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The Influence of the School Environment on the Motivation of PIP Recipients to Pursue Higher Education

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ABSTRACT

Higher education plays a strategic role in improving the quality of human resources and promoting social mobility. Nevertheless, participation in higher education among students from low-income families in Indonesia remains relatively low, even when financial assistance such as the Program Indonesia Pintar (PIP) is available. This condition suggests that nonfinancial factors also shape students' decisions to continue their studies. The present study aims to examine the effect of the school environment on PIP recipients' motivation to continue their education to higher levels. A quantitative explanatory approach with a cross-sectional design was employed. The sample size was determined using the Slovin formula and resulted in a minimum of 395 respondents, while the actual data collected reached 423 PIP recipients from public senior high schools. Respondents were drawn through accidental sampling, with 416 students originating from 21 subdistricts across Garut Regency and 7 students from outside the regency. The school environment was measured through learning facilities, teacher support, and peer interaction, while motivation was measured through intrinsic, extrinsic, and amotivation dimensions. Data were analyzed using simple linear regression with SPSS version 27. The results show that the school environment has a positive and significant effect on the motivation to continue higher education, with a regression coefficient of 0.157, F value of 92.156, and significance level below 0.001. The school environment explains 18.0 percent of the variance in motivation. These findings confirm that nonfinancial factors within the school setting substantively shape the educational aspirations of disadvantaged students.

Keywords: school environment, motivation, higher education, PIP recipients

INTRODUCTION

Higher education is a vital component of efforts to improve the quality of human resources and plays a strategic role in a nation's social and economic development. Higher education serves not only as a means of transferring knowledge and skills but also as a mechanism for building individuals' social, economic, and competitive capacities in the face of global dynamics [1], [2]. Ashida [3] emphasizes that higher education makes a clear contribution to achieving the Sustainable Development Goals (SDGs), particularly regarding equitable access to quality and affordable education for all segments of society. A nation's progress is often measured by the extent to which the education sector can foster long-term innovation [4].

The Indonesian government has demonstrated its commitment to the education sector through various policies, including the 12-year compulsory education program under Law No. 20 of 2003 on the National Education System and the allocation of 20 percent of the State Budget for education [5]. The government also encourages high school graduates to pursue higher education through various academic and financial support schemes. Nevertheless, high school students often face difficulties in deciding which college to attend after graduation [6]. A study conducted by Hayadin [7] found that approximately 47.7 percent of high school students had decided to continue their education at a college, while the remaining 52.3 percent had not yet made a decision. This fact indicates that the decision to continue education does not always occur automatically, even though access to information and support is available.

Various indicators show that the rate of participation in higher education in Indonesia remains relatively low. The Central Statistics Agency [8] reports that the national Gross Enrollment Rate (APK) for higher education in 2024 remains around 32 percent. In West Java Province alone, only 27.21 percent of high school or vocational school graduates go on to higher education. The same data also reveals disparities among socioeconomic groups. The GRR for higher education among the poorest 20 percent of the population reached only 18.23 percent, far below that of more affluent groups. This situation indicates that access to higher

education is not yet fully inclusive, particularly for students from low-income families [9].

Garut Regency is one of the regions in West Java with a relatively high number of recipients of the Program Indonesia Pintar (PIP). Data on PIP disbursements for high school students in Garut Regency reached 32,321 students [10]. The regency encompasses both rural and urban areas, reflecting the diverse socioeconomic conditions of its population. The Garut Regency Statistics Agency [11] indicates that the higher education participation rate among high school and vocational school graduates in West Java is only about 38 percent, with many graduates choosing to enter the workforce immediately rather than continuing their studies [12]. This situation highlights a significant gap between the available human resource potential and the actual realization of higher education participation, particularly among students from families receiving educational assistance.

