

# The Influence of Parent-Adolescent Interaction, Socioeconomic Status, Peers, and Motivation on College Readiness of High School and Vocational High School Students in Coastal Areas

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## ABSTRACT

*The attainment of post-secondary education is one of the catalysts for social mobility necessary to meet the economic demand for educated labor. Through higher education, students gain broader opportunities to develop their skills and potential. To achieve this, students need to be college-ready, which involves both cognitive and non-cognitive aspects. This study aims to analyze the effect of parent-adolescent interaction, family socioeconomic status, peer influence, and adolescent motivation on the college readiness of SMA and SMK students in coastal areas. A cross-sectional study design with a cluster random sampling technique was used. The study involved 184 students (76 from SMA; 108 from SMK) aged 15-18 living in the coastal area of Cirebon Regency, West Java. Data analysis included descriptive analysis, difference tests, correlation tests, and structural equation modeling (SEM) using SPSS 25.0 and SmartPLS 3. The results indicate that there is no significant difference in college readiness between SMA and SMK students, but a significant difference exists between male and female students. Furthermore, parent-adolescent interaction and peer influence have a significant direct effect on adolescent motivation, while family socio-economic status and peer influence have a significant direct effect on students' college readiness.*

**Keywords:** college readiness, motivation, parent-adolescent interaction, peers, socio-economic status

## I. INTRODUCTION

Education is one of the main pillars in improving the quality of a human being. In Indonesia, progress in the field of education is reflected in the increasing Human Development Index (HDI), which reached 72.29 in 2021, up from 71.49 in 2020 (BPS, 2021a). However, indicators related to the knowledge dimension, such as expected years of schooling (13.08 years) and average length of schooling (8.54 years) have still not met the targets set in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 19 of 2016 concerning the Initiation of Compulsory Education for 12 (twelve) years. In addition, the Gross Participation Rate of Higher Education (APKPT) in Indonesia only reached 30.85 percent in 2020, still below the Ministry of Education and Culture's target of 32.55 percent. These data show that although access to education is improving, challenges in preparing students for higher education still need to be overcome.

Post-secondary education plays an important role in encouraging social mobility and meeting the need for a skilled workforce. Research conducted by McKillip et al. (2012) states that access to higher education has one function as a catalyst in improving social status. According to PP No. 17 of 2010 concerning the Management and Implementation of Education, students who continue their education to college are students who have completed secondary education, namely the level of education on the formal education track which is a continuation of basic education, both of which are in the form of Senior High Schools (SMA) and Vocational

High Schools (SMK). In addition, the importance of higher education is also emphasized in the Decree of the Minister of National Education of the Republic of Indonesia No. 129a / U / 2004 which stipulates that one of the minimum service standards for secondary education is that 25 percent of SMA / MA graduates and 20 percent of SMK graduates continue their education to accredited universities.

Through higher education, students will get wider opportunities to develop their skills and potential (Zahri et al. 2020). However, in reality, there are still differences in access to education. Research conducted by Affizul et al. (2021) shows that there is a gap between men and women in continuing their education, especially in areas with certain cultures. In fact, students' readiness to continue their education to higher education is not only determined by cognitive aspects but also other non-cognitive abilities. Conley (2007) emphasized that support such as positive interactions between parents and adolescents has an important role in developing students' competencies to the maximum and preparing them for higher education.

Family socioeconomic status is also an important factor in student education. Families with good and stable socioeconomic status influence the interest in continuing education to college (Suciningrum and Rahayu 2015). In addition, adolescents are greatly influenced by peers, both in attitudes, behavior, and aspirations towards education (You 2011). In addition, motivation will provide encouragement to students in achieving success in achieving achievements in the form of good learning outcomes. Motivated students not only have a great chance of getting good learning outcomes, but are also more confident in determining their choice of college and avoiding failure (Sujarwo 2011). These factors that come from within and the student's environment then together determine the extent to which a student is prepared to face the world of college.

