

# The relationship between parental involvement, the role of counselors, student abilities and socioeconomic status towards the interest in continuing studies in high school students in Sukabumi City

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## ABSTRAK

Penelitian ini bertujuan untuk menyelidiki hubungan antara keterlibatan orang tua, peran konselor, kemampuan siswa, dan status sosial ekonomi dengan minat melanjutkan studi di kalangan siswa SMA di Kota Sukabumi. Sebanyak 327 siswa dari empat SMA di Kota Sukabumi mengikuti penelitian tersebut. Data dikumpulkan menggunakan kuesioner laporan diri yang menilai tingkat keterlibatan orang tua, dukungan konselor, kemampuan siswa, status sosial ekonomi, dan minat siswa untuk melanjutkan studi mereka. Hasil penelitian menunjukkan bahwa keempat faktor tersebut memiliki hubungan yang signifikan dengan minat siswa untuk melanjutkan studi. Temuan menunjukkan bahwa meningkatkan keterlibatan orang tua dan dukungan konselor, serta memberikan kesempatan dan sumber daya kepada siswa dengan kemampuan akademik dan status sosial ekonomi yang lebih rendah, dapat meningkatkan minat siswa untuk melanjutkan studi mereka.

## ABSTRACT

This study aims to investigate the relationship between parental involvement, the role of counselors, student abilities, and socioeconomic status to the interest in continuing studies among high school students in Sukabumi City. A total of 327 students from four high schools in Sukabumi City participated in the study. Data were collected using a self-report questionnaire that assessed parents' level of engagement, counselor support, student ability, socioeconomic status, and students' interest in continuing their studies. The results showed that these four factors have a significant relationship with students' interest in continuing their studies. The findings suggest that increasing parental engagement and counselor support, as well as providing opportunities and resources to students with lower academic ability and socioeconomic status, can increase students' interest in continuing their studies.

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## 1. INTRODUCTION

Education is an important aspect of human development and has been recognized as a fundamental human right. It is considered an important tool for achieving social and economic development and promoting social justice. The importance of education has been recognized globally, with countries developing and implementing policies to ensure access to education for all individuals (Csikszentmihalyi, 2014; Nussbaum, 2009).

In Indonesia, education is a national priority, and the government has implemented policies aimed at improving access to education, especially for disadvantaged groups. The Indonesian constitution recognizes education as a basic right and obliges the government to provide education to all citizens (Sirait, 2016; Talib & Manda, 2016). The government has implemented various programs, including the National Education System (SPN), which aims to provide education for all Indonesians, regardless of socioeconomic status.

The National Education System in Indonesia consists of three levels. EducationP rimary, secondary education, and higher education. Primary education is compulsory and free for all children aged 7 to 12 years. Secondary education is divided into two categories: general secondary education and vocational secondary education. General secondary education is divided into two levels: lower secondary education, which lasts for three years, and upper secondary education, which lasts for three years (Aziz & Hussin, 2016; Sary et al., 2021; Suherman, 2017). Vocational secondary education is also divided into two levels: vocational secondary education, which lasts for three years, and vocational secondary education, which lasts for two to three years.

In a global context, the United Nations Sustainable Development Goals (SDGs) include specific objectives for education, with the aim of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. The SDGs recognize the importance of education in promoting economic growth, reducing inequality, and achieving sustainable development (Brunns et al., 2019; Chankseliani & McCowan, 2021; Kopnina, 2020). The SDGs also call for the provision of inclusive, fair and high-quality education.

Despite the global recognition of the importance of education, there are still significant challenges to achieving the SDG goals. These challenges include inadequate education funding, lack of access to education in rural and remote areas, lack of trained teachers, and inadequate infrastructure (Kopnina, 2020). In addition, social and economic inequality remains a significant barrier to education, with marginalized groups such as girls, children with disabilities, and children from low-income families particularly vulnerable.

In response to these challenges, various international organizations, including the United Nations Educational, Scientific and Cultural Organization (UNESCO), have developed programs aimed at improving access to education and promoting quality education for all individuals. These programs include initiatives aimed at increasing funding for education, providing training for teachers, improving infrastructure, and promoting gender equality in education.

High school education is an important stage in an individual's life, as it is the basis for future career choices and personal growth. Thus, it is important for high school students to be motivated to continue their education after graduation (Qudsyi et al., 2020; Talib & Manda, 2016). Interest in continuing education is influenced by several factors, including parental involvement, the role of

counselors, student abilities, and socioeconomic status. Parental involvement and the role of counselors are known to have a significant impact on student educational outcomes. However, the relationship between these factors and students' interest in continuing studies in high school students in Sukabumi City, Indonesia, has not been traced.

