



TECHNIUM
SOCIAL SCIENCES JOURNAL

Vol. 17, 2021

**A new decade
for social changes**

www.techniumscience.com

ISSN 2668-7798



9 772668 779000

Students Perceptions in Choosing Education to Higher Education

Rolas Lodi Febri Ignatius Nainggolan¹, Sismudjito², Hadriana Marhaeni Munthe³, Rizabuana Ismail⁴, Henry Sitorus⁵

¹ SMA Negeri 1 Sunggal Jl. Mencirim Sei - Sei Semayang, Village sei Semayang, Sunggal sub district, Deli Serdang, North Sumatra, 20 351, ^{2 3 4 5}Department of Sociology, Faculty of Social and Political Sciences, University of North Sumatra Jl. Dr. Sofyan No. 1, USU Campus, Medan Selayang, Medan City, North Sumatra, 20154,

rnrolasnainggolan@gmail.com¹, sismudjito@usu.ac.id², hadrianamunthe@yahoo.com³, rizabuana@usu.ac.id⁴, sitorhen66@gmail.com⁵

Abstract. This research describes how the choice to continue their education at the University of North Sumatra (USU) from the perspective of SMA Negeri 1 Sunggal students, starting from their perceptions of USU, their motivation to continue their education at USU, and how the environment influences their choice to continue their education at USU. The method used in this research is descriptive qualitative method, which describes phenomena based on actual conditions. The informants in this study were students who were in class XII SMA Negeri 1 Sunggal who were selected purposively based on their interest in continuing their education at USU. The data collection techniques used were in-depth interviews, participatory observation, and observation. The data that has been collected is then analyzed using descriptive qualitative analysis techniques to then draw a conclusion. The results showed that students considered continuing education at USU would make them smarter, because they would be taught by lecturers who were experienced and competent in their fields. In addition, USU is an institution that has been recognized for its existence in North Sumatra, and not everyone can become a student at USU. For some students, this is prestige in itself and raises the notion that being USU alumni can open up opportunities to get good jobs so that they can improve their family's socioeconomic status. The choice to continue their education at USU is largely influenced by school and the peer group, while families are more likely to direct students to work after completing school. This condition is due to the fact that most students come from underprivileged circles, so that the financial contribution of each family member is very meaningful to maintain the survival of the family.

Keywords. Perception, Motivation, Social Environment, Education, University of North Sumatra

1. Preliminary

According to Ki Hajar Dewantara (in Subaidi, 2016: 1), education is the whole effort to advance character, mind, and body, in order to advance the perfection of life, namely living and reviving individuals who are in harmony with nature and society. Education is the mandate of the 1945 Constitution as stipulated in Article 31 paragraph 1, which reads "every citizen has the

right to education". In order to carry out this mandate, the government then issued Law Number 20 of 2003 concerning the National Education System and other regulations that are its derivatives. These various regulations then shape education into an increasingly complex process, which is carried out on a classical basis, accompanied by a curriculum as a guide in teaching and learning activities.

In Indonesia, education is divided into 3 levels, namely basic education (Elementary School and Junior High School or equivalent), secondary education (Senior High School or equivalent), and higher education (Diploma, S1, S2, and S3). For decades, the government launched a program of 9-Year Compulsory Education (elementary and junior high school equivalent) as the basic competencies that must be owned by everyone as the basis for life and contribute to the community, especially for jobs at an early stage (*entry level*). H ingga in June 2015 and the government improve the basic competence of national education became compulsory 12 years (elementary, middle, and high school equivalent), and also marks that public awareness of education is increasing.

Associated with it, in the last decade emerged a *trend* whereby high school students and vocational school in North Sumatra tend to be choosing to continue their education to university after finishing school. *One of the signs of this trend* is the number of students that is increasing every year, as presented in the following table.

