

# Students' Motivations in Selecting Schools

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**Abstract:** Education is something that is very important for the progress of a nation, and Indonesia has no exception. Higher education is needed to create educated human resources. Motivation is an important requirement in selecting a good school. This study aims to describe the students' motivations from the countryside in selecting a college, as well as anything that affects them in selecting a college from their hometown. Respondents are 50 graduated students from various courses at Universitas Pendidikan Indonesia. The data were collected by using a questionnaire. Based on research based on statistical results, it is shown that the Graduate Student Motivation of UPI is influenced by the quality of facilities and infrastructure, parents, relatives, parents' educational background and occupational background.

## 1 INTRODUCTION

College is an option after graduating from high school. Selection of schools are usually based on the range, quality, and improving the fate. One of them is the choice of the status of the country is at a particular college. From time to time, distance to college has become a less important aspect, while quality has turned out to be a more important factor in the choice of university (Long, 2004). Selection of a state school is motivated by reasons of cost that is affordable. In addition to a range of problems, school fees at state schools are preferred and therefore contribute to the prestige. Personal decision is a decision made individual for themselves and their children, such as whether they will follow the public school EDT (Shuls, 2017)

According to previous studies, the option to send students to private schools or public schools is based on two main factors: school performance, particularly on academic factors, and comfort factors that include background, socio-economic background of parents, and transportation (Yaacob, Osman, and Bachok, 2014; Yi and Chen, 2013).

Reputation (academic) of this institution is one of the factors that ranked high in the US survey (eg, Kim and Gasman, 2011; Maringe 2006; Pampaloni, 2010; Teranishi et al., 2004; Tierney, 1983). Other quality

aspects like a good faculty and the quality of programs in majors are also important (Clinton, 1990; Hoyt and Brown, 2003; Maringe, 2006; Richards and Holland, 1965). The curriculum is offered, especially primary or availability of the program, for example, for students who need to work (Hoyt and Brown, 2003), is very important as well (eg, Clinton, 1990; Galotti and Mark, 1994; Kim and Gasman, 2011; Maringe 2006; Moogan et al., 1999; Pampaloni, 2010).

Based on the results of preliminary observations as much as 92% of the number of students in public universities come from outside the city of Bandung.

This research has two main topics; first we will describe about Students' Motivations in school selection and the second we will describe information resources.

One of the most important ways in which parents are involved in the education of their children is to choose the school they attend (Goldring, and Phillips, 2008). In most parts of the world, the decision of parents about their children's education is rather easy (Siah, Ong, Tan, Sim, and Thoo, 2017). Parents of children in the school of choice may be more satisfied because these schools have an increased incentive to meet the needs of their families (Chubb and Moe, 1988; Friedman and Friedman, 1990; Hoxby, 2003). In addition, if a family can choose a school for their children, there could be huge benefits associated with

improved fit between the interests of students and the school's mission (DeAngelis and Holmes Erickson, forthcoming 2018). School choice theory also assumes that parents know their children and have a greater interest for their welfare than others (Friedman, 2002; Walberg, 2007). Parents play a role in the school election in consideration of costs, such as his case in China, the current school choice in China is very dependent on family income and are often beyond the ability of working class families to participate in the competition an expensive school choice (Wu, 2014).

According to previous studies, the option to send them to private schools or public schools is based on two main factors: a special school performance, academic or comfort factor that includes socio-economic background of parents, and transportation. (Yaacob, Osman, and Bachok, 2014; Yi and Chen, 2013). While in Indonesia, the probability of the tendency of parents to choose public schools than private schools is influenced by the quality of teachers, the cost and the school environment (Septhevan, 2014). Another reason of the role of parents in school choice is that they want this for their children and to avoid a confrontation caused by the denial of their son or daughter desire (Coldron, and Boulton, 2014). In addition, possible reasons parents to choose schools are based largely on individual factors and short-term are very concerned about the security of their children. (Coldron, and Boulton, 2014).

