

WHAT DRIVES STUDENTS TO CONTINUE FURTHER STUDY IN UNSUPPORTING ENVIRONMENTS? (CASE STUDY ON ALUMNI OF SMK MUHAMMADIYAH 1 SRAGEN)

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Abstract

This study aimed to analyze the motivation, factors, and constraints of SMK Muhammadiyah 1 Sragen graduates in continuing their education. The research method used is descriptive qualitative research with a case study design—data collection techniques using direct or indirect interviews. The results showed that the graduates of SMK Muhammadiyah 1 Sragen who continued their education to higher education were formed based on their own volition, the socioeconomic status of their parents, family environment, school environment, and community environment. The obstacles experienced in choosing to continue their education to higher education are the economic constraints of parents, but this can be overcome by finding universities with affordable tuition fees and finding solutions by registering for lectures through scholarships.

Keywords :Motivation, Student Interest, Higher Education

1. Introduction

Education is something that everyone must obtain. Higher education is expected to produce quality and highly competitive Human Resources (HR). School education institutions, both general and vocational, are institutions that aim to build and develop a student's knowledge, abilities, talents, and creativity. Each type of education is expected to achieve national education goals from various aspects; one of which is in the spotlight of educational institutions is the Vocational High School (SMK). Vocational High School (SMK) is a secondary education institution that emphasizes developing skills, creativity, reasoning, and student competence in learning.

Based on PP No.19/2005 Article 26 paragraph 3 concerning National Education Standards, it is stated that the purpose of Vocational Schools is to increase intelligence, knowledge, personality, noble character, and skills to live independently and follow further education following their profession. It was explained that although SMK is a school that is oriented to the world of work and one of its goals is to provide students with provisions to be ready to enter the world of work, SMK graduates can also continue their education to a higher level according to their field of expertise or other majors. Education is something that must be obtained by everyone. Higher education is expected to produce quality and highly competitive Human Resources (HR). School education institutions, both general and vocational in nature, are institutions that aim to build and develop a student's knowledge, abilities, talents and creativity. Each type of education is expected to be able to achieve national education goals from various aspects, one of which is in the spotlight of educational institutions is the Vocational High School (SMK). Vocational High School (SMK) is a secondary education institution that emphasizes the development of skills, creativity, reasoning, and student competence in learning.

Ghardiya et al. (2019) argued that "higher education is held to make students become someone who can develop academically and professionally who can apply and even create science, technology, and art." Therefore,

universities as academic units that organize higher education create quality, intelligent human resources to provide positive changes in the world of education.

Motivation is a form of energy change in a person that arises from feelings and is preceded by a response from a person in the form of physical activity or behavior (Eni & Istikomah, 2016). So that motivation is the driving force or encouragement in behavior, so students who have motivation will be able to develop to learn (Suranto, 2015). Motivation is built by himself with something that is outside himself. The stronger or closer the relationship, the greater the motivation that appears in us. Every activity or action always has a motivation behind it; therefore, motivation is always accompanied by interest; if it is accompanied by motivation, it will create a desire to achieve the goals (Asmawan, 2017).

Higher education aims to prepare students with academic and professional abilities who can apply, develop and create science and technology (Setiawan, 2018). So that from higher education will be born experts who can act as actors, implementers, and inventors of things that can be useful for people's lives. Motivation to continue education to college is a feeling that encourages students to continue to a higher level after graduation. Many things influence a person on something, one of which is motivation. Research Sasmi & Johan (2015) mentioned interest in continuing their studies in college can be influenced by motivation. Strong interest makes motivation even more vital.

So that students can have a high interest in continuing their education to higher education, there should be strong support as a motivator. Motivators in schools are like teachers. In the teaching and learning process, the teacher provides direction to students and is a professional educator in teaching, educating, training, and assessing. Therefore, teachers have an essential position in schools (Tri & Ida, 2017). However, counselors in schools are usually called Guidance Counseling (BK). While in the house, a good counselor is a parent. The counselor's encouragement encouraged students to continue their education in college.

Based on the results of the initial interview that the researcher conducted on April 1, 2022, the motivation of SMK Muhammadiyah 1 Sragen graduates to continue their education was due to their willingness to learn more. Different from the results of interviews conducted on April 17, 2022, the motivation to continue education was based on encouragement from both parents. However, there were exciting things when studying with a major in accounting but continuing to study nursing because large families primarily studied health majors.

