

Exploring the Nexus of Self-Efficacy, Family Support, and Educational Environment on University Pursuit Motivation

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ABSTRACT

This study aims to investigate the correlation between a student's self-efficacy, family environment, and school environment, and their inclination towards pursuing higher education post high school. The research methodology employed is associative research utilising a quantitative technique. The study included a population of 280 students from all State Senior High Schools in the Menganti Subdistrict. The sampling strategy employed was purposive sampling to select class 12 state senior high schools in the city of Menganti as the sample, consisting of 198 students. Data collecting methods involve the use of questionnaires, which are analysed by multiple regression with the assistance of the SPSS software. The results of the F test indicate a significant value of $0.000 < 0.05$ and a calculated F value of $39.128 > F$ table 2.26, suggesting that the independent variable has a significant influence on the dependent variable. The t-test results indicate that the tcount value is 3.317, exceeding the t table value of 1.65259 with a significance level of $0.001 < 0.05$ for the self-efficacy variable. Additionally, the t count value of 4.359 surpasses the t table value of 1.65259 with a significance level of $0.000 < 0.05$ for the family environment variable. The t count value is 0.526, which is less than the t table value of 1.65259, resulting in a significance value of 0.599, which is greater than 0.05 for the school environment variable. The T-test results indicate that each independent variable has a partial impact on the dependent variable.

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1. INTRODUCTION

Higher Education Institutions (HEIs) represent the most advanced level of education, requiring completion of prior educational levels to enroll in tertiary institutions. This institution plays a crucial role in leading society towards a more sustainable future. Higher education institutions pave the path to sustainable growth through knowledge generation, dissemination, research, education, and outreach (Berchin, de Aguiar Dutra, & Guerra, 2021). In the upcoming years, Indonesia will witness a significant increase in the number of Higher Education Institutions (HEIs) transitioning into autonomous entities. Consequently, the knowledge and approaches employed by these 11 autonomous HEIs will serve as a valuable benchmark for adopting best practices (Pannen, Wirakartakusumah, & Subhan, 2019). The

institutions will compete with each other to get the best input from secondary schools to produce the graduates they plan. Formal, non-formal, and informal education are the three types of educational routes. Formal education is obtained through educational institutions, namely schools, and is a scaled education starting from the lowest level of education to the highest level. Starting from elementary, junior high, high school/vocational school, to Diploma, Bachelor, Masters, and Doctoral degrees are the three levels of formal education. So that to continue their studies at tertiary institutions, they must have completed their education at the secondary level, namely in high school or vocational school.

The Sustainable Development Goals (SDGs) have evolved into global initiatives embraced by nearly every nation worldwide. Institutions across different sectors and levels within each nation have formulated programs to bolster and expedite progress toward accomplishing the 17 SDGs, including institutions of higher education (Ambariyanto & Utama, 2020). High school students should pursue tertiary education as it builds on the theoretical knowledge acquired in high school, as mandated by Government Regulation no. 29 of 1990 Article 3. The aim of general secondary education (SMU) is to equip pupils for further academic pursuits at an advanced level. Vocational secondary education (SMK) focuses on developing students' skills in certain areas of work. Vocational education focuses on mastering skills for employment, and its successful execution is linked to higher industrial development in a country. Establishing additional schools in different areas enhances the overall well-being of the local community. This relationship is clearly demonstrated by a country's fundamental notion (Suharno, Pambudi, & Harjanto, 2020). Vocational secondary education focuses on preparing students for the workforce and cultivating professional behaviors.

The implementation of high school education puts more emphasis on theoretical learning so that graduates are more likely to continue their studies in tertiary institutions, while vocational education prioritizes learning mastery of skills that can become provisions when entering the world of work. So, in order to create and produce superior and competent human resources in their field, the theory that was studied in high school must be redeveloped, namely by continuing to the lecture level. This is intended so that the younger generation can be prepared with the academic and professional skills needed to produce human qualities that can meet the demands of the modern world. College is the level of education after high school (Kustiani, Sugiharto, & Anni, 2019).