The government has implemented affirmative action policies to reduce financial barriers to education, including through the PIP and KIP Kuliah programs [13]. The PIP is designed to ensure that students from poor and vulnerable families can continue their education beyond the secondary level [14], [15]. The Directorate General of Education Planning and Development (Puslapdik) under the Ministry of Education and Culture [16] confirms that high school-level PIP recipients are given priority in KIP Kuliah registration. Administrative data indicates that the utilization of KIP Kuliah by PIP-recipient graduates has not been maximized. Of the 975,933 final-year PIP recipients, only 215,967 students—or approximately 22.1 percent—registered for KIP Kuliah during the reporting year. Research by Nabila et al. [17] also found that although the PIP has contributed to motivating educational continuity by 72.94 percent, a gap between the availability of assistance and the decision to continue education persists.

These conditions indicate that the issue of educational continuity cannot be fully explained solely from an economic perspective. Financial aid is indeed important as a prerequisite, but it is not the only factor determining students' decisions and motivations to pursue higher education [17], [18]. This suggests that non-financial factors also play a role in shaping the academic motivation of students receiving the PIP. Without an adequate understanding of these non-financial factors, evaluations of educational assistance programs will struggle to produce targeted recommendations.

One relevant non-financial factor is the school environment. School is the primary social setting where students interact with teachers and peers and acquire information, values, and norms related to higher education [19]. Teacher support through academic guidance, information about higher education institutions, and the influence of peers who are oriented toward continuing their education can strengthen students' motivation to pursue studies at a higher level [20], [21]. Adequate learning facilities also help create a learning climate that supports the development of students' aspirations. However, the extent of the school environment's influence depends heavily on the school's characteristics and the social context of the surrounding community [22]. In resource-constrained areas, such as parts of Garut Regency, the role of the school environment becomes increasingly important as it can compensate for the lack of academic support that may not be fully available within the family environment.

Based on the above discussion, this study focuses on analyzing the influence of the school environment on the motivation of students receiving the PIP scholarship in Garut Regency to pursue higher education. This study is expected to provide empirical insights into the role of the school environment in shaping the academic motivation of students from lower-income backgrounds, as well as to serve as a basis for schools, teachers, and policymakers in developing more effective academic support programs for students receiving educational assistance.

RESEARCH METHODS

This study employs a quantitative approach with an explanatory research design, which aims to explain the relationships and influences between variables. The approach used is cross-sectional, in which data collection is conducted at a specific point in time to describe the respondents' conditions and to test the influence of the independent variable on the dependent variable. The independent variable (X) in this study is the school environment, while the dependent variable (Y) is the motivation of PIP recipients to pursue higher education.

The research location was selected through purposive sampling in Garut Regency, West Java Province. The selection of the location was based on the relatively high number of PIP recipients and the region's characteristics, which encompass both rural and urban areas. The study population consisted of all public high school students receiving PIP assistance in Garut Regency, totaling 32,321 students based on 2024 PIP disbursement data. The sample size was determined using the Slovin formula, namely:

$$n = \frac{N}{1 + Ne^2}$$

where n is the required sample size, N is the population size, and e is the margin of error used in the study. The Slovin formula was chosen because it is considered suitable for studies with a relatively large and precisely known population, ensuring that the resulting sample size is statistically valid. By setting the margin of error at 5 percent (e = 0.05), the calculation yields the following result:

Calculation:

$n = 32.321 / (1 + 32.321 \times 0{,}05^2)$
$= 32.321 / 81{,}80$
≈ 395 students

Based on these calculations, the minimum sample size required for this study was 396 respondents. In

practice, the researcher successfully collected data from 423 students, which exceeded the minimum sample size and was deemed sufficient to represent the characteristics of the population.

Data collection was conducted through the distribution of an online questionnaire. The questionnaire was distributed openly to students at public senior high schools in Garut Regency who met the criteria for receiving the PIP, so that every student meeting these criteria had the opportunity to complete the questionnaire voluntarily. With this mechanism, the sampling technique used was accidental sampling, which involves selecting samples based on the availability and willingness of respondents who happened to meet the research criteria at the time the questionnaire was distributed. The established inclusion criteria included being an active student at a public high school or Islamic high school in Garut Regency and being registered as a PIP recipient. Each piece of data received was checked for compliance with these criteria before being included in the analysis process.

