

Interest in Continuing To Higher Education Based on Learning Achievement (Study On Students of SMA Negeri Sekota Semarang), Thesis. Economic Education Study Program Graduate State University of Semarang

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Abstract

Along with the development of the era the role of education is very important in preparing quality human resources. So that the rapid change of times can be responded by educational products, therefore students need to pursue higher education to be able to improve their quality. The purpose of this study was to analyze the influence of family learning and socioeconomic motivation on the interest of continuing to college through learning achievement as a variable of mediation. The population in this study was 5930 students, with proportional cluster random sampling technique obtained sample size of 375 students. Data collection techniques using questionnaires and documentation. Data analysis using path analysis and sobel test. The results showed that there is a direct influence of learning motivation on the interest of continuing higher education 12.1% and the influence of total motivation to study on interest in college through learning achievement of 26.4%, there is a direct influence of socioeconomic family front on interest to college 17% and there is a total influence of socioeconomic family on interest to college through learning achievement of 31.8%. The total influence is greater than direct influence, so it is concluded that there is mediation between learning motivation and socioeconomic family as an independent variable on the interest of continuing to college. Sobel Test results stated that the coefficient of mediation is significant, so that learning achievement is proven to mediate the influence of learning motivation and socioeconomic family on interest in college. Based on the results of the study, it was concluded that there is a positive influence of learning motivation, socioeconomic status of the family, and learning achievement on the interest of continuing education to higher education in students of SMA Negeri Sekota Semarang both simultaneously and partially. The advice given in this study is expected that parents can improve their family's socioeconomic degree in order to facilitate their children's education and students have a better motivation to learn ahead and have an impact on increased learning achievement so that students' interest in higher education will be stronger.

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INTRODUCTION

Along with the development of the era the role of education is very important in preparing quality human resources. So that the rapid change of times can be responded by educational products, therefore students need to pursue higher education to be able to improve their quality. The purpose of this study was to analyze the influence of learning motivation and socioeconomic family on the interest of continuing to college through learning achievement as a variable mediation.

The role of higher education is urgently needed in the face of such a competitive era. In Indonesia, universities can be in the form of academics, polytechnics, schools, institutes or universities. According to Law No. 12 of 2012 on higher education is a level of education after secondary education that includes diploma programs, undergraduate programs, master's programs, doctoral programs, and professional programs, as well as pesialis programs, organized by universities based on the nation's culture Indonesian.

Universities can organize academic, professional or oxytociation programs. Public education in universities, public education is an education that prioritizes the expansion of knowledge and improving the skills of learners by Specificity embodied at the final levels of education. This is in accordance with the theory of humanistic learning, the theory reveals that learning is a the needs of each student and the learning process can be considered successful if the learner understands himself (Khomarudin and Sukardjo, 2013:56).

The interest of continuing education to universities will make a big contribution in creating quality human resources. A lot of things affect a person's interest in something. The interest of continuing education to universities will make a big contribution in creating quality human resources. Success in following education can be seen or measured by learning achievement. Learning achievement is a reflection of learning outcomes. Learning achievement is the success rate of students achieving the goals set in a program (Shah, 2011:141). Indriyanti research et al (2013) stated that the biggest factor influencing the interest in continuing education to higher

education in students is self-potential (learning achievement). However, in contrast to the results of the study, Agustine (2012) on the contrary, stated that achievement is a factor that does not affect the interest of students continuing their studies to college. Learning achievement is a reflection of learning outcomes. Learning achievement is the success rate of students achieving the goals set in a program (Shah, 2011:141). Therefore, the low level of learning achievement will contribute in achieving goals.

