



The Effect of Family Environment and Learning Achievement on the Students' Interest of Continuing Education to Higher Education at Technology Senior High School Pekanbaru

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ABSTRACT

This paper discusses a phenomenon or situation encountered at SMA Technology Pekanbaru where there is a problem of low student interest in continuing their education to higher education. Meanwhile, fostering student interest in continuing their education to higher education is one of the efforts to improve the quality of education in order to create qualified human resources in their education and for a good career in the future. Therefore, this study was conducted to determine the effect of family environment and learning achievement on student interest in continuing education to college level at SMA Technology Pekanbaru. The research uses descriptive research methods with a quantitative approach. The research was conducted at SMA Technology Pekanbaru at Jl. Kubang Raya KM.1.5 Tuah Madani Village Tampan district Pekanbaru, which was carried out from June - November 2022. The research population was 43 students of class XI and XII at SMA Technology Pekanbaru in the academic year 2022/2023 so that all population is a sample. Data collection was carried out using questionnaires and documentation. Data analysis used was descriptive analysis and multiple regression analysis, which previously passed the prerequisite analysis test. Based on the research result, it is obtained that the family environment and learning achievement have a positive and significant effect on the students' interest in continuing education to college students at SMA Technology Pekanbaru. This means that family support and a good level of student achievement will increase students' interest in continuing their education to college.

Keywords: family environment, learning achievement, student interest, continuing education, higher education

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INTRODUCTION

Education has an important role for development and prosperity which can increase the progress of a country. For this reason, in an effort to improve the quality of education, support is needed from the government, schools, parents, and even from the students themselves so that they can obtain higher education, therefore every student must have a high interest in education so that they can continue their education to college. high quality in order to create quality human resources in education and for a good career in the future.

Interest is generally expressed in the form of participation in activities of interest or can also be in the form of a statement indicating that one prefers something. According to Slameto (2013), interest is a feeling of preference and attachment to a thing or activity, without anyone telling you to. Interest has a close relationship with the drive within the individual which then creates an interest in participating or being involved in a particular object. Meanwhile, Arifin (2014) said that interest is closely related to a person's needs or what is enjoyable for him, so it can be a motivating factor for individuals in carrying out activities.

In cultivating interest in continuing their education to a higher level, it is certainly influenced by several factors, one of which is the family environment and learning achievement. Dalyono (2014) states that family factors that influence student learning achievement are: parental factors, home or family

atmosphere, family economic conditions. Hasbullah (2015) said that the family environment is the child's first educational environment, because it is in the family that children first receive education and guidance. Purwantono (2014) explains that learning achievement is the result achieved by someone in their learning efforts as stated in the report card. It can be said that the family environment is an environment that provides motivation and facilities to children which will encourage children to be more advanced in their learning achievements, thus giving rise to children's interest in achieving their dreams, one of which is through the desire to continue their education to college.

Pekanbaru Technology High School is a private school located on Jl. Kubang Raya KM.1.5, Tuah Madani Village, Tampan District, Pekanbaru City. Based on the results of interviews with the deputy principal and several other teachers at Pekanbaru Technology High School, data was obtained on students who graduated from 2017 to 2021, as follows:

Table 1. Data on Students Who Continue their Education to Higher Education

Tahun	Jumlah Siswa	Melanjutkan ke Perguruan Tinggi	%	Tidak Melanjutkan ke Perguruan Tinggi	%
2017	20	1	5%	19	95%
2018	32	9	28%	23	72%
2019	20	7	35%	13	65%
2020	21	5	24%	16	76%
2021	25	8	32%	17	68%

Source: Pekanbaru Technology High School 2022

Based on Table 1, which is sourced from archive data from Pekanbaru Tenology High School, it turns out that less than 10 students continue their education to college every year. This shows that there is still low student interest in continuing their education to higher education at Pekanbaru Tenology High School. Based on the problems that have been raised, it is important to carry out this research with the title "The Influence of Family Environment and Learning Achievement on Interest in Continuing Education to Higher Education among Students at Pekanbaru Technology High School".

LITERATURE REVIEW

Interest in Continuing Education at Higher Education

According to Slameto (2013) interest is a persistent tendency to pay attention to and remember several activities. Activities that a person is interested in are paid attention to continuously, accompanied by a feeling of pleasure. So it is different from attention because attention is temporary (not for a long time) and is not necessarily followed by feelings of pleasure. Meanwhile, interest is always followed by feelings of joy and there you get satisfaction. Meanwhile, Djaali (2018) said that when someone has an interest or likes something without having to be ordered by someone else, that means it can be called an interest. Syah (2015) explains that interest in continuing to study at a university is a student's interest in continuing to study at a university that grows consciously within the student. This interest causes students to pay more attention to the college they are going to enter.

Based on several opinions that have been expressed, it can be concluded that interest in continuing education at a tertiary institution is an attitude that makes a person happy, interested, devotes his attention and has a strong desire to find out about the tertiary institution he likes because he has certain ideals, which tend to try as hard as possible to achieve their dreams by continuing their education to college.

Factors that Influence Interest in Continuing Education at Higher Education

Munira (2017) suggests factors that influence students' interest in continuing their education to higher education, namely:

- 1) Talent
- 2) Personality
- 3) Motivation
- 4) Achievement
- 5) Attitude
- 6) Family
- 7) School
- 8) Community environment
- 9) Friends

According to Khadijah et al (2017), the factors that influence students' interest in continuing their education to college are:

- 1) Motivation
- 2) Dreams
- 3) Will
- 4) School environment
- 5) Family environment

Pratiwi et al (2019) said that the factors that influence students' interest in continuing their education to higher education are:

- 1) Parents' socio-economic status
- 2) Self-efficacy
- 3) Peer environment
- 4) Learning achievement

Pradja & Suwardi (2018) mention the factors that influence students' interest in continuing their education to higher education, namely:

- 1) Socioeconomic conditions of parents
- 2) Learning achievement
- 3) Motivation

Meanwhile, according to Indiryanti & Elvia (2013), the factors that influence students' interest in continuing their education to college are:

- 1) Talent
- 2) Personality
- 3) Achievement
- 4) Dreams
- 5) Community environment
- 6) Family
- 7) School

Based on several factors that influence students' interest in continuing their education to higher education which have been mentioned, the variables used in this research are family environment and learning achievement.

