1st International Seminar of Social Studies (ISoSS)
October 2nd 2021, 82-89
https://publikasipips.ulm.ac.id/index.php/prosidingpips

The Effect of Parents' Cost of Education and Social-Economic Status on Interest in Continuing Education to Higher Education in Students of Class XII IPS SMAN 8 Jambi

Rosmiati, Siti Syuhada, Anneke Puspita
rosmiati.fkip@unja.ac.id
[1,2,3,4,5]Jambi University

Abstrak

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh yang signifikan antara biaya pendidikan terhadap minat melanjutkan pendidikan di perguruan tinggi, (2) status sosial ekonomi orang tua terhadap minat melanjutkan pendidikan di perguruan tinggi, (3) biaya pendidikan dan biaya pendidikan orang tua. status sosial ekonomi terhadap minat melanjutkan pendidikan ke perguruan tinggi. Penelitian ini merupakan penelitian kuantitatif dengan jenis penelitian deskriptif kuantitatif. Populasi dalam penelitian ini adalah 75 orang yaitu siswa kelas XI IPS. Hasil penelitian menunjukkan bahwa: (1) Terdapat pengaruh biaya pendidikan terhadap minat melanjutkan pendidikan ke perguruan tinggi yang ditunjukkan dengan nilai thitung 4,902 > ttabel 1,66600. (2) Ada pengaruh status sosial ekonomi orang tua terhadap minat melanjutkan pendidikan ke perguruan tinggi yang ditunjukkan dengan t hitung 4,512 > t tabel 1,66600. (3) Terdapat pengaruh simultan biaya pendidikan dan status sosial ekonomi orang tua terhadap minat melanjutkan pendidikan ke perguruan tinggi. Mengingat biaya pendidikan dan status sosial ekonomi orang tua, maka minat melanjutkan pendidikan ke perguruan tinggi sebesar 43,5%, dan sisanya sebesar 46,5% dipengaruhi oleh variabel lain yang tidak dijelaskan dalam penelitian ini. Berdasarkan hasil penelitian dapat disimpulkan bahwa biaya pendidikan dan status sosial ekonomi orang tua mempengaruhi minat mereka untuk melanjutkan pendidikan ke perguruan tinggi.

***Kata Kunci**: Biaya Pendidikan, Status Sosial Ekonomi Orang Tua, Minat Melanjutkan Pendidikan Tinggi*

Abstract

This study aims to determine whether there is a significant influence between Education costs for interest in continuing their education in tertiary institutions, (2) parents' socioeconomic status on their interest in continuing their education in tertiary institutions, (3) educational costs and parents' socioeconomic status on their interest in continuing their education to tertiary institutions. This research is quantitative research with a quantitative descriptive research type. The population in this study was 75 people, namely students of class XI IPS. The study results show that: (1) There is an effect of the cost of education on the interest in continuing education to higher education as indicated by the value of tcount 4.902 > ttable 1.66600. (2) There is an influence of parents' socioeconomic status on their interest in continuing their education to higher education as indicated by t count 4.512 > t table 1.66600. (3) There is a simultaneous effect of the cost of education and parents' socioeconomic status on the interest in continuing their education to college. Given the cost of education and parents' socioeconomic status, the interest in continuing their education to college is 43.5%, and the remaining 46.5% is influenced by other variables that are not explained in this research. Based on the research results, it can be concluded that the cost of education and parents' socioeconomic status influence their interest in continuing their education to college.

Keywords: Education Costs, Parents' Socioeconomic Status, Interest in Continuing Higher Education

Preliminary

Education is a learning process such as knowledge, abilities, and skills that are seen from the habits of each individual that are passed down from one generation to the next or commonly called hereditary. In general, education can be interpreted as a conscious effort to achieve specific targets and improve progress (Abbas, Jumriani, Handy, dkk., 2021).

Copyright © 2021, Social Studies Education Department, ULM

Therefore, education has an essential role in human life. Because without education, human life will not be organized. The position of education is crucial at this time because of the progress and development of an increasingly sophisticated era, and it is the role of education (Abbas, 2021).

According to (Slameto, 2003), interest is a sense of preference and attachment to something or activity without anyone telling. Mulyadi (Ferdi, 2013) argues that in a broad sense, costs are sacrifices of economic resources measured in units of money that have occurred or are likely to occur for specific purposes. In a narrow sense, it can be interpreted as sacrificing economic resources to acquire assets (ABBAS, 2020). Meanwhile, Mulyadi (Ferdi, 2013) argues that costs are cash or cash equivalents sacrificed to obtain goods or services that are expected to provide benefits, both now and in the future. According to (Saifi & Mehmood 2011), socioeconomic status: The parents' economy consists of education, employment, parental income, materials owned, services, and means of transportation (Abbas, Jumriani, Syaharuddin, dkk., 2021). Therefore, education, including parents' socioeconomic status, is considered very important and affects their children because the family is the first and foremost place for the growth and development of a child (Abbas, Rusmaniah, Rival, dkk., 2021).