Senior High School in Semarang set the minimum standard of 76. From the table above, it can be known that by using a sample of 375, all of which are populations in the rendem Semarang State High School city, the average score of the report obtained by grade XII students has successfully achieved the minimum completedness criteria of 79.69. However, when referring to the theory of complete learning, Mulyasa in Andriani (2015:82) class success can be seen from the number of students who are able to complete or achieve a minimum score of at least 85% of the number of students in the class. . According to the results of the study, it can be said that class XII has not been successful in learning. If seen from the percentage of students who are able to achieve complete grades of only 84.53% or in other words to the classical success of each - each class is still below 85% less to meet it.

According to Taufani(2008:38), there are three factors underlying the onset of interest, namely the deep thrust factor, namely the encouragement of the individual itself, so that there is an interest to perform certain activities or actions to fulfill it. Motivation is a driver that can convert energy in a person into a form of real activity to achieve a certain goal (Djamarah, 2011). The results of Tarmono's research (2012) stated that the internal factor that most influences the interest in continuing education to college is motivation. Agustine's research (2012) found that motivation has no influence on students' interest in continuing their education in college. This indicates the existence of a research gap, namely there is a difference from the results of research with each other.

There are many studies that want to answer questions about the factors that influence the interest of continuing education. One factor that

can influence the interest of continuing to college is the socioeconomic condition of the family. Socioeconomic status is a level owned by a person based on the ability to meet the daily living needs of the income or income earned so as to have a role in one's social status in the structure of society. Previous research on the socioeconomic influence on interest in universities has been conducted by Suciningrum (2015) states that socioeconomic status can be measured through the level of education, type of work, income and wealth owned. Nasution (2013) in his research stated that there is a socioeconomic influence of parents on children's interest in continuing their education to college. But herdiyanti (2016) and Darmawan (2017) research in her research, actually stated different things. Both stated that socioeconomic status has no positive and significant effect on the interest of continuing study to college.

The objectives of this study are as follows:

1. Analyzing the influence of learning motivation on learning achievement in students of SMA Negeri Sekota Semarang.
2. Analyzing the socioeconomic influence of the family on learning achievement in students of SMA Negeri Sekota Semarang.
3. Analyzing the influence of learning motivation on the interest of continuing to college through learning achievements in students of Public High School in Semarang.
4. Analyzing the socioeconomic influence of the family on the interest of continuing to college through learning achievements in students of Public High School in Semarang.
5. Analyze the

influence of learning achievement on the interest of continuing to college.

METHOD

This type of research is quantitative research, where the concentration in problem solving with the collection, interpretation, and measurement of data in the form of numbers. In this study, the research used was a hypothesis test study, which aims to analyze, describe, and obtain concrete evidence regarding the relationship of two or more variables.

The population in this study was grade XII students of SMA Negeri in Sekota Semarang in the 2019/2020 school year which amounted to 5,930 students who were in the area in semarang city. The reason for taking samples in grade XII high school is because students in grade XII high school are students who soon have to make a choice whether to continue to college, work or other. The population of 5,930 is the total of schools in Semarang. The population of sma negeri in Semarang will be grouped. Based on this, the sample was taken based on representatives of the southern, northern, central, eastern and western regions randomly by making a draw from a small roll of paper in which the names of the schools were written from each cluster. The study sample used a research population with a 5% error rate. Data collection method using documentation and questionnaires. The distribution of public high school cluster in Semarang city can be seen in the following table.

Table 1. Number and Distribution of Research Samples

Cluster Region	School Name	Population	Propositional Calculations	Sample
South Subdistrict	SMAN 4 Semarang	399	$(399/2081)*375$	78
North District	SMAN 14 Semarang	315	$(315/2081)*375$	91
Central Subdistrict	SMAN 3 Semarang	504	$(504/2081)*375$	72
East Subdistrict	SMAN 2 Semarang	431	$(431/2081)*375$	78
West Subdistrict	SMAN 6 Semarang	432	$(432/2081)*375$	57
	Amount	2.081		375

Source : Research Data Processed 2020

While the questionnaire with likert scale is used to measure the variables of learning motivation and socioeconomic conditions of the family. The interest in continuing the study of higher education is dependent variable (Y), learning achievement is an intervening variable

(P), learning motivation (X1) and family economic condition (X2) is an independent variable. Data analysis method using validity test, reliability test, descriptive analysis, classic assumption test, normality test, t test, f test, sobel test, and path analysis.

