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THE EFFECT OF MOTIVATION, SCHOOL GRADES AND THE LEVEL OF PARENT'S EDUCATION ON THE INTEREST OF TAKING HIGHER DEGREE STUDY

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Abstract

The aim of this study is to determine whether there is a significant influence of learning motivation, learning outcomes, and education level of parents on a student's interest to study to university at the district of Sungai Keruh (Sub Murky) Muba, Indonesia. This study aims to identify and analyze the influence of learning motivation, learning outcomes, and education level of parents on a student's interest to study to university. The study design used is associative. The data were obtained using a questionnaire with a total population of 328 students. The number of sample used is determined using Isac and Michael formula, and the sampling method used is stratified random sampling technique. The results showed a significant influence of learning motivation, learning outcomes, and education level of parents on a student's interest to study to the university of high school students in Sungai Keruh Muba, Indonesia.

Keywords: Motivation to Study, School Grades, Level of Parents' Education, Higher Degree Study, MUBA-Indonesia

1. Introduction

A good management is required in managing the organization and this also applies to all organization including education organization. Application of management in the field of education is absolutely necessary to achieve educational goals that have been established previously to be effective and efficient in its execution. Management education is a series of activities involving a group of people who are members of educational organizations to manage the management of the educational institution to achieve a predetermined goal (Mustari, 2014). Management education is an arrangement of cultivated fields of education conducted through the activities of planning, organizing, budgeting, controlling, monitoring, and assessment and reporting in a systematic way to provide a high quality of education process and output (Engkoswara and Komariah, 2010).

All activities at the university are aimed at achieving an improvement of knowledge and skills as an output of learning process. There are some factors affecting a learning process such as internal factors and external factors. Internal factors include physiological aspects (carnal) such as the eyes and ears; and psychological aspects (spiritual nature) such as intelligence, attitude, aptitude, and motivation. External factors include social environments such as family, teachers, community, and friends; non-social environments such as homes, schools, equipment, nature and learning approach. Learning approach is a method used by the student to learn which includes strategies that students used to absorb learning materials.

The students' interest to continue their studies to higher education should be well-maintained because the students' interests start to appear since their high school and, this interest will grow through series of processes. The interest must always be fostered through a variety of ways, for example by providing relevant information about the College. The existence of effective approaches that can be used by the family and the school is of importance because a conducive environment is one of the factors affecting the students' interest to continue their studies to university. Public education is a pathway intermediate level of university education (Engkoswara and Komariah, 2010).

The interest of the students to continue their studies to universities is a trend that contains elements of good feelings, desires, concerns, interests, needs, expectations, encouragement, and a willingness to continue their education to a higher level after graduating high school. The students' interests can be expressed through a statement indicating that the students are willing to continue their study to a higher institution, and it also can be seen from their participation level in any activities at school (Djaali, 2008).

Motivation to learn is the tendency of students in learning activities that are driven by the desire for achievement or the best possible learning outcomes. Motivation to learn is required to develop the ability optimally so that they can do things better and can achieve a creative achievement. Motivation to learn is also an internal and external impulse that causes a person (people) to act in order to achieve the goal; so the behavioral changes in the students are expected to occur. Motivation to learn is of importance as this may encourage their hopes and aspirations to achieve a better future. Further, a high motivation to learn is also supported by a conducive learning environment.

Factors affecting learning outcomes include internal factors such as health, intelligence and aptitude, interest and motivation, and learning; and external factors such as family/parent education, school, community, and neighborhood. Besides, the level of education is the education level achieved through formal educations at schools, from elementary and junior high school to university (Slamet, 2013).

In the district of Sungai Keruh, there are currently four schools (SMA) which annually graduate students and all have the responsibility of preparing students to continue their studies at university. However, this seems to be difficult to achieve as most students did not continue their study to a higher degree due to some factors. Based on this preliminary research result, the interest of high school students' graduate in the Sungai Keruh to continue their study to higher education institution for the last two years is apparently low. Main factors that strongly affect the students' interest to continue their studies to universities are the self-learners or internal factors; and outside or external factors. Internal factors of learners include intelligence, academic ability, and motivation in learning. The intelligence or academic abilities of a student can be seen from the learning outcomes achieved by students. External factors include the family, friends, and teachers.

