

The Influence of Children's Educational Value and Gender Responsive Education Parenting towards Adolescent Interest in Continuing Higher Education During Covid-19 Pandemic

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Abstract

The Covid-19 pandemic has resulted in socioeconomic changes that have decreased interest in continuing higher education. This study aimed to analyze the influence of children's educational value and gender-responsive education parenting toward adolescent interest in continuing higher education during the Covid-19 Pandemic. This study used a cross-sectional design and a non-probability purposive sampling method. Data were collected in May 2022, with a total of 40 male and 40 female adolescents from four public high schools in the Brebes Regency. This study used descriptive analysis, t-tests, correlation, and path analysis with the SEM-PLS model. The results found that There were no significant differences between the variables studied in the sample of male and female adolescents. Based on a correlation test, there was a significant relationship between the core variables. The SEM-PLS model shows that gender has a significant influence on children's educational value and interest in continuing higher education. Other results show that children's educational value has a significant effect on their interest in continuing higher education. This study implies that interest in continuing higher education can be increased by increasing children's educational value.

Keywords: children's educational value, gender, gender responsive education parenting, interest in continuing higher education

Abstrak

Pandemi Covid-19 mengakibatkan perubahan sosial-ekonomi yang berdampak pada penurunan minat melanjutkan pendidikan tinggi. Tujuan penelitian ini untuk menganalisis pengaruh dari nilai pendidikan anak dan pola asuh pendidikan responsif gender terhadap minat remaja melanjutkan pendidikan tinggi di masa Pandemi Covid-19. Penelitian ini menggunakan desain *cross sectional study* dengan metode *non-probability purposive sampling*. Pengambilan data dilakukan pada bulan Mei 2022 dengan responden 40 remaja laki-laki dan 40 remaja perempuan dari empat SMA Negeri di Kabupaten Brebes. Penelitian ini menggunakan analisis deskriptif, uji beda, korelasi, dan analisis jalur dengan model SEM-PLS. Hasil penelitian menemukan bahwa tidak terdapat perbedaan signifikan antara variabel yang diteliti pada responden remaja laki-laki dan remaja perempuan. Berdasarkan hasil uji korelasi diketahui bahwa terdapat hubungan signifikan antar variabel inti yang diteliti. Model SEM-PLS yang digunakan menunjukkan bahwa jenis kelamin remaja memiliki pengaruh signifikan terhadap nilai pendidikan anak dan minat melanjutkan pendidikan tinggi. Hasil lain menunjukkan nilai pendidikan anak berpengaruh signifikan terhadap minat melanjutkan pendidikan tinggi. Implikasi penelitian ini adalah minat melanjutkan pendidikan tinggi dapat ditingkatkan dengan meningkatkan nilai pendidikan anak.

Kata kunci: gender, minat melanjutkan pendidikan tinggi, nilai pendidikan anak, pola asuh pendidikan responsif gender

Introduction

Education is an investment process in human capital, which is important for economic activity and prosperity. Investment in education helps individuals develop skills and improves productivity, which ultimately helps them obtain better jobs, increased salaries, greater growth at the macro level, and higher quality of life (Guo et al., 2019; McCowan, 2019). Adolescents are in a transitional period and are trying to find their place in society; it is important to get an education so that they can take full responsibility for their needs (Monks et al., 2002). Education is an indicator used to measure human development. The BPS (2021) states that the lowest Human Development Index (HDI) for Central Java Province is owned by Brebes Regency with an index value of 66.32. A low HDI indirectly means that the quality of education in the area is low. The average length of school taken by residents of Brebes Regency aged 25 years and over is only up to 6.22 years or only has education up to grade 1 of junior high school (BPS, 2021). Individuals with higher education have higher labor productivity and economic outcomes (Adriani, 2019). BPS data (2021) show that the open unemployment rate for general high school graduates is 9.09%, and that for vocational school graduates is 11.13 percent. Meanwhile, the open unemployment rate for college graduates is only 5.98 percent. This indicates that a higher level of education can have a better impact on individual employment.

Socioeconomic changes in families due to the Covid-19 pandemic have led to an increased dropout rate and low interest in continuing higher education (Rustam & Kamaruzzaman, 2021). Higher education is further education after secondary education with highly specialized learning (McCowan, 2019). Interest in continuing higher education can be influenced by internal and external factors (Rini & Klapet, 2021). Internal factors from adolescents include the desire to realize goals, the desire to develop talents and interests (Arifin & Ratnasari, 2017; Khadijah et al., 2017), and hopes for the future (Indriyanti et al., 2013). Adolescent characteristics, such as sex differences, also influence their interest in continuing higher education (Smajlovic, 2015). Smajlovic (2015) found that female adolescents' interest in continuing higher education was greater than that of their male counterparts.

