



Analysis of the Influence of Academic Parenting, Children's Values, and Self-Concept on Motivation to Continue Higher Education in Students in Kawasan Industri Jababeka

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Abstract: This study aims to analyze the influence of academic parenting, children's grades, and self-concept on motivation to continue higher education among high school and vocational high school students in Jababeka Industrial Estate, Bekasi Regency. This study used a quantitative approach with an explanatory design on 120 high school and vocational school students and 120 student guardians. The research instrument used a questionnaire and was analyzed by correlation and SEM tests. The results of this study indicated that the variables of academic parenting, self-concept, and motivation to continue education are in the medium category, while the variable of children's values was in the low category. The results of the T-Test revealed that the motivation to continue their education of high school students was significantly different from vocational students; high school students had higher motivation. The correlation test between variables showed a significant positive relationship between academic parenting variables with self-concept and motivation to continue education. Influence analysis found a direct influence of academic parenting variables on self-concept and self-concept variables on motivation to continue education. The results of path analysis found that the academic parenting variable indirectly affects motivation to continue education, with the self-concept variable as a mediator. The implication of this research is to strengthen the self-concept of students in industrial areas through academic parenting and increase students' motivation to continue their education by forming a positive self-concept.

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Introduction

The presence of industrial estates has an impact on increasing productivity, the economic income of the region from the area (Winardi et al. 2019), and improved household economy for the surrounding society (Muttaqin et al. 2017). However, Nugraheni (2017) revealing the industrial estate also has a negative impact, namely reducing society's participation in the industrial estate to continue schooling. According to Hakim (2020), school drop-out is related to the low participation rate of students in education at their age. Data from BPS Bekasi Regency in 2021 shows a drastic decline in student participation rates in continuing schooling from the elementary school level (SD) to the senior high school level (SMA). This decline in participation rates is also found among fellow SMA and SMK/equivalent levels from year to year. The establishment of Vocational High School (SMK) is to provide educational institutions for students who wish to continue working after school (Kemendikbudristek 2017a) and encourage the government to create a diploma higher



education system that forms human resources that are skilled and easily absorbed in the world of work (Kemendikbudristek 2017b). The provision of diploma courses can motivate SMK students to pursue higher education after school.

In West Java Province, there is the Jababeka Industrial Estate (*Kawasan Industri Jababeka*) located in Kota Jababeka, Bekasi Regency, with an area of approximately 5,600 hectares which provides massive employment opportunities (Jababeka 2021); this opinion is corroborated by data from BPS Bekasi Regency (2022), there are 995.563 laborers aged 15 years and above. The productive age to work in Indonesia begins at the age of 15; at that age, someone should be at the high school education level. The negative impact of industrial estates on academic parenting is characterized by the absence of parents to provide academic assistance to their children, even though children's cognitive development related to education is significantly influenced by parents' stimulation of children's learning, as expressed by Harianti and Amin (2016). Another study conducted in the Cilegon Industrial Estate found that parents did not take care of their children, one of the reasons is that they were too busy working. It led to a decline in the motivation of children in the industrial area to continue their education, and they decided to help their parents by working (Soetrisnaadisendjaja and Sari 2019). Meanwhile, working in adolescence shows the value of children in the family. Albert et al. (2005) define child value as parents' assessment of their children's ability to fulfil parental functions or needs.

Junike, Jumaini, and Utomo (2015) found different factors in adolescents who are not motivated to continue their education, namely adolescents' problems in forming self-concepts. According to Baron and Byrne (1994) self-concept is a collection of assumptions about someone's qualities (i.e. physical appearance and psychological condition). It is sometimes related to someone's main goals or motives. Formal education can be a hope for adolescents to get life values and form them; these values can better shape adolescents' self-concept (Junike, Jumaini, and Utomo 2015). Therefore, students' decision not to continue their education negatively affects the individual and the social environment (Blondal and Adalbjarnardottir 2014). The negative consequences include increased unemployment and poverty, juvenile delinquency, deviant behaviour and crime (Rahmi and Adry, 2018). Therefore, education is threatened if adolescents do not study in formal schools but work, so applying academic parenting, strengthening children's values, and positive student self-concept can be a hope for individuals to remain motivated to continue their education. In this study, family and school are the microsystem layers or the environments that interact directly with children (Rosa and Tudge 2013). While the Jababeka Industrial Estate is included in the ecosystem layer, children do not interact directly but influence the development of children's character, such as the working hours of parents who work in the industrial area.

