



## The Effect of Parents' Education and Learning Achievement on Interest in Continuing Master's Studies in Economics Education Students

Wawan Setyawan Suprayogi<sup>1</sup>; Setyabudi Indartono<sup>1</sup>; Riyanto Efendi<sup>2</sup>

<sup>1</sup> Faculty of Economics, Universitas Negeri Yogyakarta, Indonesia

<sup>2</sup> Faculty of Economics and Business Education, Universitas Pendidikan Indonesia, Indonesia

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### **Abstract**

In the current era of globalization, it is important for students to continue their studies, where in continuing their interest in studies is influenced by various factors such as parents' education and learning achievement. So the purpose of this research was to determine the effect of work motivation and compensation on student interest in continuing their master's studies. The research methodology is ex-post facto with a quantitative approach. Respondents in this research were 60 students of Economic Education University of Muhammadiyah Bengkulu, the sampling technique was total sampling. The method of data analysis in this study uses multiple regression. The results of the study are as follows: 1). Parental education has a negative influence on students' interest in continuing their master's studies, 2). Learning achievement has a positive and significant influence on students continuing their master's studies, 3). Parents' education and learning achievement jointly affect students to continue their master's studies by 29.9% and 70.1% are influenced by variables outside this research.

**Keywords:** *Student Interest; Parental Education; Learning Achievement*

### **Introduction**

Education is one element that is fulfilled in today's modern society because education is a process of improving human knowledge and education must be carried out by state institutions (Efendi et al, 2019). In carrying out education to all levels or higher levels, it is influenced by the process of developing intellectual intelligence, emotional intelligence, and spiritual intelligence (Pangestu et al, 2019). According to Hearn (1991), someone who continues his education to a higher level is influenced by various factors including learning achievement and education.

Where parental education plays a role in influencing a child's interest in continuing education to the postgraduate level (Toutkoushian, 2001). Sidik and Satrianto research (2020) found that parental education has a positive and significant effect on interest in continuing education to the postgraduate level. Maltese and Tai (2011) found that people's education has a positive influence on students' interest

in continuing education to the second level. It is also the case where parental education has a good influence on asking children to continue their education (Guo et al, 2018).

Continuing education to a higher level to graduate school is also influenced by the learning achievement of a student (Johnson et al, 1985). Research by Wigfield and Cambria (2010) found that student achievement has an influence on interest in continuing their studies. Koenka et al (2021) found that learning achievement contributed to a student's interest in continuing education at a higher level. Austin's research (1998) shows that learning achievement has a positive impact on students' interest in continuing their education to the next level.

Based on the phenomenon and various research results, it can be seen that parental education and learning achievement have a relationship with student interest in continuing education. The purpose of this research was to determine the effect of parental education and learning achievement on student interest in continuing education. so that in the future this research can provide benefits for policymakers, especially in the field of education, and as a reference for readers or parents to foster student interest in continuing education.

### **Student Interest**

Interest is the acceptance of a relationship between oneself and something outside oneself, the closer the relationship, the greater the interest (Hantke-Domas, 2003). Interest according to Weber et al (2001) is defined as a sense of preference and a sense of interest in a thing or activity, without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside oneself (Renninger & Hidi, 2002). So it can be concluded that interest is the tendency of a person to feel interested, happy, and desire something that is of interest. The elements of interest include attention, feelings, motives (Clark, 2008). The factors that influence interest are internal and external (Bahar & Adiguzel, 2016). Factors originating from outside are family, school, society, while internal factors are biological, psychological, and fatigue. While the indicators for continuing the research are feelings of pleasure, interest, and attention.

### **Parental Education**

Education is a process in order to influence students to be able to adapt as best they can to their environment (Schoenfeld, 1999). According to Hirst (2011), education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Education is a human activity and effort to improve his personality by fostering his personal potential (Cole, 1988). Based on this opinion, it can be concluded that education is a process of attitude change that is consciously carried out to change behavior and improve personality by training and fostering all the potential that exists within a person to adapt to the environment in which he is located.

