EFFECTS OF SOCIAL SUPPORT
AND PERSONAL FACTORS ON EDUCATIONAL
ASPIRATIONS OF STUDENTS CLASS XI MADRASAH
ALIYAH IN WEST HALMAHERA, NORTH MALUKU
PROVINCE

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Abstract: There is not much Islamic madrasa in the majority of non-Muslim regions. The existence of Islamic madrassas is important for Muslim communities who live in predominantly non-Muslim areas. In the province of North Maluku, there are approximately nine madrassas that have existed until now. Therefore, researchers are interested in examining the existence of these madrassas in a society that is predominantly non-Muslim. The research focuses on is the social support influence the aspiration of the students of Madrasah Aliyah in West Halmahera regency. The method used in this research is quantitative correlational which aim to know the correlation between the predictor variable with the criterium variable. The result of the research shows that for all, education aspiration, social support, and also perception and subject its in-between position category. Subject shows that aspiration education has a correlation with social support and perception. Social support research subject has more than a contribution to education aspiration compare with perception, that’s why, its concluded that simultaneity social support and perception have the influence to education aspiration. The highly social support, the high education aspiration. Otherwise, the high education perception owned, it means the high aspiration education must be owned too.

Keywords: Social Support, Madrasah Aliyah’s student, West Halmahera.
Introduction

Education aims to develop human potential. The formal, informal, and non-formal education pathways as well as the levels of early childhood education, basic education, secondary education, and higher education have the task of giving birth to people who are God-fearing, have a noble character, a healthy body, have the knowledge, are capable, capable, creative, independent, and become democratic and responsible citizens.¹

Education is also assumed as a form of preparation for the younger generation in taking the role of the modern era. The higher one’s education is correlated with high income, good career, greater employment opportunities, and generally, will improve welfare.² Achieving higher education is related to finding decent work and increasing social mobility.³ Higher education also guarantees wider employment opportunities and better careers.⁴

Everyone certainly wants to be able to achieve the highest education. This desire is based on internal and external conditions. The desire to achieve education at a higher level or called the aspirations of education should be based on individual readiness and support of a good educational environment.

Assumptions that educational aspirations relate to the type and level of education have not been the main variables in campus selection, even the choice of majors or study programs. Educational aspirations underlie individual decisions in continuing education to a higher level. Educational aspirations also direct individuals to proceed in educational activities. In fact, the aspirations of education are able to change individual choices in deciding to continue studying on a certain campus.

Because success in education depends on the belief that success is something that can be achieved. So that the aspirations of

¹ Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
education are not purely born of individual awareness alone, but are influenced by various conditions that lie behind them. Educational aspirations are translated as ‘an adolescent’s desire to achieve high levels of education’ which is literally different from the expectations of an adolescent’s assessment of the likelihood of achieving these levels personally.5

Educational aspirations can increase with the strong influence of parental education levels and parental occupations. Parents are a model that is used as an object of comparison in education and employment. Parent-child interaction in daily activities is a positive reinforcement in increasing educational aspirations. The breadth and quality of parent-child interaction content, including parental work, which is intense indirectly is a reinforcement of children’s cognition that is the basis of educational aspirations, as well as aspirations about work and career.6 Isaac, Malaney, and Karras also explained that parental education level was one of the variables that contributed to children’s educational aspirations. Parent education achievement is a minimum standard of education level that must be achieved.7

Family involvement in education has a positive influence on children’s educational aspirations. Parents’ personality, behaviours and parenting at the same time increase educational aspirations; on the contrary, it also decreases children’s educational aspirations. Among family involvement in child, education is to provide resources such as; tuition fees and education facilities8 because of the achievement of a high level of education correlated with the costs and facilities owned, in addition to the factors of cognition and

motivation, so family support is one of the foundations that reinforces children’s educational aspirations.

