

The Relationship Between Family Support and Students' Interest to Continue Education to SMKN 2 Woyla Aceh

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Abstract. Students' interest in continuing education is strongly influenced by parental support. This study aims to determine the relationship between family support and students' interest in continuing their education. The approach used is descriptive quantitative. The population of this study were students of SMPN 1 Woyla and MTSN 5 Aceh Barat Class IX, totaling 95 students with a sample of 95 students. The sampling technique used the formula of Taro Yamane and Slovin. The sampling is done by using purposive sampling technique. Data was collected using questionnaires. The results showed that there was a positive relationship between family support and student interest with a correlation coefficient of 0.334 ($p=0.001$; $p<0.05$).

Keywords: Family Support, Students' Interest, Education

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INTRODUCTION

The first educational environment for children comes from parents. Parents play an important role in determining the growth and development of children. Support from parents can support children's interests in certain fields. In forming children's interests, support and mutual communication are needed from the closest people, namely relatives, friends, teachers, and especially from parents. Parental support will have a positive impact on the success of a child's education. Considering that there are many educational units, be it upper secondary, vocational, or religious secondary education units in Woyla, graduates of junior high school (SMP) or the equivalent are required to be able to make choices regarding the type of secondary education that suits their interests. Especially for class IX students where they have to think carefully about their future choices, so they can pursue these choices and what to do after graduating from education. Therefore, it is necessary to determine which secondary school suits the interests, needs and abilities, be it SMA, SMK or MA.

Most of the parents in Woyla give full authority to their children in making their own choices. But not a few also follow what has been determined by their parents, and children only obey that decision. This is where family support will play a big role. Family support according to Sutini (2018) is a form of interpersonal relationship which includes attitudes, actions, and acceptance of family members, so that family members feel that someone is paying attention to them. Meanwhile, according to Friedman (in Cahyanti, 2013) family support is an attitude, an act of family acceptance, in the form of informational support, appraisal support, instrumental support, and emotional support. It can be concluded that family support is a form of interpersonal relationship between parents and children which includes attitudes, actions, emotions, in the form of a support system so that family members feel valued, cared for, and need each other.

Safarino (in Sutini, 2011) states that there are four basic forms of family support, namely: 1) Emotional support, involving expressions of empathy, concern, encouragement, personal warmth, love, or emotional assistance; 2) Information support, provided by the family in the form of advice, suggestions, opinions and discussions on how to overcome or solve a problem at hand; 3) Instrumental support, provided by the family directly which includes material assistance such as providing housing, lending or giving money and other assistance in carrying out daily tasks; and 4) Appreciation support, occurs through positive expressions of appreciation involving statements of agreement and positive assessment of the ideas, feelings and performance of other people which are positively related between individuals and other people.

Family support can affect students' interests as children in determining the objects or activities they like. Sofiyanti and Sukirman (2019) suggest that interest is a person's interest in something, if someone feels interested, of course he will show an attitude that he is really interested in the object being observed. There are two factors that influence interest, namely: internal factors and external factors. Internal factors include: talent and motivation. While external factors include: family, school, peers, and work opportunities. For this reason, this study aims to analyze the relationship between family support and students' interest in continuing further education to SMKN 2 Woyla, with the hypothesis that there is a relationship between family support and students' interest in continuing their further education to SMKN 2 Woyla.

METHOD

This research was conducted in Woyla District, West Aceh Regency. The sample in this study were students at SMPN 1 Woyla and MTSN 5 Aceh Barat Class IX, totaling 95 students. In this study, the data collection method used was a questionnaire. The researcher adopted a family support questionnaire from Aji (2019) with 12 items and a reliability level of 0.944 and an interest questionnaire from Wibowo (2017) with 18 items and a reliability level of 0.896. Both scale have 2 alternative answers, including Yes (1) and No (0). To answer the research objectives, Spearman Rank correlation analysis was used.

RESULTS

The following is a presentation of research results beginning with a description of the subject and then the results of statistical analysis to answer the research hypothesis.

Table 1. Frequency Distribution of Respondent Characteristics by Gender

School	Gender	n	%
MTSN 5 Aceh Barat	Male	14	14,7
	Female	37	38,9
SMPN 1 Woyla	Male	13	13,7
	Female	31	32,6
Total		95	100

From the table above it can be seen that the gender of the majority of students is female, where 37 students (38.9%) from MTSN 5 Aceh Barat and 31 students (32.6%) from SMPN 1 Woyla.