Table 1. Comparison of the Number of Students and High School / Vocational School Students in North Sumatra

No.	Year	Number of Students				total Students	Percentage
		Public universities		private colleges	total		
		Ministry of Education and Culture	Ministry of Religion				
1	2019	81,975	25,934	326,235	434,144	697,583	62.24%
2	2018	75,804	23,923	307,398	407,125	670,366	60.73%
3	2017	72,710	18,759	289,158	380,627	667,420	57.03%
4	2016	76,037	15,038	271,782	362,857	644,389	56.31%
5	2015	60,404	11,313	231,938	303,655	623,508	48.70%
6	2014	69,576	10,912	239,601	320,089	567,332	56.42%

Source: Primary Data

From the above data, it is known that there are an increasing number of students who significant over the last six years, and is followed by the amount of the percentage of students who continue their education to higher education both in public and private sector. Although later this *trend* is closely related to the phenomenon of unemployed scholars which is now a frightening specter for the younger generation, this data provides an overview of the true extent of public awareness of higher education.

In North Sumatra Province itself, there are 6 state universities and 280 private universities, both under the auspices of the ministry of education and culture and the ministry of religion. This amount makes it easy for students to choose which college will be a place for them to gain knowledge. If they fail to enter public universities, they will study at an accredited private university. But still, among these various options, state universities are still the places that are very attractive to most students to continue their education.

Every year, hundreds of thousands of people apply to various state universities in Indonesia, and the University of North Sumatra is one of the universities with the highest number of applicants in Indonesia. At this moment, everyone prepares everything to face the selection to enter public universities, from studying independently to following study guidance which is relatively expensive.

On the other hand, the school also prepares its students to be able to graduate to state universities with various strategies that are considered qualified, SMA Negeri 1 Sunggal is one of the schools in North Sumatra that seems to be active in encouraging and facilitating its students to continue their education to state universities., either through invitation or SBMPTN. This phenomenon that occurred has led to an interest in discovering exactly what makes students interested in continuing their education to public tertiary institutions, and what motivates them to make this choice.

Research related to student motivation and interest in continuing education in higher education has actually been done, such as Fitriani (2014) which examines the effect of motivation, learning achievement, parents' socioeconomic status and the school environment on the interest in continuing education to higher education in Kendal., as well as Puspitasari & Finisica (2018) which focuses on the factors that influence students to choose higher education institutions in Surabaya. Hidayati (2015) specifically examines how self-efficacy can affect a student's personal choice to continue their education at a public university in Yogyakarta, while a more comprehensive study was conducted by Miranda (2016) on the relationship between family typology and the choice to continue education in Yogyakarta. America. This research shows surprising results, that families with a background of economic class, social class, and a certain identity have their own choices about universities according to their characteristics.

Studies conducted on some of the literature above show a relatively similar typology, that there are several factors that influence students' interest in continuing their studies and choosing the college where they will study later. But unfortunately these studies are more focused on quantitative research, so they do not answer the phenomena that occur specifically and in depth. On the other hand, preliminary studies were conducted in SMA Negeri 1 Sunggal actually showed their different tendencies, so this is an issue very shortly scrambled to be explored further. On that basis, this paper will discuss several things, including:

- 1) What are the perceptions of SMAN 1 Sunggal students about the University of North Sumatra?
- 2) What is the motivation of SMAN 1 Sunggal students to continue their education at the University of North Sumatra?
- 3) How does the environment affect the choice of SMAN 1 Sunggal students to continue their education to a higher level?

The basic assumption used in this study is that continuing education at the University of North Sumatra for SMA Negeri 1 Sunggal students are not just for continuing their education, but there are other things behind it. This construction is strongly influenced by internal and external factors, namely how their perceptions and motivation to continue their education in public universities, and how the environment affects their perceptions and motivation. A study of this matter will reveal how actually the phenomenon of continuing public higher education for high school students, especially SMA Negeri 1 Sunggal students.

2.Literature review

Continuing education to higher education is basically a very difficult decision, because this is a form of painful metamorphosis to achieve a brighter future (Suryani, 2006; Rohmah & Falah, 2016 ; Mufida & Efendi, 2019). There are many things that are sacrificed when someone

chooses to undergo this process, one of which is losing the opportunity to live freely, delaying marriage, and losing the opportunity to enter the world of work earlier (Wiest et al., 2001; Tazkiyah, 2010; Kurniawaty et al., 2016). Therefore, only people who have the willpower will be motivated to choose to continue their education to a higher level.