External factors that influence adolescents' interest in continuing higher education can be the family environment, school environment, socialization, as well as the benefits of adolescent participation in career guidance services at school (Arifin & Ratnasari, 2017; Khadijah et al., 2017) and the applicable curriculum at school institutions (Indriyanti et al., 2013). Family factors, such as family socioeconomic conditions (Jopa et al., 2018; Vitria & Kholilah, 2019) and parents' education level, also influence adolescents' interest in continuing higher education (Indriyanti et al., 2013; Smajlovic, 2015; Vitria & Kholilah, 2019). Adolescents' interest in continuing higher education can be seen in the gross participation rate in higher education. Indonesia's gross participation rate in national higher education in 2021 was 31.19 percent. Meanwhile, the gross participation rate in higher education in Central Java Province in the same year was 23.86 percent (BPS, 2021). This figure is very far when compared with developed countries such as South Korea, which reaches 94.4 percent and has not yet reached the national target as stated in the 2020-2024 Ministry of Education and Culture Strategic Plan, which Indonesia's targets at 70 percent (Kemendikbud, 2020).

Adolescents' interest in continuing higher education after high school is positively and significantly influenced by parenting styles (Amelia et al., 2017; Amelia et al., 2015).

Unfortunately, the implementation of education in the family tends to be carried out using gender-biased parenting styles (Puspitawati et al., 2022a; Yusiyaka & Safitri, 2020). The gender gap in the parenting of adolescent education provided by parents, according to Puspitawati et al. (2022a), can be seen from the different expectations of male and female adolescents; male adolescents are more encouraged to obtain higher education, and there are restrictions on access to formal education for female adolescents. The Ministry of Women's Empowerment and Child Protection (KPPPA, 2019) stated that Indonesia's average length of education in 2019 for males (8.62 years) was one year higher than for females (7.72 years). Gender-responsive parenting practices are needed to eliminate this gender gap (Puspitawati et al., 2022a). Parenting education provided by parents to children is carried out by guiding, directing, and supervising children's learning activities (Simanjuntak, 2010). Laa (2018) found that the parenting style practiced by farming families in their research mostly allowed or released children without any rules given, as well as a lack of warm relationships due to low parental education, economics, and understanding of the importance of education.

Cook and Jennings (2016) stated that parenting education conducted by parents on their children is a process of socializing the values and usefulness of education. Research conducted by Setiadi (2015) and Moonti et al. (2022) found that an individual's view or perception of education has a significant influence on the individual's interest in continuing higher education. The value system that individuals build can be influenced by age, gender (Staňková & Venterová, 2017) and socioeconomic class of parents (Cook & Jennings, 2016). Korsgaard (1983) distinguished between the intrinsic and instrumental values of education. Education is valued intrinsically as a result of the education process itself, and instrumentally as a means of achieving a goal. Farmer families tend to apply less formal education because of low awareness of the importance of education (Syaefudin, 2018). Research by Yuliana et al. (2021) shows that the interest of adolescent farmer families in continuing higher education is in the very low and stagnant category.

Previous research has explained much about the interest in continuing higher education in adolescents with the dimensions of Baumrind's parenting style, but no one has connected it with children's educational value and gender-responsive education parenting. Based on this background, this research was structured with the following objectives: (1) to identify differences in adolescent characteristics, parental characteristics, children's educational values, gender-responsive education parenting, and male and female adolescents' interest in continuing higher education during the Covid-19 pandemic; (2) to analyze the relationship between adolescent characteristics, parental characteristics, children's educational values, gender-responsive education parenting, and adolescents' interest in continuing higher education during the Covid-19 pandemic; and (3) to analyze the influence of adolescent characteristics, parental characteristics, children's educational values, and gender-responsive parenting styles on adolescents' interest in continuing higher education during the Covid-19 pandemic.

Methods

Participants

This was a quantitative explanatory study with a cross-sectional design. This research was conducted in Brebes Regency, which was purposively selected on the grounds that the human development index of Brebes Regency is the lowest in Central Java Province, with an index value of 66.32 (BPS, 2021). Another reason for choosing

Brebes Regency as the location of this research is that the samples in the study were adolescents from shallot farmer families, and Brebes Regency is the largest shallot center in Indonesia. Brebes Regency produces more than three million quintals from shallots (BPS, 2020). Data collection was conducted in May 2022, using a self-administered technique. The population in this study consisted of high school adolescents aged 15-18 years from intact families, where one or both parents worked as shallot farmers. The research sample was taken during the new normal era in the first and second weeks of schools returning to learning activities in class using a non-probability purposive sampling method involving four public high schools in Brebes Regency. Guidance and counseling (BK) teachers were involved in screening and data collection. The unit of analysis in this study was 80 adolescents from shallot farmer families, with a sample of 40 female and 40 male adolescents who were taken in equal proportions from each sample school.