In addition to parental education and occupational levels, family involvement in providing education costs and children’s educational facilities, personal factors are also assumed to be the strongest predictors of children’s educational aspirations. Bornholt, Gientzotis, and Cooney found that the decision to continue education to a higher level was largely determined by individual factors. Individual attributes intended by them such as self-concept, interests, and family financial considerations. Specifically, Devos, Blanco, Rico, and Dunn differentiate educational aspirations in men and women by including self-concept variables and parenting. That men have such a strong relationship between self-concept and educational aspirations, while women show parenting as a moderator between educational aspirations and self-concept.

Perceptions of majors direct individuals towards activities that focus on the majors. Black and colleagues found that there was a very strong relationship between perceptions of majors in secondary school and majors chosen on campus. More specifically, perceptions of majors have use values that underlie educational aspirations. Majors in secondary schools and madrasas have laid the foundation of the aspirations of education in students because majors gave birth to such strong scientific perceptions of schools and majors. The perception of schools and majors specifically determines the choice of majors to be applied in tertiary institutions.

Various studies on educational aspirations have been carried out by scholars in America and Europe. By placing educational aspirations as a criterion variable, these scholars try to see whatever predictors strengthen or weaken the educational aspirations of

adolescents. Among the results of the study are; Gruen (1945) who found that the aspirations of adolescent education were influenced by personality factors but based on the needs and willingness,\textsuperscript{12} Agarwala and Sharma (2010) explained that educational aspirations were found to be different in adolescents who took professional education with adolescents from general education;\textsuperscript{13} Marjoribanks (2003) suggested that one of the predictors that underlies adolescents to apply to college is educational aspirations;\textsuperscript{14} while Miron, Jones and Young (2009) concluded that the most determining factor than student success in education was educational aspirations. In this way, it has become a scientific endeavor to find out the educational aspirations of adolescents.\textsuperscript{15} By seeing that research on the educational aspirations of Aliyah madrasa students in North Maluku is also still very minimal, not to say there is none at all. Therefore this research really needs to be done in order to understand the educational aspirations of students along with the influencing factors.

The focus of this research is the influence of social support, and personal factors on educational aspirations. The methodology used in this research is quantitative correlational which aims to determine the correlation between variable predictors with criterion variables. The study was conducted at Madrasah Aliyah located in West Halmahera Regency, North Maluku Province. The subjects of this study were all students of XI Madrasah Aliyah in West Halmahera Regency. The data obtained were analyzed using multiple regression analysis techniques, which aim to see the effect of independent variables on the dependent variable. The technique used is expected to obtain the correlation coefficient and the largest contribution of the independent variable to the dependent variable. Regression analysis is to find the correlation between the criterion with the predictor, then test whether

\textsuperscript{14} K. Marjoribanks, “Family background, adolescent’s achievement and aspiration, and young adult’s enrollment in Australlian University,” \textit{Aula Abierta} 81, (2003): 147.
\textsuperscript{15} Gary Miron, Jeffrey N. Jones, and Allison J. Kelaher Young, “The impact of the kalamazoo promise on students’ attitudes, goals and aspirations.” \textit{Working Paper}. Western Michigan University, College of Education, 2009, i.
the correlation is significant or not, and to find an effective contribution between fellow predators if the predator is more than one. The stages of data analysis in this study begins with assumption tests or prerequisite test data that includes tests normality and homogenits test. Data that has fulfilled the prerequisite tested then tested the hypothesis.

**General Education Concepts**

As long as you know that in Indonesia there are generally two models of education left behind by the Dutch colonial who have colonized this country for less than half a century or fifty fifty years. An intermittent timeframe, this is what will then influence all the systems of life in our life, including our education system. Actually, specifically for educational institutions that are familiar to Madrasah education, they have run curriculums in the curriculum to be taught in general education, ranging from Kindergarten, Elementary to High School/Vocational School and Curriculum which are designed by the Ministry of Religion for Madrasah Beginners from PGRA at the Kindergarten to Madrasah Aliyah (MA) level. While the course of religious education starting from kindergarten to high school is very minimal. That is, then it produces students who have very little knowledge of diversity if the parents do not provide additional students, especially the religious studies of students who attend school from kindergarten to high school/vocational school.