Theoretically, the interest in continuing education to higher education is influenced by various factors, including; motivation, learning achievement, socio-economic background, the amount of education costs, and social conditions such as family, peers, and so on (Tazkiyah, 2010; Fitriani, 2014; Agustina & Afriana, 2018; Syaifulloh & Riono, 2020). This motivation according to Sardiman (2005: 89) can come from within (intrinsic) and outside (extrinsic), such as the family environment, friendship, and school. In line with this, Maslow (in Aripadana, 2018) said that motivation comes from physiological needs, the need for security, the need to socialize, the need for appreciation, and self-actualization.

Besides motivation, Hidayati (2015) assesses that students' self-efficacy is a determining factor in the decision to continue tertiary education. This opinion is confirmed by Turner et al. (2009) in their research which states that the parenting style applied by parents at home tends to affect students' self-efficacy and motivation to achieve. In this case, a child has a tendency to seek attention from his parents, by increasing academic achievement or vice versa. Contextually, graduating to state universities is one indicator of academic achievement.

A different opinion was conveyed by Miranda (2016), who said that *habitus* was the main factor for students to choose whether they would continue their higher education or not, as well as which college they would continue their education in. In simple terms, *habitus* is defined as an action that arises by itself as a form of responsiveness that is built from patterned, repetitive habits, and is influenced by the social environment (Crosley, 2001; Reay, 2004; Lizardo, 2004; Crosley, 2013). In this case, a student whose daily life is in contact with academic matters, is familiar with one field of study, and lives in a strong academic environment tends to choose to continue education to a higher level and choose the best university to support self-development according to their interests and talents (Thomas, 2002; Smyth & Banks, 2012; Saehu, 2018).

Then, the choice of higher education as a place to continue education is usually influenced by the friendship environment (*peer*), the image of the institution, motivation, family environment, location and price (Wulandari, 2013; Puspitasari, 2018). In addition, career support from an early age can also influence students' decisions in choosing which tertiary institutions according to their interests and talents (Rohmah & Falah, 2016). More specifically, Sulistyono & Baharuddin (2019) emphasize how important it is for the position of schools to introduce universities to build positive perceptions and generate student interest in continuing their education.

3. Method

This research was conducted using a qualitative approach, which produces descriptive data in the form of words written or spoken of people and observed behavior (Bogdan & Taylor in Moleong 2010 : 4). This method is used because it is in accordance with the research objectives, which only describes how USU is in the perspective of SMA Negeri 1 Sunggal students as what happens in the field. The unit of analysis in this research is the entire academic community of SMA Negeri 1 Sunggal, starting from the Principal, Teachers, to Students. Of these, several informants were selected consisting of the Principal, Teachers, and Students who were purposively considered relevant to the research topic.

The data collection process was carried out for 1 (one) month, starting from May 1-30 2020. The techniques used to collect data were participatory observation, in-depth interviews, and literature study. This technique is considered appropriate, given the status of the researcher who also serves as a teacher at SMA Negeri 1 Sunggal. The process of data collection is done in the school, in the neighborhood and in the neighborhood friendship (*peer*). During this process, the researcher used a data collection tool in the form of a *gadget* which had applications for cameras, video recorders, voice recorders, and writing instruments for making field notes. The data that has been obtained are then analyzed using a technique developed by Miles & Huberman (1992), namely: Data Reduction, Data Presentation, and Verification until finally a conclusion is drawn.

During the data collection process, hardly found significant obstacles. A unique thing actually happened when in-depth interviews, instead of answering the informants consisting of students, they often consulted about the procedures for registering for SNMPTN, tips and tricks for graduating to state universities and how the experiences of researchers studying at state universities. Often times, students are still interested in the interview process but have to stop because class hours are over, so the researcher must say to continue lessons with other teachers first and will continue later outside school hours.

4.Results

4.1. Perceptions About Continuing Education to the University of North Sumatra

Continuing education at the University of North Sumatra (USU) is one of the goals to be achieved by students SMA Negeri 1 Sunggal, and they have a different perception of looking at it. Most students perceive that continuing their education in public tertiary institutions can make them smart, because they will have the opportunity to learn from professional lecturers who are competent in their fields, with qualifications that have been recognized through a certification process that is not easy. In addition, they also hope that they will meet people with the same enthusiasm, so that they will be more motivated to progress and develop, both in academic achievement and in other learning activities outside of college.