Indicators of Interest in Continuing Education at Higher Education

According to Syah (2015) indicators of interest in continuing education to higher education are as follows:

- a) Feelings of joy
- b) Students' attention to higher education
- c) Interest
- d) Effort to learn

Syaifuddin (2012) states that the indicators of interest in continuing education to higher education are as follows:

- 1) Readiness to learn
- 2) Parental influence
- 3) Siblings' attitudes
- 4) Attitudes of peers
- 5) Academic success
- 6) Dreams
- 7) Relationship with teachers
- 8) Emotional condition

Agung (2015) said that the indicators of interest in continuing education to higher education are as follows:

- 1) Need
- 2) Desire
- 3) Curiosity
- 4) Students' attention to higher education

Syaifuddin (2012) suggests indicators that can be used to determine interest in continuing education to higher education, namely:

- 1) Focusing attention
- 2) Curiosity
- 3) Motivation
- 4) Need

Meanwhile, according to Aditya (2019), the indicators of interest in continuing education to higher education are as follows:

- 1) Desire
- 2) Ideals
- 3) Motivation

Based on the description of the indicators of students' interest in continuing their education to higher education that have been presented, it can be concluded that the indicators of students' interest in continuing their education to higher education used in this research are indicated by feelings of joy and interest in higher education, feelings of being able to compete with other people, interest and student involvement in searching for information about higher education.

Family environment

According to Yusuf (2013) the environment is all natural or social phenomena (events, situations, conditions) that can influence individual development. Meanwhile, according to Lestari (2012), a family is a household that is related by blood, marriage, adoption or provides the basic instrumental functions and expressive functions of the family for its members within a network. So it can be interpreted that the family environment is the main environment for children's education.

Hasbullah (2015) said that the family environment is the child's first educational environment, because it is in the family that children first receive education and guidance. The family environment is the initial basis of life for every human being. Semiawan (2012) explains that the family environment is

the first and main medium that can influence behavior in children's development, so that through the family environment, children's attitudes and personalities will be formed which can influence their success.

Khairani (2014) said that the family environment is the primary educational environment that children first receive, because it is in this family that children first receive education and guidance after being born. Meanwhile, according to Khafid & Suroso (2007), the environment that is most influential in the development of a child's personality is the family environment, because the family environment is a primary environment that has a stronger influence on the individual compared to the secondary environment.

Based on several definitions of the family environment that have been put forward, it can be concluded that the family environment is a small social group consisting of father, mother and children who have relatively permanent social relationships due to ties of blood, marriage and/or adoption which are structured in family ties and have a function. The main form is the socialization of care for the new generation, and the family environment is the first and main educational environment which can influence the child's behavior, growth and development, and has an influence on the child's success in the future.

Functions of the Family Environment

According to Hasbullah (2015) the functions of the family environment are:

- 1) First experiences in childhood
- 2) Guaranteeing the child's emotional life
- 3) Instilling the basis of moral education
- 4) Provide basic social education
- 5) Laying religious foundations

Helmawati (2014) stated that the function of the family environment is as follows:

- 1) The function of religion is carried out through instilling the values of belief in the form of faith and devotion to God Almighty.
- 2) Biological functions, namely functions that fulfill needs so that survival is maintained, including physical ones, are meant to fulfill needs related to the human body.
- 3) The economic function is related to how to manage the income obtained so that it can meet the needs of the family.
- 4) The function of affection states that each family member must love each other.
- 5) Protection function where each family member has the right to receive protection from other family members
- 6) The function of education is that the family is the first and main place in education.
- 7) The function of children's socialization is that apart from being individual creatures, humans are also social creatures who cannot live by themselves to fulfill their life needs but need other people.
- 8) The recreational function means that humans not only need biological and physical fulfillment, but also need to fulfill their mental or spiritual needs.

Based on several functions of the family environment that have been stated, it can be concluded that the function of the family environment is as a source of instilling religious, educational and social values, developing children's character, a place of protection, and a place where children receive love. A family environment that provides support both materially and morally and encourages children to be active and disciplined in studying will have a good influence on their learning achievement. Support from the family will be a factor in growing children's interest in continuing their education to college.

Family Environment Indicators

According to Darajat (2021), indicators of the family environment that can influence children's learning are:

- 1) Discipline in behavior
- 2) Relations between family members
- 3) Educate children
- 4) Home atmosphere

5) Foster children to be disciplined

Helmawati (2014) said that there are 4 indicators of the family environment, namely

- 1) How parents educate
- 2) Home atmosphere
- 3) Family economic situation
- 4) Cultural background

Slameto (2013) states that indicators of the family environment that can influence children's learning are:

- 1) How parents educate
- 2) Relations between family members
- 3) Home atmosphere
- 4) Family economic situation
- 5) Understanding parents
- 6) Cultural background

Ahmadi & Widodo (2013) put forward indicators in the family environment, namely:

- 1) How to educate children
- 2) The relationship between parents and children
- 3) Example or guidance from parents

Meanwhile, according to Patricia (2012) indicators of the family environment are as follows:

- 1) Positive attitude of parents
- 2) Parents' perception of success
- 3) Parental support

Based on the description of the family environment indicators that have been presented, it can be concluded that the family environment indicators used in this research are: the way parents educate, the relationships between family members, the family's economic situation, cultural background.