Measurement

This study consisted of three core variables: the variable values of children's education, gender-responsive parenting styles, and interest in continuing higher education. The characteristics of the adolescents measured in this study were age, gender, and gender personality using nominal and ratio measurement data scales. Gender personality in adolescents was measured using the gender personality trait instrument of Puspitawati et al. (2021). The original questionnaire consisted of 66 statements, which were measured using a Likert scale ranging from one to 1-7. In the questionnaire used, modifications to the measurement scale were made to the Guttman scale "Yes" and "No" with a Cronbach Alpha of 0.610. The scores obtained were then composited, indexed, and categorized into feminine/introverted with an index of ≤ 34.0 , balanced feminine/introverted and masculine/extroverted with an index of 34.1-67.0, and masculine/extroverted with index ≥ 67.1 . The characteristics of parents in this study were fathers' age, mothers' age, monthly family income, fathers' education, and mothers' education, as measured by a data scale in the form of a ratio scale.

Children's educational value is the way in which individuals view education and determine every educational action (Staňková & Venterová, 2017). The variable of children's educational value was measured using the Student's Value of Education questionnaire from Cook and Jennings (2019), which consists of 11 items with a Cronbach's alpha of 0.691. The questionnaire was modified by translating and specifying statements according to the circumstances of the research sample and measured using 5 Likert scales: SS=Strongly Agree, S=Agree, R=Undecided, TS=Disagree, and STS=Strongly Disagree.

Gender-responsive education parenting is the practice of mentoring, guiding, directing, and supervising learning by prioritizing gender equality so that male and female adolescents can develop fully. The gender responsive education parenting style variable was measured using a questionnaire from Simanjuntak (2010) regarding child-learning parenting styles. The original questionnaire consisted of 24 statement items, but was modified into 20 statement items with a Likert scale in the form of 1=Never, 2=Sometimes, and 3=Often, with a Cronbach's alpha of 0.792.

Adolescent interest in higher education is a conscious feeling that individuals have to pursue education at a higher level after high school (Syah, 2000 in Atalia, 2018). Interest in continuing higher education as a variable Y was measured using a questionnaire on students' interest in continuing higher education developed by Rini

(2012). The original questionnaire consisted of 18 question items with four Likert scales, namely SS=Strongly Agree, S=Agree, TS=Disagree, and STS=Strongly Disagree. Modifications were made to 15 items because several items were similar to other items. The questionnaire had a Cronbach's alpha of 0.870. The score of each core variable that has been transformed into an index is then categorized based on the cut-off point in Puspitawati and Herawati (2018), namely low for an index <50.0, moderate for an index of 50.1-75.0; and high for an index > 75.1.

Analysis

Data were processed through a series of processes in the form of entry, cleaning, editing, coding, scoring, analysis, and interpretation. Data were processed using Microsoft Office Excel, Statistical Package for Social Science (SPSS) 25.0, Windows, and Smart PLS. Descriptive analysis was used to analyze the differences in male and female adolescents' characteristics, parental characteristics, children's educational values, gender-responsive educational parenting, and interest in continuing higher education among adolescents during the Covid-19 Pandemic. Inferential statistical analysis was used to determine the relationship between adolescent characteristics, parental characteristics, children's educational value, gender-responsive education parenting, and interest in higher education. The SEM-PLS model was used to determine the direct and indirect effects of the variables of adolescent characteristics, such as sex, children's educational value, gender-responsive education parenting, and adolescents' interest in higher education.

Findings

Adolescent Characteristics

This study included 80 adolescents aged 15-18 years from shallot farmer families. This study included 40 (50%) male and 40 (50%) female adolescents, with details of half of male adolescents (52%) aged 17 years and almost half of female adolescents (47.5%) aged 16 years. The gender personality of the majority of male adolescents (82.5%) was balanced between feminine/introverted and masculine/extroverted. In the example of female adolescents (62.5%), gender personalities were balanced between feminine/introverted and masculine/extroverted. However, the t-test revealed a significant difference between the two groups ($p = 0.015$). Based on the minimum and maximum index scores, it was found that samples of male adolescents had a gender personality that tended to be masculine/extroverted. Meanwhile, samples of female adolescents with a gender personality tend to be feminine/introverted.