An annual phenomenon that occurs at the Sungai Keruh high school is that the low number of students continuing their study to a higher degree, which is caused by many factors. Most students come from lower middle economic income family. Thus, their parents will not allow their children to continue their study to a higher degree due to inability to pay the university's tuition fees. Moreover, this situation is worsened by the bad economic condition in recent years as the global economic situation also affects the low price of rubber and palm oil. Most of the families at Sungai Keruh district work at the rubber plantation and palm oil plantation. Actually, the South Sumatra provincial government through Governor Alex Noerdin in 2014 has declared that all government education sectors are free of tuition fees. However, the program cannot reach all communities. Therefore, the tuition is still considered expensive for those family at Sungai Keruh district.

Parents, whose level of education is high on average, will be able to steer the sons and daughters to continue their studies to university, while parents with secondary education and lower education levels do not even complete primary school is not able to guide their children to pursue higher education. Some parents completely let their children select their desired Universities without the intervention of the parents. Most of the children from parents who have a lower level of education will not allow their children to continue their studies at university. In other words, parents who have a college education will be easier to drive her son to continue higher education, because

it is supported by the experience of parents about the importance of education. Based on the research background, the formulation of the problem in this research is; Are there any effect of learning motivation, learning outcomes and parent education level on the students' interest to continue their study to a higher degree at the Sungai Keruh district, MUBA-Indonesia?

2. Literature Review

2.1. Motivation to study

Motivation is a conscious effort to propel, steer and maintain a person's behavior that he was compelled to act to do something so as to achieve a particular result or goal. Motivation to learn is a change of energy in a person (personal) marked the emergence of feeling and preceded with the response to their destination (Sardiman, 2014). But Nashar (2004) stated that motivation to learn is the tendency of students in learning activities that are driven by the desire for achievement or the best possible learning outcomes.

Motivation to learn is also a need to develop the ability optimally so that they can do things better and get a creative achievement (Nashar, 2004). Further, Nashar (2004) stated that motivation to learn are an internal and external impetus that causes a person (people) to act to achieve the goal so that the behavioral changes in the students are expected to occur. Further, the motivation to learn is a psychological condition that encourages students to learn with fun and learn in earnest, which in turn will form a systematic way of student learning, concentration and can select activities.

According to Sardiman (2014), there are several forms and ways to motivate their learning activities at schools such as giving a score; gift; rivals/competition; ego-involvement; giving Deuteronomy; knowing the results; compliment; penalty; the desire to learn; interests; interest recognized. Moreover, According to Sardiman (2014), there are three functions of learning motivation as encouraging people to do; determine the direction deeds, and selecting actions. In addition, according to Anni (2006), there are several strategies of motivation to learn: raise the interest of learners; encourage curiosity; using a variety of methods interesting presentation; and helping learners in formulating learning goals.

2.2. School Grades

According to Anni (2006), learning outcomes is a change in the behavior of the learners obtained after a learning activity. The results of learning a skill are also acquired after learning activities (Nashar, 2004). One of learning outputs can be measured by the changes in the behavioral pattern which includes higher motivation and higher hopes for success. It is said that a feedback from the environment has no effect on the higher motivation of a person (student) and the amount of effort devoted by a person (student) to achieve learning objectives. A person can be said to have learned something when there has been a change, but not all changes occur. So the study's outcome is the achievement of learning objectives and learning outcomes as the product of the learning process, and the importance of the learning outcomes.

Measurement has a very close relationship with the evaluation. The evaluation was done after measurement, meaning that the decision (judgment) must be present in every evaluation based on data obtained from measurements to find out how much a learning experience has been achieved by learners. Moreover, from the results of the measurements, it provides teacher an evaluation report of their teaching success so that the teacher then can take further actions to improve the subsequent learning process that has been evaluated previously.