Learning achievement

According to Syah (2015) achievement is a student's level of success in achieving the goals that have been determined in a program. Achievement is a person's real ability as a result of carrying out or attempting certain activities and the results can be measured. Meanwhile, according to Slameto (2013) learning is a process of effort carried out to obtain a new change in behavior as a whole, as a result of the experience of interaction with the environment. Purwantono (2014) explains that learning achievement is the result achieved by someone in their learning efforts as stated in the report card. Suryabrata (2010) stated that learning achievement is the final formulation value given by the teacher regarding the progress or learning outcomes of his students during a certain period.

Based on several definitions of learning achievement that have been put forward, it can be concluded that learning achievement is a student's success in mastering learning efforts, especially in the cognitive aspect which can be shown or proven through grades or numbers from the results of evaluations carried out by the teacher.

Learning Achievement Function

According to Arifin (2014) the main functions of learning achievement are:

1. Learning achievement is an indicator of the quality and quantity of knowledge that students have mastered.
2. Learning achievement as a symbol of satisfying the desire to know.
3. Learning achievement as information in educational innovation.
4. Learning achievement as an internal and external indicator of an educational institution.
5. Learning achievement as an indicator of student intelligence.

Meanwhile, according to Syah (2015) the function of learning achievement is:

1. Administrative function for compiling score lists and filling in report cards.

2. Promotion function to determine promotion or graduation.
3. Diagnostic function to identify student learning difficulties and plan remedial or improvement programs.
4. BP data source or currently called BK to prepare data for students who need BP guidance and counseling.
5. As a consideration for future development including curriculum development, methods and tools in the learning process.

Based on the function of learning achievement, according to several opinions, how important it is to know student learning achievement. Learning achievement is used not only as an indicator of success but is also useful as a consideration for future educational development.

Learning Achievement Indicators

According to Syah (2015) the measurement of learning success is as follows:

1) Cognitive Achievement Assessment

The cognitive aspect concerns intellectual learning outcomes which consist of 6 parts, namely knowledge or memory, understanding, application, analysis, synthesis and evaluation. Measuring this aspect can be done in various ways, both with written tests and verbal and action tests. Oral and action tests are almost never used anymore due to the increasing number of students in schools. Another reason verbal and action tests receive less attention is because the implementation of learning is face to face so it can take quite a long time.

2) Affective Achievement Assessment

The affective aspect concerns attitude values which consist of 5 aspects, namely acceptance, answers and reactions, assessment, organization, internalization, where the measurement of this aspect cannot be done all the time. This is because changes in behavior that occur in students can change at any time. In measuring this aspect, the types of internalization and characteristic achievements must receive special attention because these two types of achievement control students' attitudes and actions more. One form of test for this aspect is the Likert scale which aims to identify student behavior.

3) Psychomotor Achievement Assessment

The psychomotor aspect concerns the learning outcomes of students' skills and abilities in acting which can be assessed from activities in the form of performance or practice by students. One way to measure this aspect is observation.

According to Saifuddin (2012), there are 2 functions of assessment or tests, namely formative and summative. Evaluations or tests are used to get feedback and then to improve the teaching process, so the evaluation is called formative evaluation. However, if the function of the evaluation is to obtain information about the student's level of achievement or proficiency and learning achievement, then the evaluation to determine the student's graduation is called a summative evaluation. There are several basic principles in measuring learning achievement, namely:

- 1) Measurement of achievement must be clearly limited in accordance with learning objectives.
- 2) Achievement measures must have a representative sample of learning outcomes and of the lessons covered by the teaching.
- 3) Achievement measurements must contain items of the most appropriate type to measure the desired learning outcomes.
- 4) Performance measurement must be prepared in such a way as to suit the intended use of the results.
- 5) The reliability of achievement measurement must be maximized and the measurement results interpreted carefully.
- 6) Achievement measurements must be used to optimize and improve student learning.

Meanwhile, Tu'u (2014) explains that learning achievement is proven and shown through grades or numbers from the results of evaluations carried out by teachers consisting of three domains, namely:

1) Cognitive

- 2) Affective
- 3) Psychomotor

From the description of the indicators that have been put forward, the indicators of student learning achievement can be measured using 3 aspects, namely cognitive aspects, affective aspects and psychomotor aspects. One aspect, namely the cognitive aspect, is the object of research on learning achievement. In this research, it was obtained from data on the average value of student report cards for the 2021/2022 academic year for classes XI and XII at Pekanbaru Technology High School.

METHOD

The research uses descriptive research methods with a quantitative approach. The research was carried out at Pekanbaru Technology High School, Jl. Kubang Raya KM.1.5, Tuah Madani Village, Tampan District, Pekanbaru City, was carried out from June - November 2022. The research population was all students in class XI and The population is a sample. Details of the population and sample size in this study are as follows:

Table 2. Population and Sample Size

No.	Major	Class	The number of students
1	IPA	XI	13
2	IPS	XI	12
3	IPA	XII	9
4	IPS	XII	9
Amount			43 Students

Source: Pekanbaru Technology High School 2022

The data used in this research are primary data and secondary data. Primary data is data obtained, observed and recorded directly from the source. In this research, the primary data referred to is the interest in continuing their education to college and the family environment of Pekanbaru Technology High School students. Meanwhile, secondary data is data obtained from documents. In this research, the secondary data is the learning achievement of class XI and Basically, conducting research is carrying out measurements, so there must be a measuring instrument called a research instrument. The explanation is as follows:

