

The Relationship Between Socio-Economic Status And Interest In Continuing Study Among Students At Sahid University, Surakarta

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Abstrak

This study aims to determine the relationship between socioeconomic status and interest in continuing college in students at Sahid University Surakarta. Someone who will continue their studies to college will consider various factors, including the socioeconomic status of the family and the college they are aiming for. This socioeconomic status can be seen from the family's educational background, occupation, and family income. The college referred to in this study is Sahid University Surakarta. This study uses a quantitative method with a correlational approach. The population in this study were all students at Sahid University Surakarta. The sample was taken using a proportional random sampling technique of 230 people. The results of this study indicate that there is a relationship between socioeconomic status and interest in continuing college. The higher the socioeconomic status, the higher the student's interest in college.

INTRODUCTION

The development of Indonesian society is getting faster and faster in line with the development and progress of science, so skilled and expert personnel are needed in their fields to build the country. Therefore, the field of education is a top priority that plays an important role in the development and progress of the nation. Abdulsyani (2021) education is also the main factor in producing quality human resources. Education is one of the factors that influences a person's life. A well-planned and programmed education process will increase intelligence, skills, self-potential and form a good personality in accordance with the social norms of society (Fajar, 2012).

Higher education has a contribution in preparing reliable and competitive human

resources. According to Awaliyah (2007), higher education includes diploma, bachelor's, master's, specialist, and doctoral education programs organized by universities. With education, a person will be able to increase knowledge, insight to run their life and develop potential. By entering college, a student is expected to be able to prepare themselves to face their future life to improve their standard of living towards a more perfect direction, especially in the era of globalization like today (Panggih, 2010). However, there are many factors that influence students' interest in continuing their education to a higher level (Fajar, 2012).

According to Mulyasa (2004), interest is an attitude that tends someone to do something they want. With interest, someone will be more able to do something they are interested in compared to something they are not interested in (Fajar, 2012).

Interest is a drive in the form of a desire within someone to do something. Interest in continuing to college means someone's desire to continue their education to a higher level. There are many factors that influence students' interest in continuing to college, including family environment, peer relationships, learning motivation, self-concept, academic achievement, and socio-economic status (Fani et al., 2022).

One of the factors that influences someone's interest in continuing to college is the family environment. The family is the first and main place of interaction for someone. Likewise, in terms of a child's education, the family has a very important role in fostering the child's will and interest. Another factor that influences the interest in continuing education to college is socio-economic status (Fajar, 2012).

Interest is also greatly influenced by the economic situation of the family. Where the position or status held by a person can affect the fulfillment of daily living needs or fulfillment in terms of education, the better the socio-economic status, the better the fulfillment of the needs they have (Ramadhan et al., 2018).

According to Wijianti (2016) socio-economic status can be interpreted as a person's position in community life. This socio-economic status can be seen in terms of family educational background, work, and family income. In reality, students whose families have a low socio-economic status are usually aware of their inability and have no interest in continuing their education to a higher level and prefer to immediately look for work to improve their family life and social status in society. They also think that subsequent education or college and its equivalent does not have much influence on their lives because they see that college graduates and its equivalents still find it difficult to get jobs (Fajar, 2012).

The socio-economic status of parents is included in external factors that enter the community environment and influence the decisions taken by children in continuing their studies to college to help improve family welfare. The socioeconomic status of parents who are middle to upper makes it easy to send their children to school and meet their needs, but in contrast to the socioeconomic status of parents who are middle to lower, it is sometimes still difficult (Nadira Sulaiman, 2024).

The socioeconomic status of parents is closely related to children's interests in the family environment. Families with a good socioeconomic background can support their children's education and can meet their learning needs. Meanwhile, families with a poor socioeconomic level tend to only be able to meet their living needs, which causes parents to pay less attention to their children's education (Dela, Vitria Larseman, 2019).

