

# Student Self Management to Continue to Higher Education

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## Abstract

It becomes a reason for students to continue their studies to a higher level of education, namely higher education. According to Hardjana (1994:12) that "Higher Education is an educational unit that organizes higher education". Higher education can also be interpreted as an educational institution that organizes education and various kinds of expertise, for example: in the fields of education, economics, law, psychology, engineering, health and others in accordance with Law No. 20 of 2003 stipulates that higher education is an academic, polytechnics, high schools, institutes or universities determined by the government. In essence, every student has a tendency or interest to continue their studies to a higher level. This type of research is a survey method with a quantitative approach where researchers collect information by compiling questions using questionnaires to respondents. The quantitative approach in this study is in the nature of testing existing theories, namely to test the effect of student time management, parental support, peer support and achievement motivation on the interest in continuing their education to tertiary education in public high schools in South Minahasa Regency starting from theory, hypothesis, observation then confirmation. Place and Time The research was carried out in a high school environment in South Minahasa Regency. The research population is all students of class III (three) SMA totaling 532 students, the research sample is 215 students. The research results show that : Student Time Management has a direct positive and significant effect on Student Achievement Motivation in State Senior High Schools in South Minahasa Regency. That is, if students' time management increases, the achievement motivation will also increase. Parental support has a positive and significant direct effect on achievement motivation in students at public high schools in South Minahasa regency. That is, if parental support increases, achievement motivation will increase. Peers have a direct positive and significant effect on the achievement motivation of students in public high schools in South Minahasa regency. That is, the more good friends, the achievement motivation will increase. Student Time Management has a direct positive and significant effect on the Interest in Continuing Education to Higher Education in Students at State Senior High Schools in South Minahasa Regency. That is, if students' time management becomes better, the interest in continuing their education to tertiary education will increase. Parental support has a positive and significant direct effect on the interest in continuing education to tertiary institutions for students in public high schools in South Minahasa regency. That is, if parental support increases, the interest in continuing their education to tertiary education will also increase. Peers have a direct positive and significant effect on the Interest in Continuing Education to Higher Education in Students at State Senior High Schools in South Minahasa Regency. That is, if there are more good friends, the interest in continuing their education to higher education will increase. Achievement Motivation has a direct positive and significant effect on the Interest in Continuing Education to Higher Education in Students at State Senior High Schools in South Minahasa Regency. That is, if achievement motivation increases, the interest in continuing education to tertiary education will also increase. Student Time Management has a significant effect on Interest in Continuing Education to Higher Education in mediation with Student Achievement Motivation in State Senior High Schools in South Minahasa Regency. That is, if students' time management does not make a major contribution to continuing their education to tertiary institutions, it can be mediated with achievement motivation so that the interest in continuing their education to tertiary institutions will be even greater. Parental support has a significant effect on interest in continuing education to tertiary institutions mediated by achievement motivation in students at public high schools in South Minahasa regency. That is, if parental support does not make a major contribution to continuing education to tertiary institutions, it can be mediated with achievement motivation so that the interest in continuing education to tertiary institutions will be even greater. Peers have a significant effect on the Interest in Continuing Education to Higher Education mediated by the Achievement Motivation of Students in State Senior High Schools in South Minahasa Regency. That is, if peers do not make a major contribution to continuing their education to tertiary institutions, they can be mediated with achievement motivation so that the interest in continuing their education to tertiary institutions will be even greater.

**Keywords:** Student, Self Management, Education, Higher Education

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## 1. Introduction

Education is a conscious effort to develop human resources (HR) through learning activities. The ongoing

learning process, along with it also occurs the learning process. Education has a very important role for the progress of a nation, so education must be continuously improved both in terms of quality and quantity. Indirectly education can also improve the economic situation of a country because it can be seen in everyday life that every poverty always starts from ignorance. With education, human beings can be born who are able to build themselves and society in accordance with the sound of the National Education Law No. 20 of 2003 that: "National education aims to develop the potential of students to become human beings who believe in God Almighty, have good morals, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state in the framework of educating the nation's life". To have good quality and knowledge, Indonesian people must have the highest education possible and in Indonesia the highest formal education is tertiary education. Higher education contributes to preparing reliable and competitive human resources, M. Enoch Markum (2007: 19) argues that, "Higher education is organized to prepare students to become members of society who have academic and or professional abilities who can apply, develop and or create science, technology and or art".

