

ANALYSIS OF THE INFLUENCE OF PANDEMIC COVID 19, FAMILY SUPPORT, AND STUDY MOTIVATION TOWARDS INTERESTS IN EDUCATION (STUDY IN INDONESIAN TOURISM ECONOMIC HIGH SCHOOLS)

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Abstract

This study aims to determine the effect of the Covid 19 pandemic, family support, and learning motivation on interest in entering higher education. The population used is prospective new students from the two study programs of the Indonesian School of Tourism Economics (STIEPARI) Semarang. Determination of the number of samples in this study using purposive sampling technique and obtained a sample of 75 respondents. The data analysis method used is multiple linear regression analysis. The results showed that the Covid-19 pandemic had a negative effect on interest in going to college, family support and learning motivation had a positive and significant effect on interest in entering higher education at the Indonesian Tourism Economics College (STIEPARI).

Keywords: Covid-19 Pandemic, Learning Support, Learning Motivation, Interest to Enter Higher Education.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pandemi Covid 19, dukungan keluarga dan motivasi belajar terhadap minat masuk perguruan tinggi. Populasi yang digunakan yaitu calon mahasiswa baru dari dua program studi Sekolah Tinggi Ilmu Ekonomi Pariwisata Indonesia (STIEPARI) Semarang. Penentuan jumlah sampel dalam penelitian ini menggunakan teknik purposive sampling dan diperoleh sampel sebanyak 75 responden. Metode analisis data yang digunakan yaitu analisis regresi linier berganda. Hasil penelitian menunjukkan bahwa pandemi covid-19 berpengaruh negatif terhadap minat masuk ke perguruan tinggi, dukungan keluarga dan motivasi belajar berpengaruh positif dan signifikan terhadap minat masuk perguruan tinggi di Sekolah Tinggi Ilmu Ekonomi Pariwisata Indonesia (STIEPARI).

Kata kunci: Pandemi Covid-19, Dukungan Belajar, Motivasi Belajar, Minat Masuk Perguruan Tinggi.

INTRODUCTION

Human resources are one of the main elements of the process and objectives in Indonesia's national development. In this modern era, human resources need to keep abreast of developments in science and technology. One of the institutions that can provide this opportunity is a university. According to Ahmad (2007), higher education is held in preparing human resources who have academic or intellectual abilities who can adapt, develop, and create science, technology, and arts. The problem in this research is that the interest in entering higher education is quite low, especially in 2020.

Interest in entering higher education is usually influenced by several factors, including financial factors, family support, motivation to learn, pandemic factors, and

several other factors. Motivation arises because of a series of needs felt by consumers (Hamid, Modding & Hasan, 2019). So that they need that is felt by someone will encourage him to take action in fulfilling needs. In the higher education sector, in private campuses, the growth of private campuses is a serious threat from the Covid-19 pandemic. The new academic year across all campuses in Indonesia starts in August and September. Private campuses that have been intensively promoting and marketing since January have decreased in intensity due to the pandemic that began in early 2020. The Covid-19 pandemic has had several impacts, including declining domestic and international tourist visits, some goods becoming expensive and scarce, the most limited exports and imports, and so on. Another impact is a large number of unemployed due to the number of companies that go

bankrupt or reduce the number of employees due to unfavorable economic conditions. The spread of this virus is quite fast and has reached several countries around the world. This virus has become a global pandemic, which will greatly impact economic stability (Lestari, 2020). Therefore this greatly affects the economy of the community, resulting in many people being unable or delaying continuing their education to a higher level or university. Family support is also an important factor influencing interest in entering higher education. With the support of the family, someone will be excited and eventually will generate interest in continuing higher education. Motivation to learn is also one of the things that influence interest in entering higher education.

According to Hamid, Modding & Hasan (2019), one of the elements that influence consumer decision-making is motivation. Self-learning motivation is something the strength or condition of the individual itself that will move the individual in carrying out learning activities characterized by the emergence of reactions that aim to achieve goals (Suprehin, 2015). The update of this research is about interest in entering higher education which is influenced by several factors such as family support, learning motivation, and the Covid-19 pandemic which has never been studied before.

RESEARCH METHOD

This study using a statistical inferential research design. The research design itself is a framework or plan for conducting a study that will be used as a guide in collecting and analyzing data. The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions (Sugiyono, 2018). The population in this study were all prospective new students of S1 Tourism and S1 Management study programs, both morning class, working-class, and 252 cooperative classes (data taken in mid-August 2020). According to Hamid & Patra (2019), a sample is a collection or part of the population that is selected by a certain procedure that can represent the population. The research sample was obtained by purposive sampling of 75 people with criteria, namely prospective new students S1 Tourism and S1 Management STIEPARI and prospective morning class students. The Linear Regression Analysis, namely linear regression analysis, is used to determine the effect of the Covid-19 pandemic variable, family support, learning motivation on the variable interest in college, where the estimation of the equation is aimed at drawing a pattern of relationships or functions that exist between these variables.