Previous studies on students' college readiness have analyzed interactions between parents and adolescents (George Mwangi et al. 2018); family economic conditions (Herawati et al. 2020), peer influence (You 2011), and motivation within adolescents (Djaali 2012). However, there have been few studies that highlight the college readiness of high school and vocational high school students in coastal areas. In addition, studies that analyze differences in college readiness based on gender are also still limited. Therefore, this study aims to fill this gap by analyzing the factors that influence the college readiness of high school and vocational high school students in coastal areas. The objectives of the study are 1) menganalyze the differences in parent-adolescent interaction, family socioeconomic status, peer influence, adolescent motivation, and college readiness of high school and vocational high school students in coastal areas based on gender and type of school; 2) analyze the correlation between adolescent characteristics, parent-adolescent interaction, family socioeconomic status, peer influence, and adolescent motivation with college readiness of high school and vocational high school students in coastal areas; and 3) analyze the influence of parent-adolescent interaction, family socioeconomic status, peer influence, and adolescent motivation on college readiness of high school and vocational high school students in coastal areas.

## II. METHOD

This study is part of an umbrella study entitled "Study of the Role of the Family in the Formation of Emotional Intelligence and Language Use as an Effort to Improve the Quality of Life of Adolescents in Coastal Areas". The study used a quantitative approach with a cross-sectional study design. The research location is in the coastal area of Cirebon Regency, West Java, which was selected purposively because it is included in the top five poorest areas in West Java (BPS 2021b). In addition, BPS data (2019) shows that the Gross Participation Rate of Higher Education (APKPT) in Cirebon Regency is only 14.71, still below the average APKPT in West Java Province of 21.09. Specifically, the study was conducted in two schools, namely SMAN 1 Suranenggala and SMKN 1 Gunungjati North Cirebon. Data collection was carried out in June 2022.

The sample criteria in this study were adolescents aged 15-18 years, had intact parents (not divorced), and were willing to be used as samples in the study. The respondents of the study were students in grades 10 and 11 from SMAN 1 Suranenggala and SMKN 1 Gunungjati Cirebon Utara. The sampling technique was carried out randomly in groups (cluster random sampling) which resulted in four selected classes, namely grades 10 and 11 of SMA and SMK. The number of research samples that met the criteria and completeness of the questionnaire was 184 students with a ratio of 76 SMA students and 108 SMK students.

The data taken consists of several research variables. The characteristics of adolescents include adolescent age, gender, family size, class, school of origin, and domicile. The measuring instruments used include: PACHIQ-R (The Parent-Child Interaction Questionnaire—Revised) children's version by Lange et al. (2002) to measure variables Parent-teen interaction ( $\alpha=0.864$ ) with the dimension of conflict resolution ( $\alpha=0.757$ ) and the acceptance dimension ( $\alpha=0.864$ ); sfamily socio-economic status ( $\alpha=0.617$ ) which consists of questions related to the father's and mother's last education, the father's and mother's occupation, and asset ownership (Huba et al. 2014); Peer influence was measured using the Positive Peer Influence Inventory instrument ( $\alpha=0.924$ ) by McConchie (2019) which consists of two dimensions, namely, relationship quality ( $\alpha=0.896$ ) and influence ( $\alpha=0.811$ ); adolescent motivation is measured using the Adolescent Motivation for Educational Attainment instrument ( $\alpha=0.886$ ) by Cham et al. (2014); and students' college readiness was measured using the Readiness to Continue Study Scale instrument ( $\alpha=0.874$ ) by Wahyullah (2014) which consists of four aspects, namely mastery of study program and university information ( $\alpha=0.776$ ), understanding of student duties and obligations ( $\alpha=0.636$ ), independent learning skills ( $\alpha=0.694$ ), and aspects of self ( $\alpha=0.605$ ). All The core variables in this study were transformed into index form and grouped with a cut-off categorization according to Sunarti et al. (2005), namely: a score  $<60.00$  is categorized as low, a score of  $60.0-79.9$  is categorized as medium, and a score  $\geq 80.0$  is categorized as high. The data processing process uses Microsoft Excel, SPSS 25, and SmartPLS 3 (Smart Partial Least Square).

### III. RESULTS AND DISCUSSIONS

#### Characteristics of Teenagers

Teenagers (70 males and 114 females) are in the age range of 15-18 years with an average age of 16.4 years. The average size of the teenager's family is 5.08 people or is included in the category of medium families (5-7 people). A total of 76 students are from SMAN 1 Suranenggala and 108 others are from SMKN 1 Gunungjati. There are 110 teenagers in grade 10 and 74 others are grade 11 students. As many as 175 teenagers live in the district and 9 others live in the city.