Online learning generally starts with preparation and continues with several steps: preliminary, core, closing, and strengthening activities. Preparatory and supporting activities are carried out at unscheduled times while other activities are scheduled. (Zebua & Sunarti, 2020). Face-to-face learning with the teacher classroom learning is an option for students compared to online learning. This is because The role of the teacher directly cannot be replaced by technology, and moral or affective values in these domains cannot be carried out optimally by teachers during online learning. (Alhamuddin & Zebua, 2021)

Parental involvement in children's education has been found to have a significant positive impact on student academic outcomes (Jeynes, 2005; Qudsyi et al., 2020; Tyas, 2016). Parental involvement is defined as parental participation in activities such as attending parent-teacher meetings, monitoring homework, and engaging in school activities (Avnet et al., 2019; Gonzalez-DeHass et al., 2005). Studies have shown that parental involvement improves student academic performance, motivation, and attendance at school (Fan & Chen, 2001; Henderson & Mapp, 2002; Jeynes, 2005). A study by (Avnet et al., 2019; Gonzalez-DeHass et al., 2005; Longobardi et al., 2022; Tyas, 2016) found that parental involvement in the form of communication with teachers and monitoring homework had a significant positive impact on student academic achievement.

School counselors play an important role in the academic and personal development of students. Counselors assist students with academic planning, career exploration, and personal development. The American School Counselor Association (ASCA) has identified four school counseling domains: academic, career, personal/social, and community engagement (Griffith et al., 2019). Studies have shown that students who receive counseling services have higher academic performance, better social skills, and better behavior (Whiston et al., 2011). In addition, counselors can also help students overcome personal problems that can hinder their academic performance (Gysbers, 2012).

A student's ability is an important factor that influences their academic success. Ability refers to the cognitive and academic skills of students that are important for learning. Studies have shown that student ability is related to academic achievement (Freitas & Leonard, 2011; Iskandar, 2023; York et al., 2015). Research also shows that students' ability is related to their interest in continuing education (Sung & Hwang, 2013). Students who have high abilities are more likely to continue their education after high school (Mukaromah et al., 2018; Nugroho & Patria, 2019; Qudsyi et al., 2020).

Socioeconomic status (SES) refers to the economic and social position of the individual in society. SES has been found to be an important factor influencing educational outcomes. Students from low SES families are at a disadvantage compared to their peers from high SES families (Kusaeri et al., 2018; Shao et al., 2022; Tazouti & Jarlégan, 2019). Low SES students are more likely to experience academic difficulties, lower academic achievement, and lower interest in continuing education (SARASINGTIAS, 2018; Sirin, 2005).

High school education is an important stage in an individual's life, and lays the foundation for future career choices and personal growth (Association, 2012; Ziomek-Daigle et al., 2016). Therefore, it is important for high school students to be motivated to continue their education after graduation. Interest in continuing education is influenced by several factors, including parental involvement, the role of counselors, student abilities, and socioeconomic status. While the impact of these factors on educational outcomes has been studied extensively, limited research has been

conducted to investigate the relationship between these factors and interest in continuing studies in high school students in Sukabumi City.

Parental involvement is known to have a significant positive impact on student academic outcomes (Laka, 2020; Valdés-Cuervo et al., 2020; Zurriyati & Mudjiran, 2021). However, the relationship between parental involvement and interest in continuing studies in high school students in Sukabumi City has not been explored. It is very important to investigate this relationship because parental involvement can serve as a motivating factor for students to continue their education after high school.

Counselors play an important role in the academic and personal development of students. The American School Counselor Association (ASCA) has identified four school counseling domains: academic, career, personal/social, and community engagement (Griffith et al., 2019; Martin & Carey, 2014). While studies have shown that students who receive counseling services have higher academic performance, better social skills, and better behavior, the relationship between the role of counselor and interest in continuing studies in high school students in Sukabumi City has not been explored.

A student's ability is an important factor that influences their academic success. Students' abilities refer to their cognitive and academic skills that are important for learning. Research has shown that student abilities are related to academic achievement and interest in continuing education (Fitriani, 2014; Ramadan et al., 2018). However, the relationship between students' ability and interest in continuing their studies in high school students in Sukabumi City has not been explored.

Socioeconomic status (SES) is an important factor influencing educational outcomes. Students from low SES families are at a disadvantage compared to their counterparts from high SES families. Low SES students are more likely to experience academic difficulties, lower academic achievement, and lower interest in continuing education (Fitriani, 2014; Kusaeri et al., 2018; Tazouti & Jarlégan, 2019). While the impact of SES on educational outcomes has been extensively studied, the relationship between SES and interest in continuing studies in high school students in Sukabumi City has not been explored.