Parental Characteristics

The age of parents of male and female respondents had the largest percentage in the age range of 40-50 years. In detail, the parents' ages can be explained by more than half (52.5%) of the male adolescents' fathers' ages being in the range of 40-50 years and three-fifths of the female adolescents' father's age (65.0%) being in the range of 40-50 years, as well as three-fifths of the mother's age for male adolescents (67.5%) and female adolescents (60.0%) being in the same range, namely 40-50 years of age. This study found that more than half of the male (57.5%) and female adolescents (50.0%) had a monthly family income of <IDR 1,000,000. Furthermore, the percentage of fathers with the last education of male and female adolescents who had graduated from elementary school

was 42.5 percent and 52.5%, respectively. From the mother's side, 50,0 percent of male adolescent mothers have completed elementary school, and 55.0 percent of female adolescents have completed elementary school. Overall, there were significant differences in family characteristics between male and female adolescents according to the age of the mother ($p = 0.040$).

Children's Educational Value

Based on the variable children's educational value in Table 1, it was found that more than three-fifths (72.5%) of male and female adolescents (70.0%) had children's educational value in the moderate category. This shows that the value of children's involvement in the education process is good but still not optimal. The average index of children's educational value for female adolescents was 70.23, which was higher than the average index for male adolescents (68.75). However, there was no significant difference between the results of the value index of children's educational values among male and female adolescents ($p=0.262$). This shows that there is already an equal view or perception of education among male and female adolescents.

Table 1. Distribution of samples based on the value of children's education between males and females

Category of children's educational value	Males (n=40)		Females (n=40)	
	n	%	n	%
Low (0-50.0)	1	2.5	1	2.5
Moderate (50.1-75.0)	29	72.5	28	70.0
High (>75.1)	10	25.0	11	27.5
Min-max	50.00-90.91		34.09-95.45	
Mean ± SD	68.75±9.45		70.23±12.32	
Different test (<i>p-value</i>)	0.262			

Note: +) significant at $p<0.1$; *) significant at $p<0.05$; **) significant at $p<0.01$

When viewed at the item level, one item was found to have a significant difference between the samples of male and female adolescents. In the item stating that having a higher education makes life better, male adolescent samples had a lower mean index than female adolescent samples ($p=0.007$). This indicates that the female sample has a higher effort in getting an education than the male sample. The higher the score, the higher the children's educational value embedded in their adolescence.

Gender Responsive Educational Parenting

Gender-responsive educational parenting during the pandemic by half of the parents of male adolescents (52.5%) and parents of female adolescents (50.0%) were in the low category (Table 2). These results show that gender-responsive educational parenting carried out by parents during the pandemic is still minimal, both in the sample of male and female adolescents. The average index of gender-responsive educational parenting owned by male adolescents was 48.50, which is lower than the average index of female adolescents (51.81). However, based on the results of the t-test between male and female adolescents, which can be seen in Table 2, there is no significant difference ($p=0.656$). This shows that male and female adolescents received equal educational parenting from their parents.

Based on the item-level analysis, an interesting result was found, namely, there is one item with a significant difference between the sample of male and female adolescents. In the item stating that parents do nothing when adolescents experience learning

difficulties, female adolescent samples had a higher average than male adolescent samples ($p=0.005$). This indicates that parents are more active in helping female adolescents with learning difficulties than are male adolescents. However, based on the mean scores of male and female adolescents, it was also found that parents were more likely to provide guidance on study time and advice on repeating material from school for male adolescents than female adolescents. The higher the score, the higher the gender-responsive educational parenting received from the parents during the Covid-19 pandemic.

Table 2. Distribution of samples based on gender-responsive education parenting between males and females

Category of Gender Responsive Educational Parenting	Male (n=40)		Female (n=40)	
	n	%	n	%
Low (0-50.0)	21	52.5	20	50.0
Moderate (50.1-75.0)	18	45.0	19	47.5
High (>75.1)	1	2.5	1	2.5
Min-max	17.50-77.50		22.50-90.00	
Mean ± SD	48.50±15.90		51.81±15.41	
Different test (<i>p-value</i>)	0.656			

Note: +) significant at $p<0.1$; *) significant at $p<0.05$; **) significant at $p<0.01$

Interest in Continuing Higher Education

Based on the analysis results in Table 3, the interest in continuing higher education in male (70%) and female (52.5%) adolescents can be categorized as moderate. It can be interpreted that during the Covid-19 pandemic, both male and female adolescent samples did not have a high interest in continuing higher education. The average index of interest in continuing higher education in male adolescents (64.55) was lower than that of female adolescents (67.05). This may indicate that female adolescents have a higher interest in continuing their education than male adolescents. However, the results of the t-test between male and female adolescents did not have a significant difference in the interest in continuing higher education ($p=0.582$).