In detail, the evaluation function in teaching can be grouped into four, namely: to determine the progress and development and the success of students after learning activities for a certain period; to assess the success of the teaching program; for the purposes of counseling; or the purposes of curriculum development and improvement of the school.

One phase of the evaluation, which serves both formative and summative stage of the information gathering, is measurement. According to Darsono (2000), information gathering of learning outcome can be achieved in two ways, one of which is mechanical tests that are usually done by the schools at end of school year or semester. The answer test patterns can be classified

into three, namely, objective tests, short-answer test, and test description. However, the non-test technique is the collection of information or measurement in the evaluation of learning outcomes, which can also be done through observation, interviews, and questionnaires. Moreover, non-test techniques are used to reveal psychomotor abilities and effective learning outcomes.

2.3. The Level of Parents' Education

The degree or level of education is a stage of continuing education that is defined by the level of development of learners and the level of complexity of teaching materials, and it also associates with how to present the teaching materials (Ihsan, 2013). School level consists of primary education, secondary education, and higher education. Basic education is education that underlies secondary education. Primary education is in the form of elementary school (SD) and Islamic Elementary School (MI) or other equivalent forms and junior high school (SMP) and Madrasah Tsanawiyah (MTs), and other forms equivalent. This level of education is promulgated by the Act No. 20 of 2003 section 17 of National Education system.

According to Ihsan (2013), basic education is education that provides knowledge and skills fostering a basic attitude that is needed by the society, and this is also important as it prepares students to continue the next level of education that is secondary education. Advanced secondary education is a basic education. Secondary education consists of general secondary education and vocational secondary education. The level of education is governed by the government as stated in the Act No. 20 of 2003 Section 18 of the Education System National, and this level includes secondary education high school (SMA), Madrasah Aliyah (MA), vocational schools (SMK), and vocational madrasah aliyah (MAK), and other equivalent forms of education level. Secondary education is education that prepares students to be members of the community who have the ability to hold a reciprocal relationship with the socio-cultural environment and the natural surroundings. This level of education aims to develop further capabilities in the world of work or education (Ihsan, 2013).

Higher education is an education after secondary education that includes diplomas, bachelors, masters, specialist, and doctoral held by the higher education. Law No. 20 of 2003 Section 19 and 20 of the National Education System stated that colleges, polytechnics, higher school, college or university are a form of university level. In this study, the Parent Education Level is the level of education according to the level of education that have been taken, through formal education in schools in different levels from the lowest level to the highest level, from elementary school, junior high school to university.

2.4. The interest in taking higher degree study

Interest is a representative of a taste and flavor of a person, and it is more like interest in a matter or activity. Interest is basically the acceptance of a relationship between oneself and something from outside a person. In this study, interest is defined as the interest of students in continuing studies for higher education. This interest is a tendency that contains elements of good feelings, desires, concerns, interests, needs, expectations, encouragement, and a willingness to continue their education to a higher level after high school.

Djaali (2008) states that interest can be expressed through a statement indicating that the student is more like a case of the other things, can also be manifested through participation in an activity. Meanwhile, according to Arikunto (2013), interests are internal factors that can affect student achievement which is influenced by other factors.

Interest may arise due to the attraction from the outside and also from the heartstrings. Great interest in something means to achieve or obtain a desirable object. The interest in learning arises due to some factors. One of the factors that stimulate their interest in learning is a strong desire to lift their dignity in the community and a will to have a better life by having good jobs as it is believed that the education will lift your status in the community. A great interest in learning tends to produce higher learning achievement, while a less interest in learning will result in lower educational achievement (Dalyono, 2008).

