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Research Article The Influence of Social and Parental Economic Conditions on Students' Motivation to Pursue Higher Education

Miranti Paparang1*, Radia Hafid2, Yulianti Toralawe3, Melizubaida Mahmud4, Ardiansyah5

1-5 Economic Education, Universitas Negeri Gorontalo, Indonesia; e-mail : mirantipaparang75@gmail.com

* Corresponding Author : Miranti Paparang

Abstract : The purpose of this study was to determine (1) the influence of social conditions on the motivation to continue education to college for class XII students at SMA Negeri I Lolak (2) the influence of people's economy on the motivation to continue education to college for class XII students at SMA Negeri 1 Lolak (3) the influence of social conditions and parents' economy on the motivation to continue education to college for class XII students at SMA Negeri 1 Lolak. This study uses a quantitative approach, the data used is primary data obtained from distributing questionnaires to class XII students at SMA Negeri I Lolak. The sample in this study was 59 respondents. Data collection techniques used in this study were observation, questionnaires, documentation and research data were analyzed using multiple regression models, hypothesis testing and determination coefficient tests. The results of the study showed that (1). social conditions influence the motivation variableto continue studies to college for class XII students at SMA Negeri 1 Lolak (2) parents'economy influences the motivation variable to continue education to college for class XII students at SMA Negeri 1 Lolak (3). Social conditions and economic variables of parents have a joint effect on the variable of motivation to continue education to college for students of Class XII of SMA Negeri 1 Lolak. The results of this study indicate the coefficient value of the determination of the variables of social and economic conditions of parents to the motivation to continue education to college with a Very Strong influence interpretation. The coefficient of determination (Rsquare) value shows the percentage of the influence of variable XI (Social Conditions of Society) and variable X2 (Parents' Economy on variable Y (Motivation to continue education) which is 62.3.

Keywords: Parents' Economy; Social Conditions; Student Motivation.

1. Introduction

Education is an inseparable part, and it is the main need in human life. In general, education is often interpreted as a process of learning and teaching, in an effort to improve the knowledge and skills of an individual. In Law No. 20 of 2003 concerning the national education system, it is explained that education is a conscious and planned effort in realizing a learning and learning atmosphere, so that students actively develop their own potential, both spiritual, religious, self-control, personality, intelligence, noble character, and the skills needed. According to Ratnasari (2023), the roles and functions of education are very diverse, including forming an identity, both an identity for oneself, and a social identity. The process in the world of education can help an individual to recognize and explore the potential that exists in himself. The process also helps individuals in forming an identity for themselves, and more specifically social identity. With the educational process, a person can understand various values and norms that exist in the life of the community. Another important role of education is to improve the quality of one's life. Overall, education plays a very important role in a person's life

Higher education is the pinnacle of all existing levels of education. Universities in the context of education have a fairly strategic role and function. The role and function is to develop the potential possessed by a person, which is honed to produce qualified individuals. According to (Suhaimi, 2019) in the context of education, higher education is a level of

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Copyright: © 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (https://creativecommons.org/li censes/by-sa/4.0/) education that can be taken by an individual, after he is declared to have graduated at the high school level (Abdul Karim, 2020). In accordance with the opinion of Soemanto (2005) Motivation will provide an encouragement or enthusiasm to behave in carrying out activities for a person to achieve a desired goal, without motivation a person's life activities will decrease. The low motivation of grade XII students of SMA Negeri 1 Lolak is influenced by various factors, one of which is the socioeconomic status of parents.

Socioeconomic conditions are a description, or something that refers to the position of individuals or families, which is seen from social and economic aspects. This is in line with the statement of Smith and Todaro (2015) who explain that socioeconomic conditions refer to the position of a person or group in the socioeconomic structure. Social aspects are aspects that are able to affect a person's socio-economic condition. These aspects include social status, education and social networks. While the economic aspect is an aspect that has an influence on a person's condition. These aspects include income, wealth, and employment. The main indicators in this aspect are income and wealth. In the context of education, socioeconomic conditions refer to various factors both in terms of social and economic, affecting a person in accessing the world ofeducation, especially education at the university level. and the community environment). In order to be able to continue school at a higher level of education, adequate facilities and equipment are needed. To meet these facilities and completeness, funds are needed. The issue of the availability of funds to continue school is closely related to the economic condition of parents. The economic condition of parents is one of the external factors that arise the motivation to continue children's education (Hidayah 2019).