Then for some other students, continuing their education at the University of North Sumatra can trigger an increase in social mobility up between generations. Having a high education is important, because the terminology about the level of education is often a measure of the social strata in society in their social environment. Someone who has higher education tends to get respect from the community, while those with low education are often not taken into account, especially in the decision-making process. Even though it is not explicitly acknowledged, but those who have it seem to have the *privilege* of being heard.

Some students understand that by getting a good socio-economic strata in society, they will indirectly raise the dignity of their family. Moreover, parents also have a strong hope that their children can live more properly, and because of that they try hard so that their children do not feel all the difficulties they feel. This is often illustrated by the expression that "the *father may only have graduated from SMP, but his son must be higher than that*".

On the other hand, there are also students who think that continuing education at the college have prestige (*prestige*) of its own, especially if they graduate in public universities as at USU. It feels so brave to walk in the almamater jacket, because not everyone has the opportunity to wear it. In 2020, for example, USU can only accommodate 3138 seats from the SBMPTN route, 2896 for the independent pathway, and 1165 for Diploma education. This number does not include students who passed through the invitation, and this number only

accommodates 8,79% of the total applicants who took part in the selection in the previous year of 35,719.

Furthermore, almost everyone knows that just passing the exam is quite tough, so only selected people can be accepted as students at USU. For parents too, this achievement can be a proud story, because there is an opinion in society that the way parents educate affects children's achievement. When children excel, it is all because their parents educate them in a good way. When they are asked, "where did your son go to college?", With the full to pride an they will be answered" *lecture at USU* ".

4.2. Motivation to enter the University of North Sumatra

Many students of SMA N 1 Sunggal say that they choose to continue their education at Universitas Sumatra Utara (USU) because of the reputation of the institution that has been recognized (accredited), and it puts USU as one of the favorite college in North Sumatra. Students believe that studying at state universities in general can open up greater opportunities to develop interests and talents, either through the lecture process in class, the learning process through field or laboratory practices, student organizations, and other extra-campus activities. Besides that, they also believe that public universities such as USU has facilities supporting more complete, ker network to- comprehensive inter-agency, and a curriculum that meets the qualification standards required by the world of work adult 's.

This belief arises because they see the fact that the alumni SMA N 1 Sunggal who once studied at USU many are successful in your career, both as a civilian state apparatus (ASN), employees of private companies, state enterprises, as well as leading businessmen. Most of the alumni who are successful in their careers usually have good track records, and they made many achievements during their studies, both in high school and in college. From here, they then understand that success will come to people who are ready at the right moment, and therefore they are motivated to continue learning and making achievements as did their predecessors.

Then in addition to the things that have been mentioned above, the biggest motivation for students to continue their education at USU is actually because the tuition fees are relatively cheaper than private universities. Moreover, there are many scholarships given to underprivileged students, both from internal campuses such as Student Financing Assistance (BBM) and Academic Achievement Improvement (PPA), as well as from other institutions such as the Supersemar Foundation, Bidikmisi, and others. All of these open opportunities for underprivileged students to continue their dreams by continuing their education to a higher level, and indeed there are many inspirational stories about underprivileged children who have higher education because of receiving scholarships.

Apart from scholarships for underprivileged students, USU also collaborates with several institutions that provide scholarships for outstanding students, such as; LPDP, Tanoto Foundation, Beswan Djarum, Pertamina Scholarship, and so on. This scholarship-giving institution already has a name and is widely known throughout Indonesia, so that the recipients have their own prestige because those who graduate have gone through various stages of rigorous selection, received various leadership and personal development training, and are considered to have appropriate *core values* to represent an institution that is support their financial needs while undergoing lecture activities. Often the *track record* of students who have received this scholarship is taken into consideration by many organizations, especially in terms of recruiting human resources (employees) and when applying for other scholarships at a higher level of education.