Table 2. Frequency Distribution of Educational Characteristics of Fathers and Mothers

Schools	Education	Fathers	%	Mothers	%
MTSN 5 Aceh Barat	SD/MI	6	6,3	6	6,3
	SLTP	15	15,8	17	17,9
	SLTA	22	23,2	23	24,2
	Diploma/Bachelor	8	8,4	5	5,3
SMPN 1 Woyla	SD/MI	9	9,5	9	9,5
	SLTP	11	11,6	13	13,7
	SLTA	23	24,2	19	20,0
	Diploma/Bachelor	1	1,1	3	3,2
Total		95	100	95	100

Based on table 2 above, it can be seen that from MTsN 5 Aceh Barat, fathers with the education of elementary schools were 6 people (6.3%) and mothers were 6 people (6.3%). Fathers in the education of junior high were 15 people (15.8%) and mothers were 17 people (17.9%). Fathers with high school were 22 people (23.2%) and mothers were 23 people (24.2%). And fathers with the education of Diploma/Bachelor's as many as 8 people (8.4%) and mothers as many as 5 people (5.3%).

While respondents from SMPN 1 Woyla, the education of fathers in elementary schools was 9 people (9.5%) and mothers were 9 people (9.5%). In the education of fathers in junior high

school, there were 11 people (11.6%) and mothers, there were 13 people (13.7%). In the education of high school, fathers were 23 people (24.2%) and mothers as many as 19 people (20.0%). And father's Diploma/Bachelor education as many as 1 person (1.1%) and mother as many as 3 people (3.2%).

Table 3. Frequency Distribution of Father's and Mother's Occupational Characteristics

Schools	Occupational	Fathers	%	Mothers	%
MTSN 5 Aceh Barat	Civil servant	5	5,3	5	5,3
	Entrepreneur	10	10,5	0	0
	Farmer	28	29,5	6	6,3
	No job	0	0	39	41,1
	Others	8	8,4	1	1,1
SMPN 1 Woyla	Civil servant	1	1,1	2	2,1
	Entrepreneur	7	7,4	0	0
	Farmer	34	35,8	9	9,5
	No job	0	0	33	34,7
	Others	2	2,1	0	0
Total		95	100	95	100

Based on table 3 above, it can be seen that from MTsN 5 Aceh Barat there are 5 civil servants fathers (5.3%) and 5 mothers (5.3%). In the work of entrepreneur, fathers are 10 people (10.5%) and there are no mothers who have jobs in the entrepreneurship. As much as 28 (29.5%) fathers and 6 mothers (6.3%) are farmers. All fathers have jobs, but 39 people (41.1%) have mother as a housewife. There are 8 people (8.4%) who have father choosing other jobs and 1 people (1.1%) who have mother choosing other jobs.

Meanwhile, respondents from SMPN 1 Woyla with fathers as civil servant are only 1 (1.1%) and 2 mothers (2.1%). In the work of entrepreneur, fathers are 7 people (7.4%) and there are no mothers who had jobs in the entrepreneurship. As much as 34 (35.8%) fathers and 9 mothers (9.5%) are farmers. All fathers have jobs, but 33 people (34.7%) have mother as a housewife. There are 2 people (2.1%) who have father choosing other jobs and none of the students who have mother choosing other jobs.

Table 4. Frequency Distribution of Family Support Indicators

Family Support Indicators	High	%	Moderate	%	Low	%
Emotional support	48	50,5	37	38,9	10	10,5
Informational support	13	13,7	53	55,8	29	30,5
Instrumental support	50	52,6	27	28,4	18	19,9
Appreciation support	14	14,7	57	60,0	24	25,3

Based on table 4 above, it can be seen that the highest frequency distribution is instrumental support and emotional support with respective percentages of 52.6% and 50.5%.

Table 5. Frequency Distribution of Family Support

Family Support	n	%
High	34	35,8
Moderate	57	60,0
Low	4	4,2
Total	95	100

Based on the table above, it can be seen that most of the respondents have family support in the medium category with a percentage of 60.0%.

Table 6. Frequency Distribution of Student Interest Indicators to Continue Their Education at SMKN 2 Woyla

Interest Factors	High	%	Moderate	%	Low	%
Internal Factor	17	17,9	25	26,3	53	55,8
External Factor	9	9,5	40	42,1	46	48,4

Based on table 6 above, it can be seen that the frequency distribution of interest from internal and external factors is mostly in the low category with a respective percentage of 55.8% and 48.4%.

