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## Analysis of Factors Affecting Interest in Choosing Departments in Madrasah Aliyah in Pekanbaru City

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### ABSTRACT

This study aims to analyze the factors which affect the interests of majors in Madrasah Aliyah in Pekanbaru City. Total population of 1225 students with samples as many as 302 students obtained pro proportionately random sampling. Data collection using questionnaires and documentation. Then the data were analyzed descriptively and analyzed by Structural Equation Model (SEM). The results showed: (1) Parents' attention has a direct and significant effect on the interest in choosing a major, meaning that the greater the attention of parents, the higher the student's interest in choosing a major. (2) Parent's attention and ideals not directly affect academic ability, and academic ability does not affect the interest of majors. it means that the size of the parents' attention and the student's aspirations does not affect the student's academic ability and interest in the chosen major. (3) Ambition job directly affects the interest to choose a major, which means that the level of ambition will be in line with how much desire and interest in the majors since according to their interests. This shows that interest in choosing a major can increase along with increasing parental attention and student ambitions.

## 1. Introduction

The assignment/specialization at Madrasah Aliyah aims to provide direction to students to focus more on developing their own interests and abilities. Inappropriate selection of majors will be detrimental to students in the future and will have an impact on their academic grades and affect the choice of courses in courses for students who wish to continue to higher education. The results of the *Indonesian Career Center Network (ICCN)* said that as many as 87% of Indonesian students one majored so that someone studying is not in accordance with their interests due to mistakes in choosing a major at the previous level which systematically affects the quality of Indonesian students (Awaliyah, 2019).

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According to Nugroho et al. (2015), the determination of the department so far has advantages, one of which is following the wishes of students regardless of academic background values, which causes problems in the learning process, for example students' academic scores are not optimal and the choice of studies to tertiary institutions is constrained due to the SMA/MA majors that are not corresponding. This is also supported by the results of Hadi (2014) which revealed that students are wrong in choosing majors may result in losses for students in financial, time and the failure to learn, because this error can affect his future, if students are able to choose majors based on their interests and abilities and various beneficial considerations, then the future will be better.

Interest is a feeling of liking and being more interested in an activity without being asked (Slameto, 2015). It can be interpreted that interest is a feeling of pleasure to pay attention to an activity that encourages someone to be interested in that activity. There are several things that influence the interest in choosing a major, such as parental attention, academic abilities and student aspirations.

Students' interest in the selection of majors/specializations varies, maybe there are those who have high, medium, low or even no interest at all in the major/specialization that is being chosen. Interest is basically the acceptance of a relationship between oneself and something outside oneself, the stronger the relationship, the greater the interest. To choose a major that will be pursued in the future, it is necessary to pay attention to students' interests properly. It is better if the chosen department is really in accordance with the students' interests, because it is hoped that the learning outcomes achieved will be better and become provisions for continuing the next study (Rahmadani et al., 2017).

Parents have an important role in education. Parents are one of the components that must be responsible for children's education. Therefore, good attention is needed in the learning process of children. In order for students to understand and have an interest in the major they choose, parents need to pay attention to the child so that they understand what the child needs in order to choose the right major. Apart from that, parents' attention will also affect children's psychological abilities in facing learning at school/madrasah. Parents who provide the best education for their children will certainly get satisfying learning outcomes. Conversely, if the parents do not provide the maximum level and do not give attention to the child, then the child will be reluctant and less enthusiastic in participating in learning so that it will have an impact on academic achievement (Zubail, 2020). In a family environment, parents have high hopes for their children, so that parents have an influence and they do not want their children to become entrepreneurs and direct their children's attention to become civil servants (Nurmaliza et al, 2018).

Krishnawati and Suryani (2010) stated that academic ability is a part of intellectual ability which is generally reflected in academic achievement. This is in line with the research of Rahmayu et al. (2018) that most prospective students are looking for are majors that are in accordance with student abilities and are

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supported by research by Rozi et al. (2015) which states that students' academic scores affect the choice of majors.