Through item-level analysis, two items were found to be significantly different between male and female adolescent samples. The female adolescent sample had higher disagreement on the statement item that they were not interested in continuing higher education because many college graduates were unemployed ($p=0.016$), and adolescents were less interested in continuing higher education because of stories from relatives or friends that studying in college is difficult and boring ($p=0.004$) than the disagreement held by the male adolescent sample. This could mean that male adolescents have a lower interest in continuing higher education than female adolescents because of the environmental factors of unemployed university graduates and stories from relatives/neighbors about the difficult learning process in higher education. The adolescent samples in this study, both male and female adolescents, are interested in continuing higher education based on the belief that if individuals have higher education, they will have a bright future and a successful career. They will seek information about their opportunities to continue higher education, get support from their families, and override the surrounding view that higher education is difficult and many graduates are unemployed.

Table 3. Distribution of samples based on interest in continuing higher education between between males and females

Category of Interest in Higher Education	Male (n=40)		Female (n=40)	
	n	%	n	%
Low (0-50.0)	4	10.0	7	17.5
Moderate (50.1-75.0)	28	70.0	21	52.5
High (>75.1)	8	20.0	12	30.0
Min-max	40.00-88.89		35.56-91.11	
Mean ± SD	64.55±12.02		67.05±13.07	
Different test (<i>p-value</i>)	0.582			

Note: +) significant at $p<0.1$; *) significant at $p<0.05$; **) significant at $p<0.01$

Relationship between Adolescent Characteristics, Parental Characteristics, Children's Educational Values, Gender Responsive Education Parenting, and Adolescents' Interest in Continuing Higher Education During the Covid-19 Pandemic

Table 4 shows that the father's age has a significant positive relationship with the gender-responsive education parenting in adolescents ($p=0.005$). This shows that the older the father, the higher the gender responsive education parenting in adolescence. In addition, other family characteristics that have a significant relationship are shown by the mother's last education. Mother's last education had a positive significant relationship with the interest in continuing higher education of adolescents ($p=0.034$). This can be interpreted that the higher the mother's last education, the higher the interest in continuing higher education adolescents.

Table 4. Correlation coefficient of adolescent characteristics, parental characteristics, children's education values, gender-responsive education parenting, and interest in continuing higher education

Variable	Children's educational parenting	Gender responsive education parenting	Interest in higher education
Adolescent characteristics			
Sex	0.068	0.107	0.100
Age	-0.104	-0.104	-0.105
Gender personality	-0.065	-0.032	-0.058
Parents characteristics			
Father's age	0.040	0.308**	0.171
Mother's age	-0.035	0.172	0.052
Father's last education	0.096	0.045	0.009
Mother's last education	0.204	0.131	0.237*
Family income	0.045	0.159	0.167
Children's educational parenting	1	0.256*	0.672**
Gender responsive education parenting	0.256*	1	0.224*
Interest in higher education	0.672**	0.224*	1

Note: +) significant at $p<0.1$; *) significant at $p<0.05$; **) significant at $p<0.01$

A significant positive relationship was found between the variables of gender-responsive education parenting and children's educational value ($p=0.022$), so that the higher the gender-responsive education parenting carried out by parents, the higher the children's educational value possessed by adolescents. Gender-responsive educational parenting also had a significant positive relationship with interest in continuing higher

education ($p=0.046$), so it can be said that the higher the gender-responsive educational parenting practices by parents, the higher the interest in continuing higher education in their adolescent children. In addition, there was a significant positive relationship between the other variables and children's educational value and interest in continuing higher education ($p=0.000$). This can be interpreted that the higher the educational value of children owned by adolescents, the higher the interest in continuing higher education in these adolescents.

The Influence of Gender, Children's Educational Values, and Gender Responsive Education Parenting on Adolescents' Interest in Continuing Higher Education During the Covid-19 Pandemic

Tests for the influence of sex, children's educational values, and gender-responsive parenting styles on interest in continuing higher education were conducted using the SEM-PLS test model. The fit model was constructed through analysis of the inner and outer models. The outer model was evaluated by testing the validity of the loading factor value, Average Variance Extracted (AVE) value, and composite reliability value. An indicator can be considered valid if it has a loading factor greater than 0.5. An AVE value of more than 0.5 can be used to determine discriminant validity. Composite reliability, with a value > 0.7 is used to determine the reliability of the latent variable being measured.