In general, the position of a family in society is seen in terms of income, employment, education and the amount supported by parents. Parents who have a high socioeconomic background can meet their children's educational needs and will not experience difficulties, even parents dare to spend special costs for their children's education up to college. However, this is different from the conditions of parents with a low socioeconomic background, parents tend to try to meet their daily needs rather than their children's education (Nadira Sulaiman, 2024).

METHODS

This study uses a quantitative method with a correlational approach, which aims to determine the relationship between socioeconomic status and interest in continuing college in students at Sahid University Surakarta. The population of the study was all students at Sahid University Surakarta. While the sampling was carried out using a propositional random sampling technique, with a sample size of 230 students. The research data collection techniques are (a). two Likert scales: the first scale is the socioeconomic status scale and the second scale is the interest in continuing college scale. (b). Interviews were conducted as a supporting technique to complete the data. (c). Observation, this technique is used to directly observe the research object. The data analysis uses the product moment correlation technique.

RESULTS AND DISCUSSION

This study was conducted by asking respondents to fill in the socio-economic status scale and the scale of interest in continuing their studies at Sahid Surakarta University. The

results of filling in the scale were then analyzed with the results as can be seen in the following table.

Table 1. Correlation Analysisxxx of Interest in Continuing College with Socioeconomic Status

		ekonomi	minat
ekonomi	Pearson Correlation	1	,522**
	Sig. (2-tailed)		,000
	N	230	230
minat	Pearson Correlation	,522**	1
	Sig. (2-tailed)	,000	
	N	230	230

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the data analysis above show that the relationship between economics and interest has a Sig. (2-tailed) value of 0.000 <0.05, which means that there is a significant correlation between socioeconomic status and students' interest in studying. The calculated r value for the relationship between economics and interest is 0.522 > r table 0.129, so it can be concluded that there is a relationship or correlation between socioeconomic status and students' interest in studying. Because the calculated r or Pearson Correlations in this analysis is positive, it means that the relationship between the two variables is positive, the higher the socioeconomic status, the higher the student's interest in studying. The Pearson Correlation value between each connected variable has two asterisks (**), this means that there is a correlation between the connected variables with a significance level of 5%.

Family socioeconomic status is the high or low conditions that a person has based on the position (position) of a person held in society as seen in terms of education level, income level, type of work, ownership and type of residence (Akbar, Royani, 2022).

Social status is usually based on various elements of human interests in community life, namely job status, status in the kinship system, job status and religious status. With social status, a person can interact well with others, even in everyday life a person does not know other people individually, but only knows their status (Nadira Sulaiman, 2024).

According to Soerjono Soekanto (2002) in (Wijianto, et.al, 2016) social status is a person's place in general in their society that relates to other people, relationships with other people in their social environment, their prestige and their rights and obligations.

Socio-economic status means the position of an individual and family based on economic elements. Based on this explanation, it can be stated that socio-economic status is the high or low prestige that a person has based on the position he holds in a society based on work to meet his needs or conditions that describe the position or position of a family in society based on material ownership. A person's socio-economic status can be based on several elements of human interests in their life, status in community life, namely employment status, status in the kinship system, job status and religious status (Emelia, 2014).

Wijianto et.al (2016) stated that the socio-economic status of a community can be seen from several influencing factors, namely 1) Work, humans are developing and active creatures. Humans are referred to as creatures who like to work. 2) Education, has an important role in human life, education can be useful throughout a person's life. 3) Income is money received by a person in the form of salary, rent, interest, profit and so on. 4) The number of dependents of parents, the process of educating children is influenced by family circumstances. 5) Ownership, ownership of valuables can also be used for this measure. 6) Type of residence, to measure a person's socio-economic level from their home, it can be seen from the status, physical condition of the building, and the size of the house occupied (Akbar, Royani, 2022).

Taluke (2021) stated that the factors that influence socio-economic status are: 1) Family factors are the family is the smallest institution in society. The family is part of society, this part determines the welfare of the family. 2) The atmosphere of the residence is seen from the physical condition of the residence and its environment. 3) Other factors outside the family environment such as education (Rachmawati, 2017).