There are still many problems that students must face related to their interest in entering higher education. These problems are still not satisfactory because they are influenced by various factors, such as the motivation or self-awareness of the students themselves to continue their studies to tertiary institutions and do not want to go to college (Lestari, Zakso, & Hidayah, 2020; Yuliana, Melia, & Isnaini, 2021). Family financial limitations due to decreased income are the next factor that influences students' ability to attend college (Lestari et al., 2020; Wijaya, Susilo, & Sari, 2021; Yuliana et al., 2021). Then the next factor is the middle to lower middle class residential environment, where local residents tend to prefer to look for work and get married after completing high school education (Abdullah & Gani, 2022; Affizul, Daulay, & Putri, 2021; Asmiati, Sumardi, Ismail, & Alqadri, 2022).

Various causes that can bring out students' interest in something can be categorized into two parts, namely originating through the students themselves and through other problems related to students (Fitri, Aryanti, & Susanti, 2021). Age, gender, personality, and experience are some of the causes that come from the students themselves. Meanwhile, family and school environmental problems originate from other problems related to students.

The Importance of the Role of Self-efficacy in changing the individual's perspective on something. Self-efficacy has a major influence on students, namely by encouraging them to make efforts to study in college (Kustiani et al., 2019). Self-efficacy is the belief that one can achieve goals, exert self-control in challenging conditions, and produce the desired results, one of which is the desire to continue higher education or university (Omari, Moubtassime, & Ridouani, 2020; Paradewari, 2017). Based on the reality on the ground, self-efficacy has an impact on students' desire to continue their education to a higher level.

In addition to internal factors, such as a student's motivation and academic ability, external factors, such as the family and school environment, can also influence a student's desire to continue their

education in tertiary institutions (Fitri et al., 2021). The initial education that students get comes from their family environment. From this family environment, students first get direction and guidance. The family environment will have an impact on every choice made because it is the environment closest to students. The personality and habits of students are also formed from the family environment. Students inherit values and norms instilled by parents as the initial environment (Cahyati & Muchtar, 2019). The school environment can provide students with the support and resources they need to succeed in higher education (Oryza & Listiadi, 2021; Rahmawati, 2015). The school environment has a role in influencing a student to continue their education at tertiary institutions. The school environment influences the interest of students in continuing their education at tertiary institutions (Khoerunisa, 2014; Nurjanah, 2016; Sakdiah, 2018).

Sekolah Penggerak Program is a new program developed by the Ministry of Education. This program gave rise to new learning in the form of the Pancasila Student Profile Strengthening Project (P5), which has three projects, namely the entrepreneurship project, the voice of democracy project, and the local wisdom project and cultural studies by applying Pancasila values, namely piety to God Almighty, global diversity, mutual cooperation, independent, critical and creative reasoning. Implementation of the Pancasila Student Profile Strengthening Project (P5) can increase students' confidence in their work for work, optimally increase students' self-potential and feel more interested in learning, and show students' interest in certain fields (Nafaridah et al., 2022). The P5 program is a different learning application that applies differentiated learning, and this P5 activity allows students to discuss the project they are presenting with their friends so they can develop their skills to increase interest and make them more involved in learning (Diah Ayu Saraswati et al., 2022). The implementation of the Pancasila Student Profile Project (P5) in driving schools can increase students' interest in continuing their studies at tertiary institutions.

The varied motivations of Senior High School students to pursue college or university contribute to an environment that encourages a higher education path. One crucial factor in determining the topic area for this research is its proximity to Surabaya's city core and Sidoarjo, which serves as the hub for East Java's prominent university. This study seeks to determine the relationship between self-efficacy, family environment, and school environment on the desire to pursue further education at university. The researcher seeks to examine how self-encouragement, family support, and school environment affect high school graduates' motivation to continue higher education. This study aims to investigate how these elements improve the quality of students who are likely to become the nation's future leaders.

2. METHODS

The study is classified as associative research employing a quantitative methodology to assess the substantial impact of each independent variable on the dependent variable. This study employed an associative research strategy to determine the impact of independent variable X, which includes self-efficacy (X1), family environment (X2), and school environment (X3), on dependent variable Y, which is interest in pursuing higher education somewhat constrained.