Research Result

Results of the analysis and the Regression Model Equation

Based on the analysis results obtained the following information:

Table 1.
Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.088	3.753		2.954	.004
PANDEMI COVID 19	-.035	.087	-.058	-.401	.689
DUKUNGAN KELUARGA	.103	.110	.214	.935	.353
MOTIVASI BELAJAR	.385	.186	.414	2.072	.042

Based on table 1, the resulting regression equation:

$$Y = 11.088 - 0.35X1 + 0.103X2 + 0.385X3$$

From the regression results above, it can be explained that the regression coefficient shows that the Covid-19 pandemic has a negative value of (-0.058). where the indicators of the Covid-19 pandemic, create and maintain a positive learning environment, build learning communities, provide consistent feedback on time and use the right technology to deliver the right content. This shows that the Covid-19 pandemic will have a negative effect on interest in entering higher education.

The regression coefficient shows that family support has a positive value of 0.214, where the indicator of family support serves as a place of recovery and helps emotional control and improves family morale. Information support occurs and is provided by the family in the form of advice, suggestions and discussions on how to solve or solve existing problems. Instrumental support is support provided by the family directly which includes material assistance such as providing money and assistance in doing daily household chores. In rewarding support, the family acts as a feedback guiding system, guides and chained problem solving and is a source of identity validators for members. Appraisal support is the support provided by the family in the form of a positive assessment action attitude. This shows that the greater the family support, the more interest in going to tertiary institutions.

The regression coefficient shows that learning motivation has a positive value of 0.414, where the indicators are interest in learning, diligent in doing assignments, happy to solve questions, ambition in directed learning achievement, feeling happy and optimistic about the assigned task. This shows that the better a person's motivation to learn, the more he will increase his interest in going to college.

F Test (F-Test)

The Anova test or the F test is one of the statistical tests to determine whether the independent variables of the Covid-19 pandemic, family support, and learning motivation are the right equation models in measuring changes in the dependent variable, namely interest in going to college.

Tabel 2.
F Test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	307.045	3	102.348	11.431	.000 ^a
	Residual	635.675	71	8.953		
	Total	942.720	74			

From the results of the data processing above, it shows that the F count is 11,431 with a sig value of 0,000 <0.05. The Covid-19 pandemic variable (X1), family support (X2), and learning motivation (X3) are good and appropriate variables (fit) in measuring changes in the interest variable in college (Y), thus forming a fit equation.

Determination Coefficient Test (R2 Test)

Based on the analysis results obtained value information for the coefficient of determination (R Square).

Tabel 3.
 Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.571 ^a	.326	.297	2.99219

The results of the calculation of the regression estimate obtained the value of the coefficient of determination (Adjusted R square) of 0.297, meaning that 30% of the change in the dependent variable of interest in entering higher education (Y) can be explained by changes in the independent variable of the COVID-19 pandemic (X1), family support (X2), and learning motivation (X3). While the remaining 70% is explained by other variables that are not proposed or explained in this research model.

Hypothesis test

The T-test (partial effect)

A partial test is a test tool that aims to test hypotheses about the effect of the Covid-19 pandemic (X1), learning support (X2), and learning motivation (X3) on interest in going to college individually. With a significance level of $\alpha = 0.05$. Based on the information in table 1, the results of testing the research hypothesis can be described.

First hypothesis testing

The first hypothesis examines the effect of the Covid-19 pandemic on interest in entering higher education. Obtained a negative coefficient value of (-0.058) and a significance value of 0.689 more than 0.05. This indicates that the first hypothesis is not accepted. This means that the Covid-19 pandemic has a negative and insignificant effect on interest in entering higher education.

Second Hypothesis Testing

The second hypothesis examines the effect of family support on interest in college. Obtained a positive beta coefficient of 0.214 with a significance value of 0.353 more than 0.05. This indicates that the second hypothesis is accepted. This means that family support has a positive and significant influence on interest in entering higher education.

Third hypothesis testing

The third hypothesis examines the effect of learning motivation on interest in entering higher education. Obtained a positive beta coefficient of 0.414 with a significance value of 0.042 less than 0.05. This indicates that the third hypothesis is accepted. This means that learning motivation has a positive and significant effect on interest in entering higher education.

