

The Influence of Family Environment, Self-Efficacy, and Campus Brand Image on The Interest of Vocational School Students in Continuing Their Education to University

Destya Fitryana¹, Santi Susanti², Susi Indriani³

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia ^{1,2,3}

Author's Email: destyafitryana39@gmail.com; ssusanti@unj.ac.id; sisusi.indriani@unj.ac.id

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ABSTRACT

This study aims to examine the influence of family environment, self-efficacy, and campus brand image on vocational high school students' interest in continuing their education to college. The study population consisted of 324 students, with a sample of 179 respondents obtained through proportional random sampling. This study employs a quantitative approach using a survey method through the distribution of questionnaires. Data were analyzed using descriptive statistics, validity and reliability tests, normality and linearity tests, multiple linear regression analysis, t-test, F-test, and coefficient of determination (R^2). The results of the study indicate that, partially, family environment, self-efficacy, and campus brand image have a positive and significant influence. Simultaneously, they have a positive and significant influence on students' interest in continuing their education at university.

Keyword: family environment, self-efficacy, campus brand image, interest of continuing education

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INTRODUCTION

Indonesia is one of the developing countries with the fourth largest population in the world. According to the Central Statistics Agency (BPS) in mid-2024, the population reached 281.6 million. Currently, there are still many economic, political, and social issues within the country. With such a large population, it is undeniable that poverty is widespread, which has a significant impact on the quality of Indonesian society. As poverty in Indonesia increases, the quality of society also declines (Samadhinata, 2022). This is due to the lack of adequate education, which has led to the creation of Indonesia's education system, which regulates the rights and obligations of Indonesian society in education.

Some of the problems in the education system include weaknesses in the education management sector, disparities in educational facilities and infrastructure between urban and rural areas, weak government support, outdated mindsets in society, low quality of teaching resources, and weak learning evaluation standards (Purwanto, 2021). An education system can be considered high-quality if the teaching and learning process is engaging and challenging, enabling students to learn as much as possible through a continuous learning process (Wahab Syakrani et al., 2022). The establishment of a new ministry focused on higher education, namely the Ministry of Higher Education, Science, and Technology of the Republic of Indonesia, is expected to be able to carry out its functions in formulating, establishing, and implementing policies in the field of higher education.

The development of higher education is also accompanied by students' interest in pursuing education after graduating from high school or vocational school. According to data from the Central Statistics Agency (BPS) in 2024, only 10.20 percent of the population aged 15 years and above completed higher education. This indicates that student participation in higher education is still low, especially among vocational school graduates. During their time at vocational high school, students are provided with practical work experience in various fields related to their majors, enabling them to adapt to the workplace environment in industries or companies. However, in reality, vocational high school graduates are the largest contributors to unemployment in Indonesia. BPS data indicates that in 2024, 9.01 percent of the unemployed population were vocational high school graduates. This fact indicates a mismatch between the objectives of vocational high schools and the reality that vocational high school graduates are supposed to be ready for employment in industries or entrepreneurship. Continuing education is one way to prepare oneself for future industrial challenges with the necessary experience and skills. However, there are also many factors preventing students from pursuing their interests in higher education, such as family environment, pressure to work, low economic status, lack of self-confidence, limited information about higher education institutions, and others.

Research conducted by Riza Nur Aditya (2019) shows that there is a positive and significant influence of family environment on students' interest in continuing their studies, particularly for 12th-grade students. This finding aligns with research by Fani et al. (2022), which indicates that family environment influences students' interest in continuing their education, as family is one of the considerations students take into account when deciding to continue their studies. Research conducted by Khairat et al. (2022) shows that there is an influence of self-efficacy on students' interest in continuing their studies. This aligns with research conducted by Sasmi et al. (2021), which states that self-efficacy and academic achievement have a positive and significant influence on interest in continuing education at higher education institutions. Dede & Sutingkir Evi (2019) show that there is a significant influence of brand image status on interest in continuing education at the university level. The same results were obtained by Murti's (2019) research,

which concluded that there is a significant influence between brand image and students' interest in continuing their studies.

There are differences between the author's research and previous studies, leading to updates in the research, including: 1) the research was conducted in 2025, 2) the subjects used were all 11th grade students at SMKN 14 Jakarta, who had to decide between working or continuing their education, 3) this research measured by combining three different variables into one unit, 4) there were research variables that differed from previous researchers and were still rarely studied, namely the brand image of the campus.