There has been quite a lot of research on motivation to continue education in high school and vocational school students, such as the influence of social support and self-efficacy studied in high school students (Rokhimah 2014), relationship with parenting patterns studied in adolescents and parents (Amelia, Elita, and Dewi 2016), and the influence of the socioeconomic conditions studied on vocational students (Nasirotnun 2013). Based on the literature study results, new research needed to be conducted on high school and vocational school students and their guardians to see the role of parenting and parental perceptions and the role of self in increasing student motivation to continue higher education. Therefore, this study aims to analyze the influence of academic parenting, children's values, and self-concept on the motivation of high school and vocational school students in Jababeka Industrial Estate to continue higher education.



Research Method

This research used a quantitative approach with an explanatory design. The research sample in this study was obtained using the Slovin formula calculation, which refers to the number of students at the high school levels in Bekasi Regency, namely 126,940 students at the high school and vocational school levels in the 2021/2022 academic year. The calculation results obtained were 100 respondents, but this research was conducted on 120 students (60 high school students and 60 students from SMK) and 120 student guardians who work in the Jababeka Industrial Estate to get more reliable research results. Guardians of students or parents were chosen to be respondents to be able to answer the child value questionnaire. Therefore, the main characteristic of parents in this study is working in Jababeka Industrial Estate. The research was conducted using the self-administered method with the assistance of the researcher.

Academic Parenting was measured using the Hastuti and Alfiasari questionnaire. (2021) with a Cronbach's Alpha value of 0.853. The Value of Children variable uses the VCHILD research instrument, namely the Value of Children (Shek *et al.* 1993), with the Cronbach's Alpha value of this instrument is 0.810. The Self-Concept variable is measured using the Tennessee Self-Concept Scale (TSCS) - 2nd Edition for adults, which is for ages 13 years and overdeveloped by Fitts (1965) and improved by Wareen (1996) with a Cronbach's Alpha value of 0.928. Motivation to Continue Education was measured using the Academic Motivation Scale instrument (Vallerand *et al.* 1992), translated into Indonesian by Natalya (2018) with a Cronbach's Alpha value of 0.838. Data was processed through editing, coding, entry, scoring, cleaning, and analyzing. Data processing and analysis using Microsoft Excel 2016, Statistical Package for Social Science (SPSS) 25.0, and Structural Equation Modelling Partial Least Squares (SEM-PLS) 3rd version. Data analysis in this study used descriptive analysis to identify the characteristics of the sample in this study, comparative analysis to determine group differences in the variables studied, correlation analysis to analyze the relationship between characteristics and variables in the study, and SEM analysis to analyze the effect on the variables studied.

Results and Discussion

Table 1. Distribution of respondents

Respondent Characteristics	n	%
Gender		
Woman	59	49,2
Man	61	50,8
Total	120	100
Grade		
10 (1 SMA)	15	12,5
11 (2 SMA)	22	18,3
12 (3 SMA)	23	19,2
10 (1 SMK)	5	4,2
11 (2 SMK)	21	17,5
12 (3 SMK)	34	28,3
Total	120	100
School of Origin		
SMA	60	50,0
SMK	60	50,0
Total	120	100
Characteristics of Respondent Parents	n	%
Mother's Latest Education		



Completed the elementary level	3	2,5
Completed junior high school level	4	3,3
Completed high school level	84	70,0
Completed the D1/D2/D3 level	7	5,8
Completed a four-year (bachelor) level	20	16,7
Completed master's degree	2	1,7
Total	120	100
Father's Latest Education		
Completed the elementary level	2	1,7
Completed junior high school level	6	5,0
Completed high school level	78	65,0
Completed the D1/D2/D3 level	18	15,0
Completed a four-year (bachelor) level	14	11,7
Completed doctoral degree	2	1,7
Total	120	100
Mother's Occupation		
Private sector employee	30	25,0
Not working	7	5,8
PNS (Civil Servants)	2	1,7
Self-Employed	3	2,5
Entrepreneur	3	2,5
Freelancer	1	0,8
House-wife	72	60,0
Others	2	1,7
Total	120	100
Father's Occupation		
Private sector employee	96	80,0
Not working	3	2,5
Self-Employed	17	14,2
Entrepreneur	2	2,0
Freelancer	1	0,8
Others	1	0,8
Total	120	100
Mother's Income		
Above the UMK Cikarang	21	17,5
UMK Cikarang (UMK Cikarang 2023: IDR 5.100.000)	21	17,5
Below the UMK Cikarang	10	8,3
No Income	68	56,7
Total	120	100
Father's Income		
Above the UMK Cikarang	68	56,7
UMK Cikarang (UMK Cikarang 2023: IDR 5.100.000)	32	26,7
Below the UMK Cikarang	17	14,2
No Income	3	2,5
Total	120	100