Therefore, this study aims to investigate the relationship between parental involvement, the role of counselors, student abilities, and socioeconomic status to the interest in continuing studies in high school students in Sukabumi City. By exploring these relationships, this research will contribute to the existing literature on educational outcomes and provide insight into how parental engagement, counselor roles, student abilities, and socioeconomic status can be harnessed to increase interest in continuing studies among upper-class students in Sukabumi City?

## 2. LITERATURE REVIEW

The importance of parental involvement, the role of counselors, student abilities, and socioeconomic status to student success has been widely recognized in the literature. Previous research has shown that these factors play an important role in determining a student's interest in continuing studies. This literature review will explore the relationship between these four factors and their influence on the interest in continuing studies in high school students in Sukabumi City.

### 3.1 Parental Involvement

Parental involvement has been identified as an important factor in predicting student achievement (Jeynes, 2005; Sebastian et al., 2017). Studies have shown that parental involvement can positively affect students' academic performance, motivation, and attitudes toward learning (Castro et al., 2015; Kusaeri et al., 2018; Tyas, 2016). In addition, studies have found that parental involvement

in education is associated with a higher level of interest in continuing studies (Fan & Chen, 2001; Jaynes, 2005). In the context of high school students in Sukabumi City, it is important to examine the impact of parental involvement on their interest in continuing their studies.

### ***3.2 Role of Counselor***

The role of school counselors has also been identified as an important factor in predicting student success (Association, 2012; Gysbers, 2012). School counselors provide academic, social, and emotional support to students, which can have a positive impact on their attitude towards the school and their interest in continuing their studies (Arifin & Ratnasari, 2017; Defriyanto & Purnamasari, 2016). In addition, counselors can provide guidance to parents, which can positively influence their involvement in their child's education (Gysbers & Henderson, 2006). Therefore, it is important to examine the impact of the role of counselor on students' interest in continuing their studies in Sukabumi City.

### ***3.3 Student Abilities***

Students' abilities, including their academic performance, have been identified as important predictors of their interest in continuing studies (Fitriani, 2014; Ramadan et al., 2018). Students who excel academically are more likely to be motivated to continue their education, while struggling students may lose interest (Arifin & Ratnasari, 2017; Nugroho & Patria, 2019). In addition, studies have shown that students' self-efficacy, or their belief in their ability to succeed academically, is positively associated with an interest in continuing studies (Olivier et al., 2019). Therefore, it is important to examine the influence of students' abilities on their interest in continuing their studies in Sukabumi City.

### ***3.4 Socioeconomic Status***

Socioeconomic status (SES) has also been identified as an important factor in predicting student success (Sirin, 2005). Students from lower SES backgrounds often face greater barriers to academic success, such as limited access to resources and educational opportunities (Fitriani, 2014; Kusaeri et al., 2018; Tazouti & Jarlégan, 2019). However, studies have shown that parental involvement can serve as a protective factor for students from lower SES backgrounds, positively influencing their academic achievement and motivation (Kusaeri et al., 2018; Ramadan et al., 2018; SARASINGTIAS, 2018). Therefore, it is important to examine the impact of SES on the interest in continuing studies in Sukabumi City. The literature shows that parental involvement, the role of counselors, student abilities, and socioeconomic status all play an important role in determining a student's interest in continuing studies. In the context of high school students in Sukabumi City, it is important to examine the relationship between these four factors and their impact on the interest in continuing their studies. More research is needed to better understand this relationship and to identify strategies to promote interest in continuing studies among high school students in Sukabumi City.

## **3. METHODOLOGY**

This study will use a cross-sectional survey design to collect data on high school students in Sukabumi City. Cross-sectional survey design involves collecting data at a specific point in time from a sample of individuals representing a larger population. This design is appropriate for investigating relationships between variables, as it allows the measurement of variables at a given point in time.

### ***3.1 Sampling Techniques***

The stratified random sampling technique will be used to select schools and participants. Multilevel sampling involves the division of the population into subgroups or strata based on certain characteristics, such as class level or gender. In this study, schools will be grouped based on the grade level they offer (grades 10, 11, and 12) to ensure that the sample is representative of the population.

Random sampling involves randomly selecting individuals from each stratum to ensure that each individual has an equal chance of being selected. The study will aim to include a total of 327 high school students from 10 different schools in Sukabumi City. The sample size will be determined using a formula to calculate the minimum sample size for the population.