Table 1.1 Preliminary Observations of Research

Class	Number of Students	Students who are interested in Continuing Education to College		Students who are not interested in continuing their education to College		total
		People	%	People	%	%
XII IPS 1	38	25	66	13	34	100
XII IPS 2	37	30	81	7	19	100

Source: Processed data from SMA Negeri 8 Jambi City

From the initial observation table in Figure 1.1, it can be seen that there are students of class XII IPS 1 and 2 at SMA N 8 Jambi City who are interested and not interested in continuing their education in college. Of 75 students, 20 are not interested in continuing their education in college. Students who are not interested are caused by various reasons, such as lack of parental support and the cost of education is not cheap (Abbas & Warmansyah, 2014). This problem must be resolved so that later there will be no more students who are not interested and unable to continue their education to higher education due to these factors (Wiriaatmadja, 2015). Based on the survey results, students' interest in continuing their college studies generally considers their parents' economic conditions related to the education costs needed when studying in college (Achmadi, 2019).

Interest is a persistent tendency to pay attention and remember some activities. Activities that interest someone is noticed continuously accompanied by a sense of pleasure. So it is different from attention because attention is temporary and is not necessarily followed by feelings of pleasure. In contrast, interest is always followed by feelings of pleasure, and from there, satisfaction is obtained. Another opinion John Holland expresses (Rahmat, 2021) is that interest is an activity or task that arouses feelings of curiosity and attention and gives pleasure or enjoyment. Interest can indicate a person's strength in a particular area where he will be motivated to learn it and show high performance. Interest does not come suddenly

(Slameto, 2003). Interest is a motive that encourages individuals to do something where

Copyright © 2021, Social Studies Education Department, ULM

several factors influence interest. According to (Rahmat, 2021), there are several supporting factors, including internal factors and external factors.

1. Internal Factor
   a. Congenital Factors (Genetic)

Intrinsic factors support individual development in interests and talents as the totality of individual characteristics inherited from parents to children in all potential through physical and psychological properties possessed by individuals as an inheritance from their parents (Jumriani, Rahayu, dkk., 2021).

   b. Personality Factor

A personality factor is a psychological state when a child's potential development depends on the child's self and emotions. This will help children form concepts and be optimistic and confident in developing their interests and talents (Jumriani, Syaharuddin, dkk., 2021).

2. External Factors
   a. Family environment

The family environment is the initial environment where individuals learn and practice. A family environment is also where individuals gain experience because the family is the first and most important environment for individuals.

   b. School environment

The school environment is an environment that can affect the teaching and learning process that is formal. This environment is very influential for developing talents and interests because, in this environment, the interests and talents of individuals are developed intensively.

   c. Social environment

The social environment is an environment related to community life. In this social environment, individuals will actualize their interests and talents in society (Mardhiah dkk., 2021).

According to (Slameto, 2003), interest indicators are 1. Feelings of pleasure 2. Interest 3. Attention 4. Willingness.

2.1 Cost of education

According to (Nanang, 2000), the cost of education is an empirical basis to provide an overview of the financial characteristics of schools. The unit cost at the school level is the cost of education at the school level, whether sourced from the government, parents, or the community, which is issued for the implementation of education in one academic year. Mulyono in (Rahman 2017) conceptually formulates the cost of education as an unavoidable sacrifice to support the activities derived from the work plan and budget or in line with what is needed throughout the plan and budget implementation. These sacrifices can be calculated or estimated in money, based on unit prices in the market or other legalized provisions.

The factors that affect the financing of school education are influenced by:

1. Increase in prices (rising prices);
2. Relative changes in teacher's salaries;
3. Changes in population and increasing percentage of children in public schools;
4. Increased educational standards (educational standards);
5. The increasing age of children leaving school; and
6. The increasing demand for higher education (higher education).

Copyright © 2021, Social Studies Education Department, ULM

The indicators for the cost of education according to (Lupiyoadi & Hamdani, 2006), Alma and Hurriyati (2008:159) (Suhaylide, 2013) consist of:

1. Tuition fees
2. Cost of college supplies and equipment
3. Boarding fee
4. Benefits

2.2 Parents' Socioeconomic Status

According to (Afiati, 2014), "Socioeconomic status is a combination of social status with economic conditions in society" (Mutiani dkk., 2021). According to (Abdul, 2002), the socioeconomic position or position of a person in a human group is determined by the type of economic activity, income, level of education, type of residence, and position in the organization. According to Ahmed (Juariyah, 2010), the benefits in the socioeconomic context for the community from an educational program are in the form of improvements in income, productivity, health, nutrition, family life, culture, recreation, and community participation.