### **Learning Achievement**

Learning is a relatively steady change in behavior thanks to practice and experience (Phye, 1996). According to Cizek (1996), learning achievement is the abilities possessed by students after they received their learning experience. The factors that influence learning achievement according to El-Omari (2016) are internal factors and external factors. Matthews and Farmer (2008) factors that influence learning achievement are physical, psychological, family, school, and social environment.

## **Research Framework and Hypothesis**

### **The Effect of Parents' Education on Students' Interest in Continuing Education**

Research conducted by Toutkoushian,(2001) where parental education plays a role in influencing a child's interest in continuing education to the postgraduate level. Sidik and Satrianto research (2020) found that parental education has a positive and significant effect on interest in continuing education to the postgraduate level. Maltese and Tai (2011) found that people's education has a positive influence on students' interest in continuing education to the second strata. It is also the case where parental education has a good influence on asking children to continue their education (Guo et al, 2018).

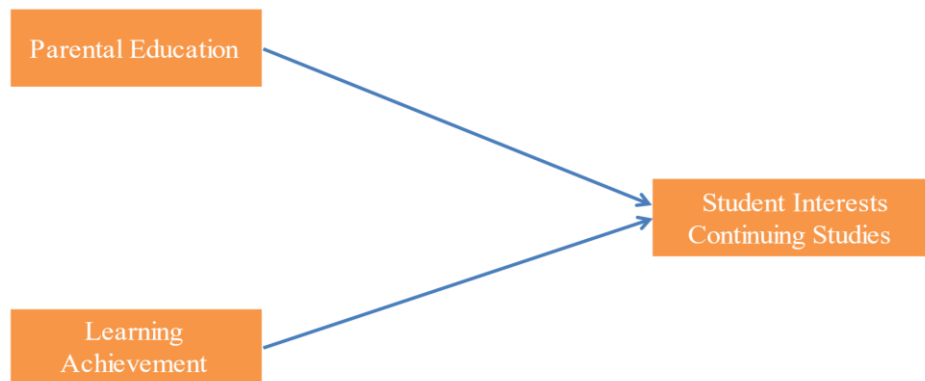
H1: Parent education has a positive and significant influence on students' interest in continuing their master's studies.

### **The Effect of Learning Achievement on Students' Interest in Continuing Education**

Research conducted by Johnson et al (1985) in continuing education to a higher level to graduate school is also influenced by the learning achievement of a student. Research by Wigfield and Cambria (2010) found that student achievement has an influence on interest in continuing their studies. Koenka et al (2021) found that learning achievement contributed to a student's interest in continuing education at a higher level. Austin's research (1998) shows that learning achievement has a positive impact on students' interest in continuing their education to the next level.

H2: learning achievement has a positive and significant influence on students' interest in continuing their master's studies.

Based on various theoretical explanations, research findings, and developing hypotheses regarding the effect of parental education and learning achievement on students' interest in continuing their master's studies. So the research framework in (Figure 1) is as follows:



**Figure 1. Research Framework**

## **Methodology**

This research uses ex-post facto research with a quantitative approach, ex-post-facto is a research conducted to examine events that have occurred and then trace back to find out the factors that can cause these events. While the quantitative approach is data in the form of numbers or qualitative data that is numbered (Efendi et al, 2019). The method of data analysis in this study used multiple regression. The population in this research was 60 students of economic education at the University of Muhammadiyah Bengkulu, the sampling technique was total sampling.

## Findings

Table 1 below is the results of multiple regression analysis of research data, with the results of the research as follows:

**Table 1. Results of Regression Analysis**

Variable	Koef. Regression (B)	T Statistic	Sig
Pendidikan Orang Tua	-0.028	-1.179	0.241
Prestasi Belajar	0.496	3.154	0.002
Constant			21.053
R			0.546
R <sup>2</sup>			0.299
F Statistic			13.911
Sig			0.000

Source: Primary data processed

### The Effect of Parents' Education on Students' Interest in Continuing Education

Based on the results of the regression analysis, it is known that parental education has a negative effect on student interest in continuing their studies, indicated by the regression coefficient value of -0.028. At the 5% significance level, it is known that the t-count value is -1.179 with a significance of 0.241. With these results, the first hypothesis cannot be accepted that parents' educational motivation has a negative influence on students' interest in continuing their master's studies.