Table 5. AVE value, composite reliability, r-square and r-square adjusted on the influence model of gender, children's educational value, gender-responsive education parenting, and interest in continuing higher education

Variable	AVE	Composite Reliability	R Square
Sex	1.000	1.000	-
Children's educational parenting	1.000	1.000	0.133
Gender responsive education parenting	1.000	1.000	0.013
Interest in higher education	1.000	1.000	0.486

The influence of the latent variables was analyzed through an inner model analysis. The inner model is evaluated using the coefficient of determination (R^2), which is used to show the influence of exogenous variables on endogenous variables as well as the degree of variation in the changes in the independent variables on the dependent variable. Furthermore, to measure the fit of the model, goodness of fit was carried out with the coefficient of determination as follows:

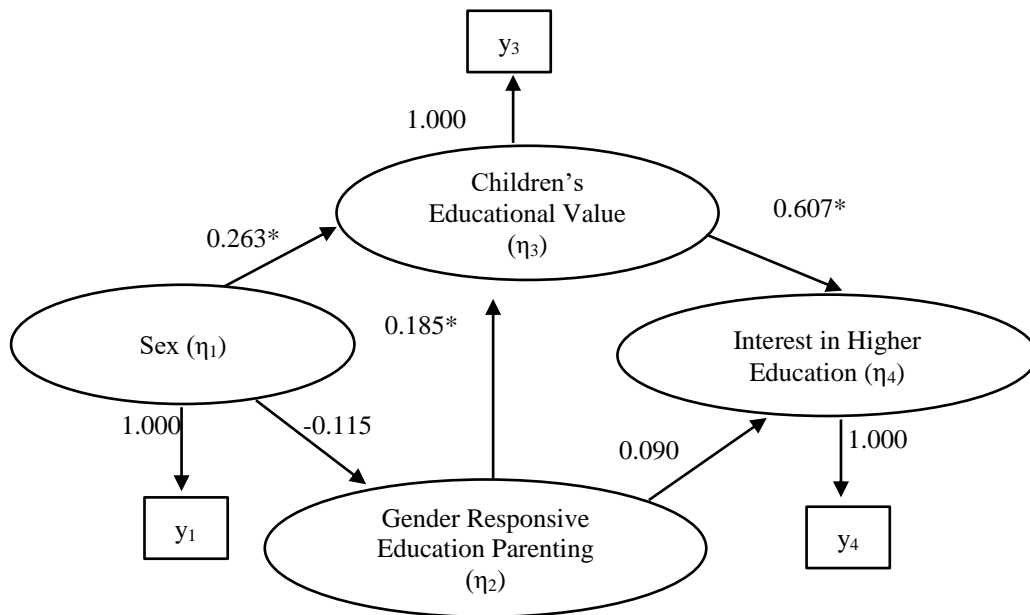
$$\begin{aligned}
 Q^2 &= 1 - (1 - R^2_1)(1 - R^2_2)(1 - R^2_3) \\
 &= 1 - (1 - 0.133)(1 - 0.013)(1 - 0.486) \\
 &= 0.56
 \end{aligned}$$

Based on the results of the goodness-of-fit calculation, a Q^2 value of 0.56 was obtained. This indicated that the structural model presented in this study was good. Based on the Q^2 value, it can be concluded that the independent variables in the study, namely gender, children's educational values, and gender-responsive parenting styles, can explain approximately 56 percent of the interest in continuing higher education among adolescents during the Covid-19 Pandemic. The remaining 44 percent of adolescents interested in continuing higher education during the Covid-19 Pandemic can be explained by variables other than the research model presented.

Table 6. The results of the compatibility test of the empirical model of gender analysis on the value of children's education, gender-responsive education parenting, and interest in continuing higher education

The measure of the degree of fit of the model	Category	Value
Goodness of Fit (GoF)	0.80 < GoF < 0.90	0.560
Standardized Root Mean Square Residual (SRMR)	SRMR < 0.5	0.000
Exact fit criteria d_ULS and d_G	>0.005	0.000; 0.000
Normed Fit Index (NFI)	0.80 < NFI < 0.90	1.000
Rms Theta	Better close to 0	0.349

The measurement of the fit model in terms of the Goodness of Fit (GoF) and Normed Fit Index (NFI) values is not optimal because they do not meet the cut-off model fit (Table 6). The model had GoF and NFI values of 0.560 and 1.000, respectively. The non-optimal model allegedly occurs because the model being analyzed is simple, with few samples. The SEM-PLS analysis model used in this study is shown in Figure 1.



Annotation:

- y1 = Sex (1=male; 2=female)
- y2 = Index of gender responsive education parenting (asked the child)
- y3 = Index of children's educational value (asked the child)
- y4 = Index interest in higher education (asked the child)

Figure 1. The model of the influence of gender, children's educational value, and gender-responsive education parenting on the interest in continuing higher education in adolescents

The results of the t-value analysis, which are more than 1.96, indicate that there is a direct effect between the latent variables tested. Based on the results in Table 2 of the decomposition of the effects, it was found that gender had a direct effect on children's educational value ($\beta=0.263$; $t>1.96$) and interest in continuing higher education ($\beta=0.185$; $t>1.96$). This means that the value of education and interest in continuing higher education in female samples was higher than that in male adolescents. A direct significant effect was also found on gender-responsive parenting on children's educational value

($\beta=0.607$; $t>1.96$) and on children's educational value on interest in continuing higher education ($\beta=0.607$; $t>1.96$). In addition to the direct effect, it was found that there was also an indirect effect of gender-responsive education parenting on the interest in continuing higher education through the intervening variable of children's educational value ($\beta=0.173$; $t>1.96$). Thus, children's educational value is a very strong variable, both as a direct influence variable and an intervening variable in influencing interest in continuing higher education in the samples of male and female adolescents.