The interest is also the tendency of the individual to be interested in an object or something that pleases the object. The stronger or closer the relationship, the greater the interest. Interests are usually indicated through a statement and can also be expressed in the form of participation in activities of interest. Thus, it can be said that the indicators of interest among others, the sense of excitement, desire, attention, interests, needs, expectations, encouragement, and security can affect the students' interest in continuing their study to a higher degree. Hadi (2008) argues that a continuation of higher education and secondary education is aimed at preparing students to be members of the community who have academic ability and professional capability to be implemented, developed and created by the graduates.

Universities are organizing formal education institutions of higher education, the education unit which organizes higher education called the College, and it can form a university, college, high school, polytechnic, and academy. According to Ihsan (2013), higher education is defined as education that prepares students to become members of the community that has both academic and or professional high capability so as to implement, develop and/or create a science, technology, and art in the context of national development and improve human welfare.

Syah (2008) suggested the factors affecting the learning's interest such as internal factors, external factors, and learning approach factors. Internal factors (factors of the students) are the state/physical and spiritual conditions of students. These factors include physiological aspects (the carnal) such as the eyes and ears; the psychological aspect (which is spiritual) such as intelligence, attitude, aptitude, and motivation. External factors (factors outside the student) are the environmental conditions around the students, these factors include the social environment such as families, teachers and staff, community, and friends; non-social environments, such as home, school, equipment, and nature. Learning approach factors are the type of student learning effort that includes strategies and methods used to conduct learning lesson materials, and this learning approach factor includes high approach, such as speculative factor and achieving factor; the medium approach such as analytical factor and intensive factor; and low approaches such as reproductive factor and surface factor.

Slamet (2013) classified several factors that can affect student learning into two, namely internal factors and external factors. Internal factors are factors within the individual that are being studied. These factors include three aspects, namely: physical factors such as health factors, disability; psychological factors such as intelligence, attention, talent, motives, maturity, readiness; and the fatigue factor. External Factors include: family factors, including how parents educate, relationships between family members, the house, the family's economic situation, understanding parents, cultural background; school factors including teaching methods, curriculum, teacher relations with students, student relationships with students, school discipline, teaching tools, school time, lessons above standard size, the state of the building, method of learning, homework; and community factors including students' activities in society, mass media, friends get along, shape people's lives.

Sukmadinata (2008) stated there are two factors affecting learning's interest that are a physical and spiritual factor, and environment factor. Physical factor refers to the conditions and physical health of one person and spiritual factor refers to concerning mental health conditions, intellectual abilities, social, psychomotor and affective and conative condition of the individual. The intellectual conditions refer to the level of intelligence, talent, mastery of students' knowledge or his lessons ago. Social conditions refer to the students' relationships with other people, good teachers, friends, parents, and other people. Another thing that is in the individual is the serenity and tranquility of the psychic, motivation to learn, the skills that he has, such as learning to read, discuss, solve problems, tasks, and others. Environmental factors are factors that come from outside the student, both physical and social factors which come from a family environment, school and community. Within the family environment is the state of the house and the room where by learning and learning facilities are there, the atmosphere in the house is quiet or noisy, the atmosphere around the house, the family unit, the psychological climate, the climate of learning and relationships among family members. This includes school environment, campus environment, facilities and infrastructure of existing learning, learning resources, learning media, students' relationships with their friends, with teachers and other school staff, the atmosphere and the implementation of teaching and learning activities, a variety of curricular activities.

Indriyanti (2013) examined the factors affecting the interest of continuing education to a higher degree in class XII SMK Negeri 6 Surakarta Accounting 2013. This study uses a Proportional Random Sampling number of 60 students. The technique of collecting data used questionnaires and documentation. Data analysis technique used is the factor analysis, e.g., exploratory factor analysis. The results showed there are seven factors that affect interest in continuing their education at universities in class XII student of SMK Negeri 6 Surakarta 2013. These factors are potential, motivation, expectations of future factors, chance, social environmental factors, a factor of the circumstances, and institutional factors. The biggest influencing factor is the potential factor that has eigenvalue 7.974 and the value of the percent of variance equal to 33.225%.