To find out the general educational concepts, then explain as follows:

Understanding Education is the process of changing attitudes and behaviour of a person or group of people in an effort to mature humans through teaching and training efforts. And also education is something that is universal and continues for generations from anywhere in the world. Efforts to change people through education are carried out in accordance with the outlook on life and in the socio-cultural background of each particular society. Therefore, although education is universal, certain differences occur according to the way of life and social and cultural background. According to Ki Hajar Dewantara education is guidance in the life of growing children, as for its purpose, education is to guide all natural forces that exist in these children, so that they as humans and as members of society can achieve the highest safety and happiness. Whereas in Law No. 20 th
2003 education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and country. From some of the definitions above shows the meaning that education is a process of guidance, guidance or leadership that contains elements such as educators, students, goals and so on.

Educational Objectives We also need to know in general objectives are the goals that must be achieved in all activities in education, both with the teaching system or in other ways. The goal covers all aspects of humanity which include every behaviour, appearance, habits, and views. And this is different at every level of age, intelligence, situations and conditions with the same framework. The most effective and efficient way or tool to achieve educational goals is teaching, therefore teaching is often identified with education. Although this term is actually not the same. Teaching is the process of making learning (know, understand, master, expert: not necessarily appreciate and believe). While education is to make people become educated (personal, customary).

Educational Foundation There are several types of educational foundation which include philosophical, sociological and cultural foundations, which are very important in determining educational goals. As for the scientific and technological foundation, it will drive education into the future. As for the educational foundation there are two foundations that are always closely related in every educational effort. More specifically in teaching, namely the foundation of Psychological and basic science and technology. In the psychological foundation will equip educational staff with an understanding of the development of students and ways of learning. While the foundation of science and technology will provide educational staff, especially teachers, about the source of teaching material. Assessment of the psychological foundation and foundation of science and technology will provide educational staff with a handle in creating a dynamic balance and harmony between the development of students’ identities and the mastery of science and technology. Various kinds of educational foundation that will form the right insight about education. With the right educational insight, as well as by applying the right educational principles, it will be able to provide greater
opportunities in designing and organizing the right educational program. That insight will provide a broader view of education.

Principles of Education The principle of education is a truth that is fundamental, both at the design and implementation stages of education. The view of human nature is the main basic principle that is very important in education.

Education according to Mangun Wijaya in Goddess, is the initial process of human effort to foster social awareness in every human being as a perpetrator of history. While Jean Piaget defines education as a link between two sides, namely individuals who are growing, and on the other hand, social, intellectual and moral values are the responsibility of education towards individuals. Likewise, Ary H. Gunawan argues that education as a process of socialization, namely the socialization of the values of attitudes, knowledge and skills.  

Meanwhile, according to Sholichah that with the development of education, the pattern of education and the education pattern will be different. In the Qur’an, there is a theory of education that explains the way in which education is provided, the theory is known as anorificity. The difference between the nature of the theory and the theory that develops in the current education is in the theory of each person to bring about the potential of monotheism or religion then Allah. Potentiality and grace of hearing, vision.

**Conceptual Framework**

The concept of educational aspirations explains the process of individual dynamics that is influenced by many factors, including social support and personal factors, which simultaneously increase and reduce the aspirations of individuals towards the desired object. The expectations, goals, and expectations of individuals in education will be achieved when resources are available. The following is a chart of the research framework.