Both primary and secondary sources of information are used when gathering data. A purposive sampling technique, grounded in specific factors, is utilised in this research. Participants in this study are seniors at Menganti High School who have expressed an interest in continuing their studies beyond high school. One hundred and eighty-nine seniors from SMA Menganti served as samples for this research. In order to test hypotheses, we will use multiple linear regression analysis techniques. Specifically, we will use the F test to find the simultaneous influence, the t-test to find the partial influence, and the determinant test/R square (R²) to determine the size of the variables' influence. These tests will be followed by data tabulation. The basic assumption tests—which include the normality, multicollinearity, and heteroscedasticity tests—are conducted independently of the dependent

variable. After data is analysed using the SPSS application, the findings are documented in research reports that are backed by theories and other supporting evidence.

3. FINDINGS AND DISCUSSION

3.1. Normality Test Results

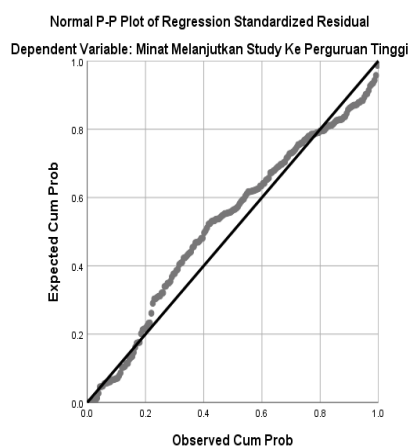


Figure 1. SPSS Normality Test Results

From the picture above it can be seen that the points follow and are near the diagonal line. This shows that the residual values are normally distributed in this study.

3.2. Multicollinearity Test Results

Table 1. Multicollinearity Test Results

| Variable | Collinearity Statistics | | Information |
|--------------------|-------------------------|-------|--|
| | Tolerance | VIF | |
| Self Efficacy | 0,618 | 1,617 | There are no symptoms of multicollinearity |
| Family environment | 0,377 | 2,650 | There are no symptoms of multicollinearity |
| School environment | 0,599 | 2,419 | There are no symptoms of multicollinearity |

The table above shows the VIF value for each variable is less than 10, and the tolerance value is above 0.1. The table shows that there is no multicollinearity in this study. So, it was concluded that the variables in this study did not influence and interfere with each other.

3.3. Heteroscedasticity Test Results

The results of the picture below show that the dots are spread out and do not form a pattern, so heteroscedecity does not occur. It can be concluded that there are no symptoms of heteroscedasticity in the regression model used.

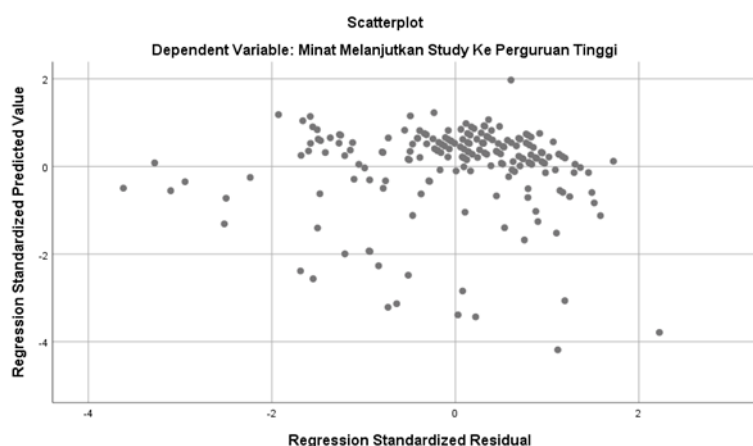


Figure 2. SPSS Heteroscedasticity Test Results

3.4. Hypothesis Test Results

3.4.1 F-test

Table 2. Test F (Simultan)

| Anova | | | | | |
|--------------|----------------|-----|-------------|--------|------|
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 Regression | 4751.827 | 3 | 1583.942 | 39.128 | .000 |
| Residual | 7853.264 | 194 | 40.481 | | |
| Total | 12605.091 | 197 | | | |

The results of the F-test indicate that the significance value is 0.000 (<0.05) and the calculated F-value is 39.128 (> F table 2.26), suggesting that the variables Self Efficacy (X1), Family Environment (X2), and School Environment (X3) collectively exert a positive influence on the variable Interest in Continuing Study to Higher Education (Y). Based on the findings of the simultaneous test, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted, indicating that the variables Self Efficacy (X1), Family Environment (X2), and School Environment (X3) collectively influence Interest in Continuing Study to Higher Education (Y).