Education also provides strong guidelines for the journey of human life. The quality of human resources is the most important thing for the progress of the Indonesian state. In addition, it is also one of the key success factors in facing global challenges, such as free trade, mastery of science and technology. The quality of human resources can only be obtained through education. For students who study in senior high schools, of course they must understand and be able to control and manage themselves to be successful and successful in studies, student self-management is of course very important in terms of determining the success of studies especially in continuing to tertiary education because without good self-management for students it will be difficult to realize an ideal in continuing to tertiary education or a higher level of education in self-management of course students are expected to be able to plan for the future and activities that support aspirations in achieving the educational goals of these students. Student self-management is basically being able to manage his life by setting his own goals, monitoring and evaluating his behavior, and providing reinforcement for himself. In self-management it is expected to be able to achieve the desired goals so that several things are needed that can support the achievement of a goal including: planning, preparation, focus and realistic time management. In terms of continuing their education to tertiary institutions, of course students need good self-management, namely in terms of time management. Students are expected to be able to manage or manage time so that they can organize and share their time properly, such as in terms of studying, playing time, socializing time with friends and time for worship.

Good time management for students will have an impact on order in terms of managing their lives, more specifically in pursuing goals, especially in the field of education in continuing their education to tertiary institutions. Examples of good student time management can be seen in the daily lives of these students, from getting up in the morning, preparing for school, to school activities that must be planned properly so that the desired target or goal can be achieved. If students are able to apply self-management properly, they will not experience obstacles in managing time. In addition, factors related to student self-management are parental support. Where this factor plays an important role for students in terms of continuing their education to tertiary institutions. Parental support such as: financing children in studies, including tuition fees, living expenses, school uniforms and other costs as well as moral support is very much needed for students, so it is hoped that from this existing support, students can manage existing finances and be able to control themselves in terms of using the parents' facilities entrusted to the student. Of course, students are taught to be responsible for themselves as well as parents who have provided support both materially and morally.

Another variable related to student self-management is achievement motivation. It is very clear that the role of student self-management in terms of achievement motivation is very close where students who are unable to carry out good self-management will appear in student motivation in achievement. One element in management, namely motivation. Achievement motivation is shown through how to organize learning, share time, and prepare yourself and have a strong drive to want to succeed. Encouragement from within students to learn and achieve should be owned by students. Because if students do not have strong encouragement from within themselves, then if they encounter difficulties and obstacles in learning students will give up and even retreat in their studies which results in failure. Conversely, if students have strong motivation or encouragement within themselves, then whatever is blocking them will not give up easily. This is closely related to students' self-management in achievement motivation. In addition to the achievement motivation variable, the peer variable influences interest in continuing education to tertiary institutions. A student must be able to manage himself so that he is not easily influenced by friends who might lead to failure. So that with good self-management students are able to manage themselves.

It becomes a reason for students to continue their studies to a higher level of education, namely higher education. According to Hardjana (1994:12) that "Higher Education is an educational unit that organizes higher education". Higher education can also be interpreted as an educational institution that organizes education and various kinds of expertise, for example: in the fields of education, economics, law, psychology, engineering,

health and others in accordance with Law Number 20 of 2003 stipulates that higher education is an academic , polytechnics, high schools, institutes or universities determined by the government. In essence, every student has a tendency or interest to continue their studies to a higher level.

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Another factor that also influences the interest in continuing their education to tertiary institutions is the family environment. The family environment has a major and very important role in shaping students' interest in studies. The family is responsible for providing funds for children's educational needs and guiding children in achieving the expected goals. Families (parents) with high socioeconomic status will not experience much difficulty in meeting their children's school needs, in contrast to parents with low socioeconomic status. For example: the cost of going to college is high, for parents who are economically able to overcome this problem easily, but parents who are economically unable will find it difficult to fulfill this. Another factor related to interest in continuing education to tertiary education is peers, where peers according to Slavin (2008: 98) reveal that "the peer environment is an interaction with people who are similar in age and status". The high intensity of meetings between students in schools has a big influence on the teaching and learning atmosphere.

Peers are able to provide motivation as well as a constructive atmosphere when in class. Of course this can affect students in terms of continuing their education to tertiary institutions. Peers of students both at school and outside of school certainly influence students in terms of acting and doing something. This relates to how students' self-management abilities to sort and choose which are good and which are bad. Peers are expected to be able to have a positive influence on students in their lives both at school and outside of school. For example, if the student associates with other students who do things that achieve, this can affect the student's self in terms of achievement. Conversely, if peers have a negative influence and these students do not have good self-management, then these students will follow what is done that is negative. So it is important for students to have self-management so that students can be successful and successful so that they can continue their education to tertiary institutions.

Likewise in public high schools in South Minahasa Regency where students have different backgrounds. This has become one of the problems for students who wish to continue their education to tertiary institutions. From the results of observations, there are students in public high schools in South Minahasa Regency, most of them work to earn additional income besides going to school, so this reduces students' interest in continuing their education. to college because of limited funds. In addition, the social environment in which the student lives also influences the interest in continuing education. The social environment is in fact less encouraging for some students to continue their education because they are influenced by associations that do not support them to continue their education.