Apart from parents' attention and academic ability, aspirations can also influence the interest in choosing a major, which in turn also affects their academic ability. This is due to the students at the high school/MA is prepared to continue to higher education that college. If students have a strong motive to continue a higher education and the encouragement and ideals in the students themselves are making studies ya n g intended as a choice (Adella et al., 2015; Puspitasari et al., 2018).

Based on observations in the field found that the reason students choose majors because they considered majors they choose according to their academic ability based on experiential learning in school, but when confronted with the learning process they suffering difficulties so they are trying to get the best results.

Rufaidah (2015) states that academic ability has an effect on the choice of majors, if the ability is contrary to the interest of the department, it will cause problems in the future such as reluctance to study, resulting in decreased quality and student academic achievement. It is also in line with research Rahmayu et al. (2018) show that talent is the most important factor for students because usually in choosing a major, what prospective students look for most is a department that matches the student's abilities. Rozi et al. (2015) also stated that students 'academic scores affect the determination of majors' results. The purpose of this study was to determine the factors that influence the interest in choosing majors in Madrasah Aliyah throughout the city of Pekanbaru.

## **2. Methodology**

This type of research is quantitative descriptive which was conducted from January to June 2020 at Madrasah Aliyah throughout Pekanbaru City. With a sample size of 302 students from a total population of 1225 students with a *proportional random sampling technique* at Madrasah Aliyah throughout Pekanbaru City. Primary data obtained from the results of a questionnaire about interest in choosing majors, parents' attention and aspirations. Secondary data in the form of academic ability were obtained from the results of report cards, National Examination scores and test results for the selection of majors in each madrasah. The population in this study were students of class X in Madrasah Aliyah throughout Pekanbaru City. The technique used in this research is to use *Structural Equation Model (SEM)* analysis which can be seen in Figure 1.

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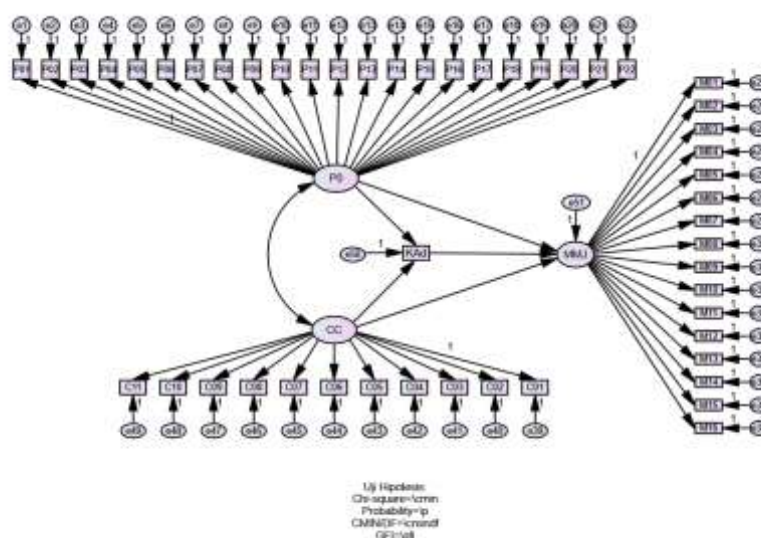


Figure 1. SEM analysis

The technique of collecting data through documentation is to obtain data on National Examination scores, report card scores and major selection test results and uses a questionnaire using a Likert scale. Descriptor indicators in this study can be seen in Table 1.

Table. 1 Research Variables and Indicators

Variable	Indicator	Descriptors
Interests in Choosing a Major (Y)	Feeling good about the chosen major	<ul style="list-style-type: none"> <li>Choose a major without coercion from others</li> <li>Participating in all activities related to the chosen department without coercion</li> <li>Liked the subjects in the chosen major</li> </ul>
	Sense of interest in the chosen major	<ul style="list-style-type: none"> <li>Ask parents / teachers (BK) about majors in MA</li> <li>Participating in activities that discuss majors in MA</li> </ul>
	Pay attention to the chosen major	<ul style="list-style-type: none"> <li>Knowing the advantages and disadvantages of each department in MA</li> <li>Attention to lessons related to the major to be selected</li> </ul>
Parents' attention (X1)	Give love	<ul style="list-style-type: none"> <li>Give attention, especially in terms of children's learning</li> <li>Encourage children and make sure if He can get better results</li> <li>Maintain children's health by providing nutritious food.</li> </ul>