Factors that affect the socioeconomic status of parents: According to Hendropuspito (1989:105), the factors that affect a person's social status are birth, biological elements, wealth, occupation, and religion.

According to Soekanto in Aviani (2018:13), socioeconomic status indicators are ownership/wealth, employment, income, and education. However, another expert opinion, namely (Abdul 2002), states that several indicators are often used to measure socioeconomic status, namely: 1) income level, 2) and employment level 3) education level.

Method

This research is a descriptive type of research. Descriptive research describes existing phenomena with the title "The Influence of Education Costs and Parents' Socioeconomic Status on Interest in Continuing Education to Higher Education in Class XII Social Studies Students of SMA N 8 Jambi City. The approach in this study uses a survey method. The approach in this research is using the survey method. The survey method is used to get data from certain natural places (Sugiyono, 2016:12). The population in this study were students of class XII IPS SMA N 8 Jambi City, as many as 75 students. In this study, the population was only 75 students and less than 100 respondents, so all samples were taken from the population under study (Yusnita dkk., 2021). In this study, the author uses non-probability sampling. This sampling technique does not provide equal opportunities for each element (member) of the population to be selected as sample members (Sugiyono, 2017: 82). The sampling technique used is the saturated sample. According to Sugiyono (2017:85), the saturated sampling technique is a sampling technique where all members of the population are used as samples. Based on this, the number of samples used in this study was 75 students. This study used a measurement scale, namely the Likert scale. In this study, the technique of collecting data was through a questionnaire, namely to determine the effect of Education Costs (X1) and Parents' Socioeconomic Status (X2) on Interest in Continuing Education to Higher Education (Y).

Copyright © 2021, Social Studies Education Department, ULM

Results and Discussion

4.1 The Influence of Education Costs on Interest in Continuing Education to Higher Education in Class XII Social Studies Students at SMA Negeri 8 Jambi City.

Based on the research results, the regression coefficient value of the education cost variable on the interest in continuing education to higher education is 0.498. This shows that with each addition of one unit of parental socioeconomic status, interest will increase by 0.498. Then, based on partial hypothesis testing, the tcount value is 4.902, and the significance value is 0.000. Therefore, it is known that the value of tcount is greater than ttable, which is 4.902 > 1.66600. Then it can be taken a decision that Ha is accepted and H0 is rejected, which means that there is a significant effect of the cost of education on the interest in continuing education to higher education in class XII social studies at SMA Negeri 8 Jambi City (Putri dkk., 2021).

4.2 The Influence of Parents' Socioeconomic Status on Interest in Continuing Education to Higher Education in Class XII Social Studies Students at SMA Negeri 8 Jambi City.

Based on the results of the research that has been obtained, the regression coefficient value of the socioeconomic status variable of parents on the interest in continuing their education to college is 0.467. This shows that with every addition of one unit of a parent's socioeconomic status, interest will increase by 0.467. Then, based on the partial hypothesis test, the tcount value is 4.902, and the significance value is 0.000. It is known that the value of tcount is greater than ttable, namely 4.512 > 1.66600. Then it can be taken a decision that Ha is accepted and H0 is rejected, which means that there is a significant influence of the socioeconomic status of parents on the interest in continuing education to college in class XII students of SMA Negeri 8 Jambi City.

4.3 The Influence of Education Costs and Parents' Socioeconomic Status on Interest in Continuing Education in Higher Education.

Based on the simultaneous test, the Fcount value is 27.754, and the significance value is 0.000. Therefore, it is known that the value of Fcount is greater than Ftable, which is 27.754 > 3.06. Then it can be taken a decision that Ha is accepted and H0 is rejected, which means that there is a significant effect of the cost of education and the socioeconomic status of parents on the interest in continuing their education to college. Then, based on the simultaneous coefficient of determination (R2), it shows that the contribution or contribution of the variable cost of education and the socioeconomic status of parents to the interest in continuing their education to college is 43.5%. At the same time, the remaining 46.5% is influenced by other variables not described in this study.

Conclusion

There is an effect of the cost of education on the interest in continuing education to higher education in class XII Social Studies at SMA Negeri 8 Jambi City. This is indicated by the value of tcount, which is greater than ttable, namely 4.902 > 1.66600. This means that Ha is accepted and H0 is rejected, meaning that the cost of education significantly affects an interest in continuing education to college.