Fitriani (2014) investigated the influence of motivation, academic achievement, socio-economic status of parents and the school environment to the interest for continuing education of college students in class XII accounting SMK Negeri 1 Kendal. The population in this study is all accounting class XII student of SMK Negeri 1 Kendal (105 students). Sampling was done by lottery with Proportional Random Sampling Method, the number of respondents as many as 84 students. Methods of data collection used questionnaire documentation. Data analysis method used was descriptive and hypothesis testing using multiple linear regression analysis. The results showed that motivation, academic achievement, socioeconomic status and school environments affect 91.7% of the interest in continuing their education at universities simultaneously. Motivation affects 8.07% of the interest in continuing education to College; school performance affects 39.56% of interest in continuing education to College, socio-economic status of parents affects 21.53% of interest in continuing education to College. Also, the school environment affects 25.50% against the interest of continuing education to universities partially.

Melilanawati (2015) examined the relationship between parents' support and students' interest in continuing education college in District Keluang Banyuasin. The population in this study were young teens in District Keluang Banyuasin with a total of 200 adolescents. The number of the sample used in the study is 127 respondents. The sampling technique is Simple Random Sampling Technique. Data collection techniques used in this study is psychological scale. The results showed that there was a significant relationship between parents' support and interests to continuing education to the college. The highly significant relationship is very visible from the value of the correlation coefficient $r = 0.329$ with a significance value (p) 0.000 or in other words $p \leq 0.01$. This result is consistent with the hypothesis that there is a relationship between the parents' support with the students' interest in continuing education to universities.

Rahmawati and Hakim (2014) examined the effects of the economic condition of parents, school environment, and learning achievement against the interest of continuing higher education. This research is a quantitative data collection technique using questionnaires and documentation. The population in this research was 113 students of class XII Accounting. These samples included 88 respondents with an error rate of 5% selected by Random Sampling Technique. Data were analyzed using multiple linear regression analysis and the have previously been tested using classical assumptions. The results showed that there was a significant influence of the economic condition of parents, school environment, and learning achievements on the students' interest in continuing education to college at SMK 10 Surabaya. Simultaneously, 80.4% of students' interest in continuing their education to college is affected by the economic conditions, the school environment, and the student achievement, while the remaining 19.6% of students' interest is influenced by other variables not used in the study. It can be concluded that the economic condition of parents, the school environment, and the learning achievements have a significant influence on the students' interest in continuing education to universities.

Fandoli (2014) examined the relationship student achievement and parental education with interest in continuing their education at universities in the field of nursing. This research is a descriptive correlation with a cross-sectional design. The population in this study is all students of class XI. The research sample selected 179 students at random. Data were tested Spearman Rank (Rho), while for the multivariate analysis using ordinal regression models were processed using SPSSversi16.0 program. The results of the study is that there is a link student achievement with interest in continuing their education at universities in the field of nursing because of p-value (0.000) < 0.05 , there is a relationship of parent education with interest in continuing their education

at universities in the field of nursing at p-value (0.000) <0:05 and there is a relationship between parent education and motivation to study results with interest continuing education to universities in the field of nursing in learning outcomes get the value of 50 347 with the sig. 0.000 (<0.05).

Based on the theoretical basis, the hypotheses in this study are as follows:

H₁: *There is a significant influence simultaneously on learning motivation and learning outcomes as well as the education level of parents on the interest in taking higher degree studies.*

H₂: *There is a significant influence partially of learning motivation on the interest in taking higher degree studies.*

H₃: *There is a significant influence partially on the learning outcomes in the interest of taking higher degree studies.*

H₄: *There is a significant influence partially of parent's level of education on the interest in taking higher degree studies.*

3. Research Methodology

The research design used is associative research which is aimed to determine the effect or the relationship between two or more variables. The population in this study is all students in Class XII High School in Sungai Keruh with a total of 328 learners. Determination of the sample using the formula is developed by Isaac and Michael (1995) in order to get 150 students. The sampling technique used is Stratified Random Sampling Method (Sugiyono, 2011).