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Concept of Madrasah

The meaning of “madrasa” in Arabic is the form of the word “place information” (zārāf dining) from the root word darasa. Literally “madrasa” is defined as “a place to learn students”, or “a place to give lessons”. From the root of the word darasa can also be derived from the word midrās which means “the book is learned” or “place of learning”; the word al-midrās is also interpreted as “home to study the Torah”.¹⁸

The word madrasa is also found in Hebrew or Aramy, from the same root word darasa, which means “to read and learn” or “a place to sit for learning”. Of the two languages, the word “madrasa” has the same meaning: “place of learning”.¹⁹ When translated into Indonesian, the word “madrasa” has the meaning of “school” even though in the beginning the word “school” itself did not originate from the Indonesian language, but rather from a foreign language, namely school or scola.²⁰

Even though technically, that is, in the formal teaching and learning process, madrasas are not different from schools, but in Indonesia madrasas are not necessarily understood as schools, but are given a more specific connotation, namely “religious schools”, places where students gain learning about religious or religious matters or intricacies (in this case Islam).²¹

The term Islamic education can be understood from three points of view, namely: (a) Islamic religious education (b) education in Islam (c) education according to Islam. In the academic framework, the three points of view must be clearly distinguished, because all three will produce their own scientific disciplines. Islamic religious

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¹⁸ Abu Luwis, al-Munjid, 221.
¹⁹ Ibid.
²⁰ Fadjar, Vision for Renewal, 111.
²¹ Ibid., 112.
education refers to the operational process in the effort to educate Islamic teachings. This approach will become the subject of study in “Theoretical Islamic Education”. Education in Islam is socio-historical, and becomes the subject of study in the “History of Islamic Education”. While education according to Islam is normative, and becomes the subject of study in “Philosophy of Islamic Education”.22

Before Indonesian independence, the growth of Islamic educational institutions in Indonesia would not be far after the entry and spread of Islam itself, if not the process of Islamization itself was assisted by educational institutions as its channel, and before the inclusion of the process of renewing education to these institutions, or more precisely the system of madrasas, these institutions are commonly referred to as traditional educational institutions.

**Definition of Educational Aspirations**

Most writers state that aspiration is a strong will toward an object or condition. They also emphasized the greatest likelihood of students and if they get support and encouragement, have aspirations in daily activities. Hinson (2002) concocts thought (Reissman; 1953, Spenner and Fetherman; 1978) by stating that “… aspiration refers to the coming period and the consequence is conformity to goals”. Further explained that, generally the results of research on student aspirations showed “… that success is the impact of increasing aspirations, on the contrary failure due to aspirations is at the lowest level”. The opinions of Spenner and Featherman also developed the perspectives laid by Reismann and stated that aspirations are the desire of college or an effort to improve employment status.23

Understanding aspiration as a determination of the goals to be achieved by individuals puts thought about a long process that is passed in the life span of an activity. As a process, aspiration requires a condition that allows a person to achieve what he has aspired. Strong aspirations result in success being achieved, whereas weak aspirations place individuals in failure. Students with strong aspirations in education always condition learning activities that lead to goals. All forms of behaviour will lead students to achieve targets.

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Meanwhile, according to Hauser and Anderson (1991), aspiration is a desire for results that are not limited by resource constraints. So, so that aspirations can be said as an individual’s desire to change or become better than the current conditions and not limited by obstacles or obstacles encountered.

As a desire, aspirations will not be separated from efforts to fulfill these desires. A student who has a desire to achieve the highest level of education, he will always utilize the time and energy and resources available. Obstacles or even challenge is a certainty that is encountered in an effort to fulfill desires. The very big obstacle naturally comes from students. The boredom of monotonous learning activities at school and at home is one of the obstacles experienced by students. The attitude of parents, teachers, and classmates is another obstacle that is always faced in the daily lives of students.

While aspirations according to Williams (1971), are “...individual desires to achieve future conditions. While expectations refer to other future desires that are owned by individuals.” It appears that William is still exchanging the meaning of aspiration with expectations. However, Williams also concluded that educational aspirations are students’ hopes and expectations for the future.

Interpreting aspirations with expectations certainly undermines the understanding of aspirations. Therefore expectations place short-term goals in student activities. Getting good grades in a subject is the expectation of all students in the learning process. Getting a predicate of excellent graduation is also the expectation of students in an education level. However, continuing study to a higher level of education is the aspirations of students based on short-term expectations as a first step in the education process. Expectations encourage students to activate all their capabilities to face the activity in front of them. Provide free time to repeat the subjects received at school, take tutoring or additional study at school or tutoring institutions, as well as initiate study groups to discuss the materials provided by the teacher.

