

FACTORS AFFECTING SMP/MTs STUDENTS' MOTIVATION TO GO INTO VOCATIONAL SCHOOLS IN SLEMAN DISTRICT

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ABSTRACT

This research aims to find out (1) motivation, (2) factors affecting motivation and (3) the most dominant factor affecting the motivation of Junior High School (SMP / MTs) students to Vocational Schools. This research belongs to cross-sectional survey. The population of this research is 12.037 of Grade VIII students from 122 SMP/MTs at Sleman District. The research sample is 338 students who are taken randomly and proportionally. The instrument used is questionnaire with likert-scale and rating-scale. Data analysis techniques used are descriptive analysis, regression analysis and partial correlation analysis. Research results show that: (1) motivation of SMP/MTs students to go into Vocational School is good, the average is 73.40%; (2) factors affecting the motivation are social economic status of student's parents, mass media, student's environment, and students' individual characteristics with 72.5% and the rest which is 27.5% is affected by other factors; (3) the most dominant factor is students' individual characteristics, and then followed by mass media factor, social economic status of students' parents and students' environment.

Keywords: individual characteristic, student's environment, mass media, student's motivation, vocational school, social status, parents' economic condition

INTRODUCTION

The main problem which becomes attention in nowadays national development is Human Resources (SDM). SDM is an essential component in development process because the success of development is not only determined by nation's natural resources or technology but also depends on its human as the developers.

SDM especially academic graduates are increasing each year. The graduates of Senior High School (SLTA/SMA) who do not continue their study to the Higher Education (PT) will try to get jobs but they will face several difficulties because they have not got adequate skills. Tribana (2008) stated that most of the SLTA graduates finally will be unemployed. While Santosa (2007) said that every year there are about 2 million High School graduates in Indonesia. Considering the second condition, there is pride of Indonesia's future because for next 10 to 25 years the success of Indonesia's development will be on their shoulders.

Taking a stance toward that condition, the function of educational institution should be aimed at forming sufficient learners' mentality. Learners' mentality which is integrated optimally either practical, theoretical or both skills will result professional and qualified graduates. Health Workers Educational Center stated that as a part of National Education system, Vocational School is an educational institution which prioritizes the development of learners' ability to be able to work in certain field, adapt to their working environment, see working opportunity and develop themselves in the future.

Related to that then government arouses vocational education's role and contribution by increasing vocational education proportion into 70% than (senior) high education proportion with only 30%. This action is taken because the government believes that Vocational Schools can prepare more ready students to face working world. The Director of Vocational School (SMK) Coaching of National Education Department (Depdiknas) stated that vocational

education's role is very significant in an attempt to result skilled labor to overcome the complex unemployment problem. Not only resulting skilled labors who can cooperate with business sectors but further Vocational School can also result entrepreneurs or independent small bosses.

Sudji (2006: 6) stated that students choosing SMK as their continuing education in Yogyakarta is 55.50% and SMA (Senior High School) is 44.50%. The government targets the proportion of SMK and SMA is 70 and 30. That conditions need to be seen wisely in order that the targeted proportion of SMK and SMA proportion can be achieved soon.

Sukardi (1987:46) stated that motivation is a mental device which consists of combination, unification and blend of feeling, hope, prejudice, fear, anxiety and other tendencies which can direct an individual to a certain choice. Djaali (2007:121) stated that motivation basically is acceptance of a relation between self and outside. Motivation is a psychological factor which causes an individual to be encouraged to pay attention and want to have relation with someone, object or other activities.

The rising of motivation begins with the presence of values appreciation of an object, then it is continued to the presence of tendency to accept or refuse that object, the last, the subject has a tendency to be interested permanently and feel excited to involve in it (Winkel, 1983: 30). A student has high motivation to Vocational School because he/she usually has exciting experience related to Vocational School so that he/she wants to be involved. The phase of motivation rising according to Winkel (1983:31) is described in the following figure.