The regression equation used in this study is as follows:

$$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + e \quad (1)$$

where:

- Y = the interest of taking higher degree
- a = constant
- b₁, b₂, b₃= coefficient
- X₁ = motivation
- X₂ = school grade
- X₃ = the level of parent's education
- e = error term

4. Findings

ANOVA test was used to test the effect of variable learning motivation, learning outcomes and education of parents of interest in continuing to Higher Education. Based on the results of multiple linear regression calculations obtained F count (13.107) > F table (2.68) or sig F (0.000) <Sig α (0.05), it means that learning motivation, learning outcomes and parents' education level have a significant influence on the interest of taking higher degree studies as can be seen in Table 1.

Table 1. ANOVA Test

| Model | Sum of Squares | df | Mean Square | F | Sig |
|------------|----------------|-----|-------------|--------|--------------------|
| Regression | 7.453 | 3 | 2.484 | 13.107 | 0.000 ^a |
| Residual | 27.671 | 146 | 0.190 | | |
| Total | 35.123 | 149 | | | |

The t-test is used to look at the significance level of individual regression coefficients, and the t-test results can be seen in Table 2.

Table 2. Coefficient Regression test

| Model | t | Sig |
|--------------------------------------|-------|----------|
| (Constant) | 3.489 | 0.001*** |
| Motivation (X1) | 2.958 | 0.004*** |
| School grade (X2) | 4.305 | 0.000*** |
| The level of parent's education (X3) | 2.483 | 0.014** |

Note: *, **, and *** respect statistical significance at the 10%, 5%, and 1% levels, respectively.

The effect of motivation, school grades and the level of parent's education on the interest of taking higher degree study is a positive and this is shown by the fact that the significance value (F-value, 13.107) is greater than F-table (2.68). Thus, the research hypothesis which states that there is a significant influence of learning motivation, school grades and the parents' education level on the interest of the students to pursue higher degree education is acceptable. The learning motivation, school grades, and the parents' education level play an important role to affect the student's interest to pursue higher degree, however, the R-square value indicated that only 21.2 percent of all independent variables in this study can affect the students' interest to pursue higher degree as 78.8 percent is affected by other factors (variables). The low contribution of all independent variables in this study toward the dependent variable can be caused by lower motivation, lower grades of students and lower income of the parents. Lower motivation is caused by the lower grades obtained by the students. Only those students who achieved higher scores and a lot of achievements at school will continue their study to a higher degree. But, some students who have higher scores and higher achievements are not able to pursue their study to a higher degree due to the lack of fund as these students mostly come from lower-middle-income family and therefore, it also affects their interest to pursue a higher degree. Moreover, the motivation, family, and environment also determine the students' interest to pursue a higher degree. The less encouragement from family (low motivation) is caused by the geography and the parents' occupation. Most of the parents work as farmers and less than 1 percent have diploma degree. Furthermore, the percentage of parents who work as employees / civil servants are also relatively low.

Sungai Keruh is one of the districts located in the remote area in Indonesia, and this district is a district of rubber and palm oil plantation and other crops. Most of the parents work for the rubber and palm oil plantation and other plantations, and the income received is merely sufficient to feed the family. Further, bad economic conditions in recent years also affect the fall of the rubber and palm oil's price. Even though some of the parents own the plantation, they are also unable to support their children's education to a higher degree. Moreover, as the owner of the plantation is not able to pay the wage of their workers, so the parents ask their children to help them work at their plantation after school. Therefore, most of the students will be married off by their parents after they graduate their high school and after they can make their own living by working at their own plantation or someone else's plantation.

Although the government has launched a free school, it does not change the parents' ways of thinking about the importance of education and of their children's future. The parents do not learn that the economic difficulty has led them into poverty because they have no education and degree certificate. The parents should let their children continue their study to a higher degree so that the children can have a better life and a steady income in future. This study recommends that the parents support their children education until higher degree, in particular, those children who have a good achievement at school and a high interest to pursue their study to a higher degree as there are many scholarships available provided by the government.