	Provide guidance	<ul style="list-style-type: none"> <li>• Provide assistance / guide when children experience difficulties in the learning process.</li> <li>• Familiarize children with living independently.</li> </ul>
	Facilitating children	<ul style="list-style-type: none"> <li>• Asked to study.</li> <li>• Provide facilities to support learning activities</li> <li>• Provide a budget for children's education</li> <li>• Provide a special study room at home</li> </ul>
	Creating a safe and comfortable atmosphere	<ul style="list-style-type: none"> <li>• Give time to study</li> <li>• Supports children's learning by not turning on the television during study hours</li> </ul>
Ambition (X2)	There is desire and hope	<ul style="list-style-type: none"> <li>• The desire to pursue dreams</li> <li>• Are sure of getting good results</li> <li>• There is a desire to succeed</li> </ul>
	There is an opportunity or opportunity	<ul style="list-style-type: none"> <li>• The opportunity to make your dreams come true</li> <li>• There are great opportunities in the future</li> </ul>

### 3. Results and Discussion

#### *Characteristics Respondents*

Table 2 shows the Characteristics of Respondents in MA in Pekanbaru City that is obtained in the research.

Table 2. Characteristics of Respondents in MA in Pekanbaru City

No	Respondent Profile	Object	Number of Respondents	Percentage (%)
1	Gender	Man	67	22.18
		Women	235	77.81
2	Tempat Tinggal	Parents	261	86.42
		Family house	17	5.62
		Others	24	7.94
		Civil servants	85	28.14
		Private employees	58	19.2
3	Pekerjaan Orang Tua	Entrepreneur	22	7.2
		Farmer	22	7.2
		Traders	39	12.91
		Others	76	25.16

Based on Table 2 of 302 samples that is based on the sex of the respondents involved in this data, most of the women were 77.81%. This is because female respondents are more diligent and thorough in filling out questionnaires. Based on the place of residence, most of the respondents involved lived with their parents,

namely 86.42 percent, so that filling out the questionnaire for parents' attention was right on target. Based on the work of the parents, most of the respondents have parents who work as Civil Servants, namely 28.14 percent.

### ***Descriptive Analysis Results***

#### **a. Interests in choosing a major**

Interest in choosing a major is measured by 3 indicators, namely: (1) feeling good about the chosen major; (2) Interest in the chosen major; (3) attention to the chosen department. Consists of 14 questions. Based on the research shown in Table 3.

Table 3. Interests in Choosing a Major

<b>Category</b>	<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
Very high	> 45.5 – 56	65	21.5
High	> 35 - 45.5	220	72.8
Low	> 24.5 – 35	17	5.6
Very low	14-24.5	-	-
Amount		302	100

Table 3 illustrates that the overall results of interest in choosing student majors in Madrasah Aliyah throughout Pekanbaru City are in the high category, which is 72.8% and is at an average of 36.64. This means that students in choosing a major are influenced by their own interests and desires without coercion from others. This can be seen in the results of the answers of respondents who answered the question of choosing a major based on their own interests without being forced by others on questionnaire number 1. However, there were still 17 students or 5.6% whose interest in choosing their major was still low because the chosen department was not based on their interest. This means that there are still students who have not chosen a major based on their interests. Even though choosing a major based on student interest will increase students' enthusiasm for learning.

#### **b. Parents attention**

The variable of parental attention is measured by 4 variables, namely: (1) giving love; (2) provide guidance; (3) provide motivation; (4) create a safe and comfortable atmosphere. Consists of 22 questions. Based on the research shown in Table 4.