The influence of parents' economic level on the motivation to continue to college is one of the factors that affect student interest from external students, so there needs to be a separate motivation to students about the economic situation of their parents, especially for students whose economic situation is low. Sometimes parents with low economic circumstances think that school for their children is only so that their children can read and write so that they do not need their children to be smart and send their sons and daughters to a higher level because later they will only continue their parents' work. This causes students whose parents' economic situation is low to go to school only as a routine. In going to school, they do not have more motivation because they go to school just so they can read and write.

The explanation above shows that the social and economic conditions of parents and conditions are quite serious problems for students, in continuing their educational process at the next level, especially education at the university level. Similar problems were also experienced by grade XII students who were in high school (SMA) I Lolak. It is known that, the students who are in the high school,

have differences in many ways, especially differences in conditions and economies. Like high school students in general, after they have completed their education process for approximately three years, they will be faced with a choice to continue their education process at the college level or not. The desire and motivation of students to continue their education at the university level is often hampered by two main factors, namely the condition and economic condition of their parents. Students who come from families with a stable economy will find it easier to access and choose a university, in continuing their education process. Meanwhile, students who come from families with less stable economic backgrounds tend to choose not to continue their education at the university level. This certainly poses problems for every student in accessing the world of education

2. Preliminaries or Related Work or Literature Review

2.1. Motivation to Continue College Studies

Motivation to Continue Higher Education According to Suryabrata (1984), motivation is a state that is contained in a person that encourages them to do certain activities to achieve goals. Meanwhile, Getes (1954) stated that motivation is a physiological and psychological condition that applies in a person who regulates his actions in a certain way. Motivation can be interpreted as an active driving force. Achieving life goals that have been set by meeting the needs of life, both physical or physical needs and spiritual needs (Setiawan, 2014)

The term Higher Education referred to in Government Regulation No. 30 of 1990, is an organization of educational units, which provides education at the level of higher education, research and community service. So it can be concluded that the motivation to continue higher education is a situation that is contained in a person who encourages them to continue their education at the university level which is influenced by intrinsic and extrinsic factors.

2.2. Definition of Parental Economics

"Economy" comes from the Greek, namely "eicos" and "nomos" which means house, and "nomos" which means rules, so the economy is the rules to meet the needs of human life in the household, both in the people's household and in the state household. Economics in general is the study of how we choose to allocate limited resources, such as land, labor, and capital, to the production of goods and resources to meet unlimited wants. Parents are everyone who is responsible in a family/household, who in daily life is commonly called a parent. The relationship between parents and children in this study is the role/function of parents as protectors, educators, economic actors, and those in charge of their children's education

2.3. Definition of Social Conditions

According to Dalyono (Basrowi and Juariyah, 2010) Soial condition is all other people or human beings who affect us. Social conditions that affect individuals in two ways, namely directly and indirectly, such as in daily socialization, both from family, friends and work. Indirectly through the media, both audio and audio-visual. He also explained that the social environment that greatly affects the process and outcomes of education is friends, neighbors, and activities in the community

Social conditions that affect individuals are explained by Dalyono (2005: 133) in two ways, namely direct and indirect. Directly, such as in daily association both from family, friends and work. indirectly through the medium of time, both print, audio and audio-visual. Furthermore, it was also explained that the social environment that greatly affects the process and outcomes of education is friends, neighboring environments and activities in the community (Hafid et al., 2023)

3. Proposed Method

In this section, you need to describe the proposed method step by step. Explanations accompanied by equations and flow diagrams as illustrations will make it easier for readers to understand your research. The approach used in this study is a quantitative approach. Quantitative research can be described as a research method based on the philosophy of positivism, which is used to research a specific population or sample, collect data using research instruments, and analyze data quantitatively or statistically with the aim of testing a hypothesis that has been established. (Waruwu, 2023)

In this study, it was carried out to find an answer to whether an independent variable (indevenden) can affect or be the cause of the emergence of bound variables (devenden) while the independent variables are Social Conditions (X1) and Economics of parents (X2). Meanwhile, the bound variable is Motivation to continue education to higher education (Y). The population in this study is all grade XII students at SMA Negeri 1Lolak which totals 143 students if the population is less than 100 people, then the sample number is taken as a whole, but if the population. Meanwhile, if the population is above, in determining the sample, the researcher uses the Slovin formula with a confidence of 10%. Based on the calculation of the sample in this study, there are 59 students. Data collection techniques are in the form of observation, questionnaires/questionnaires and documentation, while data analysis techniques use descriptive analysis, prerequisite test analysis, multiple linear regression analysis, hypothesis test, and determination coefficient test.

