following are the values: the maximum value of the dependent variable is 56, a minimum value of 28, mean or average -The mean is 43.63 with a standard deviation of 6.4 and the median is 43.5. Furthermore, categories are searched to see the tendency of students to interest in continuing their studies at higher education institutions as follows:

TABLE I. THE TEND OF INTEREST VARIABLES IN CONTINUING STUDIES IN HIGHER EDUCATION

| Score Range | Category | Frequence | Percentage |
|---------------------|----------|-----------|------------|
| $X < 37,23$ | High | 15 | 22,7 % |
| $37,23 < X < 50,03$ | Average | 37 | 56 % |
| $50,03 < X$ | Low | 14 | 21,3 % |
| Total | | 66 person | 100% |

Source: Personal Data (2020)

Judging from the measurement range, values of 50 and above are in the high category and values of 37 and below are included in the low category. It can be concluded that class XII students of SMK Negeri 5 Bandung have a relatively moderate interest in continuing their studies at higher education.

Based on the data recapitulation table regarding Self Efficacy, it shows that 698 responses or 53% said they strongly agree (ss), 556 responses or 42% said they agreed (s), 77 responses or 6% said they disagreed (ts) and 7 responses or 1% said strongly disagree (sts). The next step is to determine the trend test seen from the mean, maximum score, minimum score, standard deviation and median using the SPSS version 25 software for windows, the following are the values: the maximum value of the self-efficacy variable is 80, the minimum value is 46, the mean or an average of 68.9 with a standard deviation of 7.4 and the median is 70. Next, categories are looked for to see student trends regarding self-efficacy as follows:

TABLE II. THE TREND OF SELF-EFFICACY VARIABLES

| Score Range | Category | Frequence | Percentage |
|---------------------|----------|-----------|------------|
| $68,93 < X$ | High | 36 | 54,5% |
| $61,53 < X < 68,93$ | Average | 23 | 34,9% |
| $X < 61,53$ | Low | 7 | 10,6% |
| Total | | 66 Person | 100% |

Source: Personal Data (2020)

Judging from the measurement range, values 68 and above are included in the high category and values of 61 and below are included in the low category. It can be concluded that class XII students of SMK Negeri 5 Bandung have relatively high self-efficacy.

Based on the table of data recapitulation regarding family social status, it shows that 358 responses or 32% strongly agree (ss), 372 responses or 33% agree (s), 184 responses or 16% disagree (ts) and 208 responses or 19% said they strongly disagreed (sts). The next step is to determine the trend test seen from the mean, maximum score, minimum score, standard deviation and median using the SPSS version 25 for windows

software, the following are the values: From the table it can be seen that the maximum value of the family social status variable is 59, the minimum value is 28, the mean or mean is 47.2 with the standard deviation is 6.7 and the median is 47.5. Furthermore, categories are searched to see student trends regarding family social status as follows:

TABLE III. TREND OF FAMILY SOCIAL STATUS VARIABLES

| Scor Range | Category | Frequence | Percentage |
|--------------------|----------|-----------|------------|
| $53,94 < X$ | High | 11 | 16,6% |
| $40,5 < X < 53,94$ | Average | 48 | 72,7% |
| $X < 40,5$ | Low | 7 | 10,6% |
| Total | | 66 Person | 100% |

Source: Personal Data (2020)

Judging from the measurement range, values 53 and above are in the high category and values of 40 and below are included in the low category. It can be concluded that class XII students of SMK Negeri 5 Bandung have a relatively moderate family social status.

