The Influence Of Further Study Information Services On The Interest Of Enterprising Students Of SMK Negeri 2 Mataram

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Abstract— This study aims to determine whether the guidance of further study information services affects the higher education interest of students of SMKN 2 Mataram. This study uses a quantitative research approach with the Pre-Experimental Design method in the form of One-Group Pretest-Posttest Design. The variables of this research are the interest in entering higher education and the independent variable of further study information service guidance. The study population was SMKN 2 Mataram, while the sample was students of class XI who attended further study information service guidance, namely 36 (thirty) students, who were determined by incidental sampling technique. Based on the results of data analysis with SPSS 17.0 for windows software with the Paired Sampe t Test procedure, the results show that t is greater than t table, t (count) (3.986)> t (table) (1.690). So, the hypothesis of this research: there is an effect of further study information services on student interest in learning at SMKN 2 Mataram is accepted. The results of this study prove that information services for further studies have an effect on student interest in entering higher education. Therefore, it can be used as input and material for consideration for Guidance and Counseling Teachers in order to increase their role in directing vocational students who intend to continue to a higher level of education after completing their studies.

Keyword: Counseling Guidance, Departments, Vocational Education, Higher Education

I. INTRODUCTION

In accordance with the Amalina and Putri (2018), in order to facilitate the development of these students, at the general secondary education level in Vocational high School. One of the activities of the Counselor Teacher is to help students determine their interest in continuing to higher education in accordance with general basic abilities (intelligence), talents, interests, and preferences of each student. According to Bjurulf (2012) interest is a factor that exists within a person, which causes him to be attracted or to reject objects, people and activities in his environment Rast, Harmin and Simon (in Ariyanto et al. 2020) state that in that interest there are things -the main things include: (1) there is a feeling of pleasure in oneself that pays attention to certain objects, (2) there is an interest in certain objects, (3) there is activity on certain objects, (4) there is a tendency to try to be more active, (5) The object or activity is considered functional in life and

(6) the tendency is to direct and influence individual behavior.

So, interest is a tendency or direction of desire for something to fulfill the impulse, interest is an impulse from within that affects the movement and will towards something, is a strong impetus for someone to do everything in realizing the achievement of the goals and ideals that become his desire. Based on the understanding conveyed by Moreno Herrera (2016) above and from the opinions of other experts, the factors that influence interest can be described, namely:

a. Feeling happy
b. Interest
c. Impulse will
d. Hope
e. Attention
f. Needs

Exposure to the notion of interest described earlier can help define the meaning of interest in continuing to higher education for vocational students, which is an attitude of tendencies that an

individual or student has who focuses on an object attentively and is accompanied by a feeling of pleasure to choose a college as a continuation of education in order to achieve prosperity as desired after graduating from SMK later (Rahman, 2020).

Information services are guidance activities that aim to help students get to know their environment, which if it can be used for the present and the future (Nurfazriah et al., 2018). Furthermore, the meaning of further study Rosmawati and Donal (2017) is a continuation of study. So further study is further education or connection after graduating from school or higher education than today. Based on the description above, the definition of further study information services can be defined as providing information about the current post-school education that students have taken or higher education programs as a material for consideration in making decisions for the interests or needs of students.

Based on the description above, the definition of further study information services can be defined in this study as a provision of information about post-high school / vocational education or higher education programs as a material for consideration in make decisions for the interests or needs of students. Sánchez de Gallardo and Pirela de Faría (2017) in a study entitled The Influence of Providing Further Study Information Services on the Stability of Advanced Study Decision Making revealed the hypothesis "There is a significant difference in the score of further study decision-making stability between before and after providing further study information services to Class students" was accepted, with the result of t count 4,290 greater than t table 2,021 (4,290> 2,021). This difference shows that there is a positive influence with the provision of further study information services on the stability of student further study decision making. This means that after being provided with further study information services, students experience an increase in the form of being able to strengthen decision making for further study at higher education.

Sjöberg, Karp, and Rantatalo (2019) research with the title Influence of Advanced Study Information Services on Advanced Study Decision Making Skills in Class XI Students, resulted in the conclusion that further study information services have an effect on further study decision making skills in students. The results of this study indicate that there is an increase in the score of advanced study decision-making skills due to the provision of treatment in the form of further study information services, indicated by an analysis that the increase in the average score of the level of mastery of knowledge about the subject's advanced study in the experimental group by 11.8 points makes an increase. The score for the level of decision-making skills in the experimental group was 13.93 points. Furthermore, there is a significant difference between the scores for the level of decision-making skills in the experimental group between before getting treatment and after getting treatment in the form of further study information services, namely with the Z value of the pre-test - post-test score of the experimental group of -3.413 with the Asymp value. Sig (2-tailed) of 0.001 <0.05.