Another important thing is related to student time management which is thought to have an effect on students' interest in continuing their education to tertiary institutions because from observations that there are students of public high schools throughout the South Minahasa Regency there is a tendency to be late to school often even if the weather is rainy or bad, almost some students do not go to school. Of course this has an effect on learning in schools. It is expected that students will have self-management in terms of time management so that problems such as being late for school and skipping can be minimized. Likewise in terms of parental support is very important for students in achieving goals. From the results of existing observations that there is a tendency for parental support in student education to be less than optimal. This can be seen in the lack of attention from parents to children who do not attend school, even school-age children sometimes skip school because they help their parents in the garden to make a living. So that parental support is very important both moral and material support in children's education. Material support given to students is expected that students are able to manage it so that what is expected by students such as the desire or interest in continuing their education to tertiary institutions can be achieved.

Likewise success in studies is influenced by other factors, namely achievement motivation. Achievement motivation is the drive to get success in education, this is thought to influence interest in continuing education. For example, in school, if the student has a strong drive in learning, the student will try to succeed in study, even though there are many challenges or obstacles in learning, never give up, so that they can succeed and even get the best grades. However, if students do not have the drive to excel, then these students have no interest in continuing their education. This phenomenon also occurs in public high schools in South Minahasa Regency, where students who do not have the motivation to achieve are unable to continue their studies to a higher level. Likewise with the peer factor from the results of observations that there are peers at school that influence

learning where students can learn well if existing peers can support learning conditions in class, for example in terms of learning students are still more free to ask questions and exchange ideas with friends. peers rather than teachers, thus this will certainly affect the interest in continuing their studies to tertiary institutions.

Based on existing data on high school students in South Minahasa Regency, students who continue their studies to tertiary institutions from 2018 to 2020 average 50% of the existing graduates. This shows a fairly high percentage of students who do not continue their studies at tertiary institutions and is certainly an interesting problem to study.

Based on the formulation of the problem, the purpose of this research is to find out and analyze:

1. The Effect of Student Time Management on Students' Interest in Continuing Education to Higher Education in State Senior High Schools in South Minahasa Regency
2. The Effect of Parental Support on Students' Interest in Continuing Education to Higher Education in State Senior High Schools in South Minahasa Regency
3. The Influence of Peers on Interest in Continuing Education to Higher Education Students in State Senior High Schools in South Minahasa Regency
4. The Influence of Achievement Motivation on Students' Interest in Continuing Education to Higher Education in State Senior High Schools in South Minahasa Regency
5. The Effect of Student Time Management on Achievement Motivation
6. The Effect of Parental Support on Achievement Motivation
7. Influence of Peers on Achievement Motivation
8. The Indirect Effect of Student Time Management on Interest in Continuing Education to Higher Education in Students at State Senior High Schools in South Minahasa Regency through Achievement Motivation
9. Indirect Effect of Parental Support on Interest in Continuing Education to Higher Education in Students at State Senior High Schools in South Minahasa Regency through Achievement Motivation
10. Indirect Influence of Peers on Interest in Continuing Education to Higher Education Students in State Senior High Schools in South Minahasa Regency through Achievement Motivation

## 2. Literature review

### 2.1. *The Effect of Student Time Management on Interest in Continuing Education to Higher Education*

Time management as a science and art that regulates the use of time effectively and efficiently to achieve certain goals through the elements contained therein. Time management is planning, organizing, actuating and monitoring time productivity. Where can set goals, set priorities appropriately, make schedules and minimize distractions. The role of time management is very necessary in the success of the study. Students must be good at managing time such as time to study, time to relax and time to play so that study time is not disturbed by other activities. Many students do not manage time well, so that learning time is disrupted and interferes with learning outcomes. According to Slemo Producing something is only possible if time is used efficiently. Using time does not mean working long hours until you run out of energy, but rather working really hard with all your energy and attention to complete a specific task. Don't do more than one task at a time, but complete it now, and don't put it off until tomorrow. Tasks that are often postponed are often never done. From the slemo explanation above, it can be concluded that if you can use time efficiently or as well as possible, you will produce something and using time does not mean you have to work long hours until you run out of energy, but by managing that time.

### 2.2 *The Effect of Parental Support on Interest in Continuing Education to Higher Education*

In learning, parents have an important role in the success of children's learning. Parents are the first and foremost people who are responsible for the survival and education of their children. Therefore, parents must be able to help and support all efforts made by their children and be able to provide informal education to help the growth and development of these children and to attend or continue their education in formal education programs at school, Hasbullah (2001).

Parental support can be in the form of material support or moral support. Moral support from parents for their children's education can be in the form of attention to fulfilling psychological needs which include affection, exemplary, guidance and direction, encouragement, instilling self-confidence. and parents have a role in providing motivation to learn to students, especially parental support for the success of children's education. With the attention of parents in the form of fulfilling these psychological needs, it is hoped that it can give children the enthusiasm to learn in order to achieve an ideal or achievement, Hasbullah (2001).