Table 8. The results of the effect decomposition on the direct and indirect influence models

Variable	Total Effect	Direct Effect	Indirect Effect
Gender Responsive Education Parenting (η_2)			
Sex (η_1)	-0.115	-0.115	0.000
Children's Educational Value (η_3)			
Sex (η_1)	0.230*	0.263*	-0.033
Gender Responsive Education Parenting (η_2)	0.286*	0.286*	0.000
Interest in Higher Education (η_4)			
Sex (η_1)	0.314*	0.185*	0.129
Children's Educational Value (η_3)	0.607*	0.607*	0.000
Gender Responsive Education Parenting (η_2)	0.263*	0.090	0.173*

Note: *) significant at > 1.96

Discussion

The adolescents in this study were categorized as middle adolescents, based on Monks et al. (2002). Gender personality can be divided into feminine/introverted gender personality traits, feminine/introverted gender personality traits balanced with masculine/extroversion, and masculine gender personality traits (Puspitawati et al., 2021). Male adolescents have a gender personality that tends to be masculine/extroverted, whereas female adolescents have a gender personality that tends to be feminine/introverted. This is in line with the results of research from Sasserant and Yonge (1979); Zhang et al. (2001) which found that men are more likely to have a masculine gender personality and women tend to have a feminine gender personality. Gender personality differences can occur due to psychological adaptation obtained from parents or the environment (Schmitt et al., 2017). Males tend to have a masculine gender personality because they have traits such as being physically strong, dominant, masculine individualistic, competitive, ambitious, hard personality, assertive, systematic, and less sensitive. Females tend to have a feminine gender personality because they have traits such as being sensitive to the needs of others, sympathetic, happy to comfort others, understanding, warm, gentle, spoiled, loving, and loyal (Zhang et al., 2001; Slobodskaya & Kornienko, 2021). The average age of adolescent parents was categorized as middle adulthood, which is in the range of 40-60 years (Sigelman et al., 2019).

Children's educational value held by most male and female adolescent samples is categorized as moderate, with the average value of children's education held by female adolescent samples being higher than that of male adolescents. This is in line with research conducted by Cook and Jennings (2019), who found that the value of secondary school students' education in Jamaica is categorized as moderate. Adolescents value education as a means or tool to achieve something desired in the future, and are included in the instrumental value of education (Korsgaard, 1983; Reid, 1998). In line with

research conducted by Cook and Jennings (2019), Francis and Archer (2005) found that the samples in their research thought that education was important to get a decent job in the future. The value of children's education that is considered important for the samples in the study makes it necessary to instill through academic socialization that can be done by parents in their educational parenting (Taylor et al., 2004).

Gender-responsive educational parenting carried out by parents to adolescents is still categorized as low. In line with the results of Simanjuntak's research (2010), educational parenting before and during the provision of Family Hope Program (PKH) funds was categorized as poor/low. Assistance with children's learning, especially during the pandemic because most of the learning process is carried out at home, is important for parents to do and can build a close relationship between parents and children (Ntelok et al., 2021; Kurniati et al., 2021).

Interest in continuing higher education in the sample of male and female adolescents was categorized as moderate. In line with research conducted by Fitriati (2017), who found interest in continuing higher education in adolescents, this is categorized as moderate. Research by Rustam and Kamaruzzaman (2021) conducted during the Covid-19 pandemic in West Kalimantan also found moderate interest in continuing higher education among adolescents.

In this study, a t-test was conducted between samples of male and female adolescents to determine the differences between them in the three core variables studied. The t-test results showed that there was no significant difference in the core variables of the male and female adolescent samples. In contrast, Cook and Jennings (2019) found significant differences in the value of children's education held by male and female students, with the assumption that female students are more oriented towards the instrumental value of education than male students. This result is inversely proportional to research conducted by Puspitasari (2008) and Lawalata (2016), who found that educational parenting is significantly positively related to females. The different sexes of children can affect the way parents behave towards their children and will further affect the behavior and relationship between parents and children (Halpern, & Jenkins, 2015; Ali et al., 2023). However, in contrast with the research by Adirakasiwi and Warmi (2018) that found the interest in continuing higher education in adolescents is not influenced by gender differences. Gender-perspective education is organized by not distinguishing between sex, ethnicity, and not discriminating, but prioritizing education for men and women which ultimately facilitates the goal of gender equality (Sumar, 2015).