Based on observations carried out by researchers at SMKN 2 Mataram, it can be seen that there is a decrease in the percentage of the number of SMKN 2 Mataram graduates entering college in the 2017-2019 Academic Year, namely 9%, from the previous 16% in the 2016-2018 Academic Year and 15% in the 2014-2016 Academic Year. Furthermore, the percentage of graduates of SMKN 2 Mataram during the 3 academic year period was 13.6% in third place, after working at DU / DI (61.8%) and Entrepreneurship / Independent (15%). From the data above, it is known that the number of SMKN 2 Mataram graduates entering higher education is still low. Therefore, it is necessary to carry out guidance to influence student interest in entering higher education

II. METHOD

Independent variables are variables that affect or cause changes or the emergence of the dependent variable (Sugiyono, 2016). The independent variable as (X) in this study is the implementation of further study information services by the Guidance and Counseling Teacher at SMKN 2 Mataram. The dependent variable is the variable that is affected or that is the result, because of the independent variable. The dependent variable is (Y), and in this study the dependent variable is the student's interest in higher education at SMKN 2 Mataram. This variable of interest contains six indicators, namely: pleasure, interest, drive, hope, attention, and need.

This study uses a quantitative research approach. The choice of this approach is based on the consideration of its suitability with the research objectives in terms of quantitative research. According to Creswell (2014) quantitative research methods are research methods based on the philosophy of positivism, used to examine specific populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative / statistical with purpose to test the hypothesis that has been set.

There are several types of pre-experimental design, in this study using the One-Group Pretest-Posttest Design. Trenado et al (2018) says that in the

One-Group Pretest-Posttest Design, there is a pretest before being treated. The treatment results can compare with the conditions before and after being treated. The population in this study were students of SMK Negeri 2 Mataram in the 2019/2020 academic year. The sample is Class XI students who are participants of the Advanced Study Information Service Guidance, namely 36 (thirty) students.

In accordance with the research objectives, the data analysis in this study is a simple linear regression analysis. According to Trenado et al (2018) simple linear regression is based on a functional or causal relationship of one independent variable with one dependent variable. Based on the above, in this study the form of hypothesis testing chosen is the two-tailed test. Sugiyono (2016) says the two-party test is used when the null hypothesis (H_o) reads "equal to" and the alternative hypothesis (Ha) reads "not the same as" ($H_o =; H_a$).

Furthermore, to test the hypothesis in data analysis carried out in this study using SPSS software using Paired Sample t Test analysis tool. Creswell (2012) says that the Paired Sample t Test procedure is a test carried out on two paired samples. Paired samples can be defined as samples with the same subject but undergoing two different treatments. Paired Sampe t Test data is ratio or interval data. The results of the Paired Sampe t Test procedure are the Paired Sample Statistic table, the Paired Sample Correlation table, and the Paired Sample Test table.

III. RESULT

Variable Data Description

In this study, the data collected is primary data obtained from the scores of students' answers to the questionnaires that have been distributed to students before and after the guidance. Data obtained directly from students' answers based on the statements in the questionnaire. Researchers used two kinds of questionnaires, namely pre-test questionnaires (Questionnaire A) and post-test questionnaires (Questionnaire B). Researchers distributed questionnaires to all students, totaling 36 (thirty-six) students. Then the questionnaire was collected again.

Furthermore, based on the available questionnaire the researcher entered the data and carried out the validity and reliability of the instrument items described in the previous chapter, after deducting the invalid items, namely: a5, a14, b5, b14, it was obtained recapitulation of interest value data per student. From the difference column in the calculation table it is known that most students have a difference greater than zero (positive) and there are some students who have a difference of zero or below zero (negative). This means that there are some students whose grades have increased, while others have remained or have decreased. Therefore, it is necessary to do statistical analysis to get answers to the hypothesis of this study. Further data processing was carried out by researchers using SPSS (Statistical Package for Social Science) 17.0 for Windows Software.

Description of Guidance Implementation

Further study information service guidance as an action in this research has been implemented according to plan. At that hour, Class XI students (who become guidance students) do not carry out learning in class, due to class meeting preparation activities. This activity aims to increase students' interest in continuing their studies. Therefore, the material presented is related to this matter. In general, the objectives of this activity have been achieved. The students felt the benefits they got from this activity. Furthermore, statistical data analysis on the results obtained that this activity can increase student interest in continuing their studies.

In this guidance the researcher acts as the Guidance and Counseling Teacher, who guides the event and delivers guidance material. This guidance student is a Class XI student who is willing to attend online. The number of students is 36 (thirty-six) students. Researchers are assisted by students to prepare the classrooms, namely by arranging the equipment needed (LCD projectors, screens / screens, tables and chairs, sound systems, laptops, attendance sheets, guidance material, etc.). Furthermore, when students attend, they take care to fill in the student attendance list, after that the students take care to fill out Questionnaire sheet A (a pre-test research sheet).