According to Dimiyati and Mudjiono (2009) children will always need motivation to be able to continue to learn consistently, in this case support from parents. Research (Fajriah, 2012) states that there is a very significant positive relationship between parental support and interest in continuing their education to college. The higher the parental support, the higher the ability to adjust itself. From the description above it can be stated that parental support can provide encouragement to motivate students to learn. The higher the parental support, the higher the interest in continuing their education to tertiary institutions, conversely the lower the parental



support, the lower the interest in continuing their education to tertiary institutions.

According to Schraw & Lehman (in Schunk, Pintrich & Meece, 2012: 318) states "Individuals will learn or perform well if they are interested and will not learn or perform well if they are not interested." Meanwhile, according to Urdan & Turner (in Schunk, Pintrich & Meece, 2012: 316) "interest becomes 2, namely personal interest and situational interest. Personal interest is a more stable personal disposition towards a topic or domain, while situational interest describes an attention to a topic that is more dependent on specific situations and is more temporary. More Krap et. all (in Schunk, Pintrich, & Meece, 2012: 318) "proposes three general perspectives on interest which include 3 aspects including: personal interest (individual disposition), attractiveness (aspect of context), and interest as an individual psychological state (including situational interest)." Personal interest as a relatively stable dispositional existence, personality trait, or individual characteristic. Personal interest is usually thought of as directed toward a specific activity or topic as opposed to curiosity, which is considered a more diffuse individual characteristic.

Meanwhile, the attractiveness of studying contextual features that make certain tasks or activities interesting that causes situational interest to be generated, which is a psychological state concerning being attracted to a task or activity. Interest is also one of the factors that determine a person's success both in terms of study, work and other activities. Many different experts express opinions about interest, but basically all of these are opinions that complement one another. According to Slameto (2010: 180), "Interest is a feeling of preference and a sense of interest in something or activity, without anyone asking." As for Krap et. all (in Schunk, Pintrich, & Meece, 2012: 320) states that "Situational interest is a psychological state regarding being interested in a task or activity." Someone who is really interested in an object will affect all attitudes and behavior, for example students with a high interest in continuing their education to tertiary institutions will try their best to achieve their goals even though there are many obstacles that must be faced, one of which is the state of the economy or people's income. the student's parents. Interests owned by students can be the basis or foundation in carrying out an activity so that optimal results can be obtained. This is in accordance with the opinion of Ngalim Purwanto (2010: 56) which states that "Interest directs actions to a goal and is an impetus for that action. Interest can be a source of motivation that encourages people to do something according to their wishes. The existence of this great desire by itself will encourage a person to focus more attention on something that is intended. Interest is also related to the tendency towards something or activity. Someone who has an interest in something will pay great attention to it because there is an attraction for him. That interest can foster a high sense of curiosity that causes a person to try to dig up information about the activities he is interested in.

### *2.3. The Influence of Peers on Interest in Continuing Education to Higher Education*

Adolescence is a difficult time for a child, not only because of the physical changes that make the child restless but also the change in status from a child to a teenager. Usually children tend to live in groups and want to live in freedom in an effort to find self-identity. Peer groups are the first social environment in which adolescents learn to live with other people who are not members of their family. Another opinion was expressed by St.Vembriarto (1993) in Sri Wulan (2007). Slavin (2008: 98) reveals that "the peer environment is an interaction with people who have the same age and status". The high intensity of meetings between students in schools has a big influence on the teaching and learning atmosphere. Peers are able to provide motivation as well as a constructive atmosphere when in class. Students also feel more comfortable when studying or asking questions about subject matter with peers because when asking questions with the teacher, a fear will usually arise.

In line with Slavin's opinion, Mappiare (2003: 157) states that peer groups are the first social environment in which adolescents learn to live with other people who are not members of their family. According to Crow and Crow quoted by Wulan (2007) states that "one of the factors of learning discipline comes from social factors, the intended social factor is association with peers at school and in the community". If a student hangs out with friends who have a good way of learning then other students can be influenced to follow his way of learning. Judging from some of the opinions of the experts above, peers are a group of people of the same age and status who want a free life in an effort to find identity. Usually this group is formed at a young age and is very influential on a student's behavior because peers are the first environment that is known by someone after family.

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#### *2.4. The Influence of Achievement Motivation on Interest in Continuing Education to Higher Education*

McClelland (1987) states that people who have achievement motivation are characterized by characteristics of like to work hard, tenacious, do not like to waste time, optimistic, and responsible. Based on Maslow's theory, McClelland determined that there are three specific motives that are useful in understanding work-related behavior, namely the need for achievement, need for affiliation and need for power. Need for achievement or achievement motivation is the motivation that encourages individuals to achieve success, and aims to succeed with several standards of excellence. Likewise success in studies is influenced by other factors, namely achievement motivation. For example, in school, if the student has a strong drive in learning, the student will try to succeed in studies, even though there are many challenges or obstacles in learning, never give up, so that they can succeed and even get the best grades.