4. Results and Discussion

4.1. Description of Research Results Data

Based on descriptive analysis processed using IBM Statistics SPSS version 21.0, for the Social Condition variable (x1), the mean (mean) is 80.23, the median (me) is 79.0 and the standard deviation is 8.68. The questionnaire distributed can also be known the maximum score for the Social Condition variable which is 97 and the minimum score is 63. From the descriptive results of each variable, the researcher made the frequency distribution of the Social Condition variable (x1) into 5 classes of intervals. The following is a table of frequency distributions for the Social Conditions variable (x1).

		Frequency		
No.	Interval Score	f	%	
1	63-70	9	15,3	
2	71-77	15	25,4	
3	78-84	15	25,4	
4	85-90	14	23,7	
5	91-96	6	10,2	
	Total	59	100	

Table 1. Frequency Distribution of Social Conditions (X1)

Source : Processed Primary Data, 2024

Based on the descriptive analysis processed using IBM Statistics SPSS version 21.0, for the Parental Economics variable (x2), the mean (mean) was 59.61, the median (me) was 62.0 and the standard deviation was 9.90. Based on the questionnaire distributed, it can also be known that the maximum score for the Parental Economics variable is 75 and the minimum score is 27.

Table 2. Distribution of Parental Economic Frequencies (X2)

	Interval Score	Frequency		
No.		f	%	
1	27-35	3	5,1	
2	36-44	0	0,0	
3	45-53	6	10,2	
4	54-62	26	44,1	
5	63-75	24	40,7	
Total		59	100	

Source : Processed Primary Data, 2024

From the descriptive results of each variable, the researcher made the frequency distribution of the variable Motivation to Continue Education to Higher Education (Y) into 5 interval classes. The following is a frequency distribution table for the variable Motivation to Continue Education to Higher Education (Y).

Table 3. Frequency	^v Distribution	of Motivation for	Continuing	Education to	College (Y	Y)
			()		()	

No	Interval Score	Frequency		
110.		f	%	
1	56-61	16	27,1	
2	62-65	8	13,6	
3	66-69	12	20,3	
4	70-73	14	23,7	
5	74-77	9	15,3	
Total		59	100	

Source : Processed Primary Data, 2024

4.2. Results of the Analysis Prerequisite Test

4.2.1. Data Normality Test

The data normality test uses the kolmogrov smirnov normality test which is part of the classical assumption test. Normality testing of the data with colmogrov simornov aims to find out whether the value of the residue is normally distributed or not. A good regression model is to have a normally distributed residual value.

One-Sample Kolmogorov-Smirnov Test				
Kolmogrov Smirnov-Z	0.,615			
Asymp.Sig. (2-tailed)	0.,844			
a. Test distribution is Normal. b. Calculated from data.				

Table 4. Normality Test Result

Source : Processed Primary Data,2024

The basis for decision-making in the normality test of the Kolmogorov Smirnov data is that if the significance value of the Smirnov data is >0.05, then the residual value is normally distributed, on the other hand, if the value of the Signifikanssin<0.05, then the residual value is not normally distributed. Based on the table above, it can be seen that the results of the normality test using the kolmoogrov-Smirnov test method have a significance value of 0.844 where this value is greater than alpha 5% (0.955>0.05), then it can be concluded that the residual value is normally distributed.

4.2.2. Multicollinearity Test

Multicollinearity test to find out whether a strong correlation between independent variables has been found in the proposed regression model. If the value of variance inflation factor (VIF)<10 and the tolerance>0.10 value can be concluded that there is no multicollinearity between free variables in the regression model.