The next data analysis performed was using inferential statistical methods. The first test that was carried out was the hypothesis test including the F test and the T test. The F test was seen based on the significance value and the calculated f value. Sig value. equal to $0.000 < 0.05$ and the value of F count $19.917 > F$ table 3.14, it can be concluded that the variables of self-efficacy and family social status together can have an influence on student interest in continuing studies. The T test on the self-efficacy variable shows that the significance value is $0.000 < 0.05$ and the t value is $3.708 > t$ table 2.2962 and it can be concluded that $H_a 2$ is accepted or there is an effect of self-efficacy on the interest in continuing to study at college. The T test on the variable family social status shows that the significance value is $0.000 < 0.05$ and the t value is $4.532 > t$ table 2.2962 and it can be concluded that $H_a 3$ is accepted or there is an effect of family social status on the interest in continuing to study at college.

The next stage using multiple linear regression analysis with a constant value of 0.839 shows that the amount of interest in continuing to study to college is 0.839 if the self-efficacy variable (X1), family social status (X2) is 0 (zero). Based on the regression coefficient equation, it shows that the self-efficacy variable (X1) has a positive regression direction with the interest in continuing to study at university (Y), namely $B = 0.322$. Based on the regression coefficient equation, it shows that the family social status variable has a positive regression direction with an interest in continuing to study at higher education (Y), namely $B = 0.436$. This explains that each of the independent variables, namely self-efficacy and family social status, seen from the positive regression coefficient (B), explains that there is a positive relationship per independent variable to the dependent variable. It can be concluded that the higher the level of self-efficacy, the interest in continuing to study will increase, it also applies to family social status that the higher the level of family social status, the interest in continuing to study will increase.

In the partial correlation analysis stage, it was found that the correlation coefficient (R) obtained between self-efficacy and family social status with the interest in continuing to study to higher education was 0.622. Based on the interpretation criteria of the correlation coefficient in the table, the correlation value of 0.622 is included in the strong relationship category because it is in the interval 0.60 - 0.799. And the last stage uses multiple coefficient of determination analysis simultaneously (R²) and partially (r²). Simultaneously, the R Square value of 0.387 comes from squaring the value of the correlation coefficient or "R", namely $0.622 \times 0.622 = 0.387$. The amount of the coefficient of determination (R Square) is 0.387 which means that it contributes 38.7%. This figure implies that the variable self-efficacy (X1) and family social status (X2) simultaneously (jointly) have a variable effect on the interest in continuing to study at university by 38.7%. If partially it is found that the greatest influence comes from the family social status variable (X2) with an influence contribution of 22.73% while the self-efficacy variable (X1) contributes an influence of 15.9%, this can be seen from the value of Standardized Coefficients and Correlation.

A. The Effect of Self-Efficacy on the Interest of Continuing Studies in Higher Education in Vocational Schools Students

Self-efficacy is able to contribute as much as 15.97% partially and the rest is influenced by other factors not examined. This value is considered small because it has a very large remaining contribution, where the interest in continuing to study at higher education can be influenced by other factors that are not examined by the researcher.

This means that the higher the level of self-efficacy students have, the higher their interest in continuing their studies to tertiary institutions. They feel confident that if they enter college, their dreams will be achieved. Taking college education, vocational students will deepen their knowledge that has previously been taught in schools. That is one of the motivations for themselves that will inspire confidence in these students because they already know everything about higher education from their alumni or their friends who have studied in college. According to Crow, interest is related to one's urge to face something such as self-stimulated experiences. This means that students who have an interest in continuing their studies will have encouragement and tend to make efforts to achieve these goals. If they are determined, can be responsible and want to try new things, the level of self-efficacy will increase [8].

Research results from Hidayati say that there is a positive relationship between self-efficacy and interest in continuing to study at university. In his research, he said that self-confidence is not strong enough to support his child's interest in continuing his studies, but must be supported by social motivation that comes from his parents and teachers [9]. This statement is the same as the results of research conducted by researchers that family support is one of the factors that can increase self-efficacy in students.

