

# Internal and External Motivation Factors Affecting Students of SMA Negeri 2 Kabanjahe in Determining the Selection of Departments Further Study

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## ABSTRACT

As is known based on a survey conducted by Indonesia Career Center Work (ICCN), 87% of students in Indonesia admitted that the majors they took were not in accordance with their interests. The majors in high school are different from the majors when going to college. This makes students have to make decisions in choosing majors for further education. Interest and potential are internal motivations that come from students in determining majors selection decisions. In addition, external motivation is also one of the factors that influence students in determining the decision of the major to be chosen. This study was conducted to determine whether the interests, potential and income of parents have an influence on students' decisions in choosing majors for further studies. In this study, the researcher observed the students of SMA Negeri 2 Kabanjahe, and then the researcher gave a list of questions to the respondents to fill out the questionnaire. The results of the quality of the model, if feasible, will proceed to the next stage, namely testing the research hypothesis. Partial testing (t test) shows that the variables of interest and self-potential have a significant effect on the decision to choose majors, while parental income has no significant effect on the decision to choose majors. Furthermore, the results of the simultaneous test (Test F) showed that the three independent variables had an effect on the dependent variable. Adjusted R square obtained is 0.570. This shows that the variables of student interest, self-potential and parental income are

able to explain the decision to choose majors by 57.0%, while the remaining 43.0% is influenced by other variables not examined in this study.

**Keywords:** Interests; Potency; Income; Department

## INTRODUCTION

Competition in the world of work in the current era of globalization is getting tougher, more and more jobs require workers with higher education status in order to be more competitive and have competence in the world of work. So that at this time it is not enough just to finish education up to the upper secondary level. And can take it to a higher level. To continue their education to a higher level, namely college, students will determine the course of study to be taken. One of the problems that are often encountered by students who will continue their education to the tertiary level is confusion in determining which course to take.

A survey conducted by Indonesia Career Center Work (ICCN) shows that 87% of Indonesian students admit that the majors taken are not in accordance with their interests (Utama, 2020). The choice of majors while in high school seems to be one of the most difficult and confusing things for students in class XII. The selection of certain majors is not an easy activity in the process. Influences from internal and

external also play a role in this. This makes many teenagers trapped in imprecision in the decision-making process. This makes a choice that is not easy because students are at a strategic level and are critical for their own and future development.

In fact, students often choose majors not based on internal encouragement, but students choose majors because they follow the wishes of their parents (Sulistiyawati et al, 2017). Many students choose college majors just because their friends take a lot of certain majors. This follow-up attitude will not last long. Entering a major that matches your talents, interests and potential or abilities will make students comfortable in studying.

A person in choosing a major in college begins with a sense of interest in that major. Interest is something that shows the tendency of one's soul towards an object accompanied by feelings of pleasure, liking, joy without any coercion because they feel interested in the object (Arif, 2018). Interest is often related to feelings of like or dislike, interested or not interested, happy or not happy (Rufaidah, 2015). Having an interest in someone can be an impetus to do something. By choosing a major according to the demands of one's own heart, of course, it is hoped that it will survive many problems related to academic problems. Research conducted by Sulistiyawati, et al explains that interest has an effect on choosing the desired major (Sulistiawati, et al, 2017).

Students of SMA Negeri 2 Kabanjahe have the desire to continue their education to college. This is based on the results of interviews conducted with several students who stated that students have a desire to continue their education regardless of public or private universities. When choosing a major for further study, students feel that what they enjoy will have a positive on their course of study later.

In addition to interest, in considering the selection of majors, it is also necessary to look at the potential possessed by students. Potential is one of the internal

strength factors in determining the majors taken in higher education. Each individual certainly knows his potential in a particular field, so it is expected that he chooses a major according to his ability so that he can understand lecture material more quickly. Potential can be interpreted as a basic ability that is still hidden and waiting to be realized into something real power in that thing (Arif, 2018). Research conducted by Muhammad Arif explains the potential influence on the choice of majors (Arif, 2018).

In addition, conditions that can influence students from outside themselves to determine the majors to be chosen to continue their education to higher education are the economic conditions of their parents. Student learning activities cannot be separated from the financial support of their parents. In today's modern era, there are many places to go to college. The many choices in current conditions cause students to be more selective in choosing which education suits their potential and which is in accordance with the economic conditions of their parents. Children have wider opportunities to develop knowledge and various skills for the guarantee and economic support of their parents (Idi, 2011). A student's decision to choose a major for further study is also influenced by the financial strength of parents, namely based on the amount of parental income either every day, week or month. Almost all of the parents of SMA Negeri 2 Kabanjahe students have additional jobs, which means that their income does not come from income from their main job. This is because they live in Tanah Karo, where most of them have land for farming, and have livestock.