3.4.2 t-test

According to Table 3, the t-test findings indicate that the calculated t-value of 3.317 above the critical t-value of 1.65259 at a significance level of 0.001 <0.05 for the self-efficacy variable (X1). Therefore, the null hypothesis (Ho) is rejected in favour of the alternative hypothesis (Ha). This indicates a partial effect of the self-efficacy variable (X1) on the interest variable in continuing university studies (Y). The t statistic value of 4.359 exceeds the critical t value of 1.65259 with a significance level of 0.000 <0.05 for the family environment variable (X2), leading to the rejection of Ho and acceptance of Ha. The family environment variable (X2) has a minor influence on the interest variable for continuing university studies (Y). The t statistic value of 0.526 is less than the critical t value of 1.65259 at a

significance level of 0.599, indicating that the null hypothesis (Ho) is rejected in favour of the alternative hypothesis (Ha) for the school environment variable (X3). There is a minor influence of the family environment variable (X2) on the interest variable in continuing university studies (Y).

Table 3. Test t

| Model | Unstandardized | | Standardized | t | Sig. |
|-----------------------|-------------------|-----------|----------------------|-------|------|
| | Coefficients B | Std.Error | Coefficients Beta | | |
| (Constant) | 5.708 | 5.445 | | 1.048 | .296 |
| Self Efficacy | .483 | .146 | .239 | 3.317 | .000 |
| Family environment | .522 | .120 | .402 | 4.359 | .000 |
| School environment | .061 | .117 | .046 | .526 | .599 |

3.4.3 Determinant Test/R Square

Table 4. Determinant Test/R Square

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|----------------------|-------------------------------------|
| 1 | .614 | .377 | .367 | 6.36245 |

In Table 4, the Adjusted R-squared value is 0.367, which means 36% Interest in Continuing Study in Class XII Higher Education Senior High School at Menganti has three variations of influencing variables, namely Self Efficacy (X1), Family Environment (X2) and School Environment (X3). While the remaining 61% is influenced by other variables.

Discussion

The Influence of Self-Efficacy (X1) on Interest in Continuing Study in Higher Education (Y)

The research and data analysis conducted on 12th-grade students at Menganti Senior High School involved distributing questionnaires to 198 respondents. The results indicate that Self-efficacy significantly influences the interest in continuing to study higher education in Grade 12 students at Menganti Senior High School. High self-efficacy indicators in students lead to their pursuit of tertiary education as a means to achieve success. The findings of this study align with Haq's research (2017). The findings indicate that self-efficacy strongly impacts students' decisions to pursue higher education, particularly when students exhibit high levels of self-efficacy, motivating them to persist in achieving their goals. These findings align with Alfarizi & Wulandari's (2022) study, which suggests that self-efficacy impacts students' interest in pursuing higher education. High student self-confidence serves as

a key indicator, motivating students to strive for their goals. According to Defriyanto & Sugiharta (2020), self-efficacy significantly impacts an individual's decision to pursue higher education. This influence is attributed to the presence of self-efficacy indicators within a person. When an individual possesses a high level of self-efficacy, their decision-making regarding further studies tends to be more advanced. Barokah and Yulianto (2019) found a positive association between self-efficacy and willingness to pursue higher education among class XI Accounting students at SMK Negeri 1 Cilacap. This discovery aligns with other studies indicating that students' self-efficacy levels greatly influence their enthusiasm for pursuing further education.

The Influence of the Family Environment (X2) on Interest in Continuing Study in Higher Education (Y)

The research and data analysis conducted with 12th-grade students at Menganti Senior High School involved distributing questionnaires to 198 respondents. The results indicate that the family environment significantly influences the interest in pursuing higher education among these students. This is evident in the parental attention indicators, as parents' focus on their children can lead to an increased intention for them to pursue higher education. When children receive care and support in their education, parents are more likely to encourage them to aim for the highest level of education possible.

The study by Cahyati & Muchtar (2019) found that parental attentiveness indicators impact children's inclination towards pursuing higher education. If parents prioritise their children's education, it is probable that their children will do the same. Musria (2016) claims that parental involvement in their children's schooling positively influences their inclination to pursue higher education, such as attending college. Palopo's public high school pupils are more inclined to pursue higher education when their parents demonstrate a high regard for their academic pursuits. Similarly, the study by Ulfa (2018) suggests that parental attention serves as a marker for a child's inclination towards pursuing higher education. Parental involvement and interest in a child's education can enhance the child's motivation to pursue further education. This aligns with the results of the study by Aditya & Munadi (2019), indicating that parental education indicators act as a standard for improved and advanced education within the family, thereby impacting the inclination towards pursuing higher education in tertiary institutions.