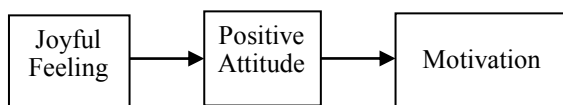


Figure 1. Winkel's Motivation Process Diagram
Source: Winkel (1983: 31)

Crow and Crow (1982: 25) stated that there are two main factors which affect the rising of motivation which are individual internal and external factors. Individual internal factors are motive, attention, attitude and achievement. Meanwhile, individual external factors are environment, home and economic social background. Harlock (1993: 139) stated that conditions affecting students' motivation to school are school experience, parents' influence, siblings' attitude, friends' attitude, friends acceptance, academic success, working attitude, teacher and student relation and school emotional ambient. Mouladoudis (2006: 67) stated that things affecting students' motivations to choose major in Greece are not only determined by gender but also school achievement, social status and parents' job or position. Based on those experts' judgment, factors affecting SMP/MTs (Junior High School) students' motivation to continue to vocational school can be represented by (1) students' individual characteristics factor; (2) mass media factor; (3) student's environment factor; and (4) social economic status of students' parents.

Sunarto and Hartono (2007:4) stated that every individual has difference character, trait and characteristic between one and another. The difference can happen because every individual is influenced by his/her heredity and environmental characteristic. Every individual's heredity characteristic includes all heredity characteristics he/she has since born, both concerning the biological and psychological factors. Environmental characteristic includes environment aspect which can affect one's development either physically or social aspect which surrounds one's life. One's individual type characteristic will affect the need level, ability, ideal, hobby, perception and his/her physical condition.

Mass media has a big influence in one's motivation. Astuti (2001:24) explained that the presence of mass media in social environment can be supporting or hampering factor of socialization. Astuti also said that mass media

has several functions which are to be (a) fantasy media, (b) diversion media and (3) instruction media. Lasswell (2008) stated that influence level of a program launched by mass media toward one's opinion and attitude is affected by mass communication components. Mass communication factor consists of who, says what, in which channel, to whom, with what effect. A program launched by mass media may be able to influence one's motivation which is caused by message source, message content, message line, message receiver and message impact (positive/negative). Message source component and message impact are determined by individual as a message receiver which is message receiving intensity and his/her relation with message content.

Kim (2003:144) explained that an environment condition which influences a lot to communication and acculturation is local community. Astuti (2001: 38) stated that social environment unit which circles one's life consists of family, organization, community and society. Rini (2006) argued that in a child, his/her personality, identity and other will be much influenced by parents' parenting type. Parents' parenting type is determined a lot by their parents' characteristics which stick in them. Parents' parenting type is also determined by educational level, job, salary, wealth and their positions. The five factors influencing parents' parenting type is also known as parents' social economic status.

This research aims to know and reveal: (1) SMP/MTs graduate students' motivation to Vocational School, (2) affecting factors of SMP/MTs graduate students' motivation to

Vocational School and (3) the most dominant factor which affects SMP/MTs graduate students' motivation to Vocational School.

METHODS

This research is cross-sectional survey research, which is a research which its data research is taken once in order to describe the population's condition. The data measurement is conducted directly toward respondents to describe SMP/MTs students' motivation to Vocational School and describe the influence of social economic status of students' parents, mass media influence, environment influence and students' individual characteristics influence toward SMP/MTs students' motivation to Vocational School.

The research is applied to Grade VIII students in four SMP (Junior High School) with total 10.706 students and four MTs (Islamic Junior High School) with 1.331 students in Sleman District. The number of sample determination is based on Krejcie Table with level of error 0.05% (Isaac & Michael, 1983:192) and with total population is 12.037, it is obtained that the number of research sample is 338 students. The member of sample determination was conducted using two steps which are cluster sampling and random sampling.

The sample collecting by applying cluster sampling technique is related to school's location (town and village) and school's status (public and private) therefore it is obtained sampling members which are presented in the following Table 1.