Furthermore, the motivation for choosing USU as a place to continue education is because this campus is the closest non-teacher public university. Economic limitations have limited their steps, so they don't have the chance to dream of being able to graduate at other state universities located outside the province, such as the University of Indonesia, Gadjah Mada University, Padjadjaran University, Diponegoro University and so on. They have come to the level of thinking that the costs incurred during college are not only a matter of UKT, but also living expenses such as housing, food, drink, fees, data packages, and so on. Even though they may later get a scholarship, it is not necessarily the scholarship that they receive to cover all their living needs during the study period. Logically, they consider this a risky choice that should be avoided.

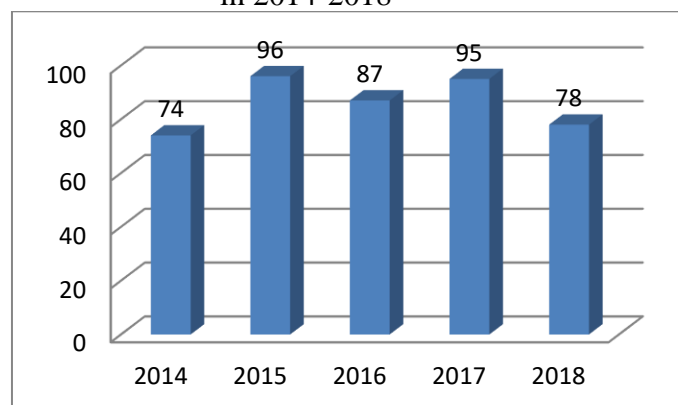
4.3. Social Environment and Options for Continuing Education

The social environment basically has a relatively large influence in shaping the perceptions and interests of students at SMA N 1 Sunggal to continue their education at USU. The environment affects the habitats as a rock that is continuously dripped with water, over time it will change its shape according to the water drop pattern. In this context, the social environment in question includes the family environment, the school environment and the circle of friends (*peer*).

In a family environment, some students do not get good support to continue their education to a higher level. Families tend to be happier if students work immediately after graduating from school, so that they can escape from their parents' responsibilities and can even contribute to improving family welfare. This condition is due to the students' family backgrounds who come from underprivileged circles, so that the desire to continue their education often collides with the fact that they live in a difficult economic situation. They have to choose, ease the burden on their parents by working after graduating from school, or even get sick for several years to continue their education in order to achieve higher goals.

Interestingly, even greater support came from the school. The school perform social engineering to motivate students by introducing Universities to students and parents of her, giving extra tutoring, to organize simulation National Selection of State Universities (SNMPTN). Evidently, from year to year there are students who graduate at state universities throughout Indonesia, either through invitation, SNMPTN, SBMPTN, and so on.

Table 2. Number of Students of SMA Negeri 1 Sunggal Graduated at State University in 2014-2018



Source: Primary Data

The data above shows that there are a relatively large number of SMA Negeri 1 Sunggal students who graduated at state universities throughout Indonesia. Although the number tends to fluctuate, this is a very good achievement for the size of public schools at the district level. This amount may be equal or even exceed the existing schools in the city of Medan, and this m embuktikan that schools have a role to support its students to continue their education to a higher level. This happens because schools realize that most students come from underprivileged families, and an effective way to encourage increased social mobility is through higher education. With a higher level of education, they will have a greater opportunity to get a decent income job. Moreover, currently there are many scholarships that make economic limitations no longer the main reason for not continuing education.

Social engineering is done by the school is indirectly creating an environment of friendship (*peer*) good for motivation to continue their education to a higher level. Many students then form study groups according to their respective interests and interests, the goal is that they can support each other in reaching the state universities they want. Apart from their classmates, they also establish good communication with alumni who have previously continued their education to state universities. From alumni, they get tips and information about the desired state universities, such as; the number of *passing grades*, the prediction of the questions that will come out, to the life environment of the academic community on the campus.