The Influence of the School Environment (X3) on Interest in Continuing Study in Higher Education (Y)

Referring to the results of the research and data analysis carried out with 12th-grade students Senior High School at Menganti from distributing questionnaires to 198 tested respondents, it can be seen that the school environment has no effect on the interest in continuing study at tertiary institutions in 12th-grade students Senior High School at Menganti. This is because alumni do not give a positive picture of the college where they study and peers who do not continue their studies at universities, which then affects the sustainability of students' interest in continuing their studies.

Khadijah, Indrawati, & Suarman's (2017) research suggests that the school atmosphere has little impact on students' inclination to pursue higher education. This is because former students give unfavourable reviews of their college experience and encounter difficulties in finding suitable employment after graduation. Consistent with Ayuni and Wahjudi's (2021) study, the school environment does not impact students' interest in pursuing higher education. This is due to the influence of peers who have discontinued their education, leading to a decrease in students' motivation to continue to tertiary institutions. Additionally, some graduates struggle to find suitable employment despite completing college. The same thing is in accordance with the results of the study (Sasmi & Fauzi, 2022), which stated that the school environment had no effect on the interest in continuing their studies at tertiary institutions because some alumni who had graduated from tertiary institutions did

not get proper jobs and alumni did not give a positive picture of the tertiary institutions where they studied. This study's findings contradict those of Musria (2016), which suggest a strong relationship between the school environment and the interest of Palopo City SMAN students in pursuing higher education. Musria's study indicates that school quality indicators, such as good learning environments and notable achievements, can motivate students to further their studies at university.

The Influence of Self-efficacy (X1), Family Environment (X2), and School Environment (X3) Against Interest in Continuing Study to Higher Education (Y)

The research and data analysis conducted on 12th-grade students at Menganti Senior High School revealed that Self Efficacy, Family Environment, and School Environment collectively influence the interest in pursuing higher education among the students. This study's findings align with Haq's (2017) assertion that self-efficacy plays a crucial role in students' decision-making to pursue higher education, influenced by self-efficacy indicators within students. When students possess high self-efficacy, they are more likely to strive to achieve their goals. These findings align with the research conducted by Alfarizi & Wulandari (2022), indicating that self-efficacy plays a significant role in influencing students' motivation to pursue higher education. High levels of student self-confidence serve as a key indicator, driving students to strive towards their academic goals. This aligns with the assertion made by Musria (2016) that both the school and family settings exert a substantial impact on the inclination of high school students in Palopo city to pursue higher education at tertiary institutions. The study by Riza Nur Aditya & Munadi (2019) found that the family environment affects students' interest in pursuing higher education, which is influenced by parental education indicators serving as a benchmark for achieving better educational outcomes. The family significantly influences individual decision-making due to its close-knit nature and frequent face-to-face interactions, which make it a prominent setting in an individual's life.

4. CONCLUSION

The results of this study show a strong and positive correlation between self-efficacy and the desire to pursue further education at the university level. A strong and beneficial correlation exists between the family environment and the inclination to pursue further education at university. There is a direct correlation between the school environment and the desire to pursue higher education. Self-efficacy, family environment, and school environment influence the interest in pursuing further education. The research findings indicate that students exhibit high confidence in their capacity to succeed, leading them to actively enhance their talents and contemplate their future through researching information about postsecondary institutions. This research suggests that parents can support their children's education by offering appropriate learning resources at home and providing extra academic support, which can enhance their motivation to pursue higher education. Despite being situated in a community with a lower middle-class economy, families are motivated to provide their children with a higher degree of education to improve their family's quality of life. This research is only limited to one region which may not be able to represent the results from other regions in Indonesia regarding different regional policies, school locations in large or small cities and the condition of the surrounding community. Based on these shortcomings, the researcher suggests that in the next study, the scope of respondents could be expanded, considering the importance of continuing to higher education as a target to achieve Sustainable Development Goals (SDGs), which have evolved into global initiatives embraced by almost every nation worldwide.

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