The purpose of this study is to determine and understand: first, whether there is an influence between the family environment and vocational high school students' interest in continuing their education to college; second, whether there is an influence between self-efficacy and vocational high school students' interest in continuing their education to college; third, whether there is an influence between campus brand image and vocational high school students' interest in continuing their education to college; fourth, whether there is an influence between the family environment, self-efficacy, and campus brand image on vocational high school students' interest in continuing their education to university.

LITERATURE REVIEW

Theory of Planned Behavior

The Theory of Planned Behavior (TPB), proposed by Ajzen (1991), explains that an individual's behavior is influenced by three key components: attitude toward the behavior, subjective norms, and perceived behavioral control. Attitude refers to the positive or negative evaluation of a particular behavior, subjective norms involve perceived social pressure from significant others, and perceived behavioral control reflects the individual's belief in their ability to perform the behavior.

In the context of this study, attitudes toward education, as defined above, can be defined as beliefs about the consequences of continuing education to a higher level, and the level of assessment or evaluation of good and bad values (Mahyarni, 2013). Subjective norms in TBP refer to students' views on the expectations and recommendations of others regarding the decision to continue education to a higher level. Meanwhile, behavioral control emphasizes the psychological decision-making process, referred to as self-efficacy. A person's perceived self-efficacy is their perception of their capacity to control their functional level and the circumstances that affect them (Mahyarni, 2013).

Family Environment

The family environment serves as the first and most important educational setting, as it has played a crucial role in shaping moral values and attitudes toward life from ancient times to the present (Sadulloh, 2010). The family environment plays a significant role in shaping a child's character, values, and readiness to face life and education (Karmini, 2022). A conducive family environment has a positive impact on students' motivation to learn (Zuhrotunnisak, 2018). Rahayu & Trisnawati (2021) state that the family environment is the first environment for children, as it is within the family that children first receive various forms of education before encountering other educational institutions.

Self-Efficacy

According to Wira Suciono (2021:30), self-efficacy is an attitude or feeling of confidence in one's own abilities, enabling the individual to act without excessive anxiety, feel free to do what they enjoy, take responsibility for their actions, interact warmly and politely with others, can accept and appreciate others, have a drive to achieve, and recognize their strengths and weaknesses. Meanwhile, according to Riyadi

(2021), self-efficacy is an individual's assessment of their own ability to plan and carry out activities they enjoy in order to achieve performance.

Yuraida and Ikhsan (2018: 25) state that academic self-efficacy is an individual's belief or confidence in their ability to organize, direct motivation, cognitive abilities, and take the necessary actions to perform a task, achieve goals, and overcome academic challenges. Meanwhile, Nurlatifah, Ahman, and Machmud (2021) define self-efficacy as an individual's belief in their ability to overcome and complete a task, goal, or problem in order to achieve a certain result.

Campus Brand Image

Khoironi defines a brand as a name, term, symbol, emblem, design, or combination thereof, intended to identify goods or services from a particular seller or group of sellers and distinguish them from competitors (Khoironi et al., 2018). Additionally, according to Schultz in Sri et al. (2019), a brand is something that can be identified by buyers and sellers (companies, organizations, or institutions) to create value for both parties. Meanwhile, Mifta (2016) argues that a brand is a sign that can be used to distinguish between one product or service and another.

METHOD

The method employed in this study was a survey method with a quantitative approach. Data were collected through an online questionnaire distributed via Google Forms to 11th-grade students at SMKN 14 Jakarta. The responses were measured using a Likert scale. The sample was selected using the proportional random sampling technique, resulting in a total of 179 respondents. Data analysis was conducted using SPSS version 25, which included multiple regression analysis, instrument testing, assumption testing for data analysis, hypothesis testing, and the coefficient of determination test.