Table 1. The Determination of SMP and MTs as Research Location

No	Status	Location		Total
		Village	Town	
1	Public	SMPN 3 Pakem, MTsNPakem	SMPN 2 Sleman, MTs N Mlati	4
2	Private	SMP Ma'arifGamping, MTs SunanPandanaran	SMP Muh. Sleman, MTs Wahid Hasyim	4
Total School				8

The next sample determination uses random sampling technique. Like what is stated previously that total sample in this research is 338 students. The number of students for each school is not same so that the number of samples for each school is taken proportionally like what is presented in Table 2.

Table 2. The Distribution of Research Sample

No	School	Total Student	Total Sample
1	SMPN 3 Pakem	339	47
2	SMPN 2 Sleman	695	96
3	SMP Ma'arif Gamping	84	12
4	SMP Muh. Sleman	82	12
5	MTs N Pakem	244	34
6	MTs N Mlati	522	72
7	MTs Sunan Pandanaran	409	57
8	MTs Wahid Hasyim	58	8
	Total	2.433	338

Data collection technique used is questionnaire. The questionnaire contains of questions or statement composed by using Likert-scale and Rating-scale and there was conducted test first to obtain instrument's validity and reliability.

The data analysis technique was conducted using the following steps: (1) describing data, (2) testing the analysis requirement and (3) analyzing data to test the hypothesis. The data description was conducted using data tabulation for each changing toward obtained data score, and then it was found average value, standard deviation, modus, median, interval, minimum value and maximum. The data analysis requirement test was conducted using normality test, linearity test, multicollinearity test and heteroscedasticity test by using SPSS 16.0 for windows. The data analysis was conducted with partial correlation and double regression.

RESULT AND DISCUSSION

The result of descriptive statistical

analysis shows that the SMP/MTs students' motivation to Vocational Schools are rated averagely 73.4; the median score is 74; the standard deviation is 7.47; the highest score is 90; and the lowest one is 47. The average score of students' motivation is lower than the median. It shows that there are more than 50% SMP/MTs students have higher score than average score. The SMP/MTs students' motivation preferences in continuing to Vocational Schools are presented in Figure 2 below.

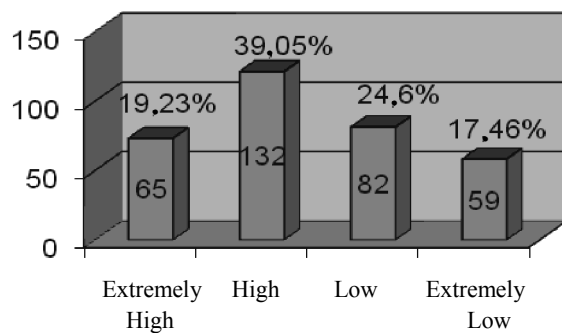


Figure 2. The SMP/MTs Students' Motivation in Going into Vocational High Schools

The data analysis regarding the factors influencing the students' motivation includes: parents' social economic status, mass media, students' environment and individual characteristics. The result of descriptive statistical analysis shows that the social economic status of students' parents is rated 45.88; with 46 point median; and the standard deviation reaches 9.01; the highest score is 69; and the lower score is 25. It is obvious that the average score of the social and economic status of students' parents is lower than the median. It means that there are more than 50% of social and economic statuses of SMP/MTs students' parents are rated higher than average. The variable preferences of the social and economic status of students' parents are presented in Figure 3 below.

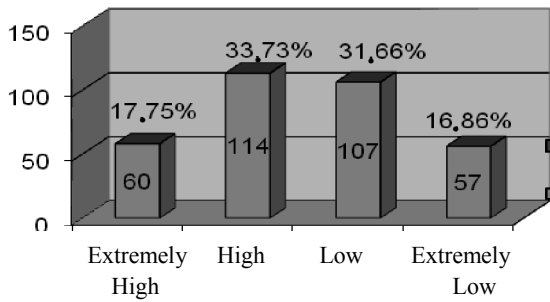


Figure 3. The social and economic status of students' parents'

The results of descriptive statistical analysis shows that the mass media factor scores averagely 43.83; its median is 44; the standard deviation is 8.09; the highest score is 59; and the lowest score is 26. The variable preferences of mass media factor are presented in Figure 4 below.