RESULTS AND DISCUSSIONS

The description of research variables is intended to give an idea of the research variables used in this study. This research variable consists of dependent variable and independent variables, all of which amount to the results of processed data obtained from this research presented in the frequency distribution of each research variable as follows:

Results Description of Learning Motivation variables

The motivation variables learned in this study used four indicators of learning perseverance, activeness of learning, showing interest in various problems and tenacity to difficulties. The results of a descriptive analysis of learning motivation variables showed that the average index of 71.56 fell into a high category. Almost all indicators that describe the existence of learning motivation have an index with a high category. This illustrates that the average high school student in Semarang has a good learning motivation to be able to continue his higher education. A tenacious indicator of difficulty at the highest position of 75.5. This means that high school students in Semarang city have a high motivation to study in college is shown by trying their hard in achieving their dreams. There is only one instrument contained in the Tenacious indicator against the difficulty of having an index in the medium category of 65.1. This shows that the motivation of students to study in college is not in spite of difficulties.

Result Description of Family Socio Economic Variables

The socioeconomic variables of the family in this study used four indicators namely indicators of parental education level, type of parental labor, income level of parents and number of parental dependents. The results showed that the average index on family socioeconomic variables was 75.47 and fell into the high category.

It shows that the average socioeconomic condition of the family of high school students in Semarang city is in a high category. Based on the table above can be seen that from the four socioeconomic indicators of the family, consisting of fifteen instruments about most instrument items show a high category of only three items of problem instruments that indicate a moderate category. The highest index of socioeconomic variables of the family is the number of family dependents of 83.7 It shows that the number of families and their needs are different despite the poor economic conditions.

Indicators of the type of parental labor shown by the work and salary that can be father and mother who choose to work or become a housewife have a low index of 61.3. This shows that the average student's parents' work is still classified as entrepreneurial, civil servants and state-owned enterprises. It illustrates that although most parents have a large number of family dependents, the fulfillment of the needs for children's education is more important.

Result Description of Learning Achievement Variables

The learning achievements used in this study were measured based on the odd semester student report score in the 2019/2020 school year. Report value is taken as a data source on the grounds that the report value is an accumulation of values that have been obtained by students for one semester. Report value becomes a representation of students' achievements because in the report value contained daily value, UTS value and UAS value. While the report value of semester V is taken as a source of learning achievement data because the value in semester V is the last report value that is closest to graduation. KKM value is usually made an agreement between mapel teachers when MGMP in a region, here the value of economic mapel 76. The score of the report has represented the Competency Standards of subjects in odd semesters.

Table 2. Descriptive Statistics of Learning Achievement

	N	Minimum	Maximum	Mean	Std. Deviation
Learning achievement	375	76	91	80.28	7.109
Valid N (listwise)	375				

The table above shows that the highest value is 91 while the lowest value is 76. The average value of economic lessons from respondents in semester V was 80. From this result, it can be known that all respondents' grades fall into a good category because it is above kkm (Minimum Standards). Kkm value of economics subjects in class XII is 76. The results also showed that although there are respondents whose value is the same as KKM, but in general have good value because the average value of respondents reaches 80 which is far above the KKM value. The explanation above can be concluded that the average learning achievement of students in grade XII sma Negeri Sekota Semarang judging from the value of raport semester V results are good.

Table 3. Description of Learning Outcomes of Semarang State High School Students

Score	Frekuensi	Percentase (%)
91 – 100	91	24 3
81 – 90	78	20 8
71 – 80	78	20 8
61 – 70	72	19 2
51 – 60	56	14 9
Total	375	100

The table above shows the value of economic subjects in grade XII of SMA Negeri Sekota Semarang. The result shows that the student's value has reached KKM, which is 76. However, on average, students get a moderate grade of 80.28.