#### Test of Differences in Parent-Adolescent Interaction, Family Socioeconomic Status, Peer Influence, Adolescent Motivation, and College Readiness of High School and Vocational High School Students in Coastal Areas Based on Gender and School Type

This study found that the percentage of interaction between parents and adolescents was classified as moderate (41.3%). As many as 92.9 percent of families in coastal areas are families with low socioeconomic status. The highest education of fathers and mothers was elementary school graduates/equivalent. As many as 28.8 percent of fathers work as laborers/services followed by 25.0 percent working as farmers, and 21.7 others working as private employees. Meanwhile, as many as 59.2 percent of mothers are housewives, 11.4 percent work as farmers, and 11.4 percent work as entrepreneurs/traders. Family asset ownership is in the moderate category, which is 86.4 percent. The data shows that as many as 34.2 percent of adolescents are influenced or influence their peers in the moderate category, as many as 44.0 percent of adolescents have moderate motivation, and adolescents in coastal areas have low college readiness (73.9%).

Table 1 Minimum and maximum values, means, and standard deviations in the variables of parent-adolescent interaction, family socioeconomic status, peer influence, motivation, and students' college readiness

Variables	Min-Max	Mean±SD	Category					
			Low		Currently		Tall	
			n	%	n	%	n	%
Parent-Teen Interaction	27.27-100.00	70.40±15.25	51	27.7	76	<b>41.3</b>	57	31.0
Conflict Resolution	70.48±14.64	70.48±14.64	48	26.1	81	<b>44.0</b>	55	29.9
Reception	70.24±21.89	70.24±21.89	57	31.0	57	31.0	70	<b>38.0</b>
Family Socioeconomic Status	0.00-87.50	21.73±21.62	171	<b>92.9</b>	10	5.4	3	1.6
Peer Influence	8.93-100.00	68.23±20.13	61	33.2	63	<b>34.2</b>	60	32.6
Relationship Quality	0.00-100.00	69.09±20.77	61	33.2	59	32.1	64	<b>34.8</b>
Influence	5.00-100.00	66.68±21.86	65	<b>35.3</b>	55	29.9	64	34.8
Teenage Motivation	13.16-100.00	68.68±15.70	55	29.9	81	<b>44.0</b>	48	26.1
Student College Readiness	0.00-100.00	46.93±21.07	136	<b>73.9</b>	34	18.5	14	7.6
Information Mastery	0.00-100.00	47.28±26.85	119	<b>64.7</b>	49	26.6	16	8.7
Understanding as a Student	0.00-100.00	48.12±24.95	125	<b>67.9</b>	43	23.4	16	8.7
Independent Learning Skills	0.00-100.00	43.84±26.14	135	<b>73.4</b>	32	17.4	17	9.2
Self Aspect	0.00-100.00	48.49±23.72	129	<b>70.1</b>	41	22.3	14	7.6

Description: Min= minimum value; Max= maximum value; SD= standard deviation

The results of the difference test showed that there were significant differences in parent-adolescent interactions ( $p=0.015$ ), peer influence ( $p=0.036$ ), adolescent motivation ( $p=0.002$ ), and college readiness of students ( $p=0.030$ ) based on gender. Meanwhile, no significant difference was found between the socioeconomic status of families between male and female adolescents. The study also showed no significant difference between parent-adolescent interaction, family socioeconomic status, peer influence, adolescent motivation, and college readiness of students based on school type.

Table 2 Results of different tests of parent-adolescent interaction variables, family socioeconomic status, peer influence, motivation, and students' college readiness based on gender and type of school.

Variables	Gender (F&F)	Type of School (Senior High School & Vocational High School)
	( <i>p-value</i> )	( <i>p-value</i> )
Parent-Teen Interaction	<b>0.015*</b>	0.755
Conflict Resolution	<b>0.001**</b>	0.576
Reception	0.477	0.130
Family Socioeconomic Status	0.082	0.390
Peer Influence	<b>0.036*</b>	0.878
Relationship Quality	<b>0.028*</b>	0.884
Influence	0.094	0.518
Teenage Motivation	<b>0.002**</b>	0.483
Student College Readiness	<b>0.030*</b>	0.102
Information Mastery	<b>0.019*</b>	0.087
Understanding as a Student	0.388	0.211
Independent Learning Skills	0.108	0.150
Self Aspect	<b>0.022*</b>	0.361

Note: \*) significant at  $p\text{-value} < 0.05$ ; \*\*) significant at  $p\text{-value} < 0.01$

### Correlation between Adolescent Characteristics, Parent-Adolescent Interaction, Family Socioeconomic Status, Peer Influence, and Adolescent Motivation with College Readiness of High School and Vocational High School Students in Coastal Areas

Based on the results of the correlation test of characteristics with variables, it was found that gender has a significant negative correlation with parent-adolescent interaction, peer influence, adolescent motivation, and a significant positive correlation with students' college readiness. Then the size of the family also has a significant negative correlation with peer influence. In addition, domicile has a significant positive correlation with adolescent motivation. Parent-adolescent interaction has a significant negative correlation with family socioeconomic status. Parent-adolescent interaction has a significant positive correlation with peer influence and adolescent motivation. Then peer influence has a significant positive correlation with adolescent motivation and school readiness.

