

THE INFLUENCE OF REFERENCE GROUPS AND SOCIOECONOMIC STATUS OF PARENTS OF HIGH SCHOOL STUDENTS OF SUNAN GIRI CITY PROBOLINGGO ON COLLEGE SELECTION INTENTIONS

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Abstract: *College has an important role in shaping the future of students, and the decision to choose a college is a crucial step in their educational journey. For this reason, this study aims to determine the effect of reference groups and parents' socioeconomic status on college selection intentions among Sunan Giri High School students in Probolinggo City. This study used a quantitative approach with a population of 46 XII grade students at Sunan Giri High School, Probolinggo City. The method that can be used to evaluate the effect of these variables on college selection intentions is multiple linear regression analysis. In this study, the results show that there is a significant influence between reference groups and parents' socioeconomic status on the college selection intentions of Sunan Giri High School students in Probolinggo City. The results of this study confirm the important role of reference groups in shaping students' intention to choose a college. Peers and the social environment around students have a significant impact in shaping college-related perceptions and preferences. Parents' socioeconomic status was also shown to play an important role. Students who come from a more stable economic background tend to have a higher intention to choose a college.*

INTRODUCTION

Globalization has had a significant impact on competition in various sectors, and education is the main basis for winning globalization competition. In the midst of intense global competition, the quality of Human Resources (HR) is the main key to a country's success. Education, as the foundation for human resource formation, plays a central and strategic role in improving the quality of human resources.¹ Education can be considered a long-term investment, where the results are not felt immediately, but the benefits will be felt

¹ Rinawati, A. (2015). Transformasi Pendidikan untuk Menghadapi Globalisasi. *Ekuitas: Jurnal Pendidikan Ekonomi*, 3(1), 93-103.

over a longer period of time. This agrees with Rasyid who stated that investment in quality education is a necessity to prepare superior human resources through a quality education system in the future.²

In the global era, education at universities will produce quality people who have various skills. Interest in continuing their education to higher education will make a major contribution to creating quality human resources.³ According to Ruhiyat, the desire of high school graduates to continue their education to college is generally driven by the hope of getting a job and a better life in the future.⁴ Students' decisions to pursue a higher level of education reflect their seriousness in developing personal potential.⁵ In reality, not all high school graduates are able to realize this desire. Several factors can become obstacles that prevent some high school graduates from continuing to higher education. One of the main factors is limited financial resources. Higher education often requires significant costs, including tuition, living expenses, and course materials. For some high school graduates and their families, economic limitations can be a major barrier that makes it difficult for them to continue their education to a higher level. Some high school graduates live in areas far from higher education institutions or are difficult to reach, making it difficult to access higher education opportunities. In addition to economic constraints, some high school graduates also face academic challenges or uncertainty regarding career options. Some feel they are not ready to choose a major or continue their education to a higher level. Thus, even though many high school graduates have the desire to continue their education, the realities of life often make some of them face obstacles that prevent the realization of their dreams. Interest in continuing their studies at university needs to be developed in every student. Students who have the desire to continue to a higher level of education will show a high level of interest and motivation to study hard. They will be more active in searching for information, so they can compete effectively with other students.⁶

Higher education, as an integral part of the world of education, has a very strategic responsibility and role to answer the challenges of human resource quality. Through its active role, universities are expected to contribute significantly to the intelligent life of the nation. The quality of higher education includes the learning process and the results obtained by students.⁷ Therefore, efforts to improve quality in all aspects of education, both in terms

² Rasyid, H. (2015). Membangun Generasi Melalui Pendidikan Sebagai Investasi Masa Depan. *Jurnal Pendidikan Anak*, 4(1), 565-581.

³ Indriyanti, N. & E. Ivada. (2013). Faktor-Faktor yang Memengaruhi Minat Melanjutkan Pendidikan ke Perguruan Tinggi Pada Siswa Kelas XII Akuntansi Smk Negeri 6 Surakarta Tahun 2013. *Jupe-Jurnal Pendidikan Ekonomi*, 1(2), 1-10.

⁴ Ruhiyat, E. (2016). Analisis Faktor yang menjadi Penentu Mahasiswa dalam Memilih Perguruan Tinggi. *INOVASI: Jurnal Ilmiah Ilmu Manajemen*, 3(1), 78-96.