Indrawati (2015) stated that factors that can influence the high and low levels of economic status in society include three things, namely: 1) Education is an activity and effort to improve personality by developing personal potential. 2) Work, which means that a person's work will affect his personal life. 3) Income received by the community will be influenced by the level of education he has (Rachmawati, 2017).

Each person shows certain symbols that can show the position of socio-economic status that can differentiate them from other people in society. The main components of socio-economic status include the size of wealth, the size of power, the size of honor, the size of knowledge. As explained below: 1) Size of wealth. Wealth is an important determinant of social class due to its role in providing an overview of a person's family background and way of life. 2) Size of power. A person who has great power or authority will enter the upper class and those who do not have power will enter the lower class. 3)

Size of honor. This honorable community group emphasizes the importance of historical roots as the basis for justifying why their group has a special position in society. A descendant of nobility usually always appears honorable in society. 4) The measure of knowledge. Usually used by people who value knowledge. Although sometimes society misperceives because society only looks at the title obtained by someone, so that it can lead to fraud where someone who wants to be in the upper class will justify any means to obtain the desired title (Nadira Sulaiman, 2024).

Darmawan (2017) to be able to measure socio-economic status can be seen through: 1) The level of education of parents influences the continuation of their children's schooling, parents who have a high education have a great drive or motivation to send their children to school. 2) Income level, namely in the form of money received as compensation for activities both from the formal and informal sectors for one month in rupiah. The amount of income depends on the type of work being done. 3) Special facilities and valuables owned, such as vehicles, houses and so on (Nadira Sulaiman, 2024).

The measure of socio-economic status according to Ujang (2011) in Lisnawati (2019) can be seen by: 1) The size of wealth, the richer a person is, the higher the level of a person's status in society. 2) The size of power, the higher and more authority a person has in society, the higher the level of that person's economic status. 3) The size of honor, people who are respected in society will be placed higher than other people in society. 4) The measure of knowledge, knowledge as a measure is used by people who value knowledge (Nadira Sulaiman, 2024).

Abdulsyani (2012) stated that there are 3 (three) indicators that are often used to measure human socio-economic status, namely: 1) Level of education, namely the stage of education taken by each human being. 2) Income level, namely the income received by each human being. Chotimah, et.al (2017) stated that families with a low socio-economic status tend to think about how to fulfill basic needs, so that other needs are not thought about. 3) Employment level, namely the type of work carried out by each human being. Work not only has economic value but is a human effort to get satisfaction and get rewards, in the form of goods or services to meet their life needs (Rachmawati, 2017).

According to Chotimah et.al (2017), the indicators of economic status are: 1) The level of parental education in the form of formal and informal education that has been obtained by parents. 2) Parents' occupation is the profession carried out by parents that affects the economic status of a family. 3) Income is the amount of income earned by a

person (Rachmawati, 2017).

The socio-economic status factor that influences interest in continuing school is the type of parental work, the higher the position of the parents, the higher the income received by the family. Jobs that are considered upper class or high status are someone who works as a civil servant class IV and above, wholesalers, big businessmen and doctors. Jobs that indicate moderate social status are retirees, elementary school teachers, shopkeepers. While jobs that indicate low socio-economic status are builders, small farmers, laborers, public transportation drivers (Lirih 20017). Most of the respondents' parents have types as laborers, transportation drivers, farm laborers so they are included in the low socio-economic status. The higher the socio-economic status, the higher the interest in continuing college. Some people who have low social status are lazy to continue college because they tend to want to work (Akbar, Royani, 2022).

In addition, the socio-economic status of families varies from one to another, it can be influenced by the educational background of the parents, the better the educational background of the parents, the better the interest in continuing their education, but there are also parents who have a low educational background but can motivate their children to continue their education according to the income capacity received by the family, because the higher the income earned by parents, the higher the opportunity to continue education for their children (Muhammad Rio Julianto, 2024).