The data used were primary data obtained through the completion of a structured questionnaire by the respondents. The questionnaire consisted of sections on student characteristics, parental characteristics, school environment variables, and variables related to motivation to pursue higher education. School environment variables were measured using an instrument developed by Haliza and Latifah, which comprised three dimensions: learning facilities, teacher competence, and peer relationships. The instrument uses a four-point Likert scale, ranging from strongly disagree to strongly agree. The reliability test results showed a Cronbach's Alpha value of 0.724 for the learning facilities dimension, 0.795 for the peer relationships dimension, and 0.826 for the teacher competence dimension. These values indicate that the instrument possesses adequate internal consistency for use in research.

The variable of motivation to pursue higher education was measured using the Academic Motivation Scale developed by Vallerand et al. and adapted by Asyhar. The instrument consists of 15 items divided into three dimensions: intrinsic motivation, extrinsic motivation, and amotivation. A four-point Likert scale was used, ranging from strongly disagree to strongly agree. The reliability test results showed a Cronbach's Alpha value of 0.836, indicating that the instrument is reliable for measuring motivation to pursue higher education among students receiving the PIP.

The collected data were processed using Microsoft Excel and Statistical Package for the Social Sciences (SPSS) version 27. The data processing stages included data entry, editing, coding, scoring, rechecking, as well as analysis and interpretation. Data analysis was conducted in two stages. The first stage was descriptive analysis to describe the mean, standard deviation, and general characteristics of the research variables. The second stage was inferential analysis using Pearson's correlation test and simple linear regression analysis to test the influence of the school environment on the motivation to pursue higher education. The regression equation used is $Y = a + bX$, where a is the constant and b is the regression coefficient for the school environment. The significance level used in the testing is 0.05. The choice of simple linear regression is deemed appropriate given the research focus, which examines only the influence of one independent variable on one dependent variable.

RESULT AND DISCUSSION

A total of 423 students from a wide variety of regions were successfully surveyed for this study. The majority of respondents—416 students, or approximately 98.3 percent—were from Garut Regency and were distributed across 21 subdistricts. The remaining 7 students, or 1.7 percent, were from outside Garut Regency, such as Bandung, Nagreg, Cibiru, Matraman, Mustikajaya, and several other areas in West Java as well as outside West Java. This distribution indicates that the primary respondents of the study represent the conditions of PIP-recipient students in Garut Regency, while the presence of a small number of respondents from outside Garut is a consequence of the open distribution mechanism of the questionnaire, which was available to all public high school and MA students receiving PIP who were willing to complete it.

Among the respondents from Garut Regency, the distribution across subdistricts showed a certain concentration. The subdistricts with the highest number of respondents were Cikajang (59 students), Kadungora (52 students), and Leuwigoong (51 students). Other subdistricts that also contributed significantly included Tarogong Kidul, Garut Kota, Banyuresmi, and Leles. A small portion of respondents came from subdistricts with limited numbers, such as Cibalong, Cisurupan, Pakenjeng, Pamulihan, Pangatikan, and Singajaya. The presence of respondents from 21 subdistricts indicates that the data collected captures the variation in school environmental conditions across both rural and urban areas in Garut Regency. The concentration of respondents in certain districts also aligns with the characteristics of Garut Regency, which has pockets of PIP recipients with relatively high concentrations in specific areas.