⁵ Mardikaningsih, R. (2018). *Teori Keputusan*. Metromedia, Surabaya.

⁶ Darmawan, D. (2024). Distribution of Six Major Factors Enhancing Organizational Effectiveness. *Journal of Distribution Science*, 22(4), 47-58.

⁷ Raharjo, S. B. (2012). Evaluasi Trend Kualitas Pendidikan di Indonesia. *Jurnal Studi dan Evaluasi Pendidikan*, 16(2), 511-532.

of curriculum, teaching methods, and human resource development in the campus environment, are important. As partners of government and industry, universities have a strategic role in overcoming human resource quality problems. In Primayana's view, higher education has a very important role as one of the main components for making the nation's life intelligent. Higher education is expected to have a strategic responsibility and role to overcome the nation's problems, especially by improving the quality and competence of its graduates.⁸ In this way, higher education will become a strong pillar for achieving national development goals and facing global competition with confidence in the quality of its human resources.⁹

THEORITICAL FRAMEWORK

Social support from the reference group has a positive impact on the intention to choose higher education.¹⁰ Reference groups, such as peers, family, or respected figures, play an important role in shaping students' decisions regarding their further education.¹¹ The family, as a powerful emotional unit, has a significant impact on shaping students' interest in college. Close emotional ties between family members tend to be the dominant force influencing students' decisions regarding college selection. Family, peers and the school environment are influential reference groups. Friends and the school environment provide an easily accessible communication platform and are considered by students to be reliable sources of information. More open interactions with friends and the school environment allow students to gain additional insight into the colleges they are considering.¹² The sense of support and encouragement provided by the reference group can strengthen students' confidence in choosing a particular educational path, creating an environment that supports the decision-making process (Asmayunita et al., 2020). In the decision-making process, the reference group becomes a comparison for information obtained by students from higher education sources. Evaluation of this amount of information forms a positive attitude towards certain universities.¹³

Parents' socio-economic status plays a role in shaping students' intention to choose a college.¹⁴ Family economic factors have a significant impact on students' decisions to

⁸ Primayana, K. H. (2015). Manajemen Sumber Daya Manusia dalam Peningkatan Mutu Pendidikan di Perguruan Tinggi. *Jurnal Penjaminan Mutu*, 1(02), 7-15.

⁹ Ali, M. (2009). *Pendidikan untuk Pembangunan Nasional: Menuju Bangsa Indonesia yang Mandiri dan Berdaya Saing Tinggi*. Grasindo.

¹⁰ Harwani, Y., B. Suharjo., R. Nurmali., & G. Suprayitno. (2018). Minat Pemilihan Perguruan Tinggi dan Peran Kelompok Referensi Serta Komunikasi Pemasaran Terintegrasi. *MIX: Jurnal Ilmiah Manajemen*, 8(2), 186-207.

¹¹ Setyawati, H. A. (2013). Analisis Pengaruh Kelompok Acuan, Promosi dan Brand Image Terhadap Keputusan Memilih Kuliah. *Fokus Bisnis: Media Pengkajian Manajemen dan Akuntansi*, 12(1), 74-98.

¹² Lembong, D., S. Hutomo & D. Darmawan. (2015). *Komunikasi Pendidikan*, IntiPresindo Pustaka, Bandung.

¹³ Karo, P. K., M. I. Karomi., M. Z. Badollahi., & R. M. Pasaribu. (2023). Pengaruh Bauran Pemasaran, Kelompok Rujukan dan Persepsi Terhadap Sikap Mahasiswa dalam Memilih Perguruan Tinggi. *Jambura Journal of Educational Management*, 4(1), 47-62.