Table 3 Results of correlation tests of adolescent characteristic index, parent-adolescent interaction, family socio-economic status, peer influence, and adolescent motivation with college readiness of high school and vocational school students in coastal areas.

Relationship Between Variables	Parent-Teen Interaction	Family Socioeconomic Status	Peer Influence	Teenage Motivation	Student College Readiness
Age	-0.046	-0.77	-0.120	-0.023	0.116
Gender	<b>-0.182*</b>	0.131	<b>-0.157*</b>	<b>-0.239**</b>	<b>0.156*</b>
Family Size	0.034	-0.094	<b>-0.180*</b>	-0.027	-0.073
Class	-0.043	-0.056	-0.084	0.110	0.128
Which school are you from	-0.023	0.065	-0.012	-0.054	-0.121
Domicile	0.095	-0.020	0.067	<b>0.163*</b>	-0.100
Parent-Teen Interaction	1	<b>-0.152*</b>	<b>0.397**</b>	<b>0.377**</b>	-0.019
Family Socioeconomic Status	<b>-0.152*</b>	1	-0.089	-0.038	-0.121
Peer Influence	<b>0.397**</b>	-0.089	1	<b>0.630**</b>	<b>0.182*</b>
Teenage Motivation	<b>0.377**</b>	-0.038	<b>0.630**</b>	1	0.118
Student College Readiness	-0.019	-0.121	<b>0.182*</b>	0.118	1

Note: \*) significant at  $p$ -value < 0.05; \*\*) significant at  $p$ -value < 0.01

### Influence Parent-Adolescent Interaction, Family Socioeconomic Status, Peer Influence, and Adolescent Motivation on College Readiness of High School and Vocational High School Students in Coastal Areas

The test results show that the measurement with reflective indicators is evaluated with the convergent and discriminant validity of its indicators. Overall, the loading factor of each item that measures the variable has >0.50 (valid). The AVE, CR, Cronbach Alpha and R2 values of each variable can be seen in Table 4.

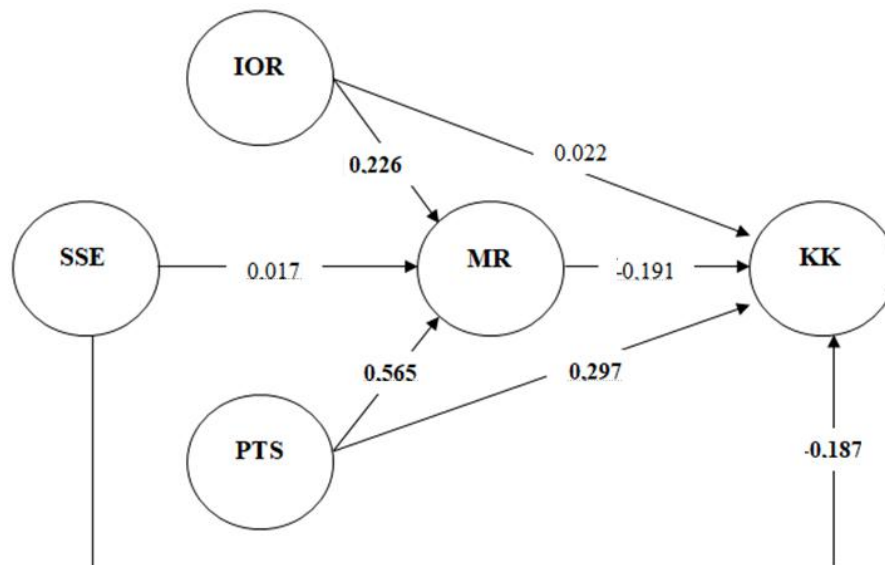
Table 4. AVE, CR, and Cronbach Alpha values of the influence of parent-adolescent interaction, family socio-economic status, peer influence, and adolescent motivation on college readiness of high school and vocational school students in coastal areas.