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### 2.5. The Influence of Student Time Management, Parental Support, Peers and Achievement Motivation on Interest in Continuing Education to Higher Education

Time management as a science and art that regulates the use of time effectively and efficiently to achieve certain goals through the elements contained therein. Time management is planning, organizing, actuating and monitoring time productivity. Where can set goals, set priorities appropriately, make schedules and minimize distractions. The role of time management is very necessary in the success of the study. Students must be good at managing time such as time to study, time to relax and time to play so that study time is not disturbed by other activities. Many students do not manage time well, so that learning time is disrupted and interferes with learning outcomes. According to Slemo Producing something is only possible if time is used efficiently. Using time does not mean working long hours until you run out of energy, but rather working really hard with all your energy and attention to complete a specific task. Don't do more than one task at a time, but complete it now, and don't put it off until tomorrow. Tasks that are often postponed are often never done.

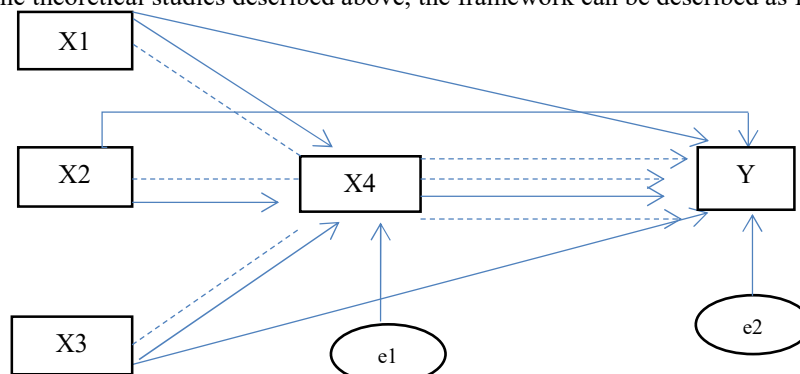
From the slemo explanation above, it can be concluded that if you can use time efficiently or as well as possible, you will produce something and using time does not mean you have to work long hours until you run out of energy, but by managing that time. In learning, parents have an important role in the success of children's learning. Parents are the first and foremost people who are responsible for the survival and education of their children. Therefore, parents must be able to help and support all efforts made by their children and be able to provide informal education to help the growth and development of these children and to attend or continue their education in formal education programs at school, Hasbullah (2001).

Parental support can be in the form of material support or moral support. Moral support from parents for their children's education can be in the form of attention to fulfilling psychological needs which include affection, exemplary, guidance and direction, encouragement, instilling self-confidence. and parents have a role in providing motivation to learn to students, especially parental support for the success of children's education. With parents' attention in the form of fulfilling these psychological needs, it is hoped that it can give children the enthusiasm to learn in order to achieve an ideal or achievement, Hasbullah (2001).

According to Dimiyati and Mudjiono (2009) children will always need motivation to be able to continue to learn consistently, in this case support from parents. Research (Fajriah, 2012) states that there is a very significant positive relationship between parental support and interest in continuing their education to college. The higher the parental support, the higher the ability to adjust itself. From the description above it can be stated that parental support can provide encouragement to motivate students to learn. The higher the parental support, the higher the interest in continuing their education to tertiary institutions, conversely the lower the parental support, the lower the interest in continuing their education to tertiary institutions.

In addition, the achievement motivation of students at school also influences students in continuing their education. For example, in school, if the student has a strong drive in learning, the student will try to succeed in studies, even though there are many challenges or obstacles in learning, never give up, so that they can succeed and even get the best grades. However, if students do not have the drive to excel, then these students have no interest in continuing their education. This phenomenon also occurs in public high schools in South Minahasa Regency, where students who do not have the motivation to excel are unable to continue their studies to a higher level. Thus Student Time Management, Parental Support, Peers, and Achievement Motivation jointly affect Interest in Continuing Study to Higher Education

Based on the theoretical studies described above, the framework can be described as follows



Picture 1 . Theoretical Framework

- X1 = Student Time Management
- X2 = Parental Support
- X3 = Friends of the same age
- Z = Achievement Motivation
- Y = Interest in Continuing Education to Higher Education

### 3. Research Method

This type of research is a survey method with a quantitative approach where researchers collect information by compiling questions using questionnaires to respondents. The quantitative approach in this study is in the nature of testing existing theories, namely to test the effect of student time management, parental support, peer support and achievement motivation on the interest in continuing their education to tertiary education in public high schools in South Minahasa Regency starting from theory, hypothesis, observation then confirmation. Place and Time The research was carried out in a high school environment in South Minahasa Regency. The research population is all students of class III (three) SMA totaling 532 students, the research sample is 215 students.

The research questionnaire was distributed using a Likert scale. In this study, the Likert scale format (five options) was used which was designed so that respondents answered at various levels on each statement item. According to Sugiyono, the Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about this social phenomenon that has been specifically determined by the researcher, hereinafter referred to as the research variable. In the Likert scale, the variables to be measured are translated into variable indicators. Then these indicators are used as a starting point for compiling instrument items which can be in the form of statements or questions. This study uses two types of data sources, namely primary data sources and secondary data. Primary data sources were obtained from respondents through questionnaires, while secondary data sources were obtained from articles and books as the main theory and supporting theory that underlies this research so as to create variables as measurements in answering the problem formulation.