Parents' socioeconomic status influences their interest in continuing their education to higher education in class XII social studies at SMA Negeri 8 Jambi City. This is indicated by

Copyright © 2021, Social Studies Education Department, ULM

the value of tcount, which is greater than ttable, namely 4.512 > 1.66600. This means that Ha is accepted and H0 is rejected, meaning that parents' socioeconomic status significantly affects their interest in continuing their education to college.

There is an effect of the cost of education and the socio-economic status of parents on the interest in continuing their education to higher education in class XII IPS SMA Negeri 8 Jambi City (Sukmadinata, 2010). This is indicated by the value of Fcount which is greater than Ftable, Perkembangan masyarakat dari waktu ke waktu mengahasilkan berbagai macam bentuk kebudayaan dan juga aktivitas yang sering dilaksanakan, diantaranya adalah aktivitas ataupun ritual keagamaan yang sering dilaksanakan oleh masyarakat Banjar, tujuan penulisan dari artikel ini adalah untuk mengetahui bagaimana modal sosial pada masyarakat Banjar dalam setiap pelaksanaan berbagai kegiatan ritual keagamaan. Menggunakan studi literatur sebagai desain dari penelitian ini dengan langkah-langkah yang dilakukan diantaranya pengumpulan data-data pustaka, membaca, mencatat, serta membandingkan berbagai literature yang dimana kemudian diolah menghasilkan kesimpulan sehingga menghasilkan pembahasan yang tepat. Hasil dari penelitian ini menunjukkan bahwa dari berbagai macam aktivitas ataupun kegiatan ritual keagamaan yang sering dilaksanakan oleh masyarakat Banjar seperti bahaul, batahlil, baayun maulid, bahandil dan lainnya menunjukkan bahwa modal social yang kerekatan (bonding) yang terjalin dari berbagai hubungan seperti hubungan keluarga, kerabat dan sekitarnya menjadi salah satu bentuk dan kekuatan dari modal sosial bagi masyarakat Banjar yang masih bertahan hingga saat ini (Syaharuddin dkk., 2021). This means that Ha is accepted and H0 is rejected, meaning that the cost of education and the socioeconomic status of parents have a significant effect on the interest in continuing their education to college.

Bibliography

ABBAS, E. W. (2020). *Menulis Mudah, Menulis Ala Ersis Writing Theory*. Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat. https://repo-dosen.ulm.ac.id//handle/123456789/17292

Abbas, E. W. (2021). *Manusia, Berpikir, dan Filsafat*. Program Studi Pendidikan IPS FKIP ULM. https://repo-dosen.ulm.ac.id//handle/123456789/24445

Abbas, E. W., Jumriani, J., Handy, M. R. N., Syaharuddin, S., & Izmi, N. (2021). Actualization of Religious Values through Religious Tourism on the River As a Source of Social Studies Learning. *AL-ISHLAH: Jurnal Pendidikan*, *13*(3), 1663–1669. https://doi.org/10.35445/alishlah.v13i3.1013

Abbas, E. W., Jumriani, J., Syaharuddin, S., Subiyakto, B., & Rusmaniah, R. (2021). Portrait of Tourism Based on River Tourism in Banjarmasin. *The Kalimantan Social Studies Journal*, *3*(1), 18–26. https://doi.org/10.20527/kss.v3i1.4145

Abbas, E. W., Rusmaniah, R., Rival, M., Yusup, Y., & Maulana, M. (2021). Training in Making Learning Media in The Form of Attractive Photos for Teachers to Increase Student Learning Motivation At SMPN 7 Banjarmasin. *The Kalimantan Social Studies Journal*, *3*(1), 27–35. https://doi.org/10.20527/kss.v3i1.4144

Abbas, E. W., & Warmansyah, E. (2014). *Berpikir Historis dan Pendekatan Saitifik dalam Pembelajaran Sejarah*. 78–84.

Abdul, S. (2002). Sosiologi Skematika Teori dan Terapan. *Jakarta: Bumi Aksara*.

Achmadi, A. (2019). *Filsafat Umum , edisi revisi*. PT. RAJAGRAFINDO PERSADA. http://r2kn.litbang.kemkes.go.id:8080/handle/123456789/63970

Copyright © 2021, Social Studies Education Department, ULM

Afiati, B. (2014). Pengaruh status sosial ekonomi orang tua dan kelompok teman sebaya terhadap perilaku konsumsi siswa kelas XI IPS MAN Sidoarjo. *Jurnal Pendidikan Ekonomi (JUPE)*, *2*(3).