26 Ibid., 30.
In another part, Henderson-King and Mitchell specifically emphasize that aspirations are actually individual dynamics that are turbulent and change in students. Physical, emotional, cognitive changes as a direct result of growth and development and maturity place aspirations into something that views education as a place to pursue a career, gain freedom, plan for the future, learn, have personal relationships, have social relationships, and learn and improve skills new skills that are needed, but do not necessarily make education a place of escape rather than a future responsibility.27

Aspiration brings someone closer to a career. Preparations that must be done by individuals towards the career that has been determined. The needs that must be held to achieve a career. In depth, the meaning of education as one of the ways to get a career that is explained explains that individuals have strong aspirations. Aspiration releases an individual cognitively to make choices as desired, or to have freedom. Changes in the ability to think as a result of the cause of obtaining education is the process of the formation of freedom of thought and action for and on oneself.

What will happen and what will be owned in the future can theoretically be planned from the beginning. Everyone expects success, and happiness in life. So much so that aspirations require education to go to what is expected. Learning is a process that happens all the time in the world of education. Learning produces changes in life. Perspective and way of acting are largely influenced by what is learned from learning. Perspective requires good planning towards the purpose of life, while the way to act allows the strategies and tactics used in an effort to obtain that goal.

Presenting aspirational narratives in the perspectives of various views of several writers and trying to examine these views familiarize the word aspiration in reason to get a perspective that fits the needs of this work. Therefore, the word aspiration needed in this perspective will lead to three meanings, namely one’s expectations, goals, and expectations of certain objects that have been set.

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Social Support

Lett, Blumental, Babyak, et al., conclude in a paragraph very clearly that the concept of social support has two broad domains; that is, network support and functional support, or the structure of social ties and the support provided by the structure. The network support referred to is the size, type, and number of meetings or contacts with people around us. Functional support is support provided by social networks. There are several types of functional support, such as emotional (feeling loving), instrumental (helping to get work done), financial (economic support), information (providing needed information), and assessing (helping to evaluate situations). Functional support is actually in the form of tangible amount in the form of instrumental support and financial support.

Furthermore, they also suggest that theorists carefully explain the functional support received (receiving functional support) from the subjective assessment of individuals of their satisfaction with support or their perception that support will exist if needed (perception of social support). Social support is a necessity that must exist in or must be available to someone, especially during adolescence. Teenagers experience very rapid changes in terms of physical, mental and social and simultaneously they also face emotional problems, conflicts with parents, and with peers.

So, so that the social support referred to in this study is something that is obtained by individuals from the environment in the form of instruments, social and emotional, and financial.

Personal Factor

Personal factors intended in this study are perceptions of schools and perceptions of majors. However, before an explanation of perception is narrated, it is first explained about the process of adolescent development. This is intended to limit the broadening of understanding and as a guide for entry into adolescent life.

During the teenage period, individuals begin to move from family members to parents of community members. This movement

is characterized by four things. First, adolescents grow in environments that provide direction for their development. Factors such as culture, institutional structure, and historic events, change very rapidly periodically. These changes provide space for adolescents to develop future oriented behaviour, mindset and motivation. Second, in the theory of lifelong development it is stated that adolescents are not passive when influenced by the environment, instead they choose an environment that is in accordance with development. Psychological mechanisms occur in choosing the environment, including motives, interests, goals, plans, decision making, commitment, play groups, and comfort.

Third, the consequences of choices on the environment will lead teens to success or failure. Regarding failure and negative experiences, teens must adjust their thoughts and goals to achieve success with the challenges they face. Fourth, after getting the results of their efforts, teenagers then conceptualize themselves and tell their parents and friends about themselves and the achievements they have obtained as a form of their identity.