Table 4. Frequency Distribution of Parents' Attention

<b>Category</b>	<b>Interval</b>	<b>Frequency</b>	<b>Percentase</b>
Very high	> 71.5 – 88	76	25.2
High	> 55 - 71.5	173	72.8
Low	> 38.5 – 55	52	5.6
Very low	22 - 38.5	1	0.7
Amount		302	100

Table 4 illustrates that overall the attention of parents of students in Madrasah Aliyah throughout Pekanbaru City is in the High category, which is 72.8% with

an average of 64.61, meaning that parents pay high attention to students both in providing affection, providing guidance, facilitate children and create a safe and comfortable atmosphere for their children. However, there are still 52 students where their parents' attention is still low, even 1 student their parents' attention is very low. This means that there are still students who do not get parental attention even though their parents' attention is very beneficial for their children's growth and development, including in education.

c. Ambition

The goal variable is measured by 2 indicators, namely; (1) There are desires and hopes; (2) The existence of an opportunity or opportunity. Consists of 11 questions. Based on the research shown in Table 5.

Table 5. The Distribution of Ideals Frequency

Category	Interval	Frequency	Percentage
Very high	> 36.25 – 44	216	71.5
High	> 28 – 36.25	79	26.2
Low	> 19.25 – 28	5	1.7
Very low	11 – 19.25	2	0.7
Amount		302	100

Table 5 illustrates that the overall results of students' ideals are in the very high category. This was obtained from an average of 38.57, which means that 71.5% or 216 students have very high aspirations for the major they choose. Choosing a major in accordance with their ideals causes students to focus on realizing these goals. However, there are still 2 students who have very low aspirations for the major they choose. This means that there are still students who choose majors that are not in accordance with their ideals, even though choosing a department according to their ideals will increase students' enthusiasm for learning so as to improve their academic abilities.

*Analysis of Structural Equation Model (SEM)*

To see the effect of parental attention, academic goals and abilities can be seen in the results of the confirmatory analysis in Figure 2.

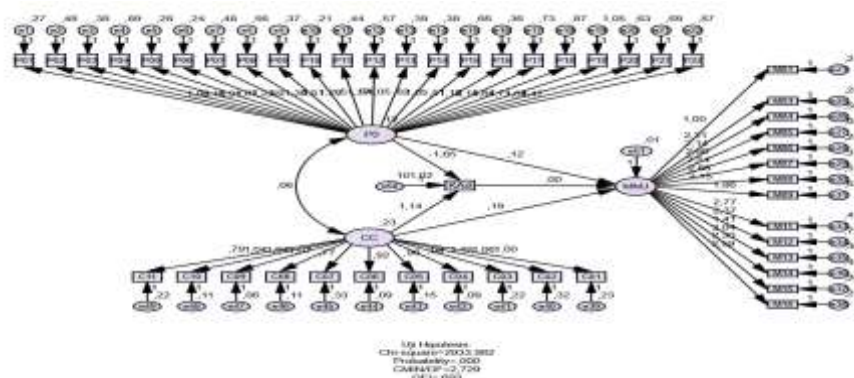


Figure 2. Confirmatory Analysis

With a probability of  $0.000 < 0.05$  (significant tolerance), this means that there is a difference between the population covariance matrix and the covariance matrix estimated or the model is not suitable. This is also supported by the condition of a partial analysis in which parents' attention to their interest in choosing a major, their aspirations for their interest in choosing a major, and their academic ability for their interest in choosing a major are not significant. Therefore, it is necessary to look at the relationship between variables partially in Table 6.

Table 6. Partial Analysis

			Estimate	S.E.	C.R.	P	Label
Kad	<---	P0	-1,646	1,979	-,832	,406	
Kad	<---	CC	1,142	1,361	,839	,401	
MMJ	<---	P0	,116	,035	3,352	***	
MMJ	<---	Kad	,001	,001	1,045	,296	
MMJ	<---	CC	,190	,045	4,245	***	

Table 6 shows that partially parental attention affects their interest in choosing majors significantly ( $P = ***$  or sig at 1%), but does not determine academic ability ( $P = 0.406 > 0.05$  (tolerance sig = 5%). While ideals significantly influence interest in choosing a major ( $P = ***$  or sig at 1%) but do not determine academic ability ( $P = 0.401 > 0.05$  (tolerance sig = 5%). Academic ability does not affect interest in choosing a major significantly ( $p = 0.296 > 0.05$  (sig tolerance = 5%). To improve the model, the insignificant direction of the relationship must be eliminated. On the other hand, the results of the covariance analysis show that there is no multicollinearity of parental attention with aspirations which can be seen in Table 7 and Table 8.