Results Description of Variable Interest to Universities

Variable interest to universities in this study uses four indicators namely desire in achievement, seriousness of achieving goals, the presence of pleasure and interest with college information

From the table in general, high school students in semarang city who are interested in continuing to college have an interest when discussing about universities, happy when accepted to the state college. This means that the average student gives a moderate assessment of

the economic condition of parents and an interest in continuing to college. The results of this study also give an idea that with the higher economic level parents will be able to increase the interest of students to continue to college.

The results of a descriptive analysis of variables showed that the average index of interest variables to universities of 74.15 fell into the high category. This illustrates that most respondents are interested in going to college. Based on the table above can also be seen that the highest score is 82.3 which states that the interest of students to continue after graduating from high school is quite high which is illustrated by the pride if they are accepted in public universities and work ties from government agencies.

Before conducting hypothesis testing, the requirements test consists of normality test, linearity test, classic assumption test consisting of (multicolinearity test and hetroskedastisity test)

Effect of Learning Motivation on Learning Achievement

According to Hamalik (2012:112) intrinsic motivation is often referred to as genuine /pure motivation, or actual motivation arising from within the student. According to Indriyanti and Ivada (2013) motivation with internal impulses is able to influence a person's interest in something. Thus, it is in accordance with the results of this study that the motivation of learning has an influence on the interest of continuing to college. The results of a descriptive analysis of learning motivation variables showed that the average index of 71.56 fell into a high category. Almost all indicators that describe the existence of learning motivation have an index with a high category. Tenaciously facing challenges into a high category of 75.5 this indicates that students have tenacity and learning ability in improving achievement and self-ability. Students want to be diligent in learning, active in the teaching and learning process in the classroom, as well as having an interest and enthusiasm for the materials that have been learned in learning, able to complete the

tasks given by the teacher well. If the student has a high motivation to learn, then he will exert all his power and ability to get maximum results in his learning, including to be able to continue his education to the college he is interested in. This means that students of SMA Negeri Sekota Semarang in the learning process have a strong desire and kinginan to learn, encouragement and awareness of learning needs, hopes and future ideals, and supported by a conducive learning environment. The results of this study agree with Pratama & Rusdarti (2018) learning motivation affects economic learning achievement by 59.9% of students need to increase motivation in learning so that the material can be mastered properly so that it can finally improve economic learning achievement. Related to the environment it is expected that parents, schools, and parents pay more attention to students in learning and create a conducive environment for students.

The SocioEconomic Influence of Families on Learning Achievement

The social economic condition of the family is a condition that concerns the interactions of parents with their children as well as the ability of parents in creating goods and services in order to meet physical and spiritual needs. Based on the results of individual parameter significance test (t test) in this study the influence of family social economy on learning achievement obtained nilaithitung 7,372 with p value of $0.000 < 0.05$ then H_0 was rejected, meaning the family social economy had a positive and significant effect on student learning achievement. This means that the higher the socialekonomi family condition, the higher the learning achievement that will be achieved. This result corroborates Sumarto's opinion, (2006:13) that the main family problem is the family's efforts to be able to meet the needs so as to achieve prosperity. From the results of statistics analysis descriptive variables of social economic condition of the family owned by students are in a high category. The social economic condition of the family category is very high at 83.7 the number of family dependents. The social economic variable index of the family of students of SMA Negeri Sekota Semarang is 75.47 and is in the high category. This means that students already have families with high

socioeconomic conditions. The social economic condition of the family is measured using indicators such as education of parents/guardians, income of parents, expenditures to meet needs, ownership of property of economic value. After conducting an analysis on the tabulation of research data, the indicator on the variable social economic condition of the family that has the highest score is the number of family dependents. For example, students buy textbooks in bookstores, students do not have to struggle to reach the bookstore because they have transportation. And of course in modern times like this information is widespread, learning can not only be done in schools but through media such as radio broadcasts, the internet, and mass media. So it is needed such as television, laptop, radio, and mobile phone. Students who have families with ownership of economic value will be further encouraged by their learning achievements.

