

**Analysis of Social Support on the Decision to Continue Higher Education:  
A Literature Review**

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Submitted: 14-11-2024

Accepted: 20-01-2025

Published: 06-02-2025

**Abstract**

Education is important in human life because it helps people build strong character and morality, helping them to distinguish between what is right and wrong. This research aims to determine what forms of social support exist, what the role of social support is, and what the causes of low decision-making are in continuing higher education in Indonesia. This type of research used a systematic analysis of literature review. In refining the data that has been collected, the researcher identified, filtered, feasibility and clarified the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method. The data in this study were secondary data from 2020-2024 obtained from data Dimensions and Google Scholar. The results showed that 1) Forms of social support in the findings come from peers, parental motivation, parental support, family economic status, parental education, social environment, counselling guidance and homeroom teacher, facilities and infrastructure; 2) with the existence of social support for the decision to continue higher education, each individual received a more decent education, promising work, continued to exist in society, extended family assistance, and shaped the character and morals of the person, parental economic support was not one of the obstacles in continuing higher education due to the availability of scholarships; 3) The causes of the low decision to continue higher education were from internal and external factors. It can be concluded that understanding the many forms of social support and tackling the barriers to educational advancement are critical for increasing access to higher education.

**Keywords:** Education, social support, decision to continue higher education

## **INTRODUCTION**

Education has a crucial part in human existence because it helps people develop excellent character and morality, allowing them to discriminate between what is right and wrong. This is in line with Rikizaputra & Sulastri (2020) and Kartika et al. (2021) who state that education is important in human life, because with education humans have good character and morals so that they can distinguish what is right and wrong. Thus, one of the educational options that students can pursue after completing secondary school is to continue to higher education. Higher education plays an important role in people's lives and significantly impacts economic and social development. People who continue their higher education are a major investment in improving their quality of life. Yubiliano (2020), in his research, said that in Indonesia, college graduates get an average salary of approximately 60% higher than high school/vocational high school graduates. College graduates can encourage upward social mobility (Haveman and Smeeding, 2006). It can contribute to developing scientific aspects and human resources in various fields (Hamzah et al., 2020). Has an impact on economic growth where every 1% increase in education increases 2.01% in economic output (Sari, 2022). In the long run, primarily in development (Mendy & Widodo, 2018).

One of the impacts of not continuing higher education is unemployment; this is because higher education graduates are more qualified to get a job than secondary school graduates (Wolbers, 2000). Fahri et al. (2020) define unemployment as a labor force group that still needs to carry out activities. Unemployment includes not only those who are not yet working but also people who are looking for work or who are already working but have low productivity. Individuals staying at home due to the pandemic can also be categorized as unemployed. The International Monetary Fund (IMF) stated in its World Economic Outlook April 2024 report that Indonesia has the highest unemployment rate among the six ASEAN countries in 2024. The unemployment rate in Indonesia reached 5.2% in April 2024, only 0.1%, down from 5.3% a year earlier. However, Indonesia's total population is 279.96 million, including the employed and the unemployed. The unemployment rate, also known as the underemployment rate, is calculated based on the percentage of the labor force or the population aged 15 years and above looking for work. This indicates that the data does not include the labor force not looking for work, such as students, homemakers, and individuals who do not have a job ([Kompas.com](https://www.kompas.com)).

The open unemployment rate (TPT) measures how much of the labor force is not absorbed by the labor market. It shows how underutilized the labor supply is. The Sakernas TPT result for February 2024 was 4.82 per cent, which means that out of 100 employed people, around five need to be fixed. The TPT in February 2024 decreased by 0.63% compared to February 2023. In February 2024, the male TPT was 4.96%, higher than the female TPT of 4.60%. The male and female TPT decreased by 0.87% points and 0.26 percentage points, respectively, compared to February 2023. The urban TPT was 5.89%, much higher than the rural TPT (3.37%). Compared to February 2023, it fell by 1.22% point and 0.05% point respectively. In February 2024, the highest TPT for the young age group (15-24 years old) was 16.42%, while the lowest TPT for the old age group (60 years old and above) was 1.14%. The pattern of TPT for these age groups was similar to the previous year. Only the old age group (60 years and over) experienced an increase in TPT of 0.01%. Quoted from [www.bps.go.id](http://www.bps.go.id), the most unemployed are high school graduates 2023:7.69%, 2024:6.73% and SMK 2023:9.60%, 2024:8.62%.