¹⁴ Fitriani, K. (2014). Pengaruh Motivasi, Prestasi Belajar, Status Sosial Ekonomi Orang Tua Dan Lingkungan Sekolah

continue higher education. Parents' socio-economic status is related to the parents' economic and social position which is evaluated from the perspective of economic and social aspects.¹⁵ In this modern era there are various higher education options available. This diversity of choices causes students to be more careful in choosing educational institutions that suit their potential and suit their family's economic conditions. Parents with high socio-economic status, especially in terms of income, do not have difficulty meeting the educational needs of their children who wish to continue to college. In contrast, parents with low socioeconomic status face greater economic challenges. Parents with high socioeconomic status tend to have greater access to financial resources that support their children's education.¹⁶ Students who come from families with high socioeconomic status have more access to higher education preparation programs. In contrast, students from lower economic backgrounds face financial barriers to searching for information, preparing for entrance exams, or meeting enrollment requirements. Parents' socioeconomic status also influences how students view the value of higher education. Students who come from family environments with a high level of economic prosperity generally see higher education opportunities as a very valuable form of investment, opening the door to career opportunities and economic prosperity in the future. Students from lower economic backgrounds are more vulnerable to considerations of costs and financial risks associated with higher education.¹⁷

Higher education has a strategic role in shaping the future of students. In Indonesia, choosing a college is an important decision that is influenced by various factors, including reference groups and parents' socio-economic status. Therefore, this study aims to explore the influence of reference groups and parents' socio-economic status on students' college choice intentions.

RESEARCH METHODS

This study is quantitative in nature, with the main objective being to measure the extent of influence of the reference group and parents' socio-economic status on the intention to choose a university. The population of this study were students at Sunan Giri High School, Probolinggo City. This school has 134 students consisting of 48 students from Class X; 40 students from Class XI; and 46 students from Class XII. The study sample was determined purposively and focused on a group of students from Class XII of 46 students. All students from Class XII will be used as respondents or samples in this study because they will continue to higher education.

Terhadap Minat Melanjutkan Pendidikan ke Perguruan Tinggi Pada Siswa Kelas XII Akuntansi SMK Negeri 1 Kendal. *Economic Education Analysis Journal*, 3(1), 152-159.

¹⁵ Rahayu, W. P. (2012). Analisis Intensitas Pendidikan oleh Orang Tua dalam Kegiatan Belajar Anak, Status Sosial Ekonomi Orang Tua Terhadap Motivasi Belajar dan Prestasi Belajar Siswa. *Jurnal Pendidikan Dan Pembelajaran (JPP)*, 18(1), 65-71.

¹⁶ Widayati, I. (2014). Pengaruh Status Sosial Ekonomi Orang Tua, Pendidikan Pengelolaan Keuangan Keluarga, dan Pembelajaran di Perguruan Tinggi Terhadap Literasi Finansial Mahasiswa. *Jurnal Pendidikan Humaniora*, 2(2), 176-183.

¹⁷ Masnawati, E. & D. Darmawan. (2023). Pengaruh Lokasi, Akreditasi dan Biaya Kuliah terhadap Niat Memilih Perguruan Tinggi Swasta di Surabaya. *Journal on Education*, 6(1), 1326-1336

The study instrument used was a questionnaire to collect data regarding students' perceptions of the reference group (X.1) and parents' socio-economic status (X.2) on their intention to choose higher education (Y). The questionnaire will include structured questions related to the study variables. The study variables consist of independent variables (reference group and parents' socio-economic status) and dependent variables (intention to choose college). The following is an explanation of the study definitions and indicators:

1. A reference group (X.1) can be defined as a group of individuals or groups that serve as a benchmark or comparison for someone to assess or evaluate themselves or a situation.¹⁸ The reference group includes three indicators, namely (1) the social domain in which the group operates; (2) category or group type; and (3) the role or goals carried out by the group.¹⁹
2. The socio-economic status of parents (X.2) can be interpreted as a concept that has the meaning of the economic position or position held by the student's parents in a society as a measure of the level of welfare regarding the economic resources owned by the student's parents (Oryza & Listiadi, 2021). Indicators of parents' economic status are (1) last education; (2) work; (3) income; (4) ownership of valuables; and (5) parents' social position.²⁰
3. Intention to choose higher education (Y) is defined as students' belief and determination to pursue higher education as a step to achieve their academic and career goals.²¹ There are five indicators that have an impact on students' interest in choosing a university, namely (1) motivation; (2) the desire to understand the subject matter; (3) aspiration to become an expert in a particular field of science; (4) availability of scholarships; and (5) positive career prospects.²²

Data collection was carried out by distributing questionnaires to a selected sample of students. The data collected in this study will undergo analysis using statistical methods, specifically multiple linear regression analysis. The main aim of this analysis is to identify and understand the extent of the influence of the reference group and parents' socio-economic status on the intention to choose college. Regression analysis will provide a more detailed and measurable picture of the relationship between the variables studied.