In general, parents who can afford or come from groups with a higher economic level will have more freedom for students in determining the majors to be chosen compared to those who come from families with low economic levels. For those students who come from underprivileged families, the high cost of education is one of

the obstacles. So that students cannot determine the majors that match their interests and potential. The many choices of majors and the different and varied educational costs from each major that will be chosen, causes students to be more selective in deciding which majors are in accordance with the abilities of themselves and the economics of their parents. The high cost of education is sometimes an obstacle for those who come from underprivileged families. Most of the students of SMA Negeri 2 Kabanjahe come from the middle class of the economy. When a student graduates from high school they will be faced with two choices, namely work or continue their education. In general, parents who have a economic will tend to direct their children to enter college, in contrast to parents who have low economic status, they are more likely to direct their children to work.

## **LITERATURE REVIEW**

### **Majors**

In general, students who have graduated from SMA, SMEA, SMK and other equivalent levels will continue their studies to universities, both state universities/PTN and private universities/PTS. In college, there are student majors based on the subjects taken. Each department has different materials and learning characteristics. Majors with similar characteristics will be merged into a faculty, academy, high school, and so on. The major is a strategic effort in providing facilities for students to channel their most potential talents, interests, abilities to be developed optimally. Departments in Higher Education are also referred to as study programs. The Ministry of Research, Technology and Higher Education states that the study program is a unit of education and learning activities that have a certain curriculum and learning method in one type of academic education (Ministry of Research, 2017).

### **Selection of Majors**

Each individual who will make a decision has a factor behind the decision. Likewise with the selection of majors. Students who will choose a major have various considerations so that the chosen major is right. Various studies show that there are many things that have the possibility to be a factor in choosing a major. According to Robbins, the definition of selection is that decision making is a process in which a person makes his choice from several available alternative choices.

Selection of majors is a decision making is a process in which a person makes his choice from several alternative choices. Can be useful for students in determining the best and quality majors in accordance with the abilities, talents and interests of the students so that they become more focused and in accordance with their wishes and majors. Students must be careful in making decisions so that there are no mistakes in choosing majors.

### **Interest**

Interest is a sense of preference and a sense of attachment to a thing or activity, without anyone telling (Slameto, 2013). Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. Personal interests and abilities are the determining factors in choosing a study program (prodi) or major (Wahyu, 2017). Interest is something that someone likes or wants. That is, interest must be seen as something of awareness, therefore interest is a psychological aspect of someone who pays high attention to certain activities and encourages the person concerned to carry out these activities. Meanwhile, the level of attention and psychological encouragement for everyone is not necessarily the same, so the level of interest in objects is not necessarily the same for everyone.

Interest directs blindness to a goal and makes self-motivation. Based on the opinion above, interest can be interpreted as

a tendency that directs students to continue school after graduating from high school, which is characterized by feelings of pleasure towards a department, feelings of interest, and a feeling that the department in question is in accordance with the needs and desires of the student. Interest can produce perseverance and bring success and then the successful experience will motivate students to work on the next task in students continuing their education.

Interest can be influenced by many things, there are three factors that influence interest, namely (Ariyani, 2011):

#### **a. Needs factors from within**

This need can be in the form of needs related to physical and psychological. Stimuli that come from the environment or scope that are in accordance with one's wishes or needs will easily generate interest. For example, the tendency to learn, in this case someone has a curiosity about science.

#### **b. Social motive factors The**

emergence of interest in a person can be driven by social motives, namely the need to get recognition, appreciation from the environment in which he is located. A person's interest in an object or thing. Besides, it is also influenced by factors from within humans and by social motives, for example someone is interested in high achievement in order to get a high social status as well.

#### **c. Emotional**

factor This factor is a measure of a person's intensity in paying attention to a particular activity or object. These feeling and emotional factors have an influence on the object, for example a successful journey used by an individual in a particular activity can also generate feelings of pleasure and can increase the enthusiasm or strength of interest in the activity. On the other hand, the failure experienced will cause a person's interest to develop.

### **Self Potential**

The word potential comes from an absorption from English, namely potency. It means two words, namely, ability; power and strength; possibility. Each individual has the potential that exists within each of them, the potential is important to be recognized and then developed so that it will be beneficial for the life of an individual. Self-potential is an ability that is still contained in the individual, which consists of basic skills form of intelligence and special skills in the form of talent (Yudhawati and Haryanto (2011). Thus it can be concluded that self-potential is a hidden ability possessed by everyone that needs to be developed so that can be used in life.