The Influence of Learning Motivation on The Interest of Continuing to Higher Education through Learning Achievement

The test track states the amount of indirect influence of learning motivation on the interest of continuing to the college of students of SMA Negeri Sekota Semarang through learning achievements can be proven by the following figure:

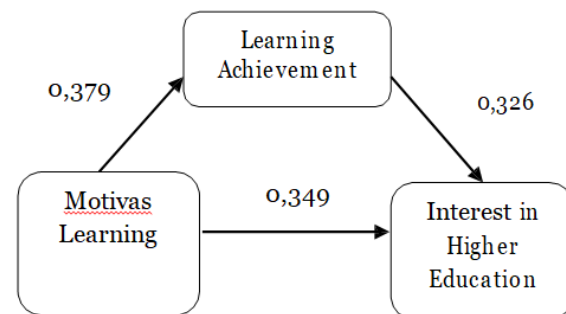


Figure 1. Results of Analysis Model of Learning Motivation Influence Pathway on The Interest of Continuing to Higher Education through Learning Achievement

From the picture of the analysis model above, the influence of learning motivation on the interest of continuing to college through learning achievement can be proven that the total effect (total effect) > direct effect) = $0.264 > 0.100$ which means that learning motivation has an

influence on the interest of continuing to the college of students of Sma Negeri Sekota Semarang through learning achievement. The influence of learning motivation variables on the interest of continuing to college through learning achievement based on the calculation of total influence of 0.264 or 26.4% shows that 26.4% of learning motivation variables have a positive and significant effect on the interest of continuing to college through learning achievement. The results of this study said that there is an influence of mediation of forward learning motivation on the interest of continuing to college through the self-motivation of students in grade XII of SMA Negeri Sekota Semarang. From the model, it is stated that the interest of continuing to the college of students in grade XII of SMA Negeri Sekota Semarang is higher with the achievement of learning compared to the interest to universities without the variable of mediation, namely learning achievement. This means that learning achievement greatly affects students' interest in college. With the motivation of students of SMA Negeri Sekota Semarang, they will be more encouraged to continue their studies to a higher level.

The results showed that learning motivation has a positive and significant effect on students' learning achievement, so that the better the motivation to learn, the more students' learning achievements will increase. Learning motivation is an illustration of how individuals view themselves as motivated in learning. Learning motivation is not only a driver to achieve good results but contains efforts to achieve learning goals, where there is understanding and development of learning (Hadinata, 2009). This image helps the individual in directing or motivating himself to achieve systematic changes in order to achieve what he or she dreams of. The results of this study prove the Theory of Plan Behaviour which states that students who have a good evaluation of the interest of continuing to college, then he has the perception that further study is good for his life in the future. The attitude of students who think that further study promises a better life compared to other options, then the interest of students to continue their studies will be higher. Learning motivation and learning achievement contain all three attitudes. The

results of this study are supported by research results corroborate the opinion that has been expressed by Ahmadi (2007:23) that one of the factors that influence the growth of one's interest in something is motivation and ideals. The existence of ideals and support by a strong motivation in a person will be able to increase the person's interest in an object. Conversely, if the goals and motivations do not exist, then the interest is difficult to grow. In Indriyanti et al (2013) it was explained that motivation with indicators of internal impulses is able to influence a person's interest in something. So this is in accordance with the results of research that motivation has an influence on the interest of continuing education to college. This is also in line with Hamalik's theory (2012:115) that "the principle of motivation is able to stimulate interest in learning". With a high motivation in the students, students can have a high interest in learning as well as studying college. In line with Sofiarini's research (2011) stated that motivation has a positive effect on students' interest in continuing their education to college. According to Salma's research (2020) shows that learning motivation has a direct effect on the interest of continuing to college (21.0%).