Their level of education can indicate the quality and productivity of the workforce. In February 2024, most working people were elementary school graduates,

meaning they had never been to school, had not graduated from elementary school, or had graduated from elementary school 36.54%. Meanwhile, the number of people who worked with Diploma I/II/III, Diploma IV, S1, S2, and S3 graduates amounted to 12.67%. Based on <https://www.bps.go.id>, the population with education levels of primary school and below and junior high school decreased by 0.09% points and 3.22% points, respectively, compared to February 2023. On the other hand, the population with high school, vocational high school, diploma I/II/III, and diploma IV education levels increased, with the largest increase of 1.37%.

Sahputra et al. (2017) state that education is not only a vital necessity in life but also a major factor in the formation of quality human resources. So, getting a good education is part of the dynamics experienced by elementary, junior high, high school, and university students. Hemmler & Ifenthaler (2024) due to rapid social and technological changes in today's world of work, higher education is becoming increasingly important for developing or updating relevant knowledge, skills and competencies for their job position. Individuals must constantly participate in the decision to continue higher education and acquire new knowledge, skills and competencies to adapt to these changes successfully Cuyvers et al., (2021) and Kittel et al., (2021). Higher education, therefore, helps one contribute more to society by understanding specific topics and innovations. In addition, education increases knowledge, skills and career opportunities (Kusuma & Dewi, 2021). By continuing to higher education, it can be said to be its success in the long term (Franz & Feld, 2015).

Pramudiyanto et al.(2024) state that higher education is the last educational foundation before entering the world of work, it is expected to provide the knowledge, skills, and attitudes needed to face future challenges. Schaeper (2008) in his research, discusses that in Austria, the culture of lifelong learning is slightly more developed than in Germany. Germany: fewer respondents consider lifelong learning as compensatory education or think that only certain age groups need to go on to higher education. In addition, fewer interviewees perceive continuing higher education as a threat to leisure time and require an invitation from their employer to engage in lifelong learning. These differences in attitudes towards higher education and readiness to learn observed between Germany and Austria may partly explain the differences in participation rates. About the decision to go on to higher education, another factor that may contribute to the high participation rate in Austria should also be mentioned. Continuing education programs at Austrian universities ('Universitätslehrgänge') seem particularly attractive as they provide standardized certificates that are well-established, easily recognizable and well-known among employers. Höhle and Teichler (2016) stated a comparison of CHEs in centralized (France) and decentralized (Switzerland) countries yields surprising results. The impact of the need for CHE is contrary to the prevailing trend in these two countries: In the case of France, a centralized country, the ubiquitous inactivity of the central government was detected, which led to the widening of autonomous regions. In decentralized countries, especially with highly autonomous universities, the central government is forced to play a greater role in higher education. CHE may be interpreted as a medium with complementary parts, requiring initial support in parts previously underappreciated by society.

Having a higher education degree can help retain money in the long run, as well as open up more career opportunities and provide a strong foundation for the future (<https://stiestekom.ac.id/>). Continuing education to a higher level is necessary to improve quality human resources (Nusyirwan et al., 2023). Previous research conducted by

Montanesa & Ahmad (2023) in the results of their study said that out of a total of 107 students, 57 of them, with a percentage achievement of 53%, were in a positive category to continue their education to college, meaning they would continue. Thirty-five students, with an achievement percentage of 33%, came in second, meaning that they were still undecided whether to continue their schooling or not. The benefits of continuing higher education are increased self-confidence: having completed a difficult education, college graduates may be more confident. Opens up opportunities for further studies: higher education can provide opportunities for further studies, such as bachelor's, master's or doctoral programs, for those who want to continue to grow. Broaden your horizons: going to university opens up new perspectives on many things, including culture, society and science. Therefore, it is necessary to pay attention to what factors influence a person's decision to continue higher education. Social support is one factor affecting the decision to continue higher education.

Social support is called if a person receives physical, emotional, or informational help from others, such as family, friends, or community groups. Social support can be emotional support, a sense of love, care, or empathy shown to another person. This increases the feeling that they are valued and understood. Instrumental support: physical or material assistance such as money, food, or household help. Informational support: information, advice, or direction that helps a person make decisions or solve problems. Friendship support: social relationships that provide comfort, moral support, and togetherness. Social support is very important as it can improve a person's physical, mental and emotional health and help them cope with stress or challenges better.