The various understandings above give us an understanding that potential is a power possessed by humans, but this power has not been utilized optimally. Therefore, the next task for potential humans is how to utilize this potential to achieve achievement. Potential can become behavior if it is developed through the learning process. People cannot realize their potential in behavior if their potential is not developed through learning. Potential possessed by humans can develop in a good or bad direction. If a person lives in a bad environment, his potential will also develop in a bad direction so that his behavior is not good. Everyone's potential is different. Humans have many kinds of potential that exist within themselves. Whether we realize it or not, every human being has more than one potential that is in him.

The types of potentials that exist in humans are as follows (Setiaji and Rachmawati, 2017):

#### **1. Thinking Potential**

The potential for thinking as a human ability to learn about information, can be seen in people who are able to work abstractly, both using ideas. ideas, symbols, logical relationships, as well concepts, are able to learn and use these abstractions, and are able to solve problems whether they

have occurred or are new (Prasetyono, 2010).

## 2. Potential Emotions

Another potential is the potential in the field of affection / emotion. Every human being has the potential for taste, so that humans can understand other people, understand the sounds of nature, want to love and be loved, pay attention and be cared for, appreciate and be appreciated, and tend to beauty.

## 3. Physical potential

People who excel in the physical field are able to learn sports quickly and always show game. People who have good physical potential will have extraordinary body control, have control over objects, know the right timing, have perfect reflexes and are very responsive to the physical environment, like to do physical sports, proficient in handicrafts, and easy to do. remember what was done rather than said.

## 4. Social

Potential Owners of great social have the capacity to adapt and influence others. The ability to adapt and influence others is based on learning abilities, both in knowledge and skills.

## Parent's Income

Income is all a person's receipts as a reward for his services in the production process. The remuneration can be in the form of wages, interest, rent, or profit depending on the factors of production involved in the production process. Parental income is the income of students' parents in the form of money received as remuneration from activities in both the formal and informal sectors for one month. Income is an important element in economic life. Almost all economic activities depend on the income earned by a person. Income is money received by a person and company in the form of salaries, wages, interest rent, and profits including various benefits such as health and pensions (Yuli, 2010).

Parents are men and women who are bound in marriage and ready to assume the responsibilities of being the father and mother of the children who are born. Parents are older people or elderly people, consisting of fathers and mothers who are teachers and main examples for their children because parents interpret the world and society in their children (Sugiyono, 2017). Parents are a component of the family consisting of father and mother and are the result of a legal marriage bond that can form a family. Parents have the responsibility to educate, nurture and guide their children to reach certain stages that lead them to be ready in social life. Parents are part of a large family that has been replaced by a nuclear family consisting of father, mother and children.

The family's economic situation is closely related to children's learning. Children who are studying in addition to having their basic needs met, such as eating, drinking, clothing, health protection, also need learning facilities such as study rooms, tables, chairs, lighting, writing utensils, books and others. Learning facilities can only be met if parents have enough money. If the child lives in a poor family, the basic needs of the child are not met so that the child's learning is disrupted. As a result, the child is always sad, so that the child feels inferior to his friend, this will definitely interfere with the child's learning.

## MATERIALS & METHODS

This research is a research that uses a quantitative approach. This research was conducted at SMA Negeri 2 Kabanjahe. The population in this study was class XII students, totaling 342 students. The sampling method used is probability sampling with a sampling technique, namely proportional stratified sampling, which means that each element of the population has the same possibility of being selected through systematic calculations (Dibabe et al, 2015). Determination of the number of samples is done by means of statistical calculations, namely by using the Slovin

formula. Amount The sample in this study was 185 students.

The data collection method used in this study was distributing questionnaires, observations, interviews and literature studies. This study uses a Likert scale measurement. Likert scale is a measuring tool used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The data analysis technique used in this study is a multiple linear regression technique which serves to

determine how much influence the independent variable has on the dependent variable.

## RESULT

### General Description of Respondents

Based on the results of research that has been conducted on 185 respondents, it can be drawn several descriptions of the characteristics respondents studied. In tables are presented the characteristics respondents related to the respondent location research.

**Table 1 Characteristics of Respondents Based on Parents' Occupations**

Characteristics	Criteria	Frequency	Percentage (%)
Employment of Parents	Farmer	45	24.32%
	Entrepreneur	117	63.24%
	Civil Servant	12	6.49%
	Teachers	3	1.62%
	Police	2	1.08%
	TNI	1	0.54%
	Builders	1	0.54%
	Drivers	1	0.54%
	Private Employees	3	1.62%
TOTAL		185	100%

Based on Table 1 it can be concluded that the respondents with parents as entrepreneurs are 117 students or 63.24%.