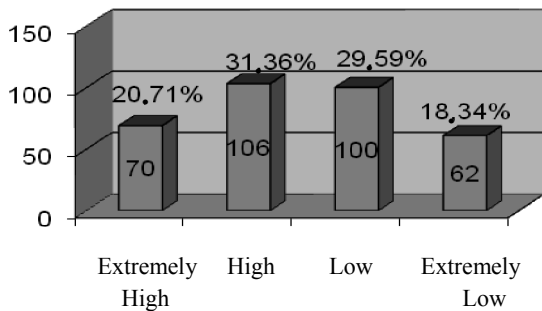


Figure 4. The Mass Media Factor

The result of descriptive statistical analysis shows that the students' environment variable scores averagely 55.35; its median is 55; the standard deviation is 10.83; the highest score is 79; and the lowest score is 29. The variable preferences of the students' environment are presented in Figure 5 below.

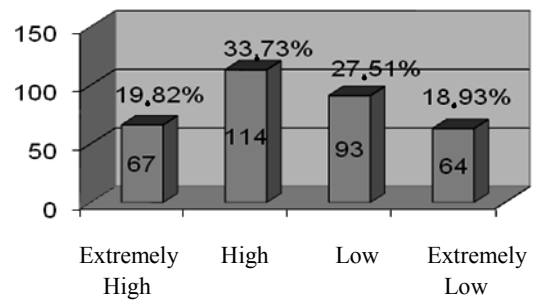


Figure 5. The Students' Living Environment

The results of the descriptive statistical analysis shows that the students individual characteristics scores averagely 45.7; with median scores at 46; the standard of deviation is 6.98; the highest score is 60; and the lowest score is 20. The variable preferences of individual characteristics of the students are presented in Figure 6.

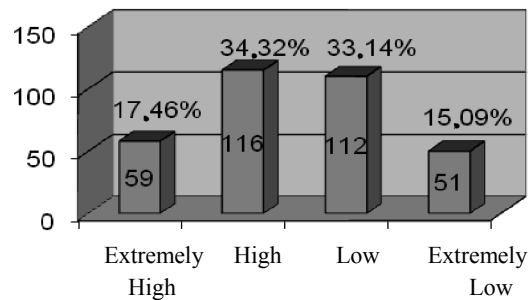


Figure 6. The Students' Individual Characteristics

Next, there was conducted research hypothesis test to find out the influence of each factor's significance level to students' motivation. The criteria for the test include: H_0 hypothesis is accepted if the p (significance of computation result = sig) is greater than the score (chosen significance level = 0.05). On the

contrary, H_0 hypothesis is rejected if the p is less than the score. This hypothesis testing was conducted using SPSS 16 for Windows software.

The first hypothesis tested in this research is there is significant correlation between the social and economic status of students' parents and SMP/MTs students' motivation in continuing to Vocational Schools in Sleman District. The test result shows that the F count reaches 198.550 and the sig (p) reaches 0.000. The p point is less than the score of significance (0.05). This concludes that H_0 hypothesis is rejected and H_1 hypothesis is accepted. The regression model is offered to estimate the influence of the social and economic status of students' parents (X_1) with the significance of SMP/MTs students in going to Vocational Schools (Y). The H_1 hypothesis acceptance also means that there is a significant correlation between the social and economic status of students' parents and SMP/MTs students' motivation in going into Vocational Schools in Sleman District. The regression model is formulated as below:

$$\bar{Y} = 50.235 + 0.505X \quad (1)$$

The regression model above shows that if the social and economic status of students' parents improves once, then the students' motivation in going to Vocational Schools increases to 0.505. The coefficient of determination of the social and economic status influence presented in Table 3 explains the precise estimation of the model, which is proven by the R^2 score that is 0.371; which means that this model has 37.1% accuracy. The R^2 is further fixed for the bit (b_0), as to gain adjusted score of 0.370 R^2 . The value informs that the 37% SMP/MTs students' motivation in going into Vocational Schools is influenced by their parents' social and economic status.