5. Conclusion

Based on the research that has been done, it is known that the choice to continue their education at the University of North Sumatra for SMA Negeri 1 Sunggal students is not just for continuing their education. In addition, it turns out that the status of being a student and alumni of USU is prestige in itself and opens up opportunities to get a job with a good income. In addition, at USU there are many scholarships that allow them to stay in college without having to burden their family finances. This is all part of a strategy to change fate and improve the family's economic social status in the future. This fact also answers the basic assumption used in the study, that there are actually other factors behind the interest of SMA Negeri 1 Sunggal students in choosing USU to continue their education.

To support this, the environment should be able to create an appropriate atmosphere to increase student motivation to continue their education at USU or other public universities. Schools can be good agents of socialization to build awareness of higher education and motivate students by introducing public universities to students and their parents. Families must provide support so that students are motivated to continue their education to a higher level, where all of this will later affect their self-development and trigger the emergence of a naturally occurring process of intergenerational social mobility.

As for the research, there are still many shortcomings, one of which is the limitation of researchers to reveal how the relationship between students and parents in the process of forming a habitus affects the choice to continue their education to a higher level and which university they will continue their education to. Then, in general, this research cannot generalize the phenomena that occur, because the *scope* of this research is casuistic and is still limited to SMA Negeri 1 Sunggal. But of course, this weakness opens up opportunities for other researchers to examine this issue from a different perspective. If that happens, it is hoped that this research can become a reference for other research in the future.

References

- [1] Agustina, R., & Afriana, RA (2018). The Influence of Learning Motivation, Learning Achievement, Parents' Socio-Economic Status, and Peer Environment on the Interest of

- Continuing Education to S1 Accounting Universities in Private Vocational Schools in Banjarmasin. *Economic Dynamics-Journal of Economics and Business*, 11 (1), 12-27.
- [2] Aripadana, GK (2019). The Influence of Motivation and Self-Efficacy on the Interest of Continuing Education in High School Students in Semarang Regency (Thesis, UNNES).
- [3] Crossley, N. (2001). The Phenomenological Habitus and its Construction. *Theory and society*, 30 (1), 81-120.
- [4] Crossley, N. (2013). Habit and H abitus. *Body & Society*, 19 (2-3), 136-161.
- [5] Fitriani, K. (2014). The Influence of Motivation, Learning Achievement, Parents' Socio-Economic Status and School Environment on the Interest of Continuing Education to Higher Education in Students of Class XII Accounting at SMK Negeri 1 Kendal. *Economic Education Analysis Journal*, 3 (1).
- [6] Hidayati, N. (2015). Relationship Between Academic Self-Efficacy and Interest in Continuing Studies at Higher Education in the Remaining Class of Xi SMA Negeri 1 Kretek, Bantul. *Journal of Student Guidance and Counseling Research*.
- [7] Kurniawati, L., Nurrochmah, S., & Katmawanti, S. (2016). The relationship between education level, employment status and income level with the age of first marriage of women in Kotalama Village, Kedungkandang District, Malang City. *Preventia: The Indonesian Journal of Public Health*, 1 (2), 210-219.
- [8] Lizardo, O. (2004). The Cognitive Origins of Bourdieu's Habitus. *Journal for the theory of social behavior*, 34 (4), 375-401.
- [9] Miranda, RM (2016). Choosing By Habitus: Multi-Case Study of Families & Schools in the Context of School Choice (Doctoral dissertation, University of Minnesota).
- [10] Miles, BM, & Huberman, M. (1992). *Qualitative Data Analysis of Resource Book on New Methods*. Jakarta: UIP
- [11] Moleong, LJ 2010. *Qualitative Research Methodology*. Bandung: Rema d ja Rosda K arya.
- [12] Mufida, A., & Effendi, ZM (2019). The Influence of Parents' Income and Learning Achievement on the Interest of Continuing Education to Higher Education in Class XII Students of Accounting at SMK Negeri 2 Pariaman. *Journal of Ecogen*, 2 (4), 687-695.
- [13] Puspitasari, A. & Finisica, D. P. (2018). Analysis of Factors y ang Selection Decisions Affecting University Students of Class X II S MA Negeri 22 Surabaya. *Journal of Economic Education, Management and Finance*, 2 (1): 1 - 10.
- [14] Reay, D. (2004). 'It's all becoming a habitus': beyond the habitual use of habitus in educational research. *British journal of sociology of education*, 25 (4), 431-444.
- [15] Rohmah, K. & Nailul, F. (2016). Career Guidance Services To Increase Motivation To Continue Education To Higher Education For Students Of S MA Negeri 1 Depok Sleman DI Yogyakarta. *Hisbah's Journal*, 13, (1) : 41-58.
- [16] Saehu, R. (2018). Establishment of CI / BI Student Habitus in Accelerated Classes (Case Study of SMA Negeri 65 Jakarta). *Journal of Sociological Analysis*, 7 (1).
- [17] Sardiman. (2005). *Teaching and Learning Interaction and Motivation*. Jakarta: Rajawali Grafindo Persada.
- [18] Smyth, E., & Banks, J. (2012). 'There was never really any question of anything else': young people's agency, institutional habitus and the transition to higher education. *British Journal of Sociology of Education*, 33 (2), 263-281.
- [19] Subaidi, H. (2016). Concept of Islamic Education with Humanist Paradigm. *Nadwa: Jurnal Islamic Education*, 10 (1), 26-49.
- [20] Sulistiyo, TD & Baharuddin, I. (2019). Student Perceptions Influence S MA X d i Jakarta On Tourism Education Of Interest For Continuing Education d i College of Tourism. *Eduturism*

