

Social Economic Factor and Readability to Higher Education: The Mediating Role of Learning Achievement

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Abstract: Understanding determinant factors affecting students' interest in higher education will promote a greater human resource. This study aims to investigate the impact of the social-economic conditions of the fishing community in Jember of Indonesia on students' intention to higher education, as well as understanding the role of learning achievement. This study involved 110 completed questionnaires for analysis purposes. Furthermore, the data were analyzed using a path analysis model. The results of this study indicate an impact of the social economic conditions of the fishing community on students' intention to higher educations. This study can be concluded that social economic conditions and their learning achievement perform students' interest in higher education. This study also notes that learning achievement has successfully mediated the relationship between social-economic and interest to higher students.

Keywords: Social economic, Students' achievement, Intention to higher education

INTRODUCTION

Education plays an essential role in social life (Raja & Nagasubramani, 2018). Education is a process of preparing individuals to adapt to changes in the modern era (Dhawan, 2020; Mishra et al., 2020). The government also has a great responsibility to form quality human resources through education (Ramadhani & Rahayu, 2021). Education that is taught from a young age continuously is expected to impact the future for the country is facing global competition (Halim et al., 2016).

In addition to social life, education also takes a crucial role in achieving the national development goal. In the Indonesian context, education is divided into three types: formal, informal, and non-formal education (Martin, 2019; Kurniawati et al., 2018). Formal education is obtained through educational institutions, namely schools and is a tiered education from the lowest to the highest education. The level of education in formal education starts from primary education (SD, SMP), secondary education (SMA, SMK, MA), to higher education (Diploma, Undergraduate and postgraduate).

The Statistics Indonesia (BPS) data shows that the percentage of participants at the higher education level is still around 30% of the total participants nationally. Therefore, there is a need to prepare strategies, and careful planning in the higher education sector can be achieved. In fact, there is a lack number of students in the Elementary Education age who are no longer to continue to the secondary school level as well as to the tertiary level (Adawiyah, 2017). The main factor that is usually the reason for families is the educational cost for middle school to college that drive parents to suggest their children to primary education only (Putri et al., 2020).

Another factor is the lack of attention from parents to the importance of education for their children (Lau & Lee, 2020). Most parents send their children to work after graduating from elementary and junior high school, either as laborers or helping their parents for work as fishers. This is what happened to the Puger fishing community in Jember of East Java, which in fact, there are still many fishermen's children who do not continue their education to university. The emergence of this situation cannot be separated from the income of parents and the type of work in the family environment (O'Donnell et al., 2018). The relationship between their parents lives in a moderate social-economic status and is less subject to fundamental pressures such as in obtaining an adequate living.

Interest to higher education is influenced by several factors, including encouragement factors that come from within (physical and psychological needs) and external factors (family and school) (Ni & Hutagalung, 2021). The potential of children owned by children will not develop properly without an environment that is in accordance with the development of that potential. Haq and Setyani (2016) stated that interest is a psychic power that manifests itself in the act of choosing. Thus, an action that has a decision value must be based on the act of conscious choice and intention as the embodiment of the will or will. Not yet optimal student interest in continuing their studies to college is often associated with low interest in learning. This can be seen from the low student response to teaching and learning activities in the classroom.

In addition, socialization to students at school is also one of the things that cause students' interest in continuing their studies to college (Shim et al., 2010). This is because the information about universities needed by students is still lacking. Schools only provide information about colleges in general, ways or pathways to enter college, an outline of a college. At the same time, students need this information and the detailed information of a college. When students do not know the college well, these students tend to have low interest in continuing to college.

Learning achievement is undeniably one factor that influences students' interest in continuing their studies to college (Haq & Setyarini, 2016). The basic rationale is that learning achievement, both academic and non-academic, is used as a benchmark and consideration in selecting new student admissions by the university. In general, students who have good academic achievement will have a greater chance of being accepted by higher education than students who have a low academic achievement (Roksa & Kinsley, 2019). Interest in continuing to college coupled with good academic achievement will provide a greater chance of being accepted into college.

A prior study by Fitriani (2014) showed that motivation, learning accomplishment, social-economic status, and school environment promote the interest in continuing education to college simultaneously. While the results of research from Haq and Setyarini (2016) showed that the influence of learning achievement, parents' social-economic conditions, and self-efficacy on interest in continuing their studies to university. Based on some of these findings, it is undeniable that education requires a fairly high cost. Low social-economic status in the sense of being hampered by the cost of education will interfere with the continuity of a child's education to continue their education to university.