Table 7. Covariance Analysis

			Estimate	S.E.	C.R.	P	Label
P0	<-->	CC	,061	,013	4,781	***	

Table 8. Correlation Analysis

			Estimate
P0	<-->	CC	,372

Based on Table 8, it shows that there is no multicollinearity of parents' attention with ideals ( $r = 0.372 < 0.8$  (multicollinear standard) or the two variables have a relationship but are not multicollinear. Meanwhile, logically higher parental attention will also determine the level of aspiration. The dreams of their children, because parents with their experiences can direct their children's ideals more precisely. Therefore, it is necessary to try a recursive relationship model between parents' attention and ideals. With these conditions, it is necessary to test the influence of parental attention on ideals -it into the model as in Figure 3.



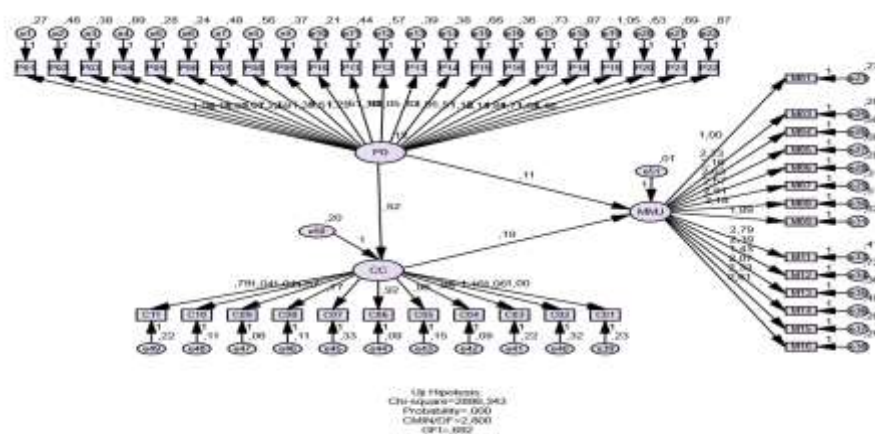


Figure 3. Analysis by *streaming*

Based on Figure 3, it can be seen with a probability of  $0.000 < 0.05$  (significant tolerance), this means that the model built is not good even though partially there is a significant effect according to the model built. This may be due to the presence of important intervening variables that are not present in the model or missing.

After testing the model, a partial analysis is carried out with *streaming* by looking at the *critical ratio* on the *regression weight* in Table 9.

Tabel 9. Critical Ratio

			Estimate	S.E.	C.R.	P	Label
CC	<---	PO	,520	,100	5,184	***	
MMJ	<---	PO	,114	,034	3,322	***	
MMJ	<---	CC	,189	,045	4,207	***	

Based on Table 9, it appears that partially parental attention affects their interest in choosing a major significantly ( $P < 5\%$  (sig tolerance)), but so does parental attention to ideals ( $P < 5\%$  (sig tolerance)). also significantly influence the interest in choosing a major ( $P < 5\%$  (sig tolerance)), however, it does not determine academic ability.

After a partial analysis is carried out, it is continued with path analysis to see the direct and indirect effects between variables, which can be seen in Table 10.

Table 10. Direct, Indirect and Total Influence

Variable	Influence		
	Direct	Indirect	Total
PO to CC	0,372	-	0,372
PO to MMJ	0,286	0,246	0,532
CC to MMJ	0,661	-	0,661

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Table 10 shows that the direct effect between parental attention to goals is 0.372; the influence of parental attention on interest in choosing majors is 0.286 and the effect of ideals on interest in choosing majors is 0.661. Based on the results of the analysis, it appears that the influence of ideals on interest is greater than that of parents' interest in choosing a major ( $0.661 > 0.286$ ).