Table 3. The Coefficient of Determination of Social and Economic Status Influence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,609 ^a	0,371	0,370	5,92903

The partial correlation analysis shows that the correlation of the variables between the social and economic status of students' parents with the SMP/MTs students' motivation in going to Vocational Schools in Sleman District by controlling such variables as mass media, the students' environment and the students' individual characteristics is at 0.419. This correlation score, if quadrated, will results in coefficient of determination at 0.17556. This means that 17.556% of SMP/MTs students' motivation in going to Vocational Schools is correlated with their parents' social and economic status by controlling the other three variables of the research.

The second tested hypothesis of this research is that there is the significant correlation between mass media factor and the SMP/MTs students' motivation in going to Vocational Schools in Sleman District. The testing results in 403.554 F count and 0.000 sig. (p). The value of p is lower than the significance (0.05). With that stated, H_0 hypothesis is rejected and H_1 hypothesis is accepted.

The regression model offered to estimate the mass media (X_2) influence on the SMP/MTs students' motivation in going to Vocational Schools is significant. The H_1 hypothesis acceptance also means that there is significant correlation between mass media and SMP/MTs students' motivation in going to Vocational Schools in Sleman District. The regression model is presented below:

$$\bar{Y} = 43.16 + 0.682X_2 \quad (2)$$

The regression model above shows that if the mass media improve once, then the SMP/MTs students' motivation in going to Vocational Schools increases to 0.682. The coefficient of determination of mass media influence presented in Table 4 explains the precise estimation of the model, which is proven by the R² score that is 0.546; which means that this model has 54.6% accuracy. The R² is further fixed for the bit (b₀), as to gain adjusted score of 0.544 R². The value informs that the 54.4% SMP/MTs students' motivation in going to Vocational Schools is influenced by mass media.

Tabel 4. The Coefficient of Determination of Mass Media

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,739 ^a	0,546	0,544	5,04073

The partial correlation analysis shows that the correlation of the variables between mass media with the SMP/MTs students' motivation in going to Vocational Schools in Sleman District by controlling such variables as their parents' social and economic status, the students' living environment and the students' individual characteristics is at 0.279. This correlation score, if quadrated, will results in coefficient of determination at 0.07784. This means that 7.784% of SMP/MTs students' motivation in going to Vocational Schools is correlated with mass media by controlling the other three variables of the research.

The third tested hypothesis of the research concerns the significant correlation between the students' living environment and the SMP/MTs students' motivation in going into Vocational Schools in Sleman District. The testing results in 458.034 F count and 0.000 sig (p). The value of p is lower than the significance (0.05). Therefore, H₀ hypothesis is rejected and H₁ hypothesis is accepted. Thus, the regression model offered to estimate the students' living environment (X₃) influence on the SMP/MTs students' motivation in going to

Vocational Schools is significant. The H₁ hypothesis acceptance also means that there is significant correlation between the students' living environment and SMP/MTs students' motivation in going to Vocational High schools in Sleman District. The regression model is presented below:

$$\bar{Y} = 44.426 + 0.523X_3 \quad (3)$$

The regression model above shows that if the students' living environment improves once, then the SMP/MTs students' motivation in going to Vocational Schools increases to 0.523. The coefficient of determination of the students' living environment influence presented in Table 5 explains the precise estimation of the model, which is proven by the R² score, that is 0.577; which means that this model has 57.7% accuracy. The R² is further fixed for the bit (b₀), as to gain adjusted score of 0.576 R². The value informs that the 57.6% SMP/MTs students' motivation in going to Vocational Schools is influenced by the students' living environment.