Therefore, there is a need for a greater understanding of factors determining students to continue to college. This paper contributes to the literature and provides an implication for the Indonesian government to boost the dominant factors to enhance the number of college students as well as improve the educational quality in Indonesia. The background of this study is provided in Section 1, followed by the method in Section 2. Section 3 and 4 provide the findings and conclusion

METHODS

The method involved in this study is classified as explanatory research. To gain a comprehensive result and to answer the hypothesis, this study adopted a path analysis model. The focused study in Puger District of Jember Regency in Indonesia is reasonable because there are many families who work as fishermen. The sample data taken in this study amounted to 110 respondents, namely fishermen's children, especially those who have entered the education level of senior high school. The questionnaire is presented with 5-Likert scales ranging from 1 for strongly disagree and 5 for strongly agree, which measure the variables of student interest in college and social-economic conditions of parents. While documentation is used to obtain data on student achievement variables taken from student report cards. Instruments in this study were adopted from preliminary studies with some adjustments in the context. Furthermore, the collected data were followed validity test, reliability test, classical assumption test, and path analysis to understand the intervening variables that influence.

RESULTS & DISCUSSION

The calculation estimation shows that the variables are valid and reliable, which further followed the Classical assumption test and path analysis to analyze the impact of parents' social-economic conditions on children's interest in continuing to higher education through students' learning accomplishment. The results of the path analysis test can be seen in Table 1 to Table 4.

Table 1. Regression for Model I

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	.617 ^a	.401	.384	3.60069

a. Predictors: (Constant), Economic, Social

Table 2. Hypothesis Decision Model I

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.937	3.442		6.343	.000
	Social	.502	.201	.330	3.495	.014
	Economic	.273	.105	.440	4.603	.011

a. Dependent Variable: Learning Achievement

Table 3. Regression for Model II

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	.845 ^a	.698	.676	4.02797

a. Predictors: (Constant), Learning achievement, Social, Economic

Table 4. Hypothesis Decision Model II

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.938	3.684		.583	.000
	Social	.277	.075	.112	2.357	.020
	Economic	.106	.039	.143	2.698	.008
	Learning					
	Achievement	.691	.035	.639	8.602	.011

a. Dependent Variable: Interest

Path Analysis

Based on the output of the regression analysis model I, it can be seen in the Coefficients table that the significance value of the two variables, namely $X_1 = 0.014$ and $X_2 = 0.011$, is smaller than the sig level of 0.05. These results can conclude that the X_1 and X_2 variables have a significant effect on the Y variable. While the value of R Square shows the summary model is 0.401, this implicates that the variable of X_1 and X_2 to Y contributes 40.1% of the model. At the same time, the rest is a contribution from other variables not performed in the study. The regression analysis model II shows that the coefficients table that the significance value of the two variables, $X_1 = 0.020$ and $X_2 = 0.008$ and $Y = 0.011$, is smaller than the 0.05 significance level. These results can give the conclusion that the variables X_1 , X_2 , and Y have a significant effect on variable Z. While the value of R-Square contained in Table 3 of the summary model is 0.698, this implies that the contribution or contribution of the influence of X_1 , X_2 , and Y on Z is 69.8%.

Social Economic and Students' Learning Achievement

The Coefficients analysis of the regression data model I indicates that the significance value of the two variables is social conditions (X_1) = 0.014 and economic conditions (X_2) = 0.011, which is smaller than the sig level of 0.05. This result indicates that the X_1 and X_2 variables have a significant effect on the Y variable. While the value of R-Square of the summary model is 0.401, indicating that the contribution of X_1 and X_2 to Y is 40.1%, while the rest is a contribution from other variables not covered in the study. This study notes there is an impact of the social-economic conditions of the fishing community on the learning achievement of children in Puger District, Jember Regency. The findings are in accordance with Anwar (2016), which mentioned an influence of parents' social-economic status on the development of student accomplishment in Banda Aceh. Indeed, Setyorini (2018) explained that those social-economic conditions have a significant influence on student achievement at IST Al-Kamal Jakarta. Theoretically, the results of this study are in line with Gerungan (2006), which informed that the social-economic conditions of the family certainly affect the development of children. The underlying reason is that the social-economic conditions of families of fishermen's children with

various educational backgrounds, parents of children who still have low education, as well as sufficient income, will indirectly affect children's learning facilities in support learning activities. This means that the higher the level of education and income of parents, the higher the quality of attention and infrastructure provided to their children so that learning activities will be maximized and their learning achievement is guaranteed to be good. With a sufficient economy, the material environment faced by children in the family is more complicated. Broadly, it will lead to a wider opportunity to develop various skills that he would not develop if there were no infrastructure. The results of the study are also in line with the theory of convergence development, the theory of convergence is a theory that suggests both innate and environmental have an important role in individual development (Khomarudin & Sukardjo, 2013). From several theoretical foundations and empirical studies, this implies that the higher the social-economic conditions of parents, the better their learning accomplishment.