Adawiyah (2017) found that there is a relationship between the age of parents and parenting patterns given to their children. Furthermore, the mother's last education had a significant positive relationship with interest in continuing higher education. This finding is in line with the results of research from Rini (2012), Kadajah, Indrawati, and Suarman (2017), and Utaminingsih (2021), which states that there is a relationship between parents' last education and interest in continuing higher education in adolescents. Educational parenting applied by parents to their children can be adopted to create value towards education (Staňková & Venterová 2017). Staňková and Venterová (2017) also stated that the value system related to education created by the child can regulate interests, behaviors, and needs regarding education which are reflected in the selection of educational actions to be taken. Parenting provided by parents also has a significant positive relationship with interest in continuing higher education in their adolescents (Amelia et al., 2015).

The SEM-PLS analysis shows that gender has a significant influence on the value of children's education and interest in continuing higher education. The BPS data (2021)

show that the gross enrollment rate at the tertiary level for women is higher than that for men. Research results from Mead (2022) also found that women were more likely to enroll in university than men. Anwar et al. (2019) found that women's intelligence in mastering science at a higher education level tends to have more potential to graduate quickly than men. This shows that there has been a shift in the views of men and women regarding education, which was once only considered important for men, but now women are also pursuing higher education.

Parents play an important role in their children's education through the parenting process. Parenting provided by parents is a process of internalizing values in children (Yusiyaka & Safitri, 2020). Parents transfer children's educational values through a series of academic socialization processes in parenting. Research conducted by Cook and Jennings (2016) found that the educational values possessed by parents have a significant influence on children's educational values. Cook and Jennings (2016) in the same study found that the value of education held by parents and children tends to be the instrumental or functional value of education.

Value systems that individuals have regulated their interests and selected behaviors. In line with research conducted by Setiadi (2015), Irnawati (2019), and Moonti et al. (2022) found that the value of education inherent in adolescents as individuals has a positive effect on their interest in continuing higher education. In the gender-responsive child education parenting variable, there was an indirect influence on the variable of interest in continuing higher education in adolescents through the value of children's education. Lastya (2019) found that interest in continuing higher education among adolescents was influenced by the educational parenting provided by the family.

In this study, it was found that the results were not the same when using the SPSS and Smart-PLS analysis tools with the SEM-PLS method. The results of the regression test using SPSS did not find a significant effect of gender on the value of children's education or interest in continuing higher education. The SEM-PLS results show the opposite result, namely that there is a significant positive relationship. According to (Puteh & Ong, 2017) SEM-PLS is more robustly used for theory testing than the conventional SPSS analysis tool. SEM-PLS also allows researchers to test all variables simultaneously and is more flexible regarding small sample sizes because it does not require normality assumptions and can produce more accurate results.

Conclusion and Recommendation

Conclusion

The results showed that during the Covid-19 pandemic, children's educational value and adolescents' interest in continuing higher education were in the moderate category. Meanwhile, the gender-responsive education parenting received by adolescents was in the low category. The results of the relationship test found that the mother's last education, children's educational value, and gender-responsive educational parenting had a significant positive relationship with interest in continuing higher education. In addition, the three core variables in this study have a significant positive relationship with each other. The SEM-PLS analysis showed that gender had a significant positive effect on children's educational value and interest in continuing higher education. An indirect effect was found for gender-responsive parenting styles on interest in continuing higher education through the value of children's education. This research further proves that the

value of children's education instilled in adolescents and good gender-responsive educational parenting can influence the interest in continuing higher education in adolescents.

Recommendation

The government can develop an education curriculum that is fun for adolescents and increases socialization regarding the importance of education. Schools can provide learning support facilities and fun learning methods. Every parent is advised to provide learning assistance that makes children feel attached to their education. Setting study time and discipline, directing children to study, always asking questions related to children's difficulties at school, giving praise when children succeed in learning, and not giving burdensome punishments when children get poor learning results can be some of the ways that parents can do to improve children's educational value. Parents can also introduce adolescents to the shallot farming process and encourage them to receive formal education in agriculture to improve agricultural welfare. Adolescents need to realize the importance of education as a provision for the future to have a good career and quality of life. In addition, further research is needed to improve the methods used to obtain maximum results on aspects of children's educational value, gender-responsive education parenting, and interest in continuing higher education, as well as exploring various other factors that can affect the variables in the research that has been conducted or research from parents' perspective.

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