¹⁸ Rumono, H. N., A. N. Naryoso., D. Setyabudi., & T. Pradekso. (2014). Hubungan Intensitas Komunikasi Orangtua-Anak dan Kelompok Referensi dengan Minat Memilih Jurusan Ilmu Komunikasi Pada Siswa Kelas XII. *Interaksi Online*, 2(2), 1-11.

¹⁹ Grote, G. & D. T. Hall. (2013). Reference Groups: A Missing Link in Career Studies. *Journal of Vocational Behavior*, 83(3), 265-279.

²⁰ Bornstein, M. H. & R. H. Bradley. (Eds.). (2014). *Socioeconomic Status, Parenting, and Child Development*. Routledge.

²¹ Murtiningsih, M. & B. Haryanto. (2018). Pengaruh Desain Website Pada Niat Memilih Perguruan Tinggi Dimediasi oleh Variabel Kepercayaan. *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosial*, 12(1), 41-50.

²² Fitriya, H. & E. A. Yani. (2014). Faktor-Faktor yang Memengaruhi Minat Mahasiswa Memilih Perguruan Tinggi Ekonomi Islam (Studi Kasus: Stei Sebi). *Jurnal Ekonomi dan Perbankan Syariah*, 2(1), 99-130.

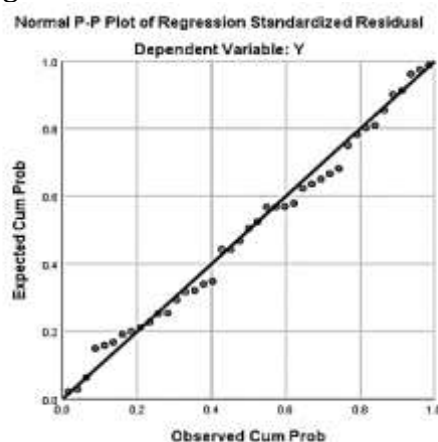
RESULTS AND DISCUSSION

Based on the results of filling out a questionnaire through Google Forms distributed to 46 students at Sunan Giri High School in Probolinggo City, 41 students responded, creating a data base for this study. The response rate of 89% can be considered positive. From this data, the majority of students chose public universities with 22 students, followed by private universities with 12 students, and 7 students admitted that they did not know their choice yet. In terms of where to continue their studies, most students (17 students) still did not know, while 15 students chose to continue outside the city, and 9 students chose within the city.

The results of the validity test show that all questions representing the reference group variables (X1), parents' socio-economic status (X2), and intention to choose a university (Y) in the questionnaire have acceptable validity, indicated by a corrected item value that exceeds 0,3. Thus, each statement in the questionnaire is considered valid in measuring the intended variable.

Likewise, the results of the reliability test show that the instruments for the reference group variables (X1), parents' socio-economic status (X2), and intention to choose higher education (Y) are overall reliable. The Cronbach's alpha value for the reference group variable (X1) is 0.735, the parent socio-economic status variable (X2) is 0.794, and the intention to choose higher education variable (Y) is 0.866. These results indicate that the instruments used to measure the three study variables have an adequate level of reliability because they are > 0.6 .

The normality test is used to determine whether the data distribution is normal or not. If the residual data distribution is normal, then the graph depicting the actual data will be parallel to the diagonal line. Based on the illustration in Figure 1 above, it can be seen that the graph reflects the distribution of data around the diagonal line and follows the diagonal direction. Therefore, it can be suggested that the normality assumption is met and the data is normally distributed in this regression model.



Figur 1. Normality test

The next test is heteroscedasticity testing. A commonly used way to identify heteroscedasticity in multiple linear regression models is through scatterplot graph analysis. From Figure 2, it can be seen that the scatter plot does not show a clear pattern and the dots are spread evenly. Thus, it can be concluded that there is no heteroscedasticity in the data.

The even distribution of the dots on the scatterplot graph indicates that the variability of the residuals is relatively constant across the range of predicted values, indicating that the assumption of homoscedasticity is met in this multiple linear regression model.