Table 1 informs the characteristics of the respondents involved in this study. The student respondents involved were dominated by male students (50.8%). The class distribution of respondents was dominated by 12th-grade high school (SMA) and 12th-grade vocational school students (SMK) (47.5%). The study involved 52 fathers (43.3%) and 68 mothers (56.7%). The last education of mothers and fathers involved in this study was dominated by 12 years of education or equivalent to high school education level with a percentage of 70 per cent and 65 per cent. In addition, 80% of fathers and 25% of mothers from this study work in the Jababeka Industrial Estate. The socioeconomic conditions of the respondents were seen from the income of the father and mother. The father's income was



dominated by the father earning above the Cikarang UMK, which amounted to above IDR 5,100,000, while no income dominated the mother's income.

Academic Parenting, Children's Values, Self-Concept, and Motivation to Continue Education

Table 2 shows that academic parenting variables applied to high school students are in the high category, and those applied to vocational students are in the medium category. This category is obtained from its dimensions, namely self-discipline and achievement support. The dimensions of self-discipline and achievement support for high school students are in the high category, with 68.3 percent and 51.7 percent. Meanwhile, the percentage of the self-discipline dimension in SMK students is in the high category (48.3%), and the achievement support dimension is in the medium category (55%).

Furthermore, self-concept variables are in the moderate category, both those formed in high school students (71.7%) and vocational students (51.7%). This category is obtained from its dimensions, namely physical, moral, personality, family, social, and academic self-concepts. In high school students, the physical (53.3%), moral (60%), family (50%), social (55%), and academic (71.7%) dimensions are in the medium category, while the personality dimension is in a low category with a percentage of 48.3 per cent. The physical (60%), moral (51.7%), and family (58.3%) dimensions of SMK students are also in the medium category, while the personality (53.3%), social (60%), and academic (71.7%) self-concepts are in the low category.

The motivation variable to continue the education of high school and vocational school students in Jababeka Industrial Estate is in the medium category with a percentage of 73.3 and 53.3 percent. The dimensions in it consist of intrinsic, extrinsic, and motivation. In high school and vocational school students, the dimensions of intrinsic and extrinsic motivation are in the high category with percentages of 55 percent and 46.7 percent and 75 percent and 51.7 percent. Meanwhile, the motivation dimension for both high school and vocational school students is in a low category, with respective percentages of 96.7 per cent and 100 percent.

Table 2. Distribution of students by category, minimum and maximum values, and mean index of academic parenting variables, self-concept, and motivation to continue education

Category	Academic Parenting		Self-Concept		Motivation to Continue Education	
	SMA	SMK	SMA	SMK	SMA	SMK
	%	%	%	%	%	%
Low (<60)	8,3	8,3	26,7	45,0	5,0	25,0
Medium (60-79)	40,0	53,3	71,7	51,7	73,3	53,3
High (>80)	51,7	38,3	1,7	3,3	21,7	21,7
Total	100	100	100	100	100	100
Min-Max Index	34-96	43-94	31-85	48-83	51-100	40-93
Mean Index ± Std. Deviation	78,40±13,204	74,76±10,559	63,59±8,799	62,33±8,070	73,31±8,866	69,38±12,168
Mean Index Differences	Not significantly different		Not significantly different		Significantly different	

In Table 2, the group difference test was also analyzed using the Independent Sample T-Test to test the differences between two groups in each variable tested. In this study, the t-test was conducted to determine differences in academic parenting variables, children's grades, self-concept, and motivation to continue education in groups of students from SMA and SMK in Jababeka Industrial Estate. The results obtained from the test were that there was



a significant average difference in the motivation to continue education variable, namely $p = 0.045$ ($p < 0.05$). The average motivation to continue education of high school students is 73.31, and the average motivation to continue education of vocational students is 69.38. The conclusion from this t-test is that the difference shows that the motivation to continue education of high school students is higher than that of vocational students. The results of this study are corroborated by the findings of Maerani et al. (2021), which revealed that high school students have external sources of motivation to continue their education, one of which is in the form of scholarship offers from government and non-government institutions. Meanwhile, SMK students have different offers. The results of the T-test also showed that the average difference in extrinsic motivation between high school and vocational students was quite far. This finding suggests that high school students have higher motivation than vocational students to continue their education.