Parents' opinion on school selection is part of the motivation of a child in choosing a school, factors such as school security, the attitude and competence of teachers, the quality of the curriculum, teaching methods, administrative leadership, the registration of family and friends ahead of time, the physical condition of the building, discipline standards, school climate, class size, access, student characteristics, religious training, the commitment of staff and opportunities for extra-curricular sports and deals also influence the choice of parents (Maddus, 1990).

## 2 METHODS

This study used quantitative methods. Research is conducted Universitas Pendidikan Indonesia (UPI) located in Bandung, Indonesia. In this case, the research was held on Master's Degree Students, or well-known as School of Postgraduate Studies (SPS) UPI, since they were considered to own knowledge and understanding of motivation to learn. This study

aims to illustrate the motivation for the selection of school.

Respondents of this study were 50 People with gender identity of respondents were male as many as 21 people and 29 were female.

The data collection is done by using the enclosed questionnaire. Researchers did not do any treatment to the respondents, but only provides a questionnaire that lists the questions listed in Table 1.

Table 1: Overview of research questions.

1. Motivation of Students in Selecting Educational Institutions
2. Resources of Information about SPS – UPI

## 3 RESULTS AND DISCUSSION

In this section we present and discuss results of research on student motivation outside the city of Bandung in choosing a school. We describe maca-wide student motivation outside Bandung in choosing the university as a school of choice.

### 3.1 Student Motivation

In this section we explain the descriptive information about the motivation of Foreign Students to choose UPI.

Table 2: Students' motivation to select UPI.

Motivation	SB	B	C	C
Quality of Facilities and Infrastructure	30%	58%	12%	0%
Lecturer Quality	26%	62%	10%	4%
The entry fee / tuition	20%	42%	28%	10%
Distance	32%	40%	20%	8%
Parents	50%	30%	18%	4%
Relative	20%	52%	20%	8%
Friends / Colleagues	16%	60%	18%	6%
Family educational background	36%	38%	16%	12%
Parents' Occupation background	30 %	36%	18%	16%
Occupational background	18%	48%	14%	20%
demands looking for a partner	18%	22%	34%	26%

Based on table 2, students' motivated by their parents as well as they motivated by the facilities' quality.

### 3.2 UPI SPS Information

In this section we explain about the resources of Graduate School of UPI.

Table 3: Information's sources of SPS-UPI-SPS.

Information Sources UPI	
Family	8%
Friends	22%
Place of Origin School of	38%
Mass Media	30%
Googling	8%

Based on Table 3 of the SPS-UPI resources as much as 38% of respondents get the information from the previous school while as many as 30% of respondents get the information through the mass media.

Table 3: Never/ Not looking for information of SPS UPI before.

Never	No
74%	26%

The respondents' reasons in search of information about SPS UPI is to know the registration procedure. In addition, another reason for checking the quality of the Graduate School of UPI. The other reason is the details of tuition, scholarship preparation and accreditation of the university.

### 3.3 Discussion

One of the most important ways in which parents are involved in the education of their children is to choose schools they attend (Goldring, and Phillips, 2008). School choice theory also assumes that parents know their children and have a greater interest for their welfare than others (Friedman, 2002; Walberg, 2007). Therefore, based on the answers of respondents as many as 50% of students entering graduate school UPI affected by the Parents.

While in Indonesia, the probability of the tendency of parents to choose public schools than private schools is influenced by the quality of teachers, the cost and the school environment (Septhevian, 2014). This is according to the answers of respondents, 52% responded that the quality of infrastructure affects the choice of the school they chosen. While as many as 62% of respondents are influenced by the quality of lecturers in schools.

Parents play a role in the school choice in consideration of costs, such as the case in China, the current school choice in China is very dependent on family income and are often beyond the ability of working class families to participate in the competition of an expensive school choice (Wu, 2014). The opinion is in line with the respondent's answer regarding entrance fees and tuition that is as much as 42%.

## 4 CONCLUSIONS

Based on the statistical results, it is shown that the Graduated Students' Motivation in UPI is influenced by the quality of facilities and infrastructure, parents, relatives, parents' educational background and occupational background. While the information about the Post Graduate School has the highest percentage deriving from previous lectures and Mass Media.

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