The data analysis techniques to be used cannot be separated from the research paradigm. Therefore the research paradigm is a structural paradigm, then the analysis technique that will be used is Path Analysis. According to Sugiyono (2013: 70) path analysis is part of a regression model that can be used to analyze causal relationships between one variable and another. Path analysis is used using correlation, regression and path so that the relationship between variables with the aim of knowing the direct or indirect effect of a set of independent (exogenous) variables on the dependent (endogenous) variable can be known to arrive at the intervening variable. As for the opinion of Riduwan and Kuncoro (2014:2) the path analysis model is used to analyze patterns. The advantages of using this analysis can determine the amount of direct and indirect influence of each variable being analyzed. The data that has been collected is then tested with the normality test, multicollinearity test, heteroscedasticity test and linearity test.

### 4. Result and Discussion

#### 4.1 Result

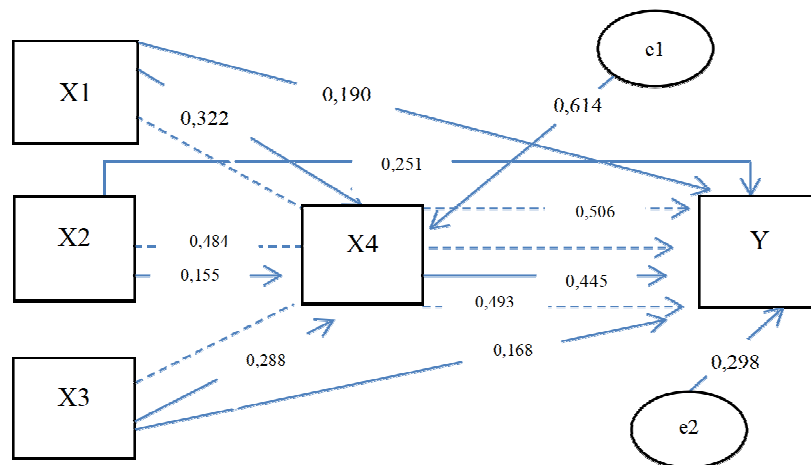
This research was conducted on final year high school students in South Minahasa Regency, North Sulawesi Province, Indonesia. The research variables are student time management, parental support, peers, achievement motivation and interest in continuing their education to tertiary institutions. Descriptive data can be seen in the following table:

Tabel 4.1 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Student time management	215	28.60	84.95	13105.46	60.9556	8.20092
Parental support	215	15.00	53.43	6897.48	32.0813	9.42976
Friends of the same age	215	42.04	90.73	15029.42	69.9043	9.14961
Achievement motivation	215	42.11	90.66	15029.42	69.9043	9.15644
Interest in continuing education	215	30.99	94.40	15391.79	71.5897	11.94021
Valid N (listwise)	215					

The results of testing the hypothesis as a whole can be seen in the image below





Picture 2. Results of testing hypothesis

## 4.2 Discussion

### 4.2.1. Effect of Student Time Management (X1) on Achievement Motivation (X4)

In this section, we will discuss the influence of Student Time Management on Achievement Motivation. According to George R. Terry and Leslie W. Rue management is a process or framework, which involves guiding or directing a group of people towards organizational goals or purposes in touch. Larsen & Buss (2002) defines achievement motivation as the need to do everything as well as possible and to overcome obstacles in achieving the goals set by individuals. In order to prove that students' time management has an effect on achievement motivation, a study was conducted. Found tcount Student Time Management on Achievement Motivation (+) 5.024 > t table 1.972 then accept Ha and reject H0. Thus the hypothesis "Student Time Management has a positive and significant direct effect on Achievement Motivation" is accepted. That is, if students' time management increases, the achievement motivation will also increase.

### 4.2.2 Effect of Parental Support (X2) on Achievement Motivation (X4)

In this section, we will discuss the effect of parental support on achievement motivation. The greatest support comes from parents, which means the attitude or provision of assistance, attention and affection given by parents to their children or family members. providing support can be in the form of reprimands, directions, assisting in dealing with difficulties or giving punishment when making mistakes (Shochib, 1998). Rumiani (2006) states that achievement motivation is the drive that moves individuals to achieve success with certain standards and try to be superior to others and be able to overcome all obstacles that hinder the achievement of goals. To prove parental support influences achievement motivation, research is conducted. Also found tcount Parental Support for Achievement Motivation (+) 2.412 > table 1.972 then accept Ha and reject H0. Thus the hypothesis "Parents' support has a positive and significant direct effect on achievement motivation" is accepted. That is, parental support increases, achievement motivation will increase.