Meanwhile, table 3 illustrates the category of children's value variable according to the perception of parents/guardians of students in the category of 92.5 percent with the category of dimensions in it all in the low category, namely psychological value (90%), social (94.2%), and economic (85.8%).

Table 3. Distribution of student guardians by category, minimum and maximum values, and mean index of child value variables

Category	Psychological Value		Social Value		Economic Value		Children's Values	
	n	%	n	%	n	%	n	%
Low (<60)	108	90,0	113	94,2	103	85,8	111	92,5
Medium (60-79)	10	8,3	5	4,2	15	12,5	8	6,7
High (>80)	2	1,7	2	1,7	2	1,7	1	0,8
Total	120	100	120	100	120	100	120	100
Min-Max Index	18-100		10-85		0-93		21-91	
Mean Index ± Std. Deviation	48,14±12,930		36,25±12,930		43,87±15,940		42,83±10,905	

Correlation between Variables

Table 4. The value of the correlation coefficient between the variables of academic parenting, children's values, self-concept, and motivation to continue education

Correlation	Variables			
	Academic Parenting	Children's Values	Self-Concept	Motivation to Continue Education
Academic Parenting	1	-0,027	0,573**	0,255**
Children's Values	-0,027	1	0,036	0,015
Self-concept	0,573**	0,036	1	0,239**
Motivation to Continue Education	0,255**	0,015	0,239**	1

**) Sig. to <0,01

Based on the correlation test between variables conducted in Table 4, a significant positive relationship was found between the academic parenting variable and the self-concept variable ($r = 0.573^{**}$, $p < 0.01$). The results of this study are by Zainuren (in Vona and Aviory 2020) revealing the role of parenting provided by parents, namely educating, motivating, being an example, accompanying children, supervising, and guiding children if they face problems or difficulties. According to him, if this parenting pattern is optimized, it will form a good self-concept. Another correlation test result found a significant positive relationship between the academic parenting variable and the motivation to continue education variable ($r = 0.255^{**}$, $p < 0.01$). It means that the higher the academic parenting

pattern applied, will increase students' self-concept and motivation to continue their education. This finding is by the Marisa, Fitriyanti, and Utami (2018) statement which reveals that parenting patterns that assist in their children's learning are related to children's motivation to learn. In addition, the self-concept variable is also significantly positively related to motivation to continue education ($r = 0.239^{**}$, $p < 0.01$), meaning that the better the self-concept formed in students will increase motivation to continue education, which by previous research conducted by Asy'ari, Ekayati, and Matulesy (2014).

Influence between Variables

Figure 1 shows the SEM Model Test conducted to analyze the influence between variables. The results of this test are that the academic parenting variable has a significant positive effect on self-concept and self-concept has a significant positive effect on motivation to continue education.

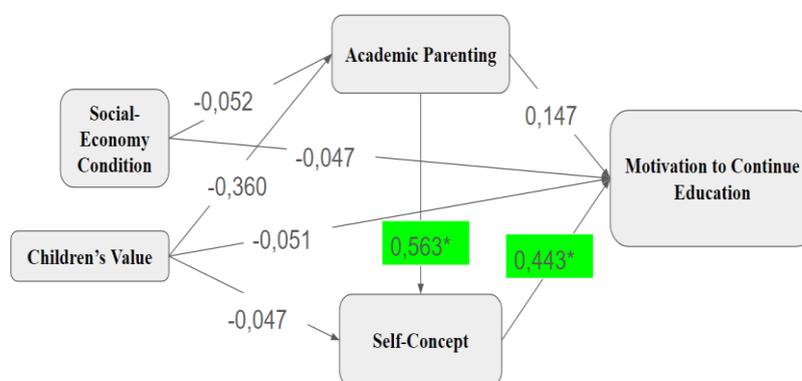


Figure 1. Model of the influence of academic parenting, children's values, and self-concept on motivation to continue education

Furthermore, this study found that there are direct and indirect effects shown in table 5.