Table 3. Description of Research Instruments

Variable	Indicator	Scale	Source
Interest in continuing education at university (Y)	1) Feelings of joy 2) Engagement 3) Interest 4) Attention	Intervals	Questionnaire
Family Environment (X1)	1) How parents educate 2) Relations between family members 3) Economic situation 4) family 5) Cultural background	Intervals	Questionnaire
Learning Achievement (X2)	1) Average student report card score for FY 2021/2022 classes XI and XII at Pekanbaru	Intervals	Questionnaire

The measuring instrument used for the variables of interest in continuing education to college and family environment is a questionnaire consisting of 12 statement items for each variable. The scale used is a Likert scale which uses 4 answer choices, namely Strongly Agree (SS), Agree (S), Disagree (KS), Disagree (TS). This questionnaire is presented in the form of a Likert scale. Sujianto (2009) stated that measurement using a Likert scale is an ordinal scale. So before proceeding to the next test, the data obtained from the questionnaire must be converted into interval data using the Method of Successive Interval (Riduwan & Kuncoro 2017).

Data analysis technique

Descriptive Analysis

In this research, descriptive analysis is used to describe or depict family environmental variables, learning achievement and interest in continuing education to college.

Multiple Regression Analysis

Before data analysis is carried out, the analysis requirements are first tested. The analysis requirements tests used in this research are as follows:

1. Test Prerequisite Analysis

Before data analysis is carried out, the analysis requirements are first tested. The analysis requirements tests used in this research are as follows:

a) Data Normality Test

Normality testing in this research is by looking at normal probability plots by comparing real data with normal distribution data (automated by computer) cumulatively. Data is said to be normally distributed if the real data line follows a diagonal line (Sunnyoto, 2011).

b) Multicollinearity Test

The multicollinearity test in this study was by looking at the Tolerance and Variance Inflation Factor (VIF) values in the regression model. To find out whether a regression model is free from multicollinearity, that is, it has a VIF (Variance Inflation Factor) value of less than 10 and a Tolerance number of more than 0.1 (Priyatno, 2012).

c) Heteroscedasticity test

Heteroscedasticity testing in this research is by looking at the pattern of dots in regression scatterplots between standardized predicted value (ZPRED) and studentized residual (SRESID) where the Y axis is the predicted Y and the X axis is the residual (predicted Y – actual Y) (Priyatno, 2012).

The basis for decision making is:

- 1) If there is a certain pattern, such as the points forming a certain regular pattern (wavy, widening, then narrowing), then heteroscedasticity occurs.
- 2) If there is no clear pattern, such as dots spread above and below the number 0 on the Y axis, then heteroscedasticity does not occur.

d) Autocorrelation Test

in determining whether there is an autocorrelation problem using the Durbin-Watson (DW) test, with the following conditions:

- 1) Positive correlation occurs if the DW value is below -2 ($DW < -2$).
- 2) There is no autocorrelation if the DW value is between -2 and +2 or $-2 \leq DW \leq +2$. Negative autocorrelation occurs if the DW value is above +2 or $DW > 2$

2. Multiple Linear Regression Equation

To determine the magnitude of the influence of the independent variable on the dependent variable, it can be determined through the multiple regression equation as follows:

$$Y^{\wedge} = \alpha + b_1 X_1 + b_2 X_2 + \epsilon$$

Information:

Y^{\wedge} = Dependent variable (predicted change)

X_1 = School environment variables

X_2 = Family environment variables

b_1, b_2 = Predictor coefficient numbers

α = Constant number

ϵ = Error

3. Partial Significant Test (t Test)

a) Hypothesis

H1: The family environment has a positive and significant effect on students' interest in continuing their education to higher education at Pekanbaru Technology High School.

H2: Learning achievement has a positive and significant effect on interest in continuing education to higher education among students at Pekanbaru Technology High School.

b) Decision making

1) If the sig value < 0.05 then there is a partial influence of variable X on variable Y.

2) If the sig value is > 0.05 then there is no partial influence of variable X on variable Y.

4. Simultaneous Significant Test (F Test)

The F statistical test is carried out with the aim of showing that all independent variables included in the model have a joint influence on the dependent variable (Ghozali, 2018). The F test is carried out with the aim of testing all independent variables.

a) Hypothesis

H3: Family environment and learning achievement have a positive and significant effect on students' interest in continuing their education to higher education at Pekanbaru Technology High School.

b) Decision making

1) If the sig value < 0.05 then there is a simultaneous influence of variables X_1 and X_2 on variable Y.

2) If the sig value is > 0.05 then there is no influence of variables X_1 and X_2 simultaneously on variable Y.

5. Coefficient of Determination

This coefficient of determination test is carried out to show the extent to which the contribution of the independent variable in the regression model is able to explain variations in the dependent variable. The coefficient of determination can be seen through the R-square (R^2) value in the Model Summary table. The coefficient of determination value is between 0 and 1. If the value is close to 1, it means that the independent variable provides almost all the information needed to predict the dependent variable. However, if the R^2 value is getting smaller, it means that the ability of the independent variables to explain the dependent variable is quite limited (Ghozali, 2016). According to Chin (1998), the R-Square value is categorized as strong if it is more than 0.67, moderate if it is more than 0.33 but lower than 0.67, and weak if it is more than 0.19 but lower than 0.33.