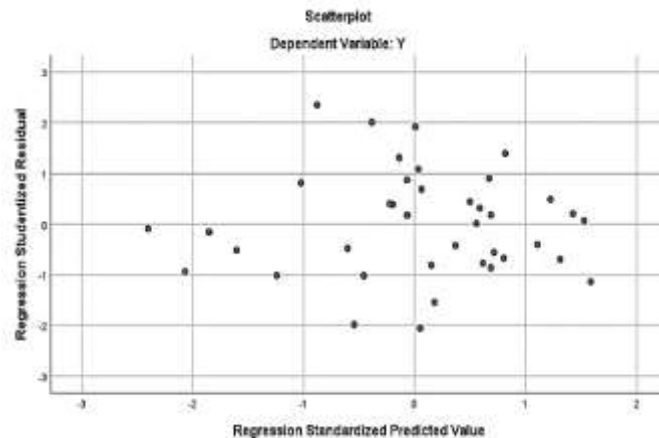


Figure 2. Heteroscedasticity test

A good regression model is one that is free from autocorrelation. The method that can be used to detect the presence or absence of autocorrelation is the Durbin Watson (DW) test. The Durbin Watson value is between -2 to 2. Based on table 1, the Durbin Watson test result is 1.771. In accordance with the provisions, this regression model does not have autocorrelation.

The multicollinearity test was evaluated by observing tolerance values and Variance Inflation Factor (VIF). If the VIF value is below 10, it can be concluded that there is no multicollinearity in the data. Conversely, if the VIF value exceeds 10, it can be considered that multicollinearity is present in the data. Tolerance is generally expected to have a value above 0.10. Table 3 reveals that the tolerance value for the reference group variable (X.1) and the parent socio-economic status variable (X.2) is 0.895 each. Furthermore, the Variance Inflation Factor (VIF) value for these two variables is 1.117. With the tolerance and VIF values that have been calculated, it can be concluded that each independent variable, including the reference group and family socio-economic status, has a tolerance value of more than 0.10 and a VIF value of less than 10. This means that there are no signs of multicollinearity between independent variable.

Table 1. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.810 ^a	.657	.638	2.942	1.771

The coefficient of determination of 0.638 indicates that about 63.8% of the variability in college choice intention (Y) can be explained by the variables of reference group (X1) and parents' socioeconomic status (X2). That is, most of the variation in college choice intention can be attributed to the combined influence of reference group and parental socioeconomic status measured in this study. However, the remaining variability of 36.2% indicates that there are other factors beyond the reference group and parental socioeconomic status variables that also influence college choice intention.

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	628.691	2	314.345	36.322	.000 ^b
	Residual	328.870	38	8.654		
	Total	957.561	40			

In this study, an F-test was conducted to determine whether simultaneously the reference group variable (X1) and the socioeconomic status of parents (X2) had an effect on the intention to choose a university variable (Y). The results of the F-test calculation using SPSS software are contained in Table 2. The F-count value obtained is 36.322, with a significance value of 0.000. This indicates that simultaneously, the reference group (X1) and the socioeconomic status of parents (X2) have a significant role in shaping the intention to choose a college (Y). This means that the variables of reference group (X1) and parents' socioeconomic status (X2) together make a significant contribution to the intention to choose a college (Y).

Table 3. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.288	3.585		.917	.365		
	X1	.862	.146	.594	5.910	.000	.895	1.117
	X2	.402	.103	.391	3.893	.000	.895	1.117

The regression model obtained is $Y = 3.288 + 0.862X1 + 0.402X2$. In this study, a partial test was conducted to test the effect of each independent variable, namely reference group (X1) and parents' socioeconomic status (X2) on the variable of intention to choose a college (Y). The results of the t-test calculation using SPSS software are listed in Table 3. The results show that the significance value for all independent variables (reference group and parents' socioeconomic status) is smaller than 0.05, so it can be concluded that all independent variables have an influence on the intention to choose a college (Y).

The findings of this study clearly show that reference groups have a significant impact on college choice intentions. This finding is consistent with the results of studies conducted by Kana²³; Darmawan²⁴; Harwani²⁵ which also implies that there is an important role of reference groups in the decision to choose a college.