RESULTS AND DISCUSSION

Statistics Descriptive

Table 1. Descriptive Statistics Results
Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Lingkungan Keluarga	179	44,00	46,00	90,00	74,9553	7,28152	53,020
Efkasi Diri	179	26,00	54,00	80,00	67,0000	5,61599	31,539
Brand Image Kampus	179	20,00	55,00	75,00	65,9888	4,68441	21,944
Minat Siswa Melanjutkan Pendidikan ke Perguruan Tinggi	179	20,00	60,00	80,00	70,4804	5,43226	29,509
Valid N (listwise)	179						

The table shows the results of descriptive statistical analysis obtained from 179 respondents with the family environment variable (X1) obtaining the highest value of 90 and the lowest value of 46, while the average value obtained was 74.95 and the standard deviation was 7.28. The self-efficacy variable (X2) had the highest value of 80 and the lowest value of 54, with an average value of 67 and a standard deviation of 5.61. The campus brand image variable had the highest value of 75 and the lowest value of 55, with an average value of 65.98 and a standard deviation of 4.68. Meanwhile, the variable of student interest in continuing education at a university (Y) had a minimum value of 80 and a minimum value of 60, with an average value of 70.48 and a standard deviation of 5.43

Multiple Linear Regression Test

Table 2. Multiple Linear Regression Test Results

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model	(Constant)	22,401	5,372		4,170	0,000
1	Lingkungan Keluarga	0,339	0,048	0,454	7,028	0,000
	Efikasi Diri	0,172	0,066	0,178	2,627	0,009
	Brand Image Kampus	0,168	0,077	0,145	2,198	0,029

a. Dependent Variable: Minat Siswa Melanjutkan Pendidikan ke Perguruan Tinggi

a. Dependent Variable: Minat Siswa Melanjutkan Pendidikan ke Perguruan Tinggi

Based on the multiple regression test results shown in the table above, the following equation can be concluded:

$$Y = 22,401 + 0,339X_1 + 0,172X_2 + 0,168X_3$$

From the above equation, it is known that the value of the constant (α) is 22.401, which indicates that if the family environment, self-efficacy, and campus brand image are valued at 0, then the students' interest in continuing their education to higher education has a value of 22.041. The regression coefficient b1 is 0.339, meaning that for every increase in the family environment variable, there is an increase of 0.339 in the students' interest in continuing their education to higher education. The significance value of $0.000 < 0.05$ indicates a significant influence between the family environment variable and students' interest in continuing their education to higher education.

The regression coefficient value b2 is 0.172, which means that every change in the self-efficacy variable will increase the student's interest in continuing education to a university by 0.172. The significance value of $0.009 < 0.05$ indicates a significant influence between the self-efficacy variable and students' interest in continuing their education to higher education. The regression coefficient value b3 is 0.168, which means that every change in the value of the campus brand image variable will increase the student interest in continuing education to higher education by 0.168. The significance value of $0.029 < 0.05$ indicates a significant influence between the campus brand image variable and students' interest in continuing their education to higher education.

Normality Test

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		179
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.30534049
Most Extreme Differences	Absolute	.051
	Positive	.051
	Negative	-.024
Test Statistic		.051
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the normality test above, the value in the Asymp. Sig. column is 0.200, which is greater than 0.05. Therefore, it can be concluded that the variable data in this study is normally distributed and can proceed to the next stage of testing

Linearity Test

Table 4. Linearity Test Results of Lingkungan Keluarga (X1)

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Minat Siswa Melanjutkan Pendidikan ke Perguruan Tinggi *Lingkungan Keluarga	Between Groups	(Combined)	2317,969	28	82,785	4,231	0,000
		Linearity	1620,606	1	1620,606	82,833	0,000
		Deviation from Linearity	697,363	27	25,828	1,320	0,150
	Within Groups		2934,712	150	19,565		
	Total		5252,682	178			

Table 5. Linearity Test Results of Self-Efficacy (X2)

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Minat Siswa Melanjutkan Pendidikan ke Perguruan Tinggi * Efikasi Diri	Between Groups	(Combined)	1461,751	24	60,906	2,474	0,000
		Linearity	815,746	1	815,746	33,138	0,000
		Deviation from Linearity	646,004	23	28,087	1,141	0,308
	Within Groups		3790,931	154	24,616		
	Total		5252,682	178			

Table 6. Linearity Test Results of Brand Image Kampus (X3)