RESULTS AND DISCUSSION

Descriptive Analysis Results

The following is a descriptive analysis of this research as follows:

a. Family Environment Variables

The family environment is the first educational environment for students. Data regarding the

family environment of students in classes XI and XII at Pekanbaru Technology High School was obtained through a research questionnaire with 12 items. The score used in the questionnaire is 1 to 4. The results of the descriptive analysis of family environment variables are as follows:

Table 4. Results of Descriptive Data for Family Environment Variables

No	Intervals	Category	F	%
1	42 – 48	Very good	14	33
2	32 – 41	Good	21	49
3	22 – 31	Not good	7	16
4	12 – 21	Not good	1	2
Amount			43	100

Based on Table 4, it can be seen that there are 21 students or 49%, meaning that the majority of students have a family environment in the good category of indicators of how parents educate them, indicators of relationships between family members, indicators of family economic conditions, and indicators of cultural background. The results of the descriptive analysis of each indicator of the family environment variable can be seen as follows:

1) How Parents Educate

The indicator for how parents educate consists of 3 statement items. The results of descriptive analysis of respondents' answers regarding the family environment from indicators of how parents educate are as follows:

Table 5. Descriptive Data Results for Indicators of How Parents Educate

No	Intervals	Category	F	%
1	9,78 – 12	Very good	31	74
2	7,52 – 9,77	Good	7	16
3	5,26 – 7,51	Not good	2	4
4	3 – 5,25	Not good	3	6
Amount			43	100

Based on Table 5, it can be seen that there are 31 students or 74%, meaning that the majority of students think that the indicators for the way parents educate are in the very good category. This can be seen from the questions on the questionnaire for indicators of the way parents educate, such as parents always reprimanding students when students are lazy about studying, Parents always pay attention to students' study schedules, and parents always ask about daily exam results, test scores and student report cards. So the conclusion is that the indicators for how parents educate give an idea that they fall into the very good category.

2) Relations between Family Members

The relationship indicator between family members consists of 3 statement items. The results of the descriptive analysis of respondents' answers regarding the family environment from the relationship indicators between family members are as follows:

Table 6. Descriptive Data Results for Relationship Indicators between Family Members

No	Intervals	Category	F	%
1	9,78 – 12	Very good	5	12
2	7,52 – 9,77	Good	23	55
3	5,26 – 7,51	Not good	12	27
4	3 – 5,25	Not good	3	6
Amount			43	100

Based on Table 6, it can be seen that there are 23 students or 55%, meaning that the majority of students think that the relationship indicators between family members are in the good category. This can be seen from the questions on the questionnaire about the relationship indicators between family members, such as between family members, students help each other and help each other if one of them. Some of the families are having difficulties, communication within the student's family goes well, and when there is a problem in the student's family they are discussed together to find a solution. So the conclusion is that the relationship indicators between family members give an idea that they are in the good category.

3) Family Economic Conditions

The indicator of the family's economic condition consists of 3 statement items. The results of descriptive analysis of respondents' answers regarding the family environment from indicators of family economic conditions are as follows:

Table 7. Descriptive Data Results of Family Economic Condition Indicators

No	Intervals	Category	F	%
1	9,78 – 12	Very good	19	44
2	7,52 – 9,77	Good	10	23
3	5,26 – 7,51	Not good	9	21
4	3 – 5,25	Not good	5	12
Amount			43	100

Based on Table 7, it can be seen that there are 19 students or 44%, meaning that the majority of students think that the indicators of the family's economic condition are in the very good category. This can be seen from the questions on the questionnaire on indicators of the family's economic condition, such as parents providing for students' school needs, parents are always on time. in paying students' tuition fees, and parents buy all the worksheets that students need. So the conclusion is that the indicator of the family's economic condition gives an idea that it is in the very good category.

4) Cultural Background

The cultural background indicator consists of 3 statement items. The results of descriptive analysis of respondents' answers regarding the family environment from cultural background indicators are as follows:

Table 8. Descriptive Data Results for Cultural Background Indicators

No	Intervals	Category	F	%
1	9,78 – 12	Very good	12	26
2	7,52 – 9,77	Good	23	54
3	5,26 – 7,51	Not good	6	16
4	3 – 5,25	Not good	2	4
Amount			43	100

Based on Table 8, it can be seen that there are 23 students or 54%, meaning that the majority of students think that the cultural background indicators are in the good category, where cultural background is a habit in the family that can influence children's behavior so it is necessary to instill these good habits or actions. can be seen from the questions in the questionnaire on cultural background indicators such as students saying goodbye and kissing their parents' hands when leaving for school, parents teaching students to be disciplined in studying, and parents teaching students to live frugally by saving diligently, not being wasteful and wasteful in managing finances. . So the conclusion is that the cultural background indicator gives an idea that it is in the good category.

a) Student Learning Achievement Variable

Learning achievement is the learning result achieved by Pekanbaru Technology High School students in the process of learning activities after an evaluation is carried out which is expressed in grades

or in the form of numbers. Student learning achievement data was obtained from documentation of the report card grades of students XI and The results of descriptive analysis of learning achievement variables are as follows:

Table 9. Categorization Results of Student Learning Achievement

No	Intervals	Category	F	%
1	88 – 100	Very good	8	26
2	75 – 87	Good	35	54
3	63 – 74	Not good	0	16
4	< 62	Not good	0	4
Amount			43	100

Based on Table 9, it can be seen that there were 35 students or 81.40%, meaning that the majority of students' learning achievements were in the good learning achievement category or exceeded the minimum standards set by the school.

c. Variable Interest in Continuing Education to Higher Education

Interest in continuing education to college is a student's desire to continue education to college. Data regarding the interest in continuing their education to higher education for students XI and XII at Pekanbaru Technology High School was obtained through a research questionnaire with 12 items. The score used in the questionnaire is 1 to 4. The results of the descriptive analysis of the variable continuing education to college are as follows:

Table 10. Descriptive Data Results for Interest Variables in Continuing Education at Higher Education

No	Intervals	Category	F	%
1	42 – 48	Very good	29	68
2	32 – 41	Good	13	30
3	22 – 31	Not good	1	2
4	12 – 21	Not good	0	0
Amount			43	100