This relatively wide distribution strengthens the validity of the research findings in illustrating the influence of the school environment on the motivation to pursue higher education among PIP recipients in Garut Regency. The inclusion of respondents from rural subdistricts such as Banjarwangi, Cigedug, and Cikajang, as well as from more urban areas such as Garut City and Tarogong Kidul, reflects the diversity of school contexts experienced by PIP recipient students. This condition is a crucial consideration in interpreting the regression analysis results, as the observed influence of the school environment does not stem from a single type of area but rather from the diverse characteristics of schools across Garut Regency. Consequently, the findings regarding the positive and significant influence of the school environment on student motivation are

grounded in empirical evidence that is sufficiently representative of the context of PIP recipients at the upper secondary level in that region.

This study involved 423 public high school and Islamic high school students receiving the PIP scholarship in Garut Regency. The results of the descriptive analysis of the two research variables are presented in Table 1. The variable "motivation to pursue higher education" had a mean value of 52.9953 with a standard deviation of 5.18656. The school environment variable had a mean of 111.4775 with a standard deviation of 14.01671. The mean values of these two variables indicate that the majority of respondents perceive their school environment positively and exhibit a fairly high level of motivation to pursue higher education. The relatively small standard deviation of motivation indicates that the variation in motivation scores among students is fairly concentrated, while the larger standard deviation of the school environment indicates a wider variation in perceptions because facility conditions, teacher quality, and peer relationships can differ between schools.

Table 1. Descriptive Statistics of Research Variables

Variable	Mean	Std. Deviation	N
Motivation for pursuing higher education (Y)	52,9953	5,18656	423
School environment (X)	111,4775	14,01671	423

The results of the Pearson correlation test indicate a positive relationship between the school environment and motivation to pursue higher education. The Pearson correlation coefficient obtained was 0.424, with a significance level of less than 0.001. The positive direction of the relationship indicates that the more favorable students' perceptions of the school environment are, the higher their motivation to pursue higher education. The very low p-value indicates that this relationship is not due to chance but is statistically significant at the 99% confidence level. The moderate strength of this relationship suggests that the school environment is one of the factors that must be considered in understanding the academic motivation of students receiving the PIP.

A simple linear regression analysis was conducted to test the effect of the school environment on the motivation to pursue higher education. The model summary results show an R value of 0.424, an R-squared of 0.180, an adjusted R-squared of 0.178, and a standard error of the estimate of 4.70339. The R-Square value of 0.180 indicates that the school environment variable explains 18.0 percent of the variation in the motivation of PIP recipients to pursue higher education, while the remaining 82.0 percent is explained by other factors not included in the research model. A summary of the model results is presented in Table 2.

Table 2. Regression Model Summary

R	R Square (R^2)	Adjusted R Square	Std. Error of the Estimate
0.424	0.180	0.178	4.703

The model's validity can be assessed through the ANOVA results. The F-value obtained was 92.156, with a significance level of less than 0.001. A sufficiently large F-value with a significance level below 0.05 indicates that the regression model used is valid in explaining the influence of school environment variables on the motivation to pursue higher education. These ANOVA results reinforce the previous correlation findings that the relationship between the two variables is statistically significant and cannot be ignored.

Table 3. ANOVA Test Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	2038.666	1	2038.666	92.156	<0.001
Residual	9313.325	421	22.122		
Total	11351.991	422			

The results of the regression coefficient test show a constant value of 35.515 with a t-value of 19.351 and a significance level of less than 0.001. The regression coefficient for the school environment (Total_X) is 0.157 with a t-value of 9.600 and a significance level of less than 0.001. The standardized beta coefficient of 0.424 is consistent with the reported Pearson correlation coefficient. The complete results are presented in Table 4.

Table 4. Regression Coefficients

Model	B	Std. Error	Beta	t	Sig.
(Constant)	35.515	1.835	-	19.351	<0.001
School Environment (X)	0.157	0.016	0.424	9.600	<0.001

Based on these results, the regression equation obtained in this study is Y = 35.515 + 0.157X. This equation implies that if the school environment score is set to zero, the motivation to pursue higher education remains at a constant level of 35.515. Every one-unit increase in the school environment score will increase the motivation to pursue higher education by 0.157 units, assuming other variables remain constant. The

positive direction of the coefficient confirms that the better the school environment conditions perceived by students, the higher their motivation to pursue higher education. A significance level of less than 0.001 indicates that this effect is statistically significant.