Students tend to take considerations and recommendations from family members, especially parents, which can influence their beliefs and interests towards college selection. This is due to the high sense of trust and values instilled in the family. Parents are often

²³ Kana, T. (2014). Pengaruh Kelompok Referensi, Keluarga dan Komunikasi Pemasaran Terhadap Keputusan Mahasiswa dalam Memilih Perguruan Tinggi Universitas Musamus Merauke. *Jurnal Ilmu Ekonomi & Sosial UNMUS*, (2), 42675.

²⁴ Darmawan, D., S. Arifin, & A. R. Putra. (2018). *Teknik Komunikasi*. Metromedia, Surabaya.

²⁵ Harwani, Y., B. Suharjo., R. Nurmalina., & G. Suprayitno. (2018). Minat Pemilihan Perguruan Tinggi dan Peran Kelompok Referensi Serta Komunikasi Pemasaran Terintegrasi. *MIX: Jurnal Ilmiah Manajemen*, 8(2), 186-207.

regarded as a reliable source of information and have wider experience of education. They can provide views on the reputation, academic quality and career prospects that a particular college may offer.²⁶ In addition, emotional encouragement and support from parents can give students additional confidence in making this important decision.

Students often spend a considerable amount of time with their friends, both at school and outside of school. Interaction with peers can provide additional information that family or parents may not know. For example, peers who have already attended a particular college can share first-hand experiences about campus life, extracurricular activities, and social dynamics. This information is invaluable for students who are considering which college to choose.

Recommendations from peers can be a strong factor to shape students' intention to pursue higher education. Students tend to listen to and trust their friends due to similar age and similar experiences. If a friend gives a positive recommendation about a college, this can increase students' interest in choosing that college. Conversely, if a negative experience is shared, this may reduce the student's intention to continue their education at that place. Peers are also often a source of motivation and inspiration, especially if they have achieved academic success at their chosen college.

The existence of the same desire to go to the same target campus from peers can cause the role of encouraging someone to determine their decision. The power of word-of-mouth recommendations leads to a more mature choice for a person;²⁷ Sinambela;²⁸ and Kurniawan.²⁹ This mainly comes from the school environment, as a reference group that includes teachers and counsellors. Information and guidance from teachers or counsellors will help students understand higher education options, identify their interests and potential³⁰, and provide support in the decision-making process. Thus, these findings provide an understanding of how reference groups can influence students' intention to choose higher education.

The results of the next study state that the intention to choose a college is strongly influenced by the parents' social economic status. This finding is consistent with studies

²⁶ Sulaksono, E. Retnowati, U. P. Lestari, M. Kemarauwana, Hermawan, D. Darmawan, & R. Mardikaningsih. (2021). Considerations for Students Choose a Collection Based on Education Cost, Location, and University Reputation, *Journal of Marketing and Business Research*, 1(2), 115-126.

²⁷ Putra, A. R., D. Darmawan., R. Mardikaningsih., & M. Khairi. (2021). The Effect of Attractiveness and E-Wom on Tourist Interest to The City of Batu. *Journal of Science, Technology and Society*, 2(2), 25-36

²⁸ Sinambela, E. A., S. Arifin., A. R. Putra., A. Rahman., & M. Faisal. (2022). The Influence of Lifestyle, Reference Groups, and Country of Origin on Repurchasing Intentions for Marlboro Cigarettes. *Journal of Marketing and Business Research*, 2(2), 105-114.

²⁹ Kurniawan, Y, E., R. K. Khayru., F. Issalillah., & N. Aisyah. (2023). The Influence of WOM and Brand Trust on The Purchase Decision of Hand Sanitizer. *Journal of Marketing and Business Research*, 3(1), 61-70.

³⁰ Safitri, S. M. & D. Darmawan. (2023). Enhancing Students' learning Interest: The Role of Teacher's Teaching Style and Parental Support at SD Negeri Wadungasri Waru Sidoarjo. *Jurnal Cahaya Mandalika*, 4(2), 1343-1352.

conducted by Fitriani;³¹ Kharisma and Latifah³²; Puspendari and Rohayati³³ which state that the level of family income plays an important role in shaping students' intention to continue their college education.