Based on Table 10, it can be seen that there are 29 students or 68%, meaning that the majority of students have an interest in continuing their education to college or are in the very high category, this is shown by indicators of feelings of happiness, indicators of student involvement, indicators of interest and indicators of attention to college. The results of the descriptive analysis of each indicator of the variable continuing education to higher education can be seen as follows:

1) Happy Feeling Indicator

The indicator of feelings of happiness consists of 3 statement items. The results of the descriptive analysis of respondents' answers regarding the variable interest in continuing their education to higher education from the indicator of feelings of happiness are as follows:

Table 11. Descriptive Data Results for Feelings of Happiness Indicators

No	Intervals	Category	F	%
1	9,78 – 12	Very good	26	61
2	7,52 – 9,77	Good	14	33
3	5,26 – 7,51	Not good	3	6
4	3 – 5,25	Not good	0	0
Amount			43	100

Based on Table 11, it can be seen that there are 26 students or 61%, meaning that the majority of students think that the indicator of feelings of happiness is in the very high category. This can be seen from the questions on the questionnaire for indicators of feelings of happiness, such as students are happy if after graduating from high school they are accepted into college, students are happy if are invited to talk about college, and students will feel happy if both parents support them in continuing their education to college. So the conclusion is that the indicator of feelings of happiness gives an idea that it is in the very high category.

2) Student Engagement Indicators

The student engagement indicator consists of 3 statement items. The results of descriptive analysis of respondents' answers regarding the variable interest in continuing their education to higher education from indicators of student involvement are as follows:

Table 12. Descriptive Data Results of Student Engagement Indicators

No	Intervals	Category	F	%
1	9,78 – 12	Very good	23	54
2	7,52 – 9,77	Good	17	40
3	5,26 – 7,51	Not good	2	5
4	3 – 5,25	Not good	1	1
Amount			43	100

Based on Table 12, it can be seen that there are 23 students or 54%, meaning that the majority of students think that the indicators of student involvement are in the very high category. This can be seen from the questions on the questionnaire on indicators of student involvement, such as students taking study guidance to prepare for entering college, students attending seminars about universities to broaden their knowledge about higher education, and students try to answer college entrance exam questions. So the conclusion is that the student engagement indicator shows that it is in the very high category.

3) Interest Indicator

The student interest indicator consists of 3 statement items. The results of the descriptive analysis of respondents' answers regarding the interest variable in continuing their education to higher education from the interest indicators are as follows:

Table 13. Descriptive Data Results of Interest Indicators

No	Interval	Category	F	%
1	9,78 – 12	Very good	31	71
2	7,52 – 9,77	Good	9	21
3	5,26 – 7,51	Not good	2	5
4	3 – 5,25	Not good	1	3
Amount			43	100

Based on Table 13, it can be seen that there are 31 students or 70%, meaning that the majority of students think that the student interest indicators are in the very high category. This can be seen from the questions on the student interest indicator questionnaire, such as students interested in continuing their education at university, in the family environment of most students. are graduates, thus increasing the desire to continue their education to higher education, and the world of work requires workers to have higher education, thereby encouraging students to continue their education to tertiary institutions. So the conclusion is that the student interest indicator shows that it is in the very high category.

4) Attention Indicator

The student attention indicator consists of 3 statement items. The results of the descriptive analysis of respondents' answers regarding the interest variable in continuing their education to higher education from the student attention indicators are as follows:

Table 14. Descriptive Data Results for Attention Indicators

No	Interval	Category	F	%
1	9,78 – 12	Very good	32	74
2	7,52 – 9,77	Good	10	24
3	5,26 – 7,51	Not good	1	2
4	3 – 5,25	Not good	0	0
Amount			43	100

Based on Table 14, it can be seen that there were 32 students or 74%, meaning that the majority of students thought the student attention indicators were in the very high category. This can be seen from the questions on the student attention indicator questionnaire, such as students already having a choice of study program to enter college, students asked to teachers about the possibility of entering college, and students often pay attention and look for information from searching the internet regarding favorite colleges. So the conclusion is that the student attention indicator shows that it is in the very high category.

Results of Multiple Regression Analysis

1. Analysis Prerequisite Test Results

Before data analysis is carried out, the analysis requirements are first tested. The analysis requirements tests used in this research are as follows:

a) Normality test

Normality test results are as follows:

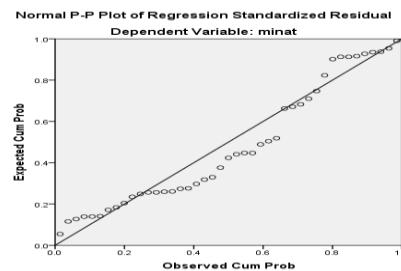


Figure 1. Normality Test

Based on Figure 1, the Normal P-Plot graph above, it can be seen that the points follow and approach the diagonal line, so it can be concluded that this regression model meets the assumptions of normality.

a) Multicollinearity Test

The results of the multicollinearity test are as follows:

Table 15. Multicollinearity Test Results

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	15.844	28.770		.551	.586		
lingkungan keluarga	.055	.113	.088	.484	.632	.998	1.002
prestasi belajar	.310	.337	.168	.919	.366	.998	1.002

a. Dependent Variable: minat

Based on Table 15, the data output results show that all VIF values <10, this means that there is no multicollinearity. So it can be concluded that the multicollinearity test is fulfilled.

a) Heteroscedasticity Test

The results of the heteroscedasticity test are as follows:

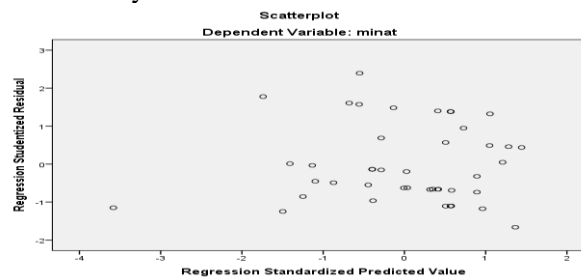


Figure 2. Heteroscedasticity test

Based on Figure 2, it can be seen that there is no heteroscedasticity because there is no clear pattern and the points are spread above and below the number 0 on the Y axis, so it can be said that the heteroscedasticity test is complete.

a) Autocorrelation Test

The results of the autocorrelation test are as follows:

**Table 16. Autocorrelation Test Results
 Model Summary^b**

Model	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.028	.458	1.732

a. Predictors: (Constant), learning achievement, family environment

b. Dependent Variable: interest in continuing education to college

Based on Table 16, the results of data processing can be seen that the three variables have a D-W value of 1.732, which means between -2 to +2 so that the data does not have autocorrelation.