The effect of motivation on the interest of taking higher degree study is a positive and significant. This is shown by the fact that the significance value (t-value, 2.958) is greater than t-table (1.960). Thus, the research hypothesis which states that there is a significant influence of learning motivation on the students' interest to pursue a higher degree is acceptable. According to the students' response, 66.7 percent of students stated that they wish to have a job after graduating high school; 69.3 percent of students stated that the way teachers deliver the course at school using an interesting media affects their interest to pursue higher degree; 66.6 percent of students stated that their home environment is very conducive, affecting their interest to study;

51.7 percent of students stated that they have no aspiration to be a successful person in future. In conclusion, the majority of students stated that their parents do not support them to continue their study to a higher degree due to financial reason. The financial deterioration in the family should be used as a motive to change their lives by having higher degree education so that they can have a better future. The school and teachers should also facilitate the students to study and should motivate them to pursue a higher degree.

The effect of school grades on the interest of taking higher degree study is a positive and significant. This is shown by the fact that the significance value (t-value, 4.305) is greater than t-table (1.960). Thus, the research hypothesis which states that there is a significant influence of school grades on the students' interest to pursue a higher degree is acceptable. According to the students' response, 70 percent of students stated that their family were not able to support them to study at home; 58.7 percent of students stated that their family were not able to help them improving their poor grades; 62 percent of students stated that their family were not able to provide them good facilities to study; 76 percent of students stated that the value of lesson learned did not match their ability in absorbing the lesson. Lack of encouragement from families to continue their education as mentioned earlier contribute to the students' lower interest to pursue a higher degree. This lower interest is also shown by their unsatisfactory grades at school. There is a relationship between motivation and school grades of students in which students who are motivated to continue to Higher Education will study hard.

The effect of parents' education level on the students' interest of taking higher degree study is a positive and significant. This is shown by the fact that the significance value (t-value, 2.483) is greater than t-table (1.960). Thus, the research hypothesis which states that there is a significant influence of parents' education level on the students' interest to pursue a higher degree is acceptable. According to the students' response, 60.7 percent of the parents stated that there is no need to continue their children's study to higher degree; 64 percent of parents work in the informal sectors such as plantation; 74.7 percent of parents are illiterate; 74.7 percent of parents stated that having higher degree does not guarantee that their children will have a better life. In conclusion, the low level of parents' education contributes to the low number of students continuing their study to a higher degree. The geographical location and weak financial conditions contribute to the discouragement of the parents. The low support from the parents is also caused by the lack of a role model in their district so far. Therefore, the government should be able to support this area by providing more jobs for the parents so that the parents can support their children' education.

5. Conclusion

Motivation to learn is the tendency of students in learning activities that are driven by the desire for achievement or the best possible learning outcomes. Motivation to learn is the need to develop the ability optimally so that they can do things better and creative achievement. Motivation to learn is also an internal and external impulse that causes a person (people) to act or do achieve the goal, so the behavioral changes in the students are expected to occur. Motivation to learn is encouraging their hopes and aspirations for a better future; this is because their interest in learning activities is supported by a conducive learning environment. This study attempts to investigate the effect of motivation, school grades and the level of parent's education on the interest of taking higher degree study.

Based on the findings, it can be concluded that there is a significant effect of motivation, school grades and the level of parent's education on the interest of taking higher degree study at the MUBA River district. This indicates that students' motivation is one of the crucial factors affecting their desire to continue their study and this motivation can be reflected from their grades during their study at school. Thus, if students have high motivation to study, the students also acquire high grades and have high motivation to study. Furthermore, the parents' education level of the students is also one of the crucial factors affecting the students' motivation to study and to continue their study to a higher level. The higher the level of parents' education, the higher the motivation of students to study as parents are aware of their kids' education and have more support for their kids in terms of education.

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