The advantage of analysis using SEM in AMOS is that it is able to identify the indirect effect between exogenous constructs and endogenous constructs that are not addressed with arrows directly. Based on Table 10, it shows that the indirect effect of parental attention on the interest in choosing a major is 0.246 or 24.6%. The total effect is the sum of the direct and indirect effects contained in the research model. Based on Table 5.8, it shows that parental attention is 0.372 or 37.2%. Interest in choosing a major is determined by the goal of 0.661 or 66.1% compared to the attention of parents of 0.532 or 53.2%.

### ***The Influence of Parents' Attention on Interest in Choosing a Major***

Based on data analysis and hypothesis testing that has been carried out in this study, the results show that parental attention has a significant influence on the interest in choosing a major. This shows that parental attention is one of the factors that can increase student interest in choosing majors at Madrasah Aliyah throughout Pekanbaru City.

The findings of this study show that parental attention is needed in the learning process of students. According to Adom (2015) parents have a strong influence on children, especially education. The results of this study are in line with the research conducted by Sulistyawati et al. (2017) which states that if there is additional support from parents, it will increase interest in choosing a major. These results indicate that parental attention in the form of support has a positive effect on interest in choosing a major.

Parents' attention has a significant role in the interest in choosing a major (Devianti, 2015). The existence of high parental attention will contribute to student interest in continuing to college (Pradipta, 2018). The role of parents in the form of rewarding support and instrumental support plays a big role. If parental attention is lacking, then the interest in choosing a major will also be lower. High parental attention will give maximum encouragement to interest in choosing majors, while low parental attention will cause interest in choosing a business to be achieved less satisfactorily (Laden, 2014).

From the research results that have been described, it can be concluded that the greater the attention of parents to children, the higher the student's interest in the major they choose.

### ***The Influence of Parents' Attention on Academic Ability***

Based on data analysis and hypothesis testing, it is known that there is no significant influence between parents' attention on the academic ability of students

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at Madrasah Aliyah throughout Pekanbaru City. Based on the results of descriptive analysis, parents' attention is in the high category, but in the questionnaire item the learning process accompanied by parents is in the rare category.

In line with the research Indriana (2016) and Garkaz (2011) which states that family support in the form of parental supervision does not affect the academic performance of students. Therefore, good attention is needed in the learning process of children. In order for students to understand and have an interest in the major they choose, parents need to pay attention to the child so that they understand what the child needs in order to improve their academic abilities so that their learning outcomes increase. In fact, there are still many parents who think that the problem of education is the business of the teacher, so the responsibility of parents in paying attention to their children's education will disappear.

Based on a descriptive analysis of the students' academic abilities are in the very good category, this is due to the previous school environment. Because students spend more time in school than at home so that teachers contribute more in tune with the expectations of the students so that the students nyama n in the learning process (Mofid et al., 2020). Based on the results of interviews after the research, students at schools previously had teachers with good pedagogical competences, including understanding students, carrying out learning, utilizing information and communication technology and designing and carrying out learning evaluations (Naziah, et al, 2020; Efriza, et al., 2020) so that it affects the quality of the output, namely in the form of good academic achievement.

Teachers should be able to understand the character and ability of the students to be able to establish the corresponding learning standards, influential teacher performance to learning outcamos (Sari, 2020). Pahrudin, et al (2016) show that teacher pedagogical competence directly and positively affects learning achievement. This is supported by Slameto (2015) which explains that in the learning process, it is necessary to pay attention to what encourages students to learn well, or students have a motive to think and focus attention, plan and carry out activities related to learning.

From the discussion it can be concluded that high parental attention does not affect students' academic abilities, but it is the influence of teacher competence that plays a big role in improving students' academic abilities so that they get good learning achievement.