2. Results of Multiple Linear Regression Equations

The results of multiple regression analysis are as follows:

Table 17. Results of Multiple Regression Analysis Coefficients^a

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.
1	(Constant)	81.058	3.723		21.774	.000
	lingkungan keluarga	.027	.056	.076	.483	.001
	prestasi belajar	.056	.073	.119	.762	.000

a. Dependent Variable: interest in continuing education to college

Based on the analysis results in Table 17, an α score of 81,058 was obtained, a b1 score of 0.27 and a b2 score of 0.56. So the linear regression equation is as follows:

$$\hat{Y} = 81,058 + 0.27X_1 + 0.56X_2 + \epsilon$$

The interpretation of the above regression is as follows:

a. Constant (α)

This means that if all independent variables have a value of 0 (zero) then the value of the dependent variable is 81.058

b. Family environment (X1) on students' interest in continuing their education to college (\hat{Y})

The coefficient value of the student's family environment for variable X1 is 0.27. This means that for every increase in the score from the one-unit family environment, the student interest variable in continuing their education to college (\hat{Y}) will increase by 0.27 with the assumption that the other independent variables from the regression model are constant.

c. Learning Achievement (X2) on students' interest in continuing their education to higher education (\hat{Y})

The learning achievement coefficient value for variable X2 is 0.56. This means that for every one unit increase in the score of learning achievement, the student interest variable in continuing their education to college (\hat{Y}) will increase by 0.56 with the assumption that the other independent variables from the regression model are constant.

3. Partially Significant Test Results (t Test)

Based on the research hypothesis which is formulated as follows:

H1: The family environment has a positive and significant influence on students' interest in continuing their education to higher education at Pekanbaru Technology High School.

H2: The influence of learning achievement has a positive and significant influence on interest in continuing education to higher education among students at Pekanbaru Technology High School.

Based on the results of Table 17 of multiple regression analysis, the results of hypothesis testing can be seen as follows:

- The obtained sig value ($0.001 < 0.05$) means H_0 is rejected and H1 is accepted or the family environment (X1) partially influences students' interest in continuing their education to college (Y).
- The obtained sig value ($0.000 < 0.05$) means H_0 is rejected and H2 is accepted or learning achievement (X2) partially influences students' interest in continuing their education to college (Y).

4. Simultaneous Significant Test Results (F Test)

Based on the research hypothesis which is formulated as follows:

H3: Family environment and learning achievement have a positive and significant influence on interest in continuing their education to higher education among students at Pekanbaru Technology High School. F Test Results are as follows:

Table 18. F Test Results

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	83437,450	2	41718,725	53,526	,000 ^b
	Residual	31176,550	40	779,414		
	Total	114614,000	42			

a. Dependent Variable: interest in continuing education to college (Y)

b. Predictors: (Constant), learning achievement (X2), family environment (X1)

Based on the results of Table 18 of the F test, the results of hypothesis testing can be seen as follows:
 a) sig ($0.000 < 0.05$), meaning H_0 is rejected and H_3 is accepted or the family environment (X1) and learning achievement (X2) simultaneously influence students' interest in continuing their education to college (Y).

5. Coefficient of Determination

The results of the coefficient of determination test are as follows:

Table 19. Coefficient of Determination Results

Model	Model Summary ^b				
	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.144 ^a	.021	-.028	2.458	1.732

a. Predictors: (Constant), learning achievement, family environment

b. Dependent Variable: interest in continuing education to college

Based on Table 4.19, the results of the coefficient of determination obtained an R-Square value of 0.21 or 21%. According to Chin (1998), the R-Square value is categorized as weak if it is more than 0.19 but lower than 0.33. If the R2 value is getting smaller, it means that the ability of the independent variables to explain the dependent variable is quite limited (Ghozali, 2016). It can be concluded that the variables of family environment and learning achievement provide the information needed to predict the variable of students' interest in continuing their education to college is 21%, while other variables that provide the information needed to predict the variable of students' interest in continuing their education to college which were not studied are amounting to 79%, there are also other variables according to Khadijah (2017) namely motivation, will and ideals. Meanwhile, according to Munira (2017), it is the socio-economic conditions of parents, school environment, friends, community environment.

Discussion

1. The Influence of Family Environment on Interest in Continuing Education at Higher Education

Based on the research that has been carried out, it was found that the results of the descriptive analysis of the family environment obtained from the questionnaire showed that the majority of students had a family environment in the good category. And also the results of the descriptive analysis of students' interest in continuing their education to college were obtained from a questionnaire where the majority of students had an interest in continuing their education to college or were in the very high category. The results obtained show that the family environment has an important role in students' interest in continuing their education to college. According to Hasbullah (2015) the family environment is the child's first educational environment, because it is in the family that children first receive education and guidance. Because the first influence on life, a person's growth and development comes from the family environment.