**Table 2 Characteristics of Respondents Based on Parents' Income**

Characteristics	Based	Frequency	Percentage (%)
-	on	77	41.62%
	2.260 Rp.3.917.260/month	9	4.86%
	below Rp.2.917.260/month	39	21.08%
TOTAL		185	100%

Based on Table 2, it can be concluded that more respondents with parental income in the range above Rp.4.917. 260/month as many as 77 students or 41.62%.

### Data Analysis Results

#### Hypothesis Test Results

##### Partial Testing (t-test)

Partial hypothesis testing is done by t-test, which is testing the partial effect of the independent variable on the dependent variable. Assuming that other variables are held constant.

**Table 3 Hypothesis Testing Results Partial Test (t Test)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,192	1,773		4,620	.000
	Interest	.268	.073	.247	3,692	.000
	Potential	.525	.569	8,493	.062	.000
	Revenue	.035	.106	.016	.326	.744

a. Dependent Variable: Decision

Based on the partial test results in Table 3, it can be seen that the test results for each independent variable are as follows:

1. The test results for the Student Interest variable show a  $t_{count}$  of 3.692 > 1.973

$t_{table}$  with a significant value of 0.000 < 0.05. So  $H_0$  is rejected and  $H_a$  is accepted, meaning that the student interest variable has a significant effect on the decision to choose a major.

- The test results for the Self Potential variable show a  $t_{count}$  of  $8.493 > 1.973$   $t_{table}$  with a significant value of  $0.000 < 0.05$ . So  $H_0$  is rejected and  $H_a$  is accepted, meaning that the Self Potential variable has a significant effect on the Decision to Choose a Major.
- The test results for the parental income variable  $t$  show a  $t$ -count of  $0.326 < 1.973$  table with a significant value of

$0.744 < 0.05$ . So  $H_0$  is accepted and  $H_a$  is rejected, meaning that the parental income variable has no significant effect on the decision to choose a major.

### Simultaneous Testing (F Test)

The F test is to test the simultaneous effect of the independent variables on the dependent variable.

**Table 4 Hypothesis Testing Results Simultaneous Test (F-Test)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1252,934	3	417,645	82,207	000 <sup>p</sup>
	Residual	919,552	181	5,080		
	Total	2172,486	184			
a. Dependent Variable: Decision						
b. Predictors: (Constant), Income, Potential, Interest						

Based on the results of the simultaneous test presented in table 4, it can be seen that the  $t_{calculated}$   $82.207 > F$  Table 2.65 and the significance  $0.00 < 0.05$ . Then the hypothesis  $H_a$  is accepted and  $H_0$  is rejected. So it can be concluded that the three independent variables, namely student interest, self-potential and parental income, simultaneously have a significant effect on the decision to choose a major.

### Coefficient of Determination Test

The Coefficient of determination ( $R^2$ ) essentially measures how far the model's ability to explain variations in the dependent variable is. The value of the coefficient of determination is between zero and one. A small value of  $R^2$  means that the ability of the independent variables in explaining the variation of the dependent variables is limited. A value close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable.

**Table 5 Calculation Results of the Coefficient of Determination ( $R^2$ )**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759 <sup>a</sup>	.570	2.254	.577
a. Predictors: (Constant), Income, Potential, Interest				
b. Dependent Variable: Decision				

Based on data in table 5 it can be seen that the coefficient of determination (adjusted  $R^2$ ) obtained is 0.570. This shows that the variables of Student Interest, Self Potential and Parents able to explain the Decision to Choose Majors by 57.0%, while the remaining 43.0% is influenced by other variables not examined in this study.

## DISCUSSION

### The Effect of Student Interests on Decisions to Choose Majors

Based on the results of multiple linear regression tests, it was found that the

regression coefficient of interest was 0.268, which means that if there is an increase in interest of 1 unit, the decision to choose a major will increase by 0.268. These results indicate that the interest variable has a positive effect on the decision to choose a major. Where the higher a person's interest, the decision to choose a major is also greater.

Based on the partial test results, students' interest has a  $t_{count}$  of  $3.692 > 1.973$   $t_{table}$  with a significant value of  $0.000 < 0.05$ . These results indicate that in this study the variable of student interest

choose a significant partial effect on the decision to a major. This is in line with research conducted by Istiqomah, et.al., Anna Rufaidah, and Riko Saputra et.al. which states that interest has an influence on the decision to choose a major.