### 4.2.3. Influence of Peers (X3) on Achievement Motivation (X4)

In this section, we will discuss the influence of peers on achievement motivation. Peers are a group of people of the same age and status who want a free life in an effort to find identity. Usually this group is formed in adolescence and is very influential on a student's behavior because peers are the first environment that is known by someone after family. Larsen & Buss (2002) defines achievement motivation as the need to do everything as well as possible and to overcome obstacles in achieving goals set by individuals. To prove that peers have an effect on achievement motivation, research is carried out. Found tcount Peers to Achievement Motivation (+) 4.433 > t table 1.972 then accept Ha and reject H0. Thus the hypothesis "Peers have a direct positive and significant effect on achievement motivation" is accepted. That is, the more good friends, the achievement motivation will increase

### 4.2.4. The Effect of Student Time Management (X1) on Interest in Continuing Education to Higher Education (Y)

In this section, we will discuss the influence of student time management on the interest in continuing their education to tertiary institutions. According to George R. Terry and Leslie W. Rue management is a process or framework, which involves guiding or directing a group of people towards organizational goals or purposes in touch. Interest in Continuing Education to Higher Education is a tendency that contains elements of feelings of pleasure, desire, concern, interest, need, hope, encouragement and willingness to continue education to a higher level after graduating from high school, namely tertiary education. In order to prove that student time

management has an effect on interest in continuing education at tertiary institutions, research was carried out. It is found that  $t_{count}$  of Student Time Management for Interest in Continuing Education to Higher Education (+)  $4.014 > t_{table} 1.972$  then accept  $H_a$  and reject  $H_0$ . Thus the hypothesis "Student Time Management has a positive and significant direct effect on Interest in Continuing Education to Higher Education" is accepted. That is, if students' time management becomes better, the interest in continuing their education to tertiary education will increase.

#### 4.2.5. *The Effect of Parental Support (X2) on Interest in Continuing Education to Higher Education (Y)*

In this section, we will discuss the influence of parental support on the interest in continuing education to tertiary institutions. The greatest support comes from parents, which means the attitude or provision of assistance, attention and affection given by parents to their children or family members. providing support can be in the form of reprimands, directions, assisting in dealing with difficulties or giving punishment when making mistakes (Shochib, 1998). With higher education they will be able to get wider opportunities to get better jobs with greater income. Interest in continuing their education to tertiary institutions is a student's interest in continuing their education which grows consciously within these students. This interest causes students to pay more attention to the college they will enter. In order to prove that parental support has an effect on interest in continuing education at tertiary institutions, research is carried out. Found  $t_{count}$  Parental Support for Interest in Continuing Education to Higher Education (+)  $5.514 > t_{table} 1.972$  then accept  $H_a$  and reject  $H_0$ . Thus the hypothesis "Parent Support has a positive and significant direct effect on Interest in Continuing Education to Higher Education" is accepted. That is, if parental support increases, the interest in continuing their education to tertiary education will also increase.

#### 4.2.6. *Influence of Peers (X3) on Interest in Continuing Education to Higher Education (Y)*

In this section, we will discuss the influence of peers on the interest in continuing their education to tertiary institutions. Peers are a group of people of the same age and status who want a free life in an effort to find identity. Usually this group is formed at a young age and is very influential on a student's behavior because peers are the first environment that is known by someone after family. Interest in continuing their education to tertiary institutions is a student's interest in continuing their education which grows consciously within these students. This interest causes students to pay more attention to the college they will enter. To prove that peers have an effect on interest in continuing education at tertiary institutions, research is carried out. Found  $t_{count}$  of Peers to Interest in Continuing Education to Higher Education (+)  $3.547 > t_{table} 1.972$  then accept  $H_a$  and reject  $H_0$ . Thus the hypothesis "Peers have a direct positive and significant effect on Interest in Continuing Education to Higher Education" is accepted. That is, if there are more good friends, the interest in continuing their education to higher education will increase. The results of this study are in line with research conducted by Iwan Darmawan (2017) which provides an explanation that peers have a significant effect on interest in continuing higher education.

#### 4.2.7. *The Effect of Achievement Motivation (X4) on Interest in Continuing Education to Higher Education (Y)*

In this section, we will discuss the effect of achievement motivation on the interest in continuing education to tertiary institutions. Larsen & Buss (2002) defines achievement motivation as the need to do everything as well as possible and to overcome obstacles in achieving goals set by individuals. Interest in continuing their education to tertiary institutions is a student's interest in continuing their education which grows consciously within these students. This interest causes students to pay more attention to the college they will enter. In order to prove that achievement motivation has an effect on interest in continuing education at tertiary institutions, research was carried out. We found  $t_{count}$  of Achievement Motivation on Interest in Continuing Education to Higher Education (+)  $9.256 > t_{table} 1.972$ , accept  $H_a$  and reject  $H_0$ . Thus the hypothesis "Motivation for Achievement has a direct positive and significant effect on Interest in Continuing Education to Higher Education" is accepted. That is, if achievement motivation increases, the interest in continuing education to tertiary education will also increase. This research is in line with research conducted by Rizki Herdiyanti (2016) which provides an explanation that motivation has a significant effect on interest in continuing higher education.