Teenagers, like humans in general, have impressions of their environment. Every impression felt by him is certainly perceived differently. Glover and Bruning (1990), define perception as a psychological process, or rather a cognitive process. Before a person can interpret a stimulus, a number of cognitive processes must be carried out. Previously, Drever (1988) once explained that in perception there is a process of remembering and identifying. Therefore perception is not a passive process, but active. Every person actively chooses which stimulus will be captured, organized and interpreted, depending on personal interests, motivations, desires, and hopes.

Perception is also a time process for individuals to recognize, organize, and interpret the sensations obtained from environmental stimuli, so that the stimulus is meaningful or not for individuals.

31 J. Drever, Kamus Psikologi, Translated by: S. Nancy (Jakarta: Bina Aksara, 1988), 231.
According to Stenberg (1999), interpersonal perception is an individual’s assessment of the characteristics of others who interact with it. Through interaction an assessment process occurs about the characteristics of each that can cause feelings of pleasure or displeasure from both parties.\(^{32}\)

Based on the description above it can be concluded that the perception referred to in this study is the ability of individuals to understand, interpret and interpret accurately objective reality based on the knowledge they have and the process they undergo.

Effects of Social Support and Personal Factors on Student Educational Aspirations

The description presented in the results section of the study includes a description of the research data with the intention of giving a comprehensive picture to the reader regarding the subject under study and the research variables. Because not all readers can read and understand the results of research in the form of tables or analysis by using the help of analytical tools, so the writer feels it is important to narrate numbers into sentences that are easy to digest.

Theoretically, educational aspiration scores move from the numbers 0 to 9. But the research data shows empirically the educational aspirational scores obtained move from 0 to a minimum score of up to 8 for the maximum score given by the study subjects. While the mean rather than empirical data for educational aspirations is 4.9 with the standard deviation/standard deviation being at a score of 2.02.

Scores for the social support scale and the perception scale theoretically move from numbers 1 to 4 with the number of statements as many as 40, the lowest total score is 40 (40x1) and the highest score is 160 (40x40). Mean and standard deviations/standard deviations are 100 and 6.27, respectively. Thus, so empirically the minimum and maximum scores of each scale between social support and perception move from 0 to 148 and 101 to 149. Mean and standard deviations/deviations for empirical data of each social support scale and perception scale are 109.5 and 19.48 and 123.3 and 10.22.

Based on the table above, obtained statistical description information rather than the magnitude of the hypothetical mean and empirical mean for educational aspirations, social support and perceptions are as follows:

First, Hypothetical means of educational aspirations = 4.5, while the empirical mean = 4.9 indicates that educational aspirations on research subjects tend to be moderate.

Second, Hypothetical mean social support = 100 and empirical mean = 109.5 means that social support received by research subjects tends to be moderate.

Third, Hypothetical mean perception = 100 while empirical mean = 123.3 shows that the perception of research subjects also tends to be moderate.

The conclusion that can be drawn from the description of the hypothetical mean and the empirical mean above is that the hypothetical mean rather than educational aspirations, social support and perceptions on research subjects tends to be moderate.

After understanding the distribution of the research subject’s response to the scale used, the researcher will then briefly describe the categorization based on the range of values obtained from the subject’s response to the three research scales. The following categories are displayed in tabular form.

Table 2.

The range of values for the research data categories

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
<th>Category</th>
<th>Sample</th>
<th>Percentase (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspirasi Pend.</td>
<td>X \geq 6.92</td>
<td>High</td>
<td>11</td>
<td>21.57</td>
</tr>
<tr>
<td></td>
<td>6.92 \geq X \leq 2.88</td>
<td>Moderate</td>
<td>33</td>
<td>64.71</td>
</tr>
<tr>
<td></td>
<td>X \leq 2.88</td>
<td>Low</td>
<td>7</td>
<td>13.73</td>
</tr>
<tr>
<td>Social support</td>
<td>X ≥128,98</td>
<td>128,98≥X≤90,02</td>
<td>X ≤90,02</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Perception</td>
<td>X ≥133,52</td>
<td>133,52≥X≤113,08</td>
<td>X ≤113,08</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>

Looking at the figures and brief information display in the table above, it can be explained that the overall subject response to each scale is in the medium range with a percentage of 64.71% for educational aspirations, 92.16% for social support, and 72.55% for perception.