Tabel 5. The Coefficient of Determination of The Students' Living Environment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.760 ^a	0.577	0.576	4.86473

The partial correlation analysis shows that the correlation of the variables between the students' living environment with the SMP/MTs students' motivation in going to Vocational Schools in Sleman District by controlling such variables as their parents' social and economic status, mass media and the students' individual characteristics is at 0.252. This correlation score, if quadrated, will results in coefficient of determination at 0.06350. This means that 6.350% of SMP/MTs students' motivation in going to Vocational Schools is correlated with the students' living environment by controlling the other three variables of the research.

The fourth tested hypothesis of the study concerns the significant correlation between the students' individual characteristics and the SMP/MTs students' motivation in going to Vocational Schools in Sleman District. The testing results in 317.057 F count and 0.000 sig. (p). The value of p is lower than the significance (0.05). With that stated, H_0 hypothesis is rejected and H_1 hypothesis is accepted. The regression model offered to estimate the students' individual characteristics (X_4) influence on the SMP/MTs students' motivation in going to Vocational Schools is significant. The H_1 hypothesis acceptance also means that there is significant correlation between the students' individual characteristics and SMP/MTs students' motivation in going to Vocational Schools in Sleman. The regression model is presented below:

$$\bar{Y} = 39.339 + 0.745X_1 \quad (4)$$

The regression model above shows that if the students' individual characteristics improve once, then the SMP/MTs students' motivation in going to Vocational Schools increases to 0.745. The coefficient of determination of the students' individual characteristics influence presented in Table 6 explains the precise estimation of the model, which is proven by the R^2 score, that is 0.485; which means that this model has 48.5% accuracy. The R^2 is further fixed for the bit (b_0), as to gain adjusted score of 0.484 R^2 . The value informs that the 48.4% SMP/MTs students' motivation in going to Vocational Schools is influenced by the students' individual characteristics.

Tabel 6. The Coefficient of Determination of The Students' Individual Characteristics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.697 ^a	0.485	0.484	5.36417

The partial correlation analysis shows that the correlation of the variables between the students' individual characteristics with the SMP/MTs students' motivation in going to Vocational Schools in Sleman District by controlling such variables as their parents' social and economic status, mass media and the students' living environment is at 0.345. This correlation score, if quadrated, will result in coefficient of determination at 0.11903. This means that 11.903% of SMP/MTs students' motivation in going to Vocational Schools is correlated with the students' individual characteristics by controlling the other three variables of the research.

The fifth tested hypothesis of the study is there is simultaneous significant correlation between the social and economic status of students' parents, mass media, the students' living environment and individual characteristics as a unity and the SMP/MTs students' motivation in going to Vocational Schools in Sleman District. The testing results in 222.782 F count and 0.000 sig. (p).

The value of p is lower than the significance (0.05). With that stated, H_0 hypothesis is rejected and H_1 hypothesis is accepted. The regression model offered to estimate the free variable influence on the control variable is significant. The H_1 hypothesis acceptance also means that there is significant correlation between the social and economic status of students' parents, mass media, students' living environment and individual characteristics as a unity and SMP/MTs students' motivation in going to Vocational Schools in Sleman District. The estimation of each free variable influence above is conducted by considering each variable, as presented in Table 7.