Previous research conducted by Febriana & Masykur (2022) state the causes of not continuing to higher education are not sure of their potential, not getting support from the family due to wasting time, energy and money and conditions and situations preferring to work for their daily needs. Olla & Abdullah (2021) state that students need more understanding of interests and talents do not seek information about higher education and do not know what major to choose if they continue their higher education. In his research, Sari & Zaini (2024) show that if individuals feel social support from family, peers and the surrounding environment, there is a higher potential for increasing their academic resilience. Khairinal et al., (2022) state that the socio-economic conditions of parents affect the decision to continue higher education; this is evident from the sig value.  $0,000 < 0,05$ . In their research, Wiyono et al., (2023) state that social support affects academic resilience, as evidenced by the sig value.  $0.043 < 0.05$ .

Understanding social support is important because it can support and improve students' access to higher education. By knowing the influential social support factors, steps can be taken to reduce the education gap between urban and rural students. Good social support can increase students' motivation and engagement in education, which in turn can improve the overall quality of education. Therefore, based on the above background, the purpose of this study is to find out what forms of social support are influential, what is the role of social support, and whether there are differences in social support between students in cities and villages in decision-making in continuing higher education in Indonesia?

## **METHOD**

This type of research used a systematic literature review analysis to analyze social support for continuing higher education decisions in Indonesia, which was obtained from the Google Scholar. SLR's key points are yield, refinement, and organization (Fauzi et

al., 2024). In refining the data that has been collected, the researcher identifies filters, eligibility, and inclusion using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method. PRISMA is a set of standards designed to help researchers disclose their systematic reviews and meta-analyses clearly and precisely (Butar et al., 2024). PRISMA offers checklists and flowcharts to ensure that each important stage in the systematic review and meta-analysis process is well described and illustrated (Sarkis-Onofre et al., 2021). The first step is identification, which identifies data sources relevant to the research subject, while the screening step aims to reduce duplicate or irrelevant data. Next, the quality and relevance of each screened data source are assessed in the feasibility assessment step. Finally, an inclusion step was conducted to determine which data sources would be included in the study (Moher et al., 2009). Data collection was conducted from Sept. 2024 during the inclusion stage:

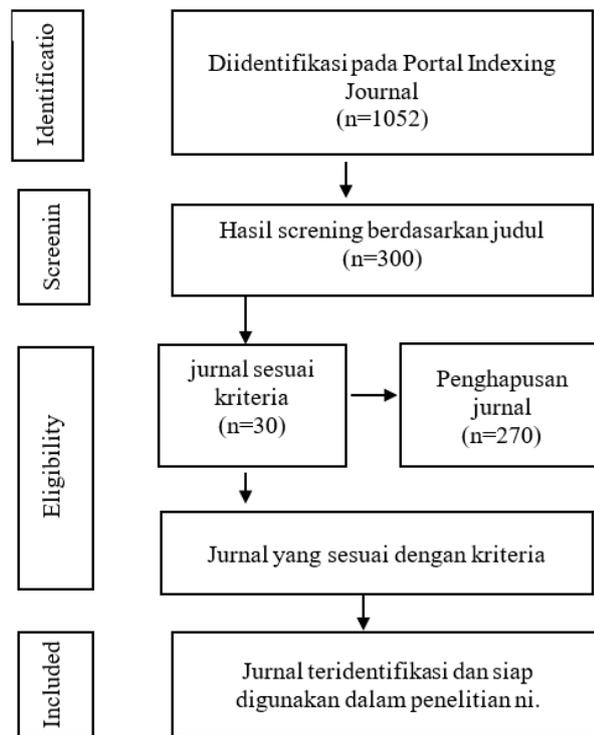


Diagram 1. Data Search Process

In the first step of identification, researchers used the keywords "social support or community or family or peers and interest in continuing higher education or decision to continue higher education". We obtained publication data for as many as 1,052 articles with these keywords. The second step is the filtering process by the author's criteria, namely only taking articles written in Indonesian, namely social support or community or family or peers and interest in continuing higher education or decisions to continue higher education with a time limit of the last five years, 2020 to 2024 so that 300 articles are eligible. This indicates that 1,052 publications have been eliminated and will not be processed further. Furthermore, in the third stage, the researcher reviewed 300 articles to conduct an evaluation that included the researcher's desired research so that it did not spread outside of this study. After completing the third stage, 30 articles were obtained that met the requirements to continue to the next stage and then processed as data in this study.