Table 7. Frequency Distribution of Students' Interest in Continuing Education at SMKN 2 Woyla

Student's Interest	n	%
High	7	7,4
Moderate	24	25,3
Low	64	67,4
Total	95	100

Based on table 7 above, it can be seen that the frequency distribution of interest is mostly in the low category with a percentage of 67.4%.

Table 8. Summary of Normality Test Results

Variable	Asymp. Sig	Description
Family support	0,000	Not normal
Student's interest	0,000	Not normal

The table above can show the significance value for both variables, namely 0.000 or <0.05 , so that the two variables are not normally distributed.

Table 9. Linearity Test

Variable	Sig. Deviation from linearity	Description
Family support and student's interest	0,537	Linier

Based on the table above it can be seen that the value of Sig. Deviation Linearity of 0.537 or > 0.05 , it can be concluded that there is a linear relationship between family support and student interest.

Table 10. Spearman Rank Correlation Test Results

Variable	Correlation Coefficient	Sig.
Family support and student's interest	0,334	0,001

Based on the results of the analysis of the relationship between family support and students' interest in continuing their education at SMKN 2 Woyla, it shows a correlation coefficient of 0.334 with a significance level of 0.001 or <0.05 , so there is a correlation between the two variables in this study and the hypothesis is accepted.

DISCUSSION

Family support is the first support that a person receives from the family because the family are the people who are in the environment closest to the individual and have the greatest possibility of being able to provide assistance (Aji, 2019). Based on data processing, most of the students received medium category support from their families, so it can be said that the level of family support at MTSN 5 Aceh Barat and SMPN 1 Woyla was not too high. This is in accordance with Yulianto's research (2018) which states that family support for Ringinagung State Elementary School students is included in the moderate family support category of 55.6%.

The family provides support in the form of a sense of comfort, attention, trust which is called emotional support. In addition, the family also provides assistance in the form of money, energy, and takes the time to listen to family members in conveying their message, which is called instrumental support. Based on data processing, there are four indicators of family support and it is known that of these four indicators the highest are instrumental support and emotional support. Family support can increase a child's confidence in expressing grievances, as well as the interests they have. Interest is a tendency, high interest in a particular object or subject.

Based on the interest frequency distribution, most students are in the low category with a percentage of 67.4%. This is in accordance with Windarto's research (2013) which stated that public junior high school students' interest in continuing to vocational schools in Bantul Regency was in the low category of 38.74%. There are 2 factors that influence interest, namely internal factors and external factors. Internal factors are factors that come from within the individual itself. As for which include internal factors, namely talent and motivation. Then external factors, factors that come from outside a person's self that can trigger or influence interest. The external factors include family, school, peers, and job opportunities.

From the research that has been done, the results of the relationship between family support and students' interest in continuing their education at SMKN 2 Woyla have a correlation coefficient of 0.334, $p < 0.0$ which indicates that there is a relationship between family support and students' interest in continuing to SMKN 2 Woyla. The higher the family support, the higher the student interest, and vice versa. This is in line with Aji's statement (2019) that if children get high support from parents, then children can develop good interest. One of the factors that influence the growth of an individual's interest is through family support.

In the table of respondents' characteristics, it is known that most fathers are farmers, while mothers are mostly housewives. If it is related to the education and work of parents, who on average are only high school graduates and work as farmers, this greatly affects the ability to provide direction, attention, guidance, and teaching to children or students. The financial ability of parents in providing learning facilities may also be inadequate because they are affected by the work of parents whose average income is below the UMR salary (Regional Salary Wages). Parents also tend to spend less time paying attention to their children's education because they are busy working so they pay less attention to the tendencies or interests that their children have.

CONCLUSION

Based on the results of research on the relationship between family support and the interest of junior high school students to continue their education at SMKN 2 Woyla, it can be concluded as follows:

1. The level of family support from MTSN 5 Aceh Barat and SMPN 1 Woyla students is mostly in the medium category, namely 57 students (60.0%).
2. Of the four indicators of family support, the highest support is in the form of instrumental support with the number of respondents 50 students (52.6%).
3. Most of the students' interest in continuing their education at SMKN 2 Woyla were in the low category, namely 64 students (67.4%).
4. If you pay more attention to the two interest factors, namely internal factors and external factors, the one that has the highest influence on student interest is internal factors with 17 students (17.9%) respondents.
5. The results of the correlation analysis show that there is a positive and significant relationship between family support and students' interest in continuing their studies at SMKN 2 Woyla with a correlation coefficient of 0.334, $p < 0.00$.

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