Ferdi, W. (2013). Pembiayaan pendidikan: Suatu kajian teoritis. *Jurnal Pendidikan dan Kebudayaan*, *19*(4), 565–578.

Juariyah, S. (2010). Analisis kondisi sosial ekonomi dan tingkat pendidikan masyarakat Desa Srigading, Kecamatan Labuhan Maringgai, Kabupaten Lampung Timur. *Jurnal ekonomi dan pendidikan*, *7*(1).

Jumriani, J., Rahayu, R., Abbas, E. W., Mutiani, M., Handy, M. R. N., & Subiyakto, B. (2021). Kontribusi Mata Pelajaran IPS untuk Penguatan Sikap Sosial pada Anak Tunagrahita. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, *3*(6), 4651–4658. https://doi.org/10.31004/edukatif.v3i6.1536

Jumriani, J., Syaharuddin, S., Abbas, E. W., Mutiani, M., & Handy, M. R. N. (2021). The traditional clothing industry of Banjarmasin Sasirangan: A portrait of a local business becoming an industry. *Journal of Socioeconomics and Development*, *4*(2), 236–244. https://doi.org/10.31328/jsed.v4i2.1597

Lupiyoadi, R., & Hamdani, A. (2006). *Manajemen pemasaran jasa*.

Mardhiah, M., Abbas, E. W., & Putra, M. A. H. (2021). The Influence of Islamic Education on Social Behavior in The Nahdlatul Ulama Student Association of Banjarbaru. *The Kalimantan Social Studies Journal*, *3*(1), 45–51. https://doi.org/10.20527/kss.v3i1.4151

Mutiani, M., Supriatna, N., Wiyanarti, E., Alfisyah, A., & Abbas, E. W. (2021). Kuhnian's Paradigmatic Analysis Method As a Solution of Abstract Thinking Difficulties in Social Studies. *AL-ISHLAH: Jurnal Pendidikan*, *13*(3), 1653–1662. https://doi.org/10.35445/alishlah.v13i3.1046

Nanang, F. (2000). Manajemen Berbasis Sekolah. *Bandung: Yayasan Amal Keluarga*.

Putri, M. A., Abbas, E. W., & Jumriani, J. (2021). Strategies in Developing Creative Economic Activities Based on Local Wisdom. *The Innovation of Social Studies Journal*, *3*(1), 42–48. https://doi.org/10.20527/iis.v3i1.3517

Rahman, A. (2017). Efisiensi Dalam Pembiayaan Pendidikan Untuk Meningkatkan Kualitas Pendidikan. *Eklektika: Jurnal Pemikiran dan Penelitian Administrasi Pendidikan*, *5*(2), 87–102.

Rahmat, P. S. (2021). *Psikologi pendidikan*. Bumi Aksara.

Saifi, S., & Mehmood, T. (2011). Effects of socioeconomic status on students achievement. *International Journal of Social Sciences and Education*, *1*(2), 119–128.

Slameto, B. (2003). Belajar dan Faktor-Faktor yang Mempengaruhinya (Cetakan IV). *Rineka cipta*.

Suhaylide, I. S. (2013). *Pengaruh Mutu Layanan Akademik dan Biaya Pendidikan Terhadap Kepuasan Mahasiswa Pada Sekolah Tinggi Pariwisata Bandung*.

Sukmadinata, A. & N. S. (2010). PENGEMBANGAN MODEL PEMBELAJARAN TERPADU BERBASIS BUDAYA UNTUK MENINGKATKAN APRESIASI SISWA TERHADAP BUDAYA LOKAL. *Jurnal Cakrawala Pendidikan*, *2*(2), Article 2. https://doi.org/10.21831/cp.v2i2.339

Syaharuddin, S., Handy, M. R. N., Mutiani, M., Abbas, E. W., & Subiyakto, B. (2021). The Social Capital of Banjar Community in The Implementation of Religious Rituals: A Literature Study. *The Innovation of Social Studies Journal*, *3*(1), 76–82. https://doi.org/10.20527/iis.v3i1.3992

Wiriaatmadja, R. (2015). *Buku Ajar Filsafat Ilmu: Relevansinya dengan Pendidikan IPS*. Bandung: Rizqi Press.

Copyright © 2021, Social Studies Education Department, ULM

Yusnita, A., Apriliani, S., Abbas, E. W., & Rochgiyanti, R. (2021). The Differences of Education Unit Level Curriculum (KTSP) and The 2013 Curriculum in Social Studies Lessons. *The Innovation of Social Studies Journal*, *3*(1), 9–14. https://doi.org/10.20527/iis.v3i1.3182

Copyright © 2021, Social Studies Education Department, ULM