#### 4.2.8. *Results of Testing the Direct Effect of Student Time Management on Interest in Continuing Education to Higher Education Mediated by Achievement Motivation*

From the results of this test, it was found that the influence of Student Time Management on Interest in Continuing Education to Higher Education was mediated by Achievement Motivation of 0.506 which was greater than the direct effect of Student Time Management on Interest in Continuing Education to Higher Education of 0.190, so accept  $H_a$  and reject  $H_0$  thus the hypothesis "Student Time Management has a significant effect on Interest in Continuing Education to Higher Education in mediation with Achievement Motivation" is accepted. That is, if student time management does not make a major contribution to continuing education to

tertiary institutions, it can be mediated with achievement motivation so that the interest in continuing education to tertiary institutions will be even greater.

#### *4.2.9 Results of Testing the Effect of Parental Support on Interest in Continuing Education to Higher Education Mediated by Achievement Motivation*

From the results of this test, it was found that the influence of parental support on interest in continuing education to higher education was mediated by achievement motivation of 0.484, which was greater than the direct effect of parental support on interest in continuing education to tertiary education at 0.251, so accept  $H_a$  and reject  $H_0$ , thus the hypothesis "Parents' support has a significant effect on interest in continuing education to higher education in mediation with achievement motivation" is accepted. That is, if parental support does not make a major contribution to continuing education to tertiary institutions, it can be mediated with achievement motivation so that interest in continuing education to tertiary institutions will be even greater.

#### *4.2.10 Results of Testing the Influence of Peers on Interest in Continuing Education to Higher Education (Y) Mediated by Achievement Motivation*

From the results of this test, it was found that the influence of Peers on Interest in Continuing Education to Higher Education was mediated by Achievement Motivation of 0.493, which was greater than the direct effect of Parental Income on Interest in Continuing Education to Higher Education of 0.168, so accept  $H_a$  and reject  $H_0$ , thus the hypothesis "Peers have a significant effect on the Interest in Continuing Education to Higher Education in mediation with Achievement Motivation" is accepted. That is, if peers do not make a major contribution to continuing their education to tertiary institutions, they can be mediated with achievement motivation so that the interest in continuing their education to tertiary institutions will be even greater.

### **5. Conclusion**

Based on the results of the research and discussion in the previous chapter, the conclusions of this study are as follows:

- 1) Student Time Management has a direct positive and significant effect on Student Achievement Motivation in State Senior High Schools in South Minahasa Regency. That is, if students' time management increases, the achievement motivation will also increase.
- 2) Parental support has a positive and significant direct effect on achievement motivation in students at public high schools in South Minahasa regency. That is, if parental support increases, achievement motivation will increase.
- 3) Peers have a direct positive and significant effect on the achievement motivation of students in public high schools in South Minahasa regency. That is, the more good friends, the achievement motivation will increase.
- 4) Student Time Management has a direct positive and significant effect on the Interest in Continuing Education to Higher Education in Students at State Senior High Schools in South Minahasa Regency. That is, if students' time management becomes better, the interest in continuing their education to tertiary education will increase.
- 5) Parental support has a positive and significant direct effect on the interest in continuing education to tertiary institutions for students in public high schools in South Minahasa regency. That is, if parental support increases, the interest in continuing their education to tertiary education will also increase.
- 6) Peers have a direct positive and significant effect on the Interest in Continuing Education to Higher Education in Students at State Senior High Schools in South Minahasa Regency. That is, if there are more good friends, the interest in continuing their education to higher education will increase.
- 7) Achievement Motivation has a direct positive and significant effect on the Interest in Continuing Education to Higher Education in Students at State Senior High Schools in South Minahasa Regency. That is, if achievement motivation increases, the interest in continuing education to tertiary education will also increase.
- 8) Student Time Management has a significant effect on Interest in Continuing Education to Higher Education in mediation with Student Achievement Motivation in State Senior High Schools in South Minahasa Regency. That is, if students' time management does not make a major contribution to continuing their education to tertiary institutions, it can be mediated with achievement motivation so that the interest in continuing their education to tertiary institutions will be even greater.
- 9) Parental support has a significant effect on interest in continuing education to tertiary institutions mediated by achievement motivation in students at public high schools in South Minahasa regency. That is, if parental support does not make a major contribution to continuing education to tertiary institutions, it can be mediated with achievement motivation so that the interest in continuing education to tertiary institutions will be even greater.
- 10) Peers have a significant effect on the Interest in Continuing Education to Higher Education mediated by the Achievement Motivation of Students in State Senior High Schools in South Minahasa Regency. That is, if peers do not make a major contribution to continuing their education to tertiary institutions, they can be mediated with

achievement motivation so that the interest in continuing their education to tertiary institutions will be even greater.

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