Before conducting a regression test of research data, there are prerequisite tests or assumptions testing of data with the aim of knowing and understanding the distribution of research data. The following will be presented an explanation of the test assumptions of research results that have been analyzed using SPSS.

Table 3.
Normality of research data normality

One-Sample Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th></th>
<th>Unstandardized Residual</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>51</td>
</tr>
<tr>
<td>Normal Parameters</td>
<td></td>
</tr>
<tr>
<td>Normal Parametersa,b</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>1.143</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.146</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the analysis of research data shows that the assumption test normality of data to meet the multiple regression analysis testing criteria are met. This is indicated by the value of K-SZ in the above spss output table is 0, 146 is greater than 0.05 with a significance level of 95%.
The next stage is the multicollinearity test, intended to determine whether there is a correlation between the independent variables in this study. The following are the results of the multicollinearity test tabulation of research data.

Table 4.
Multicollinearity of research data

<table>
<thead>
<tr>
<th>Coefficientsa</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>B</td>
<td>Std. Error</td>
<td>t</td>
</tr>
<tr>
<td>(Constant)</td>
<td>.704</td>
<td>3.602</td>
<td>.196</td>
</tr>
<tr>
<td>persepsi</td>
<td>.029</td>
<td>.029</td>
<td>.144</td>
</tr>
<tr>
<td>duksos</td>
<td>.006</td>
<td>.015</td>
<td>.063</td>
</tr>
</tbody>
</table>

a. Dependent Variable: asp

Multicollinearity test results on social support with a perception to find out the value of VIF (variance inflation factor). The value of multicollinearity for learning interest and parental support in this study was 1,000. All of these values still show numbers below 5, which are the limits of multicollinearity. The assumption of multicollinearity (the correlation between social support for perception) is if the VIF value moves away from 1 or if it exceeds 5. Based on these provisions, it can be concluded that the assumption of multicollinearity does not occur in this study.

After testing the assumptions of the research data and obtaining the results as required in multiple regression analysis, the next step is to analyze the research data using multiple regression analysis techniques assisted with spss. The following table presents the results/outputs/outcomes of the multiple regression analysis referred to.
Table 5.
Value coefficient correlation of research data

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>.704</td>
<td>3.602</td>
<td>.196</td>
<td>.846</td>
</tr>
<tr>
<td>Persepsi</td>
<td>.029</td>
<td>.029</td>
<td>.144</td>
<td>.992</td>
</tr>
<tr>
<td>Dukos</td>
<td>.006</td>
<td>.015</td>
<td>.063</td>
<td>.430</td>
</tr>
</tbody>
</table>

a. Dependent Variable: asp

Based on the above table summary, the following equation can be made: 
\[ Y = 0.704 + (0.029 \times \text{perception}) + (0.006 \times \text{social support}) \]. From this equation, it can be read that:

The value of the regression constant of 0.704 indicates that if there is no increase in the variables of perception and social support, then the educational aspirations are 0.704.

Perceptual constant value of 0.029 indicates that for each addition of 1 number for perception, educational aspirations will experience an increase in numbers of 0.029.

The value of the social support constant of 0.006 indicates that for each addition of 1 number of social support, the educational aspirations will experience an increase in the number of 0.006.

The above table also shows the results of testing the hypothesis that together the independent variables (perception and social support) have a regression value of \( R = 0.283 \), with an effective contribution of 8.0% (R Square = 0.080) on student achievement. This hypothesis is then tested with the analysis of variance (ANOVA) technique to see the semester significance of the independent variable in predicting the dependent variable.