Research on motivation to continue education which has the same meaning as research from Rabiyyatul et al. (2020) they entitled "Study of Interests of Students of SMK Negeri 1 Sipirok, South Tapanuli Regency to Continuing Higher Education". The results of this study indicate that: 1) Factors from within students with a high percentage of 63%. Aspects within students include aspirations, the desire to get a job, and the opportunity to enter college. 2) Family environmental factors have a percentage of 62%. Aspects of the family environment include the expectations of parents/siblings and the economy. 3) School environmental factors get a percentage of 60%. Aspects include school alumni, scholarships, adding insight, friends, opinions about universities, and the school's expectations.

Besides that, Ghardiya et al. (2019) they "Socio-Economic Influence of Parents and the Sebay Environment on the Motivation of Continuing Education to Higher Education." The results of the study show that 1) parents have a significant positive socio-economic influence on education motivation for students in class XI Automation and Office Governance at SMK Batik 2 Surakarta in the 2018/2019 academic year, 2) There is a significant positive influence of the peer environment on the motivation to continue education to college students in class XI Automation and Office Governance of SMK Batik 2 Surakarta for the 2018/2019 academic year, 3) There is a significant positive socio-economic influence of parents and peer environment together on motivation continue their education to college students of class XI Office Automation and Governance at SMK Batik 2 Surakarta for the 2018/2019 academic year. Based on a review of several existing problems, the authors are interested and want to know more about the motivation of graduates of SMK Muhammadiyah 1 Sragen to continue their education in college.

2. Method

This research was conducted using descriptive analysis with a qualitative approach. Qualitative research is a method used to examine a natural object and understand social phenomena from the participant's point of view, where the researcher is the key instrument (Pebria & Yosua, 2019). The research design in this study used a case study.

The location of this research is at SMK Muhammadiyah 1 Sragen, located at Jl. Rajawali No. 1, Ngrandu, Nglorog, Kec. Sragen, Sragen Regency, Central Java 57215. The subjects of this study were graduate students from SMK Muhammadiyah 1 Sragen. The object of research here is related to the issues raised related to graduate students' motivation to continue their education to higher education.

This study's data sources were obtained from primary and secondary data. Data collection techniques using interviews, observation, and analysis of documentation. In carrying out data analysis techniques using the techniques proposed by Miles and Huberman (as quoted in Goyena, 2019) namely by reducing data, presenting data, and drawing conclusions. To ensure the accuracy of the data collected in this study, the technique commonly used in qualitative research is the triangulation technique. It means that in this case, drawing relevant conclusions is needed not only from one point of view (Sugiyono, 2013).

3. Results and Discussion

To get an idea of the motivation of graduates of SMK Muhammadiyah 1 Sragen in continuing their education to higher education, it can be analyzed 1) Motivation to continue their education to higher education; motivation to continue their education to college; 3) Obstacles in choosing to continue their education to higher education. the following is the presentation of the analysis results as follows:

3.1 Motivation to continue education to college

Students motivated to continue their education tend to have a high interest in higher education. Motivation is formed by the basis of oneself or from others. From the interview conducted by informant 2, it was found that the motivation at the beginning was that the graduates of SMK Muhammadiyah 1 Sragen continued their education because they felt that age was not enough to enter the world of work directly. In his expression, it is true that an era of sophistication requires a person to continue developing. The talents and knowledge gained during school are not enough to directly enter the world of work.

The same thing was also expressed by informant 9 that the motivation to continue education to college is mainly because they want to improve their quality to support work one day. From the view of informant 2 that education in higher education is certainly needed to help develop talents and skills in a better direction. The knowledge and skills gained during school are not mature enough to go directly into work. In line with research Sugiharto (2014) the interest of students who continue their studies due to the desire to improve self-quality.

Motivation affects the interest of private vocational high school students in Banjarmasin to continue their education to college (S1) accounting, self-motivation to improve their abilities in the desires or goals to be obtained and achieved that provide financial rewards (Ruslinda & Rizki, 2018).

From the description of the information obtained from the informant, it can be explained that the motivation to continue education is the desire to add knowledge, insight, and skills that are still lacking to enter the industrial world or the world of work. They are aware of the importance of improving their abilities or skills to continue their college education. When they graduate, they can compete with more professional knowledge and skills to enter the world of work.

