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Interest and Factors Affecting Student in Choosing Social Departments

Yarnefi*, Sri Kartikowati, Gimin

Faculty of Education, Universitas Riau, Pekanbaru, 28293, Indonesia

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ABSTRACT

The low interest of students choosing social studies majors (IPS) at the National High School is thought to be a problem that originates from within students and outside the student's self. The purpose of this study was to determine the factors that influence students' interest in choosing a social studies major at SMA 2 Tambang, in Kampar Regency, Riau Province. The population in this study were all students of class XI IPS, amounting to 170 people. The sample was determined using propotional random sampling to obtain 119 people. The data analysis technique used is Path Analysis. The results of the analysis show that the family environment and school environment have a positive and significant effect on the ideals of choosing an IPS major. School ideals and environment have a positive and significant effect on the interest in choosing an IPS major. While the family environment has a significant effect on the interest in choosing an IPS major. However, there is a negative influence of the family environment on the interest of students choosing social studies majors, due to the low level of family education. Therefore parents are expected to be able to provide support so that their children are more interested in choosing social studies majors. The school is expected to further improve socialization to add information and provide an overview to students about social studies majors.

1. Introduction

The effort to realize quality human resources in schools depends essentially on the quality of education. Program majors or specialization of students in high school

* Corresponding author. Tel./Fax.: +6282389115218
E-mail: yarnefi@yahoo.co.id

(SMA) is one of the efforts to improve the quality of education relating to students as one of human resources. The majors program is a strategic effort in providing facilities to students to channel talents, interests, abilities that are considered the most potential to be developed optimally. In the 2006 curriculum, namely competency-based curriculum, specialization programs or majors starting from class XI, and students who are entitled to take part in the majors program are students who have implemented teaching programs in class X. In class X the teaching program is still common, while special teaching begins for grade XI students depending on the subject they are interested in. Majors in high schools are generally science and social studies. When students go up to class XI, this is where students are hesitant to determine which direction they choose, majoring in Science or Social Sciences, and this department will also direct students after graduating and graduating from high school to the department or study program whether they continue their studies to college.

For the determination and selection of departments that will be pursued, it is necessary to pay attention to the interest of students to choose science majors or social studies majors. In the context of selecting majors, interest is very important, preferably the chosen department is really in accordance with the interests of students, because it is expected that the learning outcomes achieved will be better and become the provision in continuing their studies and future, Ade, et al. (2017).

Interest can be interpreted as a feeling of being more like and feeling interested in something or activity, without anyone ordering, Slameto (2015). In this case there is a feeling of being happy to pay attention to an activity encouraging someone to be interested in the activity. Someone who has an interest in something will give great attention to it because there is an attraction for him. That interest can foster a high sense of curiosity that causes someone to try to dig up information about the activities that they are interested in.

Interest in choosing a department according to Slameto (2015) is influenced by (1) Ideals are the will that is always in someone's mind and will always try to achieve it, Nurtanto, et al. (2017). People often do not realize where the ideals come from and when they begin to grow, because the ideals grow together with a continuous life process where they are directly involved. There are people who have aspired from the start, want to be president for example, but there are also those who aspire to walk estapet, start as lurah, and then aspire to become sub-district heads, after successfully aspiring to become regents, so on. However, it can be known what institutions effectively foster aspirations for every human being, namely home, school and religion. (2) The family environment is the oldest educational institution, is informal, the first and foremost experienced by children and natural educational institutions, parents are responsible for maintaining, caring for, protecting and educating children to grow and develop well (Hasbullah, 2015). Factors affecting the family environment are due to several things including family education, parental expectations and your influence (Nurtanto et al. 2017; Nurmaliza et al., 2018). High family education will support the child's willingness to even direct the child's potential. The expectation of parents is that children have

a better future than them. While your influence fosters empathy, prosocial behavior, and academic achievement. (3) The school environment, according to Karwati et al. (2014) which states that the school environment is all the conditions in the school, which affects the behavior of school residents, especially teachers and students as the spearhead of learning activities. The school environment in question is in the form of facilities and infrastructure in schools, the relationship between teachers and students, and the relationship between students and students. The relationship between family and school occurs in the collaboration of parents with the teacher. Collaboration is needed to monitor children's progress in the education process, both progress in the intellectual and psychological spheres. According to Nurtanto (2017), indicators that influence interest based on the school environment consist of three roles, namely alumni, friends and teachers who support in choosing an IPS major.