Interest in continuing school is a person's awareness and tendency towards an object or event that exists in a person which is accompanied by a sense of pleasure from a person who wants to do something such as: continuing higher education, either formal, non-formal or informal education which aims to develop their potential (abilities) in order to fulfill better needs in the future (Akbar, Royani, 2022).

Interest is the same as intelligence and motivation, because it influences learning activities. Because if someone does not have an interest in learning, he will not be enthusiastic or even unwilling to learn. The concept of interest has been widely defined by psychology experts. Interest means a high tendency and passion for a great desire for something (Baharuddin & Wahyuni, 2007:24). This is in line with the definition of interest by Sutarno (2006:107) which is a high desire or tendency of the heart towards something. The opinion regarding interest is supported by Mulyasa (2004:39) who states that interest is a person's tendency to do something (Armalita, 2016).

Interest is influenced by factors from within the individual and factors from outside the individual. Slameto (2010:57) views that interest is a constant tendency to pay attention

to and remember several activities and interest is always followed by feelings of pleasure and from there satisfaction is obtained. The emergence of interest in learning is caused by various things, including a strong desire to increase dignity or get a good job and want to live happily and happily. Interest in continuing studies is a psychological condition in students that can influence students in learning. A great interest in learning tends to produce high learning achievement, conversely a lack of interest in learning will produce low achievement (Dalyono, 2012:57). A great interest in continuing studies is a great capital to achieve the desired goal, namely continuing studies (Rachmawati, 2017).

According to Holland (1973) interest does not arise alone, there are elements of need, for example interest in learning and others. Factors that influence interest consist of factors from within the individual and factors from outside the individual (Djaali, 2007:122). Interest is part of the affective domain, from awareness to value choices. Based on the definition above, it can be concluded that interest is the tendency of individuals (students) to focus their attention, feelings of preference and interest in a particular object or situation in this case is learning. The stronger a person's interest, the greater the interest that arises. So that interest does not occur by itself but there are other factors that influence it (Rachmawati, 2017).

Attribution theory is more appropriate in this study. Attribution theory studies the process of how someone interprets an event, reason, or cause of their behavior. This theory was developed by Fritz Heider (1958) who argued that a person's behavior is determined by a combination of internal strengths, namely internal factors that come from within a person, such as ability and effort, and external strengths, namely factors that come from outside, such as difficulties in work or luck (Rachmawati, 2017).

Attribution theory can be linked to interests in job choices and interests in academic fields such as interests in continuing their studies to a higher level, namely college. Vocational High School graduates who are interested in continuing their studies to college tend to choose colleges with majors that are in accordance with their field of expertise. So that after completing their studies they become professional human resources and can get jobs that are in accordance with their fields (Rachmawati, 2017).

The formation of interest in a person is not brought from birth, but is formed because of innate or experiential factors that have interacted with him. The process of forming interest is closely related to determining a person's likes and dislikes for an object/activity that arises as a result of experiences or information that has been obtained. The interests that a person has can change at any time. This depends on the physical, mental and

emotional conditions, as well as changes in the social environment in which he or she is located (Rachmawati, 2017).

Safran (1988) classifies interests into three types, namely: (1) Expressed interest, namely someone can express their interests or choices with certain words, for example someone says that they are interested in designing a building, collecting stamps, and so on; (2) Realized interest is someone can express their interests not through words but through actions or actions, such as actively participating in a particular activity, for example a student who actively participates in organizations at school, and participates in other activities; (3) Interest that is inventoried if someone assesses their interests can be measured by answering a number of specific questions or the order of their choices for a particular group of activities (Rachmawati, 2017).

Experts argue that interest develops when someone has special attention to the thing they are interested in. Attention is the concentration of all individual activities aimed at something or a group of objects (Jayanti, 2017).

Salam (2004:12) states that interest is a special attention. The tendency persists even if someone is busy doing something else. Activities that someone follows because they are interesting to them are a manifestation of their interests. Interest causes students to pay more attention to the college and the majors they will enter. Continuing education to college is a study from secondary education to higher education. While the activities carried out in college are learning to improve knowledge and skills (Jayanti, 2017).