**FINDING AND DISCUSSION**

From the results of data analysis using the literature review system method in journals with the keywords "social support or community or family or peers and interest in continuing higher education or decision to continue higher education", 30 data were obtained that met the criteria in this study. The following is a table of journal publication trends from 2020-2024:

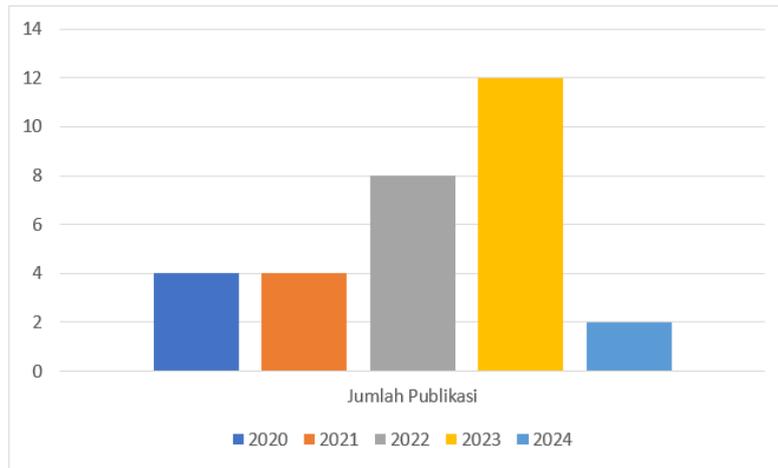


Diagram 2. Publication Trends 2020-2024

Diagram 2. Publication Trends 2020-2024 shows that the publication trend in 2020 is four articles; in 2021, it is four articles; in 2022, it is eight articles; in 2023, it is 12 articles; and in 2024, it is two articles. Of the thirty articles, the following results were obtained:

**Forms of social support in decision-making in continuing higher education in Indonesia**

Based on the results of the journal analysis, Andriani (2021) said that 71.86% of students and 64.47% of outside students, wherein the social environment is 66% and 60% of the decision to continue higher education. The form of social support in decision-making in continuing higher education in Indonesia is as in the following table 1. forms of social support:

Table 1. Forms of Social Support

No.	Form of Support	Researcher Name & Research Year
1	Parental motivation	Alviana & Nanik Setyowati (2023) Durrotunnafisa & Rosy (2024), Agustin et al. (2024), Noveli et al. (2023) Shalihah & Wahyuni (2023), Prayoga & Pramono (2023), Nurmalasari et al., (2023), Hutapea et al. (2022) and Oryza & Listiadi (2021)
2	Family economy	Durrotunnafisa & Rosy (2024) and Hutapea et al. (2022)
3	Parental education	Damanik & Sugiarti (2023), Sholeh & Juniarti (2022) and Putri et al. (2021)
4	Parental support	

5	Neighborhood	Agustin et al., (2024), Shalihah & Wahyuni (2023), Nurmalasari et al., (2023), and Febrianti et al., (2020)
6	Counseling guidance	Roslina et al., (2023), Zahri et al., (2020) and Natasha et al., (2020)
7	Peer encouragement, teacher encouragement and availability of facilities and infrastructure	Novelsa & Afdal (2023)

Based on the following Table 1. forms of social support, it is known that forms of social support in the findings come from peers, parental motivation, parental support, family economic status, parental education, social environment, counseling guidance, homeroom teachers, facilities, and infrastructure that take part in students' decisions to continue higher education. Nadi & Agustini (2020) examine parents' socioeconomic status, but their research shows that there is no influence on the decision to continue higher education.

### **The role of social support in decision-making in continuing higher education in Indonesia**

Social support is important in decision-making in continuing higher education in Indonesia. This is evident from previous research discussing: 1) Agustin et al., (2024), Alviana & Nanik Setyowati (2023), Novelsa & Afdal (2023) and Asmiati et al., (2022) with the existence of social support for the decision to continue higher education, each individual gets a more decent education, a promising job, continues to exist in society, the help of extended family and shapes the character and morals of the person t; 2) Noveli et al., (2023), Prayoga & Pramono (2023) Khairinal et al., (2022) and Oryza & Listiadi (2021) said that family economic support if it does not affect is not an obstacle in continuing higher education due to the availability of scholarships from the government and so on so it is important to continue higher education without any reason; 3) Durrotunnafisa & Rosy (2024), Shalihah & Wahyuni, (2023), Pratama et al., Wirawan & Oktivera (2022) and Hutapea et al. (2022) said that parental income support takes an important role because parents' income is high, so the decision to continue higher education will be high; 4) Durrotunnafisa & Rosy (2024) and Putri et al., (2021) said that parental education could also be one of the factors motivating students to continue their higher education. Jailani et al., (2022) and Sholeh & Juniarti (2022) Claimed that the socioeconomic level of the parents and the gender gap have been eliminated and that the family's trust has grown as a result of the family's prior higher education; 5) Shalihah & Wahyuni (2023) said that the environment affects the mental development and behavior of a person, Both good and negative, meaning that if the surroundings emphasize the value of education, the kid will be motivated to pursue further education; if not, he will only be able to complete high school; 6) Guntoro & Sholekhah (2023), Damanik & Sugiarti (2023) and Febrianti et al., (2020) said that parents' achievement, parents' work and parents' income also affect the decision to continue higher education this is because students will be motivated if they see their parents as examples and there is a high motivation from within the student ; 7) Roslina et al., (2023), Natasha et al., (2020) and Zahri et al., (2020) stated that support from counseling services and teachers can provide views to students about continuing higher education this is because there are still students who are confused in this matter ; 8) Andriani (2021) stated that 64.47% of family,