As one of the high schools in Kampar Regency, Riau Province, SMA 2 Tambang has 2 (two) majors namely Science and Social Sciences. The Science Department with teaching in Mathematics, Physics, Chemistry, and Biology subjects, while for Social Sciences majors focus on Economics, Geography, Sociology and History. From the results of preliminary observations made there are gaps in the selection of students, where the number of students who choose science majors is more than the number of students who choose social studies majors. The Science Department has 7 classrooms with 238 students, while the Social Sciences department has only 5 classrooms with 170 students, both of these majors must be balanced. What causes students who choose Social Sciences majors to be less than those in science? In the initial search found as revealed by one of the students of class XI Science, the reason for choosing science majors was because of parents' requests, even though when viewed the achievement scores of the students concerned with very good scores on subjects in Social Sciences majors. Then, another opinion from one of the XI IPS students, the reason for choosing an IPS major was because he was very fond of the existing subjects in the Social Sciences Department, especially Economics, and according to him the subjects in science were very difficult.

The majors or specialization program for students in high school is one of the student's self-development programs in order to improve the quality of education still experiencing obstacles in the selection of majors for their students. The problem of the imbalance in the number of students who sit in science and social studies majors is a problem in student specialization or majors when they are still in class X.

The preliminary data from the School, students who selected Social Sciences majors in the 2012/2013 academic year amounted to 44.44%, 2013/2014 academic year amounted to 43.83%, 2014/2015 academic year amounted to 40.11%, 2015/2016 academic year amounted to 47.22%, 2016/2017 academic year of 41.18% and 2017/2018 school year of 41.67%. The average interest of students who choose social studies majors from the 2012/2013 school year up to 2017/2018 school year is 42.80%. Based on these data, it can be seen that the interest of SMAN 2 Tambang students who choose Social Sciences majors is still

below 50%. It can be said that the interest of students choosing social studies majors is still low. There are allegations that problems originating from within students or internal (ideals) and problems originating from outside the student's self or externally (family environment, school environment) are two factors that influence students' interest in choosing a science or social studies department. The purpose of this study was to determine the factors that determine students' interest in choosing an IPS major at the 2 Mine National High School in Kampar Regency.

2. Methodology

The method used in this research was descriptive quantitative study. This research was conducted from September to November 2018. The number of samples was 119 students from a total population of 170 students at the SMAN 2 Tambang. Sampling method used propotional random sampling technique. Table 1 shows the description of the indicators of each variable.

Table 1. Research Variables and Research Indicators

Variable	Indicator	Descriptor	No.Item
Interest (Z)		1. Feeling happy	1,2,3
		2. here is attention	4,5,6
		3. There is interest	7,8
		4. The existence of student involvement	9,10,11,12
Factors Affecting Interest	Ambition (Y)	1. Work in the field of social studies	13,14,15,16 17,18,19
	Family Environment (X ₁)	2. A decent life	
1. Family Education		20,21,22,23	
2. Parents' attention		24,25,26	
School Environment (X ₂)	3. Your support	27,28,29	
	1. Friend Support	30,31,	
	2. Alumni Guidance	32,33,	
		3. Teacher Motivation	34,35

3. Results and Discussion

This study discusses the factors that influence students interest in choosing an IPS major. The analysis of the level of interest of students choosing the social studies department can be seen in Table 2.

Table 2. Interest Categories Selecting Social Studies Departments

Category	Interval	Frequency	Percentage
Very high	> 50,4 – 60	100	84,03%
High	> 40,8 – 50,4	19	15,97%
Is being	> 31,2 – 40,8	0	0,00%
Low	> 21,6 – 31,2	0	0,00%
Very low	12 – 21,6	0	0,00%
Total		119	100,00%

Table 2 illustrates that most respondents 100 people (84.03%) have very high interest in choosing social studies majors, while high interest categories amount to 19 people (15.97%) and none of the respondents who have an interest medium, low and very low. Thus it can be said that the students have a high and very high interest of 119 people (100%) to choose an IPS major.

To see the influence of the family environment and school environment on ideals based on the results of the acquisition of multiple regression structure 1 through SPSS 16.0 the average coefficient (β) was obtained as shown in Figure 1.