	AVE	CR	Cronbach's Alpha	R-Square
Parent-Teen Interaction	0.516	0.919	0.905	-
Family Socioeconomic Status	0.583	0.801	0.639	-
Peer Influence	0.507	0.928	0.924	-
Teenage Motivation	0.528	0.889	0.881	0.478
Student College Readiness	0.519	0.895	0.873	0.130

The results of the model show that the value of the adolescent motivation variable is 0.478 and the student's college readiness is 0.130. This model produces a GoF (Goodness of Fit) value



of 0.402. These results mean that the variables of parent-adolescent interaction, family socioeconomic status, peer influence, and adolescent motivation can explain 40.2 percent of students' college readiness, and the rest is explained by other variables not included in the model. Furthermore, the structural model image is shown in Figure 1 and the results of the path coefficient values are shown in Table 5. $R^2$



Description: IOR= Parent-Adolescent Interaction; SSE= Family Socioeconomic Status; PTS= Peer Influence; MR= Adolescent Motivation; KK= Students' College Readiness

Figure 1 SEM Model

Based on Table 5, the results of the direct effect test show that parent-adolescent interaction has a significant positive effect on adolescent motivation ( $\beta = 0.226$ ; | t-value = 2.997). This means that high interaction between parents and adolescents will increase adolescent motivation. The results show that family socioeconomic status has a significant negative effect on students' college readiness ( $\beta = -0.187$ ; | t-value = 2.046). This means that adolescents with low family socioeconomic status will increase their college readiness. Peer influence has a significant positive effect on adolescent motivation ( $\beta = 0.565$ ; | t-value = 8.146). This means that adolescents who have the ability to influence or be influenced by peers will increase their motivation. In addition, peer influence has a significant positive effect on students' college readiness ( $\beta = 0.297$ ; | t-value = 2.831). This shows that adolescents with the ability to influence or be influenced by peers will increase their college readiness. The results of the study also showed an indirect effect. The indirect influences in this study include parent-adolescent interactions, family socioeconomic status, and peer influence which do not have an influence on students' college readiness through adolescent motivation.

Table 5 Results of path coefficients and T-tests of direct and indirect influences between latent variables

	Path Coefficient	t-Values	p-Values	Conclusion
<b>Direct Influence</b>				
Parent-Teen Interaction → Teen Motivation	0.226	<b>2,997</b>	0.003	Significant
Parent-Teen Interaction → Student College Readiness	0.022	0.209	0.835	Not significant
Family Socioeconomic Status → Adolescent Motivation	0.017	0.215	0.830	Not significant
Family Socioeconomic Status → Student College Readiness	-0.187	<b>2,046</b>	0.041	Significant

	Path Coefficient	t-Values	p-Values	Conclusion
<b>Direct Influence</b>				
Peer Influence → Teenage Motivation	0.565	<b>8,146</b>	0,000	Significant
Peer Influence → Students' College Readiness	0.297	<b>2,831</b>	0.005	Significant
Teen Motivation → Student College Readiness	-0.191	1,524	0.128	Not significant
<b>Indirect Influence</b>				
Parent-Teen Interaction → Teen Motivation → Student College Readiness	-0.043	1,249	0.212	Not significant
Family Socioeconomic Status → Adolescent Motivation → Student College Readiness	-0.003	0.176	0.860	Not significant
Peer Influence → Adolescent Motivation → Students' College Readiness	-0.108	1,513	0.131	Not significant

## Discussion

College readiness is the level of preparation required for students to enroll and succeed (without remediation) in credit-bearing education at institutions offering bachelor's degrees or transfer to bachelor's programs (Conley 2007). Basically, college readiness is not only seen from cognitive aspects but also non-cognitive aspects and begins at the secondary school level (Kesuma et al. 2018).

The results found that the percentage of interaction between parents and teenagers was in the moderate category (41.3%). This shows that almost half of teenagers have the opportunity to exchange information or discuss with parents, although not intensively. As many as 92.9 percent of families in coastal areas are families with low socioeconomic status. In addition, as many as 34.2 percent of teenagers are influenced or influence their peers in the moderate category. There are 44.0 percent of teenagers who have moderate motivation and overall teenagers in coastal areas have low college readiness.