### Effect of Learning Achievement on Students' Interest in Continuing Education

Based on the results of the regression analysis, it is known that learning achievement has an influence on student interest in continuing their master's studies, indicated by the regression coefficient value of 0.496. At the 5% significance level, it is known that the t-count value is 3.154 with a significance of 0.002. With these results, the second hypothesis can be accepted that learning achievement has a positive and significant influence on students' interest in continuing their master's studies.

### Coefficient of Determination R Square (R<sup>2</sup>)

The coefficient of determination R Square is used to show how big the percentage of parents' education and learning achievement variables together influence the variable of student interest in continuing their master's studies. The results of multiple regression analysis show that the coefficient of determination R<sup>2</sup> has a value of 0.299 or it can be said that 29.9% of students' interest in continuing their master's studies is influenced by the variables of parents' education and learning achievement. While the remaining 70.1% is influenced by other variables not included in this research.

## **Discussion**

### **The Effect of Parents' Education on Students' Interest in Continuing Education**

Based on the results of research that has been analyzed there is a negative influence between parental education on student interest in continuing their master's studies. This is indicated by the regression coefficient value of -0.028. At the 5% significance level, it is known that the t-count value is -1.179 with a significance of 0.241. So it can be concluded that parental education does not have a major influence on student interest in continuing their master's studies.

The results of this research contradict the results of research conducted by Toutkoushian,(2001) where parental education plays a role in influencing a child's interest in continuing education to the postgraduate level. Sidik and Satrianto research (2020) found that parental education has a positive and significant effect on interest in continuing education to the postgraduate level. Maltese and Tai (2011) found that people's education has a positive influence on students' interest in continuing education to the second strata. It is also the case where parental education has a good influence on asking children to continue their education (Guo et al, 2018).

### **The Effect of Learning Achievement on Students' Interest in Continuing Education**

Based on the results of research that has been analyzed there is a positive and significant influence between learning achievement on student interest in continuing their master's studies. This is indicated by the regression coefficient value of 0.496. At the 5% significance level, it is known that the t-count value is 3.154 with a significance of 0.002. So it can be concluded that the higher the learning achievement, the higher the student's interest in continuing their master's studies. On the other hand, the lower the learning achievement, the lower the student's interest in continuing their master's studies.

The results of this research supported by the findings of Johnson et al (1985) in continuing education to a higher level to graduate school is also influenced by the learning achievement of a student. Research by Wigfield and Cambria (2010) found that student achievement has an influence on interest in continuing their studies. Koenka et al (2021) found that learning achievement contributed to a student's interest in continuing education at a higher level. Austin's research (1998) shows that learning achievement has a positive impact on students' interest in continuing their education to the next level.

### **Coefficient of Determination R Square (R<sup>2</sup>)**

The results of this research indicate that there is a positive and significant influence between parents' education and learning achievement on students' interest in continuing their master's studies. This is indicated by the results of the test with F test which obtained a calculated F value of 21.053 with a significance value of 0.000 or  $F < 0.05$ . The coefficient of determination R Square is used to show how big the percentage of parental education and learning achievement variables together influence students' interest in continuing their master's studies. The results of multiple regression analysis show that the coefficient of determination R<sup>2</sup> has a value of 0.299 or it can be said that 29.9% of parental education and learning achievement affect students' interest in continuing their master's studies. While the remaining 70.1% is influenced by other variables that are not included in this. With this result, students must be enthusiastic in continuing their education to a higher level so that they can produce real performance (Iptian et al, 2020).

## Conclusion

Based on the results and discussion in the research, we can conclude that; 1). Parental education has a positive and significant influence on students' interest in continuing their master's studies, 2). Learning achievement has a positive and significant influence on students continuing their master's studies, 3). Parents' education and learning achievement jointly affect students continuing their master's studies by 29.9% and 70.1% are influenced by variables outside this research. Together with the limitations in this research, it can be used as a reference for further research in the future.

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