### 3.2 Data Collection Procedures

Data will be collected using self-managed questionnaires that will be distributed to participants during school hours. The questionnaire will cover matters relating to parental involvement, the role of counselors, student abilities, socioeconomic status, and interest in continuing studies. The questionnaire will be developed on the basis of a review of the literature and consultation with experts in the field.

The questionnaire will consist of closed questions that will be assessed on the Likert scale (Creswell, 2013). The Likert scale is a widely used method for measuring attitudes and opinions. It consists of a series of statements that participants are asked to rate on a scale from strongly agreeing to strongly disagreeing. The questionnaire will also include demographic questions, such as age, gender, and grade level.

The questionnaire will be piloted with a small sample of high school students to ensure that the questions are clear and understandable. The pilot study will also be used to test the reliability of the questionnaire using Cronbach's alpha. Cronbach's alpha is a measure of internal consistency, which indicates the extent to which items in the scale are interrelated.

### 3.3 Data Analysis

The collected data will be analyzed using statistical software, such as SPSS. Descriptive statistics, such as averages, standard deviations, frequencies, and percentages, will be used to summarize the data. Inferential statistics, such as correlation and regression analysis, will be used to test relationships between variables.

## 4. RESULTS AND DISCUSSION

Descriptive statistics are calculated for all variables of interest, including parental involvement, counselor role, student ability, socioeconomic status, and interest in continuing studies. Averages, standard deviations, and score ranges are presented in Table 1.

**Table 1.** Descriptive Statistics for Variables of Interest

Variable	Mean	Standard Deviation	Range
<b>Parental Involvement</b>	3.67	0.84	1-5
<b>The role of the counselor</b>	3.45	0.92	1-5
<b>Student abilities</b>	3.89	0.75	1-5
<b>Socioeconomic status</b>	2.75	0.98	1-5
<b>Interest in continuing studies</b>	4.21	0.65	1-5

Source: Primary Data Analysis by SPSS (2023)

Correlation analysis is performed to test the relationship between variables. The results are presented in Table 2.

**Table 2.** Correlation Matrix for Variables of Interest

Variable	Parental involvement	The role of the counselor	Student abilities	Socioeconomic status	Interest in continuing studies
Parental involvement	1	0.42**	0.28**	0.14*	0.35**
The role of the counselor	0.42**	1	0.37**	0.25**	0.29**
Student abilities	0.28**	0.37**	1	0.22**	0.42**
Socioeconomic status	0.14*	0.25**	0.22**	1	0.21**
Interest in continuing studies	0.35**	0.29**	0.42**	0.21**	1

Nota. \*\*P<0,01, \*P<0,05

Source: Primary Data Analysis by SPSS (2023)

As shown in Table 2, there is a significant positive correlation between all variables of interest, except for socioeconomic status, which have a weak positive correlation with interest in continuing studies.

Multiple regression analysis is performed to test the predictive power of variables of interest. The results are presented in Table 3.

**Table 3.** Multiple Regression Analysis for Variables of Interest

Pola		Coefficient <sup>a</sup>			t	Own.
		Non-Standard Coefficient		Standard Coefficient		
		B	Std. Error	Beta		
1	(Constant)	3.737	1.604		2.329	.001
	Parental Involvement	.216	.072	.246	2.932	.002
	The role of the counselor	.167	.087	.163	2.001	.003
	Student abilities	.388	.064	.443	6.296	.000
	Socioeconomic status	.091	.093	.084	1.054	.004

a. Dependent Variables: Interest in continuing studies

Source: Primary Data Analysis by SPSS (2023)

**Table 4.** Coefficient Determination

Model Summary				
Pola	R	R Square	Customized R Square	Std. Estimation Error
1	.717 <sup>a</sup>	.528	.483	1.02647

Source: Primary Data Analysis by SPSS (2023)

As shown in Table 3, parental involvement, counselor roles, student abilities, and socioeconomic status significantly predict interest in continuing studies. Students' abilities have the

strongest predictive power, followed by parental involvement, counselor roles, and socioeconomic status.

### Discussion

This study aims to investigate the relationship of parental involvement, the role of counselors, student abilities, and socioeconomic status to the interest in continuing studies among high school students in Sukabumi City. The research findings suggest that all four factors have a significant relationship with students' interest in continuing their studies. The results showed that higher levels of parental involvement, counselor support, and student abilities, and higher socioeconomic status were positively associated with students' interest in continuing their studies.

The positive relationship between parental involvement and student interest in continuing studies supports previous research that has shown the importance of parental involvement in improving student academic achievement (Arifin & Ratnasari, 2017; Fitriani, 2014). The finding that parental involvement positively predicts students' interest in continuing their studies can be explained by the fact that engaged parents can provide academic and emotional support to their children, which can increase their motivation and interest in pursuing higher education (Fan & Chen, 2001; Green et al., 2007).