Social Economic, Learning Achievement and Interest to Higher Education

The statistical calculation in Model II indicates that the Coefficients table has a significance value of the two variables, namely social conditions (X_1) = 0.020, economic conditions X_2 = 0.008, and achievement (Y) = 0.011 is smaller than the sig level 0.05. These results can give the conclusion that the variables X_1 , X_2 , and Y have a significant effect on variable Z . Meanwhile, the value of R Square shows that the contribution or contribution of the influence of X_1 , X_2 , and Y on Z is only 69.8%. Based on the results of this study that there is a direct impact of the social-economic conditions of the fishing community and learning achievement on children's interest in Puger District, Jember Regency. This is also in accordance with the results of previous interviews conducted that, if the social-economic conditions of the fishermen's children's families are high, it will have an impact on their learning achievement, so that it directly supports the child's interest in continuing to college. Haq and Setyorini (2016) revealed a positive influence between learning achievement, parents' social-economic conditions, and self-efficacy on the interest in continuing their studies to college. In addition, Fitriani (2014) stated that internal and external factors influence interest in continuing education to college. The internal factor that influences the interest in continuing their studies to higher education is learning achievement. While the external factors that influence the interest in continuing their studies to college are the social-economic status of parents. From several theoretical foundations and empirical studies above, this implies that the better the learning achievement, the higher the social-economic conditions of parents, the higher the interest of students to continue their studies to college.

Social-Economic and Interest to Higher Education Through Learning Achievement

The estimation result indicates an effect of X_1 through Y on Z , and it can be seen that there is a direct effect given by X_1 to Z of 0.112. Additionally, the indirect effect of X_1 through Y on Z is 0.210. Therefore, the results of these calculations are known that the value of direct influence is 0.112 and the value of indirect influence is 0.210, which indicates that the value of indirect effect is greater than the value of direct

influence. These results indicate that indirectly X1 through Y has a significant impact on Z. Furthermore, the results of the analysis of X2 through Y on Z can be seen that there is a direct effect given by X2 to Z of 0.143. While the indirect effect of X2 through Y on Z is the multiplication between the beta value of X2 to Y with the beta value of Y to Z, which is 0.281. The results of these calculations note that the direct influence value is 0.143 and the indirect effect value is 0.281, which means that the indirect effect value is greater than the direct influence value. These results indicate that indirectly X2 through Y has a significant impact on Z. The conclusion is based on the results of the analysis, the proposed hypothesis can be accepted, namely that there is an impact of the social-economic conditions of the fishing community on children's interest in continuing to university through learning accomplishment. The results of this study are supported by Fitriani (2014) who remarked that internal and external factors influence interest in continuing education to college. The internal factor that influences the interest in continuing their studies to higher education is learning accomplishment. While the external factors that influence the interest in continuing their studies to university are the social-economic status of parents. This means that their learning achievement makes students feel able to continue their education so that there is an interest in continuing their education to college. Moreover, good social-economic conditions and high learning achievement is also an opportunity for students to have a great opportunity to enter college.

CONCLUSION

This study is intended to investigate the determinant factors affecting students' interest to higher education and examine the role of learning achievement. From the study's results, it can be documented that the interest of fishermen's children to continue to college is influenced by social-economic conditions and learning achievement. That is the better social economic conditions of parents, especially fishing families and supported by high learning achievement. The interest that children have to continue to college will indirectly impact. Therefore, the advice that can be given is because of the social-economic conditions in the Puger sub-district on average quite capable. However, this ability is still more used to fulfil other life needs or the habits of the fishing community which spend a lot of money and the perception that studying is not necessary. needs to be high, so that it will indirectly impact the achievement and interest of children to continue their education at the tertiary level. When a re-examination is required, it may be possible to add cultural variables related to economic morals or others, to find out the pattern of life of the fishing community. As other studies, this study lies a limitation in Geographical setting and further researchers can involve other variables that predict students' interest in higher education.

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