Apart from that, the family environment is the first educational environment that children know before they are given education at school. Thus, good family environmental conditions tend to have a good influence on children, which of course also has an impact on children's interest in continuing their education to college. Such a family environment that provides support both materially and morally can certainly foster children's interest in continuing their education to college. On the other hand, if the family environment does not care about their children, this will also impact students' interest in continuing their education to college due to the lack of support from the family environment. And then this opinion was also reinforced by Syah (2015) who said that the social environment that influences a student more is the student's parents and family themselves. Therefore, the family environment has a direct influence on students' interest in continuing their education to college.

These results are in accordance with research conducted by Putra (2022) that there is an influence of the family environment on interest in continuing education to higher education among class XI students at SMK N Sragen. The results of this research are also in accordance with the results of research conducted by Yohana & Arief (2013) showing that the positive influence of the family environment on interest in continuing education to higher education in class XI students at SMA PGRI Banjarmasin.

2. The Influence of Learning Achievement on Interest in Continuing Education at Higher Education

Based on the research that has been carried out, it was found that the results of the descriptive analysis of learning achievement show that the majority of students' learning achievement is in the good learning achievement category or exceeds the standards set by the school. And also the results of the descriptive analysis of students' interest in continuing their education to college were obtained from a questionnaire where the majority of students had an interest in continuing their education to college or were in the very high category.

The results obtained show that learning achievement has an important role in students' interest in continuing their education to college. According to Hurlock & Elizabeth (2006) one of the factors that influences attitudes and interest in education are values that indicate academic success or failure. Academic success and failure here can be shown by the learning achievements obtained by students in studying. Achievement students tend to have a high level of intelligence. This achievement needs to be developed through education and training programs so that it continues to improve and develop. The intelligence capital they possess makes students want to develop their knowledge insight by pursuing the highest education possible. Students feel capable of continuing their education to a higher level, so there is an interest in continuing their education to college. The higher a student's learning achievement, the higher their interest in continuing their education to higher education.

The results of this research are in accordance with the results of research conducted by Rahmawati & Hakim (2015) which states that learning achievement has a significant influence on interest in continuing education to higher education in class XII students majoring in accounting at SMK Negeri 10 Surabaya. These results are also in accordance with research conducted by Yohana & Arief (2013) showing that there is a positive influence of learning achievement on interest in continuing education to higher education in class XI students at SMA PGRI Banjarmasin.

3. The Influence of Family Environment and Learning Achievement on Interest in Continuing Education at Higher Education

Based on research that has been carried out, it was found that the results of testing the coefficient of determination carried out showed that the variables of family environment and learning achievement provided the information needed to predict the variable of students' interest in continuing their education to higher education at 21%, while other variables provided the information needed to predict the variable Students' interest in continuing their education to tertiary institutions which was not researched was 79%, according to Khadijah (2017) there are also other variables, namely motivation, will and aspirations. Meanwhile, according to Munira (2017), it is the socio-economic conditions of parents, school

environment, friends, community environment. The results obtained are strengthened by the results of multiple regression analysis in which the learning achievement coefficient value for variable X2 is $0.56 >$ the student family environment coefficient value for variable X1 is 0.27. This means that in this study the learning achievement variable has a greater influence on the variable interest in continuing education to higher education compared to the family environment variable. Apart from that, the results of the multiple regression analysis also show that there is a positive influence between the family environment and learning achievement on students' interest in continuing their education to higher education at Pekanbaru Technology High School.

These results show that the family environment and learning achievement play a role in students' interest in continuing their education to college. This means that the better the support from the student's family environment and the better the learning achievements obtained by the student through their learning efforts, the higher the student's interest in continuing their education to college. The results of this research are in accordance with the results of research conducted by Yohana & Arief (2013) showing that the positive influence of the family environment and learning achievement on interest in continuing education to college in class XI students at SMA PGRI Banjarmasin.

CONCLUSIONS AND RECOMMENDATION

Based on the research results and discussions that have been described, it can be concluded as follows:

1. The family environment has a positive and significant influence on students' interest in continuing their education to higher education at Pekanbaru Technology High School. This means that a supportive family environment will increase students' interest in continuing their education to college.
2. Learning achievement has a positive and significant influence on students' interest in continuing their education to higher education at Pekanbaru Technology High School. This means that the better the student's learning achievement, the greater the student's interest in continuing their education to college.
3. Family environment and learning achievement have a positive and significant influence on students' interest in continuing their education to higher education at Pekanbaru Technology High School. This means that family support and a good level of student achievement will increase students' interest in continuing their education to college.

Based on the results of research on the influence of family environment and learning achievement on interest in continuing education to higher education at Pekanbaru Technology High School, the recommendations that can be provided are as follows:

1. For Students

With the very high interest in continuing their education to higher education, Pekanbaru Technology High School students are expected to remain enthusiastic, clever in looking for opportunities to enter higher education, and all students can continue their education at their favorite tertiary institution with majors that suit their interests and the talent you have.

2. For Parents

It is hoped that the results of this research can be used as input and information for parents. Parents are expected to be able to create better relationships between family members, as well as instilling more cultural backgrounds that become habits within the family that can influence children's behavior so that they can support children in their learning and interest in continuing their education to college.

3. For Teachers

Teachers should be able to further optimize the available facilities so that their students can improve their learning achievements, monitor and direct students to study diligently, especially in the school environment. And also always provide adequate and complete direction or socialization regarding higher education. Schools should collaborate with parents regarding providing information about continuing their education to college to direct higher education for students.

4. For Further Researchers

For future researchers, the results of this research can be used as information in developing further research. This research only uses data obtained from the average grades of student report cards for the 2021/2022 academic year classes XI and the results obtained from this research, such as using tests created by subsequent researchers themselves. And future researchers can develop further research regarding the factors that influence interest in continuing their education at other universities.

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