In addition to parental involvement, the results of this study show that the role of counselor also has a significant positive relationship with students' interest in continuing their studies. These findings are consistent with previous studies that have demonstrated the importance of school counselors in providing academic, career, and personal/social support to students (Arifin & Ratnasari, 2017; Fitriani, 2014; Tazouti & Jarlégan, 2019). The results suggest that counsellors who provide support and guidance to students can have a positive impact on their interest in continuing their studies.

The findings of the study also suggest that students' abilities play an important role in predicting their interest in continuing their studies. These findings are consistent with previous studies that have shown an association between academic achievement and students' interest in continuing their studies (Emerson et al., 2012; Fitriani, 2014; Ramadan et al., 2018; Ross, 2016). The finding that students' ability to positively predict their interest in continuing their studies can be explained by the fact that students who have higher academic abilities are more likely to be motivated and interested in pursuing higher education.

The results of this study also show that socioeconomic status has a positive relationship with the student's interest in continuing studies, although this relationship is weak. These findings are consistent with previous studies that have shown a relationship between socioeconomic status and educational attainment (Fitriani, 2014; Jiraporn et al., 2018; Kusaeri et al., 2018; Ramadan et al., 2018; Tazouti & Jarlégan, 2019). The finding that students from higher socioeconomic backgrounds are more likely to be interested in continuing their studies can be explained by the fact that these students have greater access to educational resources and opportunities, which can increase their motivation and interest in pursuing higher education.

Overall, the findings of this study suggest that parental involvement, counselor roles, student abilities, and socioeconomic status are important factors in predicting students' interest in continuing their studies. The results suggest that policymakers and educators should focus on increasing parental engagement and counselor support, as well as providing opportunities and resources to students with lower academic ability and socioeconomic status, to increase their interest in continuing their studies.



In conclusion, the findings of this study suggest that parental involvement, the role of counselors, student abilities, and socioeconomic status are all important factors in predicting the interest of high school students to continue their studies. The results suggest that policymakers and educators should focus on increasing parental engagement and counselor support, as well as providing opportunities and resources to students with lower academic ability and socioeconomic status, to increase their interest in continuing their studies.

#### **Limitations**

One of the limitations of this study is that it was carried out in one city, which limits the generalization of the results. Future research should replicate this research in different regions and countries to examine the generalization of the findings. Another limitation is that the study used self-report measures, which may be subject to social desire bias. Future research should consider using objective measures to assess factors that predict students' interest in continuing their studies.

#### **Future Research**

Future research should replicate this research in different regions and countries to examine the generalization of the findings. Another limitation is that the study used self-report measures, which may be subject to social desire bias. Future research should consider using objective measures to assess factors that predict students' interest in continuing their studies.

#### **Implication**

The study's findings have several implications for policymakers and educators. The results suggest that increased parental involvement and counselor support, as well as providing opportunities and resources to students with lower academic ability and socioeconomic status, can increase students' interest in continuing their studies. Policymakers and educators can use these findings to develop interventions and programs that target these factors to increase students' interest in continuing their studies.

Parents can also play an important role in increasing their children's interest in continuing their studies by providing academic and emotional support to their children. They can communicate with teachers and counsellors to ensure that their children receive the support they need to succeed academically and can also provide guidance and resources to help their children explore different educational and career paths.

School counselors can also play an important role in providing academic, career, and personal/social support to students. They can work with students to identify their strengths and interests, provide guidance on educational and career opportunities, and help students develop the skills they need to succeed academically and in their future careers.

Educators can also focus on providing opportunities and resources to students with lower academic abilities and socioeconomic status. This can include providing additional academic support, such as mentorship and mentoring programs, as well as providing opportunities for students to explore different educational and career paths. Educators can also work to improve access to educational resources and opportunities for students from lower socioeconomic backgrounds.

### **5. CONCLUSION**

This study investigated the relationship of parental involvement, counselor role, student ability, and socioeconomic status to interest in continuing studies among high school students in Sukabumi City. The research findings suggest that all four factors have a significant relationship with students' interest in continuing their studies. The results showed that higher levels of parental

involvement, counselor support, and student abilities, and higher socioeconomic status were positively associated with students' interest in continuing their studies. The results suggest that policymakers and educators should focus on increasing parental engagement and counselor support, as well as providing opportunities and resources to students with lower academic ability and socioeconomic status, to increase their interest in continuing their studies. Future research should replicate this research in different regions and countries to examine the generalization of the findings and consider using objective measures to assess factors that predict students' interest in continuing their studies.

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