Туре		Collinearity St	Collinearity Statistics		
		Tolerance	VIVID		
	(Constant)				
1	Social Condition	,887	1,127		
	Parental Economic	,887	1,127		

 Table 4.5.
 Multicollinearity Test

Source : Processed Primary Data, 2024

From the table above, it can be seen that the Social Conditioning variable has a VIF value of 1.127 and a value of tolerance 0.887. While the Parental Economics variable has a VIF value of 1.127 and a value of tolerance 0.887. From all these variables, it can be seen that the value tolerance0.887>0.10 and VIF value,12<1. Therefore, it can be concluded that this regression model is free from multicollinearity and is suitable for use.

4.2.3. Heteroscedasity Test

The Heteroskedaticity test aims to test whether in the regression model there is variance disparity from one observation to another. If the variant from one residual observation to another remains then it is called homocedasticity. A good regression model is that homoskedaticity occurs in the model, or in other words heteroscedaticity does not occur. The presence or absence of heteroscedaticity graphically can be seen from the multivariate standardized scatterplot.



Figure 1. Heteroscedasity Test Result

This residual scatterplot indicates that the regression model used adequately meets the classical assumptions of linear regression. This is evidenced by the randomly scattered residual points around the horizontal line, without forming any specific pattern, suggesting the absence of a non-linear relationship between the predictor and the dependent variable. Furthermore, the residual variance appears relatively uniform (homoscedasticity), as there are no noticeable funneling or spreading patterns. The residual points also fall within a reasonable standard range, with no indication of extreme outliers. Thus, this scatterplot supports the validity of the regression model used in the study.

4.3. Hypothesis Test

4.3.1. T Test (Partial)

The t-test is used to test the influence of partially, how each independent variable (X1 and X2) affects the dependent variable (Y).

- If the significance number (Sig.) < Probability 0.5 or the value of the Tcal > Ttable, then HO is rejected and Ha is accepted (hypothesis accepted). This means that the independent variable (Social and Economic Conditions of Parents) partially has a significant influence on the bound variable (Motivation to Continue Education to Higher Education).
- 2. If the significance number (Sig.) > Probability 0.5 or the value of Thcal < Ttable, then HO is accepted and Ha is rejected (hypothesis is rejected). This means that the independent variable (Parental Social and Economic Conditions) partially did not have a significant influence on the bound variable (Motivation to Continue Education to Higher Education).

The probability value used is α =0.05 and the size of the Ttable is searched based on the formula df=n-k,dimanan=the number of respondents (sample) while = the number of variables (free + bound). Sodf=59-3=56,ttable which is 2,003.

Туре		t	Sig.
	(Constant)	4,306	,000
1	Social Condition	5,366	,000
	Parental Economic	5,722	,000

Table 6. T Test Results

Source : Processed Primary Data, 2024

From the results of the table above, the results can be seen, namely:

- a. The Social Condition variable (X1) has a Significance value (Sig.) of 0.000<0.05, while the calculated value of the Social Condition variable (X1) is 5.366>2.003 so that it can be concluded that the Ha hypothesis is accepted and HO is rejected, meaning that the Social Condition variable has a partial effect on the Motivation to Continue Studies to Higher Education in Grade XII Students of SMA Negeri 1 Lolak.
- b. The Parental Economicvariable (X2) has a Significance value (Sig.) of 0.000<0.05, while the calculation value of the Parental Economicvariable (X2) is 5.722>2.003 so that it can be concluded that the Ha hypothesis is accepted and HO is rejected, meaning that the Parental Economicvariable has a partial effect on the Motivation to Continue Education to Higher Education in Grade XII Students of SMA Negeri 1 Lolak.

4.3.2. F Test (Simultaneous) and Multiple Linear Regression Model Test

The simultaneous test aims to find out whether independent variables (Parental Social and Economic Conditions) have a combined influence on dependent variables (Motivation to Continue Education to Higher Education). This test uses the criteria if p-value < from Lefel or Significant If the value of F result>F table is determined, then simultaneously the independent variables have an effect on the dependent variable. Ftables can be calculated by caradf1=k-1 and df2=-k, where k is the sum of dependent and independent variables. Then df1=3-1=2 and df2=59-3=56, so Ftable is 3,16.