However, this research is not in line with Agustine's research (2012), which draws conclusions from the results of her research that learning motivation does not have a partial influence on the interest of continuing higher education. But more research and opinions support research that partially influences the interest in continuing education to college.

The SocioEconomic Influence of Families on The Interest of Continuing to College through Learning Achievement

The track test stated the amount of indirect influence of the family's socioeconomic on the interest to the universities of students of SMA Negeri Sekota Semarang through proven learning achievements. This result also proves the TPB which states that subjective grades are students' belief in the interest of continuing higher education influenced by the environment. Subjective norms are a fusion of normative beliefs with the willingness to follow the advice of others such as family, teachers and friends. The results of this study are proven by the following figure:

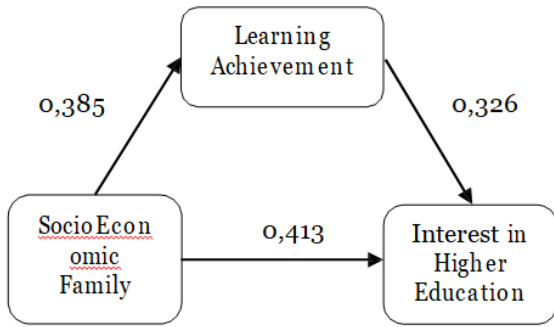


Figure 2. Results of The Analysis Model of The Family SocioEconomic Influence Pathway on The Interest of Continuing to Higher Education through learning achievement

From the results of the analysis model above, the results of calculation of the amount of socioeconomic influence of the family on the interest of continuing to college with a total effect (total influence) > direct effect (direct influence) of 31.8% > 0.100% which means that there is a positive influence of socioeconomic family on interest in higher education through learning achievement. The amount of direct socioeconomic influence on the interest of continuing to college is 0.100%. The amount of indirect socioeconomic influence on interest in universities through learning achievement was 31.8%. The total influence of socioeconomic variables on interest in universities through self-motivation as a mediation variable is 2.3%.

The results of this study said that there is an influence of family socioeconomic mediation on the interest of continuing to college through the learning achievements of grade XII students of SMA Negeri Sekota Semarang. From the model, it is stated that the interest of continuing to the college of students in grade XII of SMA Negeri Sekota Semarang is higher with the variable of mediation of learning achievement compared to interest to universities without the possibility of mediation, namely learning achievement. This means that learning achievement greatly affects students' interest in college. With high learning achievement, students of SMA Negeri Sekota Semarang will be more encouraged to continue their studies to a higher level.

Family socioeconomic is one of the variables that affect students' interest in college. According to Hamalik (2012) good social economic conditions can hinder or encourage

learning. The problem of tuition fee fulfillment is also a source of strength and encouragement in learning because the lack of tuition fees will greatly disrupt the smooth learning. One of the facts that affects a child's level of education is family income. The socioeconomic level of the family has a high influence on students' learning achievement in school, because all the needs of children related to education will cost money to meet the parents. Hurlock (2006) also mentioned that someone with good social economic status would tend to expand an interest that includes things that were not previously able to be implemented. With the socioeconomic status of good parents will make the child expand his interests, one of which is to continue his education to college.

Nurtanto, et al (2017) stated that interest is influenced by the family environment including family education and family economy. High family education will support the child's will and will even direct the child's potential. Meanwhile, adequacy economic conditions make it easier for parents to finance or choose the desired college. Low parental income affects a child's success.

The results of this study say that there is an influence of self-motivation mediation on interest to universities. Based on the description above, it can be stated that the higher the socioeconomic family the higher and easier the student in the fulfillment of facilities and the convenience of learning to the achievement of learning and the interest of students continuing to college will be higher and vice versa the lower the socioeconomic family will cause the achievement of learning and interest of students to college is also lower.