At the beginning of the delivery of material, the researcher guides the game so that the learning atmosphere becomes more relaxed and fun. The researcher guides the students to say the yells, namely: Smart Yes, Mandiri Yes, Creative Yes, SMK Smart– Mandiri - Creative! This game is to refresh the atmosphere and prepare students to learn in a fun way, so that students are expected to easily receive guidance material. After students are ready to follow the material, the researcher delivers guidance material, namely: a). The material presented is using Power Point Slide learning media which discusses material with the theme: Profile of State Universities (Mataram University) and Mataram State Islamic Institute (IAIN); b). The material presented using video learning media about SNMPTN, SBMPTN, and the Bidik Misi Program. Students are very interested in this material; this can be seen from their attention when viewing and listening to video shows.

As a distraction, before the discussion session, the researcher asked the students to stand and play a

game: Raindrops, Rainstones, Rainstorms. Furthermore, students were given the opportunity to ask questions about the guidance theme, and there were several students who asked questions. At first students were reluctant to ask questions, but after the facilitator conveyed motivation and explained things they might need to know, then there were students who were willing to ask. At the closing session. In this session the researcher delivered material. To support understanding, the researcher used the thumb and little finger games. Students who raise their thumbs if they agree with the statement submitted by the Researcher and show their little finger if they do not agree with the Researcher's statement. Then the student letter to fill out Questionnaire B (which is the research post-test). For evaluation materials and activity reports, the implementation of this guidance is documented.

Data analysis

After obtaining valid and reliable data, it can be used for data analysis, then to test the hypothesis. Data analysis was carried out with SPSS software using the Paired Sample t Test analysis tool. Paired Sample t Test procedure is used to test two paired samples, whether they have a significantly different mean or not.

The results of the Paired Sampe t Test procedure above are the Paired Sample Statistic table, the Paired Sample Correlation table, and the Paired Sample Test table. The results table Example Statistics pair is illustrated in table 1. below. This table describes the comparison of the average score of the pretest results (student interest before guidance) and posttest results (student interest after guidance).

Table 1. Average Value of Interests Before and After Guidance

	Mean	N	Std. Deviation n	Std. Error n
Average Interest After Guidance	4,81	36	.546	.091
Average Interest Before Guidance	4,71	36	.481	.082
Difference in Average	0,10			

Source: Primary Data (processed)

Furthermore, the Paired Sample Correlation table is as illustrated in table 2. below. This table describes the correlation of the average score of the pretest results (student interest before guidance) and posttest results (student interest after guidance).

Table 2. Correlation of Average Interests Before and After Guidance

	N	Correlation	Sig.

| Average Interest Before Training & Average Interest After Training | 36 | .960 | .000 |

Source: Primary Data (processed)

Then, the Paired Sample Test table is as illustrated in table 3 below. This table illustrates the test results whether there is a significant difference between the mean score of the pretest results (student interest before guidance) and the results posttest (student interest after guidance). Decision making is done by comparing the value of t count with t table, where it is known that t (table) = 1.690: If $+ t_{count} < + t_{table}$, then H_o is accepted and H1 is rejected. If $+ t_{count} > + t_{table}$, then H_o is rejected and H_1 is accepted.

Table 3. Hypothesis Test Results with the Paired Sample t Test procedure

	t	df	Sig. (2-tailed)
Average Interest Before Training & Average Interest After Training	3.986	35	.000

Source: Primary Data (processed)

From the results of the data analysis above, the following interpretations can be described: Interpretation of the Paired Sample Statistics results table as illustrated in table 3 namely that on a scale of 7: the average score of student interest before guidance was 4.71; standard defiation 0.481; the average standard error is 0.082. The score of the average value of student interest after guidance is 4.81; the standard defiation is 0.546 and the average standard error is 0.91. Compared to before, there was a difference (increase) in the average interest of students after the guidance was implemented.

Interpretation of the Paired Sample Correlation table as illustrated in table 4.3. namely that the correlation between the average score of the pretest results (student interest before guidance) and posttest results (student interest after guidance (r) = 0.960, means the correlation between the average score of the pretest results (student interest before guidance) and posttest results. (Student interest after guidance) is very strong because the correlation coefficient (r) is close to 1. Interpretation of the Paired Sample Test table as illustrated in table 3, namely that the obtained value of t_{count} = 3.986 and it is known that t_{table} = 1.690 then: t_{count} = 3.986 > $_{table}$ = 1.690. The average

posttest score (student interest after guidance) is not significantly equal to the pretest average score (student interest before guidance). Then H$_1$ is accepted, meaning there is an effect of service delivery information carried out by the guidance counseling teacher on the interest of students entering higher education.