The results of the analysis indicate that the school environment has a positive and significant influence on the motivation of PIP recipients to pursue higher education in Garut Regency. These findings align with the theoretical framework underpinning this study. Bronfenbrenner's Ecological Theory [26] views individual development as the result of interactions between the individual and various nested environmental systems. The school is part of the microsystem that has direct contact with students and serves as a crucial arena in shaping behavior, attitudes, and academic aspirations. Students' positive experiences at school tend to encourage them to align their behavior with the academic values present in the school, including the aspiration to pursue further education [27], [28].

These findings can also be explained by the Expectancy-Value Theory developed by Eccles and Wigfield [29]. This theory states that an individual's motivation to engage in an activity is influenced by their belief in their ability to succeed (expectancy) and the perceived value of the activity (value). In the context of PIP recipients, a supportive school environment—whether through the role of teachers, peer relationships, or learning facilities—helps shape students' belief that they are capable of completing their education at the next level. A positive school environment also conveys the message that higher education is a valuable option for improving a family's socioeconomic status. These two components subsequently strengthen students' motivation to pursue higher education.

The school environment's 18.0 percent contribution to the variation in motivation indicates that this factor plays a significant role, although it is not the only influential factor. The remaining substantial variation—82.0 percent—suggests that other factors also influence student motivation. These other factors may include family values regarding education, academic parenting styles, parents' financial beliefs, or individual student characteristics. Within the framework of Bronfenbrenner's Ecological Theory, the family microsystem and the school microsystem work together to shape children's educational aspirations. Therefore, the results of this study should be interpreted as affirming the role of one component of the microsystem, rather than as a sole explanation for the motivation of students receiving the PIP.

Of the three dimensions that shape the school environment—learning facilities, teachers, and peers—each makes a complementary contribution. The role of teachers is a highly influential factor in shaping students' educational aspirations. Teachers serve not only as instructors but also as sources of information about opportunities for further education, motivators, and models of academic behavior. Teacher support through academic guidance and information about higher education institutions has been shown to strengthen students' motivation to continue their studies [20]. For students receiving the PIP, who generally come from families with limited access to information about higher education, the role of teachers becomes even more strategic as they can fill the information gap that may not be addressed by the family environment. Teachers who actively provide guidance and introduce scholarship pathways and higher education funding schemes, such as KIP Kuliah, can help students envision the possibility of continuing their education despite limited family economic conditions.

Peers also play a role that cannot be overlooked. Interactions with peers who are oriented toward continuing their education can shape collective norms that encourage other students to consider the same path. Research by Abdillah and Wulandari [21] shows that perceptions of peers influence students' interest in pursuing higher education. In the context of PIP recipients in Garut Regency, relationships with peers can either strengthen or weaken educational aspirations. When a student's social circle generally prioritizes entering the workforce after high school graduation, this social pressure tends to weaken the desire to attend college. Conversely, when peers demonstrate a commitment to continuing their education, students are likely to follow suit through the mechanism of social conformity, which is common among late adolescents.

Learning facilities are the third component that plays a role in creating a conducive learning environment. The availability of adequate classrooms, well-equipped libraries, functional learning materials, and a comfortable school environment can enhance student engagement in the learning process. Conversely, limited facilities can act as psychological and academic barriers for students. Erlangga et al. [30] explain that disparities in the quality of educational services, including physical facilities, contribute to regional disparities in educational outcomes. In Garut Regency, which has diverse regional characteristics, disparities in facilities between rural and urban schools still exist and may influence differences in students' motivation to continue their studies [31]. Good facilities also send a symbolic message to students that education is an important activity worth striving for.