After analysis of variance, the value of \( F_{\text{regression}} = 5.850 \) was obtained with a significance level of 0.499 (p > 0.05). This significance level value shows that social perception and support together contribute to students’ educational aspirations. Simply stated, social perception and support can be predictors of students’ educational
aspirations. This finding also shows that the hypothesis in this study was accepted. The following Anova table is meant.

Table 6.
Analysis of variance (ANOVA) research data

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>5.850</td>
<td>2</td>
<td>2.925</td>
<td>.706</td>
<td>.499a</td>
</tr>
<tr>
<td>Residual</td>
<td>198.973</td>
<td>48</td>
<td>4.145</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>204.824</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), dukos, persepsi
b. Dependent Variable: asp

Examining theoretical educational aspirations, which are the dependent variable in this study, leads us to an understanding that all forms of processes or dynamics of a person, especially students, in an effort to achieve the highest education desired is the meaning rather than educational aspirations. So important are the aspirations of education, so that for every student who goes through the process of education and learning, both formal and non-formal education institutions, it is recommended by educators to always have ideals. However, ideals are not educational aspirations.

Emotionally, a student will face a variety of educational and learning situations that enable him to succeed or fail to achieve the set targets. Parents, teachers, friends, the home environment, and the school environment directly or indirectly contribute to the emotional change of students in the learning process.

Educational aspirations do not stand alone without any supporting or even inhibiting factors. Social support is one of the many who contribute to the educational aspirations of a student. Social support gives us an illustration that students are not personal, free from any threat, they will cease temporarily (not going up to class) or permanently (dropping out of school) when they are in the education and learning stages.

Social support includes all the power and effort a student receives from the environment in which he is located. Motivational expressions, the provision of learning tools, and even a conducive environment are some forms of social support that affect students. Students who get full social support from parents will naturally differ
in achievement at school with students who do not get social support from parents. More specifically, students with single parents also have differences in school performance. Students with equitable social support at every level and type of education in their path will show striking emotional, cognitive, and psychomotor differences in school. Because every social support obtained will be able to strengthen and even weaken the educational aspirations they have.

As a dynamic, which sometimes arises sinking, perception is one of the variables analyzed to contribute together to the educational aspirations of a student. Perception is a person’s reasoning for objects seen and felt. Perception forms a strong bond between students and objects of interest. Perception, thus will bring the educational aspirations of a student.

It is realized that perception contributes to the success and failure of one’s education, so researchers make perception as one of the independent variables in this study. Educational aspirations are felt to be gripping in students’ reasoning if their perception of themselves and their original education are low. Positive self-perceptions deliver student success, whereas negative self-perceptions tend to be destructive to student achievement. The environment has a very strong role on students’ positive and negative self-perceptions.

Together, social support and perception shape and direct students’ educational aspirations according to the findings in this study. Organizing the learning environment and educational environment will strengthen the educational aspirations set by students. Because social support and perception are direct products of the environment. Students who only get social support without positive self-perception tend to decrease their educational aspirations. On the contrary, positive self-perception without strong social support will weaken the educational aspirations that students have.

The aspirations of education as an asset owned by students can be even stronger if social support and perception support the journey of education and learning. Social support is not strong enough to support the achievement of educational aspirations. Also on the contrary, the perception of being alone is not so able to guarantee the aspirations of education remain consistent on the established path
Conclusion

Based on the findings of this study, it can be concluded that the aspirations of education as an asset owned by students can become stronger if social support and perceptions support the journey of education and learning. Social support is not strong enough to support the achievement of educational aspirations. Also on the contrary, the perception of being alone is not so able to guarantee the aspirations of education remain consistent on the established path. The family environment, the community environment, and the school environment are both supporters and weakers of social support and perception. In such a way that the educational aspirations of students will experience obstacles as well as improvements in the learning and education process. It is important to strengthen social support and direct positive perception as a milestone to achieve educational aspirations.

References


Effects of Social Support and Personal Factors on Educational Aspirations


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Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.