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Minat Siswa Melanjutkan Pendidikan ke Perguruan Tinggi * Brand Image Kampus	Between Groups	(Combined)	1289,208	19	67,853	2,722	0,000
		Linearity	603,205	1	603,205	24,198	0,000
		Deviation from Linearity	686,003	18	38,111	1,529	0,086
	Within Groups		3963,474	159	24,928		
	Total		5252,682	178			

Based on the table above, there are three relationships between variables in this study, namely the relationship between family environment and student interest in higher education, which obtained a deviation value of 0.150. Next, the relationship between self-efficacy and students' interest in higher education, which obtained a deviation value of 0.308, and the relationship between students' readiness and their interest in higher education, which obtained a deviation value of 0.086. Therefore, it can be concluded that the values obtained exceed the minimum threshold of 0.05, and there is a linear relationship between the variables.

Hypothesis Test

F Test (Simultaneous)

Table 7. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1953,281	3	651,094	34,534	,000 ^b
	Residual	3299,400	175	18,854		
	Total	5252,682	178			

a. Dependent Variable: minat ke perguruan tinggi

b. Predictors: (Constant), brand image kampus, lingkungan keluarga, efikasi diri

Based on the f-test results table above, it can be seen that the significant value obtained is $0.000 < 0.05$. Meanwhile, the calculated f value is 34.534, which is greater than the table f value of 2.66. Thus, it can be concluded that the independent variable (X) has a simultaneous effect on the dependent variable (Y), or the hypothesis is accepted.

T Test (Partial)

Table 8. T Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22,401	5,372		4,170	0,000
	Lingkungan Keluarga	0,339	0,048	0,454	7,028	0,000
	Efikasi Diri	0,172	0,066	0,178	2,627	0,009
	Brand Image Kampus	0,168	0,077	0,145	2,198	0,029

a. Dependent Variable: Minat Siswa Melanjutkan Pendidikan ke Perguruan Tinggi

Based on the table above, it can be concluded that the family environment variable (X1) obtained a significant value of $0.000 < 0.05$, with a calculated t-value of $7.028 > t\text{-table}$, which is 1.973. It can be concluded that the family environment variable has a significant positive effect on the variable of student interest in continuing their education to college. For the self-efficacy variable (X2), it obtained a significant value of $0.009 < 0.05$, with a calculated t-value of $2.627 > \text{the table t-value}$, which is 1.973. It can be concluded that the self-efficacy variable has a significant positive influence on the variable of student interest in continuing education to higher education. For the campus brand image variable (X3), it obtained a significant value of $0.029 < 0.05$, with a calculated t-value of $2.198 > \text{the t-table value}$, which is 1.973. It is concluded that the campus brand image variable has a significant positive influence on the variable of student interest in continuing their education to higher education.

Coefficient of Determination Test (R^2)

Table 9. Coefficient of Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.610 ^a	0,372	0,361	4,342

a. Predictors: (Constant), brand image kampus, lingkungan keluarga, efikasi diri

Based on the results of the coefficient of determination test above, it can be seen that the R-Square value is 0.372 or 37.2%, which means that the independent variables, namely family environment, self-

efficacy, and campus brand image, have an influence on the dependent variable, namely students' interest in continuing their education to college, by 37.2%.

Discussion

The Influence of Family Environment on Students' Interest in Continuing Education to Higher Education

Based on the findings of this study, the family environment variable has a positive and significant influence on students' interest in continuing their education to higher education. This can be seen from the results of the t-test, which obtained a calculated t-value of $7.028 >$ the table t-value of 1.973, while the significance value was $0.000 < 0.05$. Additionally, a value of 0.339 was obtained, meaning that every increase in the family environment variable will increase the student interest in continuing education to higher education by 0.339. The results of this study are in line with the research conducted by Riza Nur Aditya (2019); Vita et al. (2023); Sinaga et al. (2024), which states that there is a positive and significant influence between the family environment and students' interest in continuing their studies.

The Influence of Self-Efficacy on Students' Interest in Continuing Their Education to Higher Education

Based on the findings of this study, the self-efficacy variable has a positive and significant influence on students' interest in continuing their education to higher education. This can be seen from the results of the t-test, which obtained a calculated t-value of $2.627 >$ t-table, which is 1.973, while the significance value is $0.009 < 0.05$. Additionally, a value of 0.172 was obtained, meaning that every increase in the family environment variable will increase the students' interest in continuing their education to higher education by 0.172. The results of this study are in line with the results of studies conducted by Khairat et al. (2022); Sasmi et al. (2021); Ayuni & Wahjudi (2021); and Gusti Salma Danu (2024), which state that there is a direct influence of self-efficacy on interest in continuing studies to higher education.