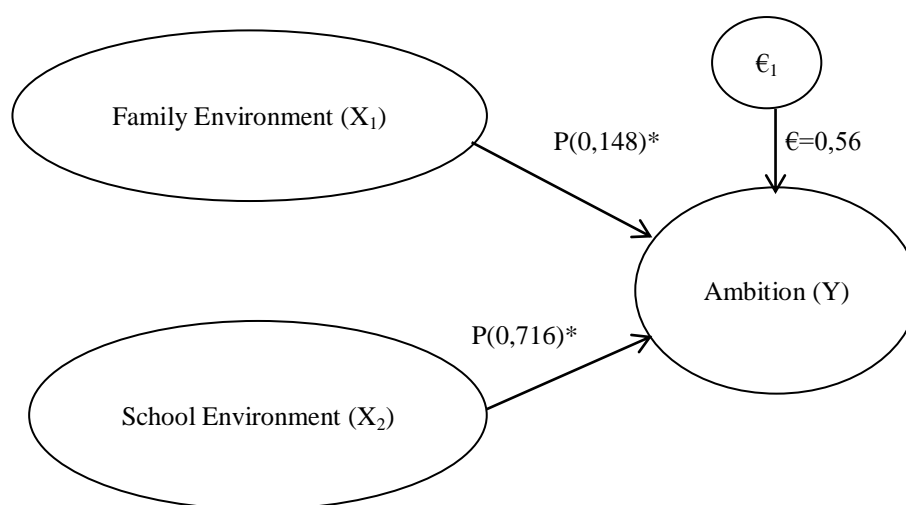


Figure 1 Effect of Family Environment (X1), School Environment (X2) on Ideals (Y)

Information:

* = Significant influence. ** = No significant effect

Figure 2 Effect of Family Environment (X1), School Environment (X2) on Ideals (Y)

From Figure 1, the structure 1 equation can be developed as follows:

$$Y = 0.148 X1 + 0.716 X2 + 0.56 (\text{Error})$$

This means, the equation shows that the family environment variable (X1) has a significant direct effect on ideals (Y) of 0.148. Therefore hypothesis 1 is a family environment that influences the ideals accepted. While the school environment (X2) gives a significant direct effect on ideals (Y) of 0.716 with an error of 0.56. To see the influence of aspirations, family environment and school environment on the interest in choosing an IPS major that uses structure 2 regression analysis using SPSS 16.0 the average coefficient (β) is obtained as shown in Figure 2.

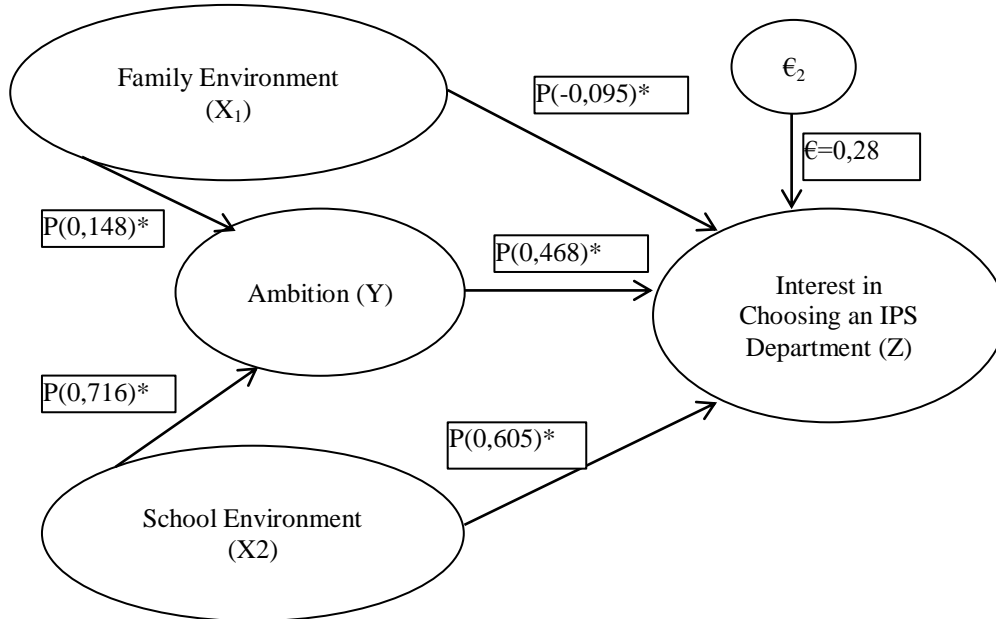


Figure 2. Effect of Ideals (Y), Family Environment (X1) and School Environment (X2) on Interest in Choosing Social Sciences (Z).