Туре		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		В	Std. Error	Beta		
	(Constant)	21,456	4,983		4,306	,000
1	Social Condition	,334	,062	,467	5,366	,000
	Parental Economics	,312	,055	,498	5,722	,000

Table 7. Results of F Test

Source : Processed Primary Data, 2024

From the table above, the results can be seen, namely:

- a) F result value =46.317 and F table =3.16 so F result>F table, meaning that the Social Condition variable (X1) and the Parental Economic variable (X2) both have an effect on the variable of Motivation to Continue Education to Higher Education (Y) in Grade XII Students of SMA Negeri 1 Lolak.
- b) Significance value of 0.000<0.05 means that the Social Condition variable (X1) and the Parental Economy variable (X2) both have a significant effect on the variable of Motivation to Continue Education to Higher Education (Y) in Grade XII Students of SMA Negeri 1 Lolak.

Based on the data in the table above, the regression equation is obtained as follows :

$Y=a+\beta 1X1+\beta 2X2+e$

So from the model above, the output results can be entered as follows :

Y=21.456+0.334X1+0.312X2+e

- The constant value is 21.456, this means that if it is assumed that the Social Conditions variable (X1) and the Parental Economy variable (X2) are equal to zero, then the Motivation to Continue Education to Higher Education in Grade XII Students of SMA Negeri 1 Lolak will remain or remain unchanged at 21.456. assuming the other variable is fixed or constant
- 2) The value of the regression coefficient of the Social Condition variable (X1) of 0.334 means that every time there is an increase in the Social Condition variable by one unit, the Motivation to Continue Education to Higher Education in Grade XII Students of

SMA Negeri 1Lolak will increase by 0.334 assuming that the other variables are fixed or constant.

3) The value of the regression coefficient of the Parental Economicvariable (X2) of 0.312 means that every time there is an increase in the Parental Economicvariable by one unit, then

The motivation to continue their education to higher education in grade XII students of SMA Negeri 1 Lolak will increase by 0.312 assuming that other variables are fixed or constant.

4.4. Coefficient of Determination Test (R2)

The determination coefficient (R2) essentially measures the ability of the model to explain the bound variable. If R2 is getting bigger (closer to one), then it can be said that the influence of the free variable is getting bigger and bigger on the bound variable. This means that the model used is getting stronger to explain the influence of free variables on bound variables. While R2 (close to zero) can be interpreted as the influence of the free variables (X1 and X2) on the bound variable (Y) is getting smaller, meaning that the model used is not strong to explain the influence of the free variable on the bound variable. Below are the results of the test coefficient of the determination coefficient of the Social Condition variable (X1) and the Parental Economy variable (X2) against the Motivation Variable to Continue Education (Y) as follows:

Table 8. Determination Coefficient Test Results

Туре	R	R Square	Adjusted R	Std. Error of the Estimate
			Square	
1	,789a	,623	,610	3,87656

From the results of data analysis in the table above, the values of R = 0.789 and R Square = 0.623 were obtained. This means that the regression model obtained was able to explain that the variables of Social Conditions (X1) and Parental Economics (X2) affected the Motivation to Continue Education to Higher Education in Grade XII Students of SMA Negeri 1 Lolak by 62.3%. While the rest are influenced by other variables.

5. Comparison

Based on the results of the statistical test, the partial testing (t-test) of the Social Condition variable (X1) was obtained, which was a tcalcul>ttable value of 5,366>2,003 with a significance value of 0.000<0.05.., then the hypothesis that states that "there is an influence of Parents' Socioeconomic Conditions on the Motivation to Continue Education to Higher Education is acceptable . This means that the Social Condition variable (X1) has a partial effect on the Motivation to Continue Education to Higher Education of Grade XII Students of SMA Negeri 1 Lolak.

The findings by Lystia Aryanti Nurjannah show that most of the social conditions of students of class XI IPS MAN 2 Semarang for the 2015/2016 school year fall into the category of sufficient with a percentage of 60.67%. This shows that social conditions have enough categories to support students' interest in continuing to college (Nurjannah & Kusmuriyanto, 2016). From these various studies, it can be concluded that the social and economic conditions of parents have a significant influence on students' motivation to continue their education to college. Factors such as parental education level, family income, and social environment play an important role in shaping a child's educational aspirations.