Syah (2008:175) defines that interest in continuing education to college is the interest of students to continue their higher education that grows consciously within the student. So in this study, the factors that influence students' interest in continuing their studies to college are the same as the factors that influence learning (Armalita, 2016).

Factors that influence students' interest in learning (Slameto, 2010:54) are 1) Internal factors, including physical factors, such as health factors and physical disabilities. Psychological factors, such as intelligence, attention, talent, maturity and readiness; 2) External factors, including family factors, such as how parents educate, relationships between family members, home atmosphere, family economic conditions, parental understanding and cultural background. School factors, such as teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, teaching tools, school hours, assessment standards above the size, building conditions, teaching methods and homework (Durrotunnafisa & Rosy, 2024).

Syah (2008:132-134) stated that interest can influence students' decisions to continue

their education to college influenced by two factors, namely: 1) Internal factors (factors from within the student) namely the physical and spiritual condition of the student. This factor includes two aspects such as physiological aspects (which are physical) such as eyes and ears. Psychological aspects (which are spiritual) such as intelligence, attitude, talent, and motivation; 2) External factors (factors from outside the student) namely social environmental conditions such as family, teachers, staff, community, and friends. Non-social environments such as home, school, equipment, and nature (Ekawati, 2024).

Interest directs a person's actions towards a goal and is a motivation for that action. What interests a person drives him to do more and better (Purwanto, 2010:56). Interest is marked by several indicators that come from within such as: 1) Health, if a person is always sick, it results in a lack of enthusiasm for learning and psychologically often experiences mental disorders and feelings of disappointment due to conflict; 2) Intelligence, intelligence and talent factors have a great influence on the progress of learning and the growth and development of a person's interests; 3) Motivation, the drive that arises from something desired so that it causes a process of attention and ends in an interest in wanting to know; 4) How to learn, a person's learning techniques, how the notes are studied and the arrangement of study time, place and other learning facilities will affect a person's interest in achieving learning goals (Jayanti, 2017).

While indicators that come from outside the self are: 1) Family, the family situation greatly influences the success of children in the family. Parental education, economic status, residence, percentage of parental relationships, words, and parental guidance, affect the interest in achieving children's learning outcomes; 2) School, all activities and conditions of the school environment affect a person's interest; 3) Society, if the surrounding community consists of educated people, especially children who have a high school education, this will encourage children's interest in continuing their education to a higher level; 4) The surrounding environment, house buildings and the surrounding atmosphere can affect children's interest in achieving learning goals (Rachmawati, 2017).

Factors that influence the growth and development of interest are: 1) Motivation and ideals, the existence of ideals and support by strong motivation in a person can increase parents' interest in an object; 2) Attitude towards an object, a happy attitude towards an object can increase a person's interest in the object. Conversely, if the attitude is not happy, it will reduce a person's interest; 3) Family, are the closest people to a person who usually always give deep attention to the person. One of them is by giving awards for the success of a family member; 4) Facilities, the availability of supporting facilities will make a

person's interest in an object greater; 5) Friends, friends who support, for example, are invited to compromise on something that interests them, then these friends can increase their interest (Armalita, 2016).

Based on these aspects, it can be concluded that there are several indicators used in examining the interest in continuing studies at university, including: (1) the desire to achieve; (2) the desire to achieve ideals; (3) feelings of happiness; (4) students' interest in university information (Rachmawati, 2017).

CONCLUSION

The results of this study indicate that there is a positive relationship between family socioeconomic status and students' interest in continuing their higher education at Sahid University Surakarta. The higher the socioeconomic status of students, the higher their chances of getting facilities to continue their education to college. Families with high social status also have a high awareness of the level of education achieved by their family members.

This study is limited to the influence of students' socioeconomic status on their interest in continuing their studies to college. Meanwhile, students' interest in continuing their studies to college is greatly influenced by many factors. The researcher hopes that in further research, they can examine other factors that motivate students to continue their studies to college.

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