ANOVA Test (F Test)

ANOVA test or F test is a statistical test that aims to collectively determine whether the independent variable has a significant or insignificant effect on the dependent variable. The specified criteria are:

- a. Sig F <0.05 means that together there is a significant influence among all the independent variables tested on the dependent variable, and the model means fit.
- b. Sig F > 0.05 means that together there is no significant effect among all the independent variables tested on the dependent variable, and the model means not fit.

Based on the results of the analysis in table 2, it is found that the Covid-19 pandemic (X1), family support (X2), and learning motivation (X3) simultaneously have a significant effect on interest in entering higher education (Y). This conclusion is evidenced by the F count of 11,431 with a sig value of 0,000. So the general hypothesis which states "there is a joint and significant influence between the Covid-19 pandemic (X1), family support (X2), and learning motivation (X3) on interest in going to college".

Research Discussion

The Influence of the Covid-19 Pandemic on Interest in Higher Education

The Covid-19 pandemic has an insignificant negative effect on interest in entering higher education. These findings support the findings of research conducted by Megawati (2020), almost all respondents consisting of students from elementary to high school levels agreed that they were not happy with the provision of extending their study period from home or School from Home as a result of Covid-19. The Covid-19 pandemic that occurred in early 2020 is a worldwide threat. The spread of coronavirus disease throughout. One of the impacts of the Covid -19 pandemic that is quite pronounced is the number of job vacancies due to the number of companies that went bankrupt or reducing the number of employees due to bad economic conditions. Therefore this greatly affects the economy of the community, resulting in many people being unable or

delaying continuing their education to a higher level of tertiary education.

The Effect of Family Support on Interest in Higher Education

Family support has a positive and significant effect on interest in entering higher education. These findings support the findings of research conducted by Sulistyawati, Herawati & Julianto (2018), that parental support has a significant effect on the decision to choose an accounting major. With the amount of family support a person gets in learning and pursuing goals, it will increase interest in going to college. Higher education is an effort to achieve an expected goal or career. Higher education is one of the places for someone to increase knowledge and it will be very useful for the future.

The Influence of Learning Motivation on Interest to Enter Higher Education

From the research results, it can be seen that the enthusiasm for learning has a positive and significant effect on the interest in entering higher education. These findings support the findings of research conducted by Fitriani (2014), motivation has a positive and significant effect on interest in continuing education to higher education. Someone who has high learning motivation will try to increase and develop their knowledge. One way to increase knowledge is by going to college. By entering a college, someone will get a more complex and detailed knowledge.

The Influence of the Covid-19 Pandemic, Family Support and Learning Motivation on Interest in Higher Education Interest is the urge or desire in a person for a particular object. Examples include interest in subjects, music, or hobbies. Interests are personal and differ from one person to another. Interest in entering higher education is influenced by several factors including internal factors and external factors. Internal factors such as individual motivation to continue their education to a higher level. Meanwhile, external factors include family support, the economy, and other things such as a pandemic.

The Covid-19 pandemic factor greatly influenced the interest in continuing to college. Because the pandemic is very disruptive to the community's economy. Many businesses have gone out of business so that a person cannot make ends meet. Family support can create harmonious conditions in the family. With family support, a person is calmer and more enthusiastic about living his life. A person will live and pursue his dreams. One of the efforts to pursue a dream is to get a higher education which will greatly affect his future. So that it will increase interest in entering higher education.

Motivation to learn is also one of the factors that influence interest in entering higher education. Someone who has a high enthusiasm for learning will try to continue to increase his knowledge, namely by continuing his

education to a higher level. So that this motivation to learn greatly affects the interest in going to college.

CONCLUSION AND SUGGESTION

Conclusion

This research produces the following conclusions and suggestions:

1. The Covid-19 pandemic has a negative influence on interest in entering higher education. The longer / higher the level of the covid-19 pandemic will reduce interest in entering higher education.
2. Family support has a positive and significant effect on interest in entering higher education, the higher the family support, the higher the interest in entering higher education.
3. Motivation to learn has a positive and significant effect on interest in entering higher education. The higher the family support, the higher the interest in going to college.
4. Taken together, family support, learning motivation has a positive and significant effect on interest in entering higher education, and the Covid-19 pandemic has a negative effect on interest in entering higher education.
5. Motivation to learn is the most dominant variable that affects an interest in entering higher education.

Suggestion

1. The Covid-19 pandemic has affected various sectors, one of which is the private higher education sector. Therefore, as a society, we are urged to always comply with health protocols so that later the pandemic can end.
2. In order to improve higher education which will greatly affect the future of students, families are expected to always provide support and encouragement.
3. Motivation to learn is very important for students because, with the enthusiasm for learning, students will be motivated to get a higher education.

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