Based on the statistical results of the partial test (t-test) of the Parental Economics variable (X2), a tcalcul>ttable value was obtained, which was as large as 5.722>2.003 with a significance value as large as 0.000<0.05. Therefore, the hypothesis that "there is an influence of Parents' Economics on Motivation to Continue Studying " is accepted. This means that the Parental Economics variable (X2) has a partial effect on the Motivation to Continue Studying to Higher Education in Grade XII Students of SMA Negeri 1 Lolak. The results of the research conducted by Nurmawati Nasibu show that the statistical test of partial testing (t-test) of the Economic Status variable (X1) obtained a tcalcul>ttable value of 4,074>2,026 with a significance value of 0.000<0.05.then the hypothesis that states that "there is an influence of Economic Status on the Rate of School Dropouts is acceptable. This means that

the Economic Status variable (X1) has a partial effect on the Rate of School Dropouts in the Lahumbo Village Community, Tilamuta District, Boalemo Regency (Adolph, 2016).

The economic influence of parents on children's motivation to continue their education to higher education is enormous, but it is not the only factor. Other factors such as personal interests, academic grades, social environment, and external support (scholarships, teachers, friends) also play an important role. However, in general, the better the economic condition of the parents, the higher the likelihood that the child will be motivated and able to continue his education to college. (Muhammad et al., 2020)

Based on the statistical results of simultaneous testing (F test) of the variables of Parental Social and Economic Conditions on Motivation to Continue Study, a Fcal value was obtained greater than Ftabul, which was 46.317>3.16 with a significance value of less than 0.005 (0.000<0.05), then the hypothesis that there is an influence of the variables of Parental Social and Economic Conditions simultaneously (together) on the Motivation to Continue Studies is acceptable. This means that the variables of Social Conditions and the variables of Parents' Economy have a simultaneous or simultaneous effect on the Motivation to Continue Studies to Higher Education in Grade XII Students of SMA Negeri 1 Lolak. From the results of the analysis of the Coefficient of Determination, the value of R = 0,789 and R Square = 0.623. This means that the regression model obtained is able to explain that the variables of Social Conditions (X1) and Parental Economics (X2) can affect the Motivation to Continue Education to Higher Education in Grade XII Students of SMA Negeri 1 Lolak by 62.3%. While the rest are influenced by other variables.

The findings of this study are relevant to the research conducted by Wurdianti Yuli Astuti in 2016, where the results of the research are that there is an influence of family social and economic conditions on the learning interest of students of SMK YPKK 3 Sleman simultaneously or together showing a positive and significant influence on student learning interests with a positive line coefficient value and a significance value of less than 0.05, namely 0.000

The findings of this study are relevant to the research conducted by Muhammad Wakhid Ibrahim and Fachrurrozie in 2016, The results of the study on the partial test showed that the t-value was 4.022 with a significance value of 0.000. This means that an alternative hypothesis is accepted which states that the socio-economic conditions of parents affect the motivation to continue their education to higher education in students in grade XI of Social Studies High School Islam Sultan Agung 2 Jepara. The results of this study are that students with good social conditions tend to have higher motivation to continue their education to college, the more stable economic conditions of parents provide financial and moral support that strengthens student motivation and both the social conditions variables X1 and the economic conditions of parents X2 together contribute significantly to students' decision to continue their education to college.

The results of this study are in line with the behavioristic theory of variable socioeconomic conditions of parents, where changes in human behavior are not caused by human internal abilities (insight), but due to factors that cause stimulus, so that the socioeconomic condition of parents which is an action to respond to a condition arises from individual adjustment to the environment outside of human internal capabilities. :Gerungan (2010) argues that the social situation The family economy affects the development of children, with a sufficient economy, they get a wider opportunity to develop various skills that they cannot develop without infrastructure. Sufficient or lack of social conditions, family economic conditions will affect children's achievement in learning.

6. Conclusions

Economic status and the education level of parents are two important factors that play a role in the dropout rate of children from school. Low economic status often limits the financial capacity of parents to support their children's education, leading to difficulties in fulfilling educational needs such as tuition fees, books, and other learning resources. Meanwhile, the low level of parental education can affect their awareness and attitudes towards the importance of education, making them less supportive of their children's learning aspirations. These two factors can jointly create barriers for children in completing their education, leading to an increased risk of dropping out. Therefore, to reduce the dropout rate, it is essential to address these factors by providing financial support for underprivileged families and increasing awareness of the importance of education through outreach and community programs.

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