Information:

* = Significant influence

** = No significant effect

From Figure 2, we know the structure 2 equation as follows:

$$Z = -0.095 X1 + 0.468 Y + 0.605 X2 + 0.28$$

The equation shows that the environment variable X1 family does not have a significant direct effect on the interest in choosing an IPS (Z) major at -0.095. From this it is known that the influence of the family environment on the interest in choosing an IPS major is there and hypothesis 3 is accepted.

While the ideals variable (Y) has a significant influence on the interest in choosing an IPS (Z) major at 0.468. From this it is known that the influence of ideals on the interest in choosing the IPS department of hypothesis 4 is accepted. Similarly, the school environment (X2) has a significant direct effect on the interest in choosing the IPS (Z) major of 0.605 with an error of 0.28.

To see a combination of structure 1 and structure 2 analysis using regression analysis of structure 1 and structure 2, the average coefficient (β) was obtained as shown in Figure 3.

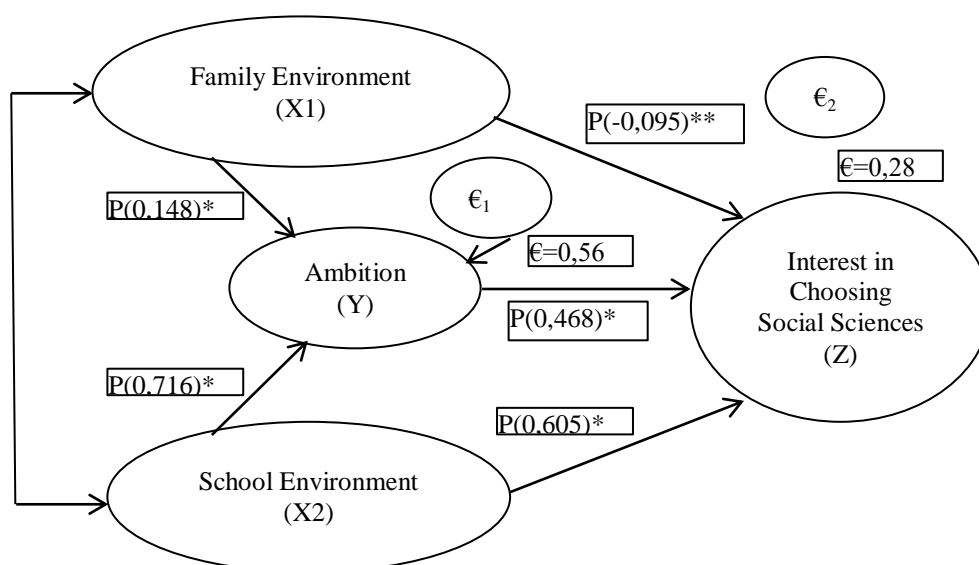


Figure 3. Combined structural analysis 1 and structural analysis 2

Information:

* = Significant influence

** = No significant effect

Table 3 shows the direct and indirect contributions of the variables.

Table 3. Variable of Direct and Indirect Donations

Variable	Directly	Indirect	Total	SE
X ₁ – Y	0,148	-	0,148	2,19%
X ₂ – Y	0,716	-	0,716	51,27%
X ₁ – Z	-0,095	0,148*0,468=0,069	-0,026	-1,38%
Y – Z	0,468	-	0,468	21,90%
X ₂ – Z	0,605	0,716*0,468=0,335	0,940	47,82%

Based on Table 4, it is known that family environment variables (X1) have a direct influence on ideals (Y) of 2.19%. The school environment variable (X2) has a direct influence on ideals (Y) of 51.27%. The family environment variable (X1) does not have a direct and indirect influence on the interest in choosing an IPS (Z) major of -1.38%. Variable ideals (Y) have a direct influence on the interest in choosing an IPS (Z) major of 21.90%. The school environment variable (X2) gives a direct and indirect influence on the interest in choosing an IPS (Z) major at 47.82%. Variable ideals (Y), family environment (X1) and school environment (X2) influence the interest in choosing the IPS (Z) majors simultaneously showing the results of R² = 0.920 or 92%.