community and environmental support provides an important war for students because it will have positive and negative impacts; 9) Suwanto et al., (2022) said that 59% of peers have an influence on the decision to continue higher education because they can have an impact in the form of more confidence and help not experience confusion in continuing higher education or vice versa.

### **Causes of low decision-making in continuing higher education in Indonesia**

Low decision-making to continue to higher education is a problem that is quite complex and crucial; several factors influence it. Some of the factors for low student decision-making in continuing higher education found in the journal analysis are as follows: 1. Nurmalasari et al., (2023) in his research said that two factors influence the decision to continue higher education, namely: 1) internal in the form of wanting to work and earn money, lack of motivation why to continue higher education, not having the ability to learn and the mindset possessed by parents; 2) external in the form of peer influence, the surrounding environment and different family economic conditions; 2. Novelsa & Afdal (2023) said that: 1) internal factors in the form of attention, desire, motivation and needs; 2) external in the form of encouragement from parents, peers, teachers, facilities infrastructure and environmental conditions. 3. Agustin et al., (2024) said that 1) internal factors include lack of motivation and interest and preferring to work; external factors in the form of family economy, not getting support from outside, early marriage and traditional marriage practices. 4. Asmiati et al., (2022) said that 1) internal factors in the form of low motivation and interest and students unable to participate in learning; 2) external factors in the form of social conditions in the form of parental economics (parents' education level, employment and parents' income and children's involvement in each job), school environment and local socio-cultural conditions where the environment where students live and even young marriage. 5. Andriani (2021) said that internal factors influence 71.86% of intelligence, attitudes, talent and motivation, while 64.47% of external factors are in the form of social and non-social environments. 6. Roslena et al., (2023) Due to family economic constraints, students assume that when continuing higher education, there will be a risk that they will not be able to complete their higher education because of the costs that must be incurred. 7. Zahri et al., (2020) said that the high cost of courses 17%, the distance of the course place from home 10%, difficulty dividing time for study purposes 13%, often sick 10%, no time to read in the library 12%, lack of funds to complete learning equipment 9%, not participating in study group activities 9%, difficult to get college entrance selection questions 3%, and do not know how to get information about universities 3%. 8. Juliardy et al., (2022) the lack of confidence is due to wishful thinking that it is better to work at a productive age in the palm oil plantation agricultural sector as one of the superior resources than to continue higher education.

Based on the results of the journal analysis, this study focuses more on students in urban areas compared to students in rural areas. If you look at the geographical background, you can see how social support is for students in rural and urban areas. In terms of rural areas that have limitations, especially related to information and it is difficult to adapt according to changing times which will increasingly require skills in managing technology. Meilinda & Alwi (2023) stated that so many young people choose not to continue their schooling and settle in their hometowns living a life that is far from decent. Students and the general public can feel these problems. Many studies do not take into account the differences in the influence of social support between male and female

students in making decisions to continue higher education. In previous studies, most of them used quantitative research. Therefore, there is a need to use more complex and in-depth research methods, such as qualitative approaches, to understand the dynamics of social support more deeply.

## CONCLUSION

The results showed that 1) Forms of social support in the findings come from peers, parental motivation, parental support, family economic status, parental education, social environment, counselling guidance and homeroom teacher, facilities and infrastructure; 2) with the existence of social support for the decision to continue higher education, each individual received a more decent education, promising work, continued to exist in society, extended family assistance, and shaped the character and morals of the person, parental economic support was not one of the obstacles in continuing higher education due to the availability of scholarships; 3) The causes of the low decision to continue higher education were from internal and external factors. Social support plays a crucial role in the decision to continue higher education in Indonesia. It enhances educational opportunities, provides promising career prospects, and contributes to the overall development of individuals. Understanding the different forms of social support and addressing the factors that hinder educational advancement are essential for improving access to higher education. Recommendations for further research can research how social support influences decisions to continue higher education in rural areas or disadvantaged, frontier, and outermost (3T), with the type of research quantitative or qualitative according to the desired needs.

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