Journal, 4 (1): 1-25

- [21] Suryani, Nanik. (2006). The Influence of Parents' Social and Economic Conditions on the Motivation to Continue Education to Higher Education. *Journal of Economic Education UNNES*, 1 (2): 189-205.
- [22] Syaifulloh, M., Wahana, ANPD, & Riono, SB (2020). Impact of Education Costs on Interest in Further Studies at Higher Education in Brebes Regency. *Syntax*, 2 (4), 93.
- [23] Tazkiyah, A. (2010). Interest of Carving Craftsmen Family Children Continuing Education to Higher Education (Case Study in Mulyoharjo Village, Jepara District, Jepara Regency) (Thesis, Semarang State University).
- [24] Thomas, L. (2002). Student Retention in Higher Education: The Role of Institutional Habitus. *Journal of education policy*, 17 (4), 423-442.
- [25] Triwidatin, Y. (2019). Effect of Socio-Economic Conditions of Student Achievement Parents Against Accounting Bogor. *Accountida's Journal*, 5 (2): 85-99.
- [26] Umma, I., & Margunani, M. (2015). The Influence of Learning Motivation, Learning Achievement, and Family Economic Conditions on Student Interest in Continuing Education to Higher Education Class XI IPS at SMA Negeri Sekecamatan Ngaliyan, Semarang. *Economic Education Analysis Journal*, 4 (1): 242-29.
- [27] Wiest, DJ, Wong, EH, Cervantes, JM, Craik, L., & Kreil, DA (2001). Intrinsic motivation among regular, special, and alternative education high school students. *Adolescence*, 36 (141), 111.
- [28] Wulandari, IM (2013). The Influence of Brand Image and Location on the Decision of Prospective Students to Continue Studies in Higher Education (Case Study of Class XII Students of SMAN Social Studies Department in Jember City), (Thesis, Jember State University).
- [29] E. P. PAPANIKOLAU, P. KRITIDIS: Contamination of the Agricultural Land of Greece with Cs-137 and Its Effect on Crops. In: Intern. Conf. on Radioactivity in the Mediterranean Areas, *Barcelona*, May 1988, 457-466.
- [30] K. TASCHNER: Environmental Management and Audit Scheme. *EEB ISBN 0987-09982-23-1 (Eds C. Key, K. Tashner)*. Brussels, Belgium, 1998.
- [31] North Sumatra in Figures for 2020, retrieved from: sumut.bps.go.id
- [32] North Sumatra in Figures for 2019, retrieved from: sumut.bps.go.id
- [33] North Sumatra in Figures 2018, retrieved from: sumut.bps.go.id
- [34] North Sumatra in Figures for 2017, retrieved from: sumut.bps.go.id
- [35] North Sumatra in Figures 2016, retrieved from: sumut.bps.go.id
- [36] North Sumatra in Figures 2015, retrieved from: sumut.bps.go.id