Data analysis and hypothesis testing obtained in this research indicate that there is a significant influence between the family environment on the ideals of students choosing social studies majors. Family influence is the most important thing to influence students' personal choices. According to Nasruddin (2009) parents have a strong influence on any children who want to be pursued, especially education.

The results of this study are in line with the results of research conducted by Ade, et al. (2017). The results of the study show that the interest of class XI students of Kotapinang 1 Public High School in South Labuhanbatu Regency to choose the Social Sciences department is quite good. This can be seen from the statements of students who can arouse students' interest, among others, about the interest in choosing an IPS major which is very important to achieve the student's aspirations with the number of communicative answers strongly agree 93.87%. This shows that students realize that by choosing an IPS major it is very important to reach the student's goals.

Futhermore, the results obtained indicate that there is a significant influence between the school environment towards the ideals of students choosing social studies majors. The results of this study are in line with the results of research conducted by Sulistiyowati (2017) which states that environmental factors consist of family environment, school environment and community environment. The environment will have a social influence on students. The influence of peers will be faster in the soul of students. This is because most of the students' time is spent with their peers compared to their families. The role of teachers in schools as parents of students is also a factor that affects students. The teacher is expected to be able to provide guidance and counseling to direct the development of students. In the opinion of Yuriani (2013) which states that one of the factors that can influence students in determining career choices is peers. The better the peer environment that students have will influence the formation of attitudes and mindset in facing career choices, one of them is to choose a department.

The results also indicate that there is a significant influence between the family environment (parent's expectations and your influence) on the interest of students choosing the social studies department. Whereas family education does not affect the interest of students choosing social studies majors. The results of this study are in line with the results of research conducted by Ade, at al. (2017) that there is an influence of parental socio-economic conditions and parental education on motivation to choose an IPS major. The magnitude of the influence of parents' socio-economic conditions on the motivation to choose an IPS major is 8.21% and the influence of parental education on the motivation to choose an IPS major is - 11.28%. Based on data analysis and hypothesis testing that has been done in this research, the results obtained indicate that there is a significant influence between the ideals of the interest in choosing an IPS major. According to According to Sardiman (2012) and Diarni et al. (2018) interest is interpreted as a condition that occurs when someone sees traits or temporary meanings of situations that are associated with their own desires or needs. Therefore, what one sees is certainly going to arouse interest as far as what is seen has a relationship with one's own interests. The results of this study are in line with the research conducted by Rokhimah (2015) which states that there is a significant influence of student ideals on the interest in choosing an IPS major. These ideals will influence the behavior of someone who aims to be able to achieve the goals of students choosing social studies majors. These ideals will affect the spirit of students learning to be able to achieve these goals. Based on the description above, it can be said that one of the factors that influence students 'interest in choosing an IPS

major is the ideal, meaning that the higher the ideals of the students, the higher the students' interest in choosing social studies and vice versa.

Based on data analysis and hypothesis testing that has been done in this study, the results obtained indicate that there is a significant influence between the school environment on the interest of students choosing social studies majors in class XI IPS SMA 2 Tambang. This research is also in line with research conducted by Mishola (2010) the results of the study indicate that the school environment is able to increase students' interest in choosing social studies majors. The school environment has an influence on the interest of students choosing the Social Sciences department at 2.4%. The school environment is related to the students' interest in choosing an IPS major. Apart from the desire and encouragement of friends who can increase the interest of these students to choose social studies majors also influenced by alumni contributions and support from teachers.

4. Conclusion

Family influence is the most important thing to influence students' personal choices. Parents have a strong influence on any children who want to be pursued, especially education. The environment will have a social influence on students. The influence of peers will be faster in the soul of students. This is because most of the students' time is spent with their peers compared to their families. The role of teachers in schools as parents of students is also a factor that affects students. The teacher is expected to be able to provide guidance and counseling to direct the development of students (Suarman et al., 2018). The ideals will influence the enthusiasm of students learning, one of the factors that influence the interest of students choosing social studies majors is the ideals, the meaning of the higher ideals of students will be the higher the interest of students to choose the IPS department. The school environment is related to the students' interest in choosing an IPS major. Apart from the desire and encouragement of friends who can increase the interest of these students to choose social studies majors also influenced by alumni contributions and support from teachers. The school environment is expected to be a conducive environment so that it can influence students' interest in choosing social studies majors.

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