IV. DISCUSSION

Implementation of guidance begins with building student awareness of the potential that students have and can be used by students to become students, followed by introductory material on how to enter higher education, and university profile (Sobrinho & Sousa, 2020). Then carried out a question and answer about the guidance material. The guidance process carried out with fun learning and activities undertaken by students during the guidance of further study information services affects the interest in entering higher education in students as a whole (Tyson 2016; Maulyda et al., 2020). Students' perceptions of the indicators of interest in continuing the study, namely: feelings of pleasure, interest, encouragement, hope, attention, and needs, which are described in the questionnaire items, change in line with the guidance process.

The above is in accordance with the opinion of Sukholentseva, Gulakova, and Goltsova (2019) which states that in that interest there are key things including: (1) there is a feeling of pleasure in oneself paying attention to certain objects, (2) the existence of interest in a certain object, (3) the existence of activity on the object shows that there is a certain positive influence, (4) there is a tendency with the provision of study information services to try to be more active, (5) the object or continued to the stability of taking these activities is considered functional as a student's further study decision. The meaning in life and (6) after being given study information services the tendency is direct and advanced; students have an increase in influencing individual behavior. This change can be in the form of stabilization of taking.

Associated with Siswantari (2015) concludes that parents' income and learning achievement have a positive and significant effect on the interest in continuing their studies at tertiary institutions in students of competency in office administration skills at SMKN 7 Yogyakarta. So the results of this study can complement the knowledge of things that affect student interest in entering higher education. So, it can be used to compile guidance material for further study information services on future guidance activities (Maulyda et al., 2020).

Based on the information above, guidance activities for further study information services can be one of the activities of the Guidance and Counseling Teacher, in accordance with the Ariyanto et al (2020), namely in order to facilitate the development of these students, at the level of general secondary education at SMA / MA / SMK, where one of the activities of the Counselor Teacher is to help students determine their interest in continuing to higher education in accordance with the general basic abilities (intelligence), talents, interests, and preferences of each student. For teachers of SMKN 2 Mataram, further study information guidance activities can be used to direct SMK students who intend to continue to higher education after finishing their studies. So that it is expected to influence student interest in entering higher education, and increase the number of graduates who enter higher education.

V. CONCLUSION

Data analysis using SPSS 17.0 for windows software with Paired Sampe t Test procedure resulted in Paired Sample Statistic table, Paired Sample Correlation table, and Paired Sample Test table. The paired sample statistical results showed that the average score of student interest before guidance was 4.71; standard defiation 0.481; the mean standard error is 0.082. The score of the average value of student interest after guidance was 4.81, compared to before, there was an increase in the value (increase) of students after the guidance. The results of the Paired Sample Correlation show that there is no value between the average value of the pretest results (student interest before guidance) and the posttest results (student interest after guidance) is that there is no understanding (r) = 0.960, meaning there is no value between the mean values pretest results (student interest before guidance) and posttest results (student interest after guidance) is very strong because of student confidence before guidance) and posttest results.

Furthermore, the Paired Sample Test is depicted at increasing the value of t (count) = 3.986 and it is known that t (table) = 1.690 then: t (count) = 3.986> (table) = 1.690. So Ho is rejected and H1 is accepted. The average posttest score (student interest after guidance) was not significantly equal to the pretest average score (student interest before guidance). H1 is accepted, meaning that there is an effect of providing information services carried out by the counseling guidance teacher on the interest of students entering higher education. Thus the results of the statistical test answered the question that the Study Information Service Guidance had an effect on students' interest in entering higher education.

The guidance process carried out with a fun method and the activities undertaken by students during further study information service guidance have an effect on students' interest in continuing their studies within the student as a whole. Students' perceptions of the indicators of interest in continuing their studies, namely: feelings of pleasure, interest, encouragement, hope, attention, and needs. Therefore, in the implementation of further information service guidance it is necessary to pay attention to these indicators, so that it can strengthen the influence on student interest. The results of this study prove that information services for further studies have an effect on student interest in entering higher education.

Therefore, it can be used as input and consideration for Guidance and Counseling Teachers in order to increase their role in directing vocational students who intend to continue to higher education after finishing their studies. Furthermore, this research can also be used as study material and theoretical basis for future researchers at the same place or at other places in a wider scope. For teachers of SMKN 2 Mataram, further study information guidance activities can be used to direct SMK students who intend to continue to higher education after finishing their studies. So that it is expected to influence student interest in entering higher education, and increase the number of graduates who enter higher education.

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