The Influence of Campus Brand Image on Students' Interest in Continuing Education at Higher Education Institutions

Based on the findings of this study, the campus brand image variable has a positive and significant influence on students' interest in continuing their education to higher education. This can be seen from the results of the t-test, which obtained a calculated t-value of 2.00, greater than the table t-value of 1.973, while the significance level was $0.029 < 0.05$. Additionally, a value of 0.168 was obtained, meaning that every increase in the family environment variable results in an increase of 0.168 in the students' interest in continuing their education at a university. The results of this study are in line with research conducted by (Murti, 2019); Tasya, (2019); Dede & Sutingkir Evi, (2019); Neswardi et al., (2022) in their research stating that brand image positively and significantly influences prospective students' decisions to continue their studies at university.

The Influence of Family Environment, Self-Efficacy, and Campus Brand Image on Students' Interest in Continuing Education at Higher Education Institutions

Based on the findings of this study, the variables of family environment, self-efficacy, and campus brand image have a positive and significant influence on students' interest in continuing education at higher education institutions. The influence of these three variables has a calculated F coefficient value of 34.534 $>$ f table, which is 2.66. Furthermore, the significance value obtained is $0.000 < 0.05$, which means there is a significant influence. The coefficient of determination (R^2) shows an R^2 value of 0.372 or 37.2%, indicating that the independent variables—family environment, self-efficacy, and campus brand image—have a 37.2% influence on the dependent variable, which is students' interest in continuing their education to higher education. The variable with the highest value in this study is family environment (X1) with a

beta value of 0.454, followed by self-efficacy (X2) with a beta value of 0.178, and the variable with the lowest beta value is campus brand image at 0.145.

CONCLUSION AND RECOMMENDATION

Based on the results of the analyzed data and the discussion regarding the influence of family environment, self-efficacy, and campus brand image on students' interest in continuing their education to higher education, the following conclusions were drawn. There is a positive and significant influence of the family environment variable on students' interest in continuing their education to higher education. This indicates that the more supportive the family environment is toward students, the higher their interest in continuing their education at a university. Conversely, if the family environment is less supportive, the lower the students' interest in continuing their education at a university. There is a positive and significant influence of the self-efficacy variable on students' interest in continuing their education at a university. This indicates that the higher the level of self-efficacy in students, the higher their interest in continuing their education to college. Conversely, if self-efficacy in students is low, then their interest in continuing their education to college is also low. There is a positive and significant influence on the campus brand image variable on students' interest in continuing their education to college. This indicates that the better the campus brand image is built, the higher the students' interest in continuing their education to higher education, while campuses with poor brand images tend to have low appeal and students' interest in continuing their education to higher education decreases. There is a positive and significant simultaneous influence between the variables of family environment, self-efficacy, and campus brand image on the interest in continuing education to higher education. This indicates that the three variables complement each other and contribute together in shaping students' interest in continuing to higher education.

This study is limited to three factors that influence students' interest in continuing their education to higher education, namely family environment, self-efficacy, and campus brand image. This study only focuses on vocational high school students, so it cannot be used as a general reference. Additional research subjects are needed to make it a general reference. This study only uses one vocational high school, namely SMK Negeri 14 Jakarta. This limited scope can be expanded in the future with a more varied range. The information provided by respondents during data collection through the research questionnaire sometimes does not reflect their true opinions. This occurs because there are often differences in thoughts, perceptions, and understanding among respondents, as well as other factors such as honesty in filling out the questionnaire. For Future Researchers: Use a mixed-method research approach to obtain more comprehensive data, expand the research sample by involving students from various levels and regions, and add other variables that may influence interest in continuing education. For Educational Institutions: Develop more intensive counseling programs to enhance students' self-efficacy, strengthen collaboration with parents in creating a supportive family environment, and improve branding and communication strategies to highlight the institution's strengths. For the Government: Provide more equitable scholarship and educational assistance programs, develop policies supporting increased access to higher education, and conduct outreach campaigns to emphasize the importance of higher education to the public.

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