Family size has a significant negative correlation with peer influence. The smaller the number of family members, the greater the influence of peers. This can be caused by adolescents who spend a lot of time with other individuals of the same age. If adolescents have siblings who are not too far apart in age, this can make adolescents spend more time with their siblings or family (Lam et al. 2012). The results of the correlation test showed that adolescents who live in the district have high motivation. This is in line with the results showing that family socioeconomic status has a significant negative effect on students' college readiness. This means that adolescents with low family socioeconomic status will increase their college readiness. This can be caused by the less access that adolescents have, which has an impact in the form of positive motivation to improve their quality of life (Kompri 2016).

The results of the difference test show that there are significant differences in parent-adolescent interactions between male and female adolescents. The results of the correlation test also showed that female adolescents in coastal areas have better interactions with their parents than male adolescents. This condition is in accordance with the research of Riska et al. (2018) which shows that female adolescents tend to spend more time with their mothers and fathers. Parent-adolescent interactions have a significant positive correlation with peer influence. This is because good interaction in the family will provide an example for adolescents to socialize with their peer environment (Imuta et al. 2016). Parent-adolescent interactions correlate and have a significant positive effect on adolescent motivation. This high interaction will increase adolescent motivation because parents provide opportunities for adolescents to express their opinions and provide instrumental support for adolescents (McKillip et al. 2012). In addition, parent-adolescent interactions have a significant negative correlation with the family's socioeconomic status. This is in accordance with the research of Kim and Lee (2013) where

more intense interactions between family members such as in families with lower socioeconomic status can help children avoid stress.

There is a significant difference in peer influence between male and female adolescents. This is in accordance with the correlation test which shows that female adolescents in coastal areas have better peer influence. Female adolescents have a higher closeness to peers than male adolescents (La Greca and Harrison 2005). The high closeness makes female adolescents and their peers have the ability to influence each other better. In addition, peer influence has a significant positive correlation and influence with adolescent motivation and school readiness. This means that adolescents who have the ability to influence or be influenced by high peers will increase adolescent motivation and will subsequently increase their college readiness. Peers who already have educational plans after high school can provide adolescents with views and confidence to continue higher education (Holland 2011).

The results of the difference test showed that there was a significant difference in motivation between male and female adolescents. This is in line with Hoang's (2008) research which stated that males and females have different innate characteristics which then affect motivation. The results of the correlation test also showed that the motivation of female adolescents was higher than that of male adolescents. In addition, there was a significant difference in the readiness of students for college between male and female adolescents. This is in accordance with the correlation test which showed that male adolescents in coastal areas had better readiness for college. This may be because males generally tend to spend time outdoors and are exposed to various types of information. In addition, males also have the ability to examine unstructured information so that males have the ability to prepare non-cognitive aspects in better readiness for college (Sausa 2012). Meanwhile, the results of the difference test did not show any significant differences in each variable based on school of origin.

This study still has some limitations such as respondents who on average come from low family economic status and live in the district. This causes the study to be less descriptive of the condition of students' college readiness in other areas. In addition, the respondents in this study were mostly women and from vocational schools so that it can cause a comparison of gender and school origin that is less balanced.

#### **IV. CONCLUSION**

Respondents were teenagers with an average age of 16.4 years and had an average family size of 5 people (medium family). A total of 76 respondents came from high school and 108 others came from vocational high school with a distribution of 114 female teenagers and 70 male teenagers. As many as 175 teenagers lived in the district and 9 others lived in the city. Parent-adolescent interaction, peer influence, and motivation were in the moderate category while socioeconomic status and student readiness for college were in the low category. There was a significant correlation and difference in the variables of parent-adolescent interaction, peer influence, motivation, and readiness for college based on gender. Parent-adolescent interaction is correlated with family socioeconomic status, peer influence, and adolescent motivation. Peer influence is correlated with adolescent motivation and school readiness. In addition, parent-adolescent and peer interactions have a significant direct effect on adolescent motivation, and family socioeconomic status and peers also have a significant direct effect on students' college readiness. The findings of this study indicate that peer influence plays a very important role in students' college readiness. For the government and related agencies, The findings of this study may have implications for the development of programs and policies related to college readiness and higher education. In addition, family and the closest environment of adolescents need to understand the importance of support in helping adolescents prepare for higher education studies. For high school and vocational high school students, it is expected to prepare for higher education holistically in both cognitive and non-



cognitive aspects. Further researchers are expected to explore research related to college readiness with more varied respondent characteristics so that research data becomes richer.

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