3.2 Factors that influence motivation to continue education in college

Motivation to continue education to college is influenced by two factors, namely internal and external factors. These factors will be described as follows:

1. Internal Factor

a) Self Will

Self-will is an impulse of desire that arises in a person, which causes that person to act to do something independently. The willingness of students to continue their education to higher education is driven by the desire to achieve something or specific goals that the student wants to achieve. Informant 1's expression that motivated me to continue my education in college was myself; I wanted to gain more knowledge and develop the knowledge and talents I had acquired during SMK. This reveals that the will to consider knowledge is insufficient in continuing education. Then informants 2, 3, and 4 believe that my motivation in continuing education is to gain more knowledge. In line with research (Setiaji, 2017) the higher the self-will of students, the higher their interest to continue their college studies. Research result Setiawan (2018) the average student wants to go on to college for reasons that come from themselves. From this, it is believed that knowledge is not enough to choose work immediately, they choose to develop their knowledge again by going to school.

b) Academic Success

Students with good academic abilities will be more interested in continuing their education, and success in the academic field is also a driving factor in higher education. This was confirmed by informant 4, and thank God my academic scores were good to continue my college education. Likewise, what was stated by informant 8 was that the theoretical value itself was good, so they were motivated to continue their education to college. The results of the study are in line with research conducted by (Indriyanti & Ivada, 2013). The most significant factor influencing students' interest in continuing their studies to higher education is self-potential. In addition to learning motivation, one of the determinants to support students to continue their studies in college is to obtain good learning outcomes

It can be described that students who excel have a desire to continue their higher education. While the desire to continue education for ordinary students is likely a little. The success of students in school creates a strong desire to continue their education (Sasmi & Johan, 2015).

1. External Factors

a) Parents' Socioeconomic Status

Parents' economic status has the most critical impact on students continuing their education in college. Students with good parental economic status have a more significant opportunity to continue their education. According to informant 1, when he first entered college, there were no problems at all, such as finances. Thank Godparents have also provided for the costs. Furthermore, the expression of informant 6 related to continuing education at UIN Surakarta because it adjusted parents' financial ability. The same expression as informant 2 when it comes to choosing to go to college has no problems because there are the same friends in lectures, so parents do not worry.

The socioeconomic status of students' parents in a reasonably high category can influence the interest in continuing their education to college which is quite large (Fitriani, 2013). The same thing can be concluded that students with good parental income have the same level of interest in continuing their education (Mirwansyah et al., 2021).

From several informants that in entering education to higher education, there are no obstacles at all in the financing. However, another different expression was expressed by informant 3 for now, there are no financial constraints but obstacles during lectures due to the covid pandemic, which requires online learning, which is felt lacking. Maximum in the achievement of the material. Parents' economic status greatly influences students and is a significant factor in considering students to continue their college education. At the same time, the academic success factor is also a separate encouragement for students to continue their college education.

b) Environment

1. Family Environment

In essence, the environment influences students to continue their education in college. This happens because students interact with their families and relatives around them in their daily life. Full parental support is the most critical motivation in convincing them to continue their education. Parents, family, and parents have an essential role in influencing someone in the realization of an ideal.

As stated by informant 3, my motivation to continue my education in college is because my parents fully support me in continuing my education to college. My mother desires that I continue my studies in nursing even though at SMK, I majored in accounting. Another reason is the large family environment in which many continue their education. In line with research findings (Nasirotnun, 2013) there is an influence between parental education on motivation to continue education to college in students of SMK Kartika Aqasa Bhakti Semarang proven.

With the support and encouragement from parents to continue studying, these students are increasingly eager to develop their knowledge and skills and want to make their parents happy. Likewise, what was expressed by informant 4 said that as a parent of students, stated that my motivation in continuing education was to seek knowledge, experience, and insight and the most important thing was to make parents happy. Informant 8 also revealed that my motivation to continue my education was the support from my parents and friends.

From the explanation above, it can be concluded that the support and encouragement from the family environment are significant because it is a factor that encourages students to continue their education in college. With encouragement from parents, it increasingly encourages and strengthens students' steps to continue their studies in college.

2. School Environment

Entering class XII, students are chosen with two options to continue their education or choose to work. Here, the critical role involved in the school, such as the teacher, who, as a mentor in the class, tries to direct his students to make wise decisions. Schools here also play an active role in developing student enthusiasm and provide real encouragement for students to continue their education in college. The school is also an essential factor in whether students continue their education or not because the school is the second party that is very close to students besides their parents.

Through the interviews presented by informants 4 teachers also direct and encourage students who can continue their education in college. The directions given by the teacher to students are usually about matters related to universities or the work they want to achieve. In this direction, BK teachers are usually assisted as counselor teachers in students needing enlightenment or opinions on campus and job information. Teachers and BK direct those who have the opportunity to continue their education to higher education so that they can develop the skills that have been obtained in SMK.