Interest is a development process in mixing all existing abilities to direct individuals to an activity that interests them. Interest is closely related to feeling like or not, interested or not interested and happy or not happy. So that interest will be the focus of students' attention which inadvertently comes from their own will. Interest is a source of motivation for a person for what they do they are free to choose. Interest encourages students in what majors they like so that it becomes an interest for students in choosing a major when they will continue their further studies to college. Interest is one of the aspects of the human psyche that encourages to get something to achieve the goal, so that interest contains an element of desire to know and learn something that is desired. If students are interested in an object, in this case it is a major to continue their further studies, it will be seen from the way they act, pay attention in carrying out the activities of the object. Likewise, if students have a sense of pleasure in a major, then the student has a desire to enter that department.

### **The Effect of Self-Potentials on Decisions to Choose Majors**

Based on the results of multiple linear regression tests, it was found that the potential regression coefficient was 0.525, which means that if there is an increase in interest of 1 unit, the decision to choose a major will increase by 0.525. These results indicate that the potential variable has a positive effect on the decision to choose a major. Where the higher the potential of a person, the decision to choose a major is also getting bigger.

Based on the partial test results, students' interest has a tcount of 8.493 > 1.973 ttable with a significant value of 0.000 <0.05. These results indicate that in

this study the variable of student interest. a significant partial effect on the decision to choose a major. This is in line with research conducted by Ni Luh Gede, and Muhammad Arif which stated that it has the potential to have an influence on majors selection decisions. Potential is a basic ability that is still hidden and waiting to be realized into something real power in that thing (Arif, 2018). Each individual certainly knows his potential in a particular field, so it is expected that he chooses a major according to his ability so that he can understand lecture material more quickly. In this case, it indicates that students in making decisions about choosing majors for further study consider the potential factors they will face later, causing conformity in the learning process in the majors chosen in lectures.

### **The Effect of Parents' Income on Decisions to Choose Majors**

Based on the results of multiple linear regression tests, it was found that the regression coefficient of parental income was 0.035, which means that if there is an increase in parental income of 1 unit, the decision to choose a major will increase by 0.035 units. These results indicate that the parental income variable has a positive effect on the decision to choose a major. Where the higher the income of one's parents, the greater the decision to choose a major.

However, based on the partial test results, parents have a tcount of 0.326 <1.973 ttable with a significant value of 0.744 <0.05. These results indicate that in this study the parental did not influence partially significantly

Student learning activities cannot be separated from the financial support of their parents. In today's modern era, there are many places to go to college. If viewed from the theoretical aspect, this is contrary to the existing theory. Socio Economic Theory says that social as parents, friends, teachers or lecturers, social and economic conditions such as job opportunities, amounts salary decision making (Dibabe et



al, 2015). In this study, parental income was not a problem in students deciding which major they wanted to choose when they were going to continue their education. This is because the parents of SMA Negeri 2 Kabanjahe students have side jobs to get additional costs in their daily lives. This is based on the lives of local people who own agricultural land. Mengingat bahwa mereka bertempat tinggal di Tanah Karo yang pada umumnya masyarakat setempat melakukan cocok tanam atau pun berternak.

### **The Effect of Student Interests, Self Potential and Parents' Income on Decisions to Choose Majors**

Based on the results of simultaneous testing, student interests, self-potential and parental income have  $F_{count} 82.207 > F_{table} 2.65$  and a significance of  $0.00 < 0.05$ . Then the hypothesis  $H_a$  is accepted and  $H_o$  is rejected. So that the three independent variables, namely student interest, self-potential and parental income, simultaneously have a significant effect on the decision to choose a major. The value of the coefficient of determination obtained can be seen that the three variables studied, namely student interest, self-potential and parental income have an effect of 57.0% on the decision to choose majors in students of SMA Negeri 2 Kabanjahe and the remaining 43.0% is influenced by other variables, which were not investigated in this study.

### **CONCLUSION**

The results of research that have been carried out partially have a positive and significant effect on student interest in the decision to choose a major. This means that interest is what underlies students to decide on majors because it is based on what they like or like. Partially, self-potential has a positive and significant effect on the decision to choose a major. This shows that the potential they have has an impact on students choosing majors because it causes conformity in the learning process in the majors chosen in lectures. Partially, parental income has no significant effect on

the decision to choose majors. This shows that by not looking at the income side of parents. Students have a strong desire to continue their education. Parents of students also have additional income besides the fixed income per month they get.

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