Students from higher economic backgrounds tend to have more access to educational resources, such as preparatory courses, tutoring, and academic literature. This access gives them an edge in preparing for college entrance exams. With this additional support, students can develop the skills and knowledge needed to succeed in the selection exams, increasing their chances of being admitted to their desired colleges. In addition, tutoring and preparation courses often also assist students in understanding test-taking strategies and reducing test-related anxiety, which in turn increases their confidence to pursue higher studies.

The type of parental occupation also has a significant influence on students' intention to continue higher education. Students who come from families with jobs related to education or professional fields tend to be more motivated to pursue higher education. Parents who work in these fields usually have a broader knowledge of the importance of education and can provide more informative advice and guidance to their children. They are also more likely to instil strong educational values and demonstrate the tangible benefits of obtaining an academic degree through their own life examples. For example, a child whose parents are lecturers or doctors will see first-hand the advantages and opportunities that come with higher education, and thus be motivated to follow in their footsteps.

Finally, parents' education level also has an important contribution in influencing students' intention to pursue higher education. Parents with higher levels of education tend to have higher academic aspirations for their children and have a better understanding of the education system. They are better able to provide effective academic guidance and navigate the various stages in the college admission process. In addition, highly educated parents usually have high expectations of their children's academic achievement and tend to encourage and support them to achieve higher levels of education.

Parents who have a higher education background can provide better support in their children's educational decision-making.³⁴ They are better able to provide academic guidance, understand the college selection process and provide positive motivation. Thus, these findings indicate the importance of understanding the role of parental socioeconomic status in shaping students' intention to pursue higher education.

³¹ Fitriani, K. (2014). Pengaruh Motivasi, Prestasi Belajar, Status Sosial Ekonomi Orang Tua Dan Lingkungan Sekolah Terhadap Minat Melanjutkan Pendidikan ke Perguruan Tinggi Pada Siswa Kelas XII Akuntansi SMK Negeri 1 Kendal. *Economic Education Analysis Journal*, 3(1), 152-159.

³² Kharisma, N. & L. Latifah. (2015). Pengaruh Motivasi, Prestasi Belajar, Status Sosial Ekonomi Orang Tua dan Lingkungan Teman Sebaya Terhadap Minat Melanjutkan Pendidikan Ke Perguruan Tinggi pada Siswa Kelas XII Kompetensi Keahlian Akuntansi di SMK Negeri Se-Kota Semarang Tahun Ajaran 2014. *Economic Education Analysis Journal*, 4(3), 833-846.

³³ Puspendari, M. H. & S. Rohayati. (2017). Pengaruh Citra Merek Prodi Pendidikan Akuntansi UNESA, Status Sosial Ekonomi Orang Tua, dan Persepsi Biaya Pendidikan Terhadap Minat Melanjutkan Studi Lanjut ke Perguruan Tinggi Siswa Kelas XII SMA Negeri di Surabaya, *Jurnal Pendidikan Akuntansi (JPAK)*, 5(3), 1-7.

³⁴ Amseke, F. V. (2018). Pengaruh Dukungan Sosial Orang Tua Terhadap Motivasi Berprestasi. *Ciencias: Jurnal Studi dan Pengembangan Pendidikan*, 1(1), 65-81.

CONCLUSION

Based on the results of the study on the influence of reference groups and parents' socioeconomic status on college selection intentions, it can be concluded that both factors play a significant role in shaping students' decisions to pursue higher education. Reference groups, such as family, friends and school, have a significant impact on college selection intentions. Interactions and information provided by these reference groups can shape students' interests and attitudes towards continuing their education. Parents' socioeconomic status, which includes income level, employment type and education level, also has a significant influence on college choice intentions. These factors reflect the access and support students have in their educational journey.

Therefore, the suggestions that the researchers can give are that as the main reference group, it needs to be empowered to provide better information regarding the benefits and process of college selection. Mentoring programmes or seminars for parents can help them understand the important role of guiding their children's educational decisions. Secondly, schools can enhance their role as reference groups by providing more intensive support and guidance on college selection. The provision of information resources, such as career counselling, can help students make more informed decisions. Recognising the role of socioeconomic status, there is a need for more extensive scholarship and financial support programmes. This aims to ensure that access to higher education is not limited by financial constraints, thereby increasing equality of opportunity. Building partnerships with industry can provide students with practical insights into job opportunities and the benefits of obtaining an academic degree. This can be an additional source of motivation for students who come from low economic backgrounds.

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