Table 5. Direct and Indirect Influences

Latent Variables	Direct Effect	Indirect Effect	Total Effect
Academic Parenting			
Social-Economy Condition	-0,052	-	-0,052
Children's Value	-0,360	-	-0,360
Self-Concept			
Academic Parenting	0,563**	-	0,563**
Children's Value	-0,047	-0,203	-0,25
Motivation to Continue Education			
Social-Economy Condition	-0,047	-	-0,047
Academic Parenting	0,147	0,249*	0,396*
Children's Value	-0,051	-0,164	-0,215
Self-Concept	0,443*	-	0,443*

Academic parenting variables have a direct effect on self-concept variables, these results are as expressed by Bushra, Chohan, and Khan (2010) that is, the contribution of parents affects their children's education both in learning achievement and self-concept. The results of other influence tests found a significant effect of the self-concept variable on the motivation variable to continue education because according to Ferreira et al. in Bhatia et al. (2022), Self-concept has far-reaching implications for personality, family, and social life. Research results found by Utami and Saniatuzzulfa (2021) supports the results of this study that the self-concept variable affects the motivation variable to continue education.



The results of the path analysis test found that the academic parenting variable also affects the motivation variable to continue education indirectly through the self-concept variable. Researchers try to prove these results using the theory according to Brehm and Kassin (1993), namely the self (or self) can be viewed from the ABC perspective, namely affection-behavior-cognition or affection-behavior-cognition. Based on this theory, self-concept is part of the cognition component which is defined by the way a person knows himself and develops his self-concept (Helmi 1999). Self-concept according to Shavelson et al. in Marsh and Shavelson (1985) influenced by evaluations from significant others, reinforcements, and attributions for one's behavior. In this study, the evaluation of others is given in the form of academic parenting provided by parents.

Academic parenting is studied as a variable that influences self-concept and motivation to continue education. Based on Structural-functional theory, families divide roles, duties, and responsibilities, carry out functions, and have rules and norms that are obeyed until the fulfilment of the rights and obligations of each family member. Through the research results obtained, academic parenting applied by parents is proven to affect student self-concept. At the same time, the motivation to continue education variable is influenced by academic parenting indirectly through the self-concept variable, which means that parents must optimize their academic parenting to develop self-concept in students so that if the student's self-concept is in a high category, he can positively influence the motivation to continue education.

Researchers used one of the previous studies as a reference but with different research samples. There are different results from previous research on the variable value of children; previous research states that the value of children as the perception of parents who interpret the presence of children in providing benefits and uses to the family. If the presence of children provides benefits and uses greater than the value of the costs incurred, parents will want more children and vice versa. Meanwhile, this study found that parents do not expect the fulfillment of functions and roles in the family to children, so parents will continue to carry out their responsibilities to meet the needs of all their children without burdening the child.

Conclusion

The conclusion obtained from the results of this study is that the variables of academic parenting, self-concept, and motivation to continue higher education are in the medium category, while the variable of children's values is in the low category. The t-test results reveal that the motivation to continue their education of high school students is significantly different from vocational students; high school students have higher motivation. The relationship test between variables showed a significant positive relationship between academic parenting variables with self-concept and motivation to continue education. Influence analysis found a direct influence of academic parenting variables on self-concept and self-concept variables on motivation to continue education. The results of the path analysis found that the academic parenting variable indirectly affected the motivation to continue education, with the self-concept variable as a mediator. The implication of the results of this study is for families in industrial areas to provide academic parenting that can strengthen students' self-concept and increase students' motivation to continue their education.



Recommendation

The recommendation for parents is to provide academic assistance even though their children are already at a high level. Suggestions for future research are to conduct qualitative research to explore the direct influence of industrial estates on families. Further recommendations are addressed to institutions related to this research including schools and the government. Schools are advised to provide scholarship facilities and equal specialization in both SMA and SMK that can encourage motivation to continue education. Meanwhile, the recommendation for the government is to establish labor laws that do not harm employees, especially those who are married, so that they can optimize their role as parents at home.

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