B. The Influence of Family Social Status on Interest in Continuing Studies in Higher Education in Vocational School Students

Family social status is able to contribute 22.73% partially and the rest is influenced by other factors not examined. Just like self-efficacy, this value is considered small because it has a very large remaining contribution. This means that the higher the level of family social status, the interest in continuing to study at university will also increase. This family social status includes parental education, income, type of work owned by parents and regarding prestige / dignity. Most of that parents' education is at SMA level. The jobs of the fathers of these students are mostly employees or self-employed and for the mother's job, most of them are housewives or jobs that are not in the questionnaire choice. The income owned by the father is around 57% in the low category, which is less than Rp. 1,500,000, the rest are in the high and medium category. Although the income of the parents of students can be said to be in the low category, these students can still be facilitated by their parents, especially regarding their educational needs. And most of them always pay tuition fees or tuition fees using the income owned by their parents. Most of the parents of students who have income in the high level category prove that their children are interested in continuing their studies to higher education. Agree with that stated by Idris that the problem of education is the cost. Because the higher the level of education taken, the cost of education will also be more expensive. Regarding prestige or dignity, if these students can get into college, they believe they can make a good name for the family. They also believe that if they go to college, they will get a more decent job [10].

Research results from Zaini [11], said that there was a positive influence between the socioeconomic status of parents and parental education on students' interest in continuing their studies at higher education. In this study, it is said that the higher the level of work, income and education level that has been taken by the parents, it will be directly proportional to their children's interest in continuing their studies to higher education. But from the results of this study, it refutes previous research which says that family economic status does not have a significant effect on interest in continuing to study to higher education by Widia [6]. The results of this study say that economic factors do not prevent students from continuing their studies to higher education. In the research that the researchers conducted, although the level of income obtained by the parents of class XII SMKN 5 Bandung was in the medium category, these students were still interested in continuing their studies to college. Besides that, another reason is that students want to raise the family's status because by continuing their studies at higher education, they believe they can get a more decent job. So the conclusion is, that the social status of the family is able to have an influence on students' interest in continuing their studies at higher education.

C. The Effect of Self-Efficacy and Family Social Status on the Interest of Continuing Studies at Higher Education in Vocational Schools Students

Self-efficacy and family social status contributed 38.7% simultaneously to the dependent variable and the rest was influenced by variables not examined by the researcher. From the results of the research that the interest in continuing their studies at higher education in class XII students of SMK Negeri 5 Bandung is in the medium category. In this study, it was found that about 60 students of class XII SMK Negeri 5 Bandung out of 66 people have a learning target of going to college because it is an achievement to be proud of. Starting from curiosity about college to discussing with friends and family about the college that the student wants.

In increasing interest in continuing to study at higher education, it was found that the higher the level of self-efficacy and the level of family social status, the higher the interest in continuing to study at university. Because self-efficacy comes from within, which means it is the awareness of the student, then the family's social status comes from external factors that can support the child in many ways, for example financially or the needs of his child in preparing or undergoing his education later in college. The results of this first hypothesis are in line with the results of previous research testing which support the positive influence between self-efficacy and the socio-economic conditions of parents on the interest in continuing to study at higher education Haq [2]. In self-efficacy, there is encouragement and in the socio-economic conditions there are factors of education and work. So, the results of this study support the previous research proposed by Haq [2].

The conclusion from the three discussions above explains that self-efficacy and family social status affect the interest in continuing to study at university. In addition, self-efficacy and family social status also contribute to the 20% target of SMKN 5 Bandung to encourage graduates to continue their studies to higher education.

IV. CONCLUSION

These results comes from questionnaires that have been distributed to students of class X11 and most of them are interested to study at higher education. This research uses the quantitative research with causal associative method because this study aims to determine the effect of the independent variable

on the dependent variable which is causal. Based on the results of the analysis and discussion that has been researched, the following conclusions can be drawn: There is a positive influence between self-efficacy and family social status on the interest in continuing to study at higher education in class XII students of SMK Negeri 5 Bandung for the competence of DPIB expertise in the 2019/2020 school year. This implies that the higher the level of self-efficacy and social status of the family, the higher the interest in continuing study to higher education.

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