### ***The Influence of Ideals on Academic Ability***

Based on data analysis and hypothesis, it shows that there is no significant influence between ideals on academic ability. Based on the descriptive analysis, ideals are in the very high category, and academic ability is also very good, but the results of hypothesis testing state that there is no significant effect. This is because academic ability is measured using the value of the National

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Examination, the test results for selecting majors and the report card scores when SMP/MTs are less able to describe the quality of students' academic abilities. In addition, there are students whose ideals do not come from themselves but only join in with their friends and parents who push their children's ideals too much to follow their wishes.

Expectations for ideals depend on the knowledge, experience, environment and abilities of each, which means that something desired can happen in accordance with what is done, thus, hopes for aspirations regarding the future will be fulfilled. Academic ability is the ability and proficiency of a person in the academic field. This academic field includes all existing knowledge in formal education with results in the form of academic achievement. The results of research conducted by Yusuf (2013) stated that there is a significant relationship between expectations of ideals and academic achievement, this is in line with research conducted by Sunarsih (2010).

### ***The Influence of Ambition on Interests in Choosing a Department***

Based on data analysis and hypothesis testing, results show that there is a significant influence between ambition and interest in choosing a major. This shows that ideals are one of the factors that influence the interest in choosing majors in Madrasah Aliyah throughout Pekanbaru City.

A person's ideals will influence a person to have behavior with the aim of being able to achieve these goals (Yarnefi, et al, 2019). The results of this study are also in line with research (Nurtanto et al, 2017; Suyitno, 2016). The results of this study are supported by Jannah et al. (2020) which shows that the ideal factor has a very high influence in the background for the selection of majors.

This allows one to make choices and evaluate the extent to which these goals can be realized. One of them is by choosing a major according to your interests. So from the results of the above research it can be concluded that the greater a person's aspirations to continue his education, the greater his interest in choosing a major that suits his aspirations.

### ***The Influence of Academic Ability on Interest in Choosing a Department***

Based on data analysis and hypothesis, it shows that there is no significant influence between academic ability and interest in choosing a major. Based on the results of descriptive analysis, the student's academic ability is in the very good category, but based on the results of the hypothesis test, it does not show a significant effect between academic ability and interest in choosing a major. This is because the scores that students get when they graduate from SMP/MTs in influencing their interest in choosing a major are less than optimal in their utilization.

Another factor that does not affect academic ability on interest in choosing a major is because students choose a major to follow their peer environment, not

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based on their academic ability. High school level students are in their teens who rely more on peers to meet shared needs, self-worth, and intimacy. This statement implies that in adolescence, peers are a more important figure than parents. This is because teenagers spend more time with peers outside the home than with their parents (Arianti, 2016).

This is in line with the research of Rahmadani et al. (2017) stated that interest in choosing a major is influenced by external factors, namely peers. The results of this study are also in line with the results of research by Fadjrinn et al. (2017) and Permana et al. (2019) who concluded that the peer environment has a positive influence on interest in choosing a major.

### ***The indirect effect of parental attention on interest in choosing a major through ideals***

Based on the results of the data analysis that has been done, it shows that there is a positive relationship between parental attention, ideals and interest in choosing a major at Madrasah Aliyah in Pekanbaru. The higher people's attention to the ideals of students, the higher the interest in choosing a major. This is in line with research (Laden, 2014) which states that the role of parental attention from the aspect of support will provide a large role for student interests and desired ideals. The same is the case with research (Kautsar et al., 2017) which states that there is a relationship with the family environment in the form of parental attention through aspirations to student interests. From the description above, there is a relationship or relationship between parental attention and interest in choosing a major through ideals.

## **4. Conclusion**

The results showed that the factors that influenced the interest in choosing a major consisted of external factors in the form of parental attention and internal factors, namely aspirations. Meanwhile, academic ability does not affect the interest in choosing a major. Based on the results of this study, parents' attention has a lower effect on the interest in choosing a major. This can be used as a reference for parents to provide support, guidance and direction to increase student interest in choosing a major so that after graduating from secondary education, students are more focused on the major they will choose in college.

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