Tabel 7. The Coefficient of Studied Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	30.182	1.563		19.310	0.0
Social Stat.	0.230	0.027	0.278	8.409	0.0
Mass Media	0.231	0.043	0.250	5.311	0.0
Environment	0.168	0.035	0.244	4.761	0.0
Individual Chr.	0.290	0.043	0.271	6.698	0.0

It is defined in 'unstandardized coefficient' column in Table 7 above, that b_0 constant = 30.182; $b_1 = 0.230$; $b_2 = 0.231$; $b_3 = 0.168$; and $b_4 = 0.290$, so that the regression model offered is formulated as below.

$$\bar{Y} = 30.182 + 0.230X_1 + 0.231X_2 + 0.168X_3 + 0.290X_4 \tag{5}$$

As the offered model is significant, the evaluation, estimation and inference process refers to the said model. The coefficient of determination of all factors influence is presented in Table 8, explaining the estimation accuracy shown by R^2 that is 0.728; which means the model has 72.8% accuracy. The R^2 is further fixed for the bit (b_0), as to gain adjusted score of 0.725 R^2 . The value informs that the 72.5% SMP/MTs students' motivation in going to Vocational Schools is influenced by the social and economic status of students' parents, mass media, the students' living environment and individual characteristics as a unity.

Table 8. Coefficient of Determination of Social Status, Media, Living Environment and Individual Characteristics Influence on the Students' Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.853	0.728	0.725	3.91800

Then, it can be known the significance of each free variable as one independent variable in the model framework as a whole on the

students' motivation. Table 7 presents each free variable; it is described that the social and economic status of students' parents variable has $b_1 = 0.230$ coefficient; t count scores 8.409; and sig = 0.000. Its sig score is less than its significance (0.05). This depicts how the social and economic status of students' parents variable gives significant influence on SMP/MTs students in going to Vocational Schools. The mass media variable has $b_2 = 0.231$ coefficient; t count scores 5.311; and sig = 0.000. Its sig score is less than its significance (0.05). This depicts how mass media variable gives significant influence on SMP/MTs students in going to vocational high schools. The students' living environment variable has $b_3 = 0.168$ coefficient; t count scores 4.761; and sig = 0.000. Its sig score is less than its significance (0.05). This depicts how the students' living environment variable gives significant influence on SMP/MTs students in going to Vocational Schools. The students' individual characteristics variable has $b_4 = 0.290$ coefficient; t count scores 6.698; and sig = 0.000. Its sig score is less than its significance (0.05). This depicts how the students' individual characteristics variable gives significant influence on SMP/MTs students in going to Vocational Schools.

Motivation is a condition where someone puts interest on something and will be accompanied by the will to know, to learn, as well as to prove further (Walgito, 1981:38). Regarding his statement, interest without will to learn deeper does not always mean motivation.

An SMP/MTs student is motivated to go into a vocational high school if he/she also shows his or her will to know further of his or her desirable school such as how the school passing grade is, how the students there are and how the work opportunity after graduate.

A student is not born with motivation to go into a vocational high school. It needs process which is influenced by several factors. Reviewed from psychology of human behavior and relationship, the SMP/MTs students' average ages are ranged from 12-13 to 15-16 years old. Hence, their emotions are not stable yet, their cognitive ability starts to develop and it is able to understand something abstract, which often results in differences in way of thinking. This comes from the phase of being used to be dependent on adults to the phase of thinking and behaving independently. Then, he or she will wish to know much more things through trials-and-errors (Rumini, 1997:37).

Sukardi (1989:40) stated that SMP students in career development phase are in career exploration phase. Students in career exploration phase need a lot of information, references, materials, or job entitlement information as well as discussion chances focusing on occupations, entitlements or careers. Those things give the parents and teachers a description on handling SMP students as growing up individuals. The parents and teachers are suggested to give guidance and information regarded to the students' future schools, so the students will not make wrong choice in determining their future educational level. In choosing their future educational level,

SMP/MTs students will have to determine either choosing Senior High Schools or Vocational Schools, following their motivation. A student is not born with internal motivation to go into a vocational high school. It needs process which is influenced from not only internal but also external factors. It is as Crow and Crow (1982:25) stated that there are two important factors influencing the motivation; internal and external factors. The internal factors include motive, attention,

attitude and achievement. Meanwhile external factors include living environment, home and social and economic status.