The Influence of Learning Achievement on The Interest of Continuing to College

Regression test states the amount of direct influence of learning achievement on the interest of continuing higher education can be calculated as follows:

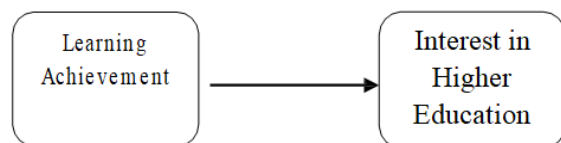


Figure 3. Results of Analysis Model Learning Achievement Path to The Interest of Continuing to College

Based on the calculation results, the direct influence of learning achievement on the interest of continuing to college is 10.6%. The results showed that learning achievement has a positive and significant effect on students' interest in continuing higher education, so that the better the student's learning achievement, the interest of students continuing higher education is also increasing. Learning achievement as a driver of achievement that transforms energy in a person into the form of creativity or to achieve certain goals, so as to foster an interest in continuing education to college, students need encouragement both from outside and from within themselves.

The results of this study prove the truth of Theory Hurlock (2006:221) states that one of the factors that influence attitudes and interest in education is values that indicate academic success or failure. Academic successes and failures here can be demonstrated by the learning achievements that students gain in learning. Outstanding students tend to have a high level of intelligence. These achievements need to be developed through education and training programs in order to continue to improve and develop. The capital of intelligence that has made students want to develop their knowledge insights by studying as high as possible. Students feel able to continue higher level education, so there is an interest in continuing higher education. The higher the student's learning achievement, the higher the interest in continuing his education to his/her college.

The results of this research are also in line with the results of Fitriani's research (2014) that learning achievement has a positive influence on students' interest in continuing their higher education. In addition, Abid's research (2011) stated that there is a significant influence between learning achievement on the interest of continuing higher education. Rini (2012) in her research also stated that there is a positive and significant relationship between student learning achievement and interest in continuing study to higher education.

Furthermore, the research results of Taufik & Tri (2020) variables of learning achievement towards the interest of continuing education to the Fe UNP Master Program on path analysis showed

that $P_{yx^2} = 0.462$ at $\text{sig } 0.000 < 0.05$. This means that there is a significant influence between learning achievement and the interest in continuing education to the FE UNP master's program. So it can be said that the higher the student's learning achievement, the higher the interest in continuing education to the master's program in students.

However, this research is not in line with Umma's research (2014), which draws conclusions from her research that learning achievement does not have a partial influence on the interest of continuing education to college. Augustine's research (2012) also concluded that learning achievement has no partial influence on students' interest in continuing their education to college. But more research and opinions support research that partially affects the interest in continuing higher education.

CONCLUSION

This study tested the model of continuing interest to universities that are mediated by learning achievements by paying attention to the direct or indirect influence between learning motivation and socioeconomic family. Based on the results of research and discussion shows the model submitted with existing data can be drawn conclusions about the relationship between variables as follows: Learning motivation has a positive and significant effect on the learning achievement of students in grade XII of SMA Negeri Sekota Semarang, meaning that the higher the motivation to learn in grade XII students of SMA Negeri Sekota Semarang, the more students' learning achievements increase to continue to higher education. Socioeconomic family has a positive and significant effect on the learning achievement of students in grade XII sma Negeri Sekota Semarang means that the more socioeconomic family of students in grade XII SMA Negeri Sekota Semarang, the more students learn achievement to continue to college.

Learning motivation has a positive and significant effect on the interest of continuing to college through learning achievements in students xii SMA Negeri Sekota Semarang means that the higher the motivation to learn the higher the achievement of learning and the interest of

students to continue to college Socioeconomic family has a positive and significant effect on the interest of continuing to college through the learning achievements of students XII SMA Negeri Sekota Semarang, meaning that the higher the socioeconomic family the higher the learning achievement and the interest of students continuing to college will be higher. Learning achievement has a positive and significant effect on the interest of continuing to college, meaning the higher the learning achievement the higher the interest in continuing to college.

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