In the context of students receiving PIP, the findings of this study provide an important confirmation. Financial assistance through PIP does indeed play a role in alleviating the economic burden on families and ensuring the continuity of education at the secondary level. However, the continuation of education to higher levels does not automatically occur simply because financial assistance is available. Data from the Ministry of Education and Culture's Puslapdik [16] indicates that utilization of the KIP Kuliah program among PIP-recipient graduates remains low, while research by Nabila et al. [17] highlights a gap between the availability of assistance and students' decisions to continue their studies. The results of this study

reinforce the argument that the motivation to pursue higher education is also influenced by non-financial factors, particularly the school environment. In other words, affirmative action policies in education are not sufficient if they are solely focused on providing financial aid; rather, they must be accompanied by efforts to strengthen the quality of the school environment where PIP recipients study.

The context of Garut Regency makes these findings even more relevant. As a region with a high number of PIP recipients but a relatively low rate of higher education participation [11], Garut Regency represents a situation faced by many other regencies with similar characteristics. Many high school or vocational school graduates in the region prefer to enter the workforce immediately rather than continue their studies [12]. Under these conditions, the school environment has a significant opportunity to serve as a compensatory factor that fills the gap in academic support from the family environment. Schools can act as the primary setting where PIP recipients gain knowledge about higher education opportunities, receive guidance during the preparation process, and experience social support that reinforces their academic aspirations.

The results of this study are also consistent with the studies by Makhrisa [20] and Abdillah and Wulandari [21], which found that a supportive school environment can strengthen students' motivation to pursue higher education. These findings are also consistent with the perspective of Umar and Masnawati [19], who view the school as the primary socialization arena for students in acquiring values related to further education. In general, these results support the theoretical framework established at the beginning of the study, namely that the school environment, as a microsystem, has a significant influence on the development of students' academic aspirations, including those from lower socioeconomic backgrounds.

Nevertheless, the results of this study should be interpreted with caution. The coefficient of determination of 18.0 percent indicates that the school environment is not the sole determinant of motivation to pursue higher education. There is ample room for other factors to contribute, such as family values regarding education, parents' academic parenting styles, financial security, and the students' own characteristics. A more comprehensive study incorporating these variables would provide a more complete picture of the factors shaping the motivation of students receiving PIP. The patterns of the school environment's influence may also differ between rural and urban areas, so further research comparing these two contexts is still needed.

CONCLUSION

Based on the results of a simple linear regression analysis of 423 students receiving the PIP in Garut Regency, it can be concluded that the school environment has a positive and significant effect on students' motivation to pursue higher education. A regression coefficient of 0.157 with a significance level of less than 0.001 indicates that a one-unit increase in the school environment score will increase the motivation score by 0.157 units. The school environment accounts for 18.0 percent of the variation in student motivation, while the remaining 82.0 percent is explained by other factors outside the research model. These findings confirm that non-financial factors, particularly the school environment, play a significant role in shaping aspirations for higher education among students from economically disadvantaged families.

The practical implications of these findings are quite clear for schools, teachers, and policymakers. Schools are advised to strengthen their role as spaces for students' academic socialization, for example by providing targeted career guidance programs, information on higher education pathways and scholarships, and activities that foster an academic culture among students. Teachers need to expand their roles from merely delivering content to becoming active academic mentors who provide information and encouragement regarding higher education. Learning facilities also need to be improved to support a higher-quality learning process. For policymakers, these results indicate that affirmative policies such as the PIP need to be complemented by strengthening non-financial aspects at the school level to function optimally in promoting the continuity of education into higher education.

Future research is recommended to expand the variables included in the analysis—such as family values regarding education, academic parenting styles, and financial beliefs to provide a more comprehensive picture of the motivations for pursuing higher education among PIP recipients. Studies employing more complex analytical methods could also deepen our understanding of the interactions among variables. Comparisons between rural and urban areas also need to be further explored to clarify how regional contexts contribute to differences in the academic motivation of students receiving educational assistance.

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