It is proven with the field research data collected. Descriptive statistically, SMP/MTs students' motivation in going to Vocational Schools in Sleman District rates averagely 73.40%, which is good. The value varies in extremely highly motivated (19.23%), highly motivated (39.05%), lowly motivated (24.26%) and extremely lowly motivated (17.46%). This high rated motivation of the students correlates with such factors as the social and economic status of students' parents, mass media, the students' living environment and individual characteristics.

The social and economic status of SMP/MTs students' parents in Sleman District is considered good, averagely reaching 45.88%. With extremely high category is at 17.75%, high category at 33.73%, low at 31.66% and extremely low at 16.86%. The social and economic status of students' parents correlates significantly with SMP/MTs students' motivation in going to Vocational Schools in Sleman District, reaching 37.1% ($r^2 = 0.371$ with sig. (p) at $0.000 < 0.05$). It shows that to increase students' motivation level in going to Vocational Schools, parents are suggested to improve their social and economic status.

The mass media around the students' life also significantly influence SMP/MTs students' motivation in going to Vocational Schools in Sleman District, reaching 54.6% ($r^2 = 0.546$ with sig (p) at $0.000 < 0.05$). It depicts how mass media plays important factor in providing a lot of information and trigger for students. As Astuti (2001:25) stated, mass media has several functions as an imagination triggering, mass media is eventful with various entertainment programs and mass media can be treated as educational media influencing people's way of thought. Due to such importance of mass media and its influence to students' motivation then Vocational Schools board can employ mass media in persuading SMP/MTs students' motivation to continue their education there.

The students' living environment also significantly influence SMP/MTs students' motivation in going to Vocational School in Sleman District, reaching 57.7% ($r^2 = 0.577$ with sig (p) at $0.000 < 0.05$), which means that the students' living environment, whether it is their home, their school or their society, correlates with the students' motivation. It is as Kim (2003:144) stated that the most influencing environment on communication and acculturation is the local community.

Another factor that influences the students' motivation in going to Vocational Schools is the students' individual characteristics. Ali and Asrori (2005:4) mentioned that individual characteristic differences happen naturally, because the inner aspect of each individual grows up differently which results in variety of individual characteristics. Each individual shows unique needs, skills, ambition in life, hobby, perception and physical condition. The result of the study shows that significant individual characteristic influence on SMP/MTs students' motivation in going to Vocational Schools in Sleman District, reaching 48.5% ($r^2 = 0.485$ with sig (p) at $0.000 < 0.05$).

The fifth hypothesis test result shows significant correlation of the four of independent variables (parents' social and economic status, mass media, students' living environment and individual characteristics) with SMP/MTs students' motivation in going into Vocational Schools in Sleman District. The variable that dominantly influences the SMP/MTs students' motivation in going to Vocational Schools can be seen through the standard coefficient of each variable. The greater the coefficient, the greater influence it gives. In this case, the students' individual characteristics variable gives the most influence among other variables. The total influence of the four free variables on SMP/MTs students' motivation in going into Vocational Schools is 72.5% ($r^2 = 0.725$ with sig (p) is at $0.000 < 0.05$) and the rest of 27.5%, comes from other variables.

CONCLUSION

Based on the research result and analysis, it can be concluded that: (1) SMP/MTs students' motivation to continue to vocational school in Sleman District is good with average score 73,40. Students who have Extremely High category is 19,23%, High category is 39,05%, Low category is 24,26% and Extremely Low category is 17,46%. (2) Motivation to go in to Vocational Schools which is affected by economic social status of students' parents, mass media, students' living environment and students' individual characteristics is 72,5% and the rest 27,5% is affected by other factors. (3) The most dominant factor is students' individual characteristics and then followed by mass media factor, social economic status of students' parents and students' living environment. Based on the research result obtained, there are several suggestions. First, students who have high motivation to continue to Vocational School should be put into practice by giving high motivation. SMP/MTs administrators especially BP/BK (Counseling) needs to improve career counseling related to students' choice of their educational continuance especially about Vocational Schools information or introduction.

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