Not only in encouraging, but schools also play a significant role in providing information about the world of lectures by permitting to hold seminars regarding the introduction of campuses. Informant 4's expressions are as follows: other parties such as the school and the school allow other universities to socialize in our school. The school also fully supports and motivates students to continue to college. The school also informed us that there were many universities whose registration route was through scholarships.

The same thing was also expressed by informant 2, such as the school providing much space for universities to socialize at school. There were also expos held by several universities, added to our information. So, add information about campuses and their majors. Add to our insight how the campus world is.

The school environment is a motivating factor for students because it provides schools that allow the provision of socialization schools that make students know information about campuses, know how to register for the campus, provide information on costs on campus, and enter college through any route. The opposite is true with research (Siti et al., 2017) school environment does not affect the interest in continuing higher education. Some of the factors that affect the low school environment for students to continue their higher education are alumni do not give a positive picture of the college where they study, alumni do not get decent jobs after they graduate from college, then friends who do not continue their education downplay interest of students to continue their education to college. The research contradicts the research (Fitriani, 2013). That the school environment is classified as entirely reasonable, students feel that the school environment can support them to increase their interest in continuing their education to higher education.

3. Community Environment

The community environment around students also influences continuing education. If any other students in the environment continue their education, this is also very influential for these students. As stated by the informant, there are three environmental factors, one of which is a factor in continuing education. Many of my friends around me continue their education at universities, so I am also motivated to enter college. Rio et al. (2019) revealed a positive influence of peers in their interest in continuing their education to higher education.

Not only friends who influence in continuing education, but there are also institutions in the community that help students in their desire to continue their education to college with scholarships. Here is the expression of informant 2 that I used to participate in socialization from independent orphans, knowing STAINIM campus from independent orphans. There used to be an event at the Independent Orphanage, and they were told that after graduating from 12th-grade Vocational School, it was advisable to try registering at the STAINIM Sidoharjo campus. There was a scholarship until graduation. Keep trying to register and thank God. From the above expression, informant 2 reveals that outsiders from the community are independent orphans. Yatim Mandiri is a National Amil Zakat Institution (LAZNAS) that focuses on efforts to make orphans & poor people independent through education, health, economic, humanitarian, and da'wah programs. From this explanation, informant 2 received information about the STAINIM campus from independent orphans, and if he passed, he would get a scholarship until he graduated.

3.3 Constraints faced in determining the choice to continue their education to higher education

From the various descriptions of information obtained during the interview, there were no significant obstacles in determining the choice of continuing education to college. As stated by informant 4, so far, my obstacles in determining at the beginning of choosing a university did not exist from the start, I was indeed looking for a campus with affordable costs according to the abilities of my parents, and when I got information about the IAIN campus which is now UIN Surakarta with affordable tuition fees, I registered there and thanked God the cost was very, very affordable. Different from the expressions of other informants, such as the expression of informant 6, so far, there have been no obstacles, but small things such as transportation problems because when I entered college, there was Covid-19 which was complicated to travel. The above can be interpreted that the existing obstacles are not so significant in determining the choice of continuing education to college; both parents and students can pay for fellow lectures and find campuses at affordable prices.

4. Conclusion

Based on the results of research, discussion, and research findings on the Motivation of Graduates of SMK Muhammadiyah 1 Sragen in Continuing Education to Higher Education, it can be concluded that graduates who continue their education to higher education realize that knowledge and skills are deemed insufficient and still limited so that they are determined to continue their education to college.

Internal factors such as their willingness to continue their education, they think that their young age has not been able to enter the world of work or industry. Academic success, in this case, students who have good academic grades have great motivation to continue their education in college. External factors consist of the socioeconomic status of parents and the economic existence of parents who can continue their education in college for their children. Furthermore, environmental factors, the environment is divided into 3 explanations as follows: the first is the family environment; the condition of the family environment, which mostly continues their education, is also a significant factor in students continuing their education. The second is the school environment; there is encouragement, direction, and guidance from teachers who make students interested in continuing their education in college. The environment of friends at school is also a factor in continuing education or not. A positive community environment significantly impacts students' ability to continue their college education because it has a good influence. Because they are used to the environment. Not only that, community institutions play an active role in helping the poor and orphans study with free scholarships until they graduate; the institution is called Yatim Mandiri.

So far, there are no obstacles in continuing education for graduates of SMK Muhammadiyah 1 Sragen; students who have graduated are looking for universities according to their parents' financial abilities, and some are looking for campuses with scholarships.

5. References

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