

Does Motivation, Personality and Environment Influence Enthusiasm of Generation Z to Continuing Study to Higher Education?

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ABSTRACT

This study aims to analyze the influence of motivation, personality, and environment on students' interest to continue their studies to college. We used a sample of 162 students at 12th grade. Data analysis techniques using multiple linear regression analysis. The results show that motivation and environment significantly influence towards enthusiasm for continuing to higher education. However, not with personality variables. This proves that even though generation Z students have pragmatic personalities, underdeveloped social relationships, caution with their emotions, individualists, and open thinking, have not been proven to have an influence on interest in continuing their studies. So, even if the personality is good or bad does not have an influence on the interest in continuing their studies to college. Because of that, cooperation between family environments, school and community environment especially peer interaction very needed. The role of the main family environment in the lives of students, the family environment is expected to always support what is aspired by their children, especially in sub-indicators of family environment which has a moderate mean of social class and economic status.

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Keywords:

Motivation, personality, environment, college.

INTRODUCTION

Education is one of the most important issues in developing countries. A country categorized as advanced is determined from the level of educational success at the lower and upper levels. Statistics show that in Indonesia, higher education graduates are still below 25% (Badan Pusat Statistik, 2017). That illustrates that the absorption of higher education is still low. According to Browne & Shen (2017), higher education is considered as one of the most important factors in influencing changes in society, because of its ability to help formulate good decision making in every area of modern society, in business, education, politics, and science. The function of higher education is an institution that functions in social development, financial growth, supports the production of competitive goods and services, forms and maintains cultural identity, protects social relations, combats poverty and supports a culture of peace (Basari, Altinay, Dagli, & Altinay, 2016). Now the generation occupying secondary education is generation Z. Generation Z is a generation born in 1995 and above that is called the digital generation or also called Children of Internet (Bencsik, Juhász, & Horváth-Csikós, 2016; Berkup, 2014; Khatri & Dixit, 2016; Levickaite, 2010). Generation Z as a digital generation has an ambitious level which is higher than the previous generation. 81% of Generation Z students believe higher education is very important to begin their future careers (Loveland, 2017). This study analyzes how Motivation, Personality, and Environment of Generation Z Interests in Choosing Continuing Higher Education. Motivation is something that can stimulate the emergence of an action, lead the action or action to achieve the desired goal, and ensure how fast or slow an action (Hamalik, 2008). Adams and Salome (2014) analyzes the factors that influence the choice of science courses among female students at Jigawa Metropolis, Nigeria, she found that motivation influences the choice of science courses among female students in Jigawa Metropolis, Nigeria. This means that motivation provides an influence on interest, especially the interest in continuing studies. Khoerunisa (2013) analyzes the influence of motivation, achievement, socioeconomic status, and environment on interest in continuing to higher education. The results showed that motivation, achievement, socioeconomic status and school environment influenced 91.7% of the interest in continuing to higher education simultaneously. Motivation affects 8.07% of the interest in continuing to partially higher education, learning achievement affects 39.56% of the interest in continuing higher education partially, parents' socioeconomic status influences 21.53% of the interest in continuing higher education partially.

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Personality is all expressions, feelings, attitudes, and temperament someone. Feelings, expressions, and attitudes will be seen in individual actions if faced with certain situations. Every individual tends to to behave normally and consistently, eventually becoming a characteristic of his personality fluences 25.50% partially the interest in continuing to higher education. Personality can affect interest specifically the learning interest of students. In accordance with the opinion from Nora (2004) that personal factors influence the election a college, the transition from high school to college, where a good personality will direct students towards their goals. according to Burns (2006) in his thesis about factors affecting the choice of higher education African-American students at universities agriculture, food and natural resources, find that personality influence on continuing studies of African-American students at the university agriculture, food and natural resources. Porter and Umbach (2006) about the main choices in determining higher education, found that personality is very highly influential the main choice in continuing to college.

Kallio (1995) found in his research that characteristic of the academic environment and social environment is one of the factors in taking high school college decisions. This means the environment much needed by students in taking decision to continue his studies. Besides that Kim and Gasman (2011) concludes that students consider the social environment, especially family and peers, being the most important in make decisions about where to enroll their college. Type Student support received from secondary school counseling depends on the type of secondary school they get. Students too relies on external information sources from the mass media. Chatfield, Lee, and Chatfield (2012) concluded that there were 11 factors affect the choice of college students, one of which is the environment influences the choice of state student colleges section, outside the state and international students. This means that between national and international students using the environment within choose his college. Sahid, Shafique, and Bodla (2012) analyze about the factors that influence student choices towards Universities for their Higher Education, Study Results found that factors such as environmental and social conditions influence students' choices towards the university for their higher education.

METHOD

This study uses primary data sources obtained from a questionnaire given to 162 respondents. The sample in this study is a 12th grade student in Islamic high school district Semampir, Surabaya. The characteristics of the sample was shown in Table 1. This study uses instruments in the form of questionnaires. The preparation of the questionnaire was based on research variables with indicators based on theoretical studies. Measurement of this instrument uses Likert scale. This study uses a score of 4 criteria by eliminating choices neutral with the aim that respondents can give answers in accordance with what he experienced and felt and also certainty in answer. criteria on the questionnaire used in this study are as follows: (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree. The instruments in this study were used to collect data on variables to be studied, including motivation, personality, and the environment as independent variables, and the interest of Generation Z to choose to continue their studies to college as the dependent variable. Based on these variables, the development of research instruments questionnaires was shown in Table 2.

Table 1. The Characterisitics of Sample

		N	Percentage
Gender	Male	58	36 %
	Female	104	64 %
Age	20 Years	7	3.32 %
	19 Years	46	28.39 %
	18 Years	79	48.76 %
	17 Years	27	16.66 %
	16 Years	3	1.85 %

Table 2. Questionnaire Instruments

Variable	Indicator	Question
Motivation	Desire to succeed	I always try hard to study
	The need to learn	My curiosity about the subject is huge
	Future hopes	I tried hard to study in order to get good grades to be able to continue to college
	Interesting activities in learning	I study continuously because I feel interested
Personality	Safe learning environment and conducive	A comfortable learning environment will add motivation in learning
	Extraversion - Introversion	I am easily adaptable to new groups
	Intuition	I have ability to create new ideas
	Thinking	I do the job carefully
Family Environment	Perceiving	I have the will to change for the better
	Family functioning	My family supports me to get the goal
	Relationship between parents and children	My parents gave references about the best university to develop the potential that I had
	Economic status	My family has good economic capacity to support me in continuing to higher education
Environment	School achievement	My school often participates in various championships and competitions between schools
	Enthusiasm from school personnel and students	My friends have the same enthusiasm to continue to higher education
	School's ability to support their graduates to college	Most of the graduates from my school went on to higher education
	Relationship between teachers and students.	My teacher and Principal always give advice and direction to continue their education
	Relationship between students	My friends invited me to continue studying in college
	School facilities and infrastructure	I believe that good school facilities and infrastructure will help me to achieve my goals
Interaction with friends	Openness of mind	Friends in the home environment have a desire to continue their education
	Influencing each other	I often share experiences with peers
Interest to Continuing Study in College	Feelings of pleasure, attraction, wants, needs, attention, push and will to continuing education to a higher level	I am interested in continuing to university level because it is very influential with the work that I will get in the future.

Data obtained from the results of the study will be processed using descriptive analysis and inferential statistical analysis. Descriptive statistical analysis is done by describing all data from all variables in the form of a frequency distribution. Next, to find out frequency distribution in term of variables was shown in Table 3.

Table 3. Frequency Distribution with regard to Variables

Variable	Indicator	Score (%)				Mean	
		1	2	3	4		
Motivation	Desire to succeed	0	7.4	70.4	22.2	3.15	
	The need to learn	0	1.2	56.2	42.6	3.41	
	Future hopes	0	4.3	46.9	48.8	3.44	
	Interesting activities in learning	0	11.1	67.9	21	3.10	
	Safe learning environment and conducive	0	3.1	43.2	53.7	3.51	
Personality	Extraversion - Introversion	0	5.6	70.4	24.1	3.19	
	Intuition	0	3.7	54.3	42	3.38	
	Thinking	0	10.5	61.1	28.4	3.18	
	Perceiving	0.6	12.3	69.1	17.9	3.04	
Environment	Family Environment	Family functioning	1.2	16	53.7	29	3.10
		Relationship between parents and children	1.9	14.2	46.9	3.7	3.19
		Economic status	1.9	4.3	62.3	31.5	3.23
	School Environment	School achievement	0.6	13	59.3	27.2	3.13
		Enthusiasm from school personnel and students	0	6.8	54.3	38.9	3.32
		School's ability to support their graduates to college	1.2	11.1	64.2	23.5	3.10
		Relationship between teachers and students.	0	4.9	58.6	36.4	3.31
	Interaction with friends	Relationship between students	1.2	18.5	58	22.2	3.01
		School facilities and infrastructure	0	4.9	46.9	48.1	3.43
		Openness of mind	0.6	16.7	55.6	27.2	3.09
Interest to Continuing Study in College	Influencing each other	0	3.7	64.2	32.1	3.21	
	Feelings of pleasure, attraction, wants, needs, attention, push and will to continuing education to a higher level	0	3.7	31.5	64.8	3.61	

N= 162,

Criteria : (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree

We run a multiple regression model to estimate the effect of motivation, personality, and environment on continuing to college. The formula of the regression model used in this research is :

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

When :

Y = Interest from generation Z to continue their studies to college

α = constanta

β_1 = Regression coefficient of motivation variable

β_2 = Regression coefficient of personality variable

β_3 = Regression coefficient of environment variable

X_1 = motivation

X_2 = personality

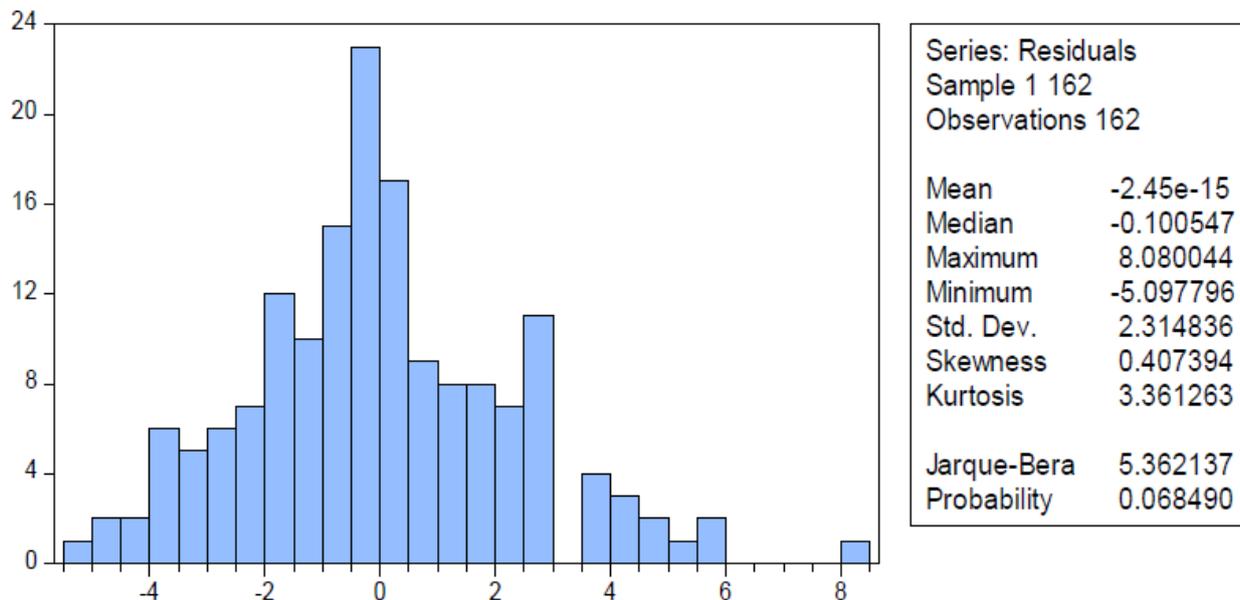
X_3 = Environment

FINDINGS

Normality Test

Normality test is run to test whether the distribution of dependent and independent variable data is normally distributed or not. The statistical test used is comparing the probability of Jarque-Bera (JB).

Figure 1. Normality Test



Based on Figure 1, the Jarque Bera probability value at know of 0.07 which is greater than 0.05, it can be concluded that the data tested were normally distributed.

Multicollinearity Test

Multicollinearity test is a test conducted to see whether there is a high correlation between the independent variables in a regression model. The consequences if exposed to multicollinearity is an indefinite correlation coefficient, and the error becomes very large, or infinite. The symptoms multicollinearity can be seen from the value of the variance inflation factor (VIF), If the VIF value <10, then there is no multicollinearity, but if the VIF value > 10, then there is multicollinearity. Test results multicollinearity, was shown in the Table 4.

Table 4. Variance Inflation Factor Value

Variable	Coefficient Variable	Uncentered VIF	Centered VIF
Constanta	5.769393	171.1733	NA
Motivasi	.009727	161.8967	1.595760
Personality	.002284	162.0993	1.252138
Environment	.000679	138.6794	1.643579

Table 3 shows that of each variable having a VIF value of less than 10, this shows that there is no multicollinearity in the regression model.

Heteroscedasticity test

Heteroscedasticity test is run to analyze whether it is found the inequality of variance from residue one to observations another. Heteroscedasticity test in this study used the white test. Test results was shown in Table 5.

Table 5. White Test Value

F-stat	1.203924	Prob. F(9,152)	.2965
Obs*R-squared	10.77974	Prob. Chi-Square(9)	.2911
Scaled explained SS	12.10617	Prob. Chi-Square(9)	.2074

Based on Table 5., it can be seen that Obs * R-squared has a Chi-square probability value of 0.29, greater than 0.05, so it can be concluded that there is no heteroscedasticity in the model.

Linearity test

Linearity test is run to find out whether the distribution of research data has a distribution according to the linear line or not. To detect whether the model is linear or not, by comparing the F-statistic with F-Table (or by comparing the probability). Table 6 represents that probability F value $0.17 > 0.05$, it can be concluded that the model is linear and acceptable.

Table 6. Linearity test result

	Value	df	Probability
t-statistic	1.383226	157	.1686
F-statistic	1.913314	(1, 157)	.1686
Likelihood ratio	1.962314	1	.1613

Regression

Table 7. Regression Estimates

Variable	Coefficient	t	p	F	p	R ²	Adjusted R ²
Constanta	-2.786241	-1.159988	.2478				
Motivation	.230937	2.341526	.0205	75.97072	.000	.590580	.582807
Personality	.036656	.766942	.4443				
Environment	.259212	9.950492	.0000				

Table 7 explains that the constant value obtained in the calculation gives the meaning that if the value of the motivational variable, personality and the environment is zero or constant, the interest of generation Z to continue their studies to college, will decrease by -2.786. The coefficient value is positive, proving the effect that appears in the same direction, where the increase in motivation variable is one unit, so the interest of generation Z to continue their studies to college, will increase by 0.230 units and vice versa. Positive coefficient values prove the effect that appears in the same direction, where the personality variable increases by one unit, the interest of generation Z to continue their studies to tertiary institutions will increase by 0.036 units and vice versa, assuming motivation and the environment are constant. Regression coefficient of environmental variables obtained results with a value of 0.259, it explains that the change of variables the environment will increase the interest of Generation Z to continue their studies at tertiary institutions, by 0.259 units. The coefficient of determination (R-squared) 0.590 explained how strong the relationship between the independent variable and the dependent variable. While the Adjusted R-squared value of 0.582, which shows that 58.28% of the variable interest in generation Z to continue their studies to college can be explained by the independent variable. While 41.72% is explained by variables outside this study.

Table 7 was shown a significant influence of motivation [t-value = 2.341526, $p < .05$] and environment [t-value = 9.950492, $p < .05$] on students' interest to continue their studies to college, but for personality variables no significant results were found [t-value = 0.766942, $p > .05$]. Motivation, personality, and

environment simultaneously influence to the interest of students to continue their studies to college [$F = 75.97072, p < .05$].

RESULT, DISCUSSION, AND SUGGESTIONS

This study analyzes how the influence of motivation, personality, and environment, towards students' interest for continuing to college. The research findings that there is an influence between motivation and student interest continuing to college. Several studies support this finding (Santoso & Chairilisyah, 2018; Solikhah, Hartoyo, & Yuliati, 2016; Suciningrum & Rahayu, 2015). Motivation according to Santoso & Chairilisyah (2018), can be known from the enthusiasm of learning individuals who want to be accepted in the program. In addition to the spirit of learning, hope in the future can also be a motivation. Hope in the future is a target to be achieved by someone, with this it will encourage someone to do something to make it happen. But the results of the above research are different from the results of the research conducted by Haryanti et al. (2016), the results findings that motivation does not have an influence on students' interests to continue studying to college. This difference can be caused by various factors, including environmental conditions or places, learner characteristics, and other supporters who differ in increase their motivation. As Generation Z, students have a great curiosity about many things, including the special lessons they like. Furthermore, an indicator of hope in the future where almost all students have future expectations, they try hard in learning to get high grades in order to continue their studies to college. Based on the results of interviews with students why they are keen to study and intend to go to college, they answer to pursue their ideals, make parents proud, improve family social status, success, gender equality for female students, and can find decent work in the future.

The test results show that personality does not affect the interest of generation Z to continue their studies to college. This result is supported by Solikhah et al. (2016) that personality does not influence students' intentions in choosing Bogor Agricultural University in further studies. They use the big five personality traits indicator in choosing study programs and becoming important considerations when choosing a career. Furthermore, Edmonds (2012) about the factors that influence college choice, found that personality and interpersonal (environmental) factors did not affect college selection. This means that the better or worse a person's personality will not affect their interests. However, the results of this study contradict with other studies (Haryanti et al., 2016; Proboyo & Soedarsono, 2015; Tamtekin Aydın, 2015). Then, Nurfia (2018) found that the factors affecting student choosing Office Administration Education Study Program is a factor family, friendship, individual personality, school, image campus and employment prospects. Although the personality on each indicator gets a high average value, it does not make the personality influence enthusiasm for continuing to college. This proves that even though generation Z students have pragmatic personalities, underdeveloped social relationships, caution with their emotions, individualists, and open thinking, have not been proven to have an influence on interest in continuing their studies. So, even if the personality is good or bad does not have an influence on the interest in continuing their studies to college.

The results of study show that the environment has a positive and significant effect on the enthusiasm of generation Z to continue their studies to college. Some researches support this finding (Agrey & Lampadan, 2014; Hodges & Karpova, 2009; Shah, Nair, & Bennett, 2013; Zamri Bin Khairani, Bin, & Razak, 2013). But, contradict with other studies (Edmonds, 2012; Moschidis, Kostoglou, & Papathanasiou, 2013; Saif, Nipa, & Siddique, 2016; Solikhah et al., 2016). The difference in the results of this study can be caused by various factors, one of which is a different environment such as the family situation, respondent input, social and economic status, different school environments seen from the facilities and infrastructure, the condition of students and teachers, and the different peer environment and enthusiasm students who have changed, this can happen because students here are generation Z, which are millennials who depend on information and technology, so that they have limited understanding of their future alternatives, and lack of social skills. Based on the results of the analysis, therefore, it is needed an intense approach to all parties towards learners especially towards their further study interests. Especially parents, principals, and teachers, to always

provide reinforcement for improve student achievement. This can be done by motivating or encouraging students to seek more knowledge and experience of higher education. With